Evaluation of an Abbreviated Bully Prevention Program for Reducing Aggression in a Middle School

by

Christopher David Bell

(Under the Direction of Alan E. Stewart)

ABSTRACT

The present study sought to examine the efficacy of an abbreviated version of the Bully Busters program (Newman, Horne, Bartolomucci, 2000). The Bully Busters program is a psychoeducationally-based intervention that was designed to aid middle school teacher's in the development of knowledge and use of bullying intervention skills, teacher self-efficacy, and subsequently reduce students' exposure to classroom bullying behaviors.

The program was implemented at a suburban public middle school in the southeastern United States as part of a school administration initiated year-long bullying reduction campaign. The teacher-participants attended a series of seven small group sessions facilitated by masters' and doctoral students familiar with the Bully Busters program. The teacher-participants then presented the Bully Buster content and in-class activities to the student-participants during a weekly 20 minute class period devoted to the bully reduction campaign.

Teacher-participants (N=69) were sixth-, seventh-, and eight-grade middles school teachers; Student-participants (N=488) were sixth-, seventh-, and eight-grade students. The effectiveness of the abbreviated bully reduction program was assessed by comparing the pre- and post-test measurements from the following instruments: the Teacher Sense of Efficacy Scale (TSES)(Tschaannen-Moan & Hoy, 2001), and several scales from the Multisite Violence Prevention Project (MVPP) survey (Dahlberg et al., 2005), including, the Teacher Expectation and Efficacy Scale (TEEM), the School Safety Problems – Teacher (SSP-T), the Teacher Classroom Climate (TCC), the Student Classroom Climate (SCC), and the Problem Behavior Frequency Scale (PBFS).

A quasi-experimental pre-test/post-test design was utilized. Nine null hypotheses were tested by means of one-tailed t tests, to attempt to answer 3 research questions. Of the nine null hypotheses, 4 were rejected in favor of the abbreviated intervention ($p<.05$). These findings suggest that an abbreviated version of the Bully Busters program can have positive effect on teacher's report of efficacy in intervening with bullying behaviors. Additionally, the program appears to increase student's reports of aggressive behaviors in the classroom,

suggesting that their understanding of, and ability to identify, aggression, has been refined. Based upon these findings, recommendations for future research and intervention in this area were made.

INDEX WORDS: Bullying, Victimization, Bully Reduction, Bully Prevention, Aggressive Behavior, Aggression Reduction, Aggression Prevention, Teacher-efficacy, Classroom Management, Psychoeducationally-Based Group, Social Learning

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CHAPTER 1

INTRODUCTION

Overview of the Problem

As illustrated in the following fable, violence, aggression, and conflict between those of differing abilities, strengths, and status appears to predate human time:

> “THE BEASTS of the field and forest had a Lion as their king. He was neither wrathful, cruel, nor tyrannical, but just and gentle as a king could be. During his reign he made a royal proclamation for a general assembly of all the birds and beasts, and drew up conditions for a universal league, in which the Wolf and the Lamb, the Panther and the Kid, the Tiger and the Stag, the Dog and the Hare, should live together in perfect peace and amity. The Hare said, "Oh, how I have longed to see this day, in which the weak shall take their place with impunity by the side of the strong." And after the Hare said this, he ran for his life.”
>
> (http://etext.virginia.edu/toc/modeng/public/AesFabl.html)

It appears that what was true for Aesop’s era is still true today – the world over. Even though violence, aggression, and

conflict seem to be “hard-wired” into the experience of life, human or otherwise, there is no reason to believe that we should not work to make our nations, corporations, communities, and schools less conflict-oriented; safer. Or, put another way, “violence is a public health problem that can be understood and changed” (Mercy et al., 2003; p. 256).

Unfortunately, as the Hare instinctively knows, we seem to have our work cut out for us. Even in our schools, where ideas like social justice should be held as sacred, children and adolescents are indoctrinated into the world of aggression on a daily basis. As schools in the United States have been described as microcosms of the general culture (Newman, 1999), it should not be surprising that the violence and aggression expressed in the general culture is also reflected in our classrooms (Horne, Glaser, and Sayger, 1994).

Despite statistics which indicate that school violence is diminishing (Glasser, 2000), even the slightest potential or threat of violence comes with a price no one should ever have to pay. Recent school shootings, such as those at Columbine (2000) and Virginia Tech (2007) provide tragic support of this. Though we are understandably shocked by such incidents as these, we should not be surprised; a 2006 report by the Centers for Disease Control indicates that as many as 6% of high school

students admit to carrying a weapon – a gun, knife, or club – to school (Horne, Orpinas, & Raczynski, in press).

And even when the violence is not as starkly expressed as in the above examples, the problem of violence and aggression still faces and challenges our children regularly. For example, the Youth Risk Behavior Survey (CDC, 2006) indicates that 43% of boys and 28% of girls have been in fights; that 30% of students in grades 6 – 10 have been involved in bully-victim dyad (Whitted and Dupper, 2005). Such high percentages indicate that our nation's children and adolescents violence-indoctrination most typically comes through the social interactions of bully-victim dyads at their schools (Newman-Carlson & Horne, 2001; Espalage & Holt, 2001; Hoover, Oliver, & Hazler, 1992).

Simply put, a bully-victim dyad is a relationship comprised of at least one victim and one bully. And unfortunately whether the child or adolescent is a bully, a victim, or a witness to the bully-victim behavior, they are undoubtedly engaging in *social learning* (Bandura, 1973, 1986); which is to say learning how to relate to others by observing and engaging in social relationships (Orpinas & Horne, 2006). Thus, unchecked, it would seem that aggression and bullying beget aggression and bullying.

Determining the extent of aggression and bullying in our schools and communities is a task more difficult than "pulling a stump out of the ground with a pair of pliers" (Stewart, 2006)

when one considers the complexity of even attempting to define such behavior (Horne, Stoddard, & Bell, 2007). Despite this, the literature is replete with attempts to capture statistics describing the incidence and prevalence of both bullying and aggression (Olweus, 1994), from both the perpetuators and the victims perspectives.

From the perspective of the perpetuators, the World Health Organization Bullying Survey (Nansal, et al, 2001), which assessed the bullying experiences of more than 15,000 school-aged youth in the public school system of the United States, indicates that 53% of boys and 37% of girls report having participated in bullying, adding that 12% of the boys report having participated in bullying on a weekly basis. These percentages are similar to those reported by Grunbaum et al (2004) who, utilizing the Youth Risk Behavior Surveillance (YRBS) with a comparably sized (approx. 12,000) sample of school-aged youth, reports that 41% of boys and 25% of girls had been in a physical fight. Additionally, the YRBS determined that 9% of boys and 3% of girls also reported carrying a weapon to school.

Similarly, a survey of the experiences of more than 9,000 students as part of the Students For Peace Program (Orpinas et al, 2000), reported that in one week’s time, 60% of students had been engaged in name-calling, 55% had made fun of others, 44%

had pushed another student, 39% had hit or kicked another student, and 36% of students had threatened another with violence.

With regard to grade-based prevalence, Grunbaum et al (2004) reported that 13% of 6th graders and 5% of 10th graders acknowledged engaging in bullying behaviors. Whereas, in another survey of almost 5,000 elementary school students (Silvernail et al, 2000) it was reported that (over the course of one month) more than 14% of students engaging in name-calling, teasing, and low-level physical aggression (i.e., pushing and kicking). Though as it was initially believed that as students become older, they experience less bullying (Olweus, 1991), recent reports indicate that as many as many as 30% of students in middle and high school report experiencing bullying, either as perpetrators or victims (Klomek et al, 2007).

From the perspective of the victims, the work of Nansel et al (2001) reports that 47% of boys and 36% of girls had been the victims of bullying behavior, and that 11% of boys and 6% of girls were bullied weekly. Similar findings were reported by Kockendorfer and Ladd (1996) who indicate that 51% of young children reported being teased, and 43% reported regularly being the target of low-level violence. Most alarmingly, it was reported that 6% of boys and 5% of girls reported feeling that they were too unsafe to attend classes (Grunbaum et al, 2004).

When determining the number of students who miss school because of fear, a 1993 report by the National Association of School Psychologists (NASP) and the United States Department of Justice (USDJ), puts estimates at over 160,000 (Lee, 1993).

Just as concerning, the reports of the incidence of sexual harassment in the public school system indicate that most of our nation's youth have experienced this sort of bullying as well. Specifically, findings from the American Association of University Women (AAUW; 2001) indicate that 24% of boys and 30% of girls in the 8th through 11th grade reported having experienced verbal sexual harassment on a regular basis, and that 20% of boys and 29% of girls had experienced physical sexual harassment. The work of others (Grunbaum et al, 2004) indicates that 6% of boys and 12% of girls report having been forced to have intercourse.

Advances in technology have also provided a platform for bullying and victimization. One survey found that, while 54% had fallen victim to more "traditional" bullying, nearly 25% of those surveyed had also experienced bullying through electronic media (Li, 2007). This "cyber-bullying" has become a new landscape being explored by perpetrators and researchers alike. A recent search on Psycinfo for the term cyber-bullying yielded five articles published in the past two years on this subject.

With regard to gender differences, it appears that males are more likely to experience bullying, both as the perpetrator and the victim, than are their female counterparts (Crick and Grotpeter, 1995; DeVoe et al, 2002). However, based on the incidence of bullying behaviors, regardless of the type, grade-level, technology, or gender, it is clear that there is a problem with bullying in this country.

Such high levels of aggression and bullying bring with them myriad consequences and costs, both to the school system and to the individual. For example, school systems and administrators are faced with the increasing costs of identifying high risk schools within their district, aggression prone areas within individual schools, and teachers who may be perpetuating the problem of bullying, or suffering from burn-out as a result of it (Astor et al, 2006; Twemlow et al, 2001; Van Der Doef et al, 2002). One recent study (Foster et al, 2005) found that the combined expenditures of the various public sectors (i.e., schools, mental health, juvenile justice) which intervene in the lives of conduct disordered youth, easily exceed $10,000 dollars per year, per child. Clearly, this is an expensive problem facing our already resource-drained schools.

An extensive body of literature has developed exploring the socio-emotional consequences experienced by the children and adolescents whose lives are effected by bullying. Numerous

studies have demonstrated that students who attend schools with moderate to high rates of aggression and bullying are at increased risk to manifest symptoms of depression, stress and anxiety, low self-esteem, psychosomatic complaints, and suicidality (Hawker & Boulton, 2000; O'Moore & Kirkham, 2001; Klomack et al, 2007; Williams, Chamgers, Logan, & Robinson, 1996; Wolke, Woods, Bloomfield, & Karstadt, 2001).

Additionally, it has been demonstrated that children and adolescents who are the frequent targets of bullying report having smaller friendship networks than their peers and are rated by their peers as being less popular (Boulton & Underwood, 1992), situations which arguably lead to a perpetuation of the cycle of victimization.

Though bullying, aggression, and violence are terms which are often used interchangeably in the common vernacular, the violence prevention field has attempted to create a more discrete taxonomy (Orpinas & Horne, 2006). It is suggested that a distinction between these terms is needed so that researchers and interventionists can be more effective in their work in this important area.

At present, the term violence carries the dubious distinction of possessing the most accepted definition of the three terms. Violence, as defined by the World Health Organization (WHO) (Krug, Mercy, MMVP, & Zwi, 2002) is:

> The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation. (p. 5)

Subsets of violence then, are aggression and bullying. Aggression is a term used to describe those behaviors which are intended to cause physical and/or psychological harm toward self or others, but have less severe effect on the target than would violence (Orpinas & Horne, 2006).

Bullying has, perhaps, the most detailed definition. The consensus among the most prevalent bullying-prevention researchers (Horne et al 2004; Olweus, 1993) is that bullying behaviors involve the following three components: 1) they are actions perpetuated by individuals with superior stature against individuals with inferior stature, 2) they are acts which are recapitulated over time, and 3) they are acts which have hostile intent; hares beware!

Whitted and Drupper (2005) note that, compared to both violence and aggression, bullying appears to be the most prevalent of the behaviors on this the aggression continuum. Bullying is the most common, insidious form of aggression in schools today (Oliver et al, 1994); with the direct and indirect

effects of bullying frequently reported by students, teachers, and administrators alike (Orpinas & Horne, 2006; Olweus, 1993).

Purpose of the Study

As Horne, Stoddard, and Bell (2007) note, there have been many attempts to define and describe the nature and problem of bullying, but there unfortunately has been comparatively little research done in the way of developing empirically supported interventions. By virtue of the fact that bullying occurs within a relational context, it is vital to identify the various systems in which a child or adolescent lives, as well as to also understand the various risk and protective factors which operate in each of those systems. Thus, a number of programs have been developed over the last few decades which attempt to reduce and/or prevent the effects of bullying and aggression (Horne et al, 2004).

Though programs have been developed which target the problem of bullying and victimization from an individual treatment perspective (Hazler, 1996), the most frequently employed interventions in school settings approach the problem from a systems perspective with a focus on both aggression reduction and prevention.

The first comprehensive and extensively researched aggression reduction and prevention program was developed by Dan

Olweus and his colleagues (Olweus, 1991; 1993). The Olweus model was pioneered in Norway during the 1980's, later replicated in other European countries, and finally exported to the United States.

The Olweus model is predicated on the fact that there is an investment by all of the "stake-holders" (Campbell, 2006) within a given school (i.e., teachers, administrators, parents, community agencies, etc.), and that these stake-holders will work in concert with the students to reduce the problem of school-based aggression (Horne et al, 2006). Most typically, this is done through either group work and/or group activities which are designed to focus on developing conflict resolution and problem-solving skills. Due to this program's reliance on a committed and coordinated effort from individuals beyond the school system (i.e., parents, community agencies, etc.), it requires a level of commitment that schools are often unable or unwilling to provide (Newman-Carlson and Horne, 2004).

The Bully Busters program (Newman, Horne, Bartolomucci, 2000) is a teacher-targeted bullying reduction program which has been developed to more effectively meet the educational, cultural, and fiscal needs of the school systems in the United States.

The Bully Busters program model is predicated on the fact that aggression and bullying are behaviors borne of social

skills deficits; and that the most effective means of reducing aggression and bullying behaviors in the school is through increasing the awareness, knowledge, and efficacy of teachers regarding how they deal with school-based aggression and bullying (Newman-Carlson and Horne, 2004). Specifically, this is done through a psychoeducationally-based curriculum which the school counseling personnel deliver to the teachers. Most commonly, this is done in a group format.

