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Johnson, Calyn G. *A Literature Review of Bullying Characteristics and a Model Anti-bullying Program*

Abstract

Bullying has quickly become a major issue in schools today. Bullying does not only impact the bullied, but also impacts the bully and individuals who observe the bullying (Coloroso, 2004). The bully, bullied, and bystander can each suffer from an array of psychological and physical problems that stem from the bullying. In addition, students may also suffer from relational issues caused by bullying (Coloroso, 2004; Crick & Grotpeter, 1995).

Four forms of bullying are defined: physical, verbal, relational, and cyberbullying. Verbal bullying has been found to be the most common type of bullying, but relational and cyberbullying are on the rise (Sharp, 1995; Slonje & Smith, 2008). Demographic differences exist in bullying behavior and for the reasons behind bullying. The Olweus Bullying Prevention Program has been shown to be a valuable tool in the school setting (Olweus, 1993). Suggestions are made for further research and important roles for all individuals involved in the bullying process.

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Chapter I: Introduction

Bullying in schools is a hot topic in the education system today, and an all too common problem that has an impact on students' day-to-day activities and their right to a safe environment. A study done by Nansel, Overpeck, Pilla, Ruan, Simons-Morton, and Scheidt (2001) found that as much as thirty percent of students have been impacted by bullying. The remaining 70% of students have most likely observed bullying behavior in their school career (Polanin, Espelage, & Pigot, 2012). Coloroso (2004) found that eighty-six percent of students between the ages of twelve and fifteen reported that they have been teased or bullied at school. This statistic makes bullying more prevalent than risky behaviors including alcohol, smoking, and drug abuse, and/or sexual activity in this age group. Bullying can cause an array of problems or issues for the victim, bully, and any bystanders. Results of bullying can be academic, physical, emotional, and other unidentified issues (Polanin, Espelage, & Pigot, 2012). Fortunately, bullying has shown a decrease in recent history (Molchol et al, 2009). It was found that there was a large drop in physical bullying, from 21.7% reported in 2003 to 14.8% reported in 2009. It was also found that emotional bullying also decreased, but not at the same rate as physical bullying. Molcho et al (2009) did find that there were significant decreases in chronic bullying and occasional bullying for boys between 1997 and 2006. Girls though did not show significant changes over the same time period.

Bullying is such a key problem in our schools and society because it impacts a large number of students of all races, genders, and socioeconomic statuses. More importantly, it can have an impact on the student's physical and mental health. Students who have been a victim of bullying or have bullied others have a higher risk of developing social, emotional and/or behavioral problems than students who have not been part of the bullying process (Glew, Fan,

Katon, & Rivara, 2008). These students also have a heightened risk for depression, anxiety, loneliness, and low self-esteem. These effects impact students throughout their adolescent years, and continue to impact their adulthood (Espelage & Swearer, 2004). A major increase in research focused on the long lasting impacts of bullying may provide insight into the urgency to prevent and understand bullying.

Glew, Fan, Katon, and Rivara (2008) found that students who were part of the bullying process were more likely to have academic issues. Two major components to the academic issues include tardiness and students withdrawing from school. The American Association of School Psychologists found more than 160,000 children avoided school because they feared being bullied (Liepe-Levinson, & Levinson, 2005). In many cases these children fall behind and their academic performance suffers. Most often, children feel that there isn't a safe environment for them to obtain optimal learning. All children have a right to a safe learning environment and educational opportunities. Without this safe environment, students are more likely to be low achievers and less likely to reach their full potential in the school setting.

When bullying occurs, three different roles are assumed: bully, bullied, and the bystander (Coloroso, 2004). Almost all students tend to fit into one of these roles and most of them have played the part of each role. The bully is the individual who is attempting to create an imbalance of power. The bullied is the victim, who is consistently being targeted by a bully or group of bullies. The bystander is an individual who reacts to the bullying behavior (Polanin, Espelage, & Pigot, 2012). Bystanders observe this behavior and have an important role in the bullying process. How the bystander reacts to the situation influences how the bully becomes and/or how weak the bullied target becomes (Coloroso, 2004).

