Implementing the Wisconsin Bullying Prevention Curriculum

in a Family and Consumer Sciences

Education Classroom

by

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ABSTRACT

This study assesses the learning and attitude change in seventh grade students following the classroom teacher’s implementation of the Wisconsin Bullying Prevention Curriculum published by the Wisconsin Department of Instruction. The teacher followed the curriculum design utilizing the resources provided in the curriculum and assessed two groups of students using a pre- and post-test provided by the authors. The results showed the post-test total score was statistically significantly higher (p < 0.05) than the pre-test total score on curriculum content. Two individual questions were found to be statistically significantly higher: (a) more students were correct in choosing an “assertive” comeback, and (b) more students would choose to speak up when observing bullying. The post-test showed agreement or disagreement with statements about bullying in school. Students felt safe, but also felt bullying was a problem. Students favored family and friends over school staff when telling someone about a bullying problem. The use of the Wisconsin Bullying Prevention Curriculum followed many of the recommendations in literature for
prevention and intervention. Students used the REACT model to recognize, explain, act, care, and turn to key adults for help with bullying. It is recommended that the Wisconsin Bullying Prevention Curriculum be implemented in more classrooms with continued assessment and future revisions to the curriculum.
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Chapter I: Introduction

More serious attention is being paid to the problem of bullying in schools (Limber & Small, 2003). If you have contact with an educational institution, you are aware of the term bullying. As a classroom teacher in a small rural Wisconsin district, I have witnessed countless incidents of verbal and physical bullying, and heard of relational and cyber bullying acts. My content area, Family and Consumer Sciences, has ample opportunities to address interpersonal relationships. Like all teachers, classroom management and student behavior are part of my teaching responsibilities. I am a role model for how to treat others and how to address conflict in social groups. Without intervention, bullies and victims suffer from low self-esteem and carry into adulthood ineffective social skills. (Graham & Bellmore, 2007)

Statement of the Problem

Middle schools are a place of academic and social activity for students and teaching staff. It is impossible to separate the learning activities from the influence of social relationships and peers. When students are not achieving in the classroom, part of the problem can be negative interactions with classmates and peers. Recently, there has been an increased awareness of bullying as a contributor to individual student problems, both academic and personal. Teachers can address bullying behaviors and the effects of bullying in the classroom using published teaching materials. Evaluation in individual classrooms should be done to assess and revise the published curriculum currently being offered by the Wisconsin Department of Public Instruction.

Purpose of the Study

This research assesses students who received instruction from a classroom teacher using the new Wisconsin Bullying Prevention Curriculum from the Wisconsin Department of Public Instruction (2007). The objectives of this curriculum are for students to recognize bullying
behavior and acquire skills to take appropriate action. In addition, the assessment tool measures change in students’ awareness of the problem of bullying and change in their views on bullying at their own school. Third, the students respond to a survey about adults to go to for help with the problem of bullying.

Assumptions of the Study

Students will have prior knowledge of bullying from elementary school experiences. The teacher will follow the curriculum provided by the Wisconsin Department of Public Instruction. Students will take the consent form home and return it to school as directed. Students will make a sincere effort to answer the questions on the pre- and post-test to the best of their ability. The pre- and post-test instrument will accurately reflect the curriculum content and will provide valid and reliable data regarding the effectiveness of the curriculum. The instrument will also measure student attitudes about bullying in their school before and after instruction.

Definition of Terms

Bullying. A series of intentional acts which cause negative feelings in one who is less powerful or important.

Bully. A person who uses bullying behavior toward others.

Victim. A person who is the target of bullying behavior.

Bully-victim. A person who is involved in separate incidents of giving and receiving bullying behavior.

Bystander. A person who closely observes bullying behavior and can have an effect on the bully or victim by how he or she reacts to the incident.

Harassment. Any intentional behavior directed at an individual that the victim finds offensive.
Limitations of the Study

This study involves one classroom teacher in one school district. Two groups of students received instruction using the same curriculum approximately twelve weeks apart. Both groups of students took the pre-test and post-test. Students in the later section had some awareness of the classroom activities from talking to peers and from activities that involved communicating messages about bullying with peers (i.e. posters in the hallways). It is likely that students had opportunities to talk about bullying with parents and other classroom teachers. Some students may have had difficulties with reading the pre- and post-test questions, but received no assistance or clarifications.

Methodology

The students in this study represent two sections of a seventh grade Family and Consumer Sciences class taught at a 7-12 school in west central Wisconsin. The teacher administered a twenty-three item pre-test (Appendix C) to assess prior knowledge about bullying behaviors and actions to address bullying. The lessons were from a newly published curriculum designed for sixth through eighth grade classrooms. The eight lessons were used with seventh graders over approximately ten school days. An interactive CD, trade books, student handouts, and worksheets were utilized as directed by the curriculum writers. The students were given the same assessment as a post-test after the curriculum was completed.

The Statistical Program for Social Sciences, version 15.0 for Windows (SPSS, 2006) was used to analyze the data. Frequency tables were created for all responses. Questions #1-11 were scored for number of correct responses. Pre-test and post-test questions were compared using a paired sample t-test. The mean, t-statistic, and p-values were reported. Statistical significance was evaluated using a significance level of .05 and two-tailed testing. Questions #12-22 used a
mean score to show higher and lower values of agreement or disagreement with the given statements.
Chapter II: Literature Review

**Hainstock Case**

In September of 2007, Wisconsin was in the national news for a school-shooting incident, which occurred in the Weston School District. This district is a small rural school, similar to the one in this study, which has middle and high school students in the same building. The shooting incident occurred during Homecoming week. As is the case in many other schools, Homecoming is a time when both students and teachers participate in unusual activities in the name of school spirit. As a change from the routine, Homecoming’s many distractions add stress to the school environment. Activities were postponed in Weston after a sixteen year old brought weapons to school and killed his high school principal when the two were physically struggling (“I didn’t plan…”, 2007).

Later, we learned from news accounts that the boy was identified as a bully in his school and claims to be a victim of bullying himself. Hainstock stated that adults did not intervene. He was sentenced to life in prison with eligibility for parole in 30 years (“Eric Hainstock could…”, 2007). Could school administration have prevented Hainstock’s violent acts by addressing incidents of bullying at his school? Students who are victims of bullying often react aggressively. Rusby, Forrester, Biglan, and Metzler (2005) found that middle school students who experienced frequent verbal and physical harassment showed higher levels of aggression, and more antisocial behavior and association with deviant peers. Middle school harassment increased the probability of high school problem behaviors.

Before Weston, school shootings periodically renewed interest in the discussion about school violence and bullying behaviors. A number of cases cited bullying as a contributing factor in the subsequent violence. In a study by the United States Secret Service and the United States
Department of Education (2004), over two-thirds of student attackers (71%) experienced bullying or other forms of harassment at school. School boards and administrators are expected to take action to prevent violence and to maintain safe schools, directives that are part of the No Child Left Behind federal legislation (Limber & Small, 2003). Teachers monitor student behavior in their classrooms and other parts of the school and teachers intervene when bullying behaviors occur. Students are participants, willingly and unwillingly, in bullying incidents at every grade level. Consequences exist for bullies and victims, and their peers, friends, and families.