Though the Bully Busters program (Newman, Horne, Bartolomucci, 2000) program has been shown by Newman-Carlson and Horne (2004) to be an effective teacher-targeted awareness- and skills-based bullying reduction program, they note that there is still a dearth of research examining the effectiveness of this program, and versions of it, in school systems across the United States.

Thus, the present study attempts to examine the effectiveness the Bully Busters program model, albeit implemented utilizing an abbreviated method.

Specifically, this study attempted to determine the efficacy of a year-long abbreviated psychoeducationally-based, teacher-targeted group intervention conducted at a middle school in the Southeastern United States. The present study examined the following research questions:

1) Does a psychoeducationally-based Teacher Support Group effect the teacher-participant’s self-efficacy as it relates to successfully intervening in a bully-victim conflict?
2) Does a psychoeducationally-based Teacher Support Group effect the teacher-participant’s perceptions of the risk factors in the school and classroom climates which are associated with bully-victim conflict?
3) Does a teacher-led, in-class activity effect the student-participant’s perceptions of the risk factors in the school and classroom climates which are associated with bully-victim conflict?

CHAPTER 2

LITERATURE REVIEW

As indicated, bullying poses a significant problem to our communities and schools. Not surprisingly, considerable resources have been expended in the attempts to better understand the problem of bullying. As a result, these attempts have produced a significant body of literature over the course of the past two decades. This body of literature has examined bullying from a dizzying number of perspectives, including but by no means limited to; 1) providing descriptive information related to the incidence and prevalence of bullying, 2) defining bullying and victimization, 3) understanding the causes of bullying and victimization, 4) understanding the effects of bullying and victimization, 5) developing bullying intervention programs, and 6) developing bullying prevention program.

As the purpose of this study is to determine whether a psychoeducationally-oriented, group-based intervention with middle school teachers would increase the teacher’s efficacy and skill in intervening in bullying behaviors, as well as reduce student’s report of bullying in the classroom, it will be necessary to provide information about bullying from a number of these perspectives.

The intervention employed in this study is predicated on the simple belief that increasing awareness about a problem ultimately leads to an increased opportunity to effectively work toward ameliorating the problem. As such, the first section will examine the specific characteristics of bullies and victims. The next section will provide an overview of bullying; attempting to organize the myriad of perspectives from which the problem of bullying can be examined. The next section will provide an overview of the different types of intervention (i.e., primary, secondary, or tertiary interventions). Following that, information about the factors that relate to effective bully reduction intervention (i.e., school climate, teacher self-efficacy, social skills training) will be provided. The last section of the chapter will focus specifically on the historical development of school-based bullying interventions, and how they have given rise to the specific intervention utilized in the present study.

Specific Characteristics of Bullies and Victims

Aggressive behaviors are labeled as bullying behaviors when the following criteria are met: 1) when the behaviors are actions perpetuated by individuals with superior stature against individuals with inferior stature, 2) when the behaviors are acts which are recapitulated over time, and 3) when the

behaviors are acts which have hostile intent. Thus, bullying is a subset of aggressive behavior. What follows is an overview of the specific characteristics of bullies and victims.

Bullies: Those who engage in bullying behaviors tend to be categorized in one of two ways: aggressive bullies or passive bullies (Newman et al, 2000). These distinctions grew out of the work of Olweus (1978) who first defined aggressive bullying as those bullying behaviors which are direct, fearless, impulsive, coercive, and tough. Individuals who engage in aggressive bullying are inclined toward violence, have a strong drive to dominate others, and also express a paucity of empathy toward their victims (Olweus, 1994). The subjective worldview of these aggressive bullies is often cognitively distorted, leading the bully to misattribute aggressive motives to the actions of others. This leads them to view the world through what has been labeled the “paranoid’s eye” (Dodge & Coie, 1987; Newman, 2000; Ross, 1996).

In contrast, passive bullies do not typically initiate aggression, rather these individuals are dependent on the aggressive acts of the aggressive bullies with whom they affiliate (Newman et al, 2000). Passive bullies are more likely to become involved in a bullying interaction once it has been initiated by another bully – an aggressive bully (Ross, 1996).

These individuals tend to be perceived by other as dependent, anxious and insecure (Newman, 1999).

Research indicates that bullies can be perceived by their peers as either popular and likeable (Rigby and Slee, 1991), or unpopular (Newman, 1999). Various factors, such as culture and school climate (Newman, 1999), age group (Rigby & Slee, 1991), and the gender of the perpetrator (Ross, 1996) influence the perceptions of the behaviors of the bully; effecting the relative popularity of the bully.

Victims: Generally understood, victims are those who are on the "receiving end" of those threats and behaviors which are intended to exact physical and psychological harm (Horne et al, 1994). The threats and behaviors intended to exact harm can include: teasing, name-calling, pushing, tripping, hitting or kicking, or "singling out" and vandalizing an individual's property (Newman, 1999).

Individuals who are the targets of bullies tend to be categorized in one of three ways: as passive victims, as provocative victims, or as bystander victims. The passive victim is the most common type of victim (Olweus, 1994), and are those individuals who tend to be quiet, sensitive, cautious, anxious, or insecure (Newman et al, 2000). These individuals can often be smaller in stature than their peers, physically weaker, or possessing some external characteristic (i.e., a prosthetic

face, a monocle), or character attribute (i.e., overly-dry wit, sarcasm) which differentiates them from their peers (Newman et al, 2000; Olweus, 1994).

The provocative victim is so called due to their apparent tendency to elicit the abuse they receive. Though this type of victim is understudied (Newman, 1999), these individuals are conceptualized as being “reactive bullies,” as they appear to instigate conflict by deliberately provoking the negative attention of the aggressive bully. It is believed that provocative victims may engage in their instigating behaviors in an attempt to win the affections or attention of others. This group appears to be at higher risk for negative developmental outcomes, such as suicide (Pelligrini, 1995).

The bystander victims are those individuals who may not even be directly involved in the ongoing bullying behavior; they are simply witness to it. Despite the fact that these individual’s are not the immediate or intended targets of the physical and psychological treat or harm, they can often experience a “vicarious” fear, guilt, or learned helplessness (Newman et al, 2000). Presented with a “damned if you do, damned if you don’t” situation, the bystander victim, is forced into a position in which standing up to (or telling on) the bully will immediately draw unwanted negative attention, whereas remaining silent affirms that the environment is unsafe and unsupportive.

Even though the distinctions between bullies and victims appear to be clearly delineated, it is important to note that individuals often exhibit behavioral profiles which make it difficult to place them in any one category with absolute certainty. Additionally, bully and victim dyads are reciprocally deterministic; each shapes the other. Thus, individuals do not fall into static categories for life, they can move back and forth between the categories. These movements between categories can be precipitated by exogenous factors (i.e., exposed to a new "social landscape" following a move to a new school) or endogenous factors (i.e., exposed to new types of emotional stress upon hearing that a parental separation is immanent).

Types of Effective Bully Reduction Intervention

Depending on their focus, effective bully reduction interventions can take many forms. Elinoff's (2004) examination of the many types of effective bullying interventions produced a taxonomy which contained three distinct categories; those considered to be primary interventions, those considered to be secondary interventions, and those considered to be tertiary interventions, in reverse order, they are as follows:

Tertiary interventions: These interventions tend to be narrowly prescribed; they are designed for and delivered to the specific individuals who have been identified as having significant

problems where bullying-victim dyads are concerned. Tertiary interventions tend to be individually tailored and are intensive in focus. A common example of a tertiary intervention would be a school counselor providing individualized counseling to an identified bully or victim. Such interventions are typically developed by clinician-researchers and work to develop the social skills and emotional intelligence of the individual who is in *treatment*.

Secondary interventions: These interventions tend to be more broadly prescribed, but are still focused on a subset of the school's total population. This is level of intervention designed for those smaller groups of individuals who have been identified as being predisposed to exhibiting violent, aggressive, and/or bullying behaviors. Most typically, these are smaller groups of individuals who may exhibit higher levels of risk factors, or lower levels of protective factors.

For example, the work of Baldry and Farrington (2005) has shown that children who are raised by punitive parents or who favor emotionally-oriented coping strategies have risk factors which predispose them to getting drawn into bully-victim dyads, whereas children who are raised by supportive or authoritative parents or who favor problem-solving coping strategies have protective factors which reduce the chance that they will get drawn into bully-victim dyads less frequently. Thus, a secondary

intervention would be developed and delivered to groups of individuals who have been identified in a school system who exhibit such risk and protective factor profiles.

An example of an effective secondary intervention is the work of Shectman (1999, 2000, 2003), who utilized small group models to intervene (over the course of several years) with hundreds of boys. Her work has a focus of providing what she describes as “expressive-supportive” (Shectman, in press; p. 200) therapy to children and adolescents who herald from regular education settings, and tend to exhibit high levels of aggressive behavior. Her findings suggest that not only do small-group models produce the same behavior change effect sizes, as tertiary, or individually-based interventions but they are more cost-effective.

Primary interventions: These interventions tend to be the most broadly prescribed; those which are designed to be delivered to the entire population (i.e., the entire school). This is also the level of intervention with which the present study is most concerned. Researchers seem to agree that primary interventions are those which are most preferred (Elinoff et al, 2005). These interventions not only attempt to reduce existing levels of bullying within the school, but attempt to prevent new bullying behaviors from developing as well.

Factors Which Relate to Effective Bully Reduction Interventions

Whitted and Dupper (2005) indicate that the most successful primary interventions address – in some form or other – the following: 1) the interventions are designed to positively impact school climate, 2) the interventions are designed to positively impact the teachers ability to intervene in bully-victim dyads, also known as teacher efficacy, and 3) the interventions are designed to positively impact the bullies and victims themselves. Thus, the best practices for preventing or reducing bullying behaviors in schools involve a multi-leveled and comprehensive approach that impacts the school and classroom climate, the teachers, and the students (Whitted & Dupper, 2005). What follows is a brief explanation of these three levels.

School Climate: Orpinas and Horne (2006) indicate that the term school or classroom climate refers to the overall characteristics and attributes of the school, which either work toward or against learning (academic or social). This is to say that school climate specifically refers to the general types of interactions between the members of the school (i.e., students, teachers, staff, and administrators), as well as to the physical and aesthetic attributes of the school itself (i.e., safety, floor plan, educational resources, and decorations).

Though a detailed explanation of the constituent elements of school climate are beyond the scope of what is needed for the present study, it should be noted that eight critical factors have been elucidated (Orpinas and Horne, 2006). These eight critical factors are as follows: 1) excellence in teaching, 2) school values, 3) awareness of strengths and problems, 4) policies and accountability, 5) caring and respect, 6) positive expectations, 7) support for teachers, and 8) physical environment. Most effective bully reduction interventions contain a component designed to address and positively impact school climate (Elinoff et al, 2005).

Teacher Efficacy: Interventions which have a component that is designed to positively impact the teacher's ability to intervene in bully-victim dyads have also been shown to be effective and preferred (Ellinoff et al, 2005). In fact, some researchers have indicated that teacher efficacy is the most significant explanatory variable in student academic achievement (Berman & Mc Laughlin, 1977; Newman, 1999). This being the case, it stands to reason that teacher self-efficacy, as it relates to effectively intervening in bully-victim dyads, is likely an important variable of a bully reduction intervention. Again, this assumption is consistent with Whitted and Dupper's (2005) indication that the most successful primary interventions specifically address teacher self-efficacy.

Self-efficacy: Self-efficacy was first defined in the literature by Bandura (1977, 1982). In psychology, self-efficacy is often explained as being a belief that consists of two core components; the first component is a general outcome expectancy, and the second component is an efficacy expectation. General outcome expectancy is the belief that actions will ultimately lead to their targeted outcomes. Efficacy expectation is the belief that one has the skill set to manifest the targeted outcomes.

Despite its relatively recent attention in the psychology literature, self-efficacy appears to be a construct with roots running deep into the past of the human experience, as evidenced by the following fable (collected by Aesop who, ironically, was a slave living in mid-sixth century BC, in Ancient Greece):

> "A CROW perishing with thirst saw a pitcher, and hoping to find water, flew to it with delight. When he reached it, he discovered to his grief that it contained so little water that he could not possibly get at it. He tried everything he could think of to reach the water, but all his efforts were in vain. At last he collected as many stones as he could carry and dropped them one by one with his beak into the pitcher, until he brought the water within his reach and thus saved his life. Necessity is the mother of

invention.”
(http://etext.virginia.edu/toc/modeng/public/AesFabl.html)

Self-efficacy as it relates to teaching and classroom management has been a focus of research for nearly two decades. The primary assumption of positive teacher self-efficacy is that teachers who possess strong convictions that they can successfully impact students, are those who are more likely to do so (Ashton & Webb, 1986; Gibson & Dembo, 1984). This belief, however, must be tempered with a realistic understanding of the external factors (those outside of the teacher’s control) which may limit a child’s ability to learn the material (i.e., lack of teaching resources, learning disabilities).

Thus, applying Bandura’s (1977) definition of self-efficacy to the classroom environment, Ashton and Webb (1986) defined teacher self-efficacy as consisting of two core components; the first component is a general teaching efficacy, and the second component is a personal efficacy. General teaching efficacy is the realistic understanding that a teacher’s ability to effect change in their students is limited, to some extent, by external factors whereas personal efficacy is the belief that one can effectively utilize the resources within their control to effect change in their students (Ashton & Webb, 1986).

In pursuance of an attempt to measure this construct, Gibson and Dembo (1984) developed their scale, the Teacher Efficacy Scale (TES). The TES measures the two dimensions of teacher-efficacy, and subsequent research (Soodak & Podell, 1994) has linked the TES's two scales, personal efficacy and general teaching, to Bandura's two core components of efficacy and expectation, respectively.

Since then, several other measures of teacher self-efficacy have been developed, including the Teacher Self Efficacy Scale (TSES) (Tschaannen-Moran and Hoy, 2001), and the Teacher Expectation and Efficacy Measure (TEEM) (MMVP, et al., 2005).