Bullying occurs in many different forms. Because of the various types it can be hard to

keep track of bullying behavior. The most common form of bullying used by both males and females is verbal bullying, which accounts for 70% of reported bullying (Coloroso, 2004). Verbal bullying includes name-calling, taunting, belittling, cruel criticism, personal defamation, racist slurs, and sexually suggestive or sexually abusive remarks (Coloroso, 2004). Physical bullying is another common form of bullying, and is much easier to identify and observe (Coloroso, 2004). Physical bullying includes slapping, hitting, choking, poking, punching, kicking, biting, pinching, scratching, spitting, and damaging or destroying property belonging to the bullied.

Relational bullying and cyberbullying are more difficult to identify. Relational bullying is used to alienate and/or reject peers with the intent to ruin friendships and social networks (Coloroso, 2004). This form has the most impact at the beginning of the adolescent years, when peer relationships are most likely to be formed. Cyberbullying is willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices (Hinduja & Patchin, 2009). Unfortunately, cyberbullying is on the rise as electronics have become much more utilized in today's society. In addition, it can be the hardest form to control and stop because of the invisible nature of the bully (Slonje & Smith, 2008).

Even though bullying has been an issue in schools for a long time, there is still a need for more research and examination in this area. Recent research has focused on the workings of parents and teachers and their roles in the bullying process. Studies have found that collaboration between parents and teachers have helped effectively prevent bullying (Ahmed & Braithwaite, 2004; Olweus, 1993). These researchers actively emphasize the importance of a working relationship between both parents and teachers. It is important for teachers to communicate and note the awareness of the parents in bullying behaviors or victimization of their children. This

helps open the communication between parent and teacher and to analyze what is being done to prevent bullying. Additionally parents need to communicate their thoughts and concerns about bullying behavior carried out by their own children.

Statement of the Problem

The different kinds of bullying can be categorized as direct, indirect, physical, verbal, relational, and cyberbullying. The response to bullying can vary between victims, which can make it more difficult for teachers and parents to notice. Cyberbullying can be even more difficult to detect if there is little monitoring of online accounts and email. It has become increasingly harder to identify the various types of behaviors with so many forms of bullying in existence. With the prominence of bullying on the rise, it is a necessity for students, parents, and teachers to become more educated about bullying. The problem becomes what is bullying and what are the implications of it? Also, what are the demographics, such as gender and ethnicity, and what can be done to stop it?

Purpose of the Study

A great deal of research has found increasing prevalence and occurrence rates of bullying in schools. School staff and parents must be educated about the various forms of bullying and the impacts bullying has on students. With proper education of all people involved, there is likely to be a drop in truancy, school violence, drop-out rates, and suicides. The purpose of this study is to gather information through a literature review based on students throughout the world on the different types of bullying, the demographics, implications of bullying, and an effective anti-bullying prevention program that can be shared with school staff and parents.

Research Questions

The following questions will be addressed during the review of literature.

1. What are the various forms of bullying?

2. What impact does bullying have on the bully, bullied, and bystander?

3. Where are the most common locations for bullying behavior?

4. Are there any age, gender, and/or ethnic differences in bullying?

5. What effective anti-bullying prevention programs exist?

Definition of Terms

In many cases, bullying can be a broad term. To fully understand this research paper it is important to define these key words.

Bully. An individual who purposefully intends to inflict injury or discomfort on another individual (Olweus, 1993).

Bullying. A social construct that intends to interrupt social connections between students or physical intimidation (Frey, Hirschstein, Edstrom, & Snell, 2009).

Bystander. Person who does not participate in bullying, but observes the behavior of bullying (Twemlow, Fonagy, & Sacco, 2004).

Cyber-bullying. Form of bullying where aggression is outwardly portrayed through technological devices such as, phones and internet (Slonje & Smith, 2008).

Direct Bullying. Overt behaviors that are observable and usually expressed physically or verbally. These behaviors include hitting, kicking, teasing, or name calling (Wolke, Woods, Bloomfield, & Karstadt, 2000).

