EFFECT OF DIALOGIC TRAINING ON SCHOOL BULLYING AND INTER-STUDENT COOPERATION WITH SIXTH GRADE STUDENTS IN A RURAL OREGON MIDDLE SCHOOL

by

WENDY A. KINCADE

A THESIS

Presented to the Conflict and Dispute Resolution Program
and the Graduate School of the University of Oregon
in partial fulfillment of the requirements
for the degree of
Master of Science

June 2014

THESIS APPROVAL PAGE

Student: Wendy A. Kincade

Title: Effect of Dialogic Training on School Bullying and Inter-Student Cooperation with Sixth Grade Students in a Rural Oregon Middle School

This thesis has been accepted and approved in partial fulfillment of the requirements for the Master of Science degree in the Conflict and Dispute Resolution Program by:

Jeffrey Sprague	Chairperson
Tim Hicks	Member

and

Kimberly Andrews Espy	Vice President for Research and Innovation; Dean of the Graduate School

Original approval signatures are on file with the University of Oregon Graduate School.

Degree awarded June 2014

THESIS ABSTRACT

Wendy A. Kincade

Master of Science

Conflict and Dispute Resolution Program

June 2014

Title: Effect of Dialogic Training on School Bullying and Inter-Student Cooperation with Sixth Grade Students in a Rural Oregon Middle School

Despite all of the attention given to it by researchers, scientists, educators, psychologists, sociologists, etc., bullying continues to permeate K-12 schools around the world. Statistics on K-12 bullying in the U.S. confirm that not only did bullying double in the ten years between 2001 and 2011 but these numbers are not getting smaller. This thesis provides a sampling of studies and programs that have been done or are being done to understand, reduce, prevent, and eliminate school bullying. The emphasis of the sampling is on the use of top-down, hierarchical value structures, designed to encourage youth to comply with the values of a dominant adult group; these underlying values are in direct contrast to the underlying values of egalitarianism and self-determination that are inherent in the goals of the current study, where sixth grade students learned about dialogue and how to communicate with each other in nurturing non-hierarchical environments.

CURRICULUM VITAE

NAME OF AUTHOR: Wendy A. Kincade

GRADUATE AND UNDERGRADUATE SCHOOLS ATTENDED:

University of Oregon, Eugene
Linfield College, McMinnville, Oregon

DEGREES AWARDED:

Master of Science, Conflict and Dispute Resolution, 2014, University of Oregon
Bachelor of Science, *Magna Cum Laude*, Business Management, 1996, Linfield College

AREAS OF SPECIAL INTEREST:

Peace and Reconciliation Processes
Dialogue and Mediation
Nonviolent/Compassionate Communication

PROFESSIONAL EXPERIENCE:

Business and Life Coach, BlueSkyMorning, nine years
Controller, Nationwide Construction Company, Inc., eight years

GRANTS, AWARDS, AND HONORS:

NICR Fellowship, International Internship in Peace and Non-Violent Conflict Resolution, Northwest Institute for Conflict Resolution, 2013

Marguerite Scholarship, Carol Moore Memorial Fund, Oregon State Chapter P.E.O. Sisterhood, 2013-2014

P.E.O. Program for Continuing Education Grant, International Chapter P.E.O. Sisterhood, 2012

Kerry Adam Lewiecki Award, Conflict and Dispute Resolution Program, University of Oregon, 2012-2013

ACKNOWLEDGMENTS

I wish to thank all of the people who have supported and helped me through this journey toward earning my Master's Degree. I know that without their patience and participation, my success would not have been possible. To the following individuals, I express my deepest appreciation:

Steve Bell, Principal of the Philomath Middle School; Professor Jeffrey Sprague, Director of the University of Oregon Institute on Violence and Destructive Behavior; Tim Hicks, Program Director for the University of Oregon Conflict and Dispute Resolution (CRES) Master's Program; Anna Shamble, Program Manager for CRES; Kata Bahnsen-Reinhardt, Program Assistant for CRES; Hilary Vos, Counselor/Internship Coordinator for CRES; Associate Professor Shaul Cohen, Co-Director of the UO Peace Studies Program; Kevin Grant, Program Manager for Benton and Linn Counties Neighbor to Neighbor Mediation; Katherine DeYoung, Executive Director of the Center for Nonprofit Stewardship; Dr. Laura Crawshaw, Founder of the Boss Whispering Institute; Carol Fellows, Peace Fellows Chair for Rotary District 5110; Tim Bewley, Past District Governor for Rotary District 5110; all of my CRES professors, fellow Cohort 8 CRESians, friends and co-workers at the Peace and Reconciliation Group in Northern Ireland, and more. Thank you all.

Dedicated to my amazing wife, Karen Richie, without whose love, positive support, and incredible patience, the completion of this research paper and my Master's Degree in Conflict and Dispute Resolution would not have been possible.

TABLE OF CONTENTS

Chapter Page

Chapter Page

Chapter Page

LIST OF FIGURES

Figure Page

LIST OF TABLES

CHAPTER I

INTRODUCTION

Overview

Over the past forty years, a multitude of anti-bullying and bullying prevention programs have been developed and implemented in schools around the world (Olweus & Limber, 2010; Ttofi & Farrington, 2011). During this same time period, the prevalence of bullying, especially in middle schools, has been on the rise (Olweus & Limber, 2010). How this rise in bullying has been possible in light of all the attention given to it by researchers, scientists, psychologists, sociologists, and educational experts is the subject of great debate, as is the discussion around what causes bullying in the first place.

The inability of the multitude of current programs to substantially reduce school bullying has created several points of public concern: 1) monies currently allocated to making schools safer might be better spent on more effective programs; 2) students and schools are still experiencing school-based violence, bullying, and victimization; and 3) the public and politicians may be being "lulled into falsely believing that they are addressing the problem" (Farrell, Meyer, Kung, & Sullivan, 2001; Ferguson, San Miguel, Kilburn, & Sanchez, 2007, p. 402).

In designing the research methods for this project, extensive attention was given to social programs currently being used in schools. I primarily looked at the programs that have been developed specifically to help reduce school bullying, improve youth attitudes toward themselves and others, and improve relationships between students. I also reviewed some of the theories researchers have identified and studied as to what is

bullying, what characteristics do bullies share, and what are the causes of bullying behavior.

Goals and Premise of Research

The overarching goal of my research project was to determine if training sixth grade students in the principles and practices of dialogue could be effective in reducing bullying and in increasing inter-student cooperation. At the core of this project was the premise that bullying is, at least in part, the result of hierarchical social structures, where individuals see only two choices for themselves—dominate or be dominated. By creating an egalitarian, nonjudgmental environment through dialogue, where everyone is heard, acknowledged, valued, and allowed to be themselves, and where no one is or feels dominated, the need to dominate, especially by bullying, should be greatly reduced and/or even eliminated.

Dialogic Approach

The principles and practices of dialogue are learned (not taught) primarily through experiential activities. Instead of telling students what they should think, how they should feel, what they should say, and how they should act, students are encouraged to express themselves in ways that feel most natural to them. In other words, *learning* new ways of interacting with peers comes as a result of *experiencing* new ways of interacting with peers (Johnson & Johnson, 1997). Learning to hear, value, and show empathy occurs as a result of having experienced being heard, valued, and shown empathy.

While a big part of this dialogic intervention was designed to reduce negative interactions between students, the emphasis of the training was on increasing positive

behaviors. In fact, the term 'bullying' was not used at any time during the training. This focus on positive behaviors is consistent with the goals and strategies of social emotional learning and school-wide positive behavioral supports, two of the major frameworks used in the design of school interventions that aim to reduce behavioral problems and improve social competence among students (Sprague & Horner, 2012). But while the training/intervention program that is part of this study—Personality Discovery and Positive Social Channeling (PDPSC)—is philosophically consistent with these two major intervention frameworks, the delivery method of PDPSC is quite different. Specifically, instead of using the traditional model of top-down teacher-tells-students' approach to teaching and learning, the PDPSC approach emphasizes non-hierarchal, nonjudgmental, experiential interaction, in line with the primary principles and practices of dialogue.

Organization of Thesis

This paper has been organized to address the following questions in the following order: 1) what is the problem?—school bullying; 2) what research has been done to better understand school bullying?—Farmer; Juvonen; Olweus; Perkins; Salmivalli, etc.; 3) what interventions are currently being used to try to reduce and/or eliminate bullying? — Olweus Bullying Prevention Program; School-Wide Positive Behavior Supports; and Social Emotional Learning, etc.; and 4) what is the PDPSC intervention program and what effect, if any, did it have on school bullying and inter-student cooperation at Philomath Middle School (PMS) in rural Philomath, Oregon, as part of my research project involving PMS sixth grade teachers and their students.

Bullying

Bullying in Society

Bullying occurs most everywhere in society. But while most people would agree that bullying exists, not everyone agrees what the term 'bullying' actually means or that bullying, especially in schools, is even a problem (Ferguson, San Miguel, Kilburn, & Sanchez, 2007).

Bullying, defined as "repeated, intentional, harmful, and aggressive behavior" (Ferguson, San Miguel, Kilburn, & Sanchez, 2007; Nansel et al., 2001; Olweus, 1993; U.S. Department of Education National Center for Education Statistics, 2005) can be found in most aspects of human life. Bullying occurs in families, most blatantly in the form of spousal/partner and child abuse, but can also occur between siblings and with extended family members—grandparents, uncles, aunts, cousins, etc. In K-12 schools, bullying between students occurs through hitting, calling names, starting rumors, and ostracizing peers; in college, professors exhibit bullying behaviors when chronically withholding information, resources, and expected grades from students. In the workplace, abrasive managers make work life difficult for subordinates, peers, and sometimes even their bosses, by yelling, setting unreasonable deadlines, not meeting others' deadlines, and withholding critical resources. And finally, at its most extreme, bullying behavior is a frequent element in war, with one group or country exhibiting aggressive and/or bullying behaviors against another group or country.

While the previously stated definition of bullying assumes that bullying behavior is intentional, one of the most curious aspects of bullying is that those labeled 'bullies' rarely see themselves as such; in fact, most all of these individuals have no idea they are

causing harm, and even when they do realize it, they underestimate the degree of the harm (Bloch, 2012; Crawshaw, 2010). And frequently, they are also able to justify their behavior as a necessary means to a desired end (Bloch, 2012).

There are a lot of good examples throughout history that illustrate the inability to see one's self as a bully. Fortunately (or maybe unfortunately), we don't have to look very far back to find one—U.S. officials did not see themselves as bullies in 2003 when they decided to intervene (invade) in Iraq. In fact, they justified the U.S. intervention (invasion) as an attempt to eliminate a bully—Saddam Hussein—who also, by the way, did not see himself as such.

Bullying in K-12 Schools

The inability to recognize one's self as a bully could be a big part of why most anti-bullying and bullying prevention programs in schools have not made substantial progress in the reduction of bullying. These programs may be attempting to eliminate and/or change behaviors in individuals who feel justified in how they treat others. These individuals may need personal empathy training before they are able to fully benefit from lessons taught in group trainings.

In her coaching work with abrasive leaders, Dr. Crawshaw (2010) uses personal empathy training to help executives recognize how their abrasive behaviors are perceived negatively by others in the workplace. Through the use of truthful and compassionate coaching, abrasive individuals become able to see the damage their behaviors are causing, and are then able to make positive adjustments to their behaviors (Crawshaw, 2010). In her dissertation on "the use of empathy in constructing less destructive interpersonal management strategies," Crawshaw (2005) writes:

> Executives were coached to use empathy (perception and accurate interpretation of behavior) to gain insight into the psychodynamics of their workplace interactions and the counterproductive consequences of an aggressive management style. This concept was conveyed through the interpretive lens of threat, anxiety, and defense encountered by the executive struggling for survival in an intensely competitive business environment. (p. iii).

While K-12 students may not see themselves as struggling for survival, many do experience school as a confusing and competitive environment. This is especially true for students during adolescence, which is generally defined as starting at puberty between ages 10 and 13, and ending sometime around the age of 22. During adolescence, students struggle to find a balance between social acceptance and personal identity. Many become interested in disclosing personal information and private thoughts to their peers, but they also feel a strong need to protect themselves from peers (Santrock, 2005).

One explanation for why bullying continues to thrive in schools, may be the lingering existence of a societal attitude that bullying behavior among youth is normal and acceptable. This attitude, combined with the belief that youth simply grow out of bullying, encourages a 'why worry about it' attitude. While this attitude may not be shared by all educators, psychologists, and social scientists (as evidenced by the extensive research and numerous programs dedicated to preventing or eliminating bullying), I continually encounter a 'why worry about it' attitude from many of the adults I talk to about my research on school bullying. These adults, many of them parents and grandparents, use phrases like: "boys will be boys," "just walk away," ignore it," and "sticks and stones can break my bones but words will never hurt me," when advising

victims, and/or to normalize the existence of bullying and discount its impact on society (Bazelon, 2013).

So should we worry about school bullying?

According to the U.S. Department of Education National Center for Education Statistics (2013), 6.8 million students, ages 12 through 18 (grades 6 through 12), reported being bullied at school during the 2010-2011 school year (see Table 1.1). Of these 6.8 million students, 2.2 million reported having also been the target of cyber-bullying. While numerous school programs have been implemented to try to eliminate or reduce bullying, the number of youth experiencing school bullying is not going down.

Table 1.1 shows that for U.S. students ages 12 through 18, the rate of bullying has gone up from 14% in 2001 to 27.8% in 2011 (U.S. Department of Education National Center for Education Statistics, 2005; U.S. Department of Education National Center for Education Statistics, 2013). While a portion of this rate increase may be due to attitudinal changes regarding what is perceived and reported as bullying (see literature review on definitions of bullying), rather than representing an actual increase in bullying behavior, the numbers are still disheartening. But while an adjustment to the difference in rates may be necessary to achieve a more accurate look at change over time, no adjustment is necessary to recognize that sixth grade students experience a much higher level of bullying than other students and that this has not changed over time (see Table 1.1). As of the last published report by the U.S. Department of Education National Center for Education Statistics (2013), the statistics for 2010-2011 show that a staggering 37% of sixth grade students experienced bullying in one form or another during their

sixth grade school year. This is 12% higher than what it had been ten years prior (U.S. Department of Education National Center for Education Statistics, 2005).

Table 1.1 – U.S. Student Reports of School Bullying (Ages 12-18)

	2010-2011	2008-2009	2000-2001
Total Student Population	24,456,000	25,217,000	24,315,000
# of Students Bullied	6,809,000	7,066,000	3,494,000
% of Students Bullied	27.8%	28.0%	14.0%
Sixth Grade Population	2,156,000	2,292,000	2,113,000
# of Sixth Graders Bullied	797,720	903,048	513,459
% of Sixth Graders Bullied	37.0%	39.4%	24.3%
Seventh Grade Population	3,726,000	3,801,000	3,848,000
# of Seventh Graders Bullied	1,128,978	1,258,131	831,168
% of Seventh Graders Bullied	30.3%	33.1%	21.6%

Source: U.S. Department of Education National Center for Education Statistics, Student Reports of Bullying: August 2013 (2010-2011); November 2011 (2008-2009); August 2005 (2000-2001)

In a more recent survey conducted in 2013 by the Oregon Health Authority (2014), 34.6% of Oregon eighth graders reported being harassed at school in the past 30 days. In the report, the term "harassment" also included "intimidation" and "bullying," and all three terms were defined as "...any act that substantially interferes with a student's educational benefits, opportunities, or performance…that has the effect of 1) physically harming a student or damaging a student's property; 2) knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property; or 3) creating a hostile educational environment."

So yes, based on this information, I definitely believe we should be worrying about school bullying. And we should be continuing our search for ways to reduce and, ultimately, eliminate it.

Studies, Interventions, and Frameworks

Numerous studies and interventions have been conducted over the past forty years in an effort to better understand and address school-based violence, bullying, and victimization. Some of these studies are: 1) the early work of Professor Dan Olweus beginning in the 1970s (Olweus, 1977); 2) a recent study of rural communities to determine if bullying behavior by sixth grade students occurs more often with students who transition to a middle school building as opposed to staying in the same building for their sixth grade year (Farmer, Hamm, Leung, Lambert, & Gravelle, 2011); 3) studies on the connection between attitudes and norms of bullying and bullying behaviors (Perkins, Craig, & Perkins, 2011; Salmivalli & Voeten, 2004); and 4) an urban study on the correlation between aggression and social prominence in adolescence (Juvonen, Wang, & Espinoza, 2013). These studies, plus several more, will be discussed in the literature review.

As a result of the many studies conducted on school bullying, several major intervention frameworks have emerged. Three of these frameworks are: the Olweus Bullying Prevention Program (OBPP); School-Wide Positive Behavior Supports (SWPBS); and Social Emotional Learning (SEL). A discussion of these frameworks is included in the literature review.

Philomath Middle School Research Project

The research I conducted at the Philomath Middle School included as participants, four (4) sixth grade teachers and (98) sixth grade students, and was accomplished in three phases. In phases one and three, the teachers completed a pre- and post-test survey, respectively, for each of their students. The survey questions were designed to measure

changes in student behavior, based on teacher observations before and after phase two, an eight-week intervention program led by myself and attended by the students. The completed surveys, which constitute the bulk of the quantitative data collected during the research, will be discussed in the research methods. A minimal amount of qualitative data was also collected in the form of notes I wrote after each session. This data will be discussed briefly in the research methods.

Intervention Program

Origin of Program

The intervention program, "Personality Discovery and Positive Social Channeling" (PDPSC), is a SEL-style workshop I designed and have been delivering to adult audiences since 2005. At the core of the program is my belief that every individual has an essence—a unique aspect of their personality that motivates and drives their behaviors—but that, through well-intentioned attempts at behavior modification by family, friends, teachers, co-workers, etc., in an effort to ensure a stable civilized society, individual essence is frequently suppressed.

Specifically, what I discovered while working with adults was that we all have stories from our childhood of being told "how not to be" in spite of our obvious delight in being that way. Whether the motivation for telling us "how not to be" was an active and conscious attempt by a loved one to modify our behavior, or simply a request by a distressed adult who had had enough of a particular behavior, the result was the same—we either suppressed the desire to be ourselves, or we continued being ourselves, but felt guilty for not being able to stop. As a coaching professional, I continue to meet adults who believe that pursuing a life direction that feels right for them, is simply not possible.

In the adult workshop, I introduce dialogic principles and practices—i.e. non-judgmental hearing and speaking, non-hierarchical interactions, reflective listening, collaborative thinking, and empathy development—to help participants see that positive change is possible. As they rediscover their essence, they begin to identify personally-satisfying ways for moving forward in their lives.

During the first half of the workshop, we use a technique I call pre-trauma age-regression and introspection. "Pre-trauma age-regression" refers to a process of thinking back to a time in your life before you were consciously influenced by others' requests for changes in your personality and behavior. "Introspection" is simply the process of allowing yourself to think and feel deeply about yourself in order to recover personal memories.

By going through the process as a group, as opposed to alone with just a coach, participants are better able to trigger memories for themselves and for other participants. The nonjudgmental, collaborative nature of the process helps everyone build acceptance of themselves and others, and provides opportunities for everyone to experience and practice empathy.

Coaching Not Counseling

The processes used throughout the adult workshop are of a coaching nature, not a counseling one. All participants, especially those who have trouble imagining and/or discussing positive aspects from their past, are encouraged to talk only about those things with which they feel comfortable. (It is not uncommon for some participants to seek or have sought expert counseling outside the coaching experience.) The participants who feel uncomfortable during the first half of the workshop generally become more

comfortable during the second half as the focus shifts away from past memories and moves toward discussions of the future, option analyses, and goal setting.

Modifications for Sixth Grade Students

For sixth grade students, the workshop emphasis on individual development was modified to give equal attention to social development. Specifically, the sessions were designed to: 1) help students address their adolescent need for peer connection, approval, and acceptance; 2) encourage a highly collaborative environment where students could learn to accept other students' personalities; and 3) where students could actively help peers identify positive ways to be in the world.

Why Sixth Grade?

Hoping to mitigate the damage being done to our current generation of children, the research focused on sixth graders primarily because, according to Philomath Middle School (PMS) Principal, Steve Bell (2012), historically at PMS, sixth grade has been the age that bullying behavior begins to increase but has not yet established a foothold. Bell explains that, in his experience, bullying tends to begin moderately in elementary school, starts ramping up in the sixth grade, peaks during seventh and eighth grade, and greatly reduces by the time students are ready to graduate from high school (S. Bell, personal communication, March 23, 2012).