**Bullying Behaviors in Schools**

Bullying is a form of violence. Riese (2007) compares bullying to other forms of abuse including domestic violence. Support for bullying prevention contributes to the goal of human rights (Greene, 2006). Since bullying is related to other behaviors including harassment and discrimination, strategies that address one form might help reduce all forms of aggressive behavior. Children need skills for healthy relationships and have the right to feel safe at school. Because students differ in optimism and resilience, schools should provide social support for all students. Programs that seek to reduce bullying will likely teach social skills which students can use in all types of social relationships.

The research community uses a definition of bullying which originated with Dan Olweus, a Norwegian who began researching bullying in the 1970's. Olweus (2003) says bullying has three criteria: (a) an intentional act, (b) repeated over time, and (c) which exhibits a power imbalance. Olweus uses his Bullying Circle to show eight possible roles and reactions by participants in bullying. In addition to the (a) bully or bullies and the (b) victim, there are often bystanders. These bystanders can be (c) supportive of the bully, (d) passive, but supporting the
bullying. (e) passive—showing no reaction to the bully or victim, (f) distant observers, (g) supportive of the victim, or even (f) assertive in telling the bully to stop.

Bullying can be physical such as fighting, pushing, and physical attacks. It can be verbal, including name-calling, unwelcome teasing, and insults. Both of these are examples of direct bullying. Forms of bullying that are indirect include relational bullying, which is the exclusion of others, or spreading of rumors to negatively affect someone's friendships and social standing within the school. Relational bullying is a bigger problem for female students, and more difficult for teachers to identify and to address (Owens, Shute, & Slee, 2004). Another form of indirect bullying is cyberbullying, which uses the Internet to verbally attack the victim and affect his or her peer relationships.

The problem of bullying has been documented in research conducted in the last thirty-five years. Dan Olweus (2003) surveyed 150,000 students in Norway in 1983 and found 15% identified themselves as bullies, victims, or bully-victims. This study was repeated in 2001, and reports from victims increased by 50%, while reports of involvement in bullying increased by 65% suggesting a real need for intervention. A 1998 study used a 102 question self-report survey completed by over 15,000 youth in the United States, grades six to ten, to assess the prevalence and effects of bullying involvement on participants (Nansel et al., 2001). The study identified three groups: bully, victim, and bully-victim. In this study, 13% of students were bullies, 10.6% were victims, and 6.3% were bully-victims; all total, 29.9% of the participants reported involvement with bullying.

All victims are harmed when they experience abuse by a bully. Most victims have a passive personality. Some victims have personality or physical characteristics that make it more likely they will be victimized. Bullies in middle schools often target their victims because of
what they look like: over-weight or wearing unpopular clothing (San Antonio & Salzfass, 2007). Graham and Bellmore (2001) used self-report, peer data, and teacher data to compare three groups of middle school sixth graders: bullies, victims, and bully-victims. Bullies are mentally healthy, have high self-esteem and enjoy high social status with peers. Victims tend to blame themselves while bullies blame others for disagreements with peers. Bully-victims lack social support and appear to be the most at-risk of the three groups.

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Elinoff, Chafouleas and Sassu (2004) found that bullies are trying to gain popularity and attention from their peers. Bullies have friends, although this friendship group may include other bullies (Nansel et al., 2001). Morrison (2006) found non-bullies and bullies reported the highest level of respect at school and victims and bully-victims reported the lowest.

Looking at students’ home environments, Unnever (2005) did a study that took into account parenting styles, parental monitoring, and family conflict and reported that bully-victims come from more chaotic homes and use and receive more physical aggression. The American Medical Association lists bullying as a public health concern (Graham & Bellmore, 2001). Bullying incidents lead to depression, suicide and violence toward others (Olweus, Limber, & Milhalic, 1999). Keeping students in healthy social relationships reduces future antisocial behaviors (Morrison, 2006).

Some bullies have previously been victimized by the bullying behaviors of others and these bully-victims may act out in response to a threat. Rusby et al., (2005) describe a cycle of aggressive behavior when victims turn to aggressive behavior themselves. Research at six middle schools with 900 students found a sub-group of victims of bullying who acted aggressively (Unnever, 2005). Victims who act aggressively are more likely to have been victims of physical bullying and are more likely to physically bully other students. Bully-victims suffer the negative
effects of victims, but do not have the social status of bullies found in other studies (Elinoff et al., 2004; Graham & Bellmore, 2001). Participants in bullying report poorer psychosocial adjustment, with the bully-victim reporting the most serious maladjustment (Nansel, 2001).

Bullied students often have lower academic achievement and bullying contributes to truancy and absenteeism. The National Association of School Psychologists reports bullies and victims have problems with school attendance, truancy, poor grades, and dropping out (as cited in Greenya, 2005). Eisenberg, Neumark-Sztainer, and Perry (2003) conducted research at thirty-one Minnesota schools that included over four thousand students. Students were asked how often they experienced harassment and how connected they felt to their school. Nearly half liked school and got good grades. Students who liked school the most reported the least harassment. Reports of harassment were greatest for students with the lowest grades.

Students come to school for academics and, by necessity, form social relationships. Students who are bullied feel more isolated and report more stress than other students (Newman, Holden & Delville, 2005). In this study, 853 college-age students were asked to assess their middle and high school experiences for frequency of bullying, degree of isolation, and stress symptoms. About one-third of students reported bullying before high school, with a decrease in incidents in high school. More females and more frequent bullying victims reported more stress symptoms. Morrison (2006) also found bullies and victims become more socially isolated. Victims have weak social ties, and become lost in their community. Bullies find subgroups of those who behave violently, inflicting harm on themselves or others. In Nansel et al. (2001) both bullies and bully-victims reported feeling lonely and having problems with classmates.

A longitudinal study in Oregon measured the prevalence and the experience of harassment in middle school and whether it predicted future problems in high school (Rusby, et
Over 200 fifth, sixth, and seventh grade students and their parents responded separately to sixteen questionnaires over four years from middle school into high school (grades nine, ten and eleven). Students were asked about peer harassment while parents were asked about their child’s behaviors and friends. In middle school, 85% of boys and 78% of girls reported some physical or verbal peer harassment. Both verbal and physical harassment decreased in high school. Students experiencing higher levels of harassment had higher levels of antisocial behavior and more association with deviant peers. Verbal harassment, but not physical harassment, increased alcohol use in high school.

Students report bullying in crowded or under-supervised areas of the school (San Antonio & Salzfass, 2007). This includes bathrooms, hallways, playgrounds, and cafeteria areas. School size and community may make a difference. In Nansel et al. (2001), students in sixth through tenth grades in the United States reported similar levels of being victims of bullying, but suburban students did 2-3% more bullying and rural youth did 3-5% more bullying. In their study, San Antonio and Salzfass (2007) found seventh and eighth grade students in the Big City school felt less safe (65%) than students in the Small City school (83%) or the Rural school (81%).

Bullying occurs more frequently in sixth through eighth grades than in high school (Nansel et al., 2001). Other researchers found a similar decrease in incidents as students move on to high school (Eisenberg et al., 2003; Newman et al., 2005; Rusby et al., 2005). Prevention and intervention programs should be directed at students moving from elementary to middle school (Espelage, 2004). A new environment in middle school with new classmates and less direct supervision by teachers creates fresh opportunities for bullies to target victims. Students bullied in middle school continue to be bullied in high school (Newman et al., 2005). Programs that
address bullying behaviors in middle schools will likely reduce problem behaviors in high schools (Rusby et al., 2005).