Indirect Bullying. Form of bullying that is much harder to detect. It includes acts such as isolating others on purpose, spreading rumors with the intent of hurting one's reputation, or persuading others to dislike another individual (Crick & Grotpeter, 1995).

Physical Bullying. Hitting, kicking, punching, and/or taking or damaging belongings

focused at an individual (Kristensen & Smith, 2003).

  Relational Bullying. The outward act of a bully to convince peers to exclude targeted individuals, therefore cutting off social connections (Crick & Grotpeter, 1995).

  Verbal Bullying. Form of bullying that includes the usage of verbal threats and teasing directed at an individual (Bauman & Del Rio, 2006).

Assumptions of the Study

  It is assumed that the act of bullying occurs in all levels of school throughout the United States. It is also assumed that school staff has been properly trained and have a full understanding of bullying behavior. Along with this assumption, all school staff deem it important to be proactive in the stopping of bullying behavior.

Limitations of the Study

  One limitation to this study is that it is strictly focused on school-based bullying that impacts students, therefore not including potential important research on other bullying areas and occurrences. The lack of available research material is another limitation to the study. In addition, the research and literature was reviewed during fall semester 2012 and some developing research may have been omitted.

Chapter II: Literature Review

This chapter will include forms of bullying, common areas for bullying incidents, and demographics of bullying. In addition, the chapter will discuss the implications of bullying and how it impacts the bully and bullied. The chapter will conclude with an overview of a prominent anti-bullying prevention program and research that supports its effectiveness.

Forms of Bullying

Direct bullying. Direct bullying is generally perceived to be more physical and directive in nature (Baldry, 2004). Physical acts that are included in this type of bullying include punching, hitting, and kicking. This type of bullying can also include verbal components and the use of calling names and teasing. In general, males are much more likely to be a part of direct bullying than females (Baldry, 1998). The subcategories for bullying that are most related to direct bullying are physical and verbal bullying.

Indirect bullying. Indirect bullying intends to attack an individual's psychological state (Baldry, 2004). Behaviors that are consistent with indirect bullying are the use of spreading rumors, excluding others, and damaging social relationships. It is more likely for females to participate in this type of bullying than males (Baldry, 1998). The subcategories of bullying that fit best into this form of bullying are relational bullying, cyberbullying, and some verbal bullying. This type of bullying has been perceived by others to be more damaging in the long-term than direct bullying. It is also less likely to be detected by school staff and parents than direct bullying (Crick & Grotpeter, 1995).

Physical bullying. Physical bullying includes acts such as hitting, kicking, punching, and taking or damaging belongings focused at an individual (Kristensen & Smith, 2003). Fighting and shoving a student into the lockers is considered an act of physical bullying (Bauman & Del

Rio, 2006). This type of bullying is much easier to observe. When observations can be made, it is easier for school staff and students to oppose this behavior and discontinue it. Students tend to fear this type of bullying the most as it is what is portrayed in media outlets and concentrated on by anti-bullying prevention.

Verbal bullying. Verbal bullying is often times the outward attempt of teasing or name calling against an individual (Bauman & Del Rio, 2006). Things such as calling someone gay, stupid, ugly, or mentally retarded are examples of verbal bullying. The seriousness can escalate to verbal threats towards these individuals. These threats and uncomfortable social situations can make it difficult for students socially, but also can be a major contributor to withdrawing from school. Many students therefore suffer from a lack of friendships and issues with their grade point average.

Relational bullying. Relational bullying causes harm to individuals through damaging peer relationships and social connections (Crick & Grotpeter, 1995). This type of bullying includes the negative, purposeful manipulation of these social networks (Crick, 1996). This type of bullying includes spreading rumors, withholding friendships, and excluding others socially. This type of bullying is generally more prevalent among females. Girls tend to prefer relational bullying, as it is less physical. It can also be done in very subtle ways, such as inviting peers to a gathering in front of the isolated individual. This form of bullying tends to be overlooked, as there is more prevention towards outward types of bullying.

