Bullying in School

An Honors Thesis Inquiry Project by

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Abstract

Although it is not always obvious, students are bullied as early as elementary school. Instances of bullying make take place in school, during after-school programs, on the school bus, and in neighborhoods. This inquiry project focuses on the occurrence of bullying in my third grade classroom. It also focuses on ways to help students cope with the incidents of bullying through class meetings, a Compliment Jar, and a Worry Jar.
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**Introduction and Background Information**

I am a third grade intern at Houserville Elementary School in State College, Pennsylvania. It is one of ten public elementary schools in the State College Area School District. Houserville is a small neighborhood in State College, and my elementary school contains grades three to five. There is a sister school in nearby Lemont, which holds grades kindergarten through two. In my classroom, there are twenty-one students; twelve boys and nine girls. Although our class may look homogeneous, my students come from different places across the United States. Some of them previously lived in places like California and Texas, while others have lived in Houserville their whole lives. Their ancestors mostly come from European countries. One student has Native American ancestors. There is a range of socioeconomic status (SES). While some of my students have parents who are university professors, other students have parents who are working several jobs to make ends meet. In addition, there are three students who receive extra assistance from the Resource Room in language arts, including three students who receive Title 1 assistance in either reading or math. My classroom is one with varying developmental and academic levels.

The school environment is comfortable. There are 199 students, nine classroom teachers, one learning support teacher, three itinerant teachers, and six paraprofessionals that work in the building. With only three classes in each of the three grades, it becomes fairly easy to learn the faces of all the students in the school as well as their names. Many students have siblings or neighbors in the school, and because Houserville and Lemont are small geographic areas, most students live within just a few miles of the school.
Rationale

What led me to this inquiry?

I have been interested in bullying since my first year of college. I was originally interested in how teachers and school staff helped children to cope with and understand the events of September 11, 2001. In my research for this, I found that many teachers were using similar strategies for coping with bullying. My interest narrowed down to bullying in schools. I began to do background research for different classes, particularly psychology classes, about this topic. The more I learned about bullying, the more interested in it I became because bullying is so embedded in our society that many adults and children do not recognize its many forms. Manifestations of bullying are overt as well as covert. The physical bullying and verbal harassment are considered overt forms of bullying, but bullying also includes covert behaviors such as spreading rumors and social exclusion (Espelage, Bosworth, and Simon, 2000). At the end of my third year of college, I submitted an honors thesis proposal indicating my research topic for my senior honors thesis for the Schreyer Honors College. I chose bullying because it interests me and it combines my major, Elementary and Kindergarten Education, with my minor, Psychology. I continued to do more research and read books and articles about the topic of bullying. The literature suggests that bullying is a salient problem in the United States, even in elementary school, and it can have negative effects later in life. According to the article “Bullying: Facts for schools and parents,” “bullying is the most common form of violence in our society” (Cohn & Canter, 2003, p. 1). In the same article, it is stated that in the United States, “approximately 3.7 million youths engage in, and more than 3.2 million are victims of, moderate to serious bullying each year” (Cohn & Canter, 2003, p.
1). Although bullying has negative consequences for everyone involved in a bullying situation, Banks’ article “Bullying in schools” states that there is a strong correlation between bullying during school years and having criminal or legal problems in adulthood (1997).

As a person who was educated in the United States, I can attest to having different types of bullying experiences throughout school, and I believe that most people would admit to experiencing a bullying situation at some point in their life. Considering my position as a third grade Professional Development School intern at Houserville Elementary School for the entire year, I realized that not only did I need to think of ways to help children cope with bullying situations in their own lives, I needed to also consider ways to prevent it from occurring. After some thinking, I decided that if I could find a way to foster empathy in my classroom, then my students would feel compassionate toward victims of bullying and come to their aid, as well as not want to bully someone because they can imagine what it must be like to “be in that person’s shoes.” As I will discuss in the “Literature Review,” the findings about the connection between empathy and bullying are inconclusive at this point in time. Few research studies have attempted to discuss this connection because of its complexity.

Why is my topic important?

In the past, bullying was considered a part of growing up; now, psychologists are warning parents and teachers that bullying is a problem that could result in serious consequences for victims and bullies alike. A study conducted by Espelage, Bosworth, and Simon in 2000 found that only 19.5 percent of the sample of middle school students reported that they had not participated in bullying behaviors within the past thirty days.
One reason that bullying is a problem in schools is because people have not changed their thinking from that of the past—that bullying is simply a part of growing up, and kids need to learn to deal with it. I believe that if cognitions about bullying were changed, the occurrence of bullying would decrease. Espelage and Swearer (2003) would agree: “If students attend schools in which bullying behaviors are accepted by adults and peers, it is plausible that they will engage in more of these behaviors…” (p. 10). The opposite would likewise be true—if students attend a school where bullying is not accepted, then it is possible that there will be fewer occurrences of bullying in that school over time.

*How does it affect my teaching now, and how will it affect my teaching in the future?*

One of my core beliefs as an educator is that students need a safe, comfortable environment in order for learning to occur. I feel that if students are being bullied in school and in school-related situations, then their attention is not focused primarily on learning; it is divided between academics and concern about negative social situations that are associated with school. In order to create a safe environment where my students can thrive as learners, I have decided to inquire into a phenomenon that often precludes students from thriving—bullying. It is my hope and intention that by learning more about the phenomenon of school bullying, I can take measures to prevent bullying in my own classroom. These preventative measures include fostering positive attitudes and empathy in my own classroom to reduce the occurrence of bullying that my students face and teach them coping strategies with which they feel comfortable using when they are bullied.
Wonderings and Sub-Questions

Main Wondering

How can I create a sense of empathy in my students and prevent them from being involved in bullying situations in school and/or related to school (i.e. the bus, playground, and after-school groups)?

Sub-Questions

• How often are my third grade students involved in bullying situations as bullies, victims, or bystanders?
• Do my students recognize a bullying situation? Do they know how to act to stop the situation?
• Can a once or twice-weekly class meeting create a sense of empathy in my classroom?
• Will that sense of empathy carry over to others who are not in our classroom (on the bus, etc.)?
• How would implementation of an anonymous Compliment Jar and a Worry Jar affect the weekly meetings and create opportunities for positive reinforcement and problem-solving strategies?

Inquiry versus Improvement Project

These wonderings are the result of a true inquiry into the topic. They are based on much background research and other wonderings I have had about the topic as a result of other courses I have taken at Penn State. I do not propose that after using my compliment and worry jars for about a month or participating in six class meetings, my students will see an improvement in the number of bullying situations in which they are
involved. I realize that it is unreasonable to expect a significant change in such a short amount of time. What I hope to do in this inquiry project as a result of my wonderings about empathy and bullying is to try to understand my students’ attitudes toward bullying and begin to implement different ways to help my students understand that bullying is a problem and feel that my classroom is a safe environment in which they can learn.

**Literature Review**

*Definition of Bullying*

Bullying is defined in different ways, but researchers agree that it is a form of aggression, and for bullying to occur, three characteristics must be present: (1) the behavior is meant to inflict physical and/or psychological harm, (2) the behavior must be repeated over time, and (3) there is an imbalance of power among the people involved (Banks, 1997; Deitrich, 1997; Espelage & Swearer, 2003; Nansel et al., 2001). Richard Hazler, a researcher from Penn State University, comments in the article “Fighting Back,” “Now we know that the repeat factor—when you’re picked on day after day and nobody is stepping in to stop it—causes the biggest problems” (2005, 33). As mentioned previously, bullying behaviors are manifested in many different ways. Bullying occurs in physical form through hitting and kicking, in verbal form through teasing, name-calling, and threatening, or in psychological form through rumors and intentional social exclusion (Banks, 1997; Espelage et al. 2000; Nansel et al., 2001). JoLynn Carney, another Penn State researcher, said, “It’s the indirect aggression, such as spreading rumors and marginalizing a child, that does the most damage” (Beattie-Moss, 2005, 34).

In the continuum of participants in a bullying situation, a person may be a bully, a victim, a bystander, a bully-victim (students with characteristics of both a bully and a
victim, often, this can be a cycle), or a non-bully and non-victim (students not involved in bullying situations at all). There are many stereotypes of each of these classifications; however, most of the stereotypes do not hold true. For example, although bullies may often choose victims who are physically smaller in stature, it is not true that the typical victim also has red hair and glasses (APA Conversations Series, 1995). In his book *Bullying at School*, Dr. Dan Olweus gives general characteristics of both victims and bullies. Victims, generally, are physically weaker than peers, may have “body anxiety,” are often quiet, shy, withdrawn, anxious, unassertive in peer groups, and closer to adults than to peers (Olweus, 1993, 56-57). Some victims, however, are classified as “provocative victims” because they share some characteristics as those of bullies, including a “hot temper” and hyperactivity (57). Generally, bullies are seen to have the following characteristics: greater physical strength than classmates, the need to dominate others, hot-tempered, impulsive, “tough,” low empathy, and are often oppositional, defiant, and aggressive toward adults (Olweus, 1993, 59). A bystander is a person who witnesses the bullying behavior, and can either help or hurt the situation depending on his or her actions, such as supporting the bully or standing up for the victim. A bully-victim is someone who has been a victim of bullying and later, becomes a bully himself. This sub-group, according to Perren and Hornung (2005), is the aggressive victims or provocative victims that Olweus discussed in his research. Non-bullies and non-victims, also known as the “non-involved pupils” in Perren and Hornung’s study (2005), are students who fit none of the other categories of students and are not involved in the bullying situation at hand, although it is expected that these students at some point, will at least witness a bullying incident, even if they never bully or are victims of bullying.
Context

Demographic Influences. Bullying behaviors are influenced by many factors including demographic variables, family, peers, and aggression. In 2000, Espelage et al. tested sex, grade, race, price of lunch, and poverty status as demographic variables. In their study, only sex was associated with bullying behavior, with males reporting more participation than females (2000). Nansel et al.’s study in 2001 shows the same results with respect to sex as a demographic variable, with males bullying and being bullied more than females. However, they also found some differences in bullying behaviors with respect to race, that Hispanic youth reported slightly more moderate and frequent bullying than other races, and that black students reported being bullied slightly less often than students of other races (2001, 4). The findings of Seals and Young in 2003 concur with the results of both Espelage et al. in 2000 and Nansel et al. in 2001, with males reporting more bullying than females. In addition, younger students, seventh graders compared to eighth graders, participated in more bullying behaviors than older students (Seals & Young, 2003).

Familial Influences. Family relations also affect bullying. According to the article by Cohn and Canter in 2003, two family influences on bullying are the amount of adult supervision a child receives and seeing family members exhibit bullying behaviors. Because bullying occurs when one person exerts power over another person, children who are physically punished at home or who receive negative messages about themselves from people at home are more likely to bully in order to feel better about themselves (Cohn & Canter, 2003). In the 2000 study by Espelage et al., over seventeen percent of the middle school students reported at least sometimes being physically punished when
breaking a rule at home. Almost thirty-four percent of the subjects spent more than an hour per day without adult supervision (Espelage et al., 2000). It is suggested that these students are at risk for exhibiting bullying behaviors than other students. Findings from research conducted by Espelage and Swearer in 2003 also support the hypothesis that family environment influences bullying. In their article “Research on school bullying and victimization: What have we learned and where do we go from here?” the authors cite sources who found associations between aggression and “a lack of family cohesion (Gorman-Smith, Tolan, Zelli, & Huesmann, 1996), inadequate parental supervision (Farrington, 1991), family violence (Thornberry, 1994), hostile discipline techniques (Loeber & Dishion, 1983), and poor modeling of problem-solving skills (Tolan, Cromwell, & Braswell, 1986)” (cited in Espelage & Swearer, 2003). Many of these aggressive behaviors lead to and are a part of bullying behaviors. In addition, it was found that many students who bully their peers in school also bully their siblings at home (Espelage & Swearer, 2003).

Peer Influences. Relationships with peers influence bullying as well. Even perceptions of peer involvement in negative behaviors can affect how students behave (Espelage et al., 2000). Espelage and Swearer, in their 2003 study, suggest that students will spend their time with other students who are similar to them, called homophily. Furthermore, the subjects of the study formed peer groups with students who bullied at a similar frequency as they did (Espelage & Swearer, 2003). In addition, they suggested that the dominance theory can also explain adolescent bullying. The dominance theory is essentially the idea that in adolescence, particularly in middle school, children set up a hierarchy based on power or access to resources (Espelage & Swearer, 2003). Espelage
and Swearer suggest that bullying is often a way that adolescents prove their dominance (2003). In environments that do not address bullying behaviors, Cohn and Canter state, “some children may bully their peers in an effort to ‘fit in’ even though the behavior may make them uncomfortable” (2003, 2).