**Prevention and Intervention Efforts**

Students and teachers are instrumental to implementing effective programs. Surveyed students who report bullying in their schools often claim that teachers are not addressing the incidents (Espelage, 2004). Teachers may be a positive or negative factor in bullying in school and students may perceive teachers as approving certain behaviors when they do not act. Teachers miss out on bullying in large common areas of the school or find it difficult to see the indirect, subtleties of relational bullying. Owen et al., (2004) found girls felt reporting bullying incidents to teachers often led to more problems. Many teachers may not feel confident to get involved. Some teachers may be uninformed or not prepared to intervene in bullying incidents.

In research by Crothers and Kolbert (2004), 285 students and 37 teachers were asked to rate strategies and interventions for effectiveness. More teachers than students reported they observed bullying. Teachers rated strategies they found most helpful to be (a) talking about bullying, (b) teaching how to deal with bullies, and (c) reporting bullying. Students rated as most helpful (a) making the classroom safe, (b) teaching how to deal with bullies, and (c) telling parents. In this study, students were more negative than teachers about the effectiveness of the listed strategies. The survey identified that teachers wanted reported bullying to be referred to school counselors, and teachers wanted to teach assertive communication skills to all students. They also believed students were not aware of all the interventions that teachers were currently using.

Teachers use a variety of bullying prevention and intervention programs within their own classrooms. Sometimes teachers collaborate to change the level of bullying in their building. An
example of this is a program called Bully Busters, which was implemented and evaluated by Newman-Carlson and Horne (2004). Thirty teachers in a middle school participated in the study, with half representing a control group. Teachers who received training and participated in a follow-up support group had greater knowledge and used more interventions. Discipline referrals decreased in those teachers' classrooms. In addition, this study showed training for a portion of teachers was effective. For some districts, it may be "more precise, cost-effective, and time efficient" (Newman-Carlson & Horne, 2004, p. 266) to train some, but not all, teachers in one school.

Numerous researchers advocate that the best programs for prevention and intervention involve the whole school (Elinoff et al., 2004; Graham & Bellmore, 2007; Olweus, 2003; Olweus, et al., 1999; San Antonio & Salzfass, 2007; Whitted & Dupper, 2005). School-wide programs are favored over single classroom interventions because all students are involved and affected by bullying incidents. The goal of school-wide programs is changing attitudes as well as behavior over time (Riese, 2007). Researcher Dorothy Espelage (2004) states schools must take action because failure to do so will "contribute to the silence among victims and bystanders" (p. 5) and problems will continue.

The University of Colorado examined over 450 anti-violence programs and found ten programs to be effective programs for violence prevention (Olweus et al., 1999). Some of these ten are directed at early childhood or elementary years and some are designed for other settings in the community (i.e. Big Brothers, Big Sisters). The Olweus Bullying Prevention Program from Norway was rated second on their list of the top ten programs. Later research in Norway evaluated fifty-six bullying programs and found only one to be effective: the Olweus Bullying Prevention Program (Olweus, 2003).
When implemented, the Olweus Bullying Prevention Program “changes the opportunity and reward structures for bullying behavior” (Olweus, 2003, p. 15) in the school and community. The Olweus Bullying Prevention Program is a school-wide program that involves administrators who set policy, parents who have input, and school staff members that receive training and act as role models and reporters throughout the school. Classroom teachers set classroom expectations and run weekly classroom meetings to discuss behavior. Teachers meet as needed with students and parents regarding specific bullying problems.

Language and policies need to clearly outline expectations for behavior and consequences for those who violate anti-bullying rules (Elinoff et al., 2004; Olweus, 2003; Olweus et al., 1999; San Antonio & Salzfass, 2007; Whitted & Dupper, 2005). According to Limber & Small (2003), one mistake is to equate bullying with harassment or conflict. Harassment laws exist separately to address individuals who are targeted for a specific characteristic such as race or gender. Bullying in middle schools often pick on their victims for their appearance traits or not fitting in (San Antonio & Salzfass, 2007). Bullies act in a way that shows power and makes victims feel the need to defend themselves, though victims frequently lack the skills to do so. Peer conflict strategies are not effective with bullying. The utilization of conflict resolution is appropriate for students who are close or equal in power or status, but not for students involved in bullying incidents. Crothers and Kolbert (2004) reported teachers and students did not choose assigning bullies and victims to work together as an effective intervention strategy.

Most legislation for bullying prevention and intervention is being written at the state level. By 2003, fifteen states had enacted laws addressing bullying in K-12 education (Limber & Small, 2003). By 2007, thirty states had done so (Riese, 2007). Most states put responsibility on
local school boards to implement programs but avoid mandates from the state. Tight local school budgets are a consideration in starting new programs (Limber & Small, 2003).

Legislation proposed in Wisconsin in 2007 calls for the Department of Public Instruction to develop a model school policy for local schools and create a model education and awareness program (Wisconsin Legislative Spotlight, 2008). This includes a proposal for a Bullying Awareness Day in September for Wisconsin public schools. The publication of the Wisconsin Bullying Prevention Curriculum is an effort by the Wisconsin Department of Instruction to provide leadership in this area.

The Wisconsin Bullying Prevention Curriculum and teacher training were first made available for the 2007-2008 school year. The curriculum has two programs: one for elementary, grades three to five, and one for middle school, grades six to eight. The middle school lessons first identify bullying behaviors using an interactive game show. A community mural activity demonstrates the effect bullying has on victims. Three lessons use stories and situations to demonstrate and allow students to practice effective ways to respond to a bully. Three lessons have students take information beyond the classroom to peers. The eight lessons take eight to ten class periods to complete.
Chapter III: Methodology

Teachers want to provide quality instruction. Implementing a new curriculum and using a tool to assess its effectiveness will guide decision-making for future classroom instruction. Individual efforts by teachers are a supplement to school-wide efforts to address bullying and school district efforts to address school safety. This study involves one teacher in one school district and gives insight into the effectiveness of the Wisconsin Bullying Prevention Curriculum being used in the state of Wisconsin. The teacher participated in two days of training in June of 2007 before implementing the curriculum.

The Wisconsin Bullying Prevention Curriculum is written at two levels. The first document is for grades three to six. The second document, used in this study, is for grades six to eight. The first year has eight lessons, and four booster (review) lessons to be used in the following school year. Three supplemental lessons are provided which focus on social and emotional learning with activities about friendship, teamwork, and communication. These can be used anytime. This curriculum was not used in this district when the study group was in grade six, so it was implemented in grade seven, the year students in this school district transition from elementary to middle school. (See a sample lesson in Appendix A.) The eight lessons were used over ten school days, with Day One and the Final Day used to administer the pre- and post-tests to students.

Subject Selection and Description

The seventh grade students are assigned to one of three trimester (twelve-week) sections of a Family and Consumer Sciences class. The bullying curriculum was implemented in the fourth week and continued for approximately ten school days. The students in the second and third twelve-week sections received a consent form (Appendix B) during the first week of class
to have time to return these forms before taking the pre-test (Appendix C) on Day One of the bullying curriculum. The students took the post-test on the Final Day of the curriculum instruction. The combined number of students in the two sections was thirty-nine. The number of students who returned consent forms was thirty-one (N=31). Students who did not return consent forms did not have their results included in the study. Fourteen students were female; seventeen were male.