Research has shown that relational bullying is important to focus on, as this type of bullying can be the most impactful and hurtful form (Sharp, 1995). Many schools have an established punishment system set up for school violence or physical bullying, but there is very little structure to deal with this type of bullying. This form of bullying has also been shown to

have some of the worse long-term effects on individuals (Sharp, 1995).

Cyberbullying. Cyberbullying has quickly become a new form of bullying and one that is growing in practice with school aged individuals. Slonje and Smith (2008) defined cyberbullying as an outward aggressive act that is portrayed through technological devices such as phones and the Internet. Cyberbullying can be divided into seven different subcategories: text messaging, picture/video, calling, email, chat-room, instant messaging, and via website (Smith, Mahdavi, Carvalho, & Tippett, 2006). It has also been estimated that more than 9 in 10 adolescents are using some form of online communication (Center for the Digital Future, 2009). In a study conducted by Li (2006), it was found that 25% of students have been victims of cyberbullying and 17% had admitted to cyberbullying others. Cyberbullying has the ability to reach a large audience compared to the small groups that traditional bullying techniques have previously reached (Slonje & Smith, 2008). Cyberbullying is also an act where the bully has invisibility, making it much more difficult to stop.

Common Locations for Bullying Occurrences

Research has shown that bullying is most likely to occur in areas where there is little structure or supervision (Craig & Pepler, 1997; Craig, Pepler, & Atlas, 2000). The areas in schools that are less structured are the playground, lunchroom, locker rooms, and bathrooms. Craig and Pepler (1997) found that bullying on the playground happens once every seven minutes. It was also found that the frequency of bullying was much higher on the playground, at 4.5 episodes per hour, than in the classroom with 2.4 episodes per hour (Craig, Pepler, & Atlas, 2000). That rate is close to twice the amount that bullying happens within the classroom setting. In another study that identified 6 different schools, it was found that 60.7% of the students were bullied (Frey et al, 2005). In the same population 47.8% of students encouraged bullying and

75.4% engaged in nonbullying aggression (Frey et al, 2005). Time on the playground is essential to a student's education and their development (Pellegrini & Bjorklund, 1996). Research has found that recess time has direct connections to positive attributes to a student's ability to pay attention and learn in the classroom. Pellegrini (1993) observed that kindergartners' play behaviors during recess had an impact on their success in first grade.

Sadly, students expressed that most of the bullying that happens in the schools is found on the playground (Buchanan & Winzer, 2001). School staff has also been found to have little impact on playground bullying, as they generally only intervene four percent of the time during bullying occurrences (Craig & Pepler, 1997). This could be because a lack of playground staff or proper training in playground supervisors. With school budgets being cut, it becomes even more evident that the playground continues to be a dangerous place for bullying.

The lunchroom is also a place where high rates of bullying have occurred. Craig and Pepler (1997) stated that a component to this could be the high volume of students with very little supervision. There also tends to be more verbal bullying that occurs in the lunchroom setting (Leff, Power, Costigan, & Manz, 2003). Paraprofessionals are generally the school staff who are called upon to supervise this setting, with no further training in the area of bullying. Some schools have moved towards assigned seating during lunchtime and stricter formats to the dismissal of lunchroom tables.

Another area that heightened rates of bullying occur is in the bathrooms (Kartal, 2008). The occurrences of bullying in the bathroom have similar reasons to why bullying occurs on the playground and the lunchroom. There is a lack of supervision in these areas and therefore it becomes a prominent place for bullying behavior (Craig & Pepler, 1997). Males are much more likely to be bullied in the bathroom setting than females (Kartal, 2008). Twenty percent of boys

indicated that they have been bullied in the bathroom; in contrast, females had a rate of six percent. Bathroom stalls also created opportunities for bullies to bully anonymously by the use of writing on the walls.

Demographic Variables and Bullying

Age. There has been conflicting research about how bullying changes as students get older and enter high school. Some research stated that bullying decreases between middle and high school (Rigby & Slee, 1994; Seals & Young, 2003). In another study it was found that younger students were targeted for bullying more often than older students (Frey et al, 2005). Other studies showed that bullying and victimization increased as student's age (Haynie, Nansel, Eitel, et al., 2001). Some of these differences can be a contrast in what is considered bullying behavior. With this being stated, prominent researchers believe that bullying does generally decrease overall with age (Carlyle & Steinman, 2007).