**Aggression.** Since bullying is a subset of aggression, different types of aggression can lead to different manifestations of bullying behaviors. Espelage and Swearer in 2003 list different types of aggression, including proactive versus reactive aggression, direct versus indirect aggression, overt versus covert aggression, and relational aggression. Proactive aggression is when a person seeks a target for a certain purpose, like when a bully targets a weaker victim unprovoked (Espelage & Swearer, 2003). Reactive aggression is when a bully targets a victim as a result of an earlier incident that angered the bully (Espelage & Swearer, 2003). Overt, or direct, aggression includes physical or verbal bullying behaviors such as fighting, kicking, and name-calling, for example, and covert, or indirect, aggression includes a third-party through which the bullying occurs; it is not face-to-face, rather, it is social exclusion or rumor-spreading (Espelage & Swearer, 2003). Relational aggression is aggression or bullying that damages a relationship; it is when peer pressure is used to convince another person to participate in bullying either through verbal threats of social exclusion or even threats of physical harm, both of which serve to damage relationships (Espelage & Swearer, 2003). In a study by Crick and Nelson (2002), the researchers found that victims of physical bullying were mainly boys, while victims of relational (or psychological) bullying were mainly girls. In addition, the authors found that more than seventy percent of girls in their study were victims of
relational bullying, which included both verbal and psychological behaviors, such as saying, “My friend tells me she won’t like me unless I do what she says” (2002, p. 601).

**Emotional Influences.** Other emotional factors affect bullying behaviors. A review of literature cited in Espelage and Swearer’s 2003 article states that in 1999, Bosworth et al. found anger to be the strongest predictor of bullying (7). Depression is another major emotional factor related to bullying. In the same article, it was noted that depression levels are higher in victims as well as in bullies compared to non-bullies or non-victims (Espelage & Swearer, 2003).

**School Influences.** School environment affects the prevalence of bullying as well. When school faculty members ignore bullying behaviors, students are reinforced for the behavior (Cohn & Canter, 2003). Similarly, less bullying occurs in schools where respect for others is taught and valued and where high standards are set for interpersonal behavior (Cohn & Canter, 2003, 2). Espelage and Swearer support these notions also: “If students attend schools in which bullying behaviors are accepted by adults and peers, it is plausible that they will engage in more of these behaviors…” (2003, 10). Additionally, Ma, in 2002, reports that “schools with less bullying have positive disciplinary actions, strong parental involvement, and high academic standards” (cited in Espelage & Swearer, 2003, 10). Nansel et al. report that poorer perceived school climate is related to bullying, while other factors such as poorer relationships with classmates and loneliness are related to being bullied and coincident bullying/being bullied (2001, 4-5).

**Community Influences.** Though little research has focused on the effect of communities and neighborhoods on bullying behaviors, there is evidence that indicates that bullying may occur more frequently in neighborhoods that are perceived to be unsafe
Espelage et al., (2000). In the 2000 study by Espelage et al., “neighborhood safety concerns were strongly correlated with bullying behavior” (7).

Extent and Effects

In a previous section entitled “Rationale,” I cited several research studies that note the seriousness of the extent of bullying. In addition to the aforementioned research, the National Education Association (NEA) states in their National Bullying Awareness Campaign (NBAC) that the past ten years have seen an increase in the frequency and seriousness of bullying in schools than the twenty years before (http://www.nea.org). “Bullying in Schools,” an ERIC Digest article by Banks, reports that direct bullying increases from elementary to middle school, where it peaks, but declines during high school; however, indirect bullying such as verbal abuse remains constant from elementary through high school (1997). An article in Research Penn State, entitled “Fighting Back,” claims, “Other research found that one-fourth of American students are bullied at school because of their race, ethnicity, gender, religion, sexual orientation, or disability. Unchecked, bullying can escalate to the tragedies of school shootings and teen suicide, both of which have been linked to harassment from peers” (Beattie-Moss, 2005, 33). Barbara Coloroso, in her book The Bully, the Bullied, and the Bystander, cites fourteen specific examples of school shootings and teen suicides linked to peer harassment, one of them being the 1999 Columbine incident.

Another reason that educators need to be aware of the problems associated with bullying and the extent of bullying in our society is because of the effects that bullying has on students involved in bullying incidents. Bullying negatively affects bullies, victims, bully-victims, and bystanders. As previously stated, Banks’ article “Bullying in
schools” states that there is a strong correlation between bullying during school years and having criminal or legal problems in adulthood (1997). These problems affect the bullies’ ability to have strong, positive relationships in their adult years (Banks, 1997). Espelage and Swearer found that bullies in their study had clinically elevated depression levels (2003, p. 7). The NEA’s National Bullying Awareness Campaign states similar findings, including that bullies often perpetuate family violence in adulthood, and that forty percent of boys identified as bullies in sixth to ninth grades had three or more arrests by age thirty (www.nea.org).

Victims are also negatively affected by bullying. The NEA’s National Bullying Awareness Campaign states effects on victims of bullying, including fear of going to school, using the bathrooms in school, riding the bus to and from school, as well as physical symptoms of illness and a reduced ability to learn (www.nea.org). Espelage and Swearer in 2003 report similar findings, which state that depression is common in victims of bullying, and that anxiety may lead victims of bullying to avoid school. Banks (1997) reports that “as many as seven percent of America’s eighth graders stay at home at least once a month because of bullies” (p. 2). He also reports that being a victim of bullying often increases a student’s isolation because other students are afraid to associate with the victim for fear of becoming a victim of bullying too (1997, p. 2).

Espelage and Swearer conducted some research on bully-victims and found that bully-victims have the highest level of depression compared to others along the continuum, had the highest risk for depression, and were the most at-risk for suicide ideation (2003). Bully-victims report to have higher levels of anxiety compared to either
bullies or victims (Espelage & Swearer, 2003). Seals and Young reported in 2003 that bully-victims had the lowest self-esteem of everyone on the bullying continuum.

Less research has been conducted on the effects of bullying on bystanders; however, the NEA’s National Bullying Awareness Campaign lists some negative consequences to being a bystander. Most of the consequences are negative emotions such as anger and helplessness for not knowing what to do, fear of being the next target, guilt for not taking action, and fear of certain areas of a school building (www.nea.org).

Connections to my inquiry

School bullying is the focus of my inquiry project. Based on expert research and my own observations and experiences, I am convinced that bullying is a serious problem in today’s society. As a result of my beliefs and understandings about bullying, I feel that it is necessary to address the problem at an early age in school. There is more research that supports my wonderings and purpose for my inquiry, which relates bullying and empathy. Again, my main wondering is “How can I create a sense of empathy in my students and prevent them from being involved in bullying situations in school and/or related to school (i.e. the bus, playground, and after-school groups)?” In a book entitled Bullying in American Schools: A Social-Ecological Perspective on Prevention and Intervention (2004), Dorothy Espelage and Susan Swearer compile many research articles on the topic of bullying. One study by Espelage, Mebane, and Adams, “Empathy, Caring, and Bullying: Toward an Understanding of Complex Associations” particularly interests me because it relates directly to my main wondering. The researchers mention in their introduction, “despite the inconsistent findings in the literature, there is general consensus that attending, fostering, and promoting empathy in
children and adolescents could relate to the development of prosocial behavior and to the prevention of aggressive behavior” (2004, 38). In their study, Espelage, Mebane, and Adams cite research findings from a study by Endresen and Olweus in 2001, which showed that “kids with high levels of empathic concern tended to view bullying as negative and therefore bullied others less” (2004, 41). In addition, they believe the Endresen and Olweus research “highlights the importance of considering attitudes toward bullying in understanding how empathy relates to this type of aggression” (41). As mentioned previously, one of the characteristics of a bully according to Dr. Dan Olweus is that they have low empathy. Another reason that Dorothy Espelage’s work directly relates to my inquiry project is because she permitted me to use her Bullying, Fighting, and Victimization scale in my inquiry. This scale is the same scale (actually three separate scales) that she used in the study entitled “Empathy, Caring, and Bullying: Toward an Understanding of Complex Associations”, which she discusses on pages 43-44 of her book. In her research, she found that empathy and self-reported bullying were negatively correlated, meaning “more caring, empathy, and perspective-taking were associated with less bullying” (Espelage et al., 2004, 49). Additionally, Espelage et al. (2004) found that “males reported engaging in similar or even slightly higher rates of relational aggression than females” (51) and “although mean levels of relational aggression were negligible, empathy appears to be particularly salient in buffering the frequency of relational aggression that females engage in” (51).

**Inquiry Plan**

Appendix A shows my data collection timeline. When I began my inquiry project, I knew that I wanted to discuss the topic of bullying during class meetings with
my students. In addition, I knew that I wanted to implement the Compliment and Worry Jars in my classroom to see how my students would react to them. I realized however, that I would need to take a baseline survey to understand the extent of the bullying problem among my students. Before administering the survey, I sent a letter home to the parents, informing them about the survey and possible follow-up interviews. I requested that any parent who preferred that their child not participate send a note to school. There were no objections from any of the parents.

I administered the survey on Thursday, February 23, 2006. The next day, on Friday morning, I held the first class meeting to discuss the survey and why it may have been difficult to answer some of the questions. Our meeting lasted ten minutes, but it was filled with interesting comments from my students. My next class meeting was scheduled for Thursday, March 2, 2006, the last day of school before Spring Break; however, school was cancelled as a result of ice on the roads. I decided to hold the class meeting Monday, March 13, 2006 instead. My third class meeting was Friday, March 17, 2006. This was the meeting in which I introduced the compliment and worry jars to my students. After explaining the purpose of the jars, I set them out with pieces of paper and a pencil around 12:15pm. By the end of the school day, there were two compliments in the compliment jar, and five worries in the worry jar. My fourth, fifth, and sixth class meetings were held on March 24, March 31, and April 7, 2006, respectively. Although I will continue to hold class meetings until the end of the year, April 7th’s class meeting was the last meeting included in the inquiry project. During several of the class meetings, my mentor, a substitute teacher, or my supervisor wrote observations. For the
meetings that were not observed, I wrote reflections detailing what occurred during the class meeting.

In addition to surveying my students, I sent home a questionnaire to the parents. From the student survey, parent questionnaire, and student responses during class meetings, I chose nine students to interview, and eight parents to interview. Since I had used the first student survey as a baseline, I decided to do a post-survey to see if there were any differences. In addition, I also considered this as a second administration, instead of as a post-survey, meaning that I looked at the data from both surveys as a whole (nine weeks). I surveyed my students the second time on April 6, 2006.

During the last week of my data collection, I wrote my students a letter about our class meetings and, as a morning letter, asked them to write a response to me, indicating what they’ve learned from the class meetings and something they liked and disliked. This way, I could get feedback from all of my students, not just the students I interviewed.

Data Collection

I collected data for my inquiry in eight ways: student surveys (administered at two times over the course of nine weeks), parent questionnaire, observations, journals, lesson plans, jar comments (from both the Compliment and Worry Jars), student letter, student interviews, and parent interviews. Each method of data collection is described in this section. (See Appendix A for a data collection timeline.)

Student survey

I administered a survey (Appendix A) to my students at two times over the course of my data collection. First, I administered the survey on the day before my first class
meeting to collect baseline data about the occurrence of bullying in my classroom and my students’ beliefs about aggression. Second, I administered the same survey six weeks later, on the day before my last class meeting, to note the occurrence of bullying in the past nine weeks total. The survey had two parts. The first part was ten questions about the occurrence of bullying during the past month. It was adapted, with permission, from Dorothy Espelage’s Bullying, Fighting, and Victimization scale, which Espelage used in her research study entitled “Empathy, Caring, and Bullying: Toward an Understanding of Complex Associations” (2004). The adaptation included taking out some of the repeated questions to reduce the number of survey questions and eliminating one of the answer choices, leaving only four answer choices for my students to decide between. For example, question number one states, “In a group, I teased other students (called them names or made fun of them).” The answer choices are “a. never, b. 1 or 2 times, c. 3 or 4 times, and d. 5 or more times.” The second part was comprised of six questions adapted, with permission, from aggression researcher Cynthia Erdley’s Legitimization of Aggression Beliefs scale. Again, the adaptation included removing repeated questions so that the survey would not take too long to answer. Part two of the survey included two practice questions so that students could better understand how to respond to a five-point scale, with choice one meaning “really disagree” and choice five meaning “really agree.” One sample statement from this section reads, “It’s ok to hit someone if you don’t like him or her.” Altogether, the survey took students thirty-five minutes to complete. It is important to note, that although the directions said to “read the directions to both parts very carefully,” I made the decision to read all of the directions out loud while students followed along, and I also read each of the questions aloud, to help students in my class
who are struggling readers. While I read the questions, I was asked for clarifications several times (see Week 7, Journal 1 in Appendix F).

**Parent Questionnaire**

The same day as my first class meeting, I sent home a parent questionnaire (Appendix B). With the questionnaire, I attached a note to the parents explaining it and a section to state if they would be interested in participating in a follow-up interview. The questionnaire was six questions, but they were open-ended questions whose responses could be lengthy if necessary. At the top of the questionnaire, I included the research definition of bullying so that every parent would be considering the same criteria for answering the questions. As a sample, the following comprised question two: “Has your child been involved in any bullying situations, as either bully or victim, since the beginning of third grade? If yes, do you think that your child was the bully or the victim of a bully? Where and in what context did the bullying situation take place?” From parent responses to the questions in the questionnaire, I was able to get ideas of specific topics to discuss in our class meetings. I also used parent responses to decide upon the eight parents whom I contacted for a follow-up interview.

