Bullying Hurts Us All

by

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Dedication

I would like to dedicate this thesis to those who have helped me along the way. To my friends and family who have helped support me through my life and most specifically through the process of completing this thesis. I would like thank my thesis supervisor Marie-Line Jobin, who helped guide me throughout this thesis. Finally, I would like to dedicate this thesis to the students who participated in the workshop. They were and are the reason for this workshop.
Abstract

Bullying is defined as the tormenting of others through verbal harassment, physical assault, or other more subtle methods of coercion such as manipulation. With the increase in technology, bullying has become a large issue in today’s society. The following workshop was conducted in a local elementary school with a focus on the effects of bullying, and the skills needed to help prevent and defuse bullying situations. 84 participants took part in the “Bullying Hurts Us All” workshop, a total of 27 participants provided adequate pre-and post-measures to be evaluated. The workshop outlined the effects of bullying on the victim, bully, and bystander and explained the role of each in a bullying situation. The workshop was effective with all participants reporting an increase in their understanding of the three areas of interest listed above.
Acknowledgments

I would like to acknowledge the St. Lawrence College Kingston for developing a program like the Applied Behavioural Psychology Degree. It gave a girl like me the chance to make a change in the world, more specifically to make a change in myself. To the professors who helped guide me through the past four years, I thank you.
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Introduction

Many people today think of bullying as a part of childhood, as a stepping stone that all children have to go through. This misguided belief is one of the reasons why many children are afraid to go to school, why many adolescents turn to substances for a way of escape, and why there has been an increase in the delinquency rate for youths in the past five years (Perren & Hornung, 2005).

Bullying has changed dramatically in the past 10-15 years, with technological advances it has become easier to invade others personal lives without their permission. No longer is it just being pushed around on the playground, or being called names on the bus. Bullying now involves text messages, email and instant messages; with these new advances, children have many ways of bullying. With many cases of bullying, it tends to stop as soon as an adult notices what is going on. However, with these new ways to bully, adults don’t always see what is going on and the bullying can go on for longer periods of time due to the fact that the child does not feel safe telling others about what is happening to them at school, home, etc.

Rationale

Bullying doesn’t only affect the victims in these cases, the bully themselves are effected as well as the friends and families involved. It can be hard to detect, but the long lasting effects of being a bully or bullying others are real, in some cases those involved can have lower social skills then others in their peer group. In today’s society, it is hard to get a strong message across with all the influences in a child’s life. Schools today have to compete with both peer relationships as well as media influences (TV, music, etc.) and it can be hard to model what appropriate peer interaction is when the child is being shown different things.

It is important to present the appropriate information such as the effects that bullying can have on all those involved, in a way that the audience (in this case children aged 11-14) can understand the information. The audience will then be able to introduce the new skills (ways to communicate) acquired throughout the workshop into their regular behaviour. To help stop bullying it is important to educate those involved (students, teachers, and parents) on the long lasting effects of bullying as well as on bullying itself. This is important because it was once believed that bullying was only physical attacks from one person to another, and that the social aspects that are now recognized as social bullying were a result of child development.

There are now many different types of bullying recognized world wide. The most well known are: physical, social (sometimes referred to as relational), verbal, and cyber (also known as electronic) bullying. These different bullying styles are very prevalent in Canadian schools. It was found that in public school classrooms the most prevalent type of bullying (as observed by teachers) is physical, however when the students were surveyed there were higher reports of social and verbal bullying (Veenstra, Lindenberg, Oldehinkel, De Winter, Verhulst, & Ormel, 2005). Thus showing that teachers are not always aware of bullying in their classroom, and that more education is needed for them to be able to detect when bullying is happening. This may be due to the fact that many children do not feel comfortable going to their teachers and telling them about what is happening to them at school. The issue may also be that teachers do not consider instances of social and verbal bullying to be actual bullying practices. Due to this it is
important to educate everyone included in the child’s life so that they are aware as to what is happening in the classrooms, on the school yard and even at home.

**Hypothesis**

It is hypothesized that by providing an interactive workshop with recent and relevant information the youth will acquire further knowledge on bullying and appropriate measures to prevent or resolve a bullying situation.

**Overview**

The hope is that the workshop will both educate and motivate the students on the better ways to communicate with each other as well as with their teachers and parents. The ultimate goal of the workshop will be to help decrease bullying in and out of schools. The goal that is being set will not be accomplished unless consistent effort is taken by both the participant and those who support them to actually change their behaviour. Altering ones behaviour is difficult; however the workshop will educate the participants as well as their teachers on positive ways to interact with each other which will help with the process of decreasing bullying in their school.
Literature Review

Bullying has been listed as a significant social problem in Canada (Craig, 2007). Its effects can be seen throughout schools and in the media. With school shootings and “bullycides” being shown more frequently on the news, it is evident that there is a real issue in our schools today and that the effects of bullying are only becoming worse with time. These effects on the youth today are disturbing and have shown a need for new programs that not only approach the prevention of bullying but also the actions to take to help bullies are needed (Craig).

Craig researched Canada’s standing when it came to bullying and, in the past few years, our standing has decreased and we are now 25th in the world for having bullying problems in our school. The question that arises is what can be done to decrease these bullying instances, and what steps need to be taken to make sure that bullying is controlled in schools and prevented from growing worse. Craig promotes a PREVNet intervention plan that would run in all schools and focus on the main issues of bullying. Using psychological tools like behaviour assessment, mediator training, and specific intervention pillars would educate the youth today on the issues of bullying and appropriate measures that can be taken to help stop bullying. The intervention that Craig proposes helps decipher which issues should be discussed and appropriate methods that can be taken. It also shows the need for bullying prevention in today’s society most importantly in the public school systems.

