

THE PENNSYLVANIA STATE UNIVERSITY  
SCHREYER HONORS COLLEGE

DIVISION OF HUMANITIES, ARTS AND SOCIAL SCIENCES

A COMPARISON OF PRINCIPALS' AND COUNSELORS' DEFINITIONS AND  
VIEWS OF BULLYING

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SPRING 2013

A thesis  
submitted in partial fulfillment  
of the requirements  
for a baccalaureate degree  
in Elementary and Kindergarten Education  
with honors in Elementary and Kindergarten Education

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## ABSTRACT

This study came about from a conversation with a suburban principal and a suburban counselor about their views on bullying. The principal had a very different view than the school counselor about the definitions of bullying and what bullying really is. I researched how principals and counselors in suburban and urban school settings deal with bullying situations and how they view bullying in their schools.

Distribution and collection of the questionnaires took place beginning in March and ended in August 2012. Twenty-two suburban principals and school counselors and urban principals and school counselors took part in this study. A questionnaire consisting of 12 questions was electronically sent to all participants. One of the significant findings was that most principals believe bullying can be persistent or a one-time event whereas most counselors believe bullying is persistent only. Furthermore, participants wanted to know if the victim was responsible for the bullying. Another significant finding was that most principals believed it was the counselors' responsibility to work with the victim and bully. The principals primarily believed in punishing the bully and obtaining information from the victim. Also, most school counselors believed that bullying is consistent only and principals believed bullying can be consistent and a one-time event. Furthermore, the school policies are in line with the Olweus definition of bullying. Finally, suburban schools teach children more about bystander intervention than urban schools.

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## Acknowledgments

I would like to thank Dr. David Bender for assisting me in completing this thesis. He has never given up on me when I wanted to give up on myself. I would have never thought I would be lucky enough to have a mentor who was so patient working with me for the last two and a half years. I also never thought I would ever make it to this point where I would have a completed thesis, and he has helped me to do so. He was my rock when I felt hopeless, and he knew I would succeed in the end.

I would also like to thank Dr. Sandy Feinstein for helping me revise this thesis. She has also never given up on me. I want to thank her for giving me the inspiration I needed to finish my thesis and being my cheerleader when I needed it most.

## Chapter 1: Introduction

In my elementary and middle school years, I was picked on. I was teased, made fun of, and tormented from fourth grade to eighth grade. These experiences made me feel as if I would never earn respect from other students. The feelings I got from the teasing and torment were so horrible, I vowed I would never feel that way again. Here I discuss my personal experiences that might be considered bullying because I want others to know what it is like to be harmed by others and to witness how I dealt with these problems.

During fourth grade, I had a big problem with self-confidence. I used to fail tests and become nervous from the fear of failing. I had to work with a resource teacher in order to figure out the problem. The resource teacher and I made a “button” on a piece of a note card that read “Amber’s Self Confidence Button.” We strategized ways of relaxing when taking a test, and those strategies were written on the back of the card. My next step was to keep my “button” in my desk and when it was time to take a test, I would keep my hand on it. However, one day some of my classmates found out about it. At first some students asked what it was and thought I was cheating, and I felt afraid my teacher would take the button away. When a couple of students found out what the “button” really said, I was given dirty looks for the remaining time of the test. I felt embarrassed because I felt I was the only student who had a problem with self-confidence and thought I would never gain confidence. Use of the button was very helpful in improving my test-taking skills,

but I was fearful that I would still be made fun of. My self-confidence problem made me vulnerable to being made fun of and teased by the other students.

My vulnerability from my lack of confidence made me susceptible to more problems. During fifth grade, I became good friends with a boy named Chris. All of our classmates thought we were boyfriend and girlfriend because we spent time with each other. Classmates would constantly tease us at lunch and, at times, when the teacher's back was turned they would ask me in a taunting way, "are you going out with Chris?" I remember how upset I was as well as how angry Chris felt being teased because a girl was his best friend. I used to argue with two students who kept asking us if we were dating, and my arguing only made the teasing worse. One such argument was with a girl named Sabrina. She would not stop making fun of us for being friends, and one day at lunch I argued back, and we both got told by the vice principal to "be friends" and say we were sorry to each other.

The anger and hurt I felt at this time did not stop with Sabrina. One particular student, Marissa, bothered us from the beginning of fifth grade until middle school. My feelings of torment were so deep I felt my pain would never end. I dreaded the first day of school every year until high school because I was so tired of being teased by Marissa. It was as if my hurt satisfied her. Marissa was constantly teasing Chris and me when we were together from 2001 until 2004. One time, in seventh grade, Marissa made a comment about Chris and myself that was inappropriate and sexual in nature. Marissa said the comment loud enough for me to hear to get me upset. Chris and I never went to the counselor or teacher for fear the torment would get worse. We were afraid of being

called tattle-tales by our classmates. We just dealt with her by ignoring the situations or arguing, which did not work. Eighth grade was the year Chris moved to another school and the teasing and meanness from Marissa stopped. However, I was still affected by the problems in school because I did not try to make new friends. I did not trust anyone.

My vulnerability from my lack of confidence caused another problem with one classmate that lasted from fourth grade to eighth grade. A girl named Amber used to roll her eyes at me and give me a mean stare for unknown reasons. She was so snobbish, she would scan me up and down as if my looks did not satisfy her. The dirty looks she gave me made me so angry and upset, I could not concentrate in class the rest of the day. I remember how popular she was, and she had one of the worst attitudes when it came to students, like myself, who were not popular. I used to feel intimidated because she was cruel in the way she treated me. One day she threw her friend's book on my pile of books and falsely accused me of taking the book. I remember how my body would shake, and my heart pound every time we crossed paths. I was afraid she would either physically do something to me or say something unfriendly. Every year I hoped and prayed she would not be in my class. Since Amber was almost never in any of my classes, I felt safe in the classroom. However, outside of the classroom, I was vulnerable.

These personal experiences are the reasons why I was scared and nervous to go to school most days. I dreaded the first day of school each year up until high school because I was afraid I would have more problems from students. I never went to the counselor about these specific experiences. In my school, if someone was a tattle-tale, they were made fun of by the students, and the teachers did not like tattle-tales. I think I should

have gone to the counselor about the problems because I could have helped make my learning environment easier and safer. I am surprised my teachers never went to the school counselor on my behalf, but back in the 90's to early 2000's students were mainly told to ignore conflicts and walk away. I just ignored the situations as much as possible and even though the hurt just kept growing, I also learned not to care what others thought. I spoke to my mother who taught me not to care what students thought about me. She said I was the only person that mattered and "if no one person could accept me for any reason, then that was their problem." In elementary and middle school, I never called the problems of being teased for being friends with a boy and the torment from Amber, bullying. I learned more about the term in college and I wanted to research more about it.