**Observations, Reflective Journals, and Lesson Plans**

For each of my class meetings, I have either an observation (Appendix E), reflective journal (Appendix F), or lesson plan (Appendix G) detailing what occurred during the meeting. For some meetings, I have, for example, an observation and a journal, or a lesson plan and a journal. Each of these three methods of collecting data about my class meetings shows something a little bit different. The observations show exactly what was said and by whom. My journals include interesting vignettes from the
discussions, but also include my reflection about the class meeting and my perceptions of how my students are behaving and responding to the discussions. The lesson plans show my planning for the lessons. They detail what I want to accomplish and reasons for wanting to achieve those objectives.

One example of an observation is from the first class meeting I had on February 24, 2006. My mentor teacher wrote notes about what was being said and who participated in the discussions. On the observation form she wrote phrases like, “Survey—‘Bullying,’” “‘Teasing’ or ‘Joking,’” “What can we do about that?” “How did it make you feel?” and “Remember our class motto…” (Appendix E).

An example of a journal is from March 18, 2006, the day after my third class meeting. Not only do I describe what the class meeting was like, I also reflect on what occurred during the meeting. I feel that the journals capture a richness that neither the observations nor the lesson plans can capture. The following is an excerpt from the March 18th reflective journal:

“Our meeting lasted about twenty-five minutes, which was five minutes longer than I had planned. Several students were disappointed when I told them we needed to begin to wrap-up. However, then I introduced the Worry Jar. I told the students that the Worry Jar is something they can use if they are worried about something. For example, if they were going to share something during the meeting, but we ran out of time, they could write it on the paper, and we could talk about it at our next meeting, or I could find a few minutes to talk to them about it. I also told the students that they didn’t have to write their name on the paper in the worry jar if
they didn’t want to. Several of the students seemed relieved, by the looks on their faces” (Appendix F).

One example of a lesson plan is from the second class meeting, which was held on March 13, 2006, due to a snow day before Spring Break. The lesson plan for this meeting is a good example because it was the lesson in which I discussed bullying very specifically. I gave them part of the definition of bullying, and asked them for examples of bullying, to assess whether or not they can recognize a bullying situation. Objectives are included in the lesson plans, and some of my reasoning is also given. For example, in the “body” of the lesson, I explain how I will approach the definition of bullying with my students:

“I will tell my students that there are a few things that make a situation a bullying situation: it happens more than once, and it is meant to be mean (or cause harm). Researchers also agree on a third point: that there must be some type of an imbalance in power (this can include being physically bigger or more popular). I will not discuss this third point with my students because I don’t believe that this will help them to distinguish between two friends playing (teasing or joking) and a bullying situation” (Appendix G).

Jar Comments

Another method of data collection was through the comments that students put in the Compliment and Worry Jars each week (Appendix H). Every Friday during the class meetings, I read the compliments aloud, and although I did not read the worries aloud, I had already spoken to the students who wanted to talk, and I received their permission to
anonymously discuss their situation with the class. After each class meeting, I took out the compliments and worries and saved them. I set out the compliment and worry jars again immediately following the class meetings, so that if students who wanted to share did not get a chance, they could write their worry or compliment and put it in the jar to make sure that it was seen by me and heard in the next week’s meeting. I made sure that there was at least one writing utensil and plenty of paper strips with the jars.

Student Letter

During the last week of data collection, I wrote a letter to my students, telling them about my experience with the class meetings (Appendix I). In the morning letter, I requested that the students write a letter back to me, telling me four things—two ways to deal with bullies, something they liked about the class meetings, and something they disliked about the class meetings. Since one of my students was absent all week, I did not receive a letter from him, however, I did receive a letter from twenty of my twenty-one students (Appendix J). Not all of the students addressed the four pieces of information I requested, but it was a good way to see if my students remembered anything from the discussions in our class meetings.

Parent Interviews

As I mentioned in the section describing the Parent Questionnaire, there was a section for parents to check if they would be available for a follow-up interview at a later time. Based on the parents’ responses on the questionnaire, I chose eight parents to interview. I chose some parents also because their child was a student I planned to interview. The parent interviews all took place over the phone, and I had a worksheet ready for each parent that I interviewed (Appendix K). At the top of the page were their
name, their child’s name, and the date of the interview. After each question, there were several lines on which I recorded their response in writing. The first question was, “Do you feel that your child is ever bullied (in the past or currently)? Yes No (circle one) How so? (lines for the written answer).” An example of a later question is, “Has your child told you about our Friday class meetings? Yes No What has he or she said?” Overall, I found the parents to be very open and willing to respond honestly.

**Student Interviews**

Based on the students’ responses on the first administration of the survey and their comments during the class meetings and in the Worry Jar, I chose nine students to interview during the last week of data collection. Again, I had a worksheet ready for each student (Appendix L). At the top was a place for their name and the date of the interview. There were seven questions total, and I wrote each question with several lines on which I could record their answers. The student interviews were completed in person, and I double-checked with the students to make sure that I had written their responses correctly on my paper. Some of the questions were the same as what I had asked the parents; for example, question one asked, “Do you feel that you are ever bullied (in the past or now)? Yes No How so? (lines for the written answer).” I also asked them questions like, “Have you learned anything from our class meetings? Yes No What have you learned?” and “Have you used either the Compliment Jar or the Worry Jar? Yes: C (compliment) or W (worry) No Did you find it helpful? Yes No.” I also asked my students if they had any suggestions for our class meetings, which I did take into account later, and if they thought that we should continue the class meetings (and why or why not).
Pictures

In Appendix M, I have included a few pictures from the last class meeting for data collection. It took place on Friday, April 7, 2006. In the class meeting, we had a discussion, and then we played a game similar to Hot Potato, in which the person holding the “potato” had to either state a worry or a compliment, whichever they felt most comfortable saying in front of the whole class.

Data Analysis

In order to systematically analyze my data, I created a chart of raw data. Down the left side of my chart are each of my students, and along the top of the chart are the different methods and instruments of data collection including the student survey, parent questionnaire, observations, my reflective journals, Compliment and Worry Jar comments, student letter, parent interview, student interview, and lesson plans. Generally, I looked down and across all of the cells to see if I could find any trends. I also looked to see if there were any commonalities among the responses among different methods of data collection.

Student Survey

In addition to the data that is in the table of raw data (Appendix N), I also created another table listing all of my students down the left column and each of the survey items across the top (Appendix O). There were sixteen questions total. The ten questions in part one addressed the occurrence of bullying. Questions one, two, seven, eight, nine, and ten addressed how often each student reported bullying others. Questions three, four, five, and six addressed how often each student was victimized by a bully or bullies. In each cell is every student’s response to each question. Zero is the score for the response
“never.” “12” does not mean the number twelve, rather, it is a shortened version of the response “1-2 times.” The score for this response was “1” because it reports the fewest amount in the range. This is the same for “34” and “5+,” which also stand for the responses “3-4 times” and “5 or more times,” respectively. When I analyzed the scores, I added them together, but with the answer choices shown as a range, I had to use the lower numbers in the range for my analysis (0, 1, 3, and 5). This means that if a student marked “1-2 times” for being made fun of, then I had to add “1.” Therefore, in my results section, the numbers that I give for student responses could be slightly lower than their actual experiences. In part two, there were six survey items that addressed students’ legitimization of aggression beliefs (this was adapted from Cynthia Erdley’s Legitimization of Aggression Beliefs scale). To score this part, students received one point for “really disagree” responses up to five for “really agree” responses. The lowest total score a student could get is a six, and this would mean that the student does not believe that aggression is legitimate in general. The highest total score a student could receive is thirty, meaning that they “really agree” in every situation that legitimized aggression. In both sections, I looked for trends by adding scores in columns and rows and making percentages to see if there were any trends in my data.

If you look at my data analysis chart, the student survey data is analyzed in a different manner. This is because the first time I looked at my data, I grouped the survey items into “bullying” and “victimization” items of which there were six and four, respectively. I recorded scores for times one and two (or what I at first considered pre and post). In addition, I recorded the scores as either “no” for “never” responses or “yes” for responses of one or greater. After discussion and review of my data again, I decided
that I was ignoring a lot of important information that each survey item and its responses contained. I considered both ways of analysis for the student survey; however, no clear trends appeared in the earlier version of my data analysis for part one of the survey when looking only at whether or not students were bullying or victimized, ignoring the specifics.

**Parent Questionnaire**

To analyze the parent questionnaire (Appendix D), I had to first consider how many parents returned my questionnaire. From that point, I charted how many parents responded “yes” or “no” to the first item, which asked, “Do you feel that your child is ever bullied?” Then, I looked at the item that asked, “Have you ever talked to your child about bullying?” I recorded on my chart the parents who responded “yes” and “no.” Since sixteen parents returned my survey, I calculated percentages of the data that I recorded on my chart. I compared the parent and student responses on items about whether or not the child was ever (in the past or currently) bullied. Several times, I read over the written responses to the rest of the questions, and then I wrote down key phrases that seemed to have something in common with other parents’ responses. Lastly, I looked through the phrases and highlighted the phrases that were mentioned in several parents’ responses to the questionnaire.

**Observations**

To analyze the observations (Appendix E) from the class meetings, I read over them several times. On my chart, I listed the dates of the meetings and observations in the cell for the students that were mentioned in the observations. At the bottom of the column, I also included other phrases from the observations, such as key ideas from the
class meeting and the length of time for the class meeting. After recording phrases on my chart, I went through and highlighted phrases that were mentioned several times by different students to see if there were any trends appearing.

My Reflective Journal

My analysis for my reflective journal (Appendix F) was similar to that of the observations. Again, my reflective journal was a method of collecting data about my class meetings. On my chart, I include the dates of my journals, which correspond to specific class meetings, and similar to the observations, I recorded the dates and comments about certain students in the cell for that student. At the bottom of the chart, I recorded other information about the class meeting that I reflected upon in my journal for that day. With a highlighter, I recorded any repetitive information that I found, which could possibly indicate an emerging trend.

Lesson Plans

I had only two lesson plans (Appendix G) to help collect data for my class meetings. On my chart, I simply recorded the dates of the class meetings for which I wrote lessons, and wrote up to four important parts of the lesson for that day.

Jar Comments

The jar comments (Appendix H) are all listed in one column of the chart, but they are differentiated between the Compliment Jar comments and the Worry Jar comments in the student cells. In each cell, I noted which students were complimented and by whom (if a name was included on the slip of paper), along with the date of the week that the compliment was submitted. I also recorded which students used the Worry Jar, and in a short phrase, recorded the main idea of their worry or comment. At the bottom of the
chart, I recorded the dates of the weeks that the students used the Compliment and Worry Jar, and I noted the number of compliments and worries that were in the jars that week. In addition, I recorded in parentheses how many compliments I added to the jar that week, in order to tell how many of the students were using it. Similar to the other data analyses, I highlighted any repeated phrases, looking for potential trends. I also created a separate Compliments and Worries chart that lists the compliments and worries that were submitted to the jars.

*Student Letter*

All of my students, except one who was absent from school, wrote a letter to me about our class meetings in response to a letter I wrote them in our morning letter. My letter is included in Appendix I. The student letters are included in Appendix J. To analyze the student letters I recorded their responses to my questions—two ways to deal with bullies and something they liked and disliked about the class meetings—in the cell under “Student Letter” for each student. I numbered their “ways to deal with a bully” and noted phrases that seemed to be important or had recurring themes. Again, I read over the letters several times, looked over my chart several times, and highlighted phrases that were common among my students.

*Parent Interview*

I interviewed the parent of eight students on the phone. As mentioned previously, I had an interview sheet ready for each parent, along with plenty of space to record his or her responses (Appendix K). On the data chart, I wrote key phrases from each of the eight interviews in the cells for the students of the parents I interviewed. I reviewed the
information from the interviews and my chart several times, and highlighted phrases that were said by more than one parent, in an effort to find trends in the data.

*Student Interview*

I interviewed nine students in person during the school day, and the procedure was essentially the same as the parent interview, with a pre-made sheet for each interview with lines on which I could record student responses to my questions (Appendix L). In order to analyze the student interviews, I read over the students’ responses several times, looking for similarities among their responses. I charted key phrases from each student’s interview on my data chart, and then highlighted similarities among students.

*Data Analysis Results*

*Student Survey*

I found several trends as a result of my analysis of the student survey. In nine weeks, fourteen students (those with complete surveys at both administrations) reported that:

- They were involved in at least 140 incidents of bullying,
- In 26% of the incidents, they reported being the bully,
- In 73.5% of the incidents, they reported being the victim of a bully (or bullies)
- 57% were involved in at least five bullying incidents,
- 43% were involved in at least fifteen bullying incidents,
- The item with the highest number of reported bullying incidents (36) was item four, “other students made fun of me,” and it accounted for 26% of all bullying incidents and 35% of the victimization incidents,
43% responded “really disagree” to survey items legitimizing aggression, and
64% reported no change in their legitimization of aggression beliefs from the first to the second administrations.