The TSES is designed to measure teacher's sense of efficacy regarding their ability to effect behavioral outcomes in their students. The scale was modeled after the TES (Gibson and Dembo, 1984), and is reported by Tschaannen-Moran and Hoy (2001) to more accurately measure the current understanding of the construct of teacher efficacy.

The TEEM was designed to measure not only teacher's expectations for adaptive behavior in their students, but their perceptions of self-efficacy in working with students who exhibit bullying or victimization behaviors.

Research utilizing various combinations of these measures have provided a considerable amount of evidence indicating that teachers are struggling with students who have been labeled as

“difficult to teach” (Hoover, Oliver, & Hazler, 1991; Soodak & Powdell, 1994; Weber & Omotani, 1994;). The majority of the research suggests that teachers have become increasingly reliant on external sources of support (i.e., counseling and assessment referrals, resource classes), rather than classroom- or teacher-based interventions (i.e., tutoring), when faced with students who have academic difficulties.

When faced with students who have more challenging behaviors beyond the “typical” academic problem (i.e., attention-deficit/hyperactivity disorder or conduct disorders), teachers report even lower levels of efficacy (Little & White, 1996). And, as is often the case with students who exhibit bullying behaviors, teachers tend not to intervene unless they believe that they will be effective in their actions (Howard, Horne, and Jolliff, 2001).

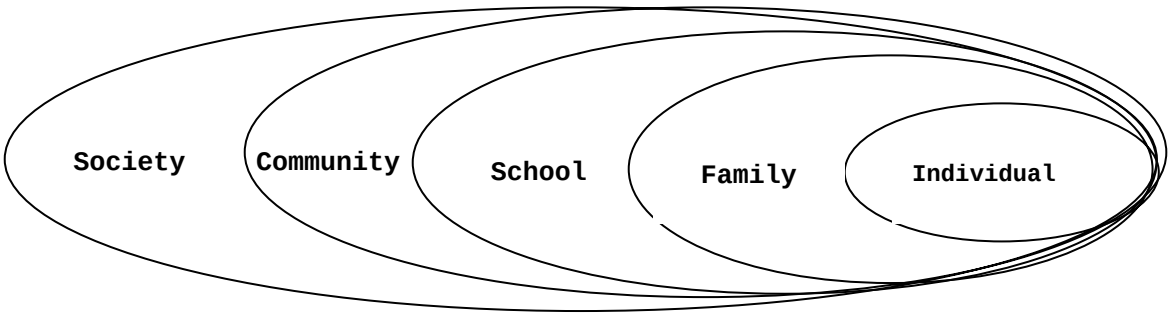
Thus, it is easy to understand why a bully reduction intervention would need to possess, as a core element, a focus on teacher-efficacy.

Overview of the Perspectives on Bullying

No individual operates in a vacuum; there are a myriad of systems, both internal and external, which interact to influence the ways in which individuals experience their environments. Likewise, the unique ways in which individuals experience their

environments directly interacts with the ways in they respond to their environments. Related to aggression, Fried and Fried (1996) describe a multi-systemic model in which the individual is at the center of a series of concentric circles (i.e., family, school, community, culture), each of which exerts a degree of influence on the ways in which an individual experiences her or his phenomenology. Figure 1 is a graphic representation of Fried and Fried's ecological model.

Figure 1.



The individual, at the center of the concentric circle concept (the far right of Figure 1.), is both a recipient of, and a host to, a panoply of risk and protective factors which predispose them to experiencing or enacting violent or aggressive behaviors. Thus, it is important to understand the nature of risk and protective factors, so that the complexity of the dynamics which maintain aggressive and bullying behaviors can be more fully understood.

Specifically, Orpinas et al. (2006) suggest that risk factors are those internal and external characteristics which predispose an individual toward certain sorts of behavior. Protective factors, by contrast, are those which reduce the likelihood of certain sorts of behavior. In the case of aggression for example, research has demonstrated that being male is a specific risk factor for aggression (Grunbaum et al 2004; Nansel, 2001), whereas communities which embrace values of respect, protection, and care for children function as protective factors for children (Scales & Leffert, 1999). Again, risk and protective factors can be explained through the multi-systemic model of Fried and Fried (1996).

From the perspective of the individual, there are several other risk factors, in addition to being of the male sex. The literature suggests that children with certain psychological disorders such as Attention Deficit/Hyperactivity Disorder (AD/HD), or Learning Disorders (LD) are at increased risk for experiencing violence, as are children who under perform academically or have socio-emotional difficulties like anxiety or depression (Busch et al, 1990; Farrington, 1989; and Huesmann & Enron, 1984).

Others (Crick and Dodge, 1994; Huesmann and Guerra, 1997) have proposed that a child or adolescent’s cognitive and/or attributional style can significantly influence the ways in

which social experiences are interpreted, leading to increased defensiveness or aggressiveness.

Likewise, the work of Gini (2006) has proposed that faulty moral development plays a significant role in adolescent aggression. This follows similar findings in which moral disengagement was related to tendencies to utilize aggressive behavior and speech in populations of both children and adults (Bandura et al, 1996; Caprara et al, 1995; Yadava et al, 2001).

Similarly, the work of Jollife and Farrington (2006) demonstrates that there is a relationship between low affective empathy and the regularity with which one engages in bullying behaviors. Interestingly, low affective empathy was more of a risk factor for females, than males, whereas they could not demonstrate that gender link with regard to cognitively-based empathic processes.

The Historical Development of School-Based Bully Reduction Interventions

Having recognized that bullying and aggression result in negative emotional, academic, and behavioral consequences, many programs have been designed in the last two to three decades to address the problem of bullying and in school systems (Horne, Stoddard, & Bell, 2006).

The research of Dan Olweus is typically afforded the distinction of being the first to have initiated a comprehensive and systematic investigation of bullying behavior, and then following-up with an intervention that was developed to target the problem of bullying in a prescribed fashion. This was done over the course of several coordinated studies that examined the problem of bullying in a developmental fashion. Olweus (1978, 1983, 1991, and 1993) began with attempts to determine the incidence and prevalence of bullying, the veracity of myths about bullying and victimization, the common characteristics of bullies and victims (i.e., developmental antecedents and aggressive personality patterns). Shortly thereafter at the request of the Norwegian Ministry of Education, Olweus (1991) implemented a school-wide systems based intervention which was designed to target bullying at 42 schools.

For the intervention, Olweus (Olweus & Limber, 2002) identified that an essential component the program is that there must include an awareness and involvement of all adults in the schools. At the school specifically, there must be an assessment of the problem, a school conference or meeting to address the problem of bullying, a coordination group providing effective supervision in the school, and meetings among teachers, parents, staff, and administrators. At the class level the school must implement class rules against bullying,

hold regular class meetings with students, and meet with the parents of the class. On the individual level, attention is directed to bullies and victims, and talks are held with parents and involved students.

The findings of the 1994 Olweus initiative (Horne, Stoddard, & Bell, 2006), which involved over 2,500 students, from the grades 4 through 7, indicated that such an intervention could be utilized to significantly reduce the levels of bullying in a school system. Specifically, Olweus (1994) found that, in the course of the two year longitudinal study, there was a reduction in student reports of bullying behavior by approximately 50%.

This was taken as good news by aggression researchers worldwide, and similarly designed bullying reduction programs were initiated in Japan, throughout the United Kingdom, and the United States.

In Japan, the work of Kikkawa (1987) sought to determine the incidence and prevalence of *ijime* (the Japanese translation of the term bullying) in their schools by surveying teachers. The findings indicated that, though bullying appeared to exist in all schools, the problematic behavior of bullying was found to be infrequent and of minor consequence. As Smith and Brain (2000) point out, this was actually an underestimate of the problem, due to the subtlety of the bullying which was

occurring, and the inability of teachers to detect its occurrence. Later surveys by Morita (1999) and others determined that the problem of bullying is much more prevalent than was originally believed. Additionally, the findings of this “second phase” (Smith et al., 2000; p. 3) of research into the problem of *ijime* in Japan suggest that, despite the more general cultural differences between the East and West, that there are structural and systemic similarities between the presentation of *ijime* and bullying. This understanding has spurred joint research and intervention initiatives between the east and west.

Specifically, the work of Okabayashi (1996) proposed the development of the Ijime Prevention Curriculum (IPC), which is a school-wide intervention containing remediative, preventative, and developmental components. The IPC was cited as having been modeled after existing bullying reduction programs in the West. Current researchers are hopeful that effective and universal strategies for slaying bullying behaviors in schools may be developed.

In the United Kingdom, there have been separate initiatives in Ireland, England, Scotland, and Whales (Brain et al., 2000), all of which sought to not only determine the incidence and prevalence of bullying, but to effectively intervene as well. Of note, Whitney and others (1994) implemented a school-wide intervention which was largely based on the Olweus model. The

Sheffield Project involved twenty-three schools and utilized two control schools to increase the experiment's rigor. Newman (1999) describes the program as offering a compulsory "Core Intervention", onto which several supplemental interventions could be added, thus creating a tailored intervention which prescriptively matched the unique bullying problem profile of each school. While the findings (Whitney et al., 1994) of the Sheffield Project suggest that the majority of schools involved experienced a reduction in the numbers of students who reported being bullied, it was also determined that the changes in behavior were largely student-driven. This conclusion was drawn from the fact that students demonstrated an increase in the frequency with which they would report bullying to adults, whereas the teachers abilities to effectively intervene in bullying incidents remained unchanged.

In the United States, recent years have shown a proliferation of aggression and bullying reduction programs designed for the school (Horne, Stoddard, & Bell, 2006), including the following:

Bully Proofing. The Bully Proofing (Garrity, Jens, Porter, Sager, & Short-Camilli, 2004) program is a school-wide bully reduction and prevention program developed for students in Kindergarten through eight grade. This program was also developed with a focus on the importance of effective parenting.

Target Bullying: Ecologically-Based Prevention and Intervention for Schools. This program (Espelage & Swearer, 2004; Swearer & Espelage, 2004) is outcome based, in that administrators collect baseline data to determine the extent of the bullying problem and then make intervention decisions, not only based upon their determinations of where to focus efforts, but also based on available resources within their school and community.

Good Behavior Game. The Good Behavior Game (Embry, 2002; Ialongo, Podusky, Werthamer, Kellan, 2001) was developed for first and second grade classrooms, and focuses primarily on behavior management by developing a system of rewards for positive behaviors as well as interactions and behaviors that reduce aggression.

I Can Problem Solve (ICPS). The ICPS program (Shure, 2001) was developed for Pre-Kindergarten through sixth grade students and has a primary focus on assisting teachers in the development effective strategies for successful peer mediation.

Life Skills Training (LST). The LST program (Botvin, Mahalic, & Grotpeter, 1998) was developed for sixth through ninth grade classrooms and facilitates the students' development of social skills, prevention of violence, substance and other high risk behaviors by encouraging the students to develop awareness about their own inter- and intrapersonal responsibilities and objectives.

Promoting Alternative Thinking Strategies (PATHS). The PATHS (Greenberg, Kusche, & Mihalic, 1998) program was developed for Kindergarten through sixth grade (ages five through twelve) classrooms and has a focus of reducing aggression and other externalizing behaviors while developing healthy and adaptive ways of interacting with others. This program is a school-wide initiative that employs a developmental model to focus on prevention. Details about this program as well as the developers are available at www.preventionscience.com and www.modelprograms.samhsa.gov.

Linking the Interests of Families and Teaches (LIFTS). This program (Eddy, Reid, & Fetrow, 2000) was developed for first through fifth grade and focuses on three areas: 1) parenting, 2) playground, and 3) classroom. Each component either focuses on facilitating the development of particular social skills that a child may be lacking or parenting skills.

Bully Busters program (Newman, Horne, Bartolomucci, 2000). The Bully Busters program was designed to provide teachers and other school administrators with an empirically supported intervention to effectively target problems related to bullying and aggression in schools. The primary focus of the program is to raise awareness of the prevalence of bullying and to develop skills necessary for effectively dealing with problems that exist within the school. The program also has a focus on

prevention, in that it challenges students and school administrators to be proactive in developing initiatives in the school.

Newman-Carlson & Horne (2004) implemented the Bully Busters program in order to determine the efficacy of the model for reducing bullying behaviors at the middle school level. Results indicated that the program increased teachers' understanding and use of interventions, as well as self-efficacy as related to personal ability to deal effectively with bully-related situations. Furthermore, classroom incidences of bullying were reduced from their pre-intervention levels.

In an attempt to lend support to the efficacy of primary intervention-oriented bullying reduction programs generally, as well as to the Bully Busters program (Newman, Horne, Bartolomucci, 2000) specifically, the present study was designed and implemented.

As such, the present study attempted to determine if an abbreviated version of the original Bully Busters program is a viable intervention for reducing, as well as preventing bullying in the United States public schools system. Specifically, the present study was done to determine the effectiveness of a psychoeducationally-based bullying reduction intervention on middle school teachers.

CHAPTER 3

METHOD

The purpose of the present study was to examine the efficacy of an abbreviated version of the Bully Busters program (Newman, Horne, Bartolomucci, 2000). The Bully Busters program is a psychoeducationally-based intervention that was designed to aid middle school teacher's "knowledge of bullying skills, teacher's use of bullying intervention skills, teacher's self-efficacy, and students' classroom bullying behaviors" (Newman, 1999; p.105).

It is theorized that these changes in the teacher's approaches to bullying behaviors in the school environment will help reduce existing levels of bullying, as well as prevent new bullying behaviors from developing. Thus, the present study will examine the effects of the intervention on two separate but related samples, a primary and a secondary sample. The teacher-participants are considered the primary sample, as they will have the most direct exposure to the bullying reduction intervention. The student-participants are considered the secondary sample, as they will have less-direct exposure to the intervention; the student-participant's exposure to the bullying reduction intervention will come through the in-class activities presented by the teacher-participants.

This chapter will describe the methods employed in the study in the following sections: 1) the primary and secondary samples which were used in the study, 2) the intervention as it was delivered and those who delivered it, 3) the instruments that were utilized in the collection of the data, 4) the research design and subsequent data collection procedures, 5) the grand research questions and the derivative null hypotheses, and 6) the statistical methods utilized in the data analysis.