Gender. It has been found that males are more likely to bully in a school setting than females (Rigby, 2008). Males are also more likely to participate in direct bullying or physical bullying, which is much easier to observe than other types of bullying. Rigby (2008) believed that the type of bullying that males participate in is to establish dominance in the school environment; therefore they use techniques that are observable. Males are also more likely to bully others outwardly with a group of peers.

When it comes to dealing with bullying behaviors, males are less likely to report it to a school staff or parent (Cowie, 2000). A male student who is being bullied may fear more retaliatory bullying f he reports being bullied. In a recent study it was shown that around 17% of males were bullied and 12% bullied others at least 2-3 times per month (Olweus & Limber, 2011). Males are also more likely to attempt to laugh off bullying and pretend it is not a big deal

(Craig, Pepler, & Blais, 2007). When it does come to retaliation to bullying, males are also more likely to retaliate in a physical manner.

Although research shows that males bully more, this could be skewed as females tend to participate in bullying that is not easily observed (Rigby, 2008). One research study showed that 16.1% of females reported that they were bullied and 7% acted as bullies 2-3 times in a month (Olweus & Limber, 2011). Females are more likely to participate in indirect forms of bullying, such as relational or cyberbullying. Females tend to isolate individuals in social interactions and they go out of their way to not include individuals in social events. Increasing rates of cyberbullying has created a gossip stream per se, that females have taken advantage of for bullying purposes (Slonje & Smith, 2008).

Females appear to be affected psychologically more so than males (Baldry, 2004). Female victims are more likely to report depression and anxiety. These things can have a major impact both emotionally and physically if they continue over time. A study that evaluated teacher's observations of bullying behavior found that girls were rated to be more socially skilled than boys (Frey et al, 2005). They also found that girls reported more indirect bullying and had less acceptance of bullying behaviors. Girls were also found to be much more likely to intervene in a bullying situation. It has also been found that females are more likely to seek out help with bullying behavior (Craig, Pepler, & Blais, 2007). It can be very difficult for females to simply ignore bullying behavior, as it occurs more socially and impacts them in all areas of the school and at home.

Ethnicity. This is an area that varies greatly. Many researchers believe that the school dynamics and community dictate the ethnicity of bullying behavior (Carlyle & Steinman, 2007). It has been found that African Americans were much more likely to be a part of direct or

physical bullying (Centers for Disease Control, 2004). Carlyle and Steinman (2007) conducted a study where school-based surveys were distributed to 6th- 12th graders in 16 schools in a large metropolitan area in the United States. In this study it was found that after African Americans, Hispanics were the second most likely ethnic group to be a part of physical bullying. The final group in the study was white, with the lowest rate for occurrences. Carlyle and Steinman (2007) found that African American and Native American students had higher rates of perpetration. Asian students were found to have some of the lowest rates of perpetration in their study. Overall there was very little consistency in the area of ethnicity and bullying behavior.

Implications of Bullying

There have been some major occurrences where bullying has led to tragedies such as shootings in the school and the committing of suicide. Without finding a way to confront this problem and stop or reduce the act of bullying, it is very possible that these things will continue to happen in schools across America. There is no specific grade range or type of school where bullying occurs most frequently. There are major risks for both the student being bullied and the student who commits the bullying behavior. These effects can be both short-term and long-term and they can vary in severity.

As researched by Barker, Arseneault, Brendgen, Fontaine, and Maughan (2008), students who have been victims of bullying behavior were much more likely to victimize others as they changed environments. This is a short-term effect that can lead to long-term problems and higher occurrences of students being bullied. Sheridan (2010) stated that bullying can also lead to a loss of self-esteem in both boys and girls. They can also have trouble sleeping and bed-wetting. Academic problems can also occur from this behavior, such as truancy and a drop in grade point average (Sheridan, 2010). These students who have been bullied are at an elevated risk for

depression when compared to students who have not been bullied (Aluedo, Adeleke, Omoike, & Afen-Skpaida, 2008). Of females who were bullied, twenty-six percent of them have experienced depression. In contrast, females who were not bullied, only eight percent of them experienced depression. In this study, males who were bullied had a depression rate of 16%.. Males who were not bullied only experienced depression at around three percent.