**Parent Questionnaire**

Sixteen of twenty-one parents returned the questionnaire to school, which is a 76% return rate. In my analysis, I found the following trends in the parent questionnaire:

- 44% of parents reported that their child was never involved in a bullying incident,
- 71% of parents had spoken to their child about bullying,
- 37.5% of parents who responded “no” to their child being involved in bullying situations had a child who reported being involved in bullying incidents,
- 44% of parents told their child to talk to or find an adult (parent or teacher) if they are being bullied,
- 19% of parents gave the advice, “Stand up for yourself,” and
- 12.5% of parents gave the advice, “Treat others the way you want to be treated.”
- No parents who responded said that their child’s role in the bullying incident was that of the bully.

**Observations**

Four class meetings were observed: February 24th, March 13th, March 24th, and April 7th. In these four class meetings, the most common response from students on what
to do if you are bullied, which was recorded seven times in four meetings, was to tell an adult (including parents, teachers, principal, and bus drivers). In addition, I saw that 90% of the students participated in the discussion at least once during the four class meetings that were observed.

**Reflective Journal**

In addition to writing my own opinions in my reflective journal, I also wrote specific incidents from the class meetings that seemed notable at the time. In the three journals that I wrote, I commented mostly on “surprising” responses from students. I took particular note of three students who suggested using aggressive responses when dealing with a bully. They made comments such as, “hit him back,” which surprised me because I had downplayed aggressive responses to bullying. In addition, I wrote about one student who explained, “it [hitting him back] was not a good idea to hit them back because if someone sees you, then they will think it’s your fault.” When one student who originally gave an “aggressive” response to a bully later suggested, “maybe you should fight with words,” I noted that as well. In my class meeting from March 17th, I wrote a journal explaining how although I did not plan on discussing the power issues associated with bullying, my students brought it up, by commenting, “Bullies bully others to feel better about themselves,” and “it [bullying] makes them [the bullies] feel powerful” (Appendix F, Week 10, Journal 1).

**Lesson Plans**

From two lesson plans, it is not possible to find trends. All of the class meetings followed a similar pattern. One useful piece from my analysis was the purpose for my decisions of what to discuss in the meetings. For example, I write in the lesson plan for
March 13th’s meeting, that I would not discuss the power issues with my students because I did not believe that it would help them to distinguish between friends joking or teasing and “real” bullying (Appendix G). Coupled with data from other sources, such as my reflective journal, one can see that the power issue was so apparent and important that the students brought it up themselves.

Jar Comments

In the three weeks from March 17, 2006 at 12:15pm until April 7, 2006 at 3:00pm, a total of 9 worries and 19 compliments were submitted to the Worry and Compliment Jars. During the week of March 17th to March 24th, eight worries were submitted to the Worry Jar, and five compliments were submitted to the Compliment Jar. In complimenting my students on helping one another and acting kindly, I wrote three of the five compliments. Therefore, students submitted two of the five compliments during week one. From March 24th to March 31st, no worries were submitted to the Worry Jar, and six compliments were submitted to the Compliment Jar. This week, I submitted three of the six compliments, and my students submitted the other three. During the week of March 31st to April 7th, no worries were submitted to the Worry Jar, and four compliments were submitted to the Compliment Jar. During this third week, I did not submit any compliments, so my students submitted all four of them. From 9:25am on April 7th until 3pm on April 7th, one worry was submitted to the Worry Jar, and four compliments were submitted to the Compliment Jar. While I submitted one compliment, my students submitted three. The Compliments and Worries Chart in Appendix H list the compliments and the worries that students and I wrote. Twenty-four percent of the compliments included the word “help.”
Student Letter

On April 6, 2006, I wrote a letter to my students expressing my thoughts about our class meetings. As morning work, they wrote a letter to me in response, including four things: two ways to deal with bullies and something they liked and disliked about the class meetings. The following are the results:

- 95% of the students completed the letter to me (one student was absent),
- 60% of the students listed telling an adult as one way to deal with a bully,
- 25% listed involving a witness as a way to deal with a bully, and
- 25% listed the conversations and discussions about bullying as something they specifically liked about the class meetings.

One student wrote in his letter, “I learned to tell a teacher when being bullied. You can run. You can talk to the bully. Make him feel good.” Another student wrote, “You could tell a teacher or a principal. Or you could tell the bus driver about the bully on the bus. You could tell one of your parents.” In addition to running away and telling a teacher, one boy wrote, “Or you can ignore them or flat face [no expression]. That’s what I do if I’m being bullied. I really liked all the conversations.” Another student wrote that she didn’t know what she didn’t like about our class meetings, but said, “One thing I did like was helping people.” A boy in my class who, last year, had a serious incident with a bully wrote, “If you witness a bullying [incident] tell an adult you know. Protect your friend with words not violence. Play with your friend so the guy won’t bully him. Don’t hurt your own friend.”

Parent Interview
I interviewed eight parents on the phone, based upon their responses to the questionnaire and an attempt to match student and parent interview pairs (this occurred in five out of eight of the interviews). The following are my results:

- When asked, 100% of the parents felt that the class meetings and the Compliment and Worry Jars were valuable,
- 25% of the interviewed parents thought the class meetings were valuable because it helped students to talk about their feelings,
- 25% encouraged their child to stand (or stick) up or him or herself when faced with a bully, and
- 25% of the interviewed parents, specifically two who have students in middle school, compared the Compliment Jar to “positive referrals” in the middle school.

One parent, who works as a middle and high school counselor for the county, commented during our interview that the class meetings are “very helpful—more of it should be happening. It helps with interpersonal skills and talking with each other.” One mother told me that both the class meetings and the Compliment and Worry Jars are “valuable—‘outstanding’…Anonymous can be good. You are getting the kids to talk about their feelings and problem solving, which is always good. It helps them not to internalize their feelings.” A parent of a student who is bullied often said that the class meetings were definitely valuable because “I even see it in kindergarten. You hear kids say things like, ‘I won’t be your friend.’” Another parent of a student who is not bullied told me that her son in kindergarten is verbally bullied so frequently that they spoke to the teacher about it. Lastly, the mother of a boy who was bullied seriously last year told me, “it has left a
lasting impression on him, especially with trust of older kids.” Toward the end of our interview, she said, “If you don’t have the discussions [about bullying], then they’ll never be able to reflect on it. It will help them make better decisions.”

*Student Interview*

I interviewed nine students over several school days. I chose the nine students based upon their responses to the survey at the first administration and their responses during class meetings. I found the following trends:

- 66.6% mentioned telling an adult as one way that they have or could have dealt with a bully,
- 22% mentioned involving a witness to deal with bullying, and
- 55% said that the class meetings were helpful because of the talking about bullies and sharing of feelings.

One of my students who is often bullied in his neighborhood by older students told me that he thought the class meetings should continue “because it helps people. They might not be doing good in school because they’re worried about the bullies, and it [the class meetings] gets it off their mind. They can get on with their life.” A girl who was being bullied on the bus and talked to her bus driver about it after using the Worry Jar, commented during our interview, “it [the class meetings] helps other people because other people might be bullied, and you should talk about it.” Another student told me, not in the context of any interview questions, “I like helping people with their problems and giving them suggestions in case they don’t know what to do.”
Claims and Evidence

Claim 1: Parents and teachers are not always aware of bullying.

I was extremely surprised by the results of my student survey, which showed that fourteen of my students were involved in at least 140 incidents of bullying in the past nine weeks. Although I expected that there would be some bullying occurring at this age level, I did not expect it to be so prevalent a problem. None of my students, in any of the data collection sources, said that they were bullied specifically in our classroom, so most of the bullying is happening in other places, such as the playground, the bus, or the neighborhood. In the Worry Jar comments, one student specifically mentioned a problem at recess, and another student specifically mentioned a problem on the bus. In addition, 44% of parents who responded to the questionnaire reported that their child was never involved in any bullying incidents. Although this was accurate for some, 37.5% of the parents who responded “no” to their child being involved in a bullying incident had a child who reported that they had been involved in a bullying incident as either the bully or the victim. In addition, this information should be considered in the context of 71% of parents who have spoken to their child about bullying, and 60% of students who wrote in their letter to me that one way to deal with a bully is to tell an adult.

Claim 2: Students retained important information about bullying that was discussed in the class meetings.

In the two lesson plans, I wrote that I would be discussing the definition of bullying and what makes a situation a bullying situation. I note that we will also discuss what to do if you are being bullied. In the observation from March 24th, it was noted that we talked specifically about a bullying situation on the bus as well as a situation in the
neighborhood. I had students give suggestions for what they should do if they are being bullied in these situations, and they said, “Tell the driver,” “Tell Dr. F [principal],” “Someone bigger can help you,” and “Tell a teacher” among other less common suggestions. Later, when they wrote letters to me, these same themes came up again, leading me to conclude that they remembered the information from our discussions.

Sixty percent of the students listed telling an adult as one way to deal with a bully, and twenty-five percent listed involving a witness as a way to deal with a bully. In the students that I interviewed, 66.6% mentioned telling an adult as one way that they have or could deal with a bully, and 22% mentioned involving a witness to deal with bullying.

Claim 3: While students seem to be helping one another, there is inconclusive data to show whether or not my students show more empathic behaviors over the course of nine weeks.

Over the nine-week period, nineteen compliments were submitted to the Compliment Jar. While some of the comments were vague, 24% of the compliments included the word “help,” such as “Thanks J for helping me pick up my stuff one day.” Forty-seven percent of the compliments had the words “thank you” or “thanks” in them. While all of the compliments said something nice about someone, whether it was noticing that they did something nice or complimenting them on more materialistic things, I don’t believe that this necessarily means that my students feel more empathy than they did before we had our class meetings. How the construct of empathy is measured can differ among researchers, and this may be another example of inconclusive data on the subject because empathic behaviors were never originally defined. In addition, while one student commented during our interview that she “liked helping people” in the class meetings,
there is no evidence that this was a general feeling among my students as a whole. Another student, who is bullied frequently, wrote in his letter to me, “I like the fact that people get bullying help.” In addition, when I first analyzed my student survey (on the poster) and looked at changes over the nine-week period, there were no changes in the bullying or victimization levels, and 64% of the students who completed the survey at both administrations had no change in their legitimization of aggression beliefs.

Claim 4: Parents and students agree that class meetings about bullying and the Compliment and Worry Jars are worthwhile because they help students talk about their feelings and experiences.

In my parent phone interviews, I asked the eight parents directly if they thought the class meetings were valuable or if they thought the time could be better used in a different way. When asked, 100% of them felt that the class meetings and the Compliment and Worry Jars were valuable. More specifically, 25% of the parents stated that the meetings were valuable because it helped students to talk about their feelings. In the student interviews, eight out of nine students, when asked, said that the class meetings should be continued, with the ninth student responding “kind of.” Fifty-five percent of the students stated that the class meetings were helpful because of the talking about bullies and sharing of feelings. In the response letter that students wrote to me, 25% of the students listed the conversations and discussions about bullying as something they specifically liked about the class meetings. One student wrote in her letter, “It feels good to talk about your feelings about bullies.” Another student wrote, “I liked how we get into good conversations but we stay on the topic of bullying.”
Conclusion

Implications for Future Teaching

From this inquiry, I have learned several things about my practice as a future teacher. I need to establish good communication between home and school so that parents understand my beliefs as a teacher and that I feel the classroom should be a safe environment in which the students can learn. I will discuss bullying at Back to School Night so that we can discuss the messages we are sending to the students, in hopes that the messages will be the same at home and in school. I will begin class meetings and the Compliment and Worry Jars in the beginning of the year when I set up other routines in the classroom; this way, students will feel comfortable sharing their feelings with me and their classmates, and I will model giving compliments and have them practice giving compliments to their classmates in order to help facilitate more frequent use of the Compliment and Worry Jars. I will also try using other activities in the class meetings to help students understand the different aspects of the bullying problem. I will use role-play scenarios to give students the opportunity to practice their responses to bullying situations and to help them understand how it feels to be “in the shoes” of everyone involved in a bullying situation. I also realize that no matter what grade I am teaching, it will be important to address these issues as well as other issues such as general community-building and character education in order to guide my students to appropriate social behaviors.

New Wonderings

As a result of this inquiry, I also have several new wonderings, in addition to the wonderings with which I originally began this project. I feel that although I have
answered a few of my original wonderings, I realize that any answers that I have found are only for this class of students, at this grade level, in this elementary school. I am aware that with different students and a different school district, I could find different answers to my wonderings. That is why I feel it is important to remember my original wonderings as I move on other places and interact with different students. In addition to my original wonderings, here are some new wonderings I have:

- As a teacher, how can I become more aware of bullying situations in which my students are involved?
- What can I do to foster empathy in my classroom? Are there strategies for this that I could incorporate into class meetings? Is there a uniform definition of how empathy is manifested in actions and words?
- What other sources of data collection can I use to gather information about bullying? What are the most reliable methods?
- How can I get my students more involved in conflict resolution or problem solving? How can I fit this into an already-busy classroom schedule?
- How can I motivate my students, parents, and school community to become active in bullying prevention?
References


Espelage, D.L. (n.d.) Bullying, Fighting, and Victimization scale.