Results of the 2013 Oregon Healthy Teens Survey confirms this trend toward less bullying as students move from middle school to high school. The report shows a substantial decrease in self-reported fights and harassment by students between eighth and eleventh grades. For example, 85.2% of eighth graders reported having been in zero fights during the past 12 months, as compared to 93.6% of eleventh graders. And while

65.4% of eighth graders reported having not been harassed during the past 30 days, 77% of eleventh graders reported not being harassed (Oregon Healthy Authority, 2014).

Why Teachers as Informants?

The main reason why I chose to work with sixth grade students within a school environment (as opposed to another environment—i.e. club, church, community) is that sixth grade teachers have a daily, structured opportunity to observe the behavior of their students. This regular structured access makes teachers a highly appropriate group to complete the surveys that were part of the research. Sixth grade teachers also have a physical venue—the classroom—for delivering the intervention, and they have sufficient autonomy over their curriculum, which gives them the discretion to decide whether or not to participate in research projects like this one.

Why Philomath, Oregon?

In any research project, access to the appropriate data and/or participants is critical. As an established member of the community of Philomath, Oregon, I have a good working relationship with educators at various levels—i.e., principals at both the high school and the middle school; the superintendent of the school district; and the school board of directors.

Because of this trust, I was invited by the principal of the Philomath Middle School to submit a formal proposal to conduct this research and deliver an intervention program to the sixth grade class during the 2013-2014 school year. I submitted the proposal, which was approved by the school's principal, vice principal, counselor, and all four sixth grade teachers.

Facilitator Experience

As a professional life coach for the past nine years, I have facilitated many group coaching sessions using the same dialogic methods as were used in this intervention. While the participants of my previous trainings have been primarily adults, several years ago I was given the opportunity to design and deliver a youth-appropriate version of the program to a small group of high school students at Philomath High School.

As a community volunteer, I interact frequently with youth of all ages. For instance, I have participated in mock-coaching sessions with middle school students during the school's semi-annual Career Day. And I currently serve as the Rotary Youth Leadership Academy (RYLA) Alumni Coordinator for the local Rotary district. In my RYLA role, I monitor and support young people throughout the Rotary district via Facebook, cheerleading them through difficult times and encouraging them in their participation with Rotary youth activities.

Dialogic Principles and Practices

At the core of my research project is dialogue. In its simplest form, the word 'dialogue' means conversation. The term 'dialogue,' however, especially as related to group processes, is characterized by the principles and practices of non-judgmental, non-hierarchical communication (Ellinor & Gerard, 1998). Experiential learning devices, while not directly part of dialogue, are frequently used with dialogue to create a deeper, more visceral learning experience. Basically what this means is that the students *learn* dialogue by *doing* dialogue. In other words, the principles and practices of dialogue become more than just ideas and lessons in the students' heads. Dialogue becomes a deep basis for their values and behaviors (Johnson & Johnson, 1997).

Dialogic training includes learning how to suspend judgment, listen for understanding, think collaboratively, and ask for clarification to overcome assumptions that lead to misunderstandings. Through these practices, individuals can experience empathy and learn how to show empathy. In dialogue, "individuals are able to break through negative stereotypes, develop positive interpersonal relationships, improve self-esteem, and develop a climate of mutual respect and trust" (Banathy & Jenlink, 2005; Bohm, Factor, & Garrett, 1991). By openly sharing one's thoughts and beliefs in a safe and nurturing environment, and by having the opportunity to hear nonjudgmentally the thoughts and beliefs of others, "dialogue [becomes] a way of observing, collectively, how hidden values and intentions can control our behavior, and how unnoticed cultural differences can clash without our realizing what is occurring" (Bohm, Factor, & Garrett, 1991). As a non-hierarchical process, where every voice is heard and every ear listens, dialogue has the potential to create school cultures that are absent the dominant structures that encourage bullying, where positive inter-student cooperation can survive and thrive.

CHAPTER II
LITERATURE REVIEW

School Bullying in K-12 Schools

Overview of the Literature on School Bullying

School bullying can be viewed and studied on different levels—individual, family, school, community, society, etc. The level chosen for viewing the problem of school bullying informs what attempts will be made to resolve it. For instance, those who see school bullying as an individual problem will attempt to identify and correct the character flaws of the bully; or they may try to identify and fix the inadequacies of the victim. If the problem is viewed as a family or school issue, the resolution process would most likely include attempts at identifying and fixing the failings of the family or the school. This tendency, to try and fix bullying by identifying suspect characteristics, occurs at community and societal levels too.

Most of the studies I found on school bullying shared common concepts and language. For instance, there are three basic ways to collect survey data for analyses: 1) self-reports by students; 2) peer evaluations by students; and 3) teacher evaluations and/or observations of students. Another popular way to study anti-bullying and bullying prevention programs is to conduct a meta-analysis, which consist of taking the results from a large number of somewhat related research projects, finding common attributes between the projects, analyzing these attributes, and drawing new aggregated conclusions (Ferguson, San Miguel, Kilburn, & Sanchez, 2007; Ttofi & Farrington, 2011).

As for a common language among researchers, there seems to be three basic agreements regarding the categorization of individuals who are or who have been involved in bullying. The first agreement is that these individuals should be categorized; the second agreement is on what categories and subcategories of individual roles actually exist; and the third is on what names to assign to these roles.

There are three basic categories: bullies, victims, and bystanders. (In more recent literature, victims are called targets, not victims.) Beyond the basic categories, there are subcategories. For instance, victims who have never bullied anyone are called pure victims, while bullies who have never been victimized are called pure bullies. Bullies who have also been victimized are referred to as bully/victims, while those who have never bullied or ever been bullied are referred to as unidentified (Salmivalli & Voeten, 2004).

Some studies also include categories that relate directly to how individuals who are peripheral to the bullying respond during an actual bullying event. For instance, there are those who assist the bully—followers or henchmen; those who reinforce the bully—supporters or passive bullies; and those who try to help the victim—defenders. Bystanders include those who like the bully, but do nothing—passive supporters or possible bullies; those who feel bad for the victim, but do nothing—possible defenders; and those who are uninterested and may even withdraw completely from the bullying event—disengaged onlookers (Olweus & Limber, 2010; Salmivalli & Voeten, 2004).

Definitions and Types of School Bullying

In 1993, Dan Olweus, a professor of psychology at the University of Bergen in Norway, helped establish a useful definition of bullying. Olweus' definition states that

bullying behavior possesses the following three elements: 1) it is aggressive and negative; 2) it is carried out repeatedly; and 3) it occurs in relationships where there is an imbalance of power between bully and bullied. Olweus also refined this definition by identifying two subtypes of bullying behavior: direct and indirect. Direct bullying tends to be overt and physical, while indirect bullying is more about social relationships, such as exclusion or rejection (Ferguson, San Miguel, Kilburn, & Sanchez, 2007; Nansel et al.; Olweus, 1993; 2001; U.S. Department of Education National Center for Education Statistics, 2005).

Olweus' definition of bullying has gained wide acceptance in psychology, sociology, and education, and is quoted extensively by other researchers in their articles on school bullying. Some of these researchers have added to Olweus' definition of bullying by stating that it is also a form of violence, and in some cases, even a crime. In 1994, Ambert went so far as to say that "peer-to-peer abuse, such as bullying, is a distressing reality in schools and [is] more common than child abuse" (Ambert, 1994; Ferguson, San Miguel, Kilburn, & Sanchez, 2007).

In common usage, at least in the U.S., we tend to think of bullying as intentional, hurtful, non-criminal behavior. But while the common usage of the term 'bullying' may not generally refer to criminal acts, the U.S. Department of Education National Center for Education Statistics (2013) does include in their Student Reports of Bullying, all acts of violence against students and their property that occur on school premises.

Finding a "consensus on the precise definition of bullying" has yet to occur (Ferguson, San Miguel, Kilburn, & Sanchez, 2007). But despite this lack of consensus, the list of behaviors being categorized as bullying continues to grow. To illustrate this

growth, in 2001, students ages 12-18 were asked about their experiences with direct and indirect bullying at school. The questions they were asked were: "Have you been bullied at school? Has anyone picked on you a lot or tried to make you do things you did not want to do (e.g., give them money)? Have you felt rejected because other students made fun of you, called you names, or excluded you from activities?" (U.S. Department of Education National Center for Education Statistics, 2005).

Ten years later, in the report for 2010-2011 by the U.S. Department of Education National Center for Education Statistics (2013), students, ages 12-18, were given a comprehensive list of behaviors (pre-categorized as bullying), and were asked to indicate whether or not they had, during the 2010-2011 school year, experienced bullying in any form. Included on this list were: made fun of, called names, or insulted; subject of rumors or threatened with physical harm; pushed, shoved, tripped, or spit on; tried to make do things they did not want to do; excluded from activities on purpose; had property destroyed on purpose.

These students were also asked about their experiences with victimization as a result of cyber-bullying. The list of behaviors they were asked to choose from included: hurtful information on the internet; purposely shared private information; unwanted contact via e-mail, instant messaging, text messaging, or online gaming; and purposeful exclusion from an online community (U.S. Department of Education National Center for Education Statistics, 2013).

The expansion of categories over the ten year period from 2001 to 2011, regarding what constitutes bullying, may explain part of the reported increase in bullying

over the same time period (see Table 1.1), but only part of it. The rest may, in fact, be the result of an actual increase in bullying.

Another definition of bullying comes from a study conducted in Finland by researchers Salmivalli and Voeten (2004) on peer-evaluated attitudes of bullying and perceptions of classroom norms. The questionnaire was completed by 1,220 elementary school students in grades four, five, and six. The instructions, which were provided to the students orally and in writing, included the following definition of bullying:

> …one child is repeatedly exposed to harassment and attacks from one or several other children. Harassment and attacks may be, for example, shoving or hitting the other one, calling him/her names or making jokes about him/her, leaving him/her outside the group, taking his/her things, or any other behavior meant to hurt the other one. It is not bullying when two students with equal strength or equal power have a fight, or when someone is occasionally teased, but it is bullying when the feelings of one and the same student are intentionally and repeatedly hurt (p. 248).

Salmivalli and Voeten's definition of bullying is consistent with Olweus' as being behavior that is aggressive, negative, and repeated. Both definitions also make it clear that a power imbalance between bully and bullied must exist (Olweus, 1993; Salmivalli & Voeten, 2004). These definitions are also consistent with most of the literature on school bullying, which isn't too surprising since most definitions of school bullying are easily traced back to Olweus' original contribution in 1993 (Ferguson, San Miguel, Kilburn, & Sanchez, 2007; Nansel et al., 2001; O'Moore & Kirkham, 2001; Olweus, 1993; U.S. Department of Education National Center for Education Statistics, 2005).

Locations of School Bullying

Students who experienced bullying at school reported that it happened predominantly in hallways, stairwells, classrooms, or outside on school grounds. The U.S. Department of Education National Center for Education Statistics' report (2013) for 2010-2011 indicates that, of the sixth graders who reported being bullied, 36.5% experienced the bullying in a hallway or a stairwell, 33.5% reported being bullied in the classroom, and 26.7% reported having been bullied outside on school grounds. Other less commonly reported locations included: bathrooms, locker rooms, school cafeteria, school bus, and somewhere else at school. While the overall rate of bullying tends to go down as students get older, there is also a shift toward more bullying in hallways and stairwells, and less bullying on school buses, with the older students.

Characteristics of Bullies and Victims

Determining what, if any, are the common characteristics of youth who bully their peers, is highly controversial, as is the determination of what are the common attributes of youth who become targets of bullies. One theory is that bullying is a normal part of childhood development and that bullies eventually grow out of it. This suggests that youth who bully are pretty much the same as youth who do not bully. This theory also implies that targets of bullies are also the same as all other youth. After years of research on school bullying, Dan Olweus concluded that "much bullying occurs without apparent provocation on the part of the person being targeted" (Olweus and Limber, 2010). While this statement doesn't necessarily mean Olweus sees bullies, victims, bystanders, and unidentified youth as the same, it does suggest that he might see bullying events as somewhat random. At the very least, his statement suggests that he believes targets have

little or no control of, or responsibility for, bullying events. Olweus' eventual development of OBPP, a school-wide intervention program, suggests that what he may have meant by this statement was that he believes bullying is not the result of individual characteristics; that bullying is a system-based problem that requires a system-based solution.

Theories on the characteristics of school bullies, their victims, and bully-victims can be divided into four categories—individual characteristics of bullies; individual characteristics of victims; family characteristics of bullies; and family characteristics of victims.

Individual Characteristics of Bullies

Perhaps the most common individual characteristic attributed to bullies is the existence of a mental health problem. Terms like 'psychopath' and 'sociopath' are frequently used to describe8 those who bully or harass others. Early studies, in fact, suggested that "aggressive behaviors reflect a budding antisocial personality" (Juvonen & Graham, 2014, p. 164; Olweus, 1978). In later studies, however, researchers concluded that "most bullies do not turn into violent adults, because bullying behaviors are often short-lived" (Juvonen & Graham, 2014, p. 164).

A possible explanation for bullying by adolescents is the existence of a physical health issue. This could be as simple as crankiness caused by a poor diet, or as serious as violence triggered by a side effect of puberty. During puberty, adolescents are growing at an incredibly fast pace. This rapid growth requires more sleep than most adolescents generally get. In a study on adolescent sleep patterns, researchers discovered that most adolescents, if given the chance, would sleep an average of 9 hours and 25 minutes per

night. The reality is that most adolescents get considerably less than 9 hours of sleep a night (Santrock, 2005). Thus, aggressive behavior in adolescents might be the result of sleep deprivation.

Based on the findings of the aforementioned sleep research, school officials in Edina, Minnesota, changed the school start time from 7:30 AM to 8:30 AM to give students an extra hour of sleep. The outcome of this extra hour was a reduction in referrals for discipline problems and a decrease in the number of students reporting illnesses and depression (Santrock, 2005).

Another common belief about bullies is that they have low self-esteem. In a study done in Ireland with students ages 8-18, researchers concluded that "both victims and bullies have lower self-esteem than peers of similar age who [were] neither bullied [nor had] been bullied" (O'Moore & Kirkham, 2001, p. 278). And yet, other studies show the exact opposite. Olweus (1995) concluded that many bullies have high self-esteem and use aggression as a strategy for increasing their social dominance within the school hierarchy. In fact, students with higher self-esteem may be rejecting anti-bullying values and programs to avoid sharing power and to maintain their higher social position (Ferguson, San Miguel, Kilburn, & Sanchez, 2007).

In another study conducted by UCLA psychologists, researchers Juvonen and Graham (2014) concluded that bullying behaviors could actually raise the social status of seventh and eighth grade students at 11 middle schools in Los Angeles, California. These researchers discovered a strong correlation between bullying and being cool. Juvonen, the lead author of the study observed: "The ones who are cool bully more, and the ones who bully more are seen as cool." And it wasn't only the less popular students who used

bullying to try and raise their social status. Many of the already popular students also engaged in bullying.

Individual Characteristics of Victims

Personally, I find it counterproductive to categorize the victims of bullies based on individual characteristics, as it implies that there is something wrong with individuals who become targets of aggression; that they should fix/change themselves if they want the bullying to stop. It also assumes that, if they make the changes, the bullying will, in fact, stop.

That being said, in his research, Olweus (1977) found that boys who were bullied tended to be "anxious, insecure, isolated from peers, with less self-esteem and a more negative attitude toward themselves than boys in general," and that they were also physically weaker than other boys. However, Olweus also concluded that the actual incidents of bullying were generally unprovoked by the target of the bullying; that the boys who were being bullied were "simply the victims of other boys' aggression" (Olweus, 1977).

Family Characteristics of Bullies and Victims

Olweus (1980) concluded that, for both bullies and victims, the parenting style they experienced was linked with peer interaction. Bullies' parents were more likely to be rejecting, authoritarian, or permissive about their child's aggression, whereas victims' parents were more likely to be anxious and overprotective.

Another study concluded that victims of bullies had parents who were intrusive, demanding, and unresponsive with their children. The study also indicated that parent-child relationships that were characterized by intense closeness were linked with higher

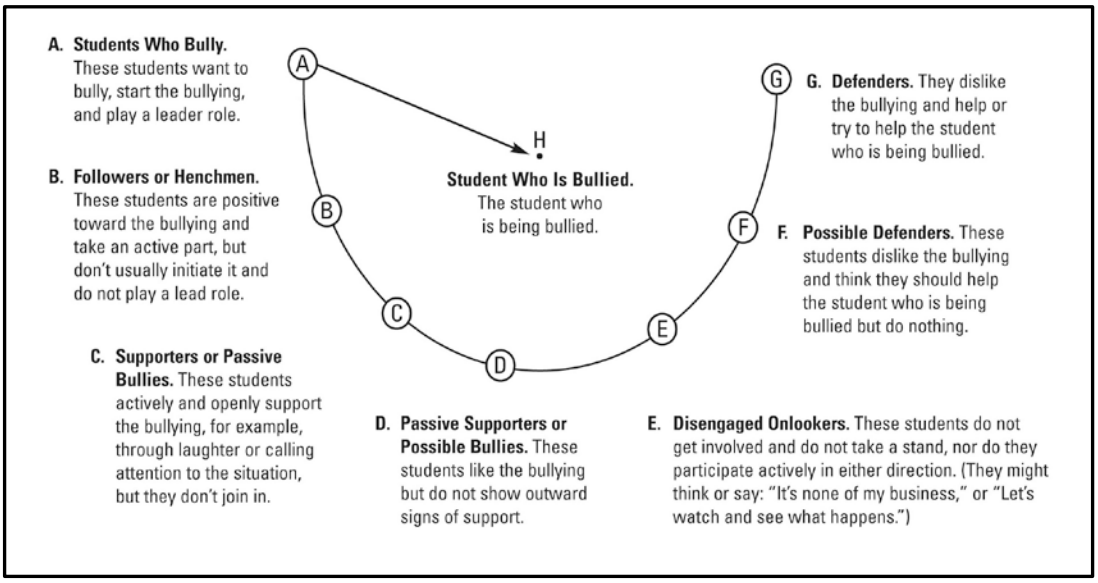
levels of peer victimization in boys. Researchers theorized that overly close and emotionally intense relationships between parents and sons might not provide boys with the opportunities they needed for developing assertiveness skills and a strong sense of independence. Rather, these close relationships might be encouraging self-doubt and worries that could be perceived as weaknesses in male peer groups (Ladd & Ladd, 1998).

Bystanders and Supporters

In 1999, Salmivalli, Kaukiainen, Kaistaniemi, and Lagerspetz provided what I believe is a succinct and highly accurate big picture description of school bullying: "Bullying and victimization in schools are inherently relational processes, relying on domination, subjugation, and bystander apathy, all presumably shaped by peer norms. This type of violence is a demonstration of 'peer group power' in which a whole peer group participates in the bullying with individuals fulfilling different roles and acting as moderators of such behavior" (Perkins, Craig, & Perkins, 2011, p. 705; Salmivalli, Kaukiainen, Kaistaniemi, & Lagerspetz, 1999).

Figure 2.1, which depicts the Circle of Bullying developed by Dan Olweus, shows how the roles and relationships of a peer power group are much more complicated than imagined with only the three categories of bully, victim, and bystander. Bystanders and supporters serve critical roles in bullying dynamics; followers join in on the bullying while passive bullies encourage the bullying through laughter or by promoting the situation to passersby; passive supporters, who may be bullies themselves, like the bully but they don't show outward support (Olweus & Limber, 2010, p. 125).

Figure 2.1 – Circle of Bullying



www.bullyingprevention.org

On the other side of the bullying circle are the defenders and onlookers. Defenders are the students who dislike the bully and try to help the student who is being bullied. Possible defenders also dislike the bully, but they do nothing to stop them. And finally, there are the disengaged onlookers, the ones we most likely think of when we hear the term 'bystander.' These bystanders do not get involved; they do not take a stand; and they do not take action.

Studies and Theories Regarding the Causes of Bullying in K-12 Schools

A substantial amount of research has been done to try and determine common individual and family characteristics of youth who bully their peers, and of youth who are bullied by their peers. And a multitude of programs have been developed and introduced in schools to try to reduce bullying behaviors in aggressive students and increase self-esteem and resilience in students who are targeted by bullies. Some of these programs have had a degree of success, but it has been on a fairly small scale.