Anxiety can also be a major short-term problem in students (Sheriden, 2010). According to Aluedo, Adeleke, Omoike, and Afen-Akpaida (2008), anxiety can be very serious if it continues for a long period of time. There are major health risks that can come with anxiety. It is also possible for short-term anxiety to lead to physical complications (Ballard, Tucky, & Remley, 1999). Some of these complications are migraines, ulcers, shaking, sweating, panic attacks, and general aches and pains. It is also possible for these students to become ill more frequently with colds or viral infections. These physical problems can become very serious and also can add more stress to a student going through an already difficult time (Aluede, 2006).

When it comes to long-term effects, longitudinal data on behavioral effects can be seen into the adult years . Students who are victims or bullies tend to bring this behavior into their adulthood (Oliver, Hoover, & Hazier, 1994). Bringing this behavior into adulthood can have major implications on the social relationships that these individuals have with others. Many of these people lack healthy relationships and friendship groups. Individuals who were bullies throughout their school-aged time have an increase in the chances of committing crimes in adulthood (Aluede, 2006).

Sheridan (2010) stated that long-term bullying can lead to chronic depression. Chronic depression is much more likely to lead to suicidal thoughts and tendencies. Sheridan also stated that there are elevated risks of self-destructive behavior, such as alcohol or substance abuse

problems. This is also true for the long-term effects on the bully. An increase of alcohol use and illegal drugs tends to occur in these individuals. These individuals also have a heightened risk of spousal or child abuse (Sheridan, 2010).

It has been found that the victims of bullying generally were less popular in school than the students who were committing the act of bullying (Rigby, 2008). This feeling of social rejection can have major long-term effects (Nansel et al., 2001). There is research that has shown that bullies are generally part of the popular crowd and that by having a higher status in the school system, they are also more likely to have a heightened self-esteem (Juvonen, Graham, & Schuster, 2003). Because of this social status, it becomes much more possible that the victims of bullying are from a lower status and therefore are less likely to oppose the bullying behavior. These students are also less likely to speak with a member of the school staff or parent who could help them with the problems. Sheridan (2010) stated that less than half the victims of bullying reported the instance to their parents.

Another long-term effect that students can have is a negative impact on their academic success. These students often times have a difficult time paying attention and attending school. Because of these things, the student's performance is impacted (Ballard, Tucky, & Remley, 1999). When it comes to under-performing and long-term effects, the following years can also be obstructed by the bullying behavior. This often times leads to students feeling as though they cannot get out of the current "rut" they're in. Because of this, they run the risk of falling behind and never successfully catching up to the academic standards that are set by the school districts and at the state level. Rigby (2008) found that thirty-one percent of girls stated that they did not attend school regularly because of bullying behavior. The percent of boys who did not attend school because of bullying behavior was sixteen percent.

Research has found that children who are involved in a bullying relationship are much more likely to drop out of school when compared to students not involved in bullying (Nansel et al., 2001). A major component for the drop out rate is that many students do not feel comfortable in the school environment. With this fear and the academic issue of falling behind in classes, it becomes apparent to them that dropping out is an option. It is very important to cut bullying off at the start and to implement school programs and student strategies to help avoid these consequences.

There is a wealth of research available for the impacts of bullying on the bully or bullied. This research seems to ignore another individual who is greatly influenced by bullying behavior. That individual is commonly referred to as the bystander (Polanin, Espelage, & Pigot, 2012). Stevens, Oost, and Bourdeaudhuij (2000) found that often times the bystander feels much more discomfort than the bully. This has led to feelings of anxiety and feelings of insecurity (Rigby & Slee, 1993). These bystanders also have a general fear of being bullied and this prevents them from seeking out help from school staff or an adult (Unnever & Cornell, 2003).