Primary and Secondary Samples

Teacher-Participants: 52 of the school's 69 teachers (or 75.3%) participated in the study by completing the pre- and posttest measures. Due to an expressed concern about anonymity and professional safety by the school's administrative staff, no identifying or other demographic information was collected on the teacher participants. As such, only the following information can be provided about the teacher participants. Information taken from the school's website (www.clarke.k12.ga.us/do/schoolView?id=266) indicate that across the sixth-, seventh-, and eighth-grades, there is an average of 11 years of experience per teacher, and that 33 (or 47.7%) hold advanced degrees.

Student-Participants: 488 of the school's 671 students (or 72.7%) participated in the study by completing the pre- and

posttest measures. Regarding the three grades taught at this middle school, 141 (or 28.8%) were sixth graders, 156 (or 31.9%) were seventh graders, and 190 (or 38.9%) were eighth graders.

With respect to ethnic and racial identification in the student-participant sample, 57.4% reported African-American ethnicity, 23.8% Hispanic, 12.3% European-American, 3.0 Multi-racial, 1.2 other, 1.8 Native American, and 0.2 Asian; 52.6% were female. Student-participants ranged in age from 10 to 16, with the mean age of 12.6, and a median age of 12.2. Demographic information for the student-participant sample is provided in Table 1 (page 41).

Procedure

The treatment program implemented in this study was an abbreviated version of the school-wide and year-long intervention which is presented in Bully Busters: A Teacher's Manual for Helping Bullies, Victims, and Bystanders (Newman, Horne, and Bartolomucci, 2000). The Bully Busters manual was developed over the course of several years as a response to the need for a bullying reduction program that was more sensitive to the particular needs of the school system in the United States. The program itself is grounded in the current theoretical understandings of the development and maintenance of bullying behaviors, as well as the standards of practice for reducing and

Table 1

Baseline Demographic Characteristics of the Student-Participant Pre-test and Post-test Samples

Demographic Variable	Category	Pre-test (n=488)	Post-test (n=323)	Total
Gender	Female	257	163	420
	Male	230	157	387
Race	African American	279	180	459
	Hispanic/Latina(o)	116	78	159
	European American	60	36	96
	Multi-Racial	15	18	33
	Native American	9	3	9
	Asian American	5	2	7
	Other	6	4	10
Age	10	2	2	4
	11	89	35	124
	12	149	115	264
	13	189	86	275
	14	54	74	128
	15	5	9	14
Grade	6^{th}	141	140	281
	7^{th}	156	88	244
	8^{th}	190	91	281
Letter Grades	A’s & B’s	240	146	386
	B’s & C’s	195	134	329
	C’s – F’s	45	32	97

preventing such behaviors.

The program's rationale of 1) increasing teacher's awareness and understating of bullying behaviors, 2) increasing teacher's effective use (both perceived and actual) of bullying interventions, 3) increasing student's awareness and understating of bullying behaviors, 4) increasing student's effective use (both perceived and actual) of bullying interventions, has been empirically supported (Newman and Horne, 2004; p. 259).

The abbreviated intervention that was utilized in the present study was developed over a series of meetings with the administrators and counselors at the middle school site for which it was intended. The administrators and counselors has indicated an interest in the application of the bullying reduction program, however they had concerns regarding the amount of in-class time that they were willing/able to devote to the program's implementation. Due to these concerns, the program was modified so that it could run in the time allowed. What follows is an overview of the abbreviated program; the intervention which was implemented at the middle-school.

Prior to the start of the intervention, all teachers attended a two hour in-service training, during which an overview of the need for, and purpose of, a bully reduction intervention was presented. Following this summary, the

procedures for the year-long and school-wide bullying reduction program were detailed.

Specifically, teachers were informed that they would attend a series of seven psychoeducationally-based teacher support groups (TSG's) in which they would be exposed to content designed to increase their understanding of bully-victim dynamics, conflict intervention and prevention skills, and facilitate their sense of self-efficacy as it relates to identifying and confronting bullying and victimization in the classroom. Additionally, the teachers were informed that their participation in the bullying reduction program would be rewarded with continuing education credits.

At the end of the presentation, the pre-test administration was conducted and, following the data collection, each teacher was provided with a copy of the text, Bully Busters: A Teacher's Manual for Helping Bullies, Victims, and Bystanders (Newman, Horne, and Bartolomucci, 2000). Teachers were provided with the dates of the seven TSG's, asked to review the material in the Bully Busters program manual, and dismissed.

In order to maintain consistency with Gazda's et al. (2001) assertion that ideal group membership size range from six to ten (when utilizing a "co-facilitator" approach), the 52 participant teachers were divided into eight groups. There were two TSG's formed for each grade level (i.e., Connections, 6th grade, 7th

grade, and 8th grade), and teachers were allowed to self-select their particular group's membership. Once group membership was decided, teachers were asked to remain in their selected group for the duration of the intervention. Thus, TSG membership typically consisted of six to ten teachers, and two to three group facilitators. Each (TSG) meeting was held in various classrooms throughout the school.

The TSG's met seven times (every third or fourth Thursday) over the course of the school year, beginning in early October and ending in late May. Each of the seven TSG sessions covered a corresponding module in the Bully Busters Program. Each TSG session ran for a total of 45 minutes and followed the curriculum prescribed by the manual. The sessions were well-structured using the following sequence: 1) 5-10 minutes discussing the successes and failures of the previous week's in-class activity, 2) 10-15 minutes presenting the conceptual content of that session's assigned module, 3) 5-10 minutes introducing and discussing the up-coming week's in-class activity, and 4) 5-10 minutes discussion anticipating the factors for success and failure regarding the upcoming week's in-class activity.

The one-hour TSG's met every third week over the course of two semesters (seven times totally) and previewed the content and process tasks and goals of upcoming modules, monitored the

progression of the content and processes of the previous modules, facilitated the development of teachers skills in working with students, as well as addressed questions or concerns regarding the content or process of the intervention.

What follows is an outline of the seven modules; the content sections as described in the text (Newman et al., 2000):

Module One: Increasing Awareness of Bullying

- The scope of the problem
- The "Double I/R" criteria for bullying
- A personal definition of bullying
- The role of teachers
- The core conditions for the prevention and reduction of bullying
- "Stop the bullying" activity

Module Two: Recognizing the Bully

- The development of bullying behaviors
- The different forms of bullying
- The difference between male and female bullying
- The myths and misconceptions about bullying

Module Three: Recognizing the Victim

- The effects of victimization
- The myths and realities of victimization
- How to recognize victims and victimization
- The types of victims
- The differences and similarities between male and female victims
- How to break the code of silence

Module Four: Taking Charge: Interventions for Bullying Behavior

- How to initiate and establish rapport
- The four "R's" of bully control
- General intervention strategies

- The principles of behavior change
- The specific areas of development for bullies
- Interventions for bullies and victims together
- Reputation changing for bullies

Module Five: Assisting Victims: Interventions and Recommendations

- Victim support
- General strategies for intervening with victims
- Teaching victims to change their behaviors
- Interventions for specific types of victims
- Assimilating victims into the group

Module Six: The Role of Prevention

- Prevention issues
- School characteristics
- Teacher characteristics
- Recommendations for preventing bullying and victimization
- Using your support team

Module Seven: Relaxation and Coping Skills

- Stress awareness
- General recommendations for managing stress
- Steps for dealing with on-the-job stress
- Relaxation techniques

Facilitators: As the intervention was planned to be delivered via on-site TSG's, 9 masters' and doctoral-level counseling psychology students were recruited and trained in the Bully Busters program (Newman, Horne, Bartolomucci, 2000). This occurred over a series of instructional and training meetings in which aggression and bullying theory, the actual Bully Buster's program, and the abbreviated version were reviewed. The group

facilitators were provided with copies of the Bully Busters manual, as well as handouts which detailed the content and process goals of the modules which were to be covered in the TSG's. Once the intervention was implemented, ongoing supervision was provided by the author of this study. It should be noted that, regarding the group facilitation of the TSG's, at least one of the co-facilitators had clinical experience in working with groups, graduate coursework in group work, or both.

Instrumentation

To evaluate the effectiveness of the abbreviated version of the Bully Busters program (Newman, Horne, Bartolomucci, 2000) program, two surveys were compiled and administered; one to the teachers-participants, and one to the students-participants.

The survey administered to the teacher-participants was comprised of the following: the Teacher Sense of Efficacy Scale (TSES), the Classroom Characteristics Scale (CCS), the Teacher Victimization Scale (TVS), the School Safety Problems – Teacher (SSP-T), the Teacher Classroom Climate (TCC), and the Teacher Expectation and Efficacy Measure (TEEM).

The survey administered to the student-participants was comprised of the following: a demographic information questionnaire, the Student Classroom Scale (SCS), the Problem

Behavior Frequency, and the School Safety Problems – Student (SSP-S).

Below is a description of these scales, divided into two sections; the first providing an overview of the surveys and scales compiled for the teacher-participants, the second providing an overview of the surveys compiled for the student-participants.

Teacher-participants

Teacher Sense of Efficacy Scale (TSES):

The Teacher Sense of Efficacy Scale (Tschaannen-Moran and Hoy, 2001) is a 24 item (9-point Likert) scale that is designed to measure teacher's sense of efficacy regarding their ability to effect behavioral outcomes in their students. The scale was modeled after the Teacher Efficacy Scale (Gibson and Dembo, 1984), and is reported by Tschaannen-Moran and Hoy (2001) to more accurately measure the current understanding of the construct of teacher efficacy. Reliability of the survey is reported to be .94.

Classroom Characteristics Scale (CCS):

The Classroom Characteristics Scale (MMVP, 2005) is a 12 item survey that is designed to gather demographic information about the teacher's education, training, teaching load, etc. Due to the expressed concerns about retaining teacher confidentiality, all but four of the questions were eliminated

from the survey. Thus, only information about the teacher's students was gathered (i.e., "Are the majority of your pupils regular education students?; What is the average number of students you have in each instructional period of the day?").

Teacher Victimization Scale (TVS):

The Teacher Victimization Scale (MMVP, 2005) is a 6 item survey designed to measure teacher's reports of the frequency of their experience of verbal and physical insults from students. The survey is comprised of two separate types of items: those measuring whether the individual has ever been victimized, and those measuring the number of violations in the past 30 days. These two separate types of items are designed to measure insults, physical threats, and physical attack. This survey was derived from the U.S. Department of Education's School and Staffing Survey (SASS).

Analysis of reliability coefficients appropriate for Likert scaling yielded poor internal consistency (.23). The survey does, however, have a Guttman Coefficient of Reproducibility of .97, indicating that the types of victimization on the scale likely represent points on a continuum of victimization (MMVP, 2005).

School Safety Problems – Teacher (SSP – T):

The School Safety Problems – Teacher (MMVP, 2005) is an 18 item (4-point Likert) survey designed to measure teacher's

reports of problem behaviors in the school environment which are related to either barriers to learning, or high risk student behavior. Both exploratory and confirmatory analysis supported the dual-scale structure; internal consistency reliability coefficients, utilizing Crohnbach's alpha with two separate samples, were found to range from .86 to .88, and .83 to .87, respectively (MMVP, 2005).

Teacher Classroom Climate (TCC):

The Teacher Classroom Climate (MMVP, 2005) is a 24 item (4-point Likert) survey designed to measure teacher's perceptions of their classroom climate across three scales; student-student relationships, student-teacher relationships, and student's awareness of, and comfort with reporting aggressive behavior. The survey has been adapted from Vessel's School Climate Survey (Vessels, 1998). Internal consistency coefficients, utilizing Crohnbach's alpha, were calculated to be .64, .74, and .75, for the three scales, respectively (MMVP, 2005).

Teacher Expectation and Efficacy Measure (TEEM):

The Teacher Expectation and Efficacy Measure (MMVP, 2005) is a 22 item (5-point Likert) survey, designed to measure not only teacher's expectations for adaptive behavior in their students, but their perceptions of self-efficacy in working with students who exhibit bullying or victimization behaviors. The TEEM is comprised of two separate vignettes (one describing a

perpetrator of aggressive behavior, and one describing a victim of aggressive behavior) about which teachers are to report their expectations of success for the student, and their own sense of efficacy in working with the student. Exploratory and confirmatory analysis yielded a two-factor model (bully scale – expectation + efficacy, and victim scale – expectation + efficacy). The internal coefficient, utilizing Crohnbach's alpha was, .91 (MMVP, 2005).

Student-participants

Demographic Questionnaire:

The students were administered a brief demographic questionnaire which gathered basic demographic information such as grade, age, sex, race/ethnicity, and experience with and exposure to aggression and bullying within the school (i.e., number of times teased or in a physical fight, or place these events tend to take place.

Student Classroom Climate:

The Student Classroom Climate, (SCC; MMVP, 2005) is an 18 item (4-point Likert) survey designed to measure student's perceptions of their classroom climate across three scales; student-student relationships, student-teacher relationships, and student's awareness of, and comfort with reporting aggressive behavior. The survey has been adapted from Vessel's School Climate Survey (Vessels, 1998). Internal consistency

coefficients, utilizing Crohnbach's alpha, were calculated to be .61/.63, .66/.70, and .63/.58, for the three scales, respectively (MMVP, 2005).

Problem Behavior Frequency Scales (PBFS):

The Problem Behavior Frequency Scales (MMVP, 2005) is a 51 item (6-point Likert) survey designed to measure the frequency of problem behaviors experienced by students. The behaviors are grouped into the seven scales as follows: 1) Physical aggression, 2) Non-physical aggression, 3) Relational aggression, 4) Overt victimization, 5) Relational victimization, 6) Drug use, and 7) Delinquent behaviors. The scales were modeled after the Center for Disease Control's Youth Risk Survey (Kolbe, Kann, & Collins, 1993), with minimal modification, and were supported by a confirmatory analysis. The internal coefficients, utilizing Crohnbach's alpha were .80/.81, .79/.80, .72/.74, .84/.84, .84/.85, .84/.88, .76/.77, respectively (MMVP, 2005).

At the request of the school administrators, the present study utilized a modified version of the PBFS. As such, the items comprising the Drug use and Delinquency scales were excluded; therefore, no such data were collected.

School Safety Problems – Student (SSP-S):

The School Safety Problems – Student (MMVP, 2005) is an 9 item (4-point Likert) survey designed to measure student's

reports of problem behaviors in the school environment which range from minor threats (i.e., student disrespect for teachers) to serious threats of violence (i.e., carrying weapons). The internal coefficients, utilizing Crohnbach's alpha was .89 (MMVP, 2005).