Types of Bullying

The issues surrounding bullying change with time, 20 years ago physical bullying was very prevalent in society. However, with time comes change, and with technological advances comes new ways of bullying. Raskauskas and Stoltz (2007) researched the increasing use of electronic bullying among adolescents. They defined electronic bullying as a means of bullying in which peers use electronics to taunt, insult, threaten, harass, and/or intimidate a peer (Raskauskas & Stoltz). The researchers found that in their sample of 84 participants, 48.8% of them had been victims of electronic bullying, with 21.4% of the participants admitting to being electronic bullies. The differences found in the prevalence to bully electronically versus traditionally (physical/verbal) were very slim. It was actually found that 94% of the electronic bullies were also classified as traditional bullies. Traditional bullies are just as likely to participate in electronic bullying as they are in traditional bullying. There is a need to make more of an effort to help decrease bullying; due to the fact that victims are now twice as likely to be bullied (Raskauskas & Stoltz). There have recently been more efforts to make people aware of electronic bullying but some are still not educated on the effects that it can have on children. The main focus of bullying programs in schools today are on social and physical bullying, although these bullying styles are still very prevalent, areas like electronic and verbal bullying should also be addressed.

Bullying and Psychological Adjustment

Bullying in Canada has in the past 15 years become an area of interest for researchers. However in other countries, studies have been conducted for the past 30-40 years (Nansel et al, 2004). In 1998, The Health Behaviour in School-aged Children Bullying Analyses Working Group with (Nansel et al.) conducted a cross-national study
to measure the consistency in the relationship between bullying behaviours and psychological adjustment. The study was conducted in 25 countries, including Canada. All countries selected students aged 11-15 and used self-report surveys to gather their information. The psychological adjustment dimensions assessed included health problems, emotional and school adjustment, relationships with classmates, alcohol use and weapon carrying. The results of the cross-national study were very different from country to country with levels of bullying ranging from 9-54%, however it was found that involvement in bullying was consistent with poor psychological adjustment across all countries (Nansel et al.). This Finding demonstrates the belief, that although the frequency of bullying may not be the same throughout the world (with Canada having a frequency of 20-30%), the psychological adjustment of the bullies / victims/ bully victim’s is similar; the effects of bullying are world wide. The information from this study further proves the need for anti-bullying programs in schools that will focus on not only the decrease in the behaviour but also education on the consequences of the behaviour. It is not just a community, provincial, or country wide issue; it is in fact a world wide problem that is affecting all youth and appropriate measures should be taken.

**Bullying Intervention**

Because of the increasing interest in bullying, several programs have been created to address the problem in today’s schools. The “Steps to Respect Program” was explored by Frey, et al. (2005) and it was found that educating the students on their rights, as well as empathy and emotions were appropriate tools for the population. The study focused on the role of the bystander (person who watches the bullying but does not act) and how educating the bystander would cause a domino effect on the bullies’ behaviour. The results were promising and showed that education was a necessary step to be taken when creating an anti-bullying program. Along with education on bullying itself, it is important to educate on the effects that bullying can have not only on the bully and victim but also on their family and peers (Frey et al, 2005). If only focusing on how to stop, and not giving evidence as to why it needs to stop the support that the program will be given will not be sufficient. Anyone could agree that bullying is bad, however action needs to be taken if changes are to be made.

Research shows that anti-bullying programs work when they are targeted towards the right population. Due to this, it is essential to know your audience when deciding on the type of bullying intervention / program to put in place for a group of participants. There should also be a consideration of the risks that the participants may face if they are to be involved in an anti-bullying program. Craig and Pepler (2003) evaluated different types of interventions and found which were best suited for different participants. They started by defining the subject of bullying and then looking at the different variables that affect bullying (i.e., age and gender of participant). Craig and Pepler found that boys are 3 times more likely to report bullying; this may not have been the most reliable statistic however because they found that many girl participants were reluctant to count their exclusion and ignoring behaviours as bullying.

From there observations and assessments, Craig and Pepler divided the participants into three subgroups: 1) those that are relatively uninvolved in bullying or victimization (75-80% of the time), 2) those who are occasionally involved (10-15% of the time), and finally 3) those who are frequently involved (more than twice a week). The
three groups were then placed into levels of intervention. It was found that the best intervention method for group one would be that of a “universal program”; one that is directed at developing awareness of bullying and empowering children to intervene on behalf of victims (Craig & Pepler, 2003). For group two, the appropriate intervention method is that of a “selective intervention” where more emphasis is put on the effects of bullying and how to help stop it. The final group is suggested to have an “indicated intervention”. This particular type of intervention would be similar to the two already mentioned but also include information on their relationship problems with family, friends and problems within the school and community. This information helped with the approach taken in the current bullying workshop; working from the intake notes and parental comments, it was found that the current participant group is made up more of group one and two levels and the workshop was based on such.

Along with educating the students, Bauman and Del Rio (2006), studied the importance and relevance of educating teacher’s on bullying as a definition. They found that most teachers (71%) found physical bullying to be a serious problem but had no true understanding of the other types of bullying (e.g., social, exclusion and cyber). The study went on to show that only 16% of those teachers had intervened when a student was being bullied. It is believed that, if properly educated about the different types of bullying (i.e., physical, verbal, social, and electronic) and trained on the appropriate measures and interventions that can be taken to decrease the number of bullying instances, the school systems in Canada would have lower rates of bullying. The same approach is suggested for any anti-bully program outside of Canada.