My first research focus in 2012 was bullying among students and what they know about the topic and how they can define bullying. I had a conversation with an elementary principal for permission to interview fourth grade students on what they thought bullying was. The principal said, "even if you ask them, students will not know what the definition of bullying is" (Argentati, D. personal communication, March 7, 2012). I asked the principal what he thought bullying was and he said, "bullying is not actually bullying, it is just misbehavior" (Argentati, D. personal communication, March 7, 2012). I was surprised by his response. The reason why I felt perplexed was, besides saying his students would not know about bullying, he would not allow me to interview or survey students. He would not even let me move forward in the conversation about what I could do for this thesis project. A principal should be able to be open to all different theories and definitions when it comes to bullying because they can gain insight

into different views to meet their students' specific needs.

In contrast, the school counselor was more sympathetic saying how "students know what bullying is" (S. Hepner, personal communication, March 8, 2012). The counselor mentioned how she and the principal had differing perceptions of bullying. She tried to get an anti-bullying program for the school, but realized she would be unsuccessful. She also said bullying occurs at all ages, beginning at age five, which she felt was horrible because young children at that age should be friends and not be enemies.

Speaking with the elementary principal and school counselor made me realize how important definitions and perceptions of bullying among these officials are in order to confront possible bullying situations. With the help of my advisor I decided to focus my research on the different definitions, perceptions and ways of dealing with bullying among principals and school counselors in suburban and urban schools. I also decided to focus on suburban and urban schools because I wanted to find out if there is a difference in perceptions of bullying between these two school settings. I believed there could be a difference because of possible difference in severity of violence.

Researching possible differences on bullying in suburban and urban school areas is important because it sheds light on the severity of violence in these two school settings. Violence is not prevalent where I live, and my borough is rarely ever mentioned in the newspaper for any act of violence. However, since I also live near an urban area, where violence is common, I believe bullying may be severe in urban schools because children are exposed to the violence. I read in the newspaper a lot of articles about gun violence in the city. I know children are exposed to the violence from information I

gathered during my student teaching.

Focusing on principals' and counselors' views of bullying will help shed light on their differing perceptions and their approach to bullying in their schools. Principals and counselors may have different views of bullying because of their roles in the school system. So depending on the situation, principals and school counselors may not consider certain incidents among students to be bullying. If incidents happen where the principal or counselor do not call the incident bullying, then the situation may be handled differently than if the incident is considered bullying and something is done about it. For example, principals and counselors may not believe that children who roll their eyes at other children is bullying. Based on school demographics, professional educators' points of view may vary. One school setting may have more of a problem with one specific type of bullying than another school setting because of possible different levels of violence occurring in the community. By learning about specific perspectives from other professionals, educators can reshape their own opinions to meet the needs of their students.

## Chapter 2: Review of the Literature

### Definitions of Bullying

There are quite a few different definitions about bullying that have been used by governments, schools and researchers. A commonly used definition comes from a researcher named Dan Olweus: “bullying is an intentional, electronic, written, verbal, physical act, or series of acts directed at another student or students which occurs in a school setting” (Olweus, 1993, p.9). A student is intentionally performing an act against another student either by physically laying a hand on the student, by writing or typing a threatening or mean message or by verbally harassing the student. The state of Pennsylvania uses the Olweus definition with some modification:

bullying is an intentional, electronic, written, verbal or physical act, or series of acts directed at other students, which occurs in a school setting, that is severe, persistent or pervasive; and that has the effect to substantially interfering with a student’s education creating a threatening environment or substantially disrupting the orderly operation of the school (Public School Code Section 13A03.1 – Act of Mar. 10, 1949,P.L. 30, No. 14 Cl. 24).

The state of Pennsylvania’s definition of bullying is included in this literature review because my research is based on participants from the state of Pennsylvania.

Both definitions are the same and explain how bullying is intentional and involves a student harming someone else through physical acts, written notes, verbal threats or electronic acts. In his research Olweus (1993, p.9) says that, “the act is severe, pervasive and persistent and causes a threatening environment and disrupts the orderly operation of a school.” The child’s learning environment is disrupted because the child has feelings of “depression and anxiety, increased feelings of sadness and loneliness, changes in sleep

and eating patterns, and loss of interest in activities they used to enjoy”

(Stopbullying.gov).

One other aspect is that there is a power imbalance between the perpetrator and victim. The website Stopbullying.gov defines bullying as “unwanted aggressive behavior among school-aged children that involves a real or perceived power imbalance” (2012). In other words, there are one or more dominant persons over one or more victims. One more definition introduces two terms to summarize the different types of bullying: direct and indirect. Twemlow, Fonagay and Sacco say,

Bullying is repeated exposure of an individual to negative interactions directly or indirectly inflicted by one or more dominant persons; the harm may be caused through direct physical or psychological means and/or indirectly through encouragement of the process or avoidance by the bystander (as cited in Bauman, 2008, p.363).

Twemlow, Fonagay and Sacco (2008) go on to say not only can the harm be directed at the victim, they mention how the bystander can indirectly help or hurt the situation. The bystander can indirectly hurt the situation by egging on the bully to harm the victim and can indirectly help by either getting an adult to assist the victim or confronting the bully.

### **School Counselors’ Perceptions of Bullying**

Not only do researchers have different definitions of bullying, they have found that school counselors have different perceptions about it. Some school counselors do not perceive it to be a problem in general, but others do (Newgent et al, 2009 and Pagel, 2011). Pagel (2011) found that most school counselors see physical, verbal and non-verbal bullying (social exclusion) as a problem. Newgent researched different perceptions of bullying among principals and school counselors. Out of four counselors surveyed,

two did not see bullying as a major problem (Newgent et al, 2009). Of the two counselors who said bullying was a problem, one said, “It is a problem everywhere; it is an inherent part of the way we live now” (Newgent et al, 2009, p.15). The other counselor who also said bullying was an issue mentioned that “hurt feelings and friendships” were the reasons why bullying is a problem since the elementary level in a child’s school career is when they begin to build friendships (Newgent et al, 2009, p.15).