Appendix A  Inquiry Timeline

Thursday, Feb. 23  Student Survey—Administration 1
Friday, Feb. 24  1st class meeting
Thursday, Mar. 2  2nd planned class meeting (snow day)

Spring Break

Monday, Mar. 13  2nd class meeting
Friday, Mar. 17  3rd class meeting, Compliment and Worry Jars introduced
Friday, Mar. 24  4th class meeting
Friday, Mar. 31  5th class meeting
Wednesday, Apr. 5  Parent and Student interviews begin
Thursday, Apr. 6  Continue interviews and Student Survey—Administration 2
Friday, Apr. 7  Finish interviews and 6th class meeting
Appendix B  Parent Letter

February 17, 2006

Dear Parents,

I’d like to begin this brief letter by telling you how much I have appreciated working with your child at Houserville Elementary School. My experience as a Professional Development School Intern, has been an invaluable experience as I enter the teaching profession. Part of my teaching practicum involves completing an “inquiry project” in my classroom. The focus of my project is school bullying, an area in which I have done considerable research in the past. It is my understanding that bullying is a problem even in elementary school, so I am doing all I can to learn more about it. What I hope to do in the coming weeks is have the children take a short survey about bullying experiences. Next week, I will begin a weekly Friday class meeting. In our class meetings, we will discuss any problems or conflicts that the children are having and would like to share. We will discuss what bullying is and how to respond should they ever become involved in a bullying incident. I would also like to send home a brief questionnaire for parents in about a week.

If you would prefer that your child does not participate in the survey or if you have any questions, please send a note to school, email me (kmp236@psu.edu or kmp29@scasd.org), or call me at school (231-5026). I welcome any feedback you can give. I will keep you informed as my project progresses.

Thank you,

Miss Placke
Appendix C  Student Survey

There are two parts to this survey. Please read the directions to both parts very carefully.

Part 1: For the following 10 questions, circle the best answer. How many times have these things happened in the month of February?

1. In a group, I teased other students (called them names or made fun of them).
   a. never  b. 1 or 2 times  c. 3 or 4 times  d. 5 or more

2. I fought with students that I knew I could easily hurt.
   a. never  b. 1 or 2 times  c. 3 or 4 times  d. 5 or more

3. Other students picked on me (hit, kicked, or shoved me).
   a. never  b. 1 or 2 times  c. 3 or 4 times  d. 5 or more

4. Other students made fun of me.
   a. never  b. 1 or 2 times  c. 3 or 4 times  d. 5 or more

5. Other students called me names.
   a. never  b. 1 or 2 times  c. 3 or 4 times  d. 5 or more

6. I got hit and pushed by other students.
   a. never  b. 1 or 2 times  c. 3 or 4 times  d. 5 or more

7. I teased other students (called them names, made fun of them).
   a. never  b. 1 or 2 times  c. 3 or 4 times  d. 5 or more
8. I threatened to hurt or hit another student.
   a. never   b. 1 or 2 times   c. 3 or 4 times   d. 5 or more

9. I said mean things about people when they weren’t around.
   a. never   b. 1 or 2 times   c. 3 or 4 times   d. 5 or more

10. I did not include other students when I was playing.
    a. never   b. 1 or 2 times   c. 3 or 4 times   d. 5 or more

Part 2: Circle the number that describes how you feel. #1 means you really disagree, and #5 means you really agree.

Practice:
1. I like to eat pizza. 1 2 3 4 5
2. I like to eat vegetables. 1 2 3 4 5

11. It’s ok to hit someone if you don’t like him or her.

1 2 3 4 5
really disagree really agree

12. It’s ok to say something mean to someone if that person makes you angry.

1 2 3 4 5
really disagree really agree

13. It’s ok to say something mean to someone to get what you want.

1 2 3 4 5
really disagree really agree
14. It’s ok to say something mean to someone if you don’t like that person.

1  2  3  4  5
really disagree  really agree

15. It’s ok to say something mean to someone to show you are tough.

1  2  3  4  5
really disagree  really agree

16. It’s ok to hit someone to show you are tough.

1  2  3  4  5
really disagree  really agree
There are two parts to this survey. Please read the directions to both parts very carefully.

Part 1: For the following 10 questions, circle the best answer. How many times have these things happened in the month of February?

1. In a group, I teased other students (called them names or made fun of them).
   (a) never  (b) 1 or 2 times  (c) 3 or 4 times  (d) 5 or more

2. I fought with students that I knew I could easily hurt.
   (a) never  (b) 1 or 2 times  (c) 3 or 4 times  (d) 5 or more

3. Other students picked on me (hit, kicked, or shoved me).
   (a) never  (b) 1 or 2 times  (c) 3 or 4 times  (d) 5 or more

4. Other students made fun of me.
   (a) never  (b) 1 or 2 times  (c) 3 or 4 times  (d) 5 or more

5. Other students called me names.
   (a) never  (b) 1 or 2 times  (c) 3 or 4 times  (d) 5 or more

6. I got hit and pushed by other students.
   (a) never  (b) 1 or 2 times  (c) 3 or 4 times  (d) 5 or more
7. I teased other students (called them names, made fun of them).
   a. never  b. 1 or 2 times  c. 3 or 4 times  d. 5 or more

8. I threatened to hurt or hit another student.
   a. never  b. 1 or 2 times  c. 3 or 4 times  d. 5 or more

9. I said mean things about people when they weren't around.
   a. never  b. 1 or 2 times  c. 3 or 4 times  d. 5 or more

10. I did not include other students when I was playing.
    a. never  b. 1 or 2 times  c. 3 or 4 times  d. 5 or more

Part 2: Circle the number that describes how you feel. #1 means you really disagree, and #5 means you really agree.

Practice:
1. I like to eat pizza. 1 2 3 4 5
2. I like to eat vegetables. 1 2 3 4 5

11. It's ok to hit someone if you don't like him or her.

   1  2  3  4  5

really disagree  really agree
12. It’s ok to say something mean to someone if that person makes you angry.

1 2 3 4 5
really disagree really agree

13. It’s ok to say something mean to someone to get what you want.

1 2 3 4 5
really disagree really agree

14. It’s ok to say something mean to someone if you don’t like that person.

1 2 3 4 5
really disagree really agree

15. It’s ok to say something mean to someone to show you are tough.

1 2 3 4 5
really disagree really agree

16. It’s ok to hit someone to show you are tough.

1 2 3 4 5
really disagree really agree
There are two parts to this survey. Please read the directions to both parts very carefully.

Part 1: For the following 10 questions, circle the best answer. How many times have these things happened in the month of March and April?

1. In a group, I teased other students (called them names or made fun of them).
   a. never  b. 1 or 2 times  c. 3 or 4 times  d. 5 or more

2. I fought with students that I knew I could easily hurt.
   a. never  b. 1 or 2 times  c. 3 or 4 times  d. 5 or more

3. Other students picked on me (hit, kicked, or shoved me).
   a. never  b. 1 or 2 times  c. 3 or 4 times  d. 5 or more

4. Other students made fun of me.
   a. never  b. 1 or 2 times  c. 3 or 4 times  d. 5 or more

5. Other students called me names.
   a. never  b. 1 or 2 times  c. 3 or 4 times  d. 5 or more

6. I got hit and pushed by other students.
   a. never  b. 1 or 2 times  c. 3 or 4 times  d. 5 or more
7. I teased other students (called them names, made fun of them).
   a) never  b) 1 or 2 times  c) 3 or 4 times  d) 5 or more

8. I threatened to hurt or hit another student.
   a) never  b) 1 or 2 times  c) 3 or 4 times  d) 5 or more

9. I said mean things about people when they weren’t around.
   a) never  b) 1 or 2 times  c) 3 or 4 times  d) 5 or more

10. I did not include other students when I was playing.
    a) never  b) 1 or 2 times  c) 3 or 4 times  d) 5 or more

Part 2: Circle the number that describes how you feel. #1 means you really disagree, and #5 means you really agree.
Practice:
1. I like to eat pizza.  1  2  3  4  5
2. I like to eat vegetables.  1  2  3  4  5

11. It’s ok to hit someone if you don’t like him or her.
    1  2  3  4  5
really disagree   really agree
12. It’s ok to say something mean to someone if that person makes you angry.

really disagree 2 3 4 5 really agree

13. It’s ok to say something mean to someone to get what you want.

really disagree 2 3 4 5 really agree

14. It’s ok to say something mean to someone if you don’t like that person.

really disagree 2 3 4 5 really agree

15. It’s ok to say something mean to someone to show you are tough.

really disagree 2 3 4 5 really agree

16. It’s ok to hit someone to show you are tough.

really disagree 2 3 4 5 really agree
Appendix D  Parent Questionnaire

February 24, 2006

Dear Parents,

This note is a follow-up to the letter I sent home last Friday about my inquiry project on bullying. Attached to this letter is the bullying questionnaire that I mentioned would be sent home. I would appreciate the feedback of anyone who can fill it out and send it back to school. If you would be willing to participate in a follow-up phone interview or scheduled meeting with me, please fill out the bottom part of this form and send back it back to school as well. As always, thank you for your help and support. If you have any questions, please email me (kmp236@psu.edu or kmp29@scasd.org), call the school, or send a note.

Sincerely,

Miss Placke

--------------------------------------------------------------------------------------------

_____  Yes, I am willing to participate in a follow up meeting or phone interview.

   _____  I would prefer a phone interview.

   _____  I would prefer a scheduled meeting.

Signature: ______________________________________________
Parent Questionnaire

Unless you would prefer to remain anonymous, please write your name on the line below:

_____________________________________

So that we are all on the same page, the definition that most researchers use for bullying is that it has three features: 1) an intent to harm (physically, emotionally, or psychologically), 2) repetition (not just a one-time occurrence), and 3) an imbalance of power.

Please answer the following questions to the best of your knowledge.

1. Has your child ever been involved in a bullying situation? ______
   If yes, do you think that your child was the bully or the victim of a bully?
   ____________________________________________________________
   Where and in what context did the bullying situation take place?
   ____________________________________________________________
   ____________________________________________________________

2. Has your child been involved in any bullying situations, as either bully or victim, since the beginning of third grade? ______________
   If yes, do you think that your child was the bully or the victim of a bully?
   ____________________________________________________________
   Where and in what context did the bullying situation take place?
   ____________________________________________________________
   ____________________________________________________________

3. Has your child been involved in any bullying situations, as either bully or victim, since the beginning of February? ______________
   If yes, do you think that your child was the bully or the victim of a bully?
   ____________________________________________________________
   Where and in what context did the bullying situation take place?
   ____________________________________________________________
3. Has your child ever witnessed a bullying situation? __________

   If yes, how did your child feel about witnessing the bullying?

   ________________________________________________________

   ________________________________________________________

4. Have you ever talked to your child about bullying (i.e. what they should do if they are bullied, how to stand up to a bully, reasons they should not bully others)? ________________________________

   If yes, what advice did you give your child?

   ________________________________________________________

   ________________________________________________________

5. Has your child learned about bullying in school in the past? _____

   If yes, what did your child learn about bullying?

   ________________________________________________________

   ________________________________________________________

6. Is there anything related to bullying that you think should be addressed during our Friday meetings? __________________________

   ________________________________________________________

   ________________________________________________________
Sample Parent Questionnaire 1

(There are three total samples out of 16 returned questionnaires.)

Parent Questionnaire

Unless you would prefer to remain anonymous, please write your name on the line below:

So that we are all on the same page, the definition that most researchers use for bullying is that it has three features: 1) an intent to harm (physically, emotionally, or psychologically), 2) repetition (not just a one-time occurrence), and 3) an imbalance of power.

Please answer the following questions to the best of your knowledge.

1. Has your child ever been involved in a bullying situation? Yes

   If yes, do you think that your child was the bully or the victim of a bully? Yes

   Where and in what context did the bullying situation take place? Summer Fun Program — an older child was giving [ ] Brace and taking things from him.

2. Has your child been involved in any bullying situations, as either bully or victim, since the beginning of third grade? No

   If yes, do you think that your child was the bully or the victim of a bully? 

   Where and in what context did the bullying situation take place? ________________

3. Has your child been involved in any bullying situations, as either bully or victim, since the beginning of February? No

   Where and in what context did the bullying situation take place? ________________
If yes, do you think that your child was the bully or the victim of a bully?

Where and in what context did the bullying situation take place?

3. Has your child ever witnessed a bullying situation? Yes - we witnessed the older child that bullied him doing it to others.
   If yes, how did your child feel about witnessing the bullying?
   We talked about it - it upset him - but we talked about ways to avoid the situation.
   Also - kid bully kids away by saying: So, I am sure he sees it.