In many cases, anti-bullying programs focus on stopping bullying, but do not always have a focus on why the student or students are bullying. It is a positive step to put interventions or programs into place, however, there needs to be an understanding of why the bullies are bullying. There will never be one specific reason for why a bully displays these aggressive behaviours. This is why there needs to generalized programs so that all possible areas are being covered to give all students and teachers a clear understanding as to what needs to be done to help eliminate bullying in schools.

There also needs to be motivation for the bullies to alter their behaviour. If they are not receiving similar rewards or consequences to the rewards they would receive when they bully, there will not be incentive to change and their behaviours will not decrease and in some cases may become more prevalent. The appropriate way to obtain these incentives will be discussed in the workshop with the presenter suggesting other ways that the students can obtain these rewards. The presenter will also discuss with the teacher which positive behaviours should be rewarded. The workshop alone will not completely change the behaviour of the students; there will need to be continuous support from peers, teachers, and parents.

Effects of Bullying

The beliefs that bullying is a part of childhood and that children eventually grow up and stop their bullying behaviours must be questioned. It is because of this belief that parents are looking the other way when they see their child exhibit inappropriate behaviours. Perren and Hornung (2005) studied the effects of bullying and they found that many cases of bullying had been linked to later adolescent delinquency. In their sample of 1107 Swiss adolescents, they found a percentage of those who had experience
with being a bully (and in some cases even being a victim of bullying) had shown characteristics of young offenders. This same study looked at the predicting factors of bullying as well as those of being a victim and found that familial ties and support were linked. The link being that the participants who were bullies were more likely to have neglectful parents and those who were victims were more likely to have more overbearing parents. It was also found that those children who had been victims and bully-victims (children who both bully and get bullied) had impaired peer relations where as children who bullied as well as those who were perpetrators of violent delinquency had impaired family relations. This shows the need to look at both the victims’ and bullies’ backgrounds to obtain a true understanding as to why they are in a bullying situation. This same study shows the importance of looking at not only the child’s behaviours but as well the behaviours of the parents and their possible influence on the child during any treatment/program that they may be included in.

Another study that also researched long lasting effects of bullying was by Veenstra, et al. (2005). It was found that along with delinquency problems, children who bullied were also at higher risk for substance abuse and social problems in high school. The same study also saw that those who were victims of bullying had many social problems (e.g., isolation, issues with peers, etc.) as well and, in some cases, had extreme depression and suicidal tendencies. These are not what some consider normal childhood issues; if nothing is done to decrease the inappropriate behaviour of those who bully at a young age, their behaviours will become more inappropriate and deliberate and will have a larger negative effect on all of those involved.

Although the importance of having anti-bullying programs in the Canadian schools was discussed, it is also important to remember that bullying is no longer just a school problem. It has been shown to be consistent in school, home, and work environments. This may be due solely to the increase in cyber bullying but may also have to do with the lack of communication between students and their parents/teachers. Victims of bullying tend not to talk about their experiences and in most cases keep their problems to themselves. This then causes inner turmoil within the student and can lead to the consequences of social anxiety, anger management issues, self esteem issues, and many other issues as discussed by Veenstra et al. (2005). The effects of bullying do not just fall on the victim. Bullying has been shown to have long lasting effects, like the high probability of becoming young offenders, anger management issues, and behavioural issues (e.g., lack in social development, etc.) (Perren & Hornung, 2005). Due to these issues, it is important to not only treat the victim but as well treat the bully. In many cases, it is beneficial to have both the bully and the victim together in treatment. Having both available to discuss the issues can lead to more insight as to why the behaviour is occurring and what is reinforcing the bully as well as what is allowing them to continue with their behaviour (i.e., victim is fearful of being harmed, etc.).

The Roles of Family and Peer Groups

Due to the fact that bullying affects not only the bully and victim but also the peer group and the families of those involved, the role of peers on adolescents was reviewed by Craig, Willms, and Peters (2002). In their research, they provided great insight into the role that peers have on their friend’s behaviour as well as their psychological and social development. The researchers surveyed 3404 participants aged 10-11 as well as their
parents. The outcome measures included anxiety, emotional problems, physical aggression, indirect aggression, hyperactivity, and conduct disorder (Craig, Willms, & Peters). The survey also measured social competence in the participants with questions targeting how they get along with others, how well liked they were, etc. The main focus of the survey was to analyze the relationship within the family unit and then correlate these results with the analysis of social competence to see if one variable contributed to the other. The results of the study showed that different parental variables (e.g., Authoritative, Passive, etc.) did in fact have influences on the peer relationships of the participant. This information is helpful when looking at the relationships that adolescents have because knowing what these influences are like at home will help distinguish the peer relationships that they make. From the research acquired, the delivery style chosen for the workshop will be based on how well the participants participate throughout the workshop. Considerations will also be given to how to approach the participants, those who identify as bullies will be approached differently than those who identify as victims, etc.

Craig has been reported to be one of the main bullying researchers in Canada (Nansel, Craig, Overpeck, Saluja, & Ruan, 2004). She has been very influential in the programs being offered in public schools around the country and has provided some great resources for the development of this workshop. In particular, her work with Willms and Peters (2002), looking at the peer influence in a bullying situation is a key part to any good anti-bullying program. Craig’s work outlines the impact of peers on the bullying situation. Looking at both the victims’ and bullies’ reaction to their peers’ actions. The role that a peer has in a bullying situation is very influential to a bullying workshop. It is important to press the fact that the bully is not the only person with power and, as Craig, Willms and Peters found, when this is done the impact that the bully has decreases.