Anti-bullying Prevention Programs

There are many anti-bullying prevention programs that are available for school districts to implement. The effectiveness of these programs differs greatly. Research has shown many of the current anti-bullying prevention programs have roots to the Olweus Bullying Prevention Program. For this reason it is important to analyze this program and the available literature to determine its effectiveness.

The Olweus Bullying Prevention Program is a comprehensive whole-school intervention that was the first of its kind (Olweus, 1993). This program relies on the participation of all school staff, students, and parents. It is important for all of these individuals to be educated on the core

characteristics of bullying and their role and response to bullying behavior. The program is directed at all levels of education. The goals of this program are to reduce and prevent bullying problems and to improve the social climate at school. These goals have a direct impact on the reduction of antisocial behaviors, vandalism, and truancy.

This program states that it is important to have a policy that is clearly written out for nonphysical consequences for bullying behavior (Olweus, 1993). It is believed that by having a punishment clearly laid out for bullying behavior, it helps deter bullying. There is an important role that is put on parents, because both school staff and parents need to be active in their reaction to bullying. The program also promotes meetings or communication check-ins between school staff and parents.

Also included in the Olweus Bullying Prevention Program are curricular activities that are created to achieve an anti-bullying attitude in the school (Olweus, 1993). Different members of the school staff can implement these curricular activities. Much of the responsibility for this implementation falls on the school counselors and teachers. It is important to have a collaborative relationship between these staff members. Outside of the curricular activities, there are intervention strategies. Many of these interventions are individualized and are aimed at students who have been directly associated with bullying, whether they were a victim or bully.

A study conducted by Black and Jackson (2007) used the Olweus Bullying Prevention Program and at the measured its effectiveness. The program was implemented in six public elementary and middle schools that was set in an urban environment. They found that in the four years of the program's implementation, bullying decreased by 45%. It is also important to note that this research focused on lunchroom and recess time; settings where high rates of bullying behavior tend to occur.

Another study that focused on the effectiveness of the Olweus Bullying Prevention Program was implemented in grades 4-7 in six rural school districts (Melton et al., 1998). This study found that there was a 16% reduction in students' self-reporting bullying, where there was a 12% increase in self-reports in the control schools. Bauer, Lozano, and Rivara (2007) studied 10 public middle schools and the impact of the Olweus Bullying Prevention Program. They found that relational victimization decreased by 28% and also that there was a 37% decrease in physical acts of bullying. Students also noted that they were much more likely to observe others intervene in the bullying process.

Pagliocca, Limber, and Hashima (2007) did a small-scale study on the implementation of the Olweus Bullying Prevention Program in three elementary schools. They found that there was a 21% decrease in reports of being bullied after one year. The next year there was a decrease of 14%. They also found that there was an 8% decrease of self-reports of bullying others. Students felt that adults were much more likely to intervene in bullying after one year of program implementation. Parents, who were surveyed, felt that administrators had acted to stop bullying and protect their children.

Chapter III: Summary, Discussion and Recommendations

This chapter includes a summary of the literature reviewed throughout Chapter Two and a discussion of the literature presented in this review. Recommendations for future and further research in this field are also provided. An emphasis is placed on exploring more about bullying behavior, demographics, and prevention.

Summary

Chapter Two illustrated the large amount of students who have been impacted by bullying in one form or another (Orpinas, Horne, & Staniszewski, 2003). It also classified the four most common forms of bullying, along with defining them. More importantly, Chapter Two discussed how bullying can impact the bully, bullied, and bystander. Major implications result for individuals involved in a bullying situation and the problems persist throughout adulthood. Looking at demographics and common areas for bullying aimed to pinpoint some key components to bullying behavior. An extensive analysis on a prominent anti-bullying prevention program was also conducted.