### **School Counselors’ Ways of Dealing with Bullying**

School counselors have certain ways of dealing with bullying problems such as peer mediation, support groups, programs, talking with the victim, having mediation with the bully and so on (Pagel, 2011). In a recent survey, school counselors were given a scenario that included indirect and direct bullying incidents (Power-Elliot and Harris, 2012). They had to determine how they would deal with the situation by choosing if they would work with the victim, work with the bully, enlist other adults or discipline the bully. Counselors were found to work with both victim and bully. A similar response was found in Bauman’s (2008) literature review. In her research, she found that counselors were more likely than teachers to work with the victim and enlist other adults such as parents for assistance. Counselors were also less likely than teachers to ignore the situation (Bauman, 2008). More importantly, counselors work with bullies and their victims in order to help create a safer learning environment. In the research study by Pagel (2011), counselors were asked if they actually worked with individual bullies and their victims. All counselors were either often or sometimes involved with the bullies and victims. Pagel said, “They have a unique role because of their training and perspectives

that puts them in a position to better the school when it comes to bullying” (Pagel, 2011, p.7). She noted that most counselors implemented school-wide intervention, classroom level intervention and individual level intervention (p.25). This proactivity is important because “school counselors need to be aware of their roles as protectors of the school and provide programs and interventions for the students to help create a safe learning environment” (Pagel, 2011, p.7). Newgent concluded that, “there are inconsistencies between school counselors’ [ways of dealing with bullying] because not all bullying comes to the attention of the counselor” (Newgent, 2009, p.18). He suggests that the severe cases of bullying are brought to the counselor and the less severe cases are handled at the teacher level.

### **Principals’ Perceptions of Bullying**

Besides school counselors having different perceptions, principals have different perceptions as well. Most principals do not even perceive bullying to be a problem (Newgent et al, 2009). Principals may not see bullying as an issue because “only severe cases of bullying are brought to the attention of the school counselor” (Newgent et al, 2009, p.18).

Principals have perceptions about the characteristics involved in relational aggression also called non-verbal bullying. A dissertation, titled "Perceptions of Elementary Principals in the State of Pennsylvania on Relational Aggression in Girls" by Cameron-Pavlovec, asked principals what the most common characteristics of relational aggression were in their schools (2011). Characteristics of relational aggression include excluding others, spreading rumors, calling names, giving dirty looks, or using

technology to communicate negatively (Cameron-Pavlovec, 2011). Some principals may not observe certain types of relational aggression in their schools. Therefore, they may not perceive certain types of relational aggression to be considered bullying. In this study, excluding others and spreading rumors were the top two characteristics that principals observed. Principals have difficulty observing relational aggression because some relational aggression, such as cyber-bullying, happens outside school grounds (Davis, 2011).

### **Principals' Ways of Dealing with Bullying**

Just like counselors, principals have ways of dealing with bullying in their schools. According to GLSEN (Gay, Lesbian, and Straight Education Network, 2008), most principals speak to the bully and victim when problems are reported. One of the major findings was that 94% of principals usually talk to the perpetrator and 90% usually speak to the victim. Besides speaking to the student perpetrator or to the victim, 81% of elementary principals speak to parents of the victim. Also 53% of principals make a note in the student's file for future reference. Furthermore, 75% of principals implement disciplinary action. In this study, 6% of principals had to notify the police, and only 35% of principals referred follow-ups to different staff members such as counselors (GLSEN, 2008). Cameron-Pavlovec, (2011) said, "if the principal is not handling the issue by referring the situation to guidance, bullies can get away with it," and the victim may not get the help they need (p. 103). Principals should meet with victims, bullies and bystanders separately, identify behaviors, determine if there is a pattern of bullying and then decide if further intervention is needed (GLSEN, 2008).

### **Urban Versus Suburban Schools**

There may be a difference in perceptions and ways of handling bullying in suburban and urban schools. According to the Bureau of Justice Statistics (Durhart, 2000), urban areas are more prone to violence than suburban areas. One reason is that urban areas have bigger populations than suburban areas and a lower socio-economic status is more prevalent. However, according to Dan Olweus (1993), “it is a myth that bullying occurs primarily in big-city schools.” He found that “bullying occurs at the same rate or at a lower rate between urban and suburban schools” (Olweus, 1993, p. 9). When looking at differences in handling bullying between suburban and urban schools, principals are mostly equal in the two school settings when it comes to speaking with the bully and victim just about the situation (GLSEN, 2008). However suburban principals were found less likely than urban principals to follow up with other staff members (GLSEN, 2008). Urban school districts are more likely to have punitive disciplinary action for harassing behaviors (GLSEN, 2008). Suburban school districts are more likely to use an anti-bullying program, if needed (GLSEN, 2008). According to the research there are some differences on how principals in suburban and urban schools deal with bullying, but not in how they perceive bullying. There was no research about the differences between urban and suburban school settings when it comes to how counselors perceive and deal with bullying.

Even though different researchers and state governments write their own definitions of bullying, those definitions share similar attributes such as a power imbalance, persistence and intensity. Principals’ and school counselors’ perceptions of

bullying probably come from their definitions and those perceptions may influence how they deal with bullying. School counselors work with the students more closely through intervention, while the principal mostly deals with getting the facts of the events and implementing punishment (GLSEN, 2008).

## Chapter 3: Methodology

### Introduction

This chapter discusses the methods used in recruiting research participants, the development and administration of the questionnaire, and the details on how data was collected. The purpose of the interviews was to address the different definitions, different perceptions of and the different handling and dealing with bullying between principals and counselors in suburban and urban settings. This study addresses the following research questions:

1. Are the definitions, perceptions and ways of dealing with bullying from the principals and guidance counselors consistent with the literature?
2. How do principals' views of bullying compare to each other in suburban and urban schools?
3. How do perceptions of bullying vary between principals and counselors in urban schools?
4. How do counselors' views of bullying compare to each other in suburban and urban schools?
5. How do the comparisons of perceptions of bullying between principals and counselors vary in suburban schools?
6. How do counselors' ways of dealing with bullying compare to each other?
7. How do the suburban and urban counselors vary in their ways of dealing with bullying?

8. How do principals' ways of dealing with bullying compare to each other?
9. How do the suburban and urban principals vary in their ways of dealing with bullying?

### **Questionnaire**

The questionnaire addresses the research questions by asking participants about their definitions of bullying, how they deal with bullies and victims, and their perceptions about bullying. The questionnaire is included in the appendix. Extra space was given on the questionnaire for participants to elaborate more on their responses. A pilot study was conducted in order to calculate the time to complete the survey and clarity of the questions. Two fellow Schreyer Scholars piloted the questionnaires and the average pilot time to complete the questionnaire was ten minutes. No changes were made since the survey did not take an extended amount of time to complete and the questions were clear.