From the research, it can be concluded that the main issues to discuss in a bullying workshop are the role of the bystander/peer (Craig, Willms & Peters 2002), the consequences for both the bully and victim (Veenstra et al. 2005; Perren & Hornung, 2005), the different types of bullying (traditional vs. electronic; Raskauskas & Stoltz, 2007), appropriate ways to communicate and behave towards each other, and the role that teachers and parents play in helping put a stop to bullying (Bauman & Del Rio, 2006). There are many issues to cover and, although they are relevant, it is also important to know the best way to deliver the information so it will be retained and utilized if the students find themselves in a bullying situation. The goal of the workshop will be to educate the students on the effects of bullying and the differences between the four types of bullying discussed (physical, social, verbal, and electronic). The workshop will also provide the students with the skills that they will need to deescalate a bullying situation, these being the appropriate ways to communicate and behave with each other. The presenter of the workshop will provide the students and teacher with other resources such as websites and phone numbers that could better educate them on bullying and help them if they are in need of assistance with a bullying situation.
Methodology

Participants

There were 84 participants who took part in this workshop, with 58 participating in the first workshop offered and 26 in the second workshop. The students, both male and female, were aged 12-13. The workshop content was designed so that both genders would receive relevant information. The school selected for this workshop was an Public Elementary School located in Cobourg Ontario; there were three grade 8 classes that participated in this workshop. It was believed that this age group would benefit most from the workshop as their teachers and principal had recently witnessed some of the students in the classes showing bullying behaviours in school. Informed consent was obtained from the students prior to the workshop (Appendix B). The consent form described the participants’ right to withdraw from the workshop at any time as well as all contact information for the researcher was given. The informed consent form also stated that all questions were welcomed and could be asked either during the workshop or after using the contact information given. The students were told of their rights during the presentation and were informed of the steps that will be taken in order to keep all information obtained during the workshop confidential.

Format

The format for this workshop was a fifty-minute presentation accompanied with a handout of information detailing the content covered throughout the workshop as well as resources that the students could use to help further their knowledge on the subject. The workshop also had a discussion-based format where the instructor listed topics to discuss with relevant information which then lead to open discussions between the participants and presenter. During the discussions, two video clips (scenes from the TV show Degrassi Next Generation, Season 4) were used to help the participants identify a bullying situation. Also time was set aside for participants to discuss bullying scenarios. These scenarios helped teach the participants the appropriate actions to take to rectify a bullying situation. A full outline of the workshop can be found in Appendix E, including all topics discussed as well as the time delivery schedule that was used.

Setting and Materials

The setting for this particular workshop was an elementary school classroom. The participants sat at desks while the presenter was at the front of the room. A chalk board was used to assist the presenter in discussions (i.e., brainstorming). The presenter also used a TV and DVD player to showcase the clips that had been chosen for the presentation demonstrating bullying and its effects. The presenter also provided pens and pencils for the participants to complete the pre-and post-measures (Appendix C). The researcher also provided bullying handouts (Appendix F), scenarios (Appendix G), and feedback forms (Appendix D) for the workshop.

Dependent Variable

The variable being measured was the student’s knowledge of bullying and the effects that bullying can have on a person’s life. The students were given participant numbers so that all tests would be kept confidential and therefore ensured that reactivity was minimized. As well, they were given adequate time to complete both the pre-and
post-measures. The presenter of the workshop distributed the pre-and post-tests and provided verbal instructions on how to complete the measures.

**Measures**

The measure used for this workshop was a pre-and post-test (Appendix C). The test was developed by the researcher and assessed the student’s knowledge of bullying prior to and after the workshop. The completed tests were then analyzed using a paired sample t-test. The results of which would show the amount of knowledge acquired throughout the workshop.

**Procedure**

The researcher approached both the Principal and Teacher at the Elementary School chosen discussed the workshop’s outline and content as found in Appendix A. Each participant was given a consent form detailing the workshop and pre-and post-measures (Appendix B). They were asked to sign and hand in their form to the presenter before the workshop began so if there were any questions they could be answered. Once all consent forms were collected, the presenter distributed the pre-test measure to all participants; they were given 10 minutes to complete the tests and were asked to hand them to the presenter before the workshop began. The workshop was 50 minutes in length and its outline can be found in Appendix A. Once the workshop was completed the participants were given 10 minutes to complete the post-test measure. The presenter distributed the handout with resource information for the participants (Appendix F). The tests were collected by the presenter and placed in a file folder to ensure confidentiality. The presenter asked the teacher to complete a feedback form (Appendix D) to obtain some insight into how the presentation was perceived.
Results
From the 84 participants included in the two workshops, a total of 27 completed the pre and post-measures adequately to be scored. The other participants either did not put a participant number or did not complete both pre-and post-measures fully, i.e., missing answers. The three different measures used (True or False, Short Answer, and Multiple Choice) in the tests adequately evaluated the participants knowledge of bullying. The results of a Paired Sample T-Test (shown in Table 1) were used to evaluate the measures. The true and false pre-test measure showed a mean score of 11.04 with a Standard Deviation score of 1.19. The post-test measure showed a mean score of 11.89 with a Standard Deviation score of 1.31. Scores on the post-test were significantly different from scores on the pretest, t(26) = -3.69, p < 0.01 (see Table 2).

The second measure used in the pre-and post-tests were Short Answer questions. The same Paired Sample T-Test was used. The pre-test showed a mean score of 4.26 with a Standard Deviation score of 2.65. The post-test showed a mean score of 6.78 and a Standard Deviation score of 2.92. As with the true/false questions, scores on the post-test were significantly different from scores on the pretest, t(26) = -5.927, p < 0.001 (see Table 2).