Research Design and Data Collection Procedures

A quasi-experimental pre-test/post-test design was implemented (see Table 2, page 54). There were two treatment groups; the primary treatment group consisted of all middle school teachers at the school where the intervention was implemented. The primary treatment group is also referred to as the "teacher-participants". The secondary treatment group consisted of all middle school students at the school who were enrolled in classes taught by the middle school teacher-participants. The secondary treatment group is also referred to as the "student-participants".

Following the completion of the pre-test assessments, the teacher-participants participated in a series of psychoeducationally-based teacher support groups (TSG's) which were led by doctoral- and master's-level students in a counseling psychology program. The groups met every 3 – 4 weeks over the course of the school year.

Table 2

Timeline of Research Design

Group		Pre-test		Intervention		Post-test
Teacher-Participants		TSES TEEM SSP TCC		Psychoeducational Intervention		TSES TEEM SSP TCC
Student-Participants		SCC PBF-V PBF-P SSP		In-Class Activities		SCC PBF-V PBF-P SSP

Research Questions and Hypotheses

The following research questions and hypotheses were examined in this study:

Research Question One: Does a psychoeducationally-based Teacher Support Group effect the teacher-participant's self-efficacy as it relates to successfully intervening in a bully-victim conflict?

Null Hypothesis 1a: There is not a significant increase in the teacher participant's sense of self-efficacy as it relates to successfully intervening in a bully-victim conflict as measured by the Teacher Sense of Efficacy Scale (TSES)(Tschaannen-Moran & Hoy, 2001).

Null Hypothesis 1b: There is not a significant increase in the teacher participant's sense of, and expectations for, adaptive behavior in their aggressing and victimized students as measured by the Teacher Expectation and Efficacy Measure (TEEM) (MMVP, 2005).

Null Hypothesis 1c: There is not a significant increase in the teacher participant's sense of self-efficacy as it relates to successfully intervening in victim-related conflict as measured by the Teacher Expectation and Efficacy Measure (TEEM) (MMVP, 2005).

Research Question Two: Does a psychoeducationally-based Teacher Support Group effect the teacher participant's perceptions of the risk factors in the school and classroom climates which are associated with bully-victim conflict?

Null Hypothesis 2a: There is not a significant increase in the teacher participant's reports of the risk factors in the school and classroom climates which are associated with bully-victim conflict as measured by the School Safety Problems – Teachers (SSP – T) (MMVP, 2005).

Null Hypothesis 2b: There is no significant decrease in the Teacher participant's reports of the risk factors in the school and classroom climates which are associated with bully-victim conflict as measured by the Teacher Classroom Climate (TCC) (MMVP, 2005).

Research Question Three: Does a teacher-led, series of in-class activities effect the student-participant's perceptions of the risk factors in the school and classroom climates which are associated with bully-victim conflict?

Null Hypothesis 3a: There is not a significant decrease in the student participant's reports of the risk factors in the school and classroom climates which are associated with bully-victim conflict as measured by the Student Classroom Scale (SCC) (MMVP, 2005).

Null Hypothesis 3b: There is not a significant decrease in the student participant's reports of the risk factors in the school and classroom climates which are associated with bully-victim conflict as measured by the Problem Behavior Frequency – Victim (PBF-V) (MMVP, 2005).

Null Hypothesis 3c: There is not a significant decrease in the student participant's reports of the risk factors in the school and classroom climates which are associated with bully-victim conflict as measured by the Problem Behavior Frequency – Perpetrator (PBF-P) (MMVP, 2005).

Null Hypothesis 3d: There is not a significant decrease in the student participant's reports of the risk factors in the school and classroom climates which are associated with bully-victim conflict as measured by the School Safety Problems – Student (SSP-S) (MMVP, 2005).

Statistical Analysis

For the present study, three research questions and nine formal hypotheses were developed to test the efficacy of this intervention. Statistical analysis were conducted to determine whether to reject or retain the null hypotheses. The statistical procedure utilized to test these hypotheses was two-step in nature: 1) Means and Standard Deviations were determined for each of the pre- and post-test scales scores; 2) a two-tailed t test was conducted to determine if there was a significant difference between the pre- and post-test scales scores.

Delimitations

As indicated above, the scope of this study was limited to the sixth-, seventh-, and eighth-grade teachers, and their students, at a suburban public middle school in the southeastern United States of America.

Limitations of the Study

1. The teacher-participants participated in this study: 1) as part of an administration-initiated school-wide bullying reduction campaign, and 2) as a means to fulfill their continuing education credit requirement. Thus, generalization of these findings to populations of teachers whose participation is voluntary or uncompensated is questionable.

2. The present studies Principle Investigator assumed multiple roles over the course of the project, including: consultant to the school, bully reduction intervention developer, teacher small group facilitator recruiter, trainer, and supervisor, teacher small group co facilitator, data collector, and data analyzer.
3. There was no formal oversight to insure that the teacher-participants were utilizing the bully reduction intervention explicitly (i.e., delivering the in-class activities which were provided to them for their students), or implicitly (i.e., working with student in the ‘here-and-now’, during bully-victim dyadic exchanges in order to help their students learn new social skills).
4. Due to the school systems concerns for confidentiality, no identifiers could be attached to the teacher-participant or student-participant data. Thus, no pairing of pre- and post-test data could be made (thereby decreasing the statistical power of the data analysis from ANCOVA to independent t tests), nor could objective measures of aggression and bullying (i.e., office referral frequencies) be kept or utilized to corroborate the student-

participant and teacher-participant’s perception of school climate.

5. The program, as implemented, was an abbreviated version of the full Bully Busters program, as the school administration limited the amount of time and access to teachers and students.

CHAPTER 4

RESULTS

The present study was designed to examine the effects of an abbreviated version of the Bully Busters program (Newman, Horne, Bartolomucci, 2000) on the following variables: 1) the teacher's sense of efficacy in working with bully-victim dyads, 2) the teacher's perceptions of problems of school safety, and 3) the student's perceptions of problems with school safety.

Changes in these variables were measured utilizing the following nine hypotheses. This chapter contains the results of the data analyses, as they pertain to the hypotheses.

Research Question One

Does a psychoeducationally-based Teacher Support Group effect the teacher participant's self-efficacy and expectancy as it relates to successfully intervening in a bully-victim conflict?

Null Hypothesis 1a: There is not a significant increase in the teacher participant's sense of self-efficacy as it relates to successfully intervening in a bully-victim conflict as measured by the Teacher Sense of Efficacy Scale (TSES) (Tschaannen-Moan & Hoy, 2001). This hypothesis was tested using a two-tailed t-test.

The Teacher Sense of Efficacy Scale (Tschaannen-Moran and Hoy, 2001) is a 24 item (9-point Likert) scale that is designed

to measure teacher-participant's sense of efficacy as it relates to their ability to effect behavioral outcomes in their students. The scale has a scoring range of 24 to 216, with the higher scores indicating higher levels of efficacy.

Actual pre-test scores ranged from 110 to 207. The pre-test distribution yielded a mean of 163.73 and a standard deviation of 19.93, with a median of 162. The posttest scores ranged from 35 to 216. The posttest distribution yielded a mean of 165.68 and a standard deviation of 30.06, with a median of 170.

These results were analyzed using an independent samples *t* test to determine if scores on the TSES were significantly different between pre-test and post-test. The reported efficacy on pre-test measures (M = 163.73, SD = 19.94) and post-test measures (M = 165.69, SD = 30.06) were not statistically significant (t (52, 58) = 0.395, p = 0.694). These data are presented in Table 3 (page 62).

As this analysis indicates, there was no measurable change as it relates to the teacher-participant's perceptions of efficacy regarding their ability to effect behavioral outcomes in their students. Therefore, null hypothesis 1a was retained.

Null Hypothesis 1b: There is not a significant increase in the teacher participant's sense of, and expectations for, adaptive behavior in their aggressing and victimized students as measured by the Teacher Expectation and Efficacy Measure (TEEM).

Table 3

Means, Standard Deviation Values, and t-test Results of the Differences Between the Pre-test and Post-test as Measured by the TSES

	N		M		SD		T		p
Pre-test	52		163.73		19.94				
Post-test	58		165.69		30.06		0.395		0.694

*p<.05
**p<.01

This hypothesis was tested using a two-tailed t-test.

The Teacher Expectation and Efficacy Measure (MMVP, 2005) is a 22 item (5-point Likert) survey, designed to measure not only teacher's expectations for adaptive behavior in their aggressing students, but their perceptions of self-efficacy in working with students who exhibit bullying or victimization behaviors.

The TEEM is comprised of two separate scales. The first scale measures the teacher-participant's report of their expectations for adaptive behavior in their aggressing and victimized students. The scale has ranges of 8 to 40, with the higher scores indicating perceived higher levels of adaptability among aggressing and victimized students (i.e., openness to adaptation or behavioral change).

Actual pre-test scores ranged from 8 to 40. The pre-test distribution yielded a mean of 24.9 and a standard deviation of 8.24, with a median of 25.5. The posttest scores ranged from 14 to 40. The posttest distribution yielded a mean of 27.81 and a standard deviation of 6.32, with a median of 27.5.

These results were analyzed using an independent samples *t* test to determine if measures on the TEEM – Expectation Scale were significantly different between pre-test and post-test. The reported expectations for adaptive behavior on pre-test measures (M = 24.9, SD = 8.24) and post-test measures (M = 27.81, SD = 6.31) were statistically significant (t (50, 54) = 2.016, p = 0.046). These scores are presented in Table 4 (page 64).

As this analysis indicates, there was a measurable change as it relates to the teacher-participant's expectations for adaptive behavior in their aggressing and victimized students. Therefore, null hypothesis 1b was rejected.

Null Hypothesis 1c: There is not a significant increase in the teacher participant's sense of self-efficacy as it relates to successfully intervening in victim-related conflict as measured by the Teacher Expectation and Efficacy Measure (TEEM). This hypothesis was tested using a two-tailed t-test.

The TEEM is comprised of two separate scales. The second scale measures the teacher's report of their perception of effectively intervening with their aggressing and victimized

Table 4

Means, Standard Deviation Values, and t-test Results of the Differences Between the Pre-test and Post-test as Measured by the TEEM - Expectation Scale

	N		M		SD		T		p
Pre-test	50		24.90		8.24				
Post-test	54		27.81		6.31		2.016		0.046*

*p<.05
**p<.01

students. The scale has ranges of 14 to 70, with the higher scores indicating perceived higher levels of efficacy in their work with aggressing and victimized students (i.e., able to effectively intervene in bully-victim dyadic interactions).

Actual pre-test scores ranged from 8 to 40. The pre-test distribution yielded a mean of 48.46 and a standard deviation of 13.00, with a median of 48.0. The posttest scores ranged from 14 to 40. The posttest distribution yielded a mean of 54.68 and a standard deviation of 10.96, with a median of 56.0.

These results were analyzed using an independent samples *t* test to determine if scores on the TEEM – Efficacy Scale were significantly different between pre-test and post-test. The reported expectations for efficacy on pre-test measures (*M* = 48.46, *SD* = 13.00) and post-test measures (*M* = 54.68, *SD* =

10.96) were statistically significant (t (50, 54) = 2.623, p = 0.01). These scores are presented in Table 5.

As this analysis indicates, there was a measurable change as it relates to the teacher-participant's perceptions report of their perception of effectively intervening with their aggressing and victimized students. Therefore, null hypothesis 1c was rejected.

Table 5

Means, Standard Deviation Values, and t-test Results of the Differences Between the Pre-test and Post-test as Measured by the TEEM – Efficacy Scale

	N		M		SD		T		p
Pre-test	50		48.46		13.00				
Post-test	54		54.69		10.96		2.623		0.01*

*p<.05
**p<.01

Research Question Two

Does a psychoeducationally-based Teacher Support Group effect the teacher participant's perceptions of the risk factors in the school and classroom climates which are associated with bully-victim conflict? This hypothesis was tested using a two-tailed t-test.

Null Hypothesis 2a: There is not a significant increase in the teacher participant's reports of the risk factors in the school and classroom climates which are associated with bully-victim conflict as measured by the School Safety Problems – Teachers (SSP – T).

The SSP-T (MMVP, 2005) is an 18 item (4-point Likert) survey designed to measure teacher-participant's reports of problem behaviors in the school environment which are related to either barriers to learning, or high risk student behavior. The scale has a scoring range of 18 to 72, with the higher scores indicating higher levels of teacher's perceptions of problem behaviors in the school environment.

Actual pre-test scores ranged from 25 to 59. The pre-test distribution yielded a mean of 43.73 and a standard deviation of 7.05, with a median of 44.5. The posttest scores ranged from 31 to 97. The posttest distribution yielded a mean of 46.07 and a standard deviation of 10.57, with a median of 56.

These results were analyzed using an independent samples *t* test to determine if scores on the SSP-T was significantly different between the pre-test and post-test measurement. The reported perceptions of problem behaviors in the school environment on pre-test measures (M = 43.73, SD = 7.05) and post-test measures (M = 46.07, SD = 10.57) were not

statistically significant (t (52, 58) = 1.337, p = 0.183). These scores are presented in Table 6.

As this analysis indicates, there was no measurable change as it relates to the teacher-participant's perceptions of problem behaviors in the school environment which are related to either barriers to learning. Therefore, null hypothesis 2a was retained.

Table 6

Means, Standard Deviation Values, and t-test Results of the Differences Between the Pre-test and Post-test as Measured by the SSP-T

	N		M		SD		T		P
Pre-test	52		43.73		7.05				
Post-test	58		46.07		10.57		1.337		0.183

*p<.05
**p<.01

Null Hypothesis 2b: There is not a significant increase in the Teacher participant's reports of the risk factors in the school and classroom climates which are associated with bully-victim conflict as measured by the Teacher Classroom Climate (TCC). This hypothesis was tested using a two-tailed t-test.

The Teacher Classroom Climate (MMVP, 2005) is a 24 item (4-point Likert) survey designed to measure teacher-participant's

perceptions of their classroom climate. The scale has a scoring range of 24 to 216, with the higher scores indicating higher levels of risk factors in the classroom climate.