Instrumentation

The pre-test and post-test used the same questions. The assessment tool was provided by the Wisconsin Department of Public Instruction from the authors of the Wisconsin Bullying Prevention Curriculum, and used with permission. The test instrument has twenty-three questions. The first eleven multiple-choice questions assess the knowledge of bullying behaviors and individual actions to address bullying. Questions #15-21 ask students to respond on a five-point scale from strongly agree to strongly disagree. Question #22 asks students to rate eight categories of people as to how comfortable they felt about asking each group for help if they were being bullied. Question #23 asks students if they were male or female.

Data Collection Procedures

On Day One, before any instruction, the students were asked to take the pre-test on bullying. Students received a test form, coded with a number to allow the teacher to match the test forms with consent forms received. Students worked independently and were expected to read the test items and choose a response to the best of their ability. Students had as much time as they needed to take the test. Similarly, on the Final Day, students received the post-test, which was coded with the same number as their pre-test. Students took the post-test independently, read and selected their responses, and had as much time as they needed.
Data Analysis

A number of statistical analyses were used in this study. Questions #1-11 were scored for number of correct responses. Frequency tables showed the percent, valid percent, and cumulative percent. Pre-test and post-test questions were compared using a paired sample t-test. The mean, t-statistic, and p-values were reported.

Questions #12-22 also used frequency tables for all responses given. For each question, a mean was determined for comparison. Strongly agree was scored as a 1-value, agree as 2-value, not sure as a 3-value, disagree as a 4-value, and strongly disagree as a 5-value. Low mean values showed more agreement with the given statement. Questions had to be evaluated individually on whether agreement or disagreement was the preferred opinion. Cross tabulation tables showed the change from positive to negative opinions or to not sure or the reverse.

Limitations

The pre-test is dependent on the students' cognitive abilities and reading comprehension levels. The multiple-choice content questions #1-11 have answers ranging in length from one to fifteen words. The questions use figurative expressions such as “hard time”, “crosses the line”, “loses her cool”, “knock it off” and “picking on”, which students must interpret accurately. Some words are challenging for students with weaker vocabulary skills, including aggressive, assertive, characteristics, comebacks, and competitive. The words might be unfamiliar to students taking the pre-test, but the words are used in the lessons in the Wisconsin Bullying Prevention Curriculum. Three questions ask about conflict, a word that is not used in the curriculum. Questions #1-11 included an option for not sure, which was scored as an incorrect answer.
In the second part of the test, questions #12-21, and multi-part question #22, the Likert scale is arranged with the not sure option to the bottom or far right. The not sure option was considered a middle value (3) in scoring the results. Question #22 also used the five-point scale asking students to agree or disagree. The question, however, was about how comfortable students felt. Corresponding language such as very comfortable, comfortable, not sure, not comfortable, not at all comfortable was not used.

Summary

This study took place in the first year in which the Wisconsin Bullying Prevention Curriculum was available. Two groups of students took the pre-test, participated in the lessons and activities over ten school days, and took the post-test on the last day of instruction. Only students who returned consent forms were part of the study. The assessment measured student learning of the curriculum content and student attitudes about the problem of bullying in general and at their school.
Chapter IV: Results

The pre- and post-test gave three types of information for analysis. The first part, questions #1-11, measured the students’ knowledge of bullying behaviors and actions to address bullying. Questions #15-21 surveyed students’ attitudes about the problem of bullying at school. Question #22 reported how comfortable students felt about asking others for help if they were being bullied.

Results for Questions #1-11

Questions #1-11 were about curriculum content for identifying bullying behaviors and taking action when a bullying incident occurs. Students had five choices, one of which was not sure. The results for correct responses are shown in Table 1. The results showed post-test total scores were statistically significantly higher (.000) than the pre-test total scores. The pre-test mean was 6.7 correct responses on content questions #1-11. On the post-test, the mean was 8.1. This increase shows students were more confident in answering questions about bullying behaviors and students were able to apply skills to respond or report bullying, two goals of the curriculum.
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<td>.10</td>
<td>.29</td>
<td>-1.985</td>
<td>.056</td>
</tr>
<tr>
<td>3</td>
<td>.71</td>
<td>.77</td>
<td>-.701</td>
<td>.489</td>
</tr>
<tr>
<td>4</td>
<td>.87</td>
<td>.94</td>
<td>-1.000</td>
<td>.325</td>
</tr>
<tr>
<td>5</td>
<td>.74</td>
<td>.90</td>
<td>-1.976</td>
<td>.057</td>
</tr>
<tr>
<td>6</td>
<td>.97</td>
<td>1.00</td>
<td>-1.000</td>
<td>.326</td>
</tr>
<tr>
<td>7</td>
<td>.58</td>
<td>.74</td>
<td>-1.541</td>
<td>.134</td>
</tr>
<tr>
<td>8</td>
<td>.16</td>
<td>.48</td>
<td>-2.997</td>
<td>.005*</td>
</tr>
<tr>
<td>9</td>
<td>.84</td>
<td>.74</td>
<td>1.139</td>
<td>.264</td>
</tr>
<tr>
<td>10</td>
<td>.71</td>
<td>.84</td>
<td>-1.680</td>
<td>.103</td>
</tr>
<tr>
<td>11</td>
<td>.61</td>
<td>.84</td>
<td>-2.528</td>
<td>.017*</td>
</tr>
</tbody>
</table>

*p-value is statistically significant if it is < 0.05

**Item Analysis for Questions #1-11**

The highest percentage of correct responses was Question #6. On the pre-test, 93% of students, and on the post-test, 100% of the students answered correctly. Students were asked *Which of the following characteristics DOES NOT describe someone who bullies other people?* The correct response was A: *Has many friends.*

The lowest percentage of correct responses was Question #8, however the results were statistically significantly higher (.005) from pre-test to post-test. Students were better able to
choose an assertive response when asked If someone says, "you're ugly", which of the following would be an assertive comeback? The correct answer was C: "Leave me alone" using a strong voice. The percentages were 16% for the pre-test and 48% for the post-test. While the increase was statistically significantly higher (.005), about half of the students, 52%, did not choose the correct example of an assertive response on the post-test. In class, students were given examples of assertive statements in the form of "I - statements". The correct response on the test used the word "me" and was an imperative sentence. Rewriting the statement, using a declarative sentence and the "I - statement" form would result in the assertive response "I want to be left alone."

Question #11 was also statistically significantly higher (.017) from pre-test to post-test. Students were given the statement If I saw someone being bullied, I would ... On the post-test, 83.9% of students chose the preferred answer C: Try to stop it by telling the bully to "knock it off", compared to 61.3% of students on the pre-test.

One question had more students answer incorrectly on the post-test than on the pre-test. For question #9, students were asked, Which of the following statements would you use to convince George that he should report being bullied by Bubba? On the pre-test, 83.9% chose the preferred answer D: What if we go to the counselor together to talk about how Bubba treated you? On the post-test, only 74.2% chose the correct response. Another possible response was C: When are you going to tell an adult? Reporting bullying to a key adult was strongly emphasized in the curriculum activities.