Beginning with the research of Dan Olweus in the 1970s, and the subsequent introduction of the Olweus Bullying Prevention Programs (OBPP), the focus of research and intervention programs related to bullying began shifting away from individual causes and solutions toward systemic causes and school-wide solutions.

Early Work of Dan Olweus

In the 1970s, psychology professor Dan Olweus became "one of the first social science researchers to measure and predict aggressive behavior" (Latitude News, 2014). During this time, he conducted a study of 800 school boys in Stockholm, Sweden, out of which he wrote several books and articles on bullying and bullying prevention, including *Aggression in Schools: Bullies and Whipping Boys,* a book published in the United States in 1978 (Olweus, 1978).

During the 1980s, Olweus conducted a study of 2,500 boys in 42 schools in Bergen, Norway, which resulted in the development and launch of the Olweus Bullying Prevention Program (OBPP), the first school-wide program to address school bullying and aggression. OBPP is now in schools all around the world (Olweus & Limber, 2010).

Over the past 30+ years, through his work with OBPP and his numerous writings, Olweus has established himself as one of the foremost authorities on bullying and bullying prevention. Today, Olweus continues researching and writing about bullying and aggression, and is perhaps the most cited author on the subject of bullying (Clemson University, 2014).

Transitioning to Middle School Buildings

There are a lot of system-based theories on the causes of bullying behaviors in K-12 schools. In a longitudinal study of rural communities, researchers theorized that

bullying between sixth grade students would be more prevalent in middle school buildings than at schools where there was no physical building transition because the transition to middle school creates a forum whereby students begin **"**jockeying for social position." One of the factors they used to form this theory was the idea that the transition from elementary school to middle school creates a "shuffling of peer relationships" between students (Farmer, Hamm, Leung, Lambert, & Gravelle, 2011).

What the researchers discovered, however, was the exact opposite—schools without a transition (no middle school building) had a higher than expected number of bullies, while schools with a transition (middle school building) had a lower than expected number of bullies. It was also determined that, of the students who had not been identified as a bully or a victim in fifth grade, those who attended sixth grade in schools without a transition, 18.1% became bullies in the sixth grade, while in schools with a transition, only 7.8% of unidentified students became bullies in the sixth grade. These "findings suggest that risk for involvement in bullying may be elevated in schools that do not have a transition to middle school" (Farmer, Hamm, Leung, Lambert, & Gravelle, 2011).

Having debunked their own theory regarding the transition to middle school, the researchers suggested another theory: "It is possible that the increase in bullying during early adolescence is a developmental phenomenon that emerges as youth begin to establish autonomy from adult rules and have more influence on their own social worlds" (Farmer, Hamm, Leung, Lambert, & Gravelle, 2011). While I would agree that early adolescence is a time when most youth are working exceptionally hard to increase their

autonomy and influence, I have a hard time believing there is a "developmental phenomenon" where bullying is an inherent characteristic.

Attitudes and Norms of Bullying

In a study on school bullying conducted in Finland, researchers Salmivalli and Voeten (2004) established two working hypotheses: 1) pro-bullying attitudes and/or classroom norms that allow/encourage bullying are associated with bullying behaviors (bullying, assisting, or reinforcing), while anti-bullying attitudes and anti-bullying classroom norms prevent bullying behaviors and encourage active side-taking and support for victims; and 2) the effect of classroom norms on bullying-related behaviors is stronger for girls, while individual factors are more important for predicting bullying behaviors among boys (Salmivalli & Voeten, 2004). The basic assumption of these hypotheses was that school bullying may be perceived by some students as common and acceptable behavior. (This is consistent with the belief that bullying is normal behavior in children and that there is nothing for us to worry about.)

In conducting their research, Salmivalli and Voeten were hoping to identify a connection between the attitudes and norms of bullying and actual bullying behavior. If they were successful, it could encourage the development of interventions designed to influence student attitudes and classroom norms away from positive, normative attitudes of school bullying toward positive, normative attitudes of inter-student cooperation, which could result in the reduction of actual bullying.

The results of the study were difficult to understand. The researchers attempted to explain their findings by using several statistical tools to compare three groups of information—attitudes and norms; boys and girls; fourth, fifth, and sixth graders. In

general, it seemed that the researchers had been able to find a moderate and positive correlation between attitudes and norms of bullying and bullying behavior. However, in their discussion, they state that "the correlational design of the study ultimately prevents us from making conclusions about any causal links between attitudes, group norms, and behavior" (Salmivalli & Voeten, 2004).

While these researchers were unable to prove a positive correlation between attitudes and norms in this study, interestingly enough, several current intervention programs now have as their core belief the idea that changes in attitudes and social norms can and will change behaviors.

Social Norms Research Intervention Program

Social norms theory is centered on the idea that individual behavior is based on: 1) the desire to fit in; and 2) a perception of what are the socially normal behaviors that will achieve this desire (Perkins, Craig, & Perkins, 2011).

A research and intervention project at five middle schools in New Jersey sought to reduce bullying by establishing and posting accurate social norms about bullying (Perkins, Craig, & Perkins, 2011). Specifically, roughly 3,000 students were asked, through an online anonymous survey, questions about their own behaviors and about what they thought were the behaviors of their peers. For instance, the students were asked:

> How often in the past 30 days have you done each of the following eight behaviors—1) pushing, shoving, hitting, etc., 2) teasing, 3) calling names, 4) excluding someone, 5) taking or damaging someone's stuff, 6) spreading rumors, 7) threatening to hurt someone, and 8) making someone do something they didn't want to do. (p. 708).

The students were also asked how often they thought most other students had done these things in the past 30 days. And they were asked similar questions regarding their experience with having had these behaviors done to them, and how often they thought these things happened to other students (Perkins, Craig, & Perkins, 2011).

The results of the baseline survey showed a substantial difference between what the students reported as actual for themselves and what they perceived were the social norms. For instance, the aggregate mean for self-reported acts of bully perpetration ranged between 2.3% and 3.0%, while the mean for what the students perceived to be the normal level of perpetration ranged between 9.4% and 13%. Self-reported victimization and perceptions of others being victimized resulted in similar discrepancies.

The research goes on to show that, by displaying statistics of self-reported bullying for students to read over an extended period of time, the gap between what students reported as actual and what they reported as perceived was substantially reduced. The researchers concluded that, "the results suggest that a social norms intervention may be a promising strategy to help reduce bullying in secondary school populations" (Perkins, Craig, & Perkins, 2011).

While I can appreciate the researchers' optimism for reducing bullying by changing perceptions of social norms, I hesitate to think we can automatically make the jump from changes in perception to changes in behavior. I am also skeptical of the accuracy of the students' responses, especially when there is research showing that bullies don't always see themselves as such (Crawshaw, 2010). On the other hand, the numbers might be skewed in the opposite direction by students who perceive bullying as cool and, therefore, reported acts of bullying that didn't actually occur.

Aggression and Social Prominence

In Los Angeles, California, students from 99 classrooms in 11 low socio-economic schools participated in a study on the association between aggression and social prominence in early adolescence. The researchers used peer reports to examine "whether physical aggression and spreading of rumors, as two gender-typed aggressive behaviors that differ in overt displays of power, promote and/or maintain socially prominent status for boys and girls during non-transitional grades in middle school" (Juvonen, Wang, & Espinoza, 2013).

The two main questions the researchers sought to answer were: 1) what is the directionality of aggression to social prominence—i.e. does aggressive behavior create coolness and popularity, or does being cool and popular encourage aggression; and 2) what is the relationship between gender-based forms of aggression—physical fighting for boys, spreading rumors for girls—and respective increases in social prominence? In other words, are cool girls more likely to gain and/or maintain their social prominence through the spreading of rumors, rather than by physically fighting? And do cool boys gain and/or maintain their prominence predominantly by physically fighting, as opposed to spreading rumors?

What the researchers discovered surprised them. They had expected to find significant differences between boys and girls as related to the types of aggression, but instead, they found striking similarities. For instance, while physical aggression is more common in boys, physical threats and pushing can promote social prominence for girls as much as for boys. Likewise, the spreading of rumors can help promote social prominence for both boys and girls. In fact, boys received more nominations for

spreading rumors than girls. As for directionality, "it seems that boys can rely on their peers to spread negative rumors and by doing that maintain their power inasmuch as socially prominent status also predicts gossiping" (Juvonen, Wang, & Espinoza, 2013).

In summary, the results of the study supported a bi-directional gender-neutral relationship between aggression and social prominence—"girls' and boys' socially prominent status is boosting as well as boosted by both physical aggression and spreading of rumors by the end of middle school" (Juvonen, Wang, & Espinoza, 2013).

Meta-Analyses of School-Based Anti-Bullying Programs

In a 2007 meta-analysis of school-based anti-bullying programs, researchers combined the results of 42 studies conducted between 1995 and 2006, and determined that "anti-bullying programs produce little discernible effect on youth participants," except in some cases with high risk youth (Ferguson, San Miguel, Kilburn, & Sanchez, 2007).

In selecting which studies to include in their analysis, the researchers established the following criteria: 1) articles had to have been published between 1995 and 2006; 2) outcome variables had to clearly measure some element of bullying behavior or aggression toward peers; 3) articles had to involve some form of control or contrast group to test program effectiveness; 4) intervention programs had to be school-based; and 5) all manuscripts had to have been published in a peer-reviewed journal.

After completing their analysis and concluding that anti-bullying and bullying prevention programs were not significantly effective at reducing bullying, the researchers provided several suggestions as to why this might be true. One suggestion was that K-12 students may see bullying as more advantageous than not bullying. In other words, if

bullies are actually just normal children with high self-esteem (Olweus, 1995), who have simply learned that bullying is an effective way to attain social dominance, they may see no incentive to follow program recommendations (Ferguson, San Miguel, Kilburn, & Sanchez, 2007).

Another explanation the researchers gave for why current programs may not be effective in reducing bullying was that if antisocial behavior is actually the result of genetic inheritance, attempts at altering it with behavioral intervention strategies could prove futile. They also suggested that, perhaps, intervention programs were targeting low-risk youth whose violent behaviors were already significantly low (Ferguson, San Miguel, Kilburn, & Sanchez, 2007).

In light of the statistics already mentioned in this paper regarding the prevalence of school bullying, I find this last suggestion—that intervention programs only target low-risk youth—difficult to accept. However, if it is true, then it may not be that the programs are ineffective, just that it is difficult under certain conditions to prove success statistically. In analyzing the data I collected for my research, I discovered that, in a study involving students who are, on average, better behaved than most, determining effect was very difficult (this difficulty will be discussed later in the methodology section).

While the findings of the 2007 meta-analysis revealed only a small, insignificant amount of positive change in the effectiveness of anti-bullying and bullying-prevention programs (Ferguson, San Miguel, Kilburn, & Sanchez, 2007), in a later meta-analysis, conducted in 2009, researchers concluded that "overall, school-based anti-bullying

programs are effective: on average, bullying decreased by 20-23% and victimization decreased by 17-20%" (Ttofi & Farrington, 2011).

It is important to note here that the authors of the 2009 study define "bullying" and "victimization" in specific ways. Their definition of bullying is similar to Olweus' as it does not include violent or criminal behavior. But usage of the word "bullying" in their results seems to refer only to the actions of bullies, while the term "victimization" in the results, refers only to those who have been bullied (Ttofi & Farrington, 2011).

In the 2009 meta-analysis, the researchers were careful not to repeat methods they believed may have created errors in the results of the 2007 meta-analysis and in the results of another meta-analysis conducted in 2008 by Professor Kenneth Merrell (Ttofi and Farrington, 2011). In the 2007 study, only one database was searched, while in the 2008 study, only two were searched. The researchers of the 2009 study believed that a more comprehensive search would provide a better analysis of the effectiveness of anti-bullying and bullying-prevention programs and so they hand-searched all volumes of 35 journals from 1983 through May 2009 and 18 electronic databases during the same time frame. They found a total of 622 studies on bullying intervention programs and narrowed their meta-analysis down to 44 reports (Ttofi & Farrington, 2011).

The 2009 meta-analysis was also more comprehensive in scope. Twenty elements from different intervention programs were coded—elements such as parent trainings and meetings; intensity and duration of the intervention for children and teachers; and school policies. The researchers also coded for several other features, including the extent to which a program had been inspired by the work of Dan Olweus.

In conducting this detailed analysis, the researchers were able to identify several program elements that had the greatest effect on bullying and victimization. For instance, programs that included parent meetings, firm disciplinary methods, and playground supervision were more effective than were programs that did not have these elements. The more intense programs were also more effective at reducing bullying. Conversely, the category "work with peers"—i.e., peer mediation, peer mentoring, and encouraging bystander intervention—was significantly associated with increases in victimization (Ttofi & Farrington, 2011).

Intervention Programs in K-12 Schools

Three Intervention Frameworks

The first framework, developed and implemented in Norway during the 1980s by Professor Dan Olweus, is the Olweus Bullying Prevention Program (OBPP). "OBPP is a comprehensive, school-wide program designed to reduce bullying and achieve better peer relations among students in elementary, middle, and junior high school grades" (Olweus & Limber, 2010, p. 124). The expectation of OBPP is that reductions in bullying and improvements in peer relations can be accomplished by reducing the opportunities and rewards for bullying and by creating strong, positive communities between students and adults (Olweus & Limber, 2010).

School-Wide Positive Behavior Supports (SWPBS), the second framework, is a systems-based proactive approach that promotes safe and orderly schools. Originally developed and field-tested by researchers at the University of Oregon in the 1980s, SWPBS is based on the belief that clearly stated expectations of student behavior,

combined with clearly stated and fairly enforced appropriate consequences, can result in the reduction of students who have serious behavior problems and can provide an overall improvement in school climate (Colvin, Kame'enui, & Sugai, 1993; Sprague & Horner, 2012; Sugai & Horner, 2002; Sugai et al., 2000).

The third framework, Social Emotional Learning (SEL), is a new name for an old construct and tradition of education that has been around for over 3,000 years. Cohen (1999) writes:

> Over the centuries, educators' understanding and definitions of childhood, self, and human relationships have varied greatly. The first records of formal schooling show that the purpose of education in ancient India, Egypt, and Greece was to teach students about their culture and its habits. How to conceptualize and manage social relations has been a continuous educational goal from the very start." (p. 7-8).

In current times, it wasn't until 1995, as a result of extensive research by author and psychologist Daniel Goleman on social and emotional competencies, and the publication of his book, *Emotional Intelligence*, that SEL became a recognized branch of learning (Cohen, 1999).

"SEL programs and practices tend to focus on preventing negative school and life outcomes by focusing on positive youth development" (Merrell, Juskelis, Tran, & Buchanan, 2008, p. 212). By using a consistent approach, SEL programs are also able to "positively affect large numbers of students simultaneously" (Shapiro, 2000, p. 561).

Olweus Bullying Prevention Program (OBPP)

The Olweus Bullying Prevention Program, developed by Dan Olweus and implemented nationally in Norway in 1983, has had substantial success in reducing

bullying in 40 countries, most predominantly in Norway (Olweus & Limber, 2010). The success of this program may be due to its focus on the entire school culture, rather than on the personal attributes of bullies, victims, and bully/victims, and the adults who raise and/or supervise them. Schools participating in this program focus on posting signs and enforcing school-wide rules against bullying. Students and teachers hold regular meetings to ensure that definitions of bullying, and the negative consequences for doing it, are clear.

School-Wide Positive Behavioral Supports (SWPBS)

SWPBS is an intervention program currently being implemented in K-12 schools in the United States, including Oregon, and is based on the premise that "when faculty and staff in a school actively teach and acknowledge expected behavior, the proportion of students with serious behavior problems will be reduced and the school's overall climate will improve" (Colvin, Kame'enui, & Sugai, 1993; Sugai & Horner, 2002; Sugai et al., 2000; Sprague & Horner, 2007).

SWPBS uses a three-tiered approach. Tier 1 includes school-wide programs that make it clear to students, staff, and faculty what the expected behaviors are, and what the consequences are for adhering to or deviating from them. In general, 75% to 85% of student populations respond positively to Tier 1 programs. Tier 2 programs are designed to bring the remaining 15% to 25% on board. These programs, which target at-risk students, include classroom and small-group strategies, and are generally successful at bringing on board an additional 10% to 20%. Tier 3 programs focus on helping the small percentage of students who don't respond positively to Tier 1 or Tier 2 programs. Tier 3 programs, which consist of targeted, intensive individual interventions, can generally

help 3% to 5% of high-risk students to adapt positively to their schools' expectations of acceptable behavior (Sprague, 2013).

Social Emotional Learning Programs (SEL)

Social emotional learning focuses on improving the mental health of children and on helping children develop skills to prevent negative life outcomes. One major benefit of SEL programs is the ability to positively affect a lot of kids at the same time. SEL programs generally are not designed or promoted as anti-bullying or bullying prevention programs. The emphasis of SEL in schools is on increasing student knowledge of healthy social-emotional behaviors and attitudes (Merrell, Juskelis, Tran, and Buchanan, 2008).

Strong Kids Program (University of Oregon)

The Strong Kids Program is a good example of SEL, as it focuses on "prevention and early intervention of internalizing problems, promotion of social and emotional competence, and teaching students skills that increase their resilience to life stressors" (Merrell, Juskelis, Tran, and Buchanan, 2008).

In a research project conducted at the University of Oregon by Strong Kids' founder, Ken Merrell, students in K-12 were tested on their knowledge of conflict resolution, empathy, and ways to express negative emotions. The students then participated in an intervention that taught them more about these topics. Using pre- and post-test measures, Merrell was able to conclude that student participation in the "Strong Kids social-emotional learning program resulted in statistically significant and clinically meaningful increases in students' knowledge of social-emotional concepts and effective coping strategies" (Merrell, Juskelis, Tran, and Buchanan, 2008).

I would like to qualify, however, that increased knowledge does not necessarily result in increased competence, especially when talking about social dynamics between bullies and their victims.

CHAPTER III

METHODOLOGY

Participants

Philomath Community

Philomath, Oregon is a small, primarily rural community with a population of 4,584 (as of the 2010 census). My research project involved four (4) sixth grade teachers and ninety-eight (98) sixth grade students at Philomath Middle School (PMS). The teachers participated in the research by completing surveys. The students participated by attending an intervention program where they learned about and practiced dialogue. The study was conducted during the 2013-2014 school year, beginning in October 2013 and ending in January 2014.

Philomath Teachers

During the 2013-2014 school year, PMS employed four (4) sixth grade teachers. All four (4) teachers were involved in the study; all were Caucasian, middle class, ages 45 to 55; two were male, two were female; each teacher had a minimum of five years of experience working with middle school students. The number of years each teacher had working at PMS was 5, 8, 10, and 33 years.

Philomath Students

Demographics

During the 2013-2014 school year, PMS had enrolled ninety-eight (98) sixth grade students. Each sixth grade student was assigned to one of four (4) homerooms, resulting in four (4) groups of roughly twenty-five (25) students per homeroom.

The ethnic mix of all students at PMS, as reported for the 2012-2013, was: 86% Caucasian, 7% Hispanic, 3% American Indian, 2% Asian, 1% Black, 1% Multi-Racial; within this population, 6% were English learners, 15% had disabilities, 33% were economically disadvantaged, 45% participated in interscholastic athletics, and 31% participated in the annual school drama presentation (Saxton, 2014). Based on my observation of PMS sixth grade students, I feel confident stating that the PMS all-school numbers on ethnicity are consistent with the ethnicity of PMS sixth graders.

Most families in Philomath tend to stay in the area throughout their children's school years (see Table 3.1). This results in most students knowing well or being very familiar with the majority of their cohort by the time they reach sixth grade. The sixth

Table 3.1 – School years attended in Philomath by students in sixth grade during the 2013-2014 school year

# of Years >	1	2	3	4	5	6	7	8	# of 6th Graders
Class A	0	1	1	1	0	1	13	2	19
Class B	1	3	0	0	0	3	8	2	17
Class C	1	3	3	1	1	1	11	1	22
Class D	0	1	4	2	0	1	7	0	15
# of 6th Graders	2	8	8	4	1	6	39	5	73
% of 6th Graders	3%	11%	11%	5%	1%	8%	53%	7%	100%
Grades Attended	6th only	5-6	4-6	3-6	2-6	1-6	K-6	Pre-K - 6th	

Data Source: Data collected during the intervention using the student handout, "*Years in Philomath Schools*" (see Appendix D)

graders involved in this research confirm this trend as 68% of them (8% + 53% + 7%) have attended school with each other for six or more years.