Actual pre-test scores ranged from 42 to 75. The pre-test distribution yielded a mean of 57.02 and a standard deviation of 6.33, with a median of 57.5. The posttest scores ranged from 29 to 84. The posttest distribution yielded a mean of 55.87 and a standard deviation of 8.85, with a median of 56.00.

These results were analyzed using an independent samples *t* test to determine if measures on the TCC were significantly different between the pre-test and post-test. Reported perceptions of teachers on pre-test measures (M = 57.02, SD = 6.33) and post-test measures (M = 55.87, SD = 8.85) were not statistically significant (t (52, 58) = -0.769, p = 0.444). These scores are presented in Table 7 (page 69).

As this analysis indicates, there was no measurable change as it relates to the teacher-participant’s perceptions of their classroom climate. Therefore, null hypothesis 2b was retained.

Research Question Three

Does a teacher-led, series of in-class activities effect the student-participant's perceptions of the risk factors in the school and classroom climates which are associated with bully-victim conflict?

Table 7

Means, Standard Deviation Values, and t-test Results of the Differences Between the Pre-test and Post-test as Measured by the TCC

	N		M		SD		T		P
Pre-test	52		57.50		6.33				
Post-test	58		55.87		8.85		-0.769		0.444

*p<.05
**p<.01

Null Hypothesis 3a: There is not a significant decrease in the student participant's reports of the risk factors in the school and classroom climates which are associated with bully-victim conflict as measured by the Student Classroom Scale. This hypothesis was tested using a two-tailed t-test.

The Student Classroom Climate (MMVP, 2005) is a 18 item (4-point Likert) survey designed to measure student's perceptions of their classroom climate. The scale has a scoring range of 18

to 72, with the higher scores indicating higher levels of risk factors in the classroom climate.

Actual pre-test scores ranged from 18 to 72. The pre-test distribution yielded a mean of 47.22 and a standard deviation of 11.53, with a median of 48. The posttest scores ranged from 18 to 72. The posttest distribution yielded a mean of 46.4 and a standard deviation of 11.7, with a median of 47.

These results were analyzed using an independent samples *t* test to determine if scores on the SCC were significantly different between the pre-test and post-test. Reported perceptions of student's perceptions of their classroom climate on pre-test measures (M = 47.22, SD = 11.53) and post-test measures (M = 46.39, SD = 11.69) were not statistically significant (t (477, 305) = -0.975, p = 0.330). These scores are presented in Table 8.

As this analysis indicates, there was no measurable change as it relates to the student-participant's perceptions of their classroom climate. Therefore, null hypothesis 3a was retained.

Table 8

Means, Standard Deviation Values, and t-test Results of the Differences Between the Pre-test and Post-test as Measured by the SCC

	N		M		SD		t		P
Pre-test	477		47.22		11.53				
Post-test	305		46.39		11.70		-0.975		0.330

*p<.05
**p<.01

Null Hypothesis 3b: There is not a significant decrease in the student participant's reports of the risk factors in the school and classroom climates which are associated with bully-victim conflict as measured by the Problem Behavior Frequency – Victim (PBF-V). This hypothesis was tested using a two-tailed t-test.

The Problem Behavior Frequency Scales (MMVP, 2005) is a 15 item (7-point Likert) survey designed to measure the frequency of having been victimized by problem behaviors. The scale has a scoring range of 15 to 105, with the higher scores indicating higher levels of problem behavior perpetuation.

Actual pre-test scores ranged from 15 to 99. The pre-test distribution yielded a mean of 26.95 and a standard deviation of 15.13, with a median of 21. The posttest scores ranged from 15

to 99. The posttest distribution yielded a mean of 29.15 and a standard deviation of 16.5, with a median of 25.

These results were analyzed using an independent samples *t* test to determine if scores on the PBF-P were significantly different between the pre-test and post-test. Reported levels of students having been victimized by problem behaviors on pre-test measures (*M* = 26.95, *SD* = 15.13) and post-test measures (*M* = 29.15, *SD* = 16.5) were not statistically significant (*t* (442, 297) = 1.866, *p* = 0.062). These scores are presented in Table 9.

As this analysis indicates, there was a measurable change as it relates to the student-participant's perceptions of their tendency to be victimized by problem-behaviors classroom climate. Therefore, null hypothesis 3b was rejected.

Table 9

Means, Standard Deviation Values, and t-test Results of the Differences Between the Pre-test and Post-test as Measured by the PBF-V

	N		M		SD		t		P
Pre-test	442		26.95		15.13				
Post-test	297		29.15		16.50		1.866		0.062

*p<.05
**p<.01

Null Hypothesis 3c: There is not a significant decrease in the student participant's reports of the risk factors in the school and classroom climates which are associated with bully-victim conflict as measured by the Problem Behavior Frequency – Perpetrator (PBF-P). This hypothesis was tested using a two-tailed t-test.

The Problem Behavior Frequency Scales (MMVP, 2005) is a 15 item (7-point Likert) survey designed to measure the frequency of students acting in such a way as to perpetuate problem behaviors. The scale has a scoring range of 15 to 105, with the higher scores indicating higher levels of problem behavior perpetuation.

Actual pre-test scores ranged from 15 to 104. The pre-test distribution yielded a mean of 24.3 and a standard deviation of 13.43, with a median of 20. The posttest scores ranged from 15 to 105. The posttest distribution yielded a mean of 27.42 and a standard deviation of 15.0, with a median of 22.

These results were analyzed using an independent samples *t* test to determine if scores on the PBF-P were significantly different between the pre-test and post-test measurement. Reported levels of problem behavior perpetuation on pre-test measures (M = 24.3, SD = 13.42) and post-test measures (M = 27.41, SD = 15.0) were statistically significant (t (417, 280) =

2.863, p = 0.01). These scores are presented in Table 10 (page 74).

As this analysis indicates, there was a measurable change as it relates to the student-participant's perceptions of their tendency to perpetrate problem-behaviors. Therefore, null hypothesis 3c was rejected.

Null Hypothesis 3d: There is not a significant decrease in the student participant's reports of the risk factors in the school and classroom climates which are associated with bully-victim conflict as measured by the School Safety Problems – Student (SSP-S). This hypothesis was tested using a two-tailed t-test. The SSP-S is an 9 item (4-point Likert) survey designed to measure student's reports of problem behaviors in the school environment which range from minor threats (i.e., student

Table 10

Means, Standard Deviation Values, and t-test Results of the Differences Between the Pre-test and Post-test as Measured by the PBF-P

	N		M		SD		t		P
Pre-test	442		24.3		13.42				
Post-test	297		27.41		15.00		2.863		0.01**

*p<.05
**p<.01

disrespect for teachers) to serious threats of violence (i.e., carrying weapons).The scale has a scoring range of 9 to 36, with the higher scores indicating higher levels of safety problems.

Actual pre-test scores ranged from 9 to 36. The pre-test distribution yielded a mean of 20.59 and a standard deviation of 8.23, with a median of 20. The posttest scores ranged from 9 to 36. The posttest distribution yielded a mean of 21.81 and a standard deviation of 8.57, with a median of 21.

These results were analyzed using an independent samples *t* test to determine if scores on the SSP-S were significantly different between the pre-test and post-test. Reported levels of problem behavior on pre-test measures (M = 20.59, SD = 8.23) and post-test measures (M = 21.81, SD = 8.57) were statistically significant (t (396, 270) = 2.863, p = 0.01. These scores are presented in Table 11.

As this analysis indicates, there was a measurable change as it relates to the student-participant’s perceptions of the prevalence of problem-behaviors in their classroom climate. Therefore, null hypothesis 3d was rejected.

Table 11

Means, Standard Deviation Values, and t-test Results of the Differences Between the Pre-test and Post-test as Measured by the SSP-S

	N		M		SD		t		P
Pre-test	417		20.59		8.23				
Post-test	280		21.81		8.57		2.863		0.01**

*p<.05
**p<.01

Discussion

The stated purpose of the Bully Busters (Newman, Horne, Bartolomucci, 2000) program is to aid middle school teachers in their development of knowledge and use of bullying intervention skills, teacher self-efficacy, subsequently reducing students' exposure to, and reliance upon, classroom bullying behaviors (Newman, 1999). Targeting these elements of a school-based bully-victim problem is now considered to be a standard of practice in the bully reduction literature (Whitted & Dupper, 2005).

The abbreviated version of the Bully Busters program employed in the present study was developed in response to the specific needs of a suburban public middle school that was in

the process of initiating a year-long bullying reduction campaign.

The results of the abbreviated version of the Bully Busters program were mixed. Statistical analyses indicated that pre- and post-test changes occurred for two of the three research questions; four of the five hypotheses. Each of the research questions, and the results and implications of their corresponding hypothesis, are detailed in the following section.

Research Question 1: Research question one attempted to determine if a psychoeducationally-based teacher support group could positively affect the teacher-participant's self-efficacy as it relates to successfully intervening in bully-victim conflict. This research question was tested utilizing three hypotheses. Two of the three hypotheses were supported through statistical analysis.

Null Hypothesis 1a: There was not a significant increase in the teacher participant's sense of self-efficacy as it relates to successfully intervening in a bully-victim conflict as measured by the Teacher Sense of Efficacy Scale (TSES)(Tschaannen-Moran & Hoy, 2001).

Though there was measured change between the pre- and post-test measurements, indicating increases in teacher-efficacy, the increases did not reach the thresholds of statistical significance. Thus, the null hypothesis was retained.

Null Hypothesis 1b: There is not a significant increase in the teacher participant's sense of, and expectations for, adaptive behavior in their aggressing and victimized students as measured by the Teacher Expectation and Efficacy Measure (TEEM) (MMVP, 2005).

For this hypothesis, there was change between the pre- and post-test measurements. This indicates an increase in teacher-efficacy (as it relates to teacher expectation for change in their students). Thus, the null hypothesis was rejected.

Null Hypothesis 1c: There is not a significant increase in the teacher participant's sense of self-efficacy as it relates to successfully intervening in victim-related conflict as measured by the Teacher Expectation and Efficacy Measure (TEEM) (MMVP, 2005).

Likewise, for this hypothesis, there was change between the pre- and post-test measurements. This indicates an increase in teacher-efficacy (as it relates to teacher efficacy for intervening to help their students change behaviors). Thus, the null hypothesis was rejected.

Though statistical analyses indicated significant results in favor of some measures of teacher-efficacy, but not all, it should be noted that all measures of teacher-efficacy increased between the pre- and post-test. Thus, it appears that the

abbreviated Bully Busters program has a positive effect on teacher-efficacy.

Research Question 2: Research question two attempted to determine if a psychoeducationally-based teacher support group effect the teacher-participant's perceptions of the risk factors in the school and classroom climates which are associated with bully-victim conflict.

This research question was tested utilizing two hypotheses, neither of which was supported through statistical analysis. Thus, it appears that the abbreviated Bully Busters program has a no effect on teacher's perception of school and classroom climates.

Research Question 3: Research question two attempted to determine if a teacher-led, in-class activity effect the student-participant's perceptions of the risk factors in the school and classroom climates which are associated with bully-victim conflict. Two of the four hypotheses were supported through statistical analysis.

Null Hypothesis 3a: There is not a significant decrease in the student participant's reports of the risk factors in the school and classroom climates which are associated with bully-victim conflict as measured by the Student Classroom Scale (SCC) (MMVP, 2005).

Though there was measured change between the pre- and post-test measurements, the change did not reach the thresholds of statistical significance. Thus, the null hypothesis was retained.

Null Hypothesis 3b: There is not a significant decrease in the student participant's reports of the risk factors in the school and classroom climates which are associated with bully-victim conflict as measured by the Problem Behavior Frequency – Victim (PBF-V) (MMVP, 2005).

Though there was measured change between the pre- and post-test measurement, the change did not reach the thresholds of statistical significance; thus, the null hypothesis was retained. Additionally, it should be noted that on this measure, the directional change, though not statistically significant, indicates an increase in the student's reports of being victimized by other students engaging in bullying behaviors.

Null Hypothesis 3c: There is not a significant decrease in the student participant's reports of the risk factors in the school and classroom climates which are associated with bully-victim conflict as measured by the Problem Behavior Frequency – Perpetrator (PBF-P) (MMVP, 2005).

For this hypothesis, there was change between the pre- and post-test measurements. This indicates an increase in the student's reports of perpetrating bullying behaviors. Thus, the

null hypothesis was rejected. This goes in the opposite direction of what was sought with the intervention program.

Null Hypothesis 3d: There is not a significant decrease in the student participant's reports of the risk factors in the school and classroom climates which are associated with bully-victim conflict as measured by the School Safety Problems – Student (SSP-S) (MMVP, 2005).

For this hypothesis, there was change between the pre- and post-test measurements. This indicates an increase in the student's reports of the frequency of bullying and other problem behaviors in the school. Thus, the null hypothesis was rejected. This also goes in the opposite direction of what was sought with the intervention program.

Overall, the findings for Hypotheses 1b (TEEM – Expectation) and 1c (TEEM – Efficacy) suggest that teacher-participants reported increases in both their perceptions of the ability of their bullied or victimized students to engage in positive behavior change, as well as in their ability to work effectively with their bullied or victimized students. In contrast, the findings for hypothesis 1a (TSES; Tschaannen-Moan & Hoy, 2001), only yielded non-statistically significant increases in teacher-efficacy.

Also, the findings for Hypotheses 3c (PBF-P; MMVP, 2005), and 3d (SSP-S; MMVP, 2005) suggest that the student-participants

experienced an increase in bullying and problem behaviors, whereas hypotheses 3a (SCC; MMVP, 2005) and 3b (PBF-V; MMVP, 2005) suggest no significant change in bullying and problem behaviors.

Based on these mixed results, the abbreviated program was determined to be somewhat effective; positively effecting one of the three intervention goals. In spite of this minimal accomplishment, questions continue to be raised which relate to the optimal means for increasing teacher-efficacy and decreasing student bullying behavior. The summary, conclusion of the present study, as well as its implications will be explored in the remaining chapter.

CHAPTER 5

DISCUSSION

Research and Clinical Implications

Though it appears that bullying and aggressive behaviors in our schools have reached a “leveling off” point, it is evident that the prevalence and incidence these types of destructive risk behaviors far exceed what is reasonable for a culture with resources such as ours. As has been noted, current levels of bullying and aggression in our schools are still alarmingly high and thus it is the imperative of researchers and clinicians to develop interventions which work to reduce these problems.