### **Data Collection/Recruitment of Participants**

Recruiting and data collection took place beginning March and continued through August (2012). After contacting nine school districts in Berks County and in need of more participation, a list of school districts in Pennsylvania was used. Only urban and suburban principals and counselors who had their email information on the school website were contacted. Participants were first asked to complete the questionnaire via email before the questionnaire was sent. Ninety-six principals and counselors in suburban and urban schools were contacted. Recruiting participants was difficult since most principals and counselors agreed to complete the survey, but never submitted it or would

not reply to participate. 50% of the 96 principals and counselors contacted actually agreed to complete the survey. However, only 23% actually returned a completed survey. Once participants said they would agree to complete the survey, the survey and the consent form, approved by the Institutional Review Board, were sent. Participants who failed to return the survey in the allotted time of two weeks were re-contacted. Once the completed surveys were returned, thank you notes were sent. A total number of 22 participants in 12 school districts completed the survey; five were from suburban principals, five were from urban principals, six were from suburban counselors and six were from urban counselors.

Data was collected through email replies with one postal mail reply. All email reply questionnaires were printed to be kept. Answers from all questions were recorded and responses tally marked and organized according to setting and staff position, and tables were made to organize questions and answers.

## Chapter 4: Results

### Definitions of Bullying

Table 1 shows the number of urban and suburban principals and counselors who completed the questionnaire. Table 2 shows principals' and counselors' answers on what they think bullying is. Therefore, the main categories from the Pennsylvania state and Olweus definitions are used to categorize responses. Differences were found between counselors' and principals' definitions. Most school counselors and half of all principals showed consistency with their definitions of bullying presented in the literature. A majority of the literature on bullying focused on the Olweus definition of bullying. 83% of counselors said bullying involved a power imbalance whereas only 10% of principals said so (Table 2). Furthermore, 83% of counselors said bullying involved persistence whereas only 60% of principals said bullying involved persistence (Table 2). When it came to whether or not counselors and principals thought bullying was an intentional act, 42% of counselors thought bullying was intentional and only 30% of principals said bullying was intentional (Table 2). Principals were more inclined than counselors to create their own definitions of bullying, meaning, they did not use the state definition.

**Table 1. Breakdown of Participants.**

<b>Principals:</b>	
<b>Urban</b>	5
<b>Suburban</b>	5
<b>Total Number of Principals</b>	10
<b>Counselors:</b>	
<b>Urban</b>	6
<b>Suburban</b>	6
<b>Total Number of Counselors</b>	12

**Table 2. Definition of Bullying.**

	Power Imbalance	Persistence	Aggression	Intentional	Negative Action	Other
<b>Principals:</b>						
<b>Urban</b>	20%	40%	0%	20%	0%	60%
<b>Suburban</b>	0%	80%	0%	40%	0%	40%
<b>Total:</b>	<b>10%</b>	<b>60%</b>	<b>0%</b>	<b>30%</b>	<b>0%</b>	<b>50%</b>
<b>Counselors:</b>						
<b>Urban</b>	83%	83%	33%	33%	17%	33%
<b>Suburban</b>	83%	83%	0%	50%	50%	17%
<b>Total:</b>	<b>83%</b>	<b>83%</b>	<b>17%</b>	<b>42%</b>	<b>33%</b>	<b>25%</b>

Other Definitions:

A person who uses force or intimidation to force others to do what they want them to do.

**(Urban Principal)**

Bullying is a social situation (interaction where someone (victim) is being made to feel attacked (physically, emotionally) and uncomfortable). **(Urban Principal)**

A repeated inappropriate offense to another. **(Urban Principal)**

Bullying is using words or action to a student or group of students that is unkind and repeated over time. **(Suburban Principal)**

The act of picking on someone to create uneasy feelings for that individual. **(Suburban Principal)**

## Perceptions

The characteristics of non-verbal bullying that were included in the questionnaire were a mean look such as rolling eyes, obscene gesture such as a closed fist, and written statements such as threats or social exclusion. There was little difference among principals and counselors about the characteristics of non-verbal bullying (Table 3).

However there was a difference if “rolling one’s eyes” was a characteristic of non-verbal bullying. 60% of all principals said “rolling eyes” was a characteristic and 92% of



**Table 4. Is Bullying Persistent, One-Time or Both?**

	Persistent	One-Time	Both
<b>Principals:</b>			
<b>Urban</b>	20%	0%	80%
<b>Suburban</b>	40%	0%	20%
<b>Total:</b>	<b>30%</b>	<b>0%</b>	<b>50%</b>
<b>Counselors:</b>			
<b>Urban</b>	67%	0%	33%
<b>Suburban</b>	67%	0%	33%
<b>Total:</b>	<b>67%</b>	<b>0%</b>	<b>33%</b>

### Dealing with Bullying

When it comes to the bully, principals and counselors are almost in agreement that the bully is in need of help (Table 5). A majority of participants also said the bully needs to be punished (Table 5). No one would ignore the bully, and principals and counselors said they would enlist other adults to help either with the bully or victim. Principals were inclined to say it is the school counselors' role to help the bully, but some counselors would enlist parents as a way to get the bully some help. About 20% of principals and 50% of counselors came up with their own ideas on how to deal with bullies. Some answers included self-esteem counseling, counseling with the victim and bully together, anti-bullying programs, prevention and anger management.

**Table 5. Dealing With the Bully**

	Need of Help	Punished	Ignore It	Other Adults Help	Other
<b>Principals:</b>					
<b>Urban</b>	100%	60%	0%	40%	0%
<b>Suburban</b>	60%	80%	0%	60%	40%
<b>Total:</b>	<b>80%</b>	<b>70%</b>	<b>0%</b>	<b>50%</b>	<b>20%</b>
<b>Counselors:</b>					
<b>Urban</b>	100%	50%	0%	50%	33%
<b>Suburban</b>	83%	67%	0%	67%	67%
<b>Total:</b>	<b>92%</b>	<b>58%</b>	<b>0%</b>	<b>58%</b>	<b>50%</b>

**Comments****Other Ways (Principals)**

Code of conduct with specific punishments

Behavioral specialist, IST team comes in for educational testing.

**Other Ways (Counselors)**

Suspension, punishment, counseling, educating about the issue. **(Suburban)**

Establish a relationship with the bully, encourage empathy for the underdogs by showing videos, buddy system. **(Suburban)**

Educating the bully and helping to teach pro-social skills. **(Suburban)**

Self-esteem, conflict resolution, restorative justice, talk to bystanders. **(Suburban)**

Individual counseling for both the bully and victim together. **(Urban)**

Find out why they are bullying and work on to change those feelings through anger management, social skills, self-esteem training. **(Urban)**

When it came to victims, urban and suburban principals mostly follow up with the victim and provide support through counseling (Table 6 parts I and II). Urban and suburban counselors were also consistent in saying they offer support to the victim.