4. Have you ever talked to your child about bullying (i.e. what they should do if they are bullied, how to stand up to a bully, reasons they should not bully others)? Yes - see above!
   If yes, what advice did you give your child?
   To stay away from kids who do it and if he stands up for himself Bullies will leave him alone.

5. Has your child learned about bullying in school in the past? Yes
   If yes, what did your child learn about bullying?
   Not sure - he has had someone come in to class to discuss. Also, I believe he has discussed with the school counselor.

6. Is there anything related to bullying that you think should be addressed during our Friday meetings? My experience during the Summer program was that a lot of attention was given to how the "victim" avoids the conflict instead of addressing the Bullies behavior and holding the bully accountable. This is not something you can focus on in your meetings - but I just wanted to express that. I cannot think of a way to stand up for himself - but is the "problem" being addressed?
Parent Questionnaire

Unless you would prefer to remain anonymous, please write your name on the line below:

So that we are all on the same page, the definition that most researchers use for bullying is that it has three features: 1) an intent to harm (physically, emotionally, or psychologically), 2) repetition (not just a one-time occurrence), and 3) an imbalance of power.

Please answer the following questions to the best of your knowledge.

1. Has your child ever been involved in a bullying situation? **Yes**
   
   If yes, do you think that your child was the bully or the victim of a bully? **Victim**
   
   Where and in what context did the bullying situation take place?  
   
   In the neighborhood with older boys.

2. Has your child been involved in any bullying situations, as either bully or victim, since the beginning of third grade? **Yes**
   
   If yes, do you think that your child was the bully or the victim of a bully? **Victim**
   
   Where and in what context did the bullying situation take place?  
   
   See above

3. Has your child been involved in any bullying situations, as either bully or victim, since the beginning of February? **Yes**
If yes, do you think that your child was the bully or the victim of a bully? **victim**

Where and in what context did the bullying situation take place? **This situation happened last week.**

3. Has your child ever witnessed a bullying situation? **Yes**

If yes, how did your child feel about witnessing the bullying? **He was uncomfortable about it and talked to us about it.**

4. Have you ever talked to your child about bullying (i.e. what they should do if they are bullied, how to stand up to a bully, reasons they should not bully others)? **Yes**

If yes, what advice did you give your child? **Always try to use your words first; always stand up for yourself; know that they are wrong in bullying; if it doesn’t get better, we talk further.**

5. Has your child learned about bullying in school in the past? **Yes**

If yes, what did your child learn about bullying? **That it wasn’t allowed.**

6. Is there anything related to bullying that you think should be addressed during our Friday meetings? **I am not aware of any bullying issues from 3rd graders. The boys who are bullying are 4th and 5th graders.**
Parent Questionnaire

Unless you would prefer to remain anonymous, please write your name in the line below:

So that we are all on the same page, the definition that most researchers use for bullying is that it has three features: 1) an intent to harm (physically, emotionally, or psychologically), 2) repetition (not just a one-time occurrence), and 3) an imbalance of power.

Please answer the following questions to the best of your knowledge.

1. Has your child ever been involved in a bullying situation? **YES**

   If yes, do you think that your child was the bully or the victim of a bully? **Victim**

   Where and in what context did the bullying situation take place?
   
   For about 2 weeks, went to the Lemont after-school program. An older girl there was pretty nasty to.

2. Has your child been involved in any bullying situations, as either bully or victim, since the beginning of third grade? **NO**

   If yes, do you think that your child was the bully or the victim of a bully?

   Where and in what context did the bullying situation take place?

3. Has your child been involved in any bullying situations, as either bully or victim, since the beginning of February? **NO**
If yes, do you think that your child was the bully or the victim of a bully? ________________________________

Where and in what context did the bullying situation take place?
__________________________________________________________

3. Has your child ever witnessed a bullying situation? "No"

If yes, how did your child feel about witnessing the bullying?
__________________________________________________________

4. Have you ever talked to your child about bullying (i.e. what they should do if they are bullied, how to stand up to a bully, reasons they should not bully others)? Yes

If yes, what advice did you give your child?
we told her to tell the person to "stop, i don't like how you're treating me" and then to walk away. if the person continued
we told her to tell a teacher.

5. Has your child learned about bullying in school in the past? Yes

If yes, what did your child learn about bullying?
Dr. Farmer talks about putting your hand up and saying "Stop" if you're being bullied or see bullying.

6. Is there anything related to bullying that you think should be addressed during our Friday meetings? Bullying starts young (Kindergarten even!), happens in both boys and girls, can be about clothes; homes, looks, smartness; friends, anything - and absolutely needs to be prevented as best as possible by schools and homes. Thank you for looking into this.
Appendix E  Observations

Class meeting Friday, February 24, 2006

Survey - "Bullying"
Was it hard to answer the question?
Hard to tell the truth because you don’t want to get into trouble.
"Teasing" or "Joking"
What can we do about that?
How did it make you feel?
Remember our class motto - "Think, think, think before you speak!"

The class seemed to be very attentive & well behaved.
I feel that this tells upon their interest in the subject.
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21 Students

✓ Those that shared questions or ideas.
Bullying is... calls names over and over
brothers and sisters? batter pours milk on legs
what to do - tell principal/teacher/parents
- get out of it, go away
calling names after school, follow home - say stop!
punch you and other things - told parents
- example from TV - stealing a lunch
take toy at recess and run away, continually happens
give me lunch or I'll punch you
say mean things to others about you, act friendly
to you but not at other times
older child told her to go away (mean voice)
8th grader pushed into lockers
- they think you're scared so say STOP and hand out
- splashing in pool
- hit with ski pole, punched another child - lost privileges
- retaliating gets everyone in trouble
- dunking at pool - went away from him
Class meeting Friday, March 24, 2006

9:15

Complementary responses:

A  - smile, quiet response
J  - smile, quiet response
C  - question, look, then smile (difficult for him to accept)

Worry jar:

Things about flexibility:
Do you have to be best friends with everyone?

What can you do if you do not like someone else?

By brother

Tell someone to them, not yell.

*Recitation:

Tell driver

* for farmer (someday)

Tell only like hit the kids

And grade, sometime driver did something

Tell teacher

Tell teacher

Tell teacher
9:33

* Neighbor - with other kids, not siblings

M - look up in directory, give mom's talk

N - tell parents (parents talk first)

Z - run away

L - forget

M - [underline] lives near me

A - what's last name

A - walk to bus stop

Have an adult watch, near bug in water

A - tell a witness, witness can tell someone older

R - school counselor

Mrs. De George

D - come to McShaff house

or friend's house

C - C calls me

named

What have you done?

Ignore him

K - I saw a McShaff sign
What were some of the things you saw
I don't want silly answers.

- Evoked for comments that were not silly
- I am bullying Jah

Repeat — different types of bullying

How do you think it feels —

Can we act too?
Compliment pair. Worry pair.

Game: Like hot potato — (good)
Say worry or give compliment.

- can we do one silly + one not silly? No

I wonder about "silly." Does this need to be troubled?
Why does R want to be silly? Why does the class? Why must they be warned about not being silly? [Remember]
Mrs W — What did you lose?

The treatment of the monks was bad against the monks were.
They were disappointed when they had to stop.
Appendix F  Reflective Journals

Katie Placke
February 25, 2006
Week 7, Journal 1

Most of my time spent this week was working on my inquiry project about bullying. I created a survey for my students, created a survey for my students’ parents, administered the student survey on Thursday afternoon, and held a class meeting Friday morning. A lot of thought and effort went into all of those things.

First, I created a survey for my students. I knew that I needed to do this before I began the class meetings, as a type of baseline. At first, I was going to think of all of the questions myself, but after looking at some of my previous research, I decided to search for surveys and questionnaires that were created by published researchers. Once I found a database online, I had to contact several bullying and aggression researchers in order to obtain copies of the surveys and permission to use them. I was pleasantly surprised when all of the researchers I contacted replied to my emails, sending along copies of their surveys and articles, with best wishes on my research. One researcher, whose major aggression research took place beginning in the 1960s and 70s, has been in touch with me through email, phone, and fax, in order to give me as much help as possible. Unfortunately, the scale that he used in his research was a peer nomination form, which, in conjunction with my mentor and PDA, we decided would not be appropriate for use in my classroom for the inquiry project. A peer nomination form requires students to answer questions by listing the names of students who fit the given criteria; for example, who is someone that hits other students? We thought that using this type of measure would disrupt the classroom environment unnecessarily. The survey that I decided on was an adaptation of two other surveys, Dorothy Espelage’s Modified Aggression Scale, and Cynthia Erdley’s Legitimization of Aggression Beliefs.

Administering the survey was an interesting challenge, but it gave me ideas of what to discuss in our Friday class meeting. Unfortunately, several of my students were at an enrichment
class while the survey was being given, so I only have data from 17 of my 21 students. When I
gave the survey, I explained what a survey was, and why the students were taking it (to help me
with a project for one of my classes). I explained that we would read the directions together, and
answer all of the questions at the same time, after I read the question aloud. I told my students
that one good thing about surveys is that there are no right or wrong answers, that I am just
hoping for honest answers. I also mentioned to them that no one other than me would see their
answers, so they didn’t have to worry about that. I also added that everyone’s answers would
probably be different, so there was no need to worry about what other people wrote down for an
answer. While we were reading the statements and my students were deciding on their answers, I
had several students ask questions. For example, the first statement said, “In a group, I teased
other students (called them names or made fun of them).” Two students asked questions about
this statement. They asked, did it have to be only in the month of February, to which I answered,
yes, because that is what the directions said. Another student asked, “What if you were just
joking?” That was a difficult question to answer because it is hard to know whether or not the
other person (the “victim”) realized the teaser was just joking. I responded by saying something
to that effect, and the student asked me in reply, “Do we count it if the other person was
laughing?” I said that no, if the other person was laughing and you are sure that person realized it
was a joke, then it did not need to be counted. There were many questions like this throughout
the survey, which was only 16 questions. Altogether, it took about 35 minutes to administer the
survey.

After listening to my students’ questions Thursday afternoon, I realized that we could
discuss their questions as a group, which we did. Once I looked at my students’ responses on the
survey, I realized that it could help me decide which students to have follow-up interviews with.
I noticed some interested things in my students’ answers, particularly, that eight of 17 students
answered “never” to the statements in Part 1 (#s 1, 2, 7, 8, 9, and 10) that suggest doing
something negative to other students. Of these eight students, three of them reported that other
students had teased, made fun of, hit, or pushed them; the other five students answered “never” to all of the questions. The nine of 17 students who reported both teasing or hitting other students and being teased or hit by others, all reported at least one of each type of statement (doing something to others as well as having something done to them). Most of the answers, other than “never,” were in the lower range, with students saying that either they had done something to other students or other students had done something to them only one or two times in the month of February (the past 23 days). Seven of 17 students reported being the target of bullying (verbal or physical) three or more times in the month of February. Three of these students were female, and four were male. Five students reported that they were not bullied in any way at all. Verbal bullying, such as teasing or name-calling, was the most prevalent form of bullying that students reported, with nine of the other 12 students reporting it. Eight of the 12 students also reported physical bullying, such as hitting or shoving.

Friday morning, I held a class meeting with my students to begin discussion about bullying, but without giving it that title yet. I asked students about the survey that they took, and I had several interesting answers. One girl, who appeared to answer honestly on her survey, pointed out that some people might have been afraid to be totally honest because they didn’t want to get into trouble. One boy, who answered “never” to all questions on the survey, said that it was difficult to remember if anything had happened since the beginning of February. Another girl asked a question about the difference between teasing and joking. I responded by allowing the students to tell me what they thought the difference was. We discussed how you can tell if the other person realizes you’re joking, and if they are not laughing along with you or seem angry, then what can you do to make sure they realize it? Students suggested reassuring them that it was a joke and apologizing for making the joke. I reminded my students of our class motto, “Think, think, think, before you say or do.” I mentioned that if we continue to think about this motto, it will help us to decide if what we are doing is right or not, and if we are joking, it will help us to remember to check and make sure that the other person realizes we are joking. Overall, I really
think the class meeting went well. The students were very attentive to each other, and I was surprised at how open and honest the students were when they were sharing. It only lasted ten minutes, and I think that this was probably good for our first meeting, so that it didn’t drag out too long and lose people’s attention because they were sitting too long. I plan on having the next meeting last a little bit longer (maybe twenty minutes total) because I’d like to begin talking not only about bullying, but also about nice things that we’ve done for each other since the beginning of February.

The other part of my inquiry project that I completed this week was a parent questionnaire about bullying. I am allowing parents the choice of keeping the questionnaires anonymous, but I am also giving them the opportunity to write their names on it and mark whether or not they would be interested in a follow-up interview. At the beginning of the questionnaire, I included the popular research definition of bullying so that everyone would know what instances to consider for the questions. I asked similar questions in the questionnaire, such as, has your child ever been involved in a bullying incident? Do you think your child was the bully or the victim? In what context did the situation occur? I asked these questions generally, but also within specific time periods such as since the beginning of third grade and since the beginning of February (2006). I also asked parents if they have ever talked to their child about bullying, and if so, what advice they gave their child. Lastly, I asked if there was anything that they think should be discussed during our Friday class meetings. I will receive the completed questionnaires in school on Monday and am interested in reading the parents’ responses.
The most exciting thing that happened this week was my Friday class meeting. While I held a class meeting on Monday, to make up for the meeting that we could not have on our snow day before Spring Break, it was not as exciting as Friday’s meeting. Friday, we reviewed what we discussed on Monday, which was mainly students’ examples of bullying and what they could do in each of the situations. Friday was interesting because the students elaborated more on what they had originally said on Monday.