The final measure used in the pre and post-test were Multiple Choice questions. The same Paired Sample T-test was used. The pre-test showed a mean score of 1.00 with a Standard Deviation score of .96. The post-test showed a mean score of 1.37 with a Standard Deviation score of .92 showing an improvement in the participants understanding of the material. Scores on the multiple choice questions were significantly different from the pretest scores, t(26) = -2.595, p < 0.015 (see Table 2). Figure 1 displays the Mean scores in a graph for the pre and post measures.

The results from the measures used help support the hypothesis that by providing an interactive workshop with recent and relevant information the youth would acquire further knowledge on bullying and appropriate measures to prevent or resolve a bullying situation.

Table 1
Paired Samples Statistics

<table>
<thead>
<tr>
<th>Pair</th>
<th>Measure</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
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<tr>
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<tr>
<td></td>
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<tr>
<td>3</td>
<td>MC Pre</td>
<td>1.00</td>
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<tr>
<td></td>
<td>MC Post</td>
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<td>.926</td>
<td>.178</td>
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Table 2
Paired Samples Test

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<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>Mean</th>
<th>Lower</th>
<th>Upper</th>
<th>t</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
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<td>-1.326</td>
<td>- .377</td>
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<td>2.208</td>
<td>.425</td>
<td>-3.392</td>
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<td>26</td>
<td>.000</td>
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<tr>
<td>Pair 3 MC Pre - MC Post</td>
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<td>.143</td>
<td>- .664</td>
<td>- .077</td>
<td>-2.595</td>
<td>26</td>
<td>.015</td>
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</tr>
</tbody>
</table>

Mean Scores for Pre and Post-Test

Figure 1: Bar Graph of Assessment Measures
* 1- True or False Measure 2- Short Answer Measure 3- Multiple choice Measure

Feedback Survey Results
The presenter had asked the teacher to complete the feedback survey (Appendix D), the results of which were positive and gave good insight into what could be improved upon to obtain some higher results. The teacher found that the presenter was very knowledgeable about the topics discussed and that all issues were relevant to the group participating in the workshop. The teacher had suggested that more time be spent on the appropriate ways to address bullying so that the skills are properly acquired by the students and so there is no confusion as to what steps to take when found in a bullying situation. The workshop received an overall rating of 4 out of 5. Additional comments were made about the media clips used and she felt that these were very helpful in getting the point of the effects that bullying can have if no action is taken.
Discussion

The purpose of this workshop was to educate the participants on the effects of bullying, appropriate measures to take in order to prevent a bullying situation, and to teach the necessary communication skills needed to defuse a bullying situation. The results of the workshop show that the participants did in fact acquire these skills and understood the overall effect that bullying can have on all those involved. The role of the bystander was also an important aspect of this workshop, the pre-and post-measure showed that initially the participants had a minimal understanding of what a bystander was and the importance of that role in a bullying situation. As a result of the workshop the participants showed an increased understanding of their role as bystanders and seemed encouraged to use their new skill base.

Strengths

The workshop contained many strengths. The researcher included recent and valid information into the workshop design. The information provided was relevant to what the participants could see in their everyday lives and was age appropriate for the target population. The use of media clips was an asset when explaining the difference between bullying and regular social contact. The participants showed great motivation and interest in the workshop activities and were intrigued by the information discussed.

Limitations

Although the workshop was effective, there were limitations, the first being the length of time given for the pre-and post measure. Initially, the allotted time given was 10 minutes, however the participants had more questions than anticipated and took longer to complete the measures because of their confusion. When running this workshop again it is suggested that there be a 15 minute time period given for both pre-and post-measures.

Multilevel Challenges

Challenges to this workshop’s implementation are the needed support from society. In order for this workshop to be successful, society more specifically the school board and those involved with the children need to support the workshop and the ideal that bullying needs to end. The support that is needed is people in society and in our communities learning the content of the bullying workshop and using it in their everyday lives. Society will also need to show support to the schools and other organizations that will want to run the workshop. Without this support, the children will not properly learn the proper ways to resolve problems and treat others because they will not have a proper model to resemble. The workshop may be met with some hesitation due to some of the context in the media clips shown, however these media clips can be altered or in some cases removed if desired.

Recommendations for Future Workshops

Overall, the workshop was successful in educating the participants on the effects of bullying. Through the feedback given, it has been decided that for further workshops the time frame should be lengthened to fit in more time for skills training. Another recommendation would be that the workshops have a maximum of 20 participants. This
would allow for more opportunities for the participants to ask questions and have in depth discussions on the issues.
References


Appendix A: School Workshop Outline

The recommended timeline for the workshop would be a 50-minute presentation. The reason for the short timeline is due to time restraints that the teachers may have. A pre-test will be given to the participants at the beginning of the workshop, following the workshop the participants will be given a post test which will obtain an understanding of what information they may know as well to help understand how they feel about bullying. Questions like: “Calling Jimmy a loser is ok as long as you’re joking. True or False?”, “Not sitting beside Emily because Jimmy would make fun of me is fair to Emily? Yes or No?” Along with these closed answer questions there will also be open-ended questions. The reason for both is to measure not only the participants thinking behaviour but also their behaviour patterns. At the end of the workshop, a form will be handed to the teacher, this form will provide an understanding of how effective the workshop was. The workshops timeline should be as follows:

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Topics to be discussed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Minute</td>
<td>Pre-quiz will be handed to participants before the workshop begins. Discussion on Bullying and what it is; list the different types with also providing an example of each.</td>
</tr>
<tr>
<td>7 minutes</td>
<td>Discussion about who bullying hurts and the effects it can have on our families, friends, and ourselves</td>
</tr>
<tr>
<td>25 minutes</td>
<td>Discuss the different characteristics of bullies, victims, and bystanders with a more in-depth discussion on the different types of bullying, using examples and scenarios to show the difference between bullying and just having fun with friends.</td>
</tr>
<tr>
<td>6 minutes</td>
<td>Discussion on what can be done to stop bullying in your school and in your community; as well as what you can do if you’re being bullied. Help line, mentors, etc will be discussed.</td>
</tr>
<tr>
<td>3 minutes</td>
<td>Answering period: any questions that the participants have can be answered at this time. Post-quiz will be handed to participants once workshop has been completed. Feedback form will be given to the teacher.</td>
</tr>
</tbody>
</table>
Appendix B