**Table 6. Helping the Victims I**

	Don't Work With the Victim	Speak to the Victim	Peer Counseling
<b>Principals:</b>			
<b>Urban</b>	60%	80%	20%
<b>Suburban</b>	0%	60%	0%
<b>Total:</b>	<b>30%</b>	<b>70%</b>	<b>10%</b>
<b>Counselors:</b>			
<b>Urban</b>	0%	67%	33%
<b>Suburban</b>	0%	67%	0%
<b>Total:</b>	<b>0%</b>	<b>67%</b>	<b>17%</b>

**Table 6. Helping the Victims II**

	Peer Group	Don't Feed the Bully	Berks Talkline	Other
<b>Principals:</b>				
<b>Urban</b>	60%	20%	0%	20%
<b>Suburban</b>	40%	60%	0%	60%
<b>Total:</b>	<b>10%</b>	<b>40%</b>	<b>0%</b>	<b>40%</b>
<b>Counselors:</b>				
<b>Urban</b>	67%	50%	33%	83%
<b>Suburban</b>	17%	100%	33%	83%
<b>Total:</b>	<b>42%</b>	<b>75%</b>	<b>33%</b>	<b>83%</b>

Everyone said they teach bystanders the differences between tattling and reporting through guidance lessons. Also, they interview bystanders on specific bullying events they witnessed. Based on responses, it seems as if principals and counselors want their students to report bullying to an adult once they see it happen.

Participants were asked how they would help victims of bullying. Table 6 part I shows how 60% of urban principals do not work to help the victims. A majority of urban principals said they would like to find out if the victim is responsible for the bullying (Table 7 Part 1). However, both suburban and urban counselors said the parents of the victim need to be told of the situation (Table 7, Part 2).

A majority of counselors came up with their own solutions for protecting the victims of bullying. Counselors said increased outside supervision and intervention were needed. Also counselors emphasized how teachers, bus drivers, cafeteria workers, and parents are to be made aware of any bullying situation in order to better protect the victims.

In order to protect the victims of bullying, a majority of urban principals keep the bully and victim separate, whereas most suburban principals do not (Table 8). Although urban principals try to keep the bully and victim separate, they said they have difficulty with separation because most of their students walk to and from school. The counselors recommended other ways of protecting victims such as having more security in urban areas. If victims are protected, then they can feel safe in the learning environment.

One question asked participants to explain how they handle the bully, victim and bystander (Table 7, Part 2). When it came to the bully, urban principals were inclined to use discipline such as calling home or suspension, whereas suburban principals try to understand the bully and strategize ways to change the behavior. Urban counselors teach the bully how to be compassionate to others. Only two suburban counselors, who answered this question, just said the principal deals with the bully.

**Table 7 (part 1) What would you like to change in your school with regards to the following?**

The Bully:

**Urban Principals**

- More systematic program or instruction.
- More time to investigate what is really happening.

**Suburban Principals**

- Code of conduct to address punishments.

**Urban Counselors**

- Would like to see rules for bullying school-wide.
- No change.

**Suburban Counselors**

- Want to see more education and not focus as much on punishment.
- Wants a group to help bullies.

The Victim

**Urban Principals**

- More systematic program or instruction.
- Would like to see if the victim is responsible for the bullying.

**Suburban Principals**

- Want kids to learn techniques to help in situations.

**Urban Counselors**

- Would like to see a higher staff/student ratio so that bullying can be prevented by always having adults present; perhaps trained parent volunteers and aides. Bullying always occurs when the bully thinks they [sic] will not get caught.
- More time to counsel.

**Suburban Counselors**

- More education/strategies to victims instead of just separating victim and bully. Give them more sense of power and control of the situation.
- Wants a group to help victims.

Bystanders**Urban Principals**

- More systematic program or instruction.
- Want them to stand up to bullying.
- Would like for them to intervene in a positive manner.

**Suburban Principals**

- Bystanders need to learn that it is a problem if they do not report bullying. They have a responsibility as a bystander.

**Urban Counselors**

- Would like to institute an anonymous reporting procedure at school.

**Suburban Counselors**

- Give concrete strategies.
- Wants a group to help bystanders.

**Table 7 (part 2) What does the school do about these individuals?**The Bully**Urban Principals**

- Talk with the bully and notify parents.
- Student meets with administration to address the situation and consequences/contacts parents. Student meets with counselor and then counselor and victim.
- Conference, mediation, parent conference, loss of privileges, suspension.

**Suburban Principals**

- Reduce bullying through character development/education.
- Help to understand how their actions hurt someone else even by words.
- Help to understand how they hurt someone. Give other strategies to get attention.
- Attempt to change behavior.

**Urban Counselors**

- Teach compassion for others.
- Counsel separately then together.
- Don't give the bully negative attention.
- Takes them very seriously.

**Suburban Counselors**

- Principal deals with it.
- Principal deals with it.

The Victims**Urban Principals**

- Talk to the victim and check in daily to monitor.
- Talk with the bully and notify parents.
- Student meets with administration to address the situation and consequences/contacts parents. Student meets with counselor and then counselor and bully after meeting with counselor to discuss coping techniques.

- Provide guidance, support, create a safe and healthy environment.

#### **Suburban Principals**

- Provide support/educate about methods to counter bullying.
- Make every child self-confident and not a target.
- Build self-esteem and coping strategies.
- Provide support and action plan.

#### **Urban Counselors**

- Teach social skills and skills to be assertive.
- Counsel separate then together.
- Work with the target to see how it can stop respectfully.

#### **Suburban Counselors**

- Great deal of support offered. (detailed list)
- Counselor works with the victim and uses humor.

### Bystanders

#### **Urban Principals**

- Talk to bystanders about the importance of feeling and being safe in school. Create scenarios that place the bystander in the place of the victim to illicit compassion for the victim.
- Interviewed and asked to give written statements. Reminded they have a responsibility to be reporters and not escalators.

#### **Suburban Principals**

- Educate on the role they play in assisting and preventing.
- Difference between tattling and asking for help from adults.
- Empower them with words to stand up and not join in. Teach kids the difference between a problem that needs to be reported and one that is not.
- Provide action plan.

#### **Urban Counselors**

- Teach the difference between tattling, reporting.
- Get their side of the “story” of what happened, explain what they could have done to better-help the victim, and to tell an adult right away.
- Role plays.
- Teach the role through class meetings and school-wide positive expectations.