There is a considerable body of literature which has examined the efficacy of the various types of bullying reduction and prevention programs which have been developed over the course of the past few decades. These interventions have approached the problem of bullying from the perspective of the individual, the small group, and the more broad systems in which the individuals in groups function (e.g., school system). Despite this body of literature, many questions remain as to what is the most appropriate primary (universal and preventative) intervention for a school system to employ.

Thus, this study sought to examine the efficacy of an abbreviated bully reduction program which concentrated on teacher-efficacy (as it relates to intervening in bully-victim

interactions), and school climate (both from the teacher-participants and student-participants perspective).

Teacher efficacy and the reduction of bullying behaviors

Teacher efficacy has been shown to be an important component for effectively reaching those students who have been labeled as “difficult to teach” (Soodak & Powdell, 1994; Weber & Omotani, 1994; Hoover, Oliver, & Hazler, 1992). As has been noted, teacher efficacy consists of the two core components, the general ability of a teacher to convey content as well as the ability to impact their students behavior and manage the classroom.

Teacher efficacy was measured by several different scales; prior to, and upon the completion of the intervention. All scales indicated increases in report of teacher-efficacy, though only two of the three indicated positive change.

Additionally, teachers are faced with students who have more challenging behaviors beyond the “typical” academic problem (i.e., attention-deficit/hyperactivity disorder or conduct disorders), they report even lower levels of efficacy (Little & White, 1996). And, as is often the case with students who exhibit bullying behaviors, teachers tend not to intervene unless they believe that they will be effective in their actions (Howard, Horne, and Jolliff, 2001).

As such, bullying reduction programs which effectively increase levels of teacher-efficacy are considered to be setting a standard for practice (Whitted & Drupper, 2005). Though the abbreviated version of the Bully Buster program employed in the present study is not a “standard for practice”, its positive effects on teacher self-efficacy are notable, considering the limited nature of the intervention.

Teacher and Student Perceptions of School Climate

Teacher-participant and student-participant perception of school climate was measured by several different scales; prior to, and upon the completion of the intervention. The various scales yielded an inconsistent profile of the school climate at the end of the intervention.

By and large, teacher-participants tended to report slight decreases in bullying behaviors, whereas student-participants indicated both increases and decreases in bullying behaviors.

There are several possible reasons for these inconstancies. With regard to the teacher-participants report of slight decreases in bullying behaviors, there are at least two possible explanations. First, the teacher-participants actively engaged in a year-long and school-wide campaign against bullying. This campaign involved support from the school counselors, administration, and external consultants. These teacher-

participants were given information on bullying reduction, both in the form of a hardcopy manual and in a form of brief psychoeducational group experiences. As such, it is plausible to believe that the teacher-participant's experienced mild to moderate gains in relation to their self-efficacy in working with bully-victim interactions and that these gains enabled them to more effectively intervene in such interactions. This is to say that decreases in bullying behaviors may have occurred as a result of teacher-participants intervening in a more effective manner.

Second, the teachers could have experienced a sort of placebo effect; or, more aptly the "Emperor wears no clothes" effect. Again, the entire administration was hoping to implement an effective bullying reduction campaign. It would certainly behoove the teacher-participants to report (whether they believe it or not) reduced incidences of bullying behaviors. Not only does a belief in and report of reduced incidences of bullying behaviors come with the external incentive of pleasing those in a seat of privilege, but it an internal incentive (i.e., as it relates to efficacy) is present as well.

Third, and most likely, a subtle combination of the above factors (as well as others) worked synergistically to produce the non-significant data trend. And, as always, it could simply have been a statistical artifact.

The student-participants on the other hand reported both increases and decreases in bullying behaviors at the completion of the intervention. Again, there are several possible reasons for these inconstancies. First, students could be disingenuously reporting increases in negative behaviors at the end of a school year. This could be motivated by a desire to alter the outcome of the intervention; make the administration or teacher look foolish.

Second, bully-victim dyadic relationships have likely become rather fixed by the end of the academic year. Thus, a more robust intervention than this abbreviated model may have the efficacy to alter these more intractable, and therefore recognizable, bullying problems.

Despite these factors, the abbreviated intervention did appear to have minimal effect, and considering the relative inexpensiveness of the intervention, the schools bullying reduction campaign was arguably effective.

Limitations

There are several limitations of this study that, though implied elsewhere, will now be made explicit. First, this study employed a design of necessity. There was no control school available for comparison, nor an ability to match pre- and post-test scores across participants. Because of this, there were increased threats to internal and external validity; statistical

tests were limited to independent samples t tests, as opposed to the more robust ANCOVA.

Second, due to myriad factors, some of them undoubtedly significant, there were unequal sample sizes on the pre- and post-test measurements. This was most prevalent among the student-participants. A decrease in the amount of students participating in the post-test is concerning due to the fact that there is a high likelihood that these students may not have been present because of bullying problems, both a perpetrators (i.e., suspended, truant) or as victims (i.e. avoiding school, transferred).

Third, the teacher-participants participated in this study: 1) as part of an administration-initiated school-wide bullying reduction campaign, and 2) as a means to fulfill their continuing education credit requirement. Thus, generalization of these findings to populations of teachers whose participation is voluntary or uncompensated is questionable.

Fourth, no objective measure of aggression or bullying behaviors was made available to the researchers. A list of well-coded office or counselor behavioral referrals would have enabled the research group a point of comparison from which to view the self-report measures of school climate and problem behaviors.

Fifth, despite the indication that this was to be a "school-wide" and "year-long" bullying reduction campaign, it is likely that there were differing levels of investment in the process and content of the Bully Busters program, among teachers, counselors, administrators, and students alike. This could be a confound if materials were disseminated to the primary-participants (i.e., teachers during small groups), but were not similarly disseminated to the secondary-participants (i.e., students during class time). There was no way to measure the actual extent of implementation of the activities by teachers.

Lastly, though training and supervision was provided for the group facilitators, there was no true oversight; no means to insure that each group was covering the same material in the same manner. Though a flexible approach is a positive attribute in group work, it can obviously complicate research designs. There appears to be evidence that a few groups assumed an "oppositional" stance toward the materials and the co-facilitators. It is likely that the intervention that these groups received differed significantly from the more "treatment-compliant" groups.

Conclusions and recommendations for further research

It is clear that future studies should continue to investigate the complexities of effectively intervening in the school environment for the purposes of reducing bullying and victimization. Barriers to effective intervention, such as those mentioned above, should be taken into consideration.

Additionally, at the heart of effective bullying reduction intervention lays the question of the most effective means for assessing or measuring the problem. It is recommended that this question be pursued from a number of perspectives.

This would include developing better measures of subjective reports (i.e., school behavior and problem behaviors, efficacy – both teacher and student), objective reports (i.e., creating effective universal means of tracking/coding behaviors), as well as indirect indices of bullying problems (i.e., teacher burnout, student socio-emotional symptom checklists, parent-school involvement).

Ultimately, it is hoped by these researchers that a comprehensive assessment of all the “stake holders” in a given system would yield an “indicated” or “prescribed” intervention which would be tailored to the precise “bullying problem profile” which was determined by the assessment.

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APPENDICES

Appendix A: Student Participant Survey

All About My Classroom

Middle School

This survey is about what you and other students know, believe, and do about aggression and bullying and how to prevent it, as well as what you think about your classroom and your school. The answers you give will be kept *private*. Your parents will not know what you write, and your teacher will not know what you write. Nobody will know because you will NOT write your name. Answer the questions based on what you really do or think. Completing the survey is voluntary.

1. My grade is:
   a. 6th grade
   b. 7th grade
   c. 8th grade

2. My age is:
   a. 10
   b. 11
   c. 12
   d. 13
   e. 14
   f. 15

3. I am a:
   a. Boy
   b. Girl

4. I am:
   a. Black (African American & not Hispanic)
   b. Native American/Indian
   c. White (not Hispanic)
   d. Hispanic
   e. Asian
   f. Other
   g. Multi-racial

5. My usual grades are:
   a. Mostly As and Bs (90s and 80s)
   b. Mostly Bs and Cs (80s and 70s)
   c. Mostly Cs and Fs (70s and 60s)

==========

The following questions ask you about things that have happened in your school.

6. Since the beginning of school this year, how many times have you been in a physical fight (fist fighting, pulling hair, biting, etc.) at school or on the bus?

    a. 0 times
    b. 1 time
    c. 2 or 3 times
    d. 4 or 5 times
    e. 6 or 7 times
    f. 8 or more times

7. Since the beginning of this school year, how many times were you in a fight at school or on the bus in which you were injured and had to go to a doctor or nurse?

    a. 0 times
    b. 1 time
    c. 2 or 3 times
    d. 4 or 5 times
    e. 6 or more times

8. Since the beginning of this school year, how many times have you been afraid to come to school because someone at school or on the bus is picking on you or threatening you?

    a. 0 times
    b. 1 time
    c. 2 or 3 times
    d. 4 or 5 times
    e. 6 or 7 times
    f. 8 or more times

9. Where do other students tease you or laugh at you? **(Answer all that apply)**

    a) They have not teased me or laughed at me
    b) Hallways
    c) Core classes
    d) Connection classes
    e) Bathroom
    f) Bus stop or bus
    g) Lunch room

10. Where do other students push you or try to fight with you? **(Answer all that apply)**

a) They have not pushed me or tried to fight with me
b) Hallways
c) Core classes
d) Bathroom
e) Bus stop or bus
f) Connection classes
g) Lunch room

Think about what happened at school during THE LAST 30 DAYS, when you answer these questions.

	In the past 30 DAYS, how many times, in your school:	Never	Once or twice	About once a week	Several times a week
11	A student said or did something nice to me.	a	b	c	d
12	A student said “thanks” or “you are welcome” to me.	a	b	c	d
13	A student helped me.	a	b	c	d
14	A student said or did something that made me feel good.	a	b	c	d
15	A student invited me to participate in a game, group conversation, or a class activity.	a	b	c	d
16	A student gave a compliment (praise, kind word) to me.	a	b	c	d
17	A student offered to help me.	a	b	c	d
18	A student shared something with me.	a	b	c	d
19	A student was friendly to me.	a	b	c	d
20	A student showed interest in my ideas or activities.	a	b	c	d

	In the past 30 DAYS at school, how many times did YOU:	Never	Once or twice	About once a week	Several times a week
21	I said or did something nice for another student.	a	b	c	d
22	I said “thanks” or “you are welcome” to a student.	a	b	c	d
23	I helped a student at school.	a	b	c	d
24	I said or did something that made a student feel happy.	a	b	c	d
25	I invited a student to participate in a game, group conversation, or a class activity.	a	b	c	d

	In the past 30 DAYS at school, how many times did YOU:	Never	Once or twice	About once a week	Several times a week
26	I gave a compliment (praise, kind word) to a student at school.	a	b	c	d
27	I offered to help a student at school.	a	b	c	d
28	I shared something with a student at school.	a	b	c	d
29	I was friendly with a student at school.	a	b	c	d
30	I showed interest in another student's ideas or activities.	a	b	c	d

Examine each item. These questions are about students and teachers in your school.

In my classroom:	Never	Some-times	Frequent-ly	Always
31) Students are kind and supportive of one another.	a	b	c	d
32) Students from different economic classes and races get along well.	a	b	c	d
33) Students stop other students who are unfair or disruptive.	a	b	c	d
34) Students are encouraged to report bullying and aggression.	a	b	c	d
35) Students know who to go to for help if they have been treated badly by another student	a	b	c	d
36) Students get along well together most of the time.	a	b	c	d
37) Students respectfully listen to each other during class discussions.	a	b	c	d
38) Students report it when one student hits another.	a	b	c	d
39) Students make friends easily.	a	b	c	d
40) Students enjoy being at school.	a	b	c	d
41) Students report it when one student teases or makes fun of another.	a	b	c	d

In my classroom:	**Never**	**Some-times**	**Frequent-ly**	**Always**
42) Teachers treat students with respect.	a	b	c	d
43) Students feel free to ask for help from teachers if there is a problem with another student.	a	b	c	d
44) Teachers know when students are being picked on or being bullied.	a	b	c	d
45) Teachers praise students more often than they criticize them.	a	b	c	d
46) Teachers treat students fairly.	a	b	c	d
47) Teachers take action to solve the problem when students report bullying.	a	b	c	d
48) The counselor, principal or assistant principal take action to solve the problem when students report bullying.	a	b	c	d
49) Teachers take the time to help students work out their differences.	a	b	c	d

	Are the following good ways to avoid a fight?	Yes	No	Not Sure
50.	Threatening to use a weapon.	a	b	c
51.	Avoiding or walking away from someone who wants to fight you.	a	b	c
52.	Ignoring or pretending not to hear the insult.	a	b	c
53.	Dealing with the problem by talking.	a	b	c
54.	Acting "tough" so people won't want to fight you.	a	b	c
55.	Pretending to agree with someone when you really don't.	a	b	c
56.	Carrying a weapon.	a	b	c
57	Asking your friends to help you solve the problem without fighting.	a	b	c
58.	Asking an adult for help.	a	b	c
59.	Apologizing (saying you're sorry).	a	b	c

Please answer the following questions thinking of what actually happened to you during the last week. For each question, indicate how many times another student in your school did something to you during the last week.

Someone in my class, during the last week...	**0 times**	**1 time**	**2 times**	**3 times**	**4 times**	**5 times**	**6 + times**
A student teased me to make me angry.	a	b	C	d	e	f	g
A student beat me up.	a	b	C	d	e	f	g
A student said things about me to make other students laugh (made fun of me).	a	b	C	d	e	f	g
Other students encouraged me to fight.	a	b	C	d	e	f	g
A student pushed or shoved me.	a	b	C	d	e	f	g
A student asked me to fight.	a	b	C	d	e	f	g
A student slapped or kicked me.	a	b	C	d	e	f	g
A student called me (or my family) bad names (names that I didn't like).	a	b	C	d	e	f	g
A student threatened to hurt or to hit me.	a	b	C	d	e	f	g
A student tried to hurt my feelings.	a	b	C	d	e	f	g
Other students did not want to include me in a group, and I ended up alone.	a	b	C	d	e	f	g
A student spread a false rumor about me.	a	b	C	d	e	f	g
A student tried to keep others from liking me by saying mean things about me.	a	b	C	d	e	f	g
A student told me that he/she wouldn't like me unless I did what he/she wanted me to do.	a	b	C	d	e	f	g
A student left me out on purpose when it was time to do an activity.	a	b	C	d	e	f	g

For each question, choose how many times you did the following to someone at school during the last week.