STUDENT CONSENT FORM

100 Portsmouth Ave.
Kingston, Ontario K7L 5A6

Dear Student(s):

Your class has been selected to participate in anti-bullying workshop that will educate you on some of the positive ways to behave with your friends and classmates. You will be asked to complete a quiz at both the beginning and end of the workshop that will test your understanding of bullying. There will be no marks given and all answers will be kept confidential, which means the only person who will know what you wrote will be you. The workshop itself will be an open discussion about the effects that bullying can have as well as on what we can do to stop bullying in school.

This program is being offered by Rachel Hamilton, a 4th year student in the 4-year Bachelor’s degree in Behavioural Psychology at St. Lawrence College. As part of her training so far, Rachel has taken courses in applied behaviour analysis, developmental psychology, childhood and adolescence, as well as in ethics and professional practice. Rachel has been developing this workshop as a part of her applied research thesis and is being supervised by Marie-Line Jobin, a faculty member at St. Lawrence College.

This opportunity is being offered to you and the decision to participate is voluntary. If you wish to participate in this program, Rachel will work with you and your class for a small workshop on the effects of bullying. No information from this program will be included in any school report or documents. If you choose to participate, you have the right to withdraw at any time. If at any time, you have questions, comments or concerns please ask Rachel or contact Marie-Line Jobin at (613) 544-5400 ext. 1112.

*********************************************************

Please sign the form on the next page and return it asap to the school:
(your name), agree to participate in a workshop offered by Rachel Hamilton at [please write school name before giving the form (school’s name)]. I understand that my participation is voluntary and that I may withdraw my consent at any time. If I have any questions, I may ask Rachel or contact her college supervisor, Marie-Line Jobin.

**NOTE:** All identifying information will be removed from any reports to protect confidentiality.

- [ ] I agree to participate in the bullying workshop conducted by Rachel Hamilton.

- [ ] I consent for the data collected as part of this workshop to be put in a report in the college library.

- [ ] I consent for the data collected as part of this workshop to be presented at a conference.

- [ ] I consent for the data collected as part of this workshop to be published in a peer reviewed journal or professional publication.

**Student Signed:** __________________________
**Date:** __________________________

**Teacher Signed:** __________________________
**Date:** __________________________

**BPSYC Student Signed:** __________________________
Appendix C: Bullying Pre and Post-Test

Participant Number: _________ Age: ____ Grade: ____ Gender: Female    Male

True or False

1. Boys bully more than Girls. True    False

2. Bullying is only when you beat people up. True    False

3. Teasing your friends is only ok if they know you’re joking. True    False

4. Not talking to someone because they are different from you is a form of bullying? True    False

5. Text messaging can be a form of bullying. True    False

6. Telling your teacher that someone is being bullied is the right thing to do. True    False

7. Fighting the bully is the best way to get him to leave you alone. True    False

8. Ignoring the bully is something you can do to stop the bullying. True    False

9. Bullying can involve anybody from your parents, your friends, or yourself. True    False

10. Gossiping about other people can be seen as bullying. True    False

11. The effects of bullying stop when the bullying itself stops. True    False

12. People who dress weird and act strange deserve to be picked on. True    False

13. Bullies are usually well liked by their peers. True    False

14. Bullying incidents are more likely to occur in the presence of bystanders. True    False

Short Answer

1. What are the different types of bullying? ____________________________________
_______________________________________________________________________

2. As a bystander, what is your role in a bullying situation? _____________________
_______________________________________________________________________
3. Where are some possible places that you could go to find out more about bullying?

Multiple Choice

1. Which of the following are steps to take in order to avoid being targeted by a bully?
   a. Avoid the bullies and the places they hang out
   b. Be unpredictable. Vary your travel time and route to, from and around school
   c. Travel to and from school with friends
   d. Walk with a confident stride, head up, with an air of self-assurance. Bullies look for signs of insecurity and uncertainty
   e. All of the above

2. A child who is repeatedly victimized by a bully may respond by:
   a. Becoming withdrawn and depressed.
   b. Becoming a bully himself.
   c. Retaliating with violence.
   d. Any of the above.
Appendix D: Feedback Form

Bullying Hurts Us All Workshop- Feedback Form

Instructor: ___________________________ Date: ______________________

Please use the criterion below:
1. Poor  4. Superior.
2. Marginally Acceptable  5. Excellent
3. Satisfactory

<table>
<thead>
<tr>
<th>Instructor knowledge of material</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of time on each topic</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Appropriateness of content</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor was clear and interesting</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Overall rating of this workshop</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We need and appreciate your additional feedback on this training:

What information have you learned from this presentation?

What were the strengths of this presentation?

What would you change to improve the overall workshop?
Appendix E: Mediator Instructions: Outline for Bullying Workshop

The following is an outline of the workshop on Bullying Prevention. The workshop should last approximately 50-minutes and should be geared towards youth aged 12-17. There are areas within this outline that could be excluded if there is an issue for time, the main areas that should be discussed will be marked with an asterisk (*). The following information has been adapted from the following sources: Perren, S., & Hornung, R. (2005). Craig., & Peppler. (2007). Craig, W. M., Willms, J. D., & Peters, Ray (2002).