#### **Suburban Counselors**

- Taught the importance of responsible reporting.
  - Interview them.
-

**Table 8. Protecting the Victims**

	Both Bully and Victim are Separate	Problems Keeping Separation	Other
<b>Principals:</b>			
<b>Urban</b>	80%	80%	40%
<b>Suburban</b>	20%	20%	80%
<b>Total:</b>	<b>50%</b>	<b>50%</b>	<b>60%</b>
<b>Counselors:</b>			
<b>Urban</b>	67%	67%	83%
<b>Suburban</b>	83%	67%	67%
<b>Total:</b>	<b>75%</b>	<b>67%</b>	<b>75%</b>

When asked about advice given to victims (Question 10), urban principals were more inclined to say that the victim should report the incident, and suburban principals tell victims to get help and guidance from an adult, play with someone else, and talk about strategies on how not to be a victim. Counselors were mostly consistent in saying victims should ignore the situation and walk away.

### **Question 10 What advice do you give to students who are being bullied?**

#### **Urban Principals**

- Contact an adult or principal.
- Report every time it happens, walk away, tell parents, tell bully to stop.
- Tell an adult.
- Stand up for yourself.

#### **Suburban Principals**

- Seek help from officials/don't allow frustration to take over.
- Teach them what they can do and how to get help when needed.
- Talk to them, what, why, how it can be changed, strategies to not be a victim.
- Play with the other children. Take mean words and throw them away.
- Report concerns.

#### **Urban Counselors**

- Never be alone.

- Don't keep it a secret, tell an adult, stand up for yourself, never be alone, stay cool and calm, walk away.
- Ignore or walk away. Report to adult if threatened with any type of injury.
- Walk away, ignore, use "I" messages, talk to adults.
- Plan of action, stand up for themselves without breaking rules.
- Tell an adult.

#### **Suburban Counselors**

- Strategies how to respond.
  - Encouragement that adults will keep them safe.
  - Tell an adult at home.
  - Don't give the bully what they want. Be assertive/use humor.
  - Depends on situation. Find a friend/adult, stand up for yourself, stay away from the person.
  - Speak up.
- 

#### **Other Questions**

Participants were asked if there was an anti-bullying program in their school. Table 8 shows that programs are more prevalent in suburban schools than in urban schools. When asked if bystander intervention is taught, a majority of participants said "yes" (Table 9). However, 40% of principals said that it is taught very briefly. One principal said, "We just inform [the students] to tell an adult so we can all be safe." When asked if bystander intervention is taught, table 10 shows that bystander intervention is taught more in suburban schools than in urban schools. Suburban principals and counselors said it is taught through classroom guidance lessons, whereas it is only mostly mentioned briefly to the students in urban school settings.

<b>Table 9. Does your school have an anti-bullying program?</b>		
	Yes	No
<b>Principals:</b>		
<b>Urban</b>	20%	80%
<b>Suburban</b>	80%	20%
<b>Total:</b>	<b>50%</b>	<b>50%</b>
<b>Counselors:</b>		
<b>Urban</b>	17%	83%
<b>Suburban</b>	50%	50%
<b>Total:</b>	<b>33%</b>	<b>67%</b>

<b>Table 10. Is bystander intervention taught?</b>			
	Yes	No	Sort of
<b>Principals:</b>			
<b>Urban</b>	40%	20%	40%
<b>Suburban</b>	80%	20%	0%
<b>Total:</b>	<b>60%</b>	<b>20%</b>	<b>20%</b>
<b>Counselors:</b>			
<b>Urban</b>	67%	17%	17%
<b>Suburban</b>	100%	0%	0%
<b>Total:</b>	<b>83%</b>	<b>8%</b>	<b>8%</b>

#### **Comments**

##### **Urban Principals:**

This issue is addressed in health classes. We encourage students to intervene as long as they are not putting themselves in danger. Students know there is an open-door policy with the principal. They will not be identified if they give the principal information on bullying.

No explicit teaching. Just inform them to tell an adult so we can all be safe.  
Green circle strategies.

It is not taught directly but it is included in the lessons created by the guidance counselors.  
No.

**Urban Counselors:**

No-This is so important because teachers and adults rarely witness bullying. In my experience, bystanders don't help a victim of bullying because they are afraid of retaliation.

Classroom guidance lessons.

If you see or hear someone bullying another, please report to an adult who you feel comfortable talking to...someone in our school environment, in your family, or in your community activities.

Yes, through individual and group counseling. I have guidance lessons that target this topic, but I am not able to deliver them on a constant basis.

Yes-Mostly through role-plays.

Yes-Class meetings. They have a duty to stop, not laugh, help victim leave student bullying or just tell an adult if they do not feel safe. In all situations an adult needs to be informed.

**Suburban Principals:**

Our counselors address this in their classroom lessons each year.

Bystanders need to report bullying immediately. This is taught through guidance lessons.

This is taught within all guidance lessons on bullying. At times we have outside individuals come in to share their strategies, lessons and work with our students.

No.

Yes, guidance lessons.

**Suburban Counselors:**

So far it has been done through individual classroom lessons to give students ideas about how to stick up for one another. This is the focus of the district moving forward.

Yes through regular guidance classes and building-wide assemblies. They are given many options for how to be "a hero" and save someone from being bullied, including telling an adult at school, writing a note, telling their parents and asking parents to contact me, or emailing me themselves. They also know how to give clear messages to a bully, by saying things like "knock it off," "leave me alone," "that's not cool," etc.

We teach bystanders a few things-among them are: stick with the target, take the target from the situation, speak up to the bully, and tell an adult.

In guidance classes (K-4), I teach students the importance of being a helper and not be a passive bystander. Students are taught they have the options in helping to stop bullying.

1. They can stand up for the target either alone or get a group of students to stand up for the target.
2. They can and should always tell an adult about the bullying situation.

Yes-during guidance lessons the interventions are taught and also some of the classroom teachers do lessons.

We could do more in terms of education and/or specific skill instruction for bystanders. One of the nicest things about elementary school age students is that they generally do like to speak up and/or be helpful. Our students often seek adult help if they feel someone is being unkind either to themselves and/or to someone else. This year we used materials from the "Ophelia Project" with some of our fifth grade girls and we spent a lot of time exploring ways to support one another without confrontation and/or when adult help is not readily and/or immediately available. Girls in the group self-reported that learning different strategies was their favorite part of the group. Although it can be more difficult with younger children, educating students about the "bystander" role and teaching specific intervention strategies would also help combat the problem of bullying in our schools. In our girl's group, we taught interventions using the same method we use to teach other social skills-discussing, modeling and role playing. Elementary school aged students need opportunities to practice skills, so we rely on a lot of role-play. Students in this age

group also can have a difficult time implementing a new or different strategy. They tend to pick one idea and want to use the familiar approach all of the time and/or in every situation. We also try to use a lot of matching games and/or activities so students become more comfortable choosing alternate strategies in different situations.