Harassment between Students in Philomath Schools

Harassment between students attending Philomath Schools does not appear to be significantly different than harassment between students at other Oregon schools. As self-reported by eighth grade students during the 2013 school year, 67.7% of Philomath eighth graders reported having been harassed at least once during the past 30 days as compared with 67.4% of eighth graders in all Oregon schools reporting being harassed (Oregon Health Authority, 2014).

Discipline of Students in Philomath Schools

As a whole, students in the Philomath School District received slightly less disciplinary action than did students in Oregon during the 2011-2012 school year. Table 3.2 shows that 6.8% of Philomath students received at least one suspension or expulsion during 2011-2012 as compared to 7.4% of Oregon students during the same time period. The following year, 2012-2013, Philomath students received slightly more suspensions and expulsions than did students in Oregon (8.7% versus 6.7%). The significance of these numbers shows that, as a whole, discipline in Philomath schools is not much different than in other Oregon schools.

However, when looking at the numbers by school level, substantial differences start to show up. Specifically, during the 2012-2013 school year, 21% of high school students in Philomath received at least one suspension or expulsion, as compared to only 8.8% of Oregon high school students during the same time period. This difference is in

Table 3.2 – Disciplinary Action – Number (#) and percentage (%) of Oregon K-12 students with one or more suspensions or expulsions during the school year

	Philomath School District				Oregon Schools	
	2011-2012		2012-2013		2011-2012	2012-2013
	#	%	#	%	#	%
Oregon Schools						
Students Enrolled	1470		1450			
In-School Suspensions	32	2.2%	48	3.3%		
Out-of-School Suspensions	63	4.3%	74	5.1%		
Students Expelled	5	0.3%	5	0.3%		
Totals for All Schools	100	6.8%	127	8.7%	7.4%	6.7%
High School						
Students Enrolled	530		519			
In-School Suspensions	16	3.0%	35	6.7%		
Out-of-School Suspensions	53	10.0%	69	13.3%		
Students Expelled	5	0.9%	5	1.0%		
Totals for High School	74	13.9%	109	21.0%	N/A	8.8%
Middle School						
Students Enrolled	309		332			
In-School Suspensions	16	5.2%	11	3.3%		
Out-of-School Suspensions	7	2.3%	4	1.2%		
Students Expelled	0	0.0%	0	0.0%		
Totals for Middle School	23	7.5%	15	4.5%	N/A	11.2%
Elementary School						
Students Enrolled	631		599			
In-School Suspensions	0	0.0%	2	0.3%		
Out-of-School Suspensions	3	0.5%	1	0.2%		
Students Expelled	0	0.0%	0	0.0%		
Totals for Elementary School	3	0.5%	3	0.5%	N/A	3.0%

Data Source: Enrollment data for Philomath is from *Oregon Report Cards* (by school, by school year); disciplinary data for Philomath is from *Superintendent Forbess' Annual Report to the Community, January 2014*; Oregon disciplinary percentages were extrapolated from data provided by *Oregon Department of Education Student Enrollment Reports* (by grade, by school year), and by *Statewide Report Card: An AnnualReport to the Legislature on Oregon Public Schools, 2012-2013*

wide (and opposite) contrast to the middle school level where 4.5% of Philomath middle school students received at least one suspension or expulsion during the 2012-2013 school year, as compared to 11.2% of Oregon middle school students during the same time period. At the elementary school level, only three (0.5%) Philomath students were

suspended or expelled during the 2012-2013 school year as compared to 3% of Oregon students.

The significance of these numbers, especially as they relate to the research study I conducted and discuss in this paper, is that students at Philomath Middle School (PMS) receive substantially less formal discipline than most middle school students in Oregon. This conclusion is corroborated by the anecdotal information I received from PMS staff and faculty indicating that PMS students are "exceptionally good kids," which was also my experience during the intervention program. Most importantly, however, the low discipline rate of PMS students may help explain the unexpected results of my study, which are discussed in the quantitative data analysis section of this paper.

Consent / Assent Process

Teacher Consent

I presented, explained, and answered questions about the *Informed Consent for Participation as a Subject for Sixth Grade Teachers* form (see sample in Appendix A) with all sixth grade teachers prior to their approving the research, signing a consent form, and giving the signed consent form to the school principal.

Parent Consent

Parent consent was accomplished through a passive consent process. Specifically, one week before the beginning of the intervention, the sixth grade teachers distributed to their sixth grade students a *Parent/Guardian Consent for Child Participation in a Research Study* form (which included a sample of the *Child Assent for Participation in a Research Study* form) with instructions to the students to take the forms home and make

sure at least one parent or guardian reviewed the form that day or the next. (Samples of both forms are in Appendix A).

Instructions to the parents and guardians stated that they only needed to sign and return the form if they DID NOT want their child to participate in the intervention. Forms signed by a parent or guardian and returned to the school were stored in a locked container by the respective student's teacher. To protect confidentiality, only a student's teacher had access to the contents of the locked container. The students whose parents indicated they DID NOT wish their child to participate in the research were excused from the research and spent the class period in the school library reading or working on homework.

Student/Child Assent

During the first intervention session, the students received an unsigned *Child Assent for Participation in a Research Study* form (see sample in Appendix A). The assent form included detailed information on the purpose of the project, how the project would be conducted, what my role would be, what would be expected of them, and how we would all work together to keep the process emotionally safe for everyone.

I explained to the students that we would be reading the information on the form together and that once we were done reading, I would ask them to decide if they wanted to participate. If they did want to participate, they would be asked to sign the form today and give it to their teacher.

The students followed along silently while I read out loud. Students were encouraged to ask questions and voice concerns. I provided clarification and assurances,

as needed, emphasizing that participation was completely voluntary and that even if a student signed the form that day, they could still decide to stop any time later.

Students who decided NOT to participate in the research were excused and spent the class period in the school library reading or working on homework. The signed forms were collected by the students' teachers and stored in a locked container to which only the teachers had access.

Research Process

Single Group Pre- Post-Test Design

The research was conducted using a single group pre- post-test design. The term 'single group' refers to the fact that there was no control group. Not having a control group is a somewhat weaker approach, primarily because it makes it hard to draw conclusions and argue effect in the findings. The design does, however, have the benefit of allowing for the assessment of effect in non-experimental findings, such as is common in school settings, mostly because it is difficult to establish a control group without disrupting the normal flow of the school schedule (Ferguson, C. J., San Miguel, C., Kilburn, J. C., & Sanchez, P. (2007). The term "pre- post-test" refers to a three-phase method that includes: 1) testing prior to intervention; 2) conducting an intervention; and 3) re-testing after the intervention.

Survey Instruments

The pre- and post-tests were conducted through the use of surveys. Each homeroom teacher completed two types of surveys—one survey included questions pertaining to the teacher and their observations of their class as a whole (hereinafter

referred to as a teacher survey); the second survey included questions about each teacher's observations of individual student behavior (hereinafter referred to as a student survey). (Samples of both surveys are in Appendix B).

The purpose of the teacher survey was simply to get a sense of each teacher's overall experience with, and attitude toward, teaching in general, teaching in Philomath, and teaching sixth graders.

On the student surveys, teachers provided basic demographic information about the students (age and gender), and responded to a total of twenty-two (22) behavioral observation questions. The questions were divided into two categories—the first twelve (12) questions were stated in positive terms; the last ten (10) questions, similar in nature to the positive questions, were stated in negative terms. The questions were designed to discover information in the following behavioral areas:

- Ability to stay focused
- Tendency toward disruptive behavior
- Participation in classroom activities
- Levels of confidence and self-esteem
- Levels of empathy toward peers
- Types of language used in conversation with peers
- Levels of comfort/discomfort when interacting with peers

Teachers were asked to rate their observations of student behavior using a scale of 1 to 6, with 1 being not at all, and 6 being all the time. For example, one of the positively framed questions was: "On a scale of 1 to 6, with 1 being not at all, and 6 being all the time, please rate your observation of the student's behavior during an average school week with regard to their ability to stay focused during teacher lectures." The negatively

framed version of this question was: “On a scale of 1 to 6, with 1 being not at all, and 6 being all the time, on average, how often have you observed the student disrupting teacher lectures?”

The first three question areas—ability to focus, disruptive behaviors, and participation—were used primarily as indictors of general student behavior within the overall classroom environment, and were not used to analyze the effect of dialogic training on the students. The last four question areas—confidence, empathy, language, and comfort—were all used to analyze the effect of dialogic training on bullying and inter-student cooperation.

Data Collection

The quantitative data collection process began three weeks into the 2013-2014 school year. Before starting the intervention, each teacher completed a single teacher survey and one student survey for each of their students (pre-test). This process was repeated (post-test) four weeks after the intervention ended, which was also roughly four months after the pre-test surveys had been completed.

For the teacher surveys, the teachers assigned themselves a unique number from 1 to 4. For the student surveys, the teachers assigned unique numbers to each of their students. This numbering system made it possible for me to match up pre-test and post-test surveys without knowing the identities of the teachers or of the students. Only the teachers ever knew the identities and numbers of each other and their students.

Immediately after the pre-test surveys were completed, they were placed into four envelopes (one envelope per class) by the teachers. The envelopes were sealed and given to the researcher. The envelopes remained sealed until after the intervention was finished

and the post-test surveys had been completed and given to the researcher. The completed surveys were stored in a locked office only accessible to the researcher. After the survey data was entered into a database by the researcher, all references to the numbers were removed from both the teachers' records and the researcher's and all survey documents were shredded.

In addition to collecting quantitative data before and after the intervention, I also gathered qualitative data throughout the intervention. Specifically, at the end of each session, I wrote a summary (without identifying information) about my perceptions and observations of the session. These summaries were used to capture my overall sense of the students' feelings of safety and comfort with the process; the level and quality of student participation based on both verbal and non-verbal communication; student reception of the topics discussed; and the effectiveness of the training method and/or my delivery of the week's session.

Intervention Program

Between the pre-and post-test surveys, 89% of all sixth grade students at Philomath Middle School participated in an eight-hour (one hour per week) intervention program on personality discovery, a dialogic-style program designed and facilitated by the researcher. The program was taught during the homeroom period, Monday through Thursday, one homeroom class per day, for the first six weeks. Due to inclement weather and school cancellations, the last two weeks of the program were conducted in the school library, two sessions per week, with two homeroom classes per session. Table 3.3 shows the number of students who attended each session.

Table 3.3 – Student attendance for intervention program

	# of Students Attending				
	A	**B**	**C**	**D**	**Totals**
SESSION 1 – Introduction to Dialogue	24	22	20	20	86
SESSION 2 – Personality and Drive - Part 1	23	22	22	22	89
SESSION 3 – Personality and Drive - Part 2	23	20	22	22	87
SESSION 4 – Personality and Drive - Part 3	18	19	21	22	80
SESSION 5 – Celebrating and Channeling Your Personality	21	19	22	21	83
SESSION 6 – Celebrating and Channeling with and for Others	19	17	22	15	73
SESSION 7 – Empathy and Mirror Neurons	35		40		75
SESSION 8 – Closing Reflections	40		38		78

Source: Data collected from facilitator's session summaries

As the facilitator, I met with each of the four groups once per week for eight weeks. The content covered each week was basically the same for all four groups, with occasional variations based on time restraints—i.e. most sessions were forty-five to fifty minutes long, but conflicts with other school activities sometimes resulted in sessions being reduced to thirty or thirty-five minutes in length (see Table 3.4).

Table 3.4 – Length of sessions

	A	**B**	**C**	**D**
Session 1	50 min	50 min	45 min	50 min
Session 2	45 min	45 min	50 min	35 min
Session 3	50 min	50 min	50 min	35 min
Session 4	35 min	50 min	50 min	30 min
Session 5	50 min	50 min	50 min	50 min
Session 6	35 min	50 min	45 min	35 min
Session 7	50 min		50 min	
Session 8	50 min		50 min	

Source: Data collected from facilitator's session summaries

During the intervention, students had the option to pass (not respond to a question) any time they felt uncomfortable or simply did not want to contribute to a conversation. For the most part, students rarely passed. Some students remained silent during full circle conversations, speaking only when directly asked to contribute. As noted in Table 3.5, from session 2 through session 6, there were a total of 25 passes, which averages out to 5 passes per week, or an average of 1.25 passes per session. Based on these numbers, it is highly probable that the students who chose to participate in the intervention, and who continued to participate through all eight sessions, felt reasonably safe to contribute to the conversations.

Table 3.5 – Students' option to pass at any time

Session 1 – Passes were not counted
Session 2 – Approximately 2 passes each for A, B, & D; 0 passes for C; = 6
Session 3 – 0 passes for A; 2 passes each for B & D; 3 passes for C; = 7
Session 4 – 1 pass for A; 2 passes for B; 3 passes for C; 0 passes for D; = 6
Session 5 – 0 passes for A & B; 3 passes each for C & D; = 6
Session 6 – 0 passes for A, B, C & D; = 0
Session 7 – Stopped counting
Session 8 – Stopped counting

Source: Data collected from facilitator's session summaries

Each week's session focused on a specific topic, with subsequent weeks' topics being built on previous weeks' topics. Each session began by checking in with everyone to see how they were doing and how they were feeling about dialogue. A brief reminder of dialogic principles and practices was provided at the beginning of each session. Checking out at the end of sessions occurred only if time allowed for it. Most sessions included some type of light physical experiential activity, designed specifically to give students opportunities to viscerally experience social risk and acceptance. Highlights of

the activities for each week are listed in Table 3.6 on pages 53 through 57. (See Appendix C for curriculum; Appendix D for student handouts).

Table 3.6 – Intervention Program – Highlights Summary

DESCRIPTION	GROUP, SEATING	ACTIVITY	TOOLS & TECHNIQUES
SESSION 1 – Introduction to Dialogue			
* Child Assent Form / Dialogic Principles	Full circle, seated	Read out loud and discuss "Child Assent Form" (see consent / assent process on page 44); introduce basic dialogic principles	6/9 Card
* Listening and Being Heard	Full circle, seated	Going around the circle, each student talks about someone who is important to them, while others practice deep listening	Silence
* Social Risk and Acceptance	Full circle, standing	Students request and receive verbal "Yes" from classmates	"YES" game
SESSION 2 – Personality and Drive - Part 1			
* Recognizing and Appreciating Personal Preferences	Full circle, seated	Each student privately completes their own written survey; volunteers share/discuss their answers with the group	"Personality Self-Survey"
* Reflective Listening and Questioning	Groups of 2, seated	Each student shares with a partner something they like to do a lot; the partner listens and asks clarifying questions	"Straw & Sand" story
* Reflective Listening and Questioning	Full circle, seated	Volunteers practice reflective listening with facilitator	-

Table 3.6 continued on next page

Table 3.6 – Intervention Program – Highlights Summary (continued)

DESCRIPTION	GROUP, SEATING	ACTIVITY	TOOLS & TECHNIQUES
SESSION 3 – Personality and Drive - Part 2			
* Understanding, Discovering, and Appreciating Essence	Groups of 4, seated	Each student shares in a small group what their favorite subjects are and why--i.e. how the subjects make them feel; group members practice deep reflective listening and questioning	Fishbowl (for demonstration only)
* Understanding, Discovering, and Appreciating Essence	Full circle, seated	Volunteers share some of the cool things they have discovered about themselves during the session	-
SESSION 4 – Personality and Drive - Part 3			
* Delving Deeper into Essence	Full circle, seated	Each student privately completes a written feeling's assessment, circling the vocabulary words that best describe how they most like to feel; volunteers share one or two of the items they have circled	"Vocabulary of Feelings" and "Personality Iceberg"
* Delving Deeper into Essence; Practicing Nonjudgmental Thinking	Full circle, seated	Students sit quietly and answer a personally revealing question regarding something they like to do a lot, but that annoys others	Introspection, Silence
* Delving Deeper into Essence; Practicing Nonjudgmental Thinking	Full circle, seated	"Brave" volunteers participate in open group discussion connecting circled feeling words with things they like to do that annoys others	_
* Delving Deeper into Essence	Full circle, seated	Volunteers share "cool" things about the "brave" volunteers and what they shared with the group	_
* Social Risk and Acceptance	Full circle, standing	Students invite peers to connect with them through eye contact and coordinated silly actions	"Zap, Whoosh, Boing" game

Table 3.6 continued on next page

Table 3.6 – Intervention Program – Highlights Summary (continued)

DESCRIPTION	GROUP, SEATING	ACTIVITY	TOOLS & TECHNIQUES
SESSION 5 – Celebrating and Channeling Your Personality			
* Listening and Being Heard - Refresher	Full circle, seated	Going around the circle, each student talks about one thing they do that they can't imagine not doing; others practice deep listening	Silence
* Connecting Essence, Personality and Behavior with Options	Full circle, seated	Students practice full dialogue--sharing, listening, questioning--focusing on what they have learned about themselves and options they have for enhancing their essence	Minimally facilitated full group dialogues
* Practicing Introspection; Blending in Other People's Memories	At home, school break	Students brainstorm, in writing, what they like to do a lot (and why), and they ask longtime family and friends to share memories of the student's early life interests and activities	"On Your Own" assignment
SESSION 6 – Celebrating and Channeling with and for Others			
* Helping Others Connect Personality (essence) and Behavior with Options	Groups of 4, seated	Students use dialogic techniques to help other students find acceptable options for channeling hypothetical "annoying" behaviors	Role Playing / Small Group Dialogue
* Helping Others Connect Personality (essence) and Behavior with Options	Full circle, seated	Debrief small group sessions, focusing on "cool" things that students have learned about their peers and how their peers can express themselves	_

Table 3.6 continued on next page

Table 3.6 – Intervention Program – Highlights Summary (continued)

DESCRIPTION	GROUP, SEATING	ACTIVITY	TOOLS & TECHNIQUES
SESSION 7 – Empathy and Mirror Neurons			
* Social Risk and Acceptance	Full circle, standing	Students take turns jumping into the circle and calling out personal characteristics; students who share a characteristic, jump into the circle and call out, "Me too"	"Me Too" game
* Empathy and Mirror Neurons	Full circle, seated	In their minds only, student pick someone sitting across from them and think of something they could say to that person that would make them feel bad about themselves; after a short silence, students are asked to think of something they could say to that same person that would make them feel good about themselves	Superpower analogy
* Empathy and Mirror Neurons	Full circle, seated	Debrief and explain the purpose of previous exercise, especially as related to mirror neurons, empathy, and human capacity to "know" how to affect others with our words; discuss when and why we choose the words we choose, and how we have the power to make choices that support and build up people	Superpower analogy

Table 3.6 continued on next page

Table 3.6 – Intervention Program – Highlights Summary (continued)

DESCRIPTION	GROUP, SEATING	ACTIVITY	TOOLS & TECHNIQUES
SESSION 8 – Closing Reflections			
* Social Risk and Acceptance	Full circle, standing	Students quickly invite other students to connect with them through direct eye contact and coordinated silly actions	"Zap on Steroids" game
* Social Risk and Acceptance	Full group, wandering, standing	Students self-select their relative location to other students along a continuum, based on their degree of preference for talking and listening	"Human Thermometer"
* Social Risk and Acceptance	Full group, wandering, standing	Based on the results of the continuum, students are split into four groups--super talkers, moderate talkers, moderate listeners, and super listeners	_
* Assessing Dialogue - How has it been and what did we learn?	Four groups of 9 or 10, seated	Students share their experiences with each other and collaborate on a three-item list of what they have learned	Minimally facilitated medium group dialogues
* Reinforcing Social Connections	Four groups of 9 or 10, standing	Everyone grabs the thumb of the person in front of them, creating a tight circle with everyone making eye contact; all together, they push up their thumbs and say to each other, "you're awesome"	"Grab a Thumb" game

Not all sixth grade students felt comfortable participating in the intervention. As noted in Table 3.7, six (6) students (or their parents) declined participation prior to the beginning of the intervention, thus no surveys regarding their behaviors were completed. Two (2) additional students declined during the assent process in session one. One (1) more declined between sessions one and two. And two (2) more students declined before the start of session five. Surveys for these last five (5) students were completed by their teachers along with surveys for the fully participating students.