*Discussion on what is a Bully?

A bully is someone who values the rewards that aggression can bring and lacks empathy for his or her victim and has difficulty feeling compassion. They tend to lack guilt and believe that the person that they are victimizing deserves the actions that they are taking. A bully is someone who likes to be in charge, to dominate, and to assert power. They don’t always get along with their peers but in many studies have been shown to be included in the “popular” groups in school.

*Who are bullies?

It is hard to make a distinction between who is and who is not a bully. The lines are very blurred and may easily be confused as to who is being intentionally mean and who is just having a bad day. Bullies can be people who treat others with no respect because they feel superior. They could also be people who aren’t happy with what/where they are in life and feel that others should share their unhappiness. A bully is a person who is setting out to annoy, intimidate, ridicule, etc. a victim. They are exhibiting their behaviour in order to obtain some kind of attention and/or satisfaction. A bully will also not apologize for their behaviour as they feel that it is deserved, in turn they see no need for an apology. The classification of a bully is not an easy one to make. From the examples given, it is easy to see that anyone, given the right circumstances, can be a bully. That is why it is important to always be aware of your actions and always take others’ feelings, thoughts, and beliefs into consideration.

The Name Bully!

In recent years, the use of the term bully has decreased, although it is still heard among some elementary school students; high school students have began to use more colourful words to describe the class bullies. Some of these names are not only for the classification of a bully and their meaning is not as clear as some may think.

**An example would be the name Jerk:**
Helen sees Chris in the hall pushing around a grade nine boy. Chris is kicking his stuff, calling him names, and shoving him in his locker. Helen yells at Chris to stop being such a jerk. Later that day, Helen asks her boyfriend Bobby if she can drive his car. He says no because she doesn’t have her license. Helen than says that he’s just being a jerk.
In this example, Helen has called both Chris and Bobby jerks. However, the two situations were very different and yet Helen made the same classification that both Chris and Bobby. It is important to remember what bullies are and to remember to tell them. Some may find that being called a bully is stupid, however everyone knows what a bully is. The definition is not lost and cannot be changed from situation to situation.

Is bullying all bad?

Some people believe that bullying is a part of high school. They think that just because they were bullied and got through it makes it ok for other bullies. Then you have the people who don’t believe that bullying is a problem in today’s school systems and that a lot of the issues around it are because parents are to overprotective. It is important that we educate students on the effects of bullying as well as how to best avoid/escape a bullying situation.

*What does a Bully look like?*

The characteristics of a bully are very stereotypical. The movies always portray the high school bully as the big mean kid in class. The kid who pushes everyone around including the teachers and usually has no friends. Although in some cases this maybe accurate, it is definitely not always the case. It was believed that bullies tend not to have friends and if they do, it is usually because they are afraid of the bully and/or they to are bullies themselves. This is no longer the case. In recent studies it has been shown that bullies tend to be some of the most popular kids in grade school as well as in high school. Many studies support the fact that many peers once they get older start to move away from supporting their bullying friends. A bully is someone who will approach their victim when there are others around because they like the audience. They may have problems with authority, do not like rules, so they tend to get into trouble with their teachers/principles more often than most. Bullies appear to be self-confident, but usually have poor communication and social skills. They can be very hot tempered and impulsive, basically doing what they want and when they want it. The people they are more likely to target are those who do not have a high standing at school, or a lot of friends, appear to be weak physically, show a lack of confidence, and are easily intimidated.

*What does a Victim look like?*

The characteristics of a victim, like bullies, can also be very stereotypical. Victims are usually referred to as geeks, losers, loners, etc. and are usually thought to be weak individuals. There are two types of victims, the “Passive Victim” has the following characteristics; they tend to be very self-conscious, easily believe what others say about them, and will believe that they are losers themselves, because that’s what the bullies call them. Victims can also be very socially withdrawn, not having many friends. Some victims will try and avoid being bullied by not attending social activities like proms, rallies, etc. in fear that if they go they will be bullied. Other reasons they may avoid social activities is due to the fear of being excluded. Victims tend to be sensitive, taking
what others say to heart, and are easily upset. Many victims rarely tell adults they are being bullied in fear that the bully will find out. As well, as they don’t believe that the adult will be able to help them. The other type of victim, the “Provocative Victim”, can sometimes be confused as a bully himself or herself. The characteristics of this particular victim are that they tend to be quick tempered and fight back whenever being bullied. Although this shows they do hold some self-confidence, they don’t always choose the appropriate ways to “fight back”; those being that they tend to provoke the bully more than disarm them. The provocative victim is best described as the victim who fights back with words to only get bullied more. The video clip from show opening Scene of Degrassi Next Generation Season 4, Disc 1: Episode 7 “Time Stands Still Part 1” time 00:00- 01:00 should now be shown with discussion to follow.

*What is a Bystander?*

A bystander is someone who does not act when someone else needs help. They are the people who tend to stop to watch a fight, but will not make any attempt to stop it. They can also be the people helping to fuel the latest rumor around school but would never admit to actually caring about that kind of gossip. A bystander is never fully aware of the power that they hold over a bully. As stated before, many bullies will not act if a crowd is not supporting them. On the other hand, many victims would be more likely to stand up for themselves and talk to someone if they felt that they were being supported. If you believe that you have never taken part in a bullying situation, think about this. How many fights have you witnessed? Have you ever repeated a story that someone told you about another person? Have you ever read another person’s MSN conversation without both parties permission? Have you ever left someone out of an activity on purpose? To see the effects that bystanders can have on a bullying situation see Appendix C. The video clip from Degrassi Next Generation Season 4, Disc 1: Episode 8 “Time Stands Still Part 2”- time 03:21- 04:21 should now be shown with a discussion to follow.