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Answers regarding how age affects the way children bully someone else (Question 12) proved to be consistent. Urban and suburban principals and counselors mentioned that when students get older, they tend to be more violent and gain more access to the Internet and begin cyber-bullying. However, two counselors said they did not know how a child's age affects the way they bully someone else and two urban principals said the age of a child has no effect on how they bully someone else.

## Chapter 5: Conclusion

### **Discussion**

Half of the principals surveyed came up with their own definitions of bullying that did not correspond to the Pennsylvania definition, which is based on Olweus. Principals may have developed their own definitions because they probably do not agree with the state definition of bullying. Counselors used the state definition because they may have been trained in the Olweus bullying program. Also the schools' policies on bullying were very similar since they cited the Pennsylvania state code of bullying which asks all schools to incorporate the state policy and definition. The principals did not mention anything about a power imbalance between the bully and victim and no principal mentioned how bullying is an action that harms someone else.

Suburban and urban principals were almost in agreement about their characteristics of non-verbal bullying. Some principals and only a few counselors did not agree with "rolling eyes" as a characteristic. They may have done so because it all depends on the situation. For example, if a child rolls his or her eyes when another child says something, it may not be considered bullying. However if a child rolls his or her eyes dramatically at another child as to make non-verbal fun of the child, then it is considered bullying. The school counselors in both urban and suburban school settings were mostly in agreement with the characteristics of non-verbal bullying including "rolling eyes" because maybe they believe when children roll their eyes at someone else in a mean way, counselors may consider that as non-verbal bullying.

In my findings I was expecting principals to say bullying was persistent only and counselors to say bullying was both persistent and one-time because of the information I gathered at the initial research interview with the suburban principal and his school counselor (2012). The principal's opinion was that bullying was persistent only, but the school counselor said bullying was both persistent and one-time. An interesting result was that the principal I interviewed used a definition which corresponded to the state definition of bullying. His definition was interesting because it was the state definition of bullying, but he used a resource and he did not tell me it was the state definition or related to Olweus. I have found the opposite of what I originally hypothesized when more principals said bullying was both persistent and a one-time event while only a minimum of counselors said bullying was persistent and one-time. Counselors may have said bullying was persistent only because the Olweus definition says bullying is persistent.

When dealing with the bully, urban and suburban counselors seem to have more sympathy for bullies than principals by wanting to find out the root cause of the bullying behavior. More counselors said the bully was in need of help and did not need to be punished, but most principals said the bully needed to be punished. This may be because principals administer more punishment to students who do something wrong than counselors. Therefore, a principal who administers punishment first before trying to help the bully may not seem to have sympathy for reasons why the bully is harming someone else. If a principal or counselor shows interest by trying to find out why a child is bullying, they might find out there may be problems at home and bullying is one way for a child to let out his or her anger and frustration.

When it came to helping the victims, urban principals said they do not sit down to talk strategy but only speak to the victim, which may be because they feel it is the counselor's responsibility to help the victim and the principal just wants to get the facts of the situation. Since principals are responsible for the safety of the students, the principals' ways of working with victims surprised me: I thought principals would want to also help the victim instead of passing it along as the counselor's sole responsibility. Another conclusion that I did not expect was that counselors said they help the victims by teaching them to not feed the bully. Counselors would most likely say this because they may want to be sure either the victim is not making him or herself vulnerable or they want to help the victim by telling him or her to ignore the bully. Thinking the victim is somewhat responsible is also interesting because victims would not want to be blamed for causing a bullying situation right from the start; they could have done nothing to cause the bullying and they will not get the proper help if the victim is being blamed.

One urban principal wanted to find out if victims are responsible for the bullying, but if principals blame the victim for the bullying, then they may not help in the situation. Wanting to find out if the victim is responsible may show that not all principals have sympathy for victims. Not expressing sympathy, like the counselors, may make the victims feel as if they will not get the help they need.

It seems that counselors importantly acknowledged there are problems keeping the bully and victim separate. The bully and victim may need to be separated from each other because the bully may still continue to threaten or harm the victim.

Counselors may be more knowledgeable than principals in keeping the bully and victim separate since counselors deal with the bully and victim more than principals. However, there are principals who may take part in the process of how to keep the victim safe from the bully since the principal is also in charge of the safety of the students.

Almost all of suburban and urban principals and a few suburban and urban counselors said victims need to always report the situation to a teacher or other adult so they know what is going on to help stop the bullying. Reporting situations to an adult is most likely an effective strategy because students need an adult to turn to when looking for support. Reporting is important because it lets principals and counselors know how severe of a problem bullying may be in their schools. Based on the result that most principals and counselors encourage their students to report bullying, reporting may become an effective strategy. However, children may be afraid to turn to an adult for help because the child may feel reluctant to report the situation, the child may be threatened by the bully, or the child may think there will be retaliation from the bully.

A couple of urban principals said the age of a child does not affect the way the child bullies someone else and a couple of counselors said they were not sure if age matters. Saying that age does not affect the way a child bullies was a surprising result because, according to the research, as a child gets older, they bully in different ways such as through social media. A few principals and counselors said the older children get, the more access to technology they have to bully someone else. It is important for principals and counselors to know that age matters so they can better understand how children bully each other at certain ages.

Most counselors said they educate students on being a bystander and the importance about how to report bullying incidents to teachers and principals. Getting information from bystanders can be effective because principals and counselors need to get the story about a bullying incident from all perspectives in order to fix the situation. Principals and counselors need to know what social situations their students are going through so they can create a safe environment for learning.

Overall principals and counselors have some differing perceptions about bullying. The differences were brought about by the counselors mostly agreeing with the Pennsylvania state definition, and the principals possibly not agreeing with the state definition. So it is possible that a principal's and school counselor's definition of bullying affects their perceptions of bullying. Differences in opinions can be effective among principals and counselors about bullying because both principals and counselors can share and combine their opinions together to meet the needs of a child. The reason why there were only a small number of differences in the perceptions of bullying between urban and suburban school settings may be because both urban and suburban participants have access to the same information regarding bullying. My original hypothesis that there would be major differences between urban and suburban school settings and this turned out to not be true.

### **Limitations and Future Research**

There was a lot of difficulty in obtaining research participants. Originally most potential participants agreed to complete the survey, but never did even after being re-contacted. With the small sample size, making generalizations is limited because I can

only generalize about the results I have found based on my research. Finally, there is a lot of research about bullying in general, but there are only a few articles that address and compare the perceptions of principals and counselors.