Table 3.7 – Student participation in intervention program

	Students/Surveys				
	A	**B**	**C**	**D**	**Totals**
Total # of 6th grade students, by homeroom	26	24	24	25	99
# of student surveys completed by homeroom teachers	24	23	22	24	93
# of students declining participation/no survey completed	2	1	2	1	6
% of 6th grade students surveyed by teachers					94%
# of students declining participation prior to Session 1	-2	-1	-2	-1	-6
# of students declining participation during Session 1	0	-2	0	0	-2
# of students declining participation before Session 2	-1	0	0	0	-1
# of students declining participation prior to Session 5	0	-2	0	0	-2
# of students participating in program	23	19	22	24	88
% of 6th grade students participating in program					89%

Source: Data collected from facilitator's session summaries

The delivery structure of the intervention was based on the principles and practices of dialogue. All four (4) student group interventions were led by the researcher, who is a professional facilitator, trained and experienced in dialogue. Throughout the intervention, students learned about, practiced, and developed skills in non-judgmental, non-hierarchical communication.

Data Analysis

The overall effect of the dialogic training/intervention on student behavior was determined by measuring the degree of change between the teachers' observations of student behavior before and after the students participated in the intervention. This was accomplished using two types of surveys—teacher surveys and student surveys.

The purpose of the teacher survey was simply to get a sense of each teacher's overall experience with, and attitude toward, teaching in general, teaching in Philomath, and teaching sixth graders—results of which were not expected to be used in the quantitative analysis. There was, however, a possibility that the teacher surveys would be used for control purposes if the teacher responses to the student surveys varied significantly between teachers. Since no appreciable differences occurred, there was no reason to correlate or analyze the teacher survey data with the student survey data.

Quantitative Data Analysis from Student Surveys

Pre-Test Survey Responses

The student surveys included two sets of questions—Set 1 questions were designed to measure positive behaviors; Set 2 questions were designed to measure negative behaviors. When designing the questions, I had assumed the responses would be mostly 3s and 4s, indicating average levels of behavior for most students (keeping in mind the scale of 1 to 6, with 1 being not at all, and 6 being all the time). A predominance of 3s and 4s in response to Set 1 questions would suggest that most students exhibited the positive behaviors slightly more or less than half of the time. For Set 2 questions, a predominance of 3s and 4s would mean that most students exhibited the negative behaviors slightly more or less than half of the time.

I was, therefore, greatly surprised when I reviewed the pre-test answers for Set 1, as the responses were predominantly 4s and 5s, and had a much higher incidence of 6s than I had expected (see Table 3.8).

Table 3.8 – Set 1 (Pre-Test) – Positive behaviors (number of students)

Q U E S T I O N S (Positive)	GENDER	P R E-T E S T R E S P O N S E S					
		1	2	3	4	5	6
Ability to focus during teacher lectures	F		2	7	15	17	12
	M		6	5	11	11	7
Ability to focus during whole class discussions	F		2	7	16	16	12
	M		3	6	10	13	8
Ability to focus on small group discussions	F		1	3	14	26	9
	M		2	7	13	13	5
Ability to focus during quiet individual time	F		3	2	17	19	12
	M		7	6	10	10	7
Participates in whole class discussions	F		4	13	15	13	8
	M	1	4	6	10	10	9
Participates in small group discussions	F		1	8	14	21	9
	M		3	6	9	14	8
Exhibits confidence and high self-esteem	F		7	15	13	14	4
	M	1	2	10	10	12	5
Exhibits empathy for peers	F			6	22	15	10
	M		2	7	12	18	
Uses positive upbeat language	F			4	23	18	8
	M		1	6	13	16	3
Uses nurturing empowering language	F		1	10	17	12	2
	M		3	7	9	8	1
Interacts comfortably with peers in classroom	F		2	6	19	18	8
	M		2	5	10	15	8
Interacts comfortably with peers informally	F		1	9	9	14	9
	M		2	3	4	13	6

Scale: 1 to 6, with 1 being not at all, and 6 being all the time

But a predominance of 1s and 2s in the pre-test responses for Set 2 was even more surprising, in fact, shocking, as it implied that most of the students rarely, if ever, exhibited the negative behaviors (see Table 3.9 on the next page).

I considered several possibilities for why the survey responses indicated better behavior than I had expected. Perhaps I had not been clear in the survey instructions or

Table 3.9 – Set 2 (Pre-Test) – Negative behaviors (number of students)

Q U E S T I O N S (Negative)	GENDER	P R E-T E S T R E S P O N S E S					
		1	2	3	4	5	6
Disrupts teacher lectures	F	39	12	1	1		
	M	26	9	2	2	1	
Disrupts whole class discussions	F	38	13	2			
	M	25	11	1	2	1	
Disrupts small group discussions	F	33	17	3			
	M	21	13	3	1	2	
Disrupts quiet individual time	F	29	22	2			
	M	19	17	1	1	2	
Lacks confidence, exhibits low self-esteem	F	12	15	12	8	6	
	M	9	12	9	8	1	1
Exhibits lack of empathy for peers	F	28	16	8	1		
	M	23	11	5	1		
Uses negative downbeat language	F	32	19	2			
	M	24	12	3	1		
Uses insensitive and/or degrading language	F	39	14				
	M	29	8	2	1		
Shows discomfort interacting in classroom	F	19	18	6	9	1	
	M	17	14	5		4	
Shows discomfort interacting informally	F	18	8	5	9	2	
	M	16	6	3	1	2	

Scale: 1 to 6, with 1 being not at all, and 6 being all the time

maybe the teachers had been confused by the questions; maybe I had entered the data incorrectly into the database; or perhaps the teachers had been exceptionally generous in their responses. I reexamined the surveys, and I checked the responses against the entered data, and was able to eliminate all of these possibilities.

Hoping to better understand the pre-test responses, as well as the results of study overall, I interviewed Philomath Middle School (PMS) Principal, Steve Bell. He suggested several possible explanations for the better than expected pre-test responses. One suggestion he made was that the teachers had, in fact, been somewhat generous in their pre-test responses. He explained how there is usually a kind of honeymoon phase at the beginning of each school year during which time teachers tend to assume the best in

their students. Another suggestion was that this group of sixth graders really did exhibit better than expected levels of positive social behavior, possibly as a result of their participation in the Second Step Program during elementary school (S. Bell, personal communication, April 11, 2014).

The Second Step program is an SEL-type program taught in schools across the country. At Philomath Elementary School, K-5 students learn the basics of social-emotional learning and self-regulation. As part of this program, the students work on empathy development, emotion management, and problem solving skills (Committee for Children, 2011). Based on the data in Table 3.1 (on page 42), where all but two students attended school in Philomath during fifth grade, it is highly likely that, except for the two students, all of the sixth graders in the intervention had participated in a Second Step program during fifth grade, with many of them having probably participated during previous school years, too.

After interviewing Principal Bell and reviewing the data from a variety of perspectives, I concluded the following as being the most probable causes of the better than expected pre-test responses: 1) the teachers had been slightly generous in their responses; 2) this particular group of PMS sixth graders are better behaved (at least around adults) than average; and 3) the survey's rating scale had been too limiting.

In considering the possibility that Philomath sixth graders are better behaved than most students, looking back at Table 3.2 (on page 44) regarding school discipline, the numbers from the U.S. Department of Education National Center for Education Statistics (2005, 2011, 2013) show that, in fact, PMS students have lower rates of discipline than most other student groups in Oregon. For instance, the discipline rate for PMS during the

2012-2013 school year was 4.5%, while the rate for all middle schools in Oregon was 11.2% and the rate for all Oregon schools was 6.7%. These differences, however, might just be the result of differences in how schools approach discipline. For instance, Principal Bell explained how PMS works directly with students who are exhibiting negative behaviors. Before a student is referred for discipline, they first meet with the PMS full-time counselor, whose job is to help the student identify, understand, and try to resolve issues that may be underlying their negative behaviors (S. Bell, personal communication, April 11, 2014).

While I do not have another group of students to compare with my research group, my own experience with the PMS sixth graders is consistent with the survey responses. In my observations of students during the intervention sessions, most students were highly attentive; there were rarely any disruptions in class; and the students were mostly civil to each other.

As for the possibility that the survey rating scale had been too limiting, this is not to say that I believe the pre-test results would have been substantially different had an expanded rating scale of say 1 to 10 been used, but I do believe the scale of 1 to 6, by not providing sufficient choice within the extremes, encouraged more selections of scores at or near the extremes. In other words, had the scale been 1 to 10, the teachers might have been less inclined to rate their students' behaviors at the extremes of 1 or 10 (1 for negatively-stated questions; 10 for positively-stated questions).

This is also not to say that the pre-test responses, which are based on a 1 to 6 scale, are necessarily inaccurate. They may, in fact, be accurate. The problem I have with these better than expected pre-test results, for research purposes, is that they leave

me little to no room for measuring improvements when compared later with post-test responses. Specifically, for students with a pre-test response at the extreme (1 or 6), only declines in behavior will be measured. Let me explain:

Consider those students whose teachers have assigned a pre-test score of 6 on a Set 1 question—only those students whose post-test behaviors are scored lower (5 or lower) will show a change (for the worse), while the students whose behaviors may have improved will show no change as they are already at the highest value of 6. Likewise, for students assigned a 1 on a Set 2 question, only the students whose post-test behaviors are scored as 2 or higher will show a change (for the worse), while the students exhibiting post-test decreases in negative behaviors will show no change, as they are already at the lowest value of 1.

Fine-Tuning the Data

Not all of the questions were designed to measure the effect of dialogic training on bullying and inter-student cooperation. Since that was the purpose of the research, only those questions designed to measure effect are included in the analyses—i.e. confidence, self-esteem, empathy, language, and comfort in the classroom.

To ensure consistency within the data and to maintain integrity in the analyses, several other questions were also eliminated. Specifically, questions relating to the use of nurturing or insensitive language have been removed because one of the teachers was not comfortable evaluating students in this area. The questions related to comfort in informal settings were also removed because the sixth grade teachers did not regularly observe students outside of the classroom.

Calculating Change Values

Determining how much change from pre-test to post-test actually represents a significant change is difficult, especially in light of the issues I have already discussed regarding the higher than expected pre-test responses. In looking at the change values, the results show that the majority of students (on all questions) have a change value of zero, indicating no measurable change in observed behavior (Tables 3.10 & 3.11).

Table 3.10– Change values for positive behaviors (number of students)

Q U E S T I O N S (Positive)	GENDER	C H A N G E (- Decline, + Improve)						
		-3	-2	-1	0	1	2	3
Exhibits confidence and high self-esteem	F/M		3	22	42	25	1	
Exhibits empathy for peers	F/M		7	21	45	19	1	
Uses positive upbeat language	F/M	1	7	21	48	15	1	
Interacts comfortably with peers in classroom	F/M		13	20	45	14	1	

Table 3.11– Change values for negative behaviors (number of students)

Q U E S T I O N S (Negative)	GENDER	C H A N G E (- Decline, + Improve)						
		-3	-2	-1	0	1	2	3
Lacks confidence, exhibits low self-esteem	F/M		7	26	44	11	4	1
Exhibits lack of empathy for peers	F/M		14	26	48	4	1	
Uses negative downbeat language	F/M		10	29	48	6		
Shows discomfort interacting in classroom	F/M	1	12	25	47	7	1	

In trying to decide the significance, if any, of a change value of +1 or -1, I combined the answers into two groups to see what the data looked like in the aggregate. Specifically, 1s, 2s, and 3s were placed into a single category; 4s, 5s, and 6s were put into another category. I was curious to see if aggregating the data before calculating the change values would provide new or different information. The result was that there was no perceptible difference between the aggregated and un-aggregated data.

Aggregating the data did, however, make it easier to see pre-test and post-test values and to more quickly evaluate change values (Tables 3.12 and 3.13). For instance, looking at the first category in Table 3.12 on confidence, it can quickly be determined that confidence levels for six girls increased, while there was no change for the boys. All of these results will be translated into percentages and discussed in the findings.

Table 3.12–Aggregated values for positive questions (number of students)

Q U E S T I O N S (Positive)	GENDER	PRE-TEST		POST-TEST		CHANGE	
		R E S P O N S E S				I/(D)	
		1,2,3	4,5,6	1,2,3	4,5,6	1,2,3	4,5,6
Exhibits confidence and high self-esteem	F	22	31	16	37	-6	6
	M	13	27	13	27	0	0
Exhibits empathy for peers	F	6	47	12	41	6	-6
	M	9	30	12	27	3	-3
Uses positive upbeat language	F	4	49	11	42	7	-7
	M	7	32	11	28	4	-4
Interacts comfortably with peers in classroom	F	8	45	15	38	7	-7
	M	7	33	12	28	5	-5

Table 3.13–Aggregated values for negative questions (number of students)

Q U E S T I O N S (Negative)	GENDER	PRE-TEST		POST-TEST		CHANGE	
		R E S P O N S E S				I/(D)	
		1,2,3	4,5,6	1,2,3	4,5,6	1,2,3	4,5,6
Lacks confidence, exhibits low self-esteem	F	39	14	38	15	1	-1
	M	30	10	30	10	0	0
Exhibits lack of empathy for peers	F	52	1	50	3	2	-2
	M	39	1	34	6	5	-5
Uses negative downbeat language	F	53	0	50	3	3	-3
	M	39	1	37	3	2	-2
Shows discomfort interacting in classroom	F	43	10	36	17	7	-7
	M	36	4	32	8	4	-4

Qualitative Data Analysis – Facilitator Session Summaries

The most important part of any dialogic process is ensuring that participants maintain a sense of safety and comfort throughout the process. This is not to say that no one ever feels uncomfortable. In fact, the nature of dialogue is for people to take risks in

what they talk about and with whom, but the process should always keep them safe. To ensure students' safety and comfort during the intervention, I watched for signs of distress, made immediate changes when needed, and later wrote down what had happened. I also monitored and wrote down my observations of student participation (verbal and non-verbal), attentiveness, and body language.

Out of a total of thirty sessions, there were only two sessions where I felt that a truly safe and nurturing environment had not been maintained. The first time was the result of my over-correcting students' verbal responses. Halfway through the session, I adjusted my approach, but it was too late—an unsafe situation had already occurred and there wasn't enough time to get it back to feeling safe. This had been the first time presenting Session 2, so I was able to learn from my mistake and not repeat it in the following three sessions.

While the first unsafe occurrence had been a case of my creating a safe environment, but not maintaining it, the second occurrence was a case of my not being able to create a safe environment in the first place, and not being able to figure out what was getting in the way.

Limitations

Conducting research in a K-12 school with K-12 students automatically comes with three basic conditions:

1. Any program offered to a specifically identified group of students in a K-12 school must be offered equally to all students within that identified group.
2. Any program brought into a K-12 school must have an established curriculum and a clearly articulated lesson plan.

3. The research must first be approved for human subjects research by IRB; to receive this approval, a clear and precise research protocol must be developed and followed throughout the research.

The first condition—equal offering to all students—makes it difficult, but not impossible, to establish a control group. However, since time and resources were limited for this project, I did not attempt to design or get approval for a research protocol that would meet both the school's need for equity and the study's need for a control group.

Not having a control group has made it impossible to identify the cause and effect of any behavioral change, as there are so many other variables that could have influenced the change. For instance, with adolescents, there are a multitude of factors—puberty and physical growth; self-esteem and identity development; friends and peer issues; family dynamics—that could and most likely did affect, in part or in whole, any noticeable behavioral change. Starting at the age of 10 and continuing to as late as the age of 22, adolescents experience incredible levels of "biological, cognitive, and socio-emotional changes that range from the development of sexual functions to abstract thinking processes to independence" (Santrock, 2005). For sixth graders, adolescence can be especially challenging, as biological changes are occurring at the same time as other major changes, such as moving from elementary school to middle school.

While not having a control group makes it difficult to analyze the data, conditions 2 and 3 (as listed above), by being in direct opposition to the practice of dialogue, may have, in fact, negated the entire premise of the research, as what the students learned was not a true dialogic process. Specifically, conditions 2 and 3 required that I have a pre-determined and closely followed plan. Dialogue, while being precise in process, is

extremely fluid in content. Topics discussed in dialogue grow organically from the participants through the conversation. At the beginning of dialogue, the facilitator plays a primary role in teaching the principles and processes of dialogue, but as the participants move from 'learning to dialogue' to 'doing dialogue,' which includes determining their own topics, the facilitator shifts into a minor facilitative role.

Needless to say, because the intervention included a clear and precise curriculum as part of the research protocol, which I was required to follow, the students were never free to determine content and I was never able to fully fade into the shadows. In short, the students learned about the principles of dialogue, but they only learned part of the practice of dialogue.

The final limiting factor of this research, as is true with any research, was time. The intervention lasted only eight weeks. While the students had had time to experience many of the principles of dialogue—i.e., being heard without judgment, feeling safe, helping others build self-esteem—they were just beginning to grasp the techniques—silence, introspection, experiential learning, storytelling, reflection listening, etc.—that would allow them to practice dialogue on their own and eventually make it a regular part of their lives.

CHAPTER IV

FINDINGS / RESULTS

Survey Results

The effect of the PDPSC program, as reflected in the student survey, was generally negative, with one exception—there was a significant increase in confidence and self-esteem in girls. In Table 4.1, for positively stated questions, the pre-test results showed that 58.5% of girls exhibited greater than average levels of confidence and self-esteem, while 67.5% of boys exhibited above average levels. The post-test results

Table 4.1 – Overview of teacher responses on student surveys

		PRE-TEST Responses		POST-TEST Responses			
Question	**F/M**	**1,2,3**	**4,5,6**	**1,2,3**	**4,5,6**	**Change**	**Trend**
Exhibits confidence and high self-esteem	F	41.5%	58.5%	30.2%	69.8%	11.3%	I
Lacks confidence, exhibits low self-esteem	F	73.6%	26.4%	71.7%	28.3%	-1.9%	D
Exhibits confidence and high self-esteem	M	32.4%	67.5%	32.4%	67.5%	0.0%	N/C
Lacks confidence, exhibits low self-esteem	M	75.1%	25.1%	75.0%	25.0%	0.1%	N/C
Exhibits empathy for peers	F	11.3%	88.7%	22.6%	77.4%	-11.3%	D
Exhibits lack of empathy for peers	F	98.1%	1.9%	94.3%	5.7%	-3.8%	D
Exhibits empathy for peers	M	22.6%	75.1%	30.0%	67.5%	-7.6%	D
Exhibits lack of empathy for peers	M	97.4%	2.5%	85.0%	15.0%	-12.5%	D
Uses positive upbeat language	F	7.5%	92.5%	20.8%	79.2%	-13.2%	D
Uses negative downbeat language	F	100.0%	0.0%	94.3%	5.7%	-5.7%	D
Uses positive upbeat language	M	17.6%	80.1%	27.5%	70.0%	-10.1%	D
Uses negative downbeat language	M	97.4%	2.5%	92.4%	7.5%	-5.0%	D
Interacts comfortably with peers in classroom	F	15.1%	84.9%	28.3%	71.7%	-13.2%	D
Shows discomfort interacting in classroom	F	81.1%	18.9%	67.9%	32.1%	-13.2%	D
Interacts comfortably with peers in classroom	M	17.4%	82.5%	30.0%	70.0%	-12.5%	D
Shows discomfort interacting in classroom	M	90.1%	10.1%	80.0%	20.0%	-9.9%	D

Trend: I = Improvement in desired behavior; D = Decline in desired behavior

showed no change for the boys; for the girls, the percentage increased by 11.3% to 69.8%. For the negatively stated questions, the results for confidence and self-esteem were more moderate. Pre-test results show 25.1% of boys exhibiting a lack of confidence and/or low self-esteem, with virtually no change (25%) on the post-test. The girls, who had a pre-test score of 26.4%, scored 28.3% on the post-test, resulting in a 1.9% increase in girls exhibiting a lack of confidence and/or low self-esteem.