I found the students to be very insightful. One student commented, “Bullies bully other people to make themselves feel better.” Another student responded to that by saying, “It makes them feel powerful.” The students in general did a good job of responding appropriately to one another throughout the meeting. Those who did not participate verbally showed that they were paying attention and being good listeners by looking at the student who was talking and not distracting other students around them.

Our meeting lasted about twenty-five minutes, which was five minutes longer than I had planned. Several students were disappointed when I told them we needed to begin to wrap-up. However, then I introduced the worry jar. I told the students that the worry jar is something they can use if they are worried about something. For example, if they were going to share something during the meeting, but we ran out of time, they could write it on the paper, and we could talk about it at our next meeting, or I could find a few minutes to talk to them about it. I also told the students that they didn’t have to write their name on the paper in the worry jar if they didn’t want to. Several of the students seemed relieved, by the looks on their faces. I also introduced the compliment jar. I did this by playing off of some of their earlier comments about bullies. I asked them, “If bullies bully other people to make themselves feel good, is there something that we could do to make other people feel good, so that they wouldn’t have to bully?” One student said almost immediately, “Compliments.” We had briefly talked about this on Monday, and was
hoping someone would remember that. I brought out the compliment jar and told them that the idea of it is to write down when you see someone do something nice for someone else. Then at our meetings, I will take them out and read them as compliments. Not only will the person who is being complimented probably feel good, but also so will the person who wrote the compliment, for knowing that they made someone else feel good.

I sense that the compliment and worry jars were taken well with my students. I put them out with strips of paper around 12:15 in the afternoon, and by the end of the day at 3:00, there were two compliments in the compliment jar and five worries in the worry jar. Interestingly, the two compliments were to the same student for saying nice things and wanting to be someone’s friend. Out of the five slips in the jar, four of the students included their names on the slip of paper, and three of the students asked if we could talk. One of the worries was definitely something that would be considered a bullying situation, an older student picking on a girl in my class repeatedly even after she has told him to stop, so it will be interesting to follow up on that in a class meeting (anonymously, of course).

I was pleasantly surprised at how my students were opening up during the class meeting and that they began to use the compliment and worry jars right away. I am excited to see what the next few weeks hold.
This week, I noticed that there were no worries in the worry jar. This was what I had been planning to focus my class meetings around, so I had to think of something different. I knew that the students still had comments to make that they did not get a chance to share in past meetings, so I decided that I would allow them to determine the flow of our class meeting.

After beginning with a quick review of last week’s meeting and some ways to deal with bullying on the bus and in the neighborhood, my students began to share some of their comments from previous weeks, without being prompted to do so. The most interesting topics that students brought up were about what to do if someone actually hits you or threatens you with a weapon. I decided to find out their thoughts about what they should do, so I asked if anyone had any ideas. A few of my students responded by saying that they would hit them back. When I realized who said this (J., M., and B.), I remembered that they had reported a similar response on the first survey about bullying and aggressiveness. I realized immediately that this was a topic we needed to discuss, since their beliefs were clearly still the same. Again, I allowed my students to respond when I asked them, “What do you think of this idea?” One of the students who gave the original response (J.) supported his answer by saying that if you hit them back, then they will let you alone from now on because they are afraid of you. Another student (H.) responded to that by saying, “That’s not a good idea because if you hit them back and someone sees you, then they will think it was all your fault.” I echoed this response because I wanted the students to realize that while bystanders can help you by supporting your story when you tell an adult or going to get help for you, if they see you hitting someone, then they may think that you are the bully, and you could get into trouble. I also mentioned that even if an adult or a bystander sees the entire situation, if you hit the bully back, then you will get in as much trouble as the bully because it is against school rules. After we had a brief discussion about this, one student with one of the original aggressive answers (B.) said, “Maybe you should fight with words.” I complimented the
student on his idea, saying that I thought that would be a good way—not to fight, but to talk about it instead of responding by hitting them. To me, this seemed like a time when he was beginning to understand why an aggressive response would not be a good response. A few other students spoke up and said things like, “You could run away,” “You could run in a zig-zag so they can’t catch you,” and “You could distract them, and then run away.” I also mentioned that you could try to stay calm and talk about the problem, then calmly walk away backward, so that you are still looking at the other person, but also getting out of the situation at the same time.

One student commented, “What if you try talking to them, but it doesn’t help?” To this, I responded that that is exactly the reason we are thinking up a lot of ways to deal with bullies; so that if one way, such as talking, doesn’t work, then you can try another way, like getting an adult. It was interesting how quickly the conversation turned to a more serious note when students began to talk about bullies and violence. They were asking what to do if they are threatened with a knife or a gun. I was surprised that they were asking, because from their surveys, the worry jar, and my own informal observations, the students in my classroom are not being bullied in this manner. I did allow some discussion time for it, because I realize that they should be equipped with ideas of how to get out of that type of situation, on the chance that someday it would happen. One student (Ma.) suggested that “If they have a gun or something, and they want you to do something, then you should just do it.” I took this opportunity to ask about a physical response in a situation like this, “Do you think it’d be a good idea to try to fight or punch the person with the knife or gun in this situation?” All of my students answered with a resounding “No!”

After a few minutes more of discussion, my students began to act a little silly, asking questions or giving answers like they might see on a T.V. cop show, and I realized that our meeting had taken almost thirty minutes at this point. I brought out the compliment jar to end the meeting, and I could see that my students were happy and even proud to hear their names when I read them in a compliment.
Appendix G Lesson Plans

Class meeting 2  March 13, 2006

Class meeting 2 Mar 13

BASIC INFORMATION AND OBJECTIVES

Date to be Taught:
Monday, March 13, 2006  (to make up for the snow day before Spring Break).

Grade/Level:
3

Time Frame:
12-12:20

Subject(s):
Class Meeting

Objectives/Learning Outcomes:
By the end of the lesson, students will be able to...

1. Demonstrate understanding of school bullying by giving examples of teasing, physical bullying, or social exclusion.

Summary:
In this lesson, we will have a class meeting about bullying. Although this is not a prominent problem in my classroom, it is something that needs to be addressed at a young age. I will tell students about a few things that make a situation a bullying incident. We will have a discussion about bullying, and students will give examples. We will briefly brainstorm what to do if we are involved in or witness a bullying situation.

LESSON SEQUENCE AND PROCEDURES

Introduction (Hook):
I will ask the students to join me at the carpet by the green chair. I will begin by saying that
I appreciate how well they listened to their classmates in our first class meeting, and I would like to have another class meeting about bullying.

**Body:**

1. **Introduction (2-3 min)**

2. I will tell my students that there are a few things that make a situation a bullying situation: it happens more than once and it is meant to be mean (or cause harm). Researchers also agree on a third point: that there must be some type of imbalance of power (this can include being physically bigger or more popular). I will not discuss this third point with my students because I don’t believe that this will help them to distinguish between two friends playing (teasing or joking) and a bullying situation. (5 min)

3. I will ask students if they can think of examples of bullying situations, and with each example, we will have a brief discussion about what a victim or bystander could do in that situation.

**Closure/Wrap-Up:**

I will thank the students for listening and participating, and tell them that we will continue our class meetings about bullying on Fridays. The next class meeting will introduce our class compliment jar and worry jar, and will focus more on things that we can do to be nice to others.

---

**ASSESSMENT OF STUDENT LEARNING**

**Standards:**

- PA - Pennsylvania Academic Standards
  - **Subject 1:** Reading, Writing, Speaking and Listening (final)
  - **Area 1.6:** Speaking and Listening
    - **Grade 1.6.3:** Grade 3
      - **Standard A.** Listen to others.
        - Ask questions as an aid to understanding.
        - Distinguish fact from opinion.
      - **Standard D.** Contribute to discussions.
        - Ask relevant questions.
        - Respond with appropriate information or opinions to questions asked.
        - Listen to and acknowledge the contributions of others.
        - Display appropriate turn-taking behaviors.

**Assessment:**
Students are only informally assessed on being a good listener during the class meetings, and are expected to be respectful throughout the meeting.
Class meeting 3 Mar 17

BASIC INFORMATION AND OBJECTIVES

Date to be Taught:
Friday, March 17, 2006

Grade/Level:
3

Time Frame:
9:20-9:40am

Subject(s):
Class Meeting

Objectives/Learning Outcomes:

By the end of the lesson, students will be able to...

1. Discuss ways to compliment one another and discuss other ways to make other people feel good.

Summary:

In this class meeting, I will introduce our class compliment jar and worry jar. I will discuss the purpose of each, and encourage students to use them.

LESSON SEQUENCE AND PROCEDURES

Introduction (Hook):

This is our third class meeting based around bullying and related topics. I will have students remind us about what we talked about in Monday's meeting (examples of bullying and what to do about it), and then I will begin with today's topic.
Body:

1. Introduction (5 min)

2. Discussion about and introduction of the compliment and worry jars. I will discuss how we will use them in our classroom and give examples for the students. I will also reinforce that students can always come talk to me about things they are worried about as well. (10 min)

3. Students will have the opportunity to discuss anything else that is on their minds about bullying and our recent meetings. This will also be a time to answer any questions.

Closure/Wrap-Up:

The meeting will wrap-up with any questions that students may have.

ASSESSMENT OF STUDENT LEARNING

Standards:

- PA- Pennsylvania Academic Standards
  - Subject 1: Reading, Writing, Speaking and Listening (final)
  - Area 1.6: Speaking and Listening
  - Grade 1.6.3: Grade 3
    - Standard A.: Listen to others.
      - Ask questions as an aid to understanding.
      - Distinguish fact from opinion.
    - Standard D.: Contribute to discussions.
      - Ask relevant questions.
      - Respond with appropriate information or opinions to questions asked.
      - Listen to and acknowledge the contributions of others.
      - Display appropriate turn-taking behaviors.

Assessment:

Students will not be assessed formally in a class meeting, but they will be expected to be respectful to those who are speaking and to participate when appropriate.
### Compliments and Worries Chart

<table>
<thead>
<tr>
<th>Compliments</th>
<th>Worries</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. MP helped me pick up the stuff from my stuff box.</td>
<td>1. Can we talk?</td>
</tr>
<tr>
<td>2. V, D, and D brought extra little people for math for others to use.</td>
<td>2. I am worried about the PSSA test.</td>
</tr>
<tr>
<td>3. B helped me roll up the Martha Freeman poster. J helped me put the markers away.</td>
<td>3. There are two kids at recess that keep following me and my friend around. I’d like to tell an adult about it so that the adult can tell them to stop because they won’t listen to us. Can we talk?</td>
</tr>
<tr>
<td>4. I noticed Z, AG, and B help J pick up markers on the floor.</td>
<td>4. On the bus this kid who’s in 4th grade he was picking on me and I told him to stop but he didn’t listen. Can we talk.</td>
</tr>
<tr>
<td>5. Thank you K and M.</td>
<td>5. My mom might miss my birthday.</td>
</tr>
<tr>
<td>6. Thanks for finding my pencil, J.</td>
<td>6. How are we not going to let spiders in the room because I am scared of spiders.</td>
</tr>
<tr>
<td>7. I liked MP’s earrings on Wednesday.</td>
<td>7. Can we talk?</td>
</tr>
<tr>
<td>8. I like MP’s hair today.</td>
<td>8. My friend’s funny grandma is sick.</td>
</tr>
<tr>
<td>9. I like MP’s earrings on Wednesday.</td>
<td>9. My mom getting hurt.</td>
</tr>
<tr>
<td>10. Thank you V. That was nice.</td>
<td></td>
</tr>
<tr>
<td>11. Thank you J for helping B put away his paints on Thursday.</td>
<td></td>
</tr>
<tr>
<td>12. Thank you for being kind to me AC. I’m glad you want to be my friend.</td>
<td></td>
</tr>
<tr>
<td>13. AC was saying nice things to me.</td>
<td></td>
</tr>
<tr>
<td>14. K helped AG.</td>
<td></td>
</tr>
<tr>
<td>15. Thanks J for helping me pick up my stuff one day.</td>
<td></td>
</tr>
<tr>
<td>16. Thank you to those of you who said “Bless you!” when I sneezed.</td>
<td></td>
</tr>
<tr>
<td>17. Thank you for being quiet while other people or classes were testing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>It was very respectful.</td>
</tr>
<tr>
<td>18. Thank you M for holding the door.</td>
<td></td>
</tr>
<tr>
<td>19. V helped AC pick up the books that fell.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix I  My Letter to Students

April 6, 2006

Dear friends,

Our class meetings have been great. I really enjoy talking with you and listening to the interesting things you have to say about bullying. I appreciate your behavior during our class meetings. Thank you for listening so nicely to your classmates, and thank you for sharing your thoughts with all of us. Do you remember some things you can do if you are bullied? In your letter to me, write down two ways to deal with bullies. Also, please tell me something that you liked and disliked about our class meetings. I can’t wait for our next class meeting!