During the last week:	**0 times**	**1 time**	**2 times**	**3 times**	**4 times**	**5 times**	**6 + times**
I teased students to make them angry.	a	b	c	d	e	f	g
I got angry very easily with someone.	a	b	c	d	e	f	g
I hit back when someone hit me first.	a	b	c	d	e	f	g
I said things about other kids (made fun of them) to make other students laugh.	a	b	c	d	e	f	g
I encouraged other students to fight.	a	b	c	d	e	f	g
I pushed or shoved other students.	a	b	c	d	e	f	g
I was angry most of the day.	a	b	c	d	e	f	g
I got into a physical fight because I was angry (fist fight, pull hair, bite, etc.).	a	b	c	d	e	f	g
I slapped or kicked someone.	a	b	c	d	e	f	g
I called other students bad names (names that they didn't like).	a	b	c	d	e	f	g
I threatened to hurt or to hit someone.	a	b	c	d	e	f	g
I spread a false rumor about someone.	a	b	c	d	e	f	g
I tried to keep others from liking another student by saying mean things about him/her.	a	b	c	d	e	f	g
I told another student I wouldn't like them unless they did what I wanted them to do.	a	b	c	d	e	f	g
I left another student out on purpose when it was time to do an activity.	a	b	c	d	e	f	g

Please enter the answer that best describes how you feel at your school.

At my school:	Not a problem	Minor problem	Moderate problem	Serious problem
90. Fighting among students	a	b	c	d
91. Kids damaging school property	a	b	c	d
92. Students carrying weapons	a	b	c	d
93. Student disrespect for teachers	a	b	c	d
94. Racism	a	b	c	d
95. Gangs	a	b	c	d
96. Unsafe areas in the school	a	b	c	d
97. Teachers ignore it when students threaten other students	a	b	c	d
98. Teachers ignore it when students tease other students	a	b	c	d
99. Teachers do not know what students are up to	a	b	c	d

GOOD JOB!!
THANKS FOR YOUR HELP!

Appendix B: Teacher-Participant Survey

Teacher Survey 2005-2005

Instructions: Do not write on this survey. Write your answers on the scannable answer sheet. Please use a #2 pencil. Thanks for your participation.

The following section asks you to consider the combination of your current ability, resources, and opportunity to do each of the following in your present position.

	Please indicate your opinion about each of the questions below by marking any one of the nine responses in the columns on the right side, ranging from (a) "None at all" to (i) "A Great Deal."	None at all		Very Little		Some Degree		Quite a Bit		A Great Deal
1.	How much can you do to get through to the most difficult students?	a	b	c	d	e	f	g	h	i
2.	How much can you do to help your students think critically?	a	b	c	d	e	f	g	h	i
3.	How much can you do to control disruptive behavior?	a	b	c	d	e	f	g	h	i
4.	How much can you do to motivate students who show low interest in school work?	a	b	c	d	e	f	g	h	i
5.	To what extent can you make your expectations clear about student behavior?	a	b	c	d	e	f	g	h	i
6.	How much can you do to get students to believe they can do well in school work?	a	b	c	d	e	f	g	h	i
7.	How well can you respond to difficult questions from your students?	a	b	c	d	e	f	g	h	i
8.	How well can you establish routines to keep activities running smoothly?	a	b	c	d	e	f	g	h	i
9.	How much can you do to help your students value learning?	a	b	c	d	e	f	g	h	i
10.	How much can you gauge student comprehension of what you have taught?	a	b	c	d	e	f	g	h	i
11.	To what extent can you craft good questions for your students?	a	b	c	d	e	f	g	h	i
12.	How much can you do to foster student creativity?	a	b	c	d	e	f	g	h	i
13.	How much can you do to get children to follow classroom rules?	a	b	c	d	e	f	g	h	i
14.	How much can you do to improve the understanding of a student who	a	b	c	d	e	f	g	h	i

	Please indicate your opinion about each of the questions below by marking any one of the nine responses in the columns on the right side, ranging from (a) "None at all" to (i) "A Great Deal."	None at all		Very Little		Some Degree		Quite a Bit		A Great Deal
	is failing?									
15.	How much can you do to calm a student who is disruptive or noisy?	a	b	c	d	e	f	g	h	i
16.	How well can you establish a classroom management system with each group of students?	a	b	c	d	e	f	g	h	i
17.	How much can you do to adjust your lessons to the proper level for individual students?	a	b	c	d	e	f	g	h	i
18.	How much can you use a variety of assessment strategies?	a	b	c	d	e	f	g	h	i
19.	How well can you keep a few problem students from ruining an entire lesson?	a	b	c	d	e	f	g	h	i
20.	To what extent can you provide and alternative explanation or example when students are confused?	a	b	c	d	e	f	g	h	i
21.	How well can you respond to defiant students?	a	b	c	d	e	f	g	h	i
22.	How much can you assist families in helping their children do well in school?	a	b	c	d	e	f	g	h	i
23.	How well can you implement alternative strategies in your classroom?	a	b	c	d	e	f	g	h	i
24.	How well can you provide appropriate challenges for very capable students?	a	b	c	d	e	f	g	h	i

25. Are a majority of your pupils regular education students?
    a. Yes
    b. No

26. What is the average number of students you have each instructional period of the day?
    a. 14 or less
    b. 15-19
    c. 20-24
    d. 25-29
    e. 30 or more

27. What is the average number of disruptive students in each instructional period of the day?
    a. 1
    b. 2
    c. 3
    d. 4
    e. 5
    f. 6-8
    g. 9-12

h. 13+
i. None

28. During your most recent FULL WEEK OF TEACHING, how many times did you have to interrupt your class(es) to deal with student misbehavior or disruption?
    a. 1-2
    b. 3-4
    c. 5-9
    d. 10-19
    e. 20-29
    f. 30 or more
    g. None

29. Has a student FROM THIS SCHOOL ever insulted you?
    a. Yes
    b. No

30. In the past 30 days, how many times has a student insulted you?
    a. 1
    b. 2
    c. 3
    d. 4
    e. 5
    f. 6
    g. 7
    h. 8
    i. 9 or more
    j. I was not insulted

31. Has a student FROM THIS SCHOOL ever threatened to injure you?
    a. Yes
    b. No

32. In the past 30 days, how many times has a student threatened to injure you?
    a. 1
    b. 2
    c. 3
    d. 4 or more
    e. I was not threatened

33. Has a student FROM THIS SCHOOL ever physically attacked you?
    a. Yes
    b. No

34. In the past 30 days, how many times has a student physically attacked you?
    a. 1
    b. 2
    c. 3 or more
    d. I was not attacked

The following section asks you to indicate how serious a problem you consider the items to be at your school, with possible answers ranging from “serious problem” to “not a problem.” To what extent is each of the following a problem at YOUR SCHOOL?

		Serious problem	Moderate problem	Minor problem	Not a problem
35.	Student tardiness	a	b	c	d
36.	Student absenteeism	a	b	c	d
37.	Physical conflict among students	a	b	c	d
38.	Robbery or theft	a	b	c	d
39.	Student use of alcohol	a	b	c	d
40.	Student drug use	a	b	c	d
41.	Student possession of weapons	a	b	c	d
42.	Student disrespect for teachers	a	b	c	d
43.	Student apathy	a	b	c	d
44.	Lack of parental involvement	a	b	c	d
45.	Students coming to school unprepared to learn	a	b	c	d
46.	Racial tension or racism	a	b	c	d
47.	Gangs	a	b	c	d
48.	Unsafe areas in the school	a	b	c	d
49.	Teachers ignore it when students threaten other students	a	b	c	d
50.	Teachers ignore it when students tease other students	a	b	c	d
51.	Teachers not knowing what students are up to.	a	b	c	d
52.	Lack of adequate supervision of students	a	b	c	d

Please mark the answer that best describes your objective description of the *problems* that occur in YOUR SCHOOL. Before selecting a response for each item, consider your own perceptions and experiences and those of others who have spent an extensive amount of time in the school. To the extent possible, make your response an objective description of what is actually occurring and not an expression of your personal satisfaction or dissatisfaction.

		Strongly agree	Agree	Disagree	Strongly Disagree
53	Students are kind and supportive of one another.	a	b	c	d
54	Teachers treat students with respect.	a	b	c	d
55	Students feel free to ask for help from teachers if there is a problem with another student.	a	b	c	d
56	Teachers know when students are being picked on or bullied.	a	b	c	d
57	Students from different social classes and races get along well.	a	b	c	d
58	Students stop other students who are unfair or disruptive.	a	b	c	d
5	Teachers praise students more often than they criticize them.	a	b	c	d

59					
60	Students are encouraged to report bullying and aggression.	a	b	c	d
61	Students know who to go to for help if they have been treated badly by another student.	a	b	c	d
62	Students get along well together most of the time.	a	b	c	d
63	Students respectfully listen to each other during class discussions.	a	b	c	d
64	Teachers treat students fairly.	a	b	c	d
65	Students report it when one student hits another student.	a	b	c	d
66	Teachers take action to solve the problem when students report bullying.	a	b	c	d
67	Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	a	b	c	d
68	Students make friends easily.	a	b	c	d
69	Students enjoy being at school.	a	b	c	d
70	Sixth grade teachers take the time to help students work out their differences.	a	b	c	d
71	Students report it when one student teases or makes fun of another.	a	b	c	d
72	Students rarely have to be removed from class or placed in timeout.	a	b	c	d
73	Students see rules and consequences as fair.	a	b	c	d
74	Teachers spend more time teaching than keeping order in the classroom.	a	b	c	d
75	Teachers frequently shout at students.	a	b	c	d
76	Students behave well when the teacher leaves the room.	a	b	c	d

The following questions are about how you feel about your work as a teacher. Please indicate how often you feel this way. Possible answers range from never to daily.

		Never	A few times a year	Monthly	A few times a month	Weekly	A few times a week	Daily
77	I feel emotionally drained from my work	a	b	c	d	e	f	g

78	I feel used up at the end of the workday.	a	b	c	d	e	f	g
79	I feel fatigued when I get up in the morning and have to face another day on the job.	a	b	c	d	e	f	g
80	Working with people all day is really a strain for me.	a	b	c	d	e	f	g
81	I feel burned out from my work.	a	b	c	d	e	f	g
82	I feel I'm working too hard on my job.	a	b	c	d	e	f	g
83	I feel frustrated by my job.	a	b	c	d	e	f	g
84	Working with people puts too much stress on me.	a	b	c	d	e	f	g
85	I feel like I'm at the end of my rope.	a	b	c	d	e	f	g

Please read the descriptions below of two students you might see in your class. Then, respond to the items that follow. Indicate the progress you would expect and your level of confidence in your ability to work with this student.

Taylor is a "master of misbehavior." Taylor often gets into trouble for bullying others and disobeying school and classroom rules. Taylor is known by most of the teachers and administrators for being difficult to manage. Taylor tends to be hostile, often lashes out at someone and gets into fights frequently. Taylor often excludes and isolates other students in school activities.

For the following four items, think about the progress you would expect to see in Taylor throughout the year. Possible responses range from 1=Completely Disagree to 5=Completely Agree.

In thinking about Taylor's behavior:

	Completely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Completely Agree
86. Taylor will be able to participate in my class.	a	b	c	d	e
87. Taylor will be able to handle new situations well.	a	b	c	d	e
88. Taylor will be good at learning new skills.	a	b	c	d	e
89. Taylor will be able to carry through on responsibilities.	a	b	c	d	e

For the following items, think about how confident you feel working with students like Taylor. Using a 5-point scale, select the point on the scale that indicates your level of confidence with the item. (1=Not Confident, 5=Very Confident)

	Not Confident		Somewhat Confident		Very Confident
90. I have the skills to direct Taylor's behavior in class.	a	b	c	d	e
91. I am capable of helping Taylor make appropriate choices.	a	b	c	d	e
92. I am capable of consistently implementing rules and consequences with Taylor.	a	b	c	d	e
93. I know a variety of strategies to successfully manage Taylor's behavior.	a	b	c	d	e
94. I am capable of establishing positive rapport with Taylor.	a	b	c	d	e
95. I am capable of helping Taylor behave appropriately in my class.	a	b	c	d	e
96. I am capable of helping Taylor become a successful student.	a	b	c	d	e

Jordan used to be a straight A student but on the last report card, Jordan's average dropped to a C. Jordan often complains of headaches and stomachaches and is frequently absent from school, although the physician can't find any physical reason for the apparent illnesses. On the days that Jordan is in school, Jordan is often found sitting alone during recess and lunch. Part of the time, it appears that Jordan doesn't want to be with the other students and at other times, it seems that Jordan just isn't accepted by peers.

For the following four items, think about the progress you would expect to see in Jordan throughout the year. Possible answers range from 1=Completely Disagree to 5=Completely Agree.

In thinking about Jordan's behavior:

	Completely Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Completely Agree
97. Jordan will be able to participate in my class.	a	b	c	d	e
98. Jordan will be able to handle new situations well.	a	b	c	d	e
99. Jordan will be good at learning new skills.	a	b	c	d	e
100. Jordan will be able to carry through on responsibilities.	a	b	c	d	e

For the following items, think about how confident you feel working with students like Jordan.
Using a 5-point scale, select the point on the scale that indicates your level of confidence with the item. (1=Not Confident, 5=Very Confident)

	Not Confident		**Somewhat Confident**		**Very Confident**
101.I have the skills to direct Jordan's behavior in class.	a	b	c	d	e
102.I am capable of helping Jordan make appropriate choices.	a	b	c	d	e
103.I am capable of consistently implementing rules and consequences with Jordan.	a	b	c	d	e
104.I know a variety of strategies to successfully manage Jordan's behavior.	a	b	c	d	e
105.I am capable of establishing positive rapport with Jordan.	a	b	c	d	e
106.I am capable of helping Jordan behave appropriately in my class.	a	b	c	d	e
107.I am capable of helping Jordan become a successful student.	a	b	c	d	e