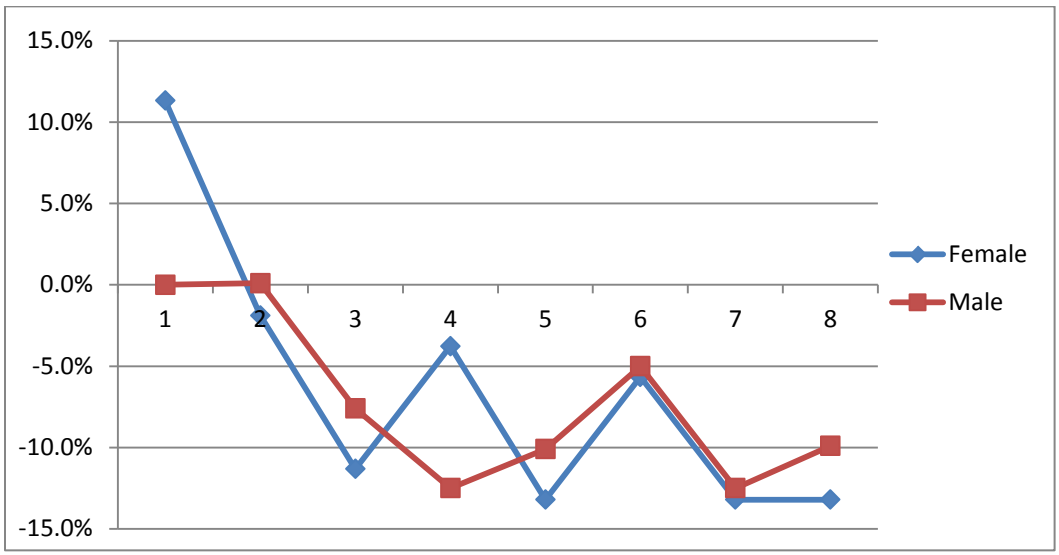
Confidence/self-esteem is the only category that showed both positive and neutral results. All other categories showed moderate or significant declines. While the data depicting these results is in Table 4.1, a more accessible view of the results are shown on Figure 4.1 (on page 72), which is a graphical depiction of change values by gender for each of the four categories—confidence/self-esteem, empathy, language, and comfort.

On Figure 4.1, points 1 and 2 represent confidence/self-esteem, results of which I've already explained. Points 3 and 4, representing empathy, show a fairly substantial decline, especially for girls exhibiting empathy for peers and boys exhibiting a lack of empathy for peers. Simply translated, the results show that 11.3% of girls are now less likely to show empathy, while 12.5% of boys are now more likely to demonstrate a lack of empathy. Points 5 and 6, depicting changes in the use of positive and negative language, indicate that both girls and boys are, after the intervention, less inclined to use positive upbeat language when speaking with their peers (13.2% for girls; 10.1% for boys), and more likely to use negative downbeat language (5.7% for girls; 5% for boys).

The most dramatic decline, which affects both boys and girls, is in comfort with peers in the classroom. This decline is depicted by points 7 and 8, which show that

13.2% of girls are more uncomfortable now interacting with peers in the classroom than they were before the intervention, while 12.5% boys are now more uncomfortable.

Figure 4.1 – Change Values by Gender



Point	Question	Female	Male
1	Exhibits confidence and high self-esteem	11.3%	0.0%
2	Lacks confidence, exhibits low self-esteem	-1.9%	0.1%
3	Exhibits empathy for peers	-11.3%	-7.6%
4	Exhibits lack of empathy for peers	-3.8%	-12.5%
5	Uses positive upbeat language	-13.2%	-10.1%
6	Uses negative downbeat language	-5.7%	-5.0%
7	Interacts comfortably with peers in classroom	-13.2%	-12.5%
8	Shows discomfort interacting in classroom	-13.2%	-9.9%

These change values are also depicted in Figures 4.2, 4.3, 4.4, and 4.5 (on page 73), which show the percentage of observed behaviors at both the point of the pre-test and the point of the post-test. For example, in Figure 4.3, roughly 19% of girls exhibited discomfort when interacting with peers in the classroom at the time of the pre-test. This

number jumped to 32% on the post-test. For boys, Figure 4.5 shows this number went from 10% to 20%. In other words, there had already been a fairly high percentage of

Figure 4.2 - Pre- Post- Comparison, Girls, Positively-Framed Questions

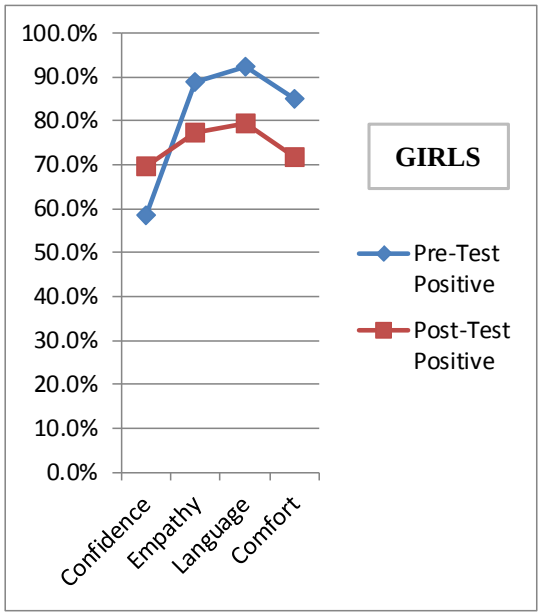


Figure 4.4 - Pre- Post- Comparison, Boys, Positively-Framed Questions

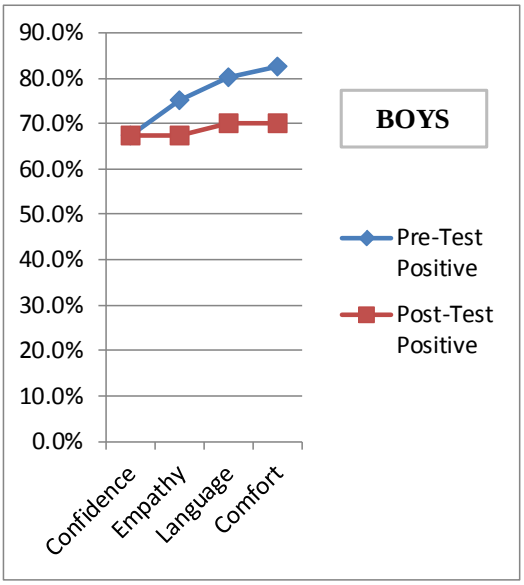


Figure 4.3 - Pre- Post- Comparison, Girls, Negatively-Framed Questions

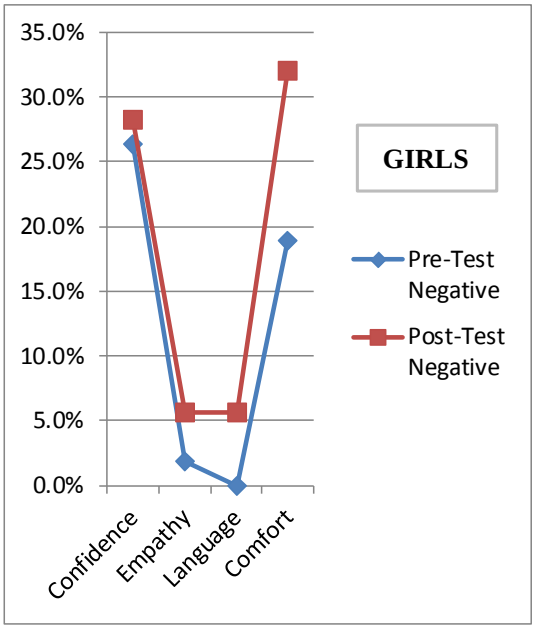
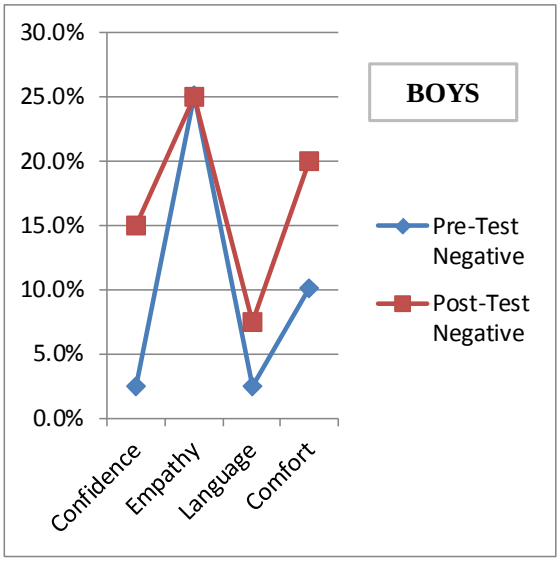


Figure 4.5 - Pre- Post- Comparison, Boys, Negatively-Framed Questions



students who felt discomfort in the classroom before the intervention. After the intervention, whether as a result of the intervention or the result of some other factor, the levels of discomfort for both boys and girls almost doubled.

Regarding empathy, Figure 4.5 shows that, at the time of the pre-test, 25% of boys were observed as having above average lack of empathy and that after the intervention, this had not changed. Girls, on the other hand, came into the intervention exhibiting fairly low levels (1.9%) of lack of empathy, which went up after the intervention to 5.7% (Figure 4.3). The girls' use of negative language changed along the same lines as empathy—during the pre-test, 0% of girls were observed using negative language; in the post-test, this number rose to 5.7% (Figure 4.3).

How accurate this last result is—100% of girls never using negative language—is highly suspect, but it does help illustrate my point regarding the difficulty of working with pre-test scores that are at the extremes. There is no room for improvement—i.e. these girls are already perfect—so only declines in their behavior can be measured.

CHAPTER V

DISCUSSION AND CONCLUSION

Discussion

The initial results of the study were surprising and disappointing. I had hoped that the intervention program, Personality Discovery and Positive Social Channeling (PDPSC), combined with training in the principles and practices of dialogue, would result in improvements to positive behaviors—behaviors that I had predicted would be strong indicators of positive inter-student relations and cooperation—confidence, self-esteem, empathy, positive language, and comfort in the classroom environment.

After extensive reading of the literature on aggressive behavior in youth, I discovered at least one part of my premise was completely wrong. Specifically, current and past research shows a strong positive correlation between high levels of confidence/self-esteem and high incidences of bullying behavior (Juvonen & Graham, 2014; Olweus, 1978). In other words, while I had expected increases in confidence/self-esteem to accompany increases in cooperative behavior, I should have expected the opposite. The results of my study corroborates the previous findings by showing a significant increase (13.2%) in confidence/self-esteem for girls, while also showing substantial decreases in empathy (13.2%) and the use of positive language (13.2%).

This is not to say that any of these changes were the result of the intervention. In fact, there is strong evidence to the contrary. In my post-study interview with PMS Principal, Steve Bell, he confirmed that he had, in fact, observed increased confidence and self-esteem in many of the sixth grade girls. But he also clarified that he sees these

changes every year in every sixth grade class. He explained how, historically, many middle school girls show strong inclinations toward school leadership. In fact, in his experience, the girls always seem to be much more interested than the boys in participating in school government (S. Bell, personal communication, April 11, 2014).

But perhaps the strongest evidence that the intervention had no appreciable influence on the students is in the statistics, as previously discussed in this paper. Sixth grade is when adolescents become more aggressive and when incidences of bullying increase. And while statistically, we won't know until the end of the school year if bullying did or did not decrease, we won't ever know what, if any, was the result of the intervention.

But the real concern for me is whether or not the integrity of the study was compromised from the very beginning. Dialogue is a non-hierarchical process for a very important reason—everyone has a need for autonomy and self-determination. This need cannot be met in an environment where anyone is being dominated. So for me to come in with a top-down, this-is-what-you-are-going-to-learn-today approach, I basically negated the process from the very start, which means the students never really had the opportunity to experience the true essence of dialogue.

Further Research

The correlation between confidence/self-esteem and bullying in youth is pragmatically and philosophically a problem for me. I believe that it is important for young people to have a good sense of themselves, but not at the cost of other youth being victimized. I would be interested in seeing research done on the correlation between

confidence/self-esteem and bullying in non-hierarchical environments. I believe there is a strong correlation between dominant structures and aggressive behaviors. However, I find it hard to imagine any place absent a hierarchical structure where this research could be conducted.

As for the PDPSC program, I would like to split it into two programs—one focused on developing the skills of dialogue; the other focused on personal and relational growth. Specifically, a major concern for some students during dialogue was being asked to share personal information in a large group. These students' hesitancy sometimes got in the way of their ability to practice the skills of dialogue. I hope to resolve this by continuing to practice dialogue in large groups, but with less personal topics, so that the focus can be on building dialogue skills. For those students who are also interested in personal and relational growth, the groups will be small—no more than six students. And while we will still use the principles and practices of dialogue as our guide, the emphasis will be on growth rather than on skill development.

Conclusion

While there is no direct evidence that the results of my study translate into real aggression and/or bullying, or that any of the participating students actually benefited from the intervention, I still feel that the experience was worthwhile—for me, for the students, and for the knowledge base. My results directly contribute to the theoretical research being done regarding the relationship between increases in confidence/self-esteem and increases in aggression (as measured by decreases in positive behaviors). Therefore, I will consider the study a success.

APPENDIX A

CONSENT AND ASSENT FORMS

University of Oregon School of Law – CRES Program
Informed Consent for Participation as a Subject in
"The Effect of Dialogic Processes and Practices on Bullying
and Inter-Student Cooperation between Sixth Grade Students
Investigator: Wendy Kincade
Type of Consent: *Adults–Sixth Grade Teachers*

Introduction

- You are being asked to participate in a research study that involves observations of the behaviors of sixth grade students.
- You were selected as a possible participant because you are a teacher of sixth grade students and have frequent opportunities to observe student behaviors.
- Please read this form carefully and ask all questions you have before agreeing to be in the study.

Purpose of Study:

- The purpose of this study is determine if principles and practices of dialogue can be effective in reducing bullying and increasing inter-student cooperation between sixth grade students.
- Participants in this study will be from Philomath Middle School in Philomath, Oregon. The total number of subjects will be four (4) teachers and one hundred (100) sixth grade students.
- Please note that the responsible investigator and all those supporting the investigator in this research project have no financial interest in the process or the outcomes.
- There is a possibility that the tools and techniques used during the intervention stage of this research may be used and or further developed for additional interventions in the future.

Description of the Study Procedures:

- If you agree to be in this study, you will be asked to complete pre- and post-test surveys for yourself and for each of your 2013-2014 sixth grade students.
- All surveys can be completed at the location of your choosing as long as the location provides you with the ability to protect your identity and the identities of the students whose observed behaviors you are recording.
- The pre-test surveys must be completed between October 7, 2013 and October 14, 2013, and delivered to Principal Steve Bell in a single nondescript sealed envelope (provided by the researcher) no later than 8:00 AM on October 14, 2013.
- The post-test surveys must be completed between January 20, 2014 and January 27, 2014, and delivered to Principal Steve Bell in a single nondescript sealed envelope (provided by the researcher) no later than 5:00 PM on January 27, 2014.

- The Teacher Survey consists of ten short-answer questions about your experience as a school teacher and your opportunities to observe student behaviors during structured and unstructured time in the classroom, and in informal school settings (i.e. playground, cafeteria). The time estimated to complete one Teacher Survey is ten minutes.
- The Student Survey consists of twenty-five short-answer questions. The first three questions are related to student demographics (age, gender, time in school district). The remaining twenty-two questions are about your observations of individual student behavior in the classroom and in informal school settings. The time estimated to complete one Student Survey is twenty minutes.
- The total time estimated for you to complete all pre-and post-test surveys is eighteen hours (nine hours for the pre-test surveys and nine hours for the post-test surveys).
- In addition to completing the surveys, you will be asked to provide one open homeroom period per week for eight weeks (between October 21, 2013 and December 20, 2013, excepting the week of Thanksgiving). During these open periods, the primary investigator will visit your classroom and deliver an intervention program to your students.
- During the delivery of the intervention program, you will be encouraged to stay and observe.
- The week before the first scheduled conversation, you will be required to hand out to your students, a parent/guardian consent notice (provided by the researcher) that the students will need to take home that day. You will also be responsible for reviewing and storing in a confidential space any signed forms returned to you by your students.
- Your TOTAL participation in this research would consist of: 1) approximately nine hours during the third week of October 2013 to complete the pre-test surveys; 2) one hour per week for eight weeks for the intervention program; and 3) roughly nine additional hours during the fourth week of January 2014 to complete the post-surveys.

Confidentiality:

- You will be responsible for assigning confidential unique numbers to each student and placing these numbers on the individual surveys. You will also be responsible for ensuring that no one except yourself ever knows which numbers identify which students.
- After completing the post-test surveys, you will be responsible for ensuring that the numbering system you created for matching the students' pre- and post-test surveys is eliminated, and that there is no way for anyone to ever trace the numbers back to the individual students.

- You will be responsible for the privacy of all completed or partially-completed survey documents until they have been placed and sealed by you in a single envelope and delivered by you to Principal Steve Bell. All information provided by you on the survey documents regarding student behaviors must remain confidential.
- No copies of the completed surveys will be created by anyone at any time.
- All individual records produced during this study will be kept private at all times. No information on any published or unpublished report will include anything that could make it possible to identify any of the participants.
- All research records held in the possession of the researcher will be kept in a locked file, and all access to the records will be limited to the researcher.
- All electronic information created by the researcher through the recoding of the survey documents will be coded and secured using a password protected file.
- Once the survey data has been recorded by the researcher for analysis, all survey documents will be shredded.

Risks/Discomforts of Being in the Study:

- The risk to you for participating in this research should be minimal. Your identity will not be disclosed and all identifying information about you will be kept separate from the data. Plus, once the data has been recorded for analysis, all survey documents will be shredded.
- You may experience some level of discomfort due to the following:
    - Creating, maintaining, and eventually eliminating a temporary confidential numbering system – You may find this task quite onerous.
    - Completing the pre- and post-test surveys – You could experience stress when trying to fit these tasks into an already busy schedule.
    - You may feel discomfort at being asked to make judgments about your students' behaviors; you may even experience a sense of disloyalty.
    - You may find that observing specific student behavior distracts you from your normal teaching routine.
    - Finally, from a long-term perspective, you may find it difficult to not ever be able to disclose any of the confidential elements of the research.

Benefits of Being in the Study:

- Upon completion of the thesis paper in the summer of 2014, you will be e-mailed an electronic copy. The paper will include a detailed explanation of the research and provide you with useful information about the findings.
- If the research results turn out to be positive—specifically that dialogic processes do, in fact, reduce bullying and increase inter-student cooperation—you will have evidence- based justification for using dialogue techniques in your classroom.

- And even if the results are negative or neutral, you will have had the opportunity to observe the dialogic process—a method that you may find useful in other situations.

Payments and Costs:

- You will receive no payments, reimbursements, or financial benefit of any kind for your participation in this study.
- There will be no cost to you for your participation in this research study.

Voluntary Participation/Withdrawal:

- Your participation is voluntary. If you choose not to participate, it will not affect your current or future relations with the researcher or the University of Oregon.
- You are free to withdraw at any time, for whatever reason.
- There is no penalty for not taking part or for stopping your participation.
- You will be provided with any significant new findings that develop during the course of the research that may make you decide that you want to stop participating.

Dismissal from the Study:

- The researcher may withdraw you from the study at any time for the following reasons: (1) withdrawal is deemed to be in your best interest, (2) you have failed to comply with the study requirements, or (3) the researcher decides to terminate the study.

About the Researcher:

- Wendy Kincade is a graduate student at the University of Oregon in the Conflict and Dispute Resolution Master's Program.
- She is a professional business and life coach with eight years of experience coaching and conducting dialogue in and around the Philomath area.
- As a Rotarian and community volunteer, she interacts with youth of all ages, supporting and encouraging them to participate in a variety of Rotary and other youth activities.

Contacts and Questions:

- For questions or information concerning this research, you may contact the researcher,
  Wendy Kincade, at: (541) 829-3887, or her faculty thesis advisor, Professor Jeffrey Sprague, at: (541) 914-0960.
- If you have any questions or concerns about your rights as a research subject, you may contact: Research Compliance Services, University of Oregon at: (541) 346-2510 or at: researchcompliance@uoregon.edu. Research Compliance Services oversees the review of research in order to protect the rights of human subjects being researched, and is not involved in this study.

Copy of Consent Form:

- You will be given a copy of this form to keep for your records and future reference.

Statement of Consent:

- I have read the contents of this consent form and have been encouraged to ask questions.
- I have received answers to my questions. I give my consent to participate in this study.
- I have received (or will receive) a copy of this form.