Discussion

This literature review focused on the further examination of the forms of bullying, their implications, demographics, common areas or bullying, and an anti-bullying prevention program. The goal was to gain some insight on how bullying behavior occurs and some things that can be done to stop it. It is important to understand the impact of bullying as it has major consequences for all involved individuals (Aluedo, Adeleke, Omoike, & Afen-Akpaida, 2008). Looking primarily at the impact of bullying and the school environment, students who are bullied are more likely to withdraw from school (Nansel et al., 2001). Many school mission statements are focused on creating lifelong learners and good citizens; it becomes more evident that reducing

bullying behavior is important to in achieving that goal. In addition, males and females respond differently to bullying. Females are more likely to report bullying and seek out help from a trusted adult or friends (Craig, Pepler, & Blais, 2007). Males will often try to distract from the bullying behavior and act as though the bullying has no effect.

The reviewed literature discussed and identified many different forms of bullying. The most common forms were presented and defined. These forms included direct bullying, indirect bullying, physical bullying, verbal bullying, relational bullying, and cyberbullying. Males and females varied in the types of bullying that they exhibited. Females generally use indirect bullying techniques more often than males (Baldry, 1998). In contrast, males were found to be more likely to use direct bullying types, such as physical bullying, more often than females. In addition, females were found more likely to use relational bullying than males (Crick, 1996). Some research stated that males are more likely to bully, but considering the difficulty in observing some indirect bullying behavior, this causes the assumption to become more blurred on who is most likely to bully (Rigby, 2008).

In regards to location, the highest traffic areas for bullying were the lunchroom and playground (Craig & Pepler, 1997). These areas tended to have more occurrences because they are less supervised and less structured for student interactions. Another area for concern is the bathroom, for similar reasons as the lunchroom and playground.

The Olweus Bullying Prevention Program is designed to curb the occurrence of behavior and implement better strategies to deal with bullying behaviors (Olweus, 1993). There is an emphasis on all stakeholders in the act of bullying. An important component to this anti-bullying prevention program was the need for parental involvement. This prevention program did a good job of reducing bullying behavior in rural elementary schools (Pagliocca, Limber, & Hashima,

2007). It was found to be effective in grades 4-7 in 6 other rural schools (Melton et al., 1998). These positive results promote optimism that effective strategies are available to be put in place for schools in order to reduce bullying behaviors.

What does this mean for stakeholders on the issue of bullying? It is important for students to realize that there are impacts on all levels of bullying. They need to understand their role and how it affects themselves and others. The school staff needs to become more educated and active in the prevention of bullying. Research has shown that anti-bullying prevention programs can work if they are implemented correctly. Parents need to know that they play a major role in the solution to stopping bullying behavior. Communication between parents, students, and school staff is necessary in order to reduce bullying behaviors and create a safer school environment for all students. The implications can range between moderate to severe, but the consequences could be dire.

Recommendations for Further Research

Unfortunately, more research is necessary and many questions are left unanswered in the area of bullying. Further research should focus on the effectiveness of anti-bullying programs. Schools also could benefit from pre-intervention surveying of students about the nature and extent of bullying in their school. Furthermore, there needs to be an emphasis on what strategies are helping to curb and stop bullying behaviors.

Also important for the expansion of this topic, is defining how parents' perception impacts bullying behaviors. Focusing on parents' perception along with the students' intent and reasoning could develop some important factors. In addition, it could be beneficial to focus on possible regional, cultural, and gender characteristics. There appears to be a major gap in the impact that demographic characteristics have on bullying.

More research on high traffic areas for bullying could be an important area to be explored. Although the lunchroom and playground were identified as high occurrence areas, there needs to be more research on bullying on school buses. Buses contain students of mixed ages and offer less supervision; this could be determined as an area that is high traffic for bullying. Added research on the addition and impact of more supervision, staff, and/or security cameras in school buses, lunchrooms, and playgrounds could provide more information to parents, teachers, and students.

Finally, there must be more research on the impact of bullying on the bystander. A focus on how their role in bullying and how it influences the bully and/or bullied student could have major findings. Understanding how observing bullying impacts and individual is an important step. Finally, it is important to learn more about cyberbullying. As a newer form of bullying, and one that is quickly becoming more prominent with the increased amount of students using electronic devises, it becomes important to gather information on this topic.

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