Love,

Miss Placke
Dear Mrs. P,

I've learned to tell a teacher when being bullied. You can run. You can talk to the bullies. Make him feel good. I have hated a lot.

Love,
April 6, 2016

Dear Miss Placke,

A couple ways to deal with a bully:

You could tell a teacher or a principal.

Or you could tell the bus driver about the bully or the bus. You could tell one of your parents.

Sincerely,
Dear Ms. P

I feel that if you being bullied then just run anywhere. Or tell a teacher. Or you can ignore them or flat face. That's what I do if I'm being bullied. I rely on all the conversations I heard. Love
Dear R.P.

I really liked our class meetings too. But really, I did have a couple of things that one day.

One of the things I learned is if you can ask a witness to tell a story. One thing I disliked about or class meetings I didn't know, but I think I did like our helping.

I can't wait too.
Dear Mrs. P,

I heard that you should place hidden cameras. If you witness a bullying talk to your friend with words or violence, they will report it. Don't hurt your own friends. Love.
Appendix K  Parent Interviews

Katie Placke

Parent Name: [Redacted]  
Student: [Redacted]  
Date: [Redacted]

1. Do you feel that your child is ever bullied? Yes ☐ No ☑ How so?

2. Has your child discussed any bullying issues with you? Yes ☑ No ☐ Discuss as educational - how to deal, what if, etc.

3. If your child has had problems with bullying, what has he or she done to address the situation?

4. Have you helped your child deal with the bullying? Yes ☑ No ☐ How so? Preventative measures, middle school counselor in the county

5. Has your child told you about our Friday class meetings? Yes ☑ No ☐ What has he or she said? Justice, nothing specific, just talking about things

What is your opinion about the class meetings (please be honest)? ☑ 17

6. Has your child told you about the compliment and worry jars? Yes ☑ No ☐ What has he or she said? If you have a worry, you can worry jar

To your knowledge, has your child used either of the jars? Yes ☐ No ☑ How? didn't tell mom.
7. As a parent, do you see value in the class meetings or the compliment and worry jars? Do you feel that the time could be used in a better way?

Do you think they are helpful and should be continued? Why or why not? Very helpful. More of it should be happening. Interpersonal skills + talking with each other.
1. Do you feel that your child is ever bullied? Yes [ ] No [ ] How so?

2. Has your child discussed any bullying issues with you? Yes [ ] No [ ]

3. If your child has had problems with bullying, what has he or she done to address the situation? [ ]

4. Have you helped your child deal with the bullying? Yes [ ] No [ ] How so? [ ]

5. Has your child told you about our Friday class meetings? Yes [ ] No [ ] What has he or she said? [ ]

What is your opinion about the class meetings (please be honest)? [ ]

6. Has your child told you about the compliment and worry jars? Yes [ ] No [ ] What has he or she said?

To your knowledge, has your child used either of the jars? Yes [ ] No [ ] How?
7. As a parent, do you see value in the class meetings or the compliment and worry jars? Do you feel that the time could be used in a better way? Yes to both. Talk about feelings, problem solving, and always model helping them not internalize their feelings. 

Do you think they are helpful and should be continued? Why or why not?
1. Do you feel that your child is ever bullied? Yes  No  How so?

2. Has your child discussed any bullying issues with you? Yes  No  He/She told his/her teacher.

3. If your child has had problems with bullying, what has he or she done to address the situation? He/She talked to the teacher.

4. Have you helped your child deal with the bullying? Yes  No  How so? Talked to the teacher.

5. Has your child told you about our Friday class meetings? Yes  No  What has he or she said? Talked about not having a meeting.

   What is your opinion about the class meetings (please be honest)?

6. Has your child told you about the compliment and worry jars? Yes  No  What has he or she said?
   To your knowledge, has your child used either of the jars? Yes  No  How?
7. As a parent, do you see value in the class meetings or the compliment and worry jars? Do you feel that the time could be used in a better way? 

[Handwritten note]

Do you think they are helpful and should be continued? Why or why not? Should be 

[Handwritten note]

learn how to handle it - other role - raw proj. feel good about it
Parent Interview Questions

1. Do you feel that your child is ever bullied? Yes No How so?

2. Has your child discussed any bullying issues with you? Yes No

3. If your child has had problems with bullying, what has he or she done to address the situation? N/A

4. Have you helped your child deal with the bullying? Yes No How so? N/A

5. Has your child told you about our Friday class meetings? Yes No What has he or she said?

What is your opinion about the class meetings (please be honest)?

6. Has your child told you about the compliment and worry jars? Yes No What has he or she said?

To your knowledge, has your child used either of the jars? Yes No How?

7. As a parent, do you see value in the class meetings or the compliment and worry jars? Do you feel that the time could be used in a better way? Yes absolutely I

Do you think they are helpful and should be continued? Why or why not? I would encourage you to keep it up.
1. Do you feel that your child is ever bullied? ☐ Yes ☐ No How so? In the past other kids have hit him, take things from him, and other kids in the class have left a lasting impression on me esp. with trust of older kids.

2. Has your child discussed any bullying issues with you? ☐ Yes ☐ No ☐ Only heard about bullying through a friend. I noticed and was asked him about it this year with calling him names.

3. If your child has had problems with bullying, what has he or she done to address the situation? His initial way to deal with it is to suppress them, then take mom's advice - you have to pick - choose your friends.

4. Have you helped your child deal with the bullying? ☐ Yes ☐ No How so? Told him he needed to tell the teacher. This year told him to go over to the bully and tell him he isn't playing with him till she stops.

5. Has your child told you about our Friday class meetings? ☐ Yes ☐ No What has he or she said? She knew about it from the letter sent home.

What is your opinion about the class meetings (please be honest)?

6. Has your child told you about the compliment and worry jars? ☐ Yes ☐ No What has he or she said?

To your knowledge, has your child used either of the jars? ☐ Yes ☐ No How?
7. As a parent, do you see value in the class meetings or the compliment and worry jars? Do you feel that the time could be used in a better way? It's great to have these discussions — they decide who they're going to be in these roles. What do they think about their role — ability to make their judgments? Do you think they are helpful and should be continued? Why or why not? If you don't have these discussions, then they'll never be able to reflect on it; it will help them make better decisions.

*bullies need to be held accountable
Appendix L  Student Interviews

Katie Placek

Student Name: [redacted]
Date: April 6, 2020

1. Do you feel that you are ever bullied? [Yes] No  How so? older kids, not doing as much as before, but now I'm expecting it so I'm more sensitive. It would make me play against a 2nd grade kid if he had a lot happening, he had a kid that happens. They said me if I can only beak him then I'm not. Happens a lot

2. What have you done to address the problem? - told my parents not going to play with them but then they found other ways to do it on the bus and then it comes over to my house.

* Other 2 2nd graders because they did not let out a 5th grader and I didn't think that was right, I was best friend with the 5th grader.

3. Can you think of anything else you could do? - a lot of middle schoolers in my neighborhood - they're nice - tell them - they could tell the kids to stop. (no one says that - not right)

4. Have you learned anything from our class meetings? [Yes] No  What have you learned? - I've thought about study more - like picking an answer not away from them in the end.

5. Have you used either the compliment jar or the worry jar? [Yes] C.W. No  Did you find it helpful? [Yes] No  Did you give me good stuff to do and I did it - you're not bullying me as much anymore, but they can say (like) Do you think other people in our class find it helpful? [Yes] No  most ppl.

6. Do you have any suggestions for our class meetings? No

7. Do you think we should continue our class meetings? [Yes] No  Why or why not? - be a help to ppl when they are not doing good in school. Be there for worried about this stuff, it gets of their mind - they can get on with their life.
Katie Placke

Student Interview Questions

Student Name: ____________________________
Date: April 10, 2006

1. Do you feel that you are ever bullied?  Yes  No  How so? Calling me names, on the bus, they're saying you like, kick girls at 4th grade.

2. What have you done to address the problem?  Tell the busdriver - he got moved to the front before telling I said "Stop".

3. Can you think of anything else you could do?  You could shout at them.

4. Have you learned anything from our class meetings?  Yes  No  What have you learned?  You should let a bully bully you, you should always tell a grown-up.

5. Have you used either the compliment jar or the worry jar?  Yes  C  W  No  Did you find it helpful?  Yes  No  It helped me tell someone about it.

Do you think other people in our class find it helpful?  Yes  No  We could be bullied too.

6. Do you have any suggestions for our class meetings?  Can't think of anything.

7. Do you think we should continue our class meetings?  Yes  No  Why or why not?  Yes  to help other ppl, but other ppl might be bullied and you could talk about it.
Katie Placke

Student Name: [Redacted]
Date: [Redacted]

1. Do you feel that you are ever bullied? Yes ( ) No ( ) How so?

2. What have you done to address the problem?

3. Can you think of anything else you could do?

4. Have you learned anything from our class meetings? Yes ( ) No ( ) What have you learned?

5. Have you used either the compliment jar or the worry jar? Yes ( ) No ( ) Did you find it helpful? Yes ( ) No ( )

6. Do you have any suggestions for our class meetings?

7. Do you think we should continue our class meetings? Yes ( ) No ( ) Why or why not?
Appendix M  Pictures
Appendix N  Raw Data Chart

<table>
<thead>
<tr>
<th>No</th>
<th>Raw Data</th>
<th>Test</th>
<th>Outlier</th>
<th>No.</th>
<th>Subject</th>
<th>No.</th>
<th>Subject</th>
<th>No.</th>
<th>Subject</th>
<th>No.</th>
<th>Subject</th>
<th>No.</th>
<th>Subject</th>
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</thead>
<tbody>
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Note: The data is presented in a table format, with each row and column representing different variables or categories. The raw data is recorded in a detailed manner, likely for analysis or reporting purposes.
### Appendix O  Student Survey Item Results Chart

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Appendix P  Katherine Placke’s Academic Vita

Academic Vita of Katherine M. Placke

Katherine M. Placke

345 Bankert Road
Hanover, PA 17331

Kmp236

The Pennsylvania State University
Major:  Elementary and Kindergarten Education
Minor:  Psychology
Honors:  Curriculum and Instruction

Thesis Title:  Bullying in School
Thesis Supervisor:  Bernard Badiali

Work Experience:

August 2005-June 2006
Professional Development School
As a Professional Development School intern, I was chosen as one of 62 Penn State University Elementary and Kindergarten Education majors to participate in a collaborative 185 day, full time elementary student teaching internship in a third grade setting in the State College Area School District.
Institution:  The Pennsylvania State University, State College, Pennsylvania
Supervisor’s Name:  Bernard Badiali

September 2005-May 2006
Elementary Intramural Athletics Coach
I coached students in flag football, volleyball, and track and field; organized games and practice activities; and maintained a safe environment during intramurals.
Institution:  The State College Area School District, State College, Pennsylvania
Supervisor’s Name:  Lynn Darlington

January 2003-May 2005
Learning Skills Consultant/Student Advisory Board
I tutored study skills including time management, note taking, test taking, test anxiety, test preparation, and reading comprehension; and tutored individual students, peers, adult learners, and groups.
Institution:  The Pennsylvania State University
Supervisor’s Name:  Richard Brungard, Lisa Montgomery
June 2003-present
**Lifeguard**
I recognized and rescued distressed swimmers, enforced pool safety rules, and provided first aid when necessary.
Institution: Codorus State Park, Hanover, Pennsylvania
Supervisor’s Name: Warren Werntz, Vince Peterson

June 2003-August 2003
**Waterfront Lifeguard**
I lifeguarded in a kayak while camp students and counselors practiced kayaking on Lake Marburg and supervised the safety of the children while they were on the water.
Institution: Hanover YMCA, Hanover, Pennsylvania
Supervisor’s Name: Kim Capone

June 2001-August 2003
**Playground Supervisor**
I organized activities for children aged 4-15 and maintained a safe play environment for the children.
Institution: Hanover Recreation Department, Hanover, Pennsylvania
Supervisor’s Name: Crystal Noel

**Grants Received**
Thesis Research Grants from the Schreyer Honors College and the College of Education

**Awards**
United States Achievement Academy Award (nominated by the Dean of the College of Education)

**Professional Memberships**
Student Pennsylvania State Education Association
National Science Teachers’ Association
The Honor Society of Phi Kappa Phi
Golden Key International Honour Society

**Publications**
Honors thesis—*Bullying in School*

**Presentations**
Psi Chi Undergraduate Research Conference
Penn State’s Professional Development School Inquiry Conference
Community Service Involvement
Lifeguard at Saint Joseph’s Village (2003-present)
St. Joseph’s Academy Preschool (2001-2002)
Red Cross Learn-to-Swim Program (1998-2000)