I would like to expand this study to have more participation from more principals and counselors. In addition, including participants from rural schools may provide for diverse results because there may be differing perceptions among principals and counselors in the rural schools. Finding out if there are differences among principals and counselors in rural schools may provide better insight about the rural school community. I want to see if I find similar results about bullying in the rural area as I have found in the urban and suburban areas. I would like to research the rural school community because there is not a lot of research about the perceptions among principals and counselors. I also want to find out more information on why principals mostly just speak to the bully and not work with them as closely as the counselor does. It is unclear why the majority of principals said bullying was persistent and can be a one-time event and why the majority of counselors said bullying was persistent only so more research is needed in this area. Since other school staff members such as bus drivers, cafeteria workers and custodians might also witness bullying situations, their definitions and perceptions of bullying could improve my understanding.

### **Final Thoughts**

This study was conducted after interviews with a suburban principal and his school counselor in 2012 and there were differences between these two individuals about

bullying. I wanted to find out what differences among professionals in the field existed and how principals and counselors dealt with bullying situations. Differing professional opinions about bullying are important to me as a future teacher. I have to do what I can to help the situation in my classroom, but I may not get the advice I may be looking for from my principal or counselor if they do not share my views on bullying. For example, if I see a child being socially excluded and I go to my counselor to get some advice and she does not believe social exclusion is bullying, then I may not get the help I need. Therefore, I may not be able to help the victim or find out why the bully is excluding the victim. Both the bully and victim will not get the outside support they need. However, if my principal or counselor has a different opinion than me about bullying, we may be able to put our ideas together to meet the needs of the students and create a safe learning environment. On a final note, even though principals and counselors may have different definitions, perceptions and ways of dealing with bullying, what matters is how we use those differences to meet the needs of the students.

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## Appendix A: Questionnaire

1. What is your definition of bullying?

2. Please circle the characteristics you believe fall under non-verbal bullying.

- Giving someone a mean look
- Rolling one's eyes at someone
- Making an obscene gesture
- Written threatening statements
- Social Exclusion
- Other

3. How do you deal with a bully? Please circle all that apply.

- a. The bully is a person in need of help or escape. You talk to them as to why they did what they did.
- b. The bully is a student who misbehaves and needs to be punished. How do you punish them?
  
- c. You ignore the situation. Please say why you ignore the situation
  
- d. Other adults help the bully. Who helps the bully?
  
- e. If you have other ways of dealing with a bully, what are they?

4. How do you help the victims of bullying? Please circle all that apply.

- a. You don't normally work with the victim. You just work with the bully and the guidance counselor works with the victim.
- b. You speak to the victim to find out why they think they were bullied.
- c. You recommend the victim for peer counseling.
- d. You enlist the victim in a school peer group for guidance.
- e. You teach the students to stand up for themselves and not "feed the bully".
- f. You encourage students to use Berks Talkline for extra guidance.

- g. What are other ways of helping the victims of bullying? How do you help the victims?
5. What do you do to protect the victims of bullying inside and outside of school?
- You see to it that both the bully and victim are completely separated from each other. Every precaution is taken to ensure they will not run into each other in the school.
  - There is a problem with both the bully and victim being on the same bus or walk the same route home so you work to ensure there is no contact. If so please share how the bully and victim are separated.
  - What are other methods of protecting the victims of bullying? How do you protect them?
6. Can bullying be...
- A one-time incident
  - Persistent
  - Both
7. What would you like to change in your school with regards to the following?  
What does the school do about these individuals?
- The bully
- The Victim
- Bystanders
8. Please attach school policies that address bullying that happens on and outside of school grounds? What are the consequences?
9. Do you have an anti-bullying program in your school? If so, what do you teach the students who are in the program?
10. What advice do you give to students who are being bullied?
11. Do you teach students bystander intervention? If so, how do you teach them?
12. How does a child's age affect the way they bully someone else?

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## **ACADEMIC VITA**

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### **Education**

B.S., Elementary and Kindergarten Education, May 2013, Penn State University

### **Honors and Awards**

- Member of Phi Kappa Phi honor society.
- Member of Pi Lambda Theta honor society.
- Penn State Schreyer Scholar (2010-2013).
- Fundraising chairperson for the Berks Honors Club (2010 – 2011).
- Penn State Berks Honors.
- Recipient of the Valeria Hoffert Memorial Scholarship (2009 – 2012)
- Recipient of the Boscov Scholarship Award (2011 – 2012)
- Recipient of a University Scholarship Award (2012)
- Recipient of the Society of Distinguished Alumni Trustee Award (2012 – 2013)

### **Presentations**

- A Comparison of Principals' and Counselors' Definitions and Views of Bullying. 14<sup>th</sup> Annual Conference for Undergraduate Research and Creative Expression, Bullying, April 27, 2013.
- Education Program Advisory Board, Honors Program, April 23, 2013.
- Conducted a descriptive review of a student and presented results with Rhoda Kanevsky and Betsy Wice, members of the Philadelphia Learning Cooperative, November 15, 2011.

### **Association Memberships/Activities**

- Student member of The Pennsylvania State Education Association (2012 – Present)
- Student member of the International Reading Association (2013)

### **Student Teaching**

**January 2013 – May 2013**

Amanda E. Stout Elementary School (Reading School District)

- Designed and implemented differentiated backwards design lessons in all subject

areas.

- Instructed English Language Learners in the Language for Writing program.
- Designed and implemented an eleven lesson cross-curricular unit.
- Developed effective classroom management techniques for student success.
- Collaborated with mentor and grade level team members to analyze student data to plan for effective instruction.
- Used authentic assessment to evaluate student progress.

**Field Experience**

**August 2012 – December 2012**

Amanda E. Stout Elementary School (Reading School District)

- Planned and designed instruction in a diverse classroom.
- Supervised small group literacy centers.
- Designed and implemented instruction about community on a field trip to the Tooth Pick World exhibit.
- Implemented one-on-one instruction to students.

**Related Experience**

**February 2013 - Present**

Amanda E. Stout Elementary School (Reading School District)

- Tutored for the United Way after school tutoring program for second grade students. Worked with second grade students on fluency, vocabulary and literacy enjoyment skills.

**October 2011- November 2011**

West Wyomissing Elementary School (Wilson School District)

- Implemented one-on-one instruction to first grade students.

**October 2010 – December 2010**

Southern Middle School (Reading School District)

- Participated in The Penn State Educational Partnership Program (PEPP). Counseled and built rapport with seventh grade students to motivate them to attend college.

**September 2009 – November 2009**

Lauer's Park Elementary School (Reading School District)

- Assisted students in literacy and writing.