Results for Questions #12-21

The second part of the assessment asked students for student agreement about the problem of bullying in the student's own school. For each question, a mean was determined for
comparison. *Strongly agree* was scored as a 1-value, *agree* as 2-value, *not sure* as a 3-value, *disagree* as a 4-value, and *strongly disagree* as a 5-value.

The data measures current student attitudes. As shown on Table 2, students showed agreement with question #13, *When someone is being bullied, it can bother them for a long time,* (mean pre 1.45, post 1.39). Students had similar measures of agreement with two statements: question #20, *At my school, staff (teachers, coaches, principal) take bullying seriously* (mean pre 1.87, post 1.84) and question #21, *At my school, staff (teachers, coaches, principal) work to prevent bullying,* (mean pre 1.87, post 1.74). The level of agreement increased on the post-test for these three questions; however, these increases were not statistically significant. Students showed a lower level of agreement with question #17, *I feel it is my responsibility to try and stop bullying when I see it,* (mean pre 2.06, post 2.23).

Students showed strong disagreement with question #12, *Bullying is just a part of growing up and it is not a serious problem,* in the pre-test (mean 4.26), which increased in the post-test (mean 4.39). However, this increase was not statistically significant.

The students were less in agreement with the remaining questions with mean values between 2.45 and 3.06 on the pre-test, and 2.35 and 3.39 on the post-test.
### Table 2

Pre- and Post-test Results for Agreement or Disagreement Questions #12-21

<table>
<thead>
<tr>
<th>Question</th>
<th>Pre-test Mean</th>
<th>Post-test Mean</th>
<th>t</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>4.26</td>
<td>4.39</td>
<td>-.680</td>
<td>.502</td>
</tr>
<tr>
<td>13</td>
<td>1.45</td>
<td>1.39</td>
<td>.373</td>
<td>.712</td>
</tr>
<tr>
<td>14</td>
<td>3.06</td>
<td>3.39</td>
<td>-1.438</td>
<td>.161</td>
</tr>
<tr>
<td>15</td>
<td>2.87</td>
<td>2.87</td>
<td>.000</td>
<td>1.000</td>
</tr>
<tr>
<td>16</td>
<td>2.58</td>
<td>2.52</td>
<td>.312</td>
<td>.758</td>
</tr>
<tr>
<td>17</td>
<td>2.06</td>
<td>2.23</td>
<td>-1.000</td>
<td>.325</td>
</tr>
<tr>
<td>18</td>
<td>2.45</td>
<td>2.35</td>
<td>.487</td>
<td>.630</td>
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<tr>
<td>19</td>
<td>2.71</td>
<td>2.87</td>
<td>-.867</td>
<td>.393</td>
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<tr>
<td>20</td>
<td>1.87</td>
<td>1.84</td>
<td>.215</td>
<td>.831</td>
</tr>
<tr>
<td>21</td>
<td>1.87</td>
<td>1.74</td>
<td>.812</td>
<td>.423</td>
</tr>
</tbody>
</table>

**Item Analysis for Questions #12-21**

In Table 3, 16 students on the pre-test (mean 2.87), and 17 on the post-test (mean 2.87), chose agree or strongly agree with the statement *I feel safe from bullies at school*. While a high number of students do feel safe at school, about half of the students do not agree with the statement (15 on pre-test, 14 on post-test).
Table 3

Question #15: *I feel safe from bullies at school.*

<table>
<thead>
<tr>
<th></th>
<th>Pre-test (N=31)</th>
<th>Post-test (N=31)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Agree</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Not Sure</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

In Table 4, 17 students on the pre-test (mean 2.71), and 15 on the post-test (mean 2.81), chose *agree* or *strongly agree* with the statement *Bullying is a problem at my school*. Both before and after receiving instruction from the Wisconsin Bullying Prevention Curriculum, about half of the students see bullying as a problem in their school.

Table 4

Question #19: *Bullying is a problem at my school.*

<table>
<thead>
<tr>
<th></th>
<th>Pre-test (N=31)</th>
<th>Post-test (N=31)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Not Sure</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Disagree</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>
Questions #20 and 21 ask students about how staff in their school is addressing the problem of bullying. Table 5 shows that 27 students on the pre-test (mean 1.87), and 28 on the post-test (mean 1.84) chose agree or strongly agree with the statement *At my school, staff (teachers, coaches, principal) take bullying seriously*. Only three students chose disagree or strongly disagree for this statement.

Table 5

**Question #20: At my school, staff (teachers, coaches, principal) take bullying seriously.**

<table>
<thead>
<tr>
<th></th>
<th>Pre-test (N=31)</th>
<th>Post-test (N=31)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Not Sure</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

In Table 6, 27 students on the pre-test (mean 1.87), and 30 on the post-test (mean 1.74) chose agree or strongly agree with the statement *At my school, staff (teachers, coaches, principal) work to prevent bullying*. These results show that the majority of students see school staff taking steps in the area of prevention.
Table 6

Question #21: At my school, staff (teachers, coaches, principal) work to prevent bullying.

<table>
<thead>
<tr>
<th></th>
<th>Pre-test (N=31)</th>
<th>Post-test (N=31)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>Not Sure</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Questions #17 and 18 asked students about their responsibility and confidence in their own abilities to stop bullying. Table 7 shows that on the pre-test, 26 students chose agree or strongly agree for the statement I feel it is my responsibility to try and stop bullying when I see it (mean 2.06). This number was lower for the post-test, with 22 in agreement (mean 2.23). On the post-test, two more students showed disagreement, and two more students were not sure. In the Wisconsin Bullying Prevention Curriculum, students are strongly encouraged to report bullying to adults.
Table 7

Question #17: I feel it is my responsibility to try and stop bullying when I see it.

<table>
<thead>
<tr>
<th></th>
<th>Pre-test (N=31)</th>
<th>Post-test (N=31)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Agree</td>
<td>19</td>
<td>14</td>
</tr>
<tr>
<td>Not Sure</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Twenty students on the pre-test and the post-test showed agreement with the statement I believe I can stop someone from bullying, with four moving from agree to strongly agree on the post-test (see Table 8). A small number of students disagreed with this statement (five on the pre-test, six on the post-test). No students chose strongly disagree. Most students showed agreement with this broad, strongly worded statement (pre-test mean 2.45, post-test mean 2.35)

Table 8

Question #18: I believe I can stop someone from bullying.

<table>
<thead>
<tr>
<th></th>
<th>Pre-test (N=31)</th>
<th>Post-test (N=31)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>Not Sure</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Results for Question #22

Question #22 was an eight-part question listing groups and individuals the students could go to for help or to report bullying. Students did not rate teachers and other school staff as highly as family and friends to go to if they were being bullied. Results were similar for question #22 on the post-test, as shown on Table 9. On the pre-test, most students agreed or strongly agreed with going to friends (mean 1.62), parents (mean 2.28), and older brothers or sisters (mean 2.37). Counselors (mean 1.97) were the only school staff to rate in the top four of eight. Half or fewer students agreed or strongly agreed with going to the principal (mean 2.90), teachers (mean 2.97), school nurse (mean 3.40) and coaches (mean 3.43).