_____

Study Participant (Print Name)

_____

Participant's Signature **Date**

University of Oregon

Parent/Guardian Consent for Child Participation in a Research Study

Your child is invited to participate in a research study that will be conducted by me, Wendy Kincade, a graduate student in the Conflict and Dispute Resolution Master's Program at the University of Oregon. Through this research, I hope to learn about the effects of dialogue (definition to follow) on reducing bullying and increasing cooperation between sixth grade students at Philomath Middle School. The results of this research will also contribute to a thesis paper that I will be writing as part of the university's requirement for my completing a master's degree.

Your child was selected as a possible participant in this study because he/she is currently a sixth grade student at Philomath Middle School. If your child participates in the study they will be asked to participate in eight group conversations with their homeroom classmates, one class period per week for eight weeks, during homeroom period. There is no penalty if your child does not participate in the study or if they decide to stop participating in the middle of the study. Children not participating in the study will be provided with an alternate activity in the school library.

Dialogue, as a specific type of conversation, has several characteristics: 1) groups are generally 20 to 30 participants in size; 2) ground rules for a safe, open, honest, non-judgmental conversation are established and maintained by a trained facilitator; 3) participants are encouraged to take turns sharing their thoughts out loud and to listen deeply when others are sharing their thoughts; 4) participants always have the choice NOT to speak. I have included on the assent form that your child will be asked to sign on the first day, a brief explanation of the activities they will be asked to participate in as part of this study (sample attached). At no time will I record or write down anything your child says.

In addition to being a graduate student, I am also a professional business and life coach. I have been coaching and conducting dialogue with adults and high school students in Philomath and the Willamette Valley for the past eight years. As a community volunteer, I interact with youth of all ages, and as a Rotarian, I work with and support young people from all over Oregon, encouraging them to participate in a variety of Rotary youth activities.

There is no cost to you or your child for participating in the research study. This research presents an opportunity to further the understanding, prevention, and alleviation of a serious problem—school bullying—that affects the health and welfare of children. However, I cannot guarantee that you or your child will personally receive any benefit from this research. There is also a possibility that the tools and techniques used during the intervention stage of this research may be used and or further developed for additional interventions in the future.

Any information that is obtained in connection with this study that can be identified with your child will remain confidential at all times. As a part of this research, your child's teacher will complete two surveys on each student, one before and one after the eight weeks of conversation. The surveys will include the teachers' ratings of their observations of a variety of student behaviors—i.e., the ability to focus; exhibiting confidence; speaking and interacting with peers. The survey items will be rated from 1 to 6, with 1 being 'not at all' and 6 being 'all the time.'

The results of the surveys will help me measure changes, if any, in student behavior, as a result of their participating in dialogue. Your child's identity will be kept confidential using the following method: each teacher will assign a unique number to each child in their home room; this is the only identifying information that will be placed on the survey forms and will be used only to match each student's before and after surveys. Once I have recorded all of the survey values, I will destroy the surveys, and the teachers will destroy their lists of the unique numbers.

Your child's participation is voluntary. Your decision whether or not to let your child participate will not affect your relationship with the Philomath Middle School. If you allow your child to participate, you are free to withdraw your consent and discontinue your child's participation at any time, without penalty.

If you have questions or need additional information concerning this research, please contact me at: Wendy Kincade (541) 829-3887 Cell

If you have questions that I am not able to answer or if you need more information about me and my research, please contact my faculty thesis advisor, Professor Jeffrey Sprague, at: (541) 914-0960

If you have questions that I am unable to answer about your child's rights as a research subject, please contact: Research Compliance Services at the University of Oregon at: (541) 346-2510 or at: researchcompliance@uoregon.edu. Research Compliance Services oversees the review of research in order to protect the rights of human subjects being researched, and is not involved in this study.

The student dialogue part of the research is expected to start on or about Monday, October 21, 2013, and is expected to be completed on or about Thursday, December 20, 2013. If you are okay with your child participating in this research, no additional action is required. If you DO NOT want your child participating, please indicate below by checking the "NO" box and signing the form. Return the signed form to the school no later than 8:00 AM on Monday, October 21, 2013.

D E T A C H   F O R M

- -

☐ NO, I do not want my child to participate in this research study

Student's Name ____

Parent or Guardian's Name ____

Parent or Guardian's Signature ____

Date Signed: ________________________

Note: To protect you and your child's privacy, your child's teacher will keep this signed form in a locked container and will shred it after the project is complete.

University of Oregon

Child Assent for Participation in a Research Study

Student Permission Form for Sixth Graders

My name is Wendy Kincade. I am doing a project with sixth grade students to help them learn about what is most important to each of them. The project is also about helping sixth graders find good ways to be happy with themselves and to learn ways they can help their classmates find ways to be happy with themselves too. I hope you will choose to participate in this project.

For the project, I will lead eight conversations, one per week for eight weeks, during your homeroom period. You will be encouraged to speak out loud in class, answer questions, and share information about yourself. **You will always have the choice to NOT speak.** You will also be encouraged to listen carefully and respectfully to what your classmates say, and they will be encouraged to listen carefully and respectfully to what you say.

We will use a conversation style called dialogue. The most important thing about dialogue is that no one gets to decide whether or not something that someone says is good or bad, right or wrong, fact or fiction. Because everyone will be asked to agree to speak honestly and openly, anything that is said will be accepted as truth for the person who said it.

Some of things we will talk about include: what kind of things do you like to do and why do you like to do them; how do you prefer to interact with other people and how do those interactions make you feel; what are you really good at and what are some of the best things about you; what are your classmates good at and what are some of the best things about them?

Nothing you say during these conversations will ever be recorded or written down by me. And while no one can promise you that your classmates will keep what you say private, your teacher and I will encourage everyone to respect others' privacy. Sometimes talking about your self can be uncomfortable. This is normal. However, if during or after a conversation, you feel extra uncomfortable, please talk to your teacher or school counselor right away about what you are feeling.

Participation in this program is <u>completely voluntary</u>. It is okay if you do not participate. If you choose not to participate, you will be excused and will spend the class period in the school library involved in an alternate activity.

If you have any questions or concerns, if there is anything on this form you do not understand, or if you aren't sure what will be expected of you, please speak up now, so we can talk about it.

If you would like to be part of this project, please write and sign your name below. **At any time**, if you change your mind and no longer want to participate, it's okay. Just let your teacher or me know that you wish to be excused and you will be taken to the library.

Student's Name _____

Student's Signature _____

Note: To protect your privacy, your teacher will keep your signed form in a locked container and will shred it after the project is complete.

APPENDIX B

SURVEY INSTRUMENTS

TEACHER SURVEY – CLASS OVERVIEW

Teacher's Unique ID #: (Circle One) 1 2 3 4

1. How many **years** of experience do you have working as an elementary school teacher? _____ 1

2. How many **years** of experience do you have teaching in 6th grade classrooms? _____ 2

3. On average, how many **hours per week** do you observe and/or interact with your current 6th grade students in a classroom setting? _____ 3

4. On average, how many **hours per week** do you observe your current 6th grade students in an informal school setting (playground, cafeteria, etc.)? _____ 4

5. On average, how many **hours per week**, in a classroom setting, are the students involved in structured teacher to student(s) interaction? _____ 5

6. On average, how many **hours per week**, in a classroom setting, are the students involved in unstructured student-to-student interactions and individual activities? _____ 6

7. On average, how many **times per week** do you observe disruptive interactions between two or more students? _____ 7a

   7b. During structured time? _____ 7c. During unstructured time? _____

8. On average, how many **times per week** do you observe 6th grade students helping their peers with schoolwork or personal issues? _____ 8

9. On average, how many **times per week** do you observe 6th graders saying or doing something that has resulted in another student feeling bad about themselves? _____ 9

10. On a scale of 1 to 6, with 1 being not good at all and 6 being extremely well, what have you observed to be the overall level of cooperation between students in your classroom? _____ 10

STUDENT SURVEY – INDIVIDUAL STUDENTS

Instructions: Please complete a separate survey for each 6th grade student in your class. On the survey, please do NOT include the student's name. Instead, please provide a unique identification number for each student—one that will NOT connect the survey to the student or their school records now or in the future. This unique number will only be used for purposes of matching the pre- and post-test surveys during the analysis phase and will be discarded once the survey data has been recorded. Thank you.

Student's Unique ID #: _____

1. In months, what is the student's age? _____ 1
2. What is the student's gender? _____ 2
3. Prior to this school year, how many years did the student attend school in the Philomath School District? _____ 3

4. On a scale of 1 to 6, with 1 being not at all and 6 being all the time, please rate your observation of the student's behavior during an average school week: **Scale 1-6**

   a. Ability to stay focused during teacher lectures _____ 4a
   b. Ability to stay focused during whole class discussions _____ 4b
   c. Ability to stay focused during small group discussions _____ 4c
   d. Ability to stay focused during quiet individual time _____ 4d
   e. Participates during whole class discussions _____ 4e
   f. Participates during small group discussions _____ 4f
   g. Exhibits confidence and high self-esteem _____ 4g
   h. Exhibits empathy for others when interacting with peers _____ 4h
   i. Uses language that is positive and upbeat when speaking with peers _____ 4i
   j. Uses language that is nurturing and empowering when speaking with peers _____ 4j
   k. Interacts comfortably with peers in a classroom setting _____ 4k
   l. Interacts comfortably with peers in informal school settings _____ 4l
      (i.e. playground, cafeteria, etc.)

STUDENT SURVEY – INDIVIDUAL STUDENTS

Student's Unique ID #: _____

5.	On a scale of 1 to 6, with 1 being not at all and 6 being all the time, on average, how often have you observed the student doing the following?	**Scale 1-6**
a.	Disrupting teacher lectures	_____ 5a
b.	Disrupting whole class discussions	_____ 5b
c.	Disrupting small group discussions	_____ 5c
d.	Disrupting quiet individual time	_____ 5d
e.	Exhibiting a lack of confidence and/or low self-esteem	_____ 5e
f.	Exhibiting a lack of empathy for others when interacting with peers	_____ 5f
g.	Using negative downbeat language when speaking with peers	_____ 5g
h.	Using language that is insensitive and/or degrading when speaking with peers	_____ 5h
i.	Exhibiting discomfort when interacting with peers in a classroom setting	_____ 5i
j.	Exhibiting discomfort when interacting with peers in informal school settings (i.e. playground, cafeteria, etc.)	_____ 5j

APPENDIX C

CURRICULUM

SESSION 1 – Introduction to Dialogue

		A	B	C	D
1.	Have students bring their chairs into the middle of the room and sit in a circle	X	X	X	X
2.	Hand out "Child Assent Forms"	X	X	X	X
3.	Read "Child Assent Form," out loud, students read silently along	X	X	X	X
	a. Use printout "6/9" to illustrate the idea of being nonjudgmental (two volunteers)	X	X	X	X
	b. Ask students for questions; provide answers	X	X	X	X
	c. Ask students to decide whether or not they will participate (Those who say "yes," sign the form and turn it into their teacher; those who say "no," go to the library)	X	X	X	X
4.	Let's discuss some of the "ways we are going to talk to each other" (volunteers speak)	X	X	X	X
	a. Listen with an open mind to yourself and others – no judgments	X	X	X	X
	b. Use body language to let others know that what they are saying matters to you	X	X	X	X
	c. Listen to the words, but focus on hearing the heart	X	X	X	X
5.	Let's practice listening and hearing (everyone gets to speak)	X	X	X	X
	a. GOAL – Everyone will have experienced what it feels like to be truly heard	X	X	X	X
	b. Think of a person or thing that is important to you	X	X	X	X
	c. Think of one thing you like best about the person or thing	X	X	X	X
	d. Now forget about it your thing and focus only on the person speaking	X	X	X	X
	e. Going around the circle, each person states their first name and shares their important person or thing, while being open, honest, and respectful	X	X	X	X
	f. After each student speaks, we will have a moment of silence to think about what was said and what was felt	X	X	X	X
6.	How did it feel to be listened to? Not listened to? Going around the circle, students use one word to describe how it felt to be listened to	X	X	X	X
7.	Next class – We'll talk about some of the things you like to do and some of the people you like to spend time with	X	X	X	X
8.	Introduce the "Yes" game	X	-	X	X
	NUMBER of participating students	24	22	20	20

SESSION 2 – Personality and Drive - Part 1

		A	B	D	C
1.	CHECK-IN - One word or sentence about how everyone is feeling today (everyone speaks)	X	X	X	X
2.	Remind everyone to speak honestly, openly, and respectfully (volunteers speak)	X	X	X	X
3.	Assign 1s and 2s; 1s stand up and rotate to other side of circle, then sit back down; ask if anyone knows why we did that	X	X	-	X
4.	ICE BREAKER - What do you like best? When do you feel most normal?	X	X	X	X
	a. Hand out "Personality Survey" forms; read each item out loud; pause to allow students time to circle their preference	X	X	X	X
	b. Ask for a show of hands on several items; ask for volunteers to share their answers on several items	X	X	X	X
	c. Debrief exercise by emphasizing how cool it is that we are different and the same	X	-	X	X
5.	MAIN TOPIC - What is something you like to do a lot? Why?	X	X	X	X
	a. Share my own story (sipping sand through a slurpie straw); model and explain reflective listening and questioning	X	X	X	X
	b. Have 1s turn to their left, 2s turn to their right, and take turns telling their stories to each other; encourage students to try reflective listening and questioning	X	X	X	X
	c. Going around the circle, each person shares one thing they like to do a lot	-	X	-	X
	d. Ask volunteers to practice reflective listening with you	X	-	-	X
6.	CHECK-OUT - Going around the circle, each person shares one word on how they are feeling (everyone speaks)	-	X	-	X
7.	NEXT CLASS – We'll talk about how cool it is to be you, what you like best in school, and what you like best about being you	X	X	X	X
8.	GAME TIME - Introduce "Zap, Whoosh, Boing"	X	-	-	-
	NUMBER of participating students	23	22	22	22

NOTES: Classes A, B, D - A lot of time was used on school announcements and activities
Class D - We did NOT move the chairs into a circle
Class D - Short class

SESSION 3 – Personality and Drive - Part 2

		A	B	D	C
1.	CHECK-IN - Who made a list of favorite subjects and cool things about themselves? Who wants to share with the class?	X	X	X	X
2.	Reminder of how we are going to talk to each other: honestly, openly, respectfully, non-judgmentally, open-minded; stay safe	X	-	-	X
	a. Whole group discussion on what to do when someone (or ourselves) has a booger (or other embarrassing thing)	X	X	-	X
3.	ICE BREAKER - Help me learn your names - Step into the circle, state your name and demonstrate what you like to do a lot	X	X	X	X
4.	Explain essence: Why you do the things you do; what you are trying to accomplish in your thoughts and with your behaviors	X	X	X	X
5.	MAIN TOPIC - What are your favorite subjects and why? How do they make you feel? What is the coolest thing about you?	X	X	X	X
	a. Fishbowl with three students to teach and model deep reflective listening and questioning	X	X	X	X
	b. Have students break into groups of four; each student takes a turn talking about themselves while the other three students ask questions to help discover essence	X	X	X	X
	c. Bring students back into a full circle; ask for volunteers to share with the class what they learned about themselves	X	X	X	X
6.	CHECK-OUT - Going around the circle, each person shares one word on what they thought about today's class (deep & honest)	-	-	-	-
7.	NEXT CLASS – We'll expand our vocubulary of feeling words to help us get a deeper understanding of why you we what we do	-	-	X	X
8.	GAME TIME (If there is time) - "Zap"	-	-	-	X
	NUMBER of participating students	23	20	22	22

NOTES: Class D - Short class

SESSION 4 – Personality and Drive - Part 3

		B	A	C	D
1.	CHECK-IN - This is the most important week	X	X	X	X
2.	REMINDER: How we are going to talk to each other; i.e. open-minded; no judgments; everyone stays safe	X	X	X	X
3.	VOCABULARY/ICEBERG - Distribute handout; going quickly around the circle, have the students take turns reading the vocabulary items out loud; explain iceberg analogy	X	X	X	X
4.	MAIN TOPIC - Using the handout, have the students circle (or add) words that best describe how they most like to feel	X	X	X	X
	a. Ask for several volunteers to share one or two of the items they circled	X	X	X	X
	b. Ask students to sit quietly and answer for themselves the following question: Is there something you like to do a lot that drives people crazy? Remember, no judgments (of yourself or others)	X	X	X	X
	c. Ask for one brave volunteer (more if time allows) to participate in an open group conversation about the feeling words they circled and how those feelings are connected to what they like to do a lot that drives people	X 3	X 2	X 3	X 2
	d. Ask several students to share some of the things they believe are cool about the brave volunteer and about what the brave student said that they like to do a lot that drives people crazy	X	-	X	X
5.	CHECK-OUT - Going around the circle, each person shares one word they circled about themselves on the vocabulary list (pick a words that you circled near the bottom of the list)	X	-	X	-
6.	NEXT CLASS – We'll talk about how you can express your true personality and have those around you be okay with it	X	X	X	X
7.	GAME TIME (If there is time) - "Zap, Whoosh, Boing"	X - ZW	-	X	-
	NUMBER of participating students	19	18	21	22

NOTES: Classes A & D - Short class

SESSION 5 – Celebrating and Channeling Your Personality

		A	B	C	D
1.	ICE BREAKER - Left, right, ambidextrous; hair or teeth; toilet paper?	X	-	-	-
2.	CHECK-IN - We're halfway through. How is everyone feeling about the process? Safe, scared, nervous? What can we do to improve the process and make it safe for everyone? (Long pause until some of the quieter students speak)	X	X	X	X
3.	PRACTICE - Listening to words and hearing the heart	X	X	X	X
	a. GOAL - Everyone will experience what it feels like to be truly heard; plus, hearing what is in our hearts will help us figure out what questions to ask ourselves and others in order to discover deeper thoughts and feelings	X	X	X	X
	b. NO JUDGMENTS - No good, no bad (use personal example); finish with statement, "This is what I do; this is who I am"	X	X	X	X
	c. STUDENTS - Quietly to yourself, think of one thing that you do that you can't imagine ever NOT doing--no judgments	X	X	X	X
	d. STUDENTS - Push that thought to the back of your mind for now and prepare to focus only on the person speaking	X	X	X	X
	e. GOING AROUND THE CIRCLE - Each student states what they do that they can't imagine not doing; everyone else listens	X	X	X	X
	f. DEBRIEF - Did you feel heard?	X	X	X	X
4.	TYPES OF QUESTIONS - Yes/No, open, implied judgment, reflective (I heard you, I care, and I want to know more)	X	X	X	X
5.	MAIN TOPIC - What are some of the things you have learned about your personality over the past three weeks? What new ideas do you have for expressing your personality?	-	X	X	X
	a. DIALOGUE - Student volunteers participate in open sharing and reflective listening/questioning, focusing on ways to celebrate and channel their personalities - Who wants to go first?	X	X	X	X
6.	ON YOUR OWN - Distribute "On Your Own" handout; read through together out loud; answer students questions	X	X	X	X
7.	NEXT CLASS – We'll talk about what you've learned about yourselves; we'll continue talking about channeling personality traits, but our focus will shift to helping classmates accept and celebrate	-	-	-	-
8.	CHECK-OUT - Going around the circle, each person shares one word about today's class	-	-	-	-
9.	GAME TIME (If there is time) - “Zap, Whoosh, Boing”	-	-	-	-
	NUMBER of participating students	21	19	22	21

SESSION 6 – Celebrating and Channeling with and for Others

		B	A	C	D
1.	ICE BREAKER - Pass around Name/Years list; meanwhile, students share thoughts on food consumed during Thanksgiving break	X	X	X	X
2.	CHECK-IN - What did you discover while completing the **On Your Own** assignment?	X	X	X	X
3.	MAIN TOPIC - Role playing to help others channel their personalities	X	X	X	X
	a. Break students into small groups of 3 and 4	X	X	X	X
	b. Designate "annoying" friends and hand out assigned behaviors	X	X	X	X
	c. Explanation: In each group are best friends since kindergarten; one friend does something that bugs people; each group first uses dialogue to figure out the deeper reasons for the friend's behavior; finally, each group brainstorms to find suitable ways for the friend to channel their behavior and be okay in the world--DON'T TRY TO CHANGE OR ELIMINATE BEHAVIOR	X	X	X	X
	d. Debrief in large group: What are some of the cool things you have learned about your classmates and how they can express themselves and be okay in the world?	X	-	X	X
4,	DEBRIEF - Concept of empathy - using your powers for good or evil	X	-	-	-
5.	ON YOUR OWN - Keep working on this assignment	X	X	X	X
6.	NEXT CLASS – We'll talk about empathy and mirror neurons. The question to ponder is "When you were a baby, were you able to know what someone else was feeling?"	X	-	-	X-MN Only
	NUMBER of participating students	17	19	22	15