*Are there different types of Bullying?* Yes, just like there are different types of bullies there are also different kinds of bullying. The most frequent kinds of bullying are:  
**Physical**- includes hitting, kicking, slapping, pinching, biting, poking, and choking. It also includes destroying personal belongings  
**Social**- includes ignoring or excluding others, and spreading rumors.  
**Verbal**- includes name-calling, put-downs, teasing, and threats.  
**Cyber**- cyber-communication or publication posted or sent online, by instant messenger, e-mail, website, diary site, online profile, interactive game, handheld device, cell phone, or other interactive device that is intended to frighten, embarrass, harass, or otherwise target another.

*Scenario Assignment:*. Each group is to be given 4 different stories of a bullying situation. They are asked to distinguish what type of bullying is used in the story as well asked a few questions about the stories. Refer to Appendix D.
What do Bullies do?
What kinds of things do bullies do? As discussed before, there are different types of bullying, that being the case there would be different kinds of actions/behaviours that the bullies can do. Here are a few that I have seen.

- Take lunch money
- Spread rumors
- Beat people up
- Call people names
- Damage people’s property
- Ignore people at school
- Leaving threatening messages on their Facebook/MySpace page
- Anything Else?

*What can we do to help?

There are many things that can be done to help someone in a bullying situation. The first thing to do is decide to act. It sounds simple but a lot of people are afraid to act in fear that they will either make the situation worse or that they could themselves be bullied. Deciding to act is a courageous and mature decision. Once you have decided that you are going to help, the next step is to decide on what is the best approach. In some situations, telling an adult or a teacher about a situation will help; you may not always see this as the case and feel that it will only anger the bully. In these circumstances, the best approach is a calm one. If the bully, in question is one of your friends, telling them that you think that what they are doing is wrong may help. This may not always be the case, and you may not feel comfortable approaching the bully. In situations like these, giving support to the victim helps a great deal. Letting the victims know that you see what is going on and you know that they don’t deserve to be treated that way will help them. They will start believing that they do deserve to be treated differently and may be more inclined to speak up for themselves and let others know what is going on.

What is empathy? Empathy is a feeling of concern and understanding for another's situation or feelings. Relating to another person's situation and letting them know that you understand what they're going through can make a world of difference.

If wanting to help a person who is in a situation of either being bullied or is bullying another it is important to protect yourself and let someone know what is going on prior to any steps you want to take to help the individual. Knowing this, what steps do you think would be appropriate to take in order to help this individual?

*What can we do to make sure we aren’t being a bully?

When thinking about bullying and your own behaviour towards others, it is important to look at how other people may interpret your behaviour. An example would be if you were to call your best friend a loser. You may know your joking, but do they? A way to see how other people are interpreting your behaviour is to look at their body language. Working off the same example as before, when you called your friend a loser, did they
smile? Or did they change the subject, some other body language such as tensing up or moving away from you; this usually means that they are trying to tell you they are uncomfortable. It is important to always look at how people are interacting with you; from their behaviours you may be able to determine how they feel.

**How do I let someone know I don’t think they’re treating me or someone else with respect?**

As stated above it may not always be the case where you feel comfortable to talk one on one with the bully. However, if you do feel like you could be able to help the person by talking with them and letting them know how you feel about their behaviour then here are a few tips that may help.

- It is important to not attack them with this information but to approach them in a way that shows you care about how they are perceived and just want them to know what their actions look like to others.
- The way you approach a person with this information is totally dependent on the individual.

This is not always going to be the case and in some circumstances talking to the person yourself may not be the best approach. In those cases, it may be best to go to your teacher, principal, or anyone else who may be able to help them.
Appendix F: Bullying Handout

Anti-Bullying Website that may help:

www.b-free.ca           www.iamsafe.ca

www.bullybusters.org     www.bullyingcanada.ca

www.bullypolice.org      www.prevnet.ca

www.teamheroes.ca

Numbers to call if you’re being bullied and or are a bully:

1-800-668-6868 - Kids Help Phone
Appendix G: Scenario Activities

Situation 1

Angel and Erica don’t like Amy, they write messages on each others facebook pages talking about how they are going to meet her after Friday’s class and beat her up for all the stupid things she does. Amy was in school one day and overheard others talking about Erica and Angel’s facebook conversations and was clueless as to why they would do that.

Situation 2

Johnny dreaded gym class, its not that he didn’t like the class itself, but more so that he didn’t like the guys in his class. They were all from the rugby team and thought that they were better than him. They would call him names like fat ass and loser whenever he would come into the locker room. It was getting to the point that whenever they would see him in school they would just tease him to the point that his own friends would start to laugh.

Situation 3

Everyone wanted to go to Smith’s graduation party. Everyone had heard that he was getting a band and it was suppose to be the party of the year. At graduation Jeremy and his friends were talking about how fun the party was going to be, when Mitch over heard them he asked where the party was going to be. Jeremy said he couldn’t tell him because Smith didn’t want him there but that they’d tell him all about it tomorrow.

Situation 4

Tom didn’t like his English class, this one guy Mike kept pushing his books of his desk and shoving him into the door whenever they would leave for lunch. One day Tom decided to take his time to pack up his bags so that Mike wouldn’t have the chance to push him into the door. Once he saw him leave he quickly packed up his begs and went down the hall. Mike didn’t like the fact that he hadn’t had his “freshman shove” of the day and decided to go find Tom. Mike noticed Tom near his locker, not saying a word walked behind him and threw him into a set of lockers, Toms bag dropped to the floor and blood started dripping from his nose. Mike smirked and continued to walk down the hall.