On the post-test, results were similar (Table 9). Students chose friends (mean 1.52), parents (mean 2.07), counselors (mean 2.13) and older brothers or sisters (mean 2.30), as their top four groups to go to if they were being bullied. Students were more positive towards the principal (mean 2.77), but less positive towards teachers (mean 3.06), coaches (mean 3.63), and school nurse (mean 3.70).
Table 9

Pre- and Post-test Results for Agreement or Disagreement Question #22 A to H

<table>
<thead>
<tr>
<th>Groups of People</th>
<th>Pre-test Mean</th>
<th>Post-test Mean</th>
<th>t</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 A - Parents</td>
<td>2.28</td>
<td>2.07</td>
<td>1.440</td>
<td>.161</td>
</tr>
<tr>
<td>22 B - Older brothers or sisters</td>
<td>2.37</td>
<td>2.30</td>
<td>.403</td>
<td>.690</td>
</tr>
<tr>
<td>22 C - Teachers</td>
<td>2.97</td>
<td>3.06</td>
<td>-.619</td>
<td>.540</td>
</tr>
<tr>
<td>22 D - Counselors</td>
<td>1.97</td>
<td>2.13</td>
<td>-1.223</td>
<td>.231</td>
</tr>
<tr>
<td>22 E - Coaches</td>
<td>3.43</td>
<td>3.63</td>
<td>-1.000</td>
<td>.326</td>
</tr>
<tr>
<td>22 F - School nurse</td>
<td>3.40</td>
<td>3.70</td>
<td>-1.179</td>
<td>.248</td>
</tr>
<tr>
<td>22 G - Principal</td>
<td>2.90</td>
<td>2.77</td>
<td>.528</td>
<td>.601</td>
</tr>
<tr>
<td>22 H - Friends</td>
<td>1.62</td>
<td>1.52</td>
<td>.532</td>
<td>.599</td>
</tr>
</tbody>
</table>
Chapter V: Discussion

The results from the pre-test and post-test are helpful information for evaluating what students gained from the Wisconsin Bullying Prevention Curriculum. Students showed improved scores from pre-test to post-test, but the results showed a number of students were selecting incorrect answers on the multiple-choice content questions #1-11. Students were not consistently in agreement on questions #12 -21 about bullying, what they could do, and what school staff was doing. In the multi-part question #22, students favored going to family and friends over school staff in seeking help with a bullying problem. Whether contacts with school staff are positive or negative over the course of the school year might shape student opinions about these adults. The students increased negativity from pre-test to post-test is a concern. Results from the pre- and post-test can be reviewed to see potential areas for revision in the curriculum or its assessment tools. Some results can be utilized at the local school to determine students’ attitudes about bullying and their interaction with groups of people that may be helpful when bullying occurs.

Limitations

The curriculum is assessed using one tool, the pre- and post-test instrument provided by the authors. Success on this test is highly dependent on students’ reading comprehension levels. The reading level of the test should be appropriate to sixth grade students. Reading the test to some or all students individually could increase their understanding and improve their ability to select correct answers. Word choice on the pre- and post-test needs revising to match vocabulary and be consistent with the lessons in the curriculum. On the multiple-choice content questions #1-11, the number of correct responses was affected by a not sure option, which was scored as an incorrect answer. This option was used twenty-nine times (seventeen times on the pre-test, twelve times on the post-test). The arrangement of the Likert scale for questions #12-22 placed
the option of not sure to the bottom or far right, which is not a position that correlates to its middle value of 3.

Students favored family and friends over school staff for help with bullying. The students were comparing individuals (principal, school nurse) to groups (parents, teachers, coaches). Changing the listing to the singular form such as a teacher or a coach may have students identify and compare specific individuals, rather than thinking about all members of a group.

The study group was small (N=31) so it is difficult to generalize these findings to additional classrooms and schools. The results do show positive outcomes for this school district. The assessment tool is provided with the curriculum so the results could be used as part of a larger study with other classrooms that used the same curriculum and pre- and post-test. Further use and assessment would provide more information about this curriculum, both locally and to the Wisconsin Department of Instruction.

Conclusions

Students were able to increase assertiveness skills that are applicable in most social relationships. Helping student to form healthy social relationships in middle school will create more positive future relationships (Morrison, 2006). Bullying is a reality in schools. The problem is old, but new approaches are being implemented to reduce the incidents and provide students with skills. Middle school teachers who receive training can decrease bullying incidents and discipline referrals in their classrooms (Newman-Carlson & Horne, 2004). Students can learn to identify bullying behaviors, to take action, and to report bullying to adults. The Wisconsin Bullying Prevention Curriculum informs students about bullying in its many forms: physical, verbal, relational, and cyberbullying. The two trade books that were provided use examples of physical, verbal and relational bullying. These are Just Kidding, and My Secret Bully, both by
author Trudy Ludwig. All four types of bullying are used in stories and cases during class activities and discussion. An important activity has students reach out to other students in the school with a marketing campaign about bullying. This addresses the goal of changing school climate by reducing the acceptability of bullying behaviors (Olweus, 2003). The students also take their new awareness and skills with them to the next grade level.

In the Wisconsin Bullying Prevention Curriculum, students practice forms of assertive comebacks, as well as staying calm or even using agreement comments, such as saying "whatever", or "I know, thanks for telling me that". The model for students is REACT:

- Recognize that bullying is not normal anywhere;
- Explain school and community rules against bullying;
- Act to report bullying if you or someone you know is a victim;
- Care for those being bullied and the bully without accepting the bullying behavior;
- Turn to key adults and friends who also believe that bullying is wrong (Wisconsin Department of Public Instruction, 2007, p. 63).

The literature review strongly favors school-wide programs, but such programs require a significant commitment of time, teacher and staff training, and funding. Efforts to address bullying one classroom at a time can be worthwhile. Every school day teachers address bullying incidents in the classroom, hallway, and cafeteria. Taking action for prevention and intervention is both necessary and expected. Thirty states have passed legislation giving school districts direction (Limber & Small, 2003). To date, Wisconsin has proposed legislation and provided a curriculum to local schools that are seeking a starting point and a model. Like most curriculum documents in use, the quality of instruction is dependent on the effectiveness of the individual teacher. Wisconsin provides training with the distribution of these materials.
Recommendations

Middle school is a peak time for bullying behaviors (Nansel et al., 2001). Using the Wisconsin Bullying Prevention Curriculum in grades six through eight is appropriate. Increasing awareness and introducing skills to middle school students will have effects that extend into high school. While the incidents of bullying decrease in high school, the problem persists and consequences for students continue (Rusby et al., 2005). Effective prevention and intervention will benefit students at risk for academic and social problems (Olweus et al., 1999). Students deserve our best efforts in addressing the problem of bullying. With continued use, further assessment, and probable revisions, the Wisconsin Bullying Prevention Curriculum contributes to that effort.
References


Wisconsin Department of Public Instruction (2007). *Bullying prevention curriculum: Classroom instructional units for grades 6-8*.

Appendix A:

Sample lesson from Wisconsin Bullying Prevention Curriculum

7 pages
Overview

In class you have been discussing what bullying is and the importance of reporting bullying situations. In this assessment lesson you are going to guide the students toward thinking about the skill we will refer to by the acronym "REACT." This is the new middle school acronym that adds two more parts to the skill students might have learned in elementary school to help build a belief system against bullying and the ability to explain and understand rules that exist against bullying.