SESSION 7 – Empathy and Mirror Neurons

		A/B	C/D
1.	ICE BREAKER - Play "Me Too" Game	X	X
2.	MAIN TOPIC - How do we know what others are feeling? Introduction to empathy and mirror neurons.	X	X
	a. In their minds only, each student picks someone sitting across from them and thinks of a word or short phrase they could say to that person that would make them feel **bad** about themselves. (Do not share these thoughts out loud).	X	X
	b. In their minds only, each student picks someone sitting across from them and thinks of a word or short phrase they could say to that person that would make them feel **good** about themselves.	X	X
	c. Full group discussion on how we are able to know what words affect people positively and negatively; why we choose to say what we choose to say; and how we can use words to support others and be supported.	X	X
	d. Repeat steps a, b, and c, specifically requesting that the students pick someone they don't know (or don't know very well).	X	X
	e. Which type of words would you like others to choose when they are talking to you?	X	X
	f. Several students share with the group the person they had selected and the positive thoughts they had had about them.	X	X
	g. Explain and discuss neurons and mirror neurons (yawning, video games, sports, babies).	X	X
3.	DEBRIEF - Choosing to use your superpowers for good or for evil; learning to stop before you speak and (hopefully) deciding to say things that make others feel good about themselves.	X	X
4.	CHECK OUT - Going around the circle, each student says one word or phrase about the topic they would like to discuss as a group during the next and final session.	X	X
	NUMBER of participating students	35	40

SESSION 8 – Closing Reflections

		A/B	C/D
1.	ICE BREAKER - Play "Zap on Steroids"	X	X
2.	CHECK IN - Discuss opportunities students have had since the last session to use their "superpowers" to make someone feel good about themselves (or to make them feel bad about themselves)	X	X
3.	LEAD IN TO MAIN TOPIC - Create "human thermometer" using a scale of super talkers to super listeners	X	X
4.	MAIN TOPIC - How was this eight-week dialogue experience for you?	X	X
	a. From human thermometer, create four groups of approximately ten students: 1) super talkers 2) moderate talkers 3) moderate listeners 4) super listeners	X	X
	b. Each group discusses how the experience has been for each person and tries to come up with two or three primary things they believe the facilitator would like them to remember; one student from each group reports out to the whole class	X	X
	c. Each group talks about whatever they want to talk about, but are encouraged to also include aspects of the dialogue experience in their discussions; one student from each group reports out to the whole class	X	X - No report out
	d. Each group closes by playing "grab a thumb" game and saying "you're (or we're) awesome;" facilitator thanks everyone and tells them they are all awesome	X- "You're"	X- "We're"
5.	CHECK OUT - Reconvene the full circle. While standing and going around the circle, each student says one word or short phrase about dialogue	-	X
6.	GOOD-BYE - On their way out, each student high-fives the facilitator	X	X
	NUMBER of participating students	40	38

APPENDIX D

STUDENT HANDOUTS

Personality Self-Survey

Morning - - - - - - - - Afternoon - - - - - - - - - Night

Inside - Outside

Quiet - Loud

Slow - Fast

Listening - Talking

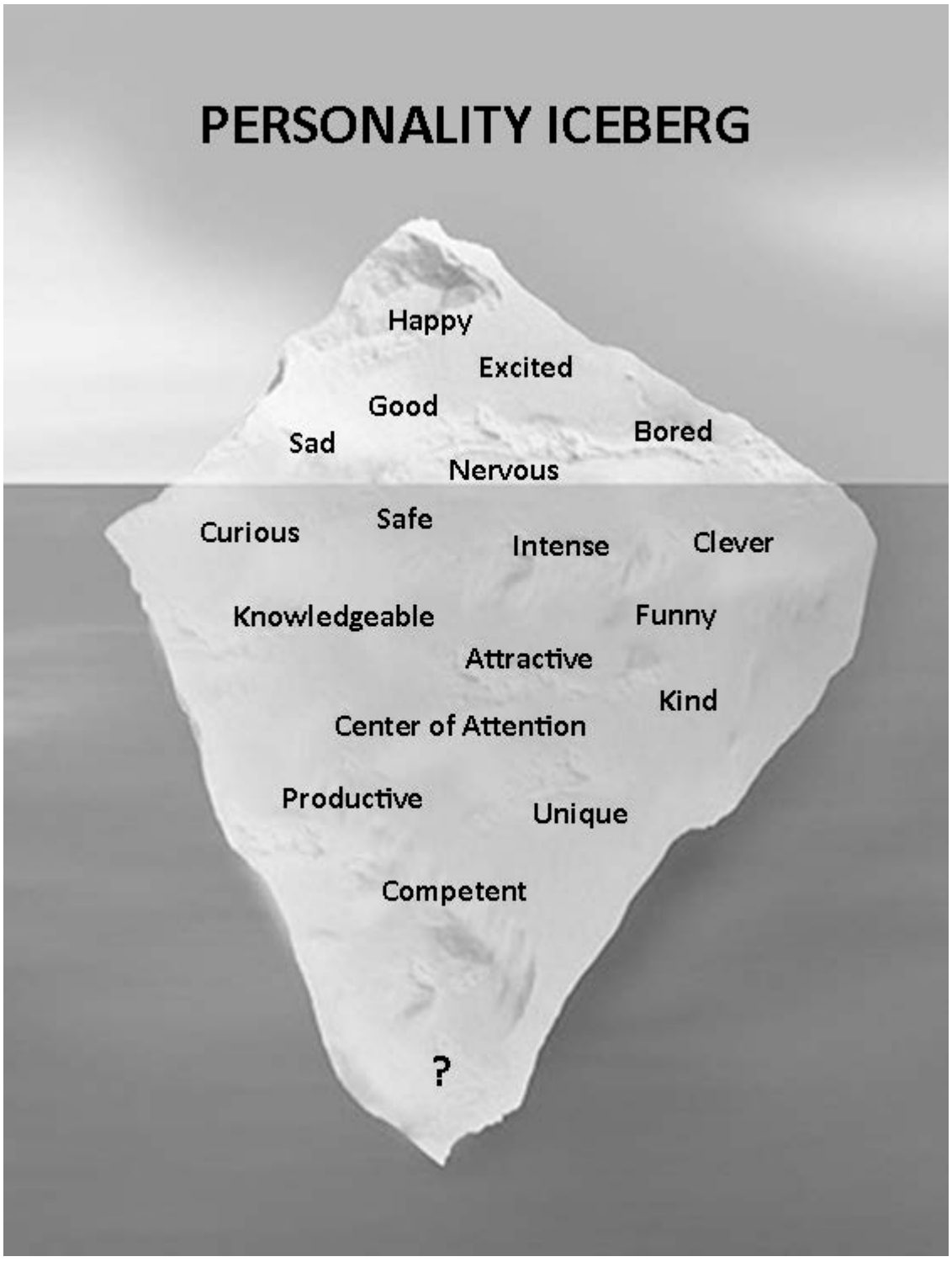
Thinking - Doing

Words - Numbers

Yesterday - - - - - - - - - - Today - - - - - - - - - - Tomorrow

VOCABULARY OF FEELINGS

Happy	Sad	Excited	Bored	Angry	Good
Tired	Nervous	Ready	Scared	Interested	Curious
Confused	Thinking	Adventurous	Relaxed	Learning	Helpful
Puzzled	Clever	Worried	Invincible	Growing	Empowered
Friendly	Smart	Enthusiastic	Secretive	Teaching	Supported
Valuable	Competitive	Eager	Caring	Controlling	Healthy
Satisfied	Crazy	Quiet	Secure	Beautiful	Fragile
Energized	Annoying	Loud	Tender	Handsome	Successful
Safe	Boisterous	Confrontational	Gentle	Blend in	Accomplished
Necessary	Responsible	Noticed	Leader	Stand Out	Cooperative
Important	Fair	Ignored	Follower	Beneficial	Grouchy
Loved	Honest	Disconnected	Popular	Useful	Attractive
Loving	Accepted	Compassionate	Physical	Active	Spectacular
Alone	Rejected	Affectionate	Brainy	Normal	Extraordinary
Thoughtful	Provocative	Considerate	Rough	Famous	Valuable
Efficient	Challenging	Mean	Geeky	Different	Wealthy
Isolated	Together	Victorious	Special	Ingenious	Witty
Formidable	Prepared	Serious	Intense	Spontaneous	Nurturing
Powerful	Sarcastic	Grounded	Thorough	Creative	Supportive
Respected	Trusted	Dramatic	Accurate	Talkative	Encouraging
Empowering	Productive	Center of Attention	Organized	Persuasive	Tough
Connected	Mischievous	Knowledgable	Competent	Strong	Mysterious
Independent	Funny	Memorable	Kind	Weird	Unique


PERSONALITY ICEBERG
Happy
Excited
Good
Sad
Bored
Nervous
Curious
Safe
Intense
Clever
Knowledgeable
Funny
Attractive
Kind
Center of Attention
Productive
Unique
Competent
?

O N Y O U R O W N

INSTRUCTIONS: On separate paper, please answer questions 1 through 10. After you have answered all the questions for your first thing, please answer all the questions again for TWO or more things. You may use as much paper as you need.

While you will not be turning in any of these pages--they are for your use only--please bring them with you to school on the next dialogue day as you will be encouraged to share some of your answers with your classmates.

What kinds of things do you like to do a lot? (Remember, no judgments!)

1. MAKE A LIST of all the things you can think of that you like to do a lot, then pick **at least three** things from your list and answer questions 2 through 9 for each thing.
2. WHEN (time of day, how often, for how long, etc.)?:
3. WHERE (inside, outside, at school, at home, etc.)?:
4. WHO (alone, with a friend, with your family, in a large group, etc.)?:
5. WHAT - Provide a clear and detailed example of the thing you do.
6. WHY - Use feeling and thinking words to explain why you believe you do what you do. In other words, what are you trying to achieve for yourself by doing this thing?
7. SIMILARITIES - Ask people who have known you for a long time (age three or younger) if any of the things you do now are the same or similar to things you did when you were younger. Ask them to explain in detail and write down what they say. Ask them what other things you liked to do when you were younger.
8. CHANNELING - Make a list of ways that you can continue being you AND continue doing what you do AND feel good about yourself AND be okay in the world.
9. MORE QUESTIONS - Think of at least FIVE more questions you could ask yourself that might help you further understand why it's important to you to do what you do.
10. LAST STEP - After you have finished answering all of the questions for the three or more things you selected, go back and read everything you have written and circle the FIVE words that are most important to you.

ANNOYING BEHAVIORS
You enjoy always being physical
You enjoy drawing and writing, and you do it a lot
You enjoy eavesdropping on other people's conversations
You enjoy talking about how good you are at the things you do
You enjoy repeating lines from your favorite TV shows and movies
You enjoy sitting quietly and reading
You enjoy sitting quietly and thinking
You enjoy asking lots of questions
You enjoy doing things that make people feel uncomfortable

FIRST NAME	YEARS IN PHILOMATH SCHOOLS
	1 2 3 4 5 6 7 (Circle One)
	1 2 3 4 5 6 7 (Circle One)
	1 2 3 4 5 6 7 (Circle One)
	1 2 3 4 5 6 7 (Circle One)
	1 2 3 4 5 6 7 (Circle One)
	1 2 3 4 5 6 7 (Circle One)
	1 2 3 4 5 6 7 (Circle One)
	1 2 3 4 5 6 7 (Circle One)
	1 2 3 4 5 6 7 (Circle One)
	1 2 3 4 5 6 7 (Circle One)
	1 2 3 4 5 6 7 (Circle One)
	1 2 3 4 5 6 7 (Circle One)
	1 2 3 4 5 6 7 (Circle One)
	1 2 3 4 5 6 7 (Circle One)
	1 2 3 4 5 6 7 (Circle One)
	1 2 3 4 5 6 7 (Circle One)
	1 2 3 4 5 6 7 (Circle One)
	1 2 3 4 5 6 7 (Circle One)
	1 2 3 4 5 6 7 (Circle One)
	1 2 3 4 5 6 7 (Circle One)

REFERENCES CITED

Ambert, A. (1994). A qualitative study of peer abuse and its effects: Theoretical and empirical implications. *Journal of Marriage and Family, 56*, 119-130.

Banathy, B., & Jenlink, P. (2005). Dialogue as a means of collective communication. New York: Plenum Publishing Corporation.

Bazelon, E. (2013). Sticks and stones: Defeating the culture of bullying and rediscovering the power of character and empathy. New York: Random House.

Bloch, C. (2012). How do perpetrators experience bullying at the workplace? *International Journal of Work Organisation and Emotion*, 5(2), 159–177.

Bohm, D., Factor, D., & Garrett, P. (1991). Dialogue: A proposal. *The informal education archives, November 2004*. Retrieved from http://www.infed.org.

Clemson University. (2014). Olweus Bullying Prevention Program: History. Retrieved from https://www.clemson.edu/olweus/history.html

Cohen, J. (1999). Educating minds and hearts: Social emotional learning and the passage into adolescence. New York: Teachers College Press.

Colvin, G., Kame'enui, E. J., & Sugai, G. (1993). School-wide and classroom management: Reconceptualizing the integration and management of students with behavior problems in general education. *Education and Treatment of Children, 16*, 361 381.

Committee for Children (2011). Second step program. Retrieved from http://www.cfchildren.org.

Crawshaw, L. (2005). Coaching abrasive executives: Exploring the use of empathy in constructing less destructive interpersonal management strategies. Unpublished doctoral dissertation, Fielding Graduate University, Santa Barbara, CA.

Crawshaw, L. (2010). Coaching abrasive leaders: Using action research to reduce suffering and increase productivity in organizations. *International Journal of Coaching in Organizations, 29*(8), 1.

Ellinor, L., & Gerard, G. (1998). Dialogue: Rediscover the transforming power of conversation. New York: J. Wiley & Sons.

Farmer, T., Hamm, J., Leung, M., Lambert, K., & Gravelle, M. (2011). Early adolescent peer ecologies in rural communities: Bullying in schools that do and do not have a transition during the middle grades. *Journal of Youth & Adolescence, 40*(9), 1106-1117.

Farrell, A., Meyer, A., Kung, E., & Sullivan, T. (2001). Development and evaluation of school-based violence prevention programs. *Journal of Clinical Child Psychology, 30*, 207-220.

Ferguson, C. J., San Miguel, C., Kilburn, J. C., & Sanchez, P. (2007). The effectiveness of school-based anti-bullying programs: A meta-analytic review. *Criminal Justice Review, 32*(4), 401-414.

Forbess, D. (2014). Superintendent's annual report to the community of Philomath, OR. Retrieved from www.philomath.k12.or.us/about/documents/0114SuptAnnualRpttoComm.pdf.

Goleman, D. P. (1995). Emotional intelligence: Why it can matter more than IQ for character, health and lifelong achievement.

Johnson, D., & Johnson, F. (1997). Joining together: Group theory and group skills (6th ed.). Needham Heights, MA: Allyn & Bacon.

Juvonen, J., & Graham, S. (2014). Bullying in schools: The power of bullies and the plight of victims. *Annual Review of Psychology, 65*(1), 159-185.

Juvonen, J., Wang, Y., & Espinoza, G. (2013). Physical aggression, spreading of rumors, and social prominence in early adolescence: Reciprocal effects supporting gender similarities. *Journal of Youth and Adolescence, 42*(12), 1801-1810. DOI10.1007/s10964-012-9894-0

Ladd, G. W., & Ladd, B. K. (1998). Parenting behaviors and parent-child relationships: correlates of peer victimization in kindergarten. *Developmental Psychology, 34*, 6, 1450-8.

Latitude News (2014). The father of anti-bullying programs: Born in Sweden. Retrieved from http://www.latitudenews.com/story/the-father-of-anti-bullying-programs-born-in-sweden/.

Merrell, K. W., Juskelis, M. P., Tran, O. K., & Buchanan, R. (2008). Social and emotional learning in the classroom: evaluation of strong kids and strong teens on students' social-emotional knowledge and symptoms. *Journal of Applied School Psychology, 24*(2), 209-224.

Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan,W. J., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among U.S. youth: Prevalence and association with psychosocial adjustment. *Journal of the American Medical Association, 285*(16), 2094-2100.

O'Moore, M., & Kirkham, C. (2001). Self-esteem and its relationship to bullying behaviour. *Aggressive Behavior, 27*(4), 269-283.

Olweus, D. (1977). Aggression and peer acceptance in adolescent boys: Two short-term longitudinal studies of ratings. *Child Development, 48*(4), 1301-1313.

Olweus, D. (1978). Aggression in the schools: Bullies and whipping boys. Washington: Hemisphere Pub. Corp.

Olweus, D. (1980). Familial and temperamental determinants of aggressive behavior in adolescent boys: A causal analysis. *Developmental Psychology, 16*, 6, 644-660.

Olweus, D. (1993). Bullying at school: What we know and what we can do. Cambridge, MA: Blackwell.

Olweus, D. (1995). Bullying or peer abuse at school: Facts and interventions. *Current Directions in Psychology, 4*, 196-200.

Olweus, D., & Limber, S. (2010). Bullying in school: Evaluation and dissemination of the Olweus Bullying Prevention Program. *American Journal of Orthopsychiatry, 80*(1), 124-134.

Oregon Health Authority. (2014). 2013 Oregon healthy teens survey: 2013 OHT state report.

Perkins, H. W., Craig, D. W., & Perkins, J. M. (2011). Using social norms to reduce bullying: A research intervention among adolescents in five middle schools. *Group Processes & Intergroup Relations, 14*(5), 703-722. doi:http://dx.doi.org/10.1177/1368430210398004

Salmivalli, C., Kaukiainen, A., Kaistaniemi, L., & Lagerspetz, K. M. J. (1999). Self-Evaluated Self-Esteem, Peer-Evaluated Self-Esteem, and Defensive Egotism as Predictors of Adolescents' Participation in Bullying Situations. *Personality and Social Psychology Bulletin, 25*, 10, 1268-1278.

Salmivalli, C., & Voeten, M. (2004). Connections between attitudes, group norms, and behaviour in bullying situations. *International Journal of Behavioral Development, 28*(3), 246-258.

Santrock, J. W. (2005). Adolescence: John W. Santrock. Boston: McGraw-Hill.

Saxton, R. (2013). Statewide report card: an annual report to the legislature on Oregon public schools. Retrieved from http://www.ode.state.or.us/data/annreportcard/rptcard2013.pdf.

Shapiro, E. (2000). School psychology from an instructional perspective: Solving big, not little problems. *School Psychology Review, 29*(4), 560-572.

Sprague, J. R. (2013). Integrating SWPBIS and social emotional learning. PowerPoint presentation, unpublished.

Sprague, J. R., & Horner, R. (2012). School wide positive behavioral interventions and supports: Proven practices and future directions. In S.R. Jimerson, & M.J. Furlong, eds., Handbook of school violence and school safety: International research and practice second edition. New York, NY: Routledge. pp. 447-462.

Sugai, G., & Horner, R.H. (2002). The evolution of discipline practices: School-wide positive behavior supports. *Child & Family Behavior Therapy 24*(1/2), 23-50.

Sugai, G., Horner, R. H., Dunlap, G., Hieneman, M., Lewis, T. J., Nelson, C. M., Scott, T., Liaupsin, C., Sailor, W., Turnbull, A. P., Turnbull, H. R., III, Wickham, D. Reuf, M., & Wilcox, B. (2000). Applying positive behavioral support and functional behavioral assessment in schools. *Journal of Positive Behavioral Interventions, 2*, 131-143.

Ttofi, M. M., & Farrington, D. P. (2011). Effectiveness of school-based programs to reduce bullying: A systematic and meta-analytic review. *Journal of Experimental Criminology, 7*, 1, 27-56.

U.S. Department of Education National Center for Education Statistics. (2005). Student reports of bullying: Results from the 2001 school crime supplement to the National Crime Victimization Survey.

U.S. Department of Education National Center for Education Statistics. (2011). Web tables: Student reports of bullying: Results from the 2009 school crime supplement to the National Crime Victimization Survey.

U.S. Department of Education National Center for Education Statistics. (2013). Student reports of bullying and cyber-bullying: Results from the 2011 school crime supplement to the National Crime Victimization Survey.