Recognize that bullying is not normal behavior anywhere.
Explain school and community rules against bullying.
Act to report bullying if you are or someone you know is a victim.
Care for those being bullied and the bully without accepting the bullying behavior.
Turn to key adults and friends who also believe that bullying is wrong.

It's important to repeatedly practice these skills. If students are well versed in and comfortable with the process, they will be more assertive when the time arises.

Objective

The student will apply the skill REACT to real-life bullying examples.

Requirements

Divide the students into teams of two so they can practice this skill. The team will pick two stories from a total of five stories and answer five questions about each story. Upon completion of the five answers, the team will take one of the skills and develop a public service announcement that it will share with the rest of the class.

Time

This lesson/assessment will take two periods to complete.
Materials

The class will need the "REACT Stories" handout and writing materials to answer the questions and create the public service announcement.

Instruction

Important: The lead-up activity to this assessment is critical to the success of the lesson. Write the acronym across the chalkboard with space between each letter. Then ask the students the following question: "If you were to confront a bully or a bullying problem in your school, what would be the actions you would take to try to stop this behavior?" As the students brainstorm strategies, place these ideas under the appropriate letter related to the skill. If one of the students says that there needs to be rules against bullying, this would go under the letter "E." Then your class task is to come up with a common sentence that describes the guided response. The end result should be the five components of REACT. This is done before you hand out the student assignment with the five stories.

Assessment Criteria

Answers will be scored on the following:

1. How well and completely the students use the REACT skill in addressing bullying in their school or community
2. How well and completely the students develop a public service announcement that addresses one of the five key skills within the acronym "REACT"

<table>
<thead>
<tr>
<th>Wisconsin's Model Academic Standards for Health Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>E</td>
</tr>
<tr>
<td>F</td>
</tr>
<tr>
<td>G</td>
</tr>
</tbody>
</table>
Sample Response

This is a response for Story #1.

1. Sam is always teasing Julie about her weight. It seems like he comes up with a new word for her every day and always looks for her at lunch to shout the word at her in front of her friends. His words “garbage gut” finally made her cry in front of her friends. You are one of Julie’s friends. What would you do?
   a. R What is not normal about this behavior? Constantly teasing one person is a sign of bullying. When it deals with appearance, it can be very hurtful.
   b. E What rule could prevent this from happening again? Any person who reports being teased or who sees someone being teased is taken seriously. The outcome for the bully is that he or she will write a formal letter of apology that goes to the victim, the victim’s parents, and the bully’s parents.
   c. A Why should this behavior be reported? She was crying.
   d. C What could you say to the bully if you were a bystander? “You know, Sam, your friends think you’re acting like a bully when you call others names.”
   e. T What could your friends do together to address this problem? I think we should go up to Julie and tell her that we will report this behavior to the guidance office.

A sample public service announcement for the “A” in REACT.

Have you ever seen someone who is always picked on? Did it bother you? It sure bothers me. Remember, you will get immediate help if you report a case of bullying. So go to the counseling office and tell the counselor. Action will take place. A is for act.
REACT Stories

Here are five brief stories about bullying. Your team task is to answer the five questions on two of the five stories.

✔ Sam is always teasing Julie about her weight. It seems like he comes up with a new word for her every day and always looks for her at lunch to shout the word at her in front of her friends. His words “garbage gut” finally made her cry in front of her friends. You are one of Julie’s friends. What would you do?

✔ Samantha knows Marta’s e-mail because they were once friends. Since they had a fight, Samantha and her friends have been sending e-mails to Marta and her friends, saying things that are not true. When you see one of these false e-mails, you are fed up and decide to practice REACT. What would you do?

✔ Bill knows he can easily take advantage of Tom. He pretends to be his friend when others are not around after school, but whenever others are around, he ignores Tom and leaves him out of the games they play. You notice this. Is it worth doing something because Tom looks lost and sad? Will REACT work?

✔ Emily is known as the seventh-grade boss. She especially likes to hit Brenda on the arm and push her around as they wait to get on the bus before and after school. Many students have tried to get Emily to stop but have failed. You have had enough and start to think about REACT. What would you do?

✔ Clothes are important to Randy. He is able to get the best and most popular styles. He picks on others who don’t have the same expensive clothes he has. You and your friends wonder if this laughing and making comments about others’ clothes is bullying. Can you apply REACT to this story?
Here are the five questions you need to answer for two of the stories:

**R**  What is not normal about this behavior?

**E**  What rule could prevent this from happening again?

**A**  Why should this behavior be reported?

**C**  What could you say to the bully if you were a bystander?

**T**  What could your friends do together to address the problem?
REACT: Building Skills to Confront Bullying

We have been looking at ways we can address the bullies in our school or community. We know it is not easy to confront a bully, but there are things we can do by remembering the skill we call REACT.

- Recognize that bullying is not normal behavior anywhere.
- Explain school and community rules against bullying.
- Act to report bullying if you or someone you know is a victim.
- Care for those being bullied and the bully without accepting the bullying behavior.
- Turn to key adults and friends who also believe that bullying is wrong.

You and a partner will practice REACT by looking at five different stories that could take place in your school or community. Your task is to apply this skill to each of the situations by responding to the five questions that follow the stories.

After you and your partner have finished answering the five questions on any two of the stories, your final task will be to take one of the letters in REACT and make up a 30-second public service announcement that will be read to the rest of the class.
Assessment Criteria

Answers will be scored on the following:

1. How well and completely you utilize the REACT skill in addressing bullying in your school or community

2. How well and completely you develop a public service announcement that addresses one of the five key skills within the acronym “REACT”
Appendix B

Consent Form and IRB Approval

3 pages
Title: Implementing a Bullying Prevention Curriculum in a FCSE Classroom

Investigator:
Janice Lebakken, FCSE Teacher, Blair-Taylor 7-12 School, N31024 Elland Rd, Blair, WI 54616, 608-989-2525 Ext. 239, lebakj@btsd.k12.wi.us

Research Sponsor:
Dr. Diane Klemme, 120 Home Economics Building, Menomonie, WI, 54751, 715-232-2546, klemmed@uwstout.edu

Description:
This research assesses students in a classroom using the new (2007) Bullying Prevention Curriculum from the Wisconsin Department of Public Instruction. The students will complete a pre-test and post-test. The changes in student responses will indicate learning that has taken place from the new curriculum implementation.

Risks and Benefits:
The students will respond on the pre-test from prior knowledge. Students will respond on the post-test from learning from the Bullying Prevention Curriculum. Students will face minimal risks from taking the pre- and post-tests. Students’ responses will be viewed as a whole to give the teacher and others an assessment of the effectiveness of the curriculum in one teacher’s classroom with students specific to one school district.

Special Populations:
Participating students are seventh graders. The students are in a class that addresses adolescent development, social skills, at-risk behaviors, and risk-prevention. Students will be in three sections, with the curriculum being implemented three times. Assessment will take place with each section of students. Parents or guardians will give consent for surveys to be used as part of the curriculum assessment.

Time Commitment and Payment:
Students will complete the pre- and post-tests in their regularly scheduled class periods. Students will not receive a grade other than participation points. There will be no payment to students or parents for their participation.

Confidentiality:
Individual student names will not be included on any documents. Individual students can not be identified from any answers they provide on the pre- and post-tests. The school and student group may be identifiable indirectly by those who read the research document written by the classroom teacher. This informed consent is all that is required for this study.
consent will not be kept with any of the other documents completed with this project.

Right to Withdraw:
Your child's participation in this study is entirely voluntary. A student may choose to not participate without any adverse consequences. Should a student start to take the pre- or post-test and later wish to not finish the test, he or she may discontinue participation at that time without incurring adverse consequences.

IRB Approval:
This study has been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If you have questions or concerns regarding this study please contact the Investigator or Advisor. If you have any questions, concerns, or reports regarding your rights as a research subject, please contact the IRB Administrator.

Investigator:
Janice Lebakken, FCSE Teacher, Blair-Taylor 7-12 School, N31024 Eiland Rd, Blair, WI 54616, 608-989-2525 Ext. 239, lebakj@btsd.k12.wi.us

Advisor:
Dr. Diane Klemme, 120 Home Economics Building, Menomonie, WI, 54751, 715-232-2546, klemmed@uwstout.edu

IRB Administrator
Sue Foxwell, Director, Research Services, 152 Vocational Rehabilitation Bldg. UW-Stout Menomonie, WI 54751 715-232-2477 foxwells@uwstout.edu

Statement of Consent:
By signing this consent form you agree to participate in the project entitled, Implementing a Bullying Prevention Curriculum in a FCSE Classroom

______________________________  ___________________________
Signature of seventh grade student  Date

______________________________  ___________________________
Signature of parent or guardian for above student  Date
(If minors are involved)
Date: November 27, 2007

To: Janice Lebakken

Cc: Diane Klemme

From: Sue Foxwell, Research Administrator and Human Protections Administrator, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research (IRB)

Subject: Protection of Human Subjects in Research

Your project, "Implementing a Bullying Prevention Curriculum in a FCSE Classroom" is Exempt from review by the Institutional Review Board for the Protection of Human Subjects. The project is exempt under Category 1, 2/3 of the Federal Exempt Guidelines and holds for 5 years.

Please copy and paste the following message to the top of your survey form before dissemination:

This project has been reviewed by the UW-Stout IRB as required by the Code of Federal Regulations Title 45, Part 46

Please contact the IRB if the plan of your research changes. Thank you for your cooperation with the IRB and best wishes with your project.

*NOTE: This is the only notice you will receive – no paper copy will be sent.

SF: eb
Appendix C

Pre- and Post-test

7 pages
Wisconsin Bullying Prevention Curriculum

Pre-test Questions

Directions: Carefully read the questions below. Some words may be new to you, but answer to the best of your ability without help from your teacher. All of your answers are anonymous (no one will know how you answered).

1) Melissa and Heather are classmates. They get into a big fight during lunch. Heather loses her cool and says some mean things to Melissa. Later in the day, Heather feels bad and apologizes to Melissa. This is an example of:
   - Bullying behavior
   - A conflict
   - Being a girl
   - Teasing
   - Not sure

2) Steve and Dan are friends. They hang out together after school. Dan likes to joke around and sometimes he gives Steve a hard time. Once in awhile, Dan crosses the line and Steve gets angry. When Dan sees that he has hurt Steve, he stops. This is an example of:
   - Bullying behavior
   - A conflict
   - Growing up
   - Teasing
   - Not sure

3) Marcia and Lori are friends. Lori has been spreading rumors about Marcia to other girls. This is an example of:
   - Bullying behavior
   - A conflict
   - Being a girl
   - Growing up
   - Not sure
4) Renee sees Frank picking on Joey for the second time. She decides to tell a teacher about this. Renee is trying to get:
- Frank in trouble
- Frank and Joey to be friends
- Joey some help
- The teacher to like her
- Not sure

5) Greg is a very competitive person and has, in the past, always won the 200 meter dash. Recently, Joe has placed first in the 200 meter dash. Greg is not happy about this and will not stop sending threatening text messages to Joe. How would you describe Greg's behavior?
- Cyber bullying
- Physical bullying
- Verbal bullying
- Athletic bullying
- Not sure

6) Which one of the following characteristics DOES NOT describe someone who bullies other people?
- Has many friends
- Becomes angry easily
- May have family problems
- Needs to feel powerful
- Not sure

7) Mark is being threatened by Tony. Which of the following types of comebacks can make the situation worse?
- Agreement
- Strong, aggressive
- Strong, assertive
- No reaction
- Not sure
8) If someone says "you're ugly," which of the following would be an assertive comeback?
   C  "If you say so," using a normal voice.
   C  "Whatever," using a flat voice.
   C  "Leave me alone," using a strong voice.
   C  "Knock it off," using an aggressive voice.
   C  Not sure.

9) Which of the following statements would you use to convince George that he should report being bullied by Bubba?
   C  "You must be really upset with the way that jerk Bubba treated you."
   C  "Bubba is such a big guy, maybe you should just be quiet about how he treated you."
   C  "When are you going to tell an adult?"
   C  "What if we go to the counselor together to talk about how Bubba treated you?"
   C  Not sure.

10) Why do some people bully others?
    C  They want people to know how they feel.
    C  They have a lot of friends.
    C  They watch it on TV and video games.
    C  They are not sure how to respect others.
    C  Not sure.

11) If I saw someone being bullied I would:
    C  Do nothing.
    C  Feel bad for the victim, but do nothing.
    C  Try to stop it by telling the bully to "knock it off."
    C  Try to stop it by yelling at the bully.
    C  Not sure.
12) Bullying is just part of growing up and it is not a serious problem.
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree
   - Not sure

13) When someone is bullied, it can bother them for a long time.
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree
   - Not sure

14) Bullies most often hurt their victims physically rather than with words.
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree
   - Not sure

15) I feel safe from bullies at school.
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree
   - Not sure
16) When I see someone being bullied, I can relate to how they must feel.
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree
   - Not sure

17) I feel it is my responsibility to try and stop bullying when I see it.
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree
   - Not sure

18) I believe I can stop someone from bullying.
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree
   - Not sure

19) Bullying is a problem at my school.
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree
   - Not sure
20) At my school, staff (teachers, coaches, principal) take bullying seriously.
   □ Strongly agree
   □ Agree
   □ Disagree
   □ Strongly disagree
   □ Not sure

21) At my school, staff (teachers, coaches, principal) work to prevent bullying.
   □ Strongly agree
   □ Agree
   □ Disagree
   □ Strongly disagree
   □ Not sure

22) For each of the groups of people listed below, mark how comfortable you would feel going to
    them if you were being bullied:

    | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
    |----------------|-------|----------|------------------|---------|
    A. Parents      |       |          |                  |         |
    B. Older brothers or sisters |       |          |                  |         |
    C. Teachers     |       |          |                  |         |
    D. Counselors   |       |          |                  |         |
    E. Coaches      |       |          |                  |         |
    F. School nurse |       |          |                  |         |
    G. Principal    |       |          |                  |         |
    H. Friends      |       |          |                  |         |

23) I am:
   □ A girl
   □ A boy
February 4, 2008

Ms. Jan LeBakken:

The Department of Public Instruction gives its permission for you to use the bullying prevention survey it has developed for its statewide evaluation. I wish you the best with your outcome study.

Sincerely,

Jon W. Hisgen
Health and Physical Education Consultant