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The effectiveness of peer strategies to counter bullying: undercover anti-bullying teams

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THE EFFECTIVENESS OF PEER STRATEGIES

TO COUNTER BULLYING: UNDERCOVER

ANTI-BULLYING TEAMS

A Project

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In Partial Fulfillment

of the Requirements for the Degree

Master of Science

in

Counseling and Guidance

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by

Felipe De Jesus Barba

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THE EFFECTIVENESS OF PEER STRATEGIES

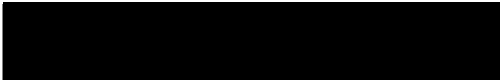# TO COUNTER BULLYING: UNDERCOVER

ANTI-BULLYING TEAMS

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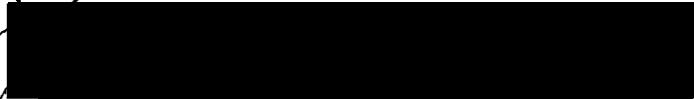California State University,

San Bernardino

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by

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March 2012

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ABSTRACT

The following project is an analysis of a section of data collected during the development of thirty-two different undercover anti-bullying teams. I analyzed the strategies the undercover teams developed with the purpose of eradicating a specific instance of bullying and the results of the strategies the teams developed.

Undercover anti-bullying teams are an approach based in narrative therapy. The basis of narrative therapy is the idea that, "The problem is the problem; the person is not the problem". Accordingly, the undercover teams are neither punitive, nor authoritarian, in their approach to counter bullying. These teams focus on bullying as an external relational phenomenon that draws the people involved into it. The analysis inquired into whether peers are an effective option that counselors, teachers and school administrators can rely on to eradicate bullying in schools as distinct from traditional more punitive strategies.

The analysis showed that peers can be an effective resource in the eradication of bullying in schools. The strategies developed and utilized by the participants of the undercover anti-bullying teams came from their own worlds of youthful thinking and were perceived by them as easy to implement and fast-acting against the bullying. Efforts by the anti-bullying team members quickly created new and more positive relationships among students in virtually all of the instances studied and the problems created by the bullying were reversed and transformed.

ACKNOWLEDGMENTS

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CHAPTER ONE

INTRODUCTION

When I first started going to school to complete my master's degree in school counseling, it was almost impossible for me to dismiss the topics and issues that were the most prominent and difficult in the educational field. I had obtained my bachelor's degree in psychology. Although I did have a sense of what the atmosphere was in our schools, I became a lot more aware of some of the realities that students, schoolteachers, administrators, and parents face every day.

During my classes I participated in endless discussions about the different issues and the different effective or ineffective approaches that have been developed and used to deal with them. I believe that among the many topics that are discussed constantly amongst my classmates, professionals and students, the one topic that has affected almost everyone, either directly or indirectly, is bullying.

I was interested in conducting research in this topic, because of the possible great benefit it could lead us all to, if we implement changes in local schools. Personally I have been around bullying all of my life. I have been on both sides of it. When I was in elementary school, I was the victim of bullying from some older students. It was a terrifying experience. From my perspective, the teachers and adults did not deal with it effectively enough for it to stop.

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With the passing of time, I got an underlying message that bullying was part of the background - That it had to be accepted. I learned to shut down the hurt. I even became quite the expert on bullying myself. I got with the "program" and even learned to show the people I bullied that the whole bullying interaction was OK, that it was normal. I became convinced of this myself.

Fortunately, there were not any extreme effects like a suicide that marked my life or the life of others as a result of my behavior. I see that the strategies implemented in schools have not changed a lot. I grew up to think that bullying is part of life and I see how currently some parents and teachers see it the same way. I even made myself unaware of it for a long time. I became blind to its existence and its negative effects.

Like many other things in life, we all perceive bullying differently. Our attitude towards it depends on our personal history, culture, sex, religion, and numerous other factors that define us as individuals. Our attitudes can differ, but it is evident that it is a phenomenon that has been historically a constant presence. Many attempts to define the problem, and deal with it, have been made. Strategies through the perspective of a variety of theoretical approaches have been, and are still being, developed. As a student I have had the opportunity to be exposed to some of these strategies.

As one of a group of students from the master's degree program, I completed some required fieldwork hours at high schools in New Zealand during the summer of 2011. Throughout our stay there, we worked directly with

counselors and high school students. We were exposed to diverse styles of counseling, including narrative therapy. One of the philosophical foundations of narrative therapy can be summed up with a concept by Michael White (2007) that sees the problem solely as the problem, the person is not seen as the problem.

We had the opportunity to obtain copies of some data collected by Michael Williams during the completion of thirty-two "undercover anti-bullying teams". This project is a report on the analysis of this data. Michael Williams is an active contributor of the website Explorations: an e-journal of narrative practice. This website describes him as a guidance counselor and head of student support and development at Edgewater College, Pakuranga, Auckland, New Zealand. He is presently involved in the application of narrative practices to his work, training students in anti-bullying, narrative conflict resolution and mediation (Williams, 2010). He also supervises school counselors from public and private schools, single sex and co-ed. He is one of the pioneers of the narrative counseling approach and the originator of the "undercover anti-bullying teams" program.

Undercover anti-bullying teams are a fairly innovative practice, which allows counselors to use their professional skills to address behavioral problems and to transform relationships between students in a non-authoritarian way. The name of "undercover teams" was given by Bill Hubbard (2004) with inspiration from Robinson and Maines (1973). Some of the singular features that characterize this approach are that it does not look to blame anyone for the bullying. This

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approach has a playful sense to it and also provides the opportunity to begin new relations.

The understanding of bullying as a narrative performance can be traced back to the narrative roots of this anti-bullying strategy. According to this point of view, everyone around the bullying has a role and there is a plot trajectory. Each person participates in the different story lines (as perpetrator, target, or bystander, for instance) as opposed to them being the problem itself. With this it is understood that, "The bully is not the problem, the bullying is the problem" (Winslade & Williams, 2102, p. 128).

According to Winslade and Williams (2012) this program was designed to address bullying in high schools, using ideas drawn from narrative therapy (White, 2007) to change the relationship between the victim, the bully, and the bystanders in a positive and non-directive way. It gives them an opportunity to rewrite the bullying story. The mission as a counselor is to create an opportunity for each of the characters to step out of a specific bullying story and into another storyline (Winslade & Williams, 2012).

To start an undercover anti-bullying team the counselor invites the target of bullying to select six people to be members of the undercover team. Among the team of six, two of the worst perpetrators of the bullying have to be included. The other members can be participants who are not known to have been bullied. If they are neutral role models it is helpful too. It is recommended to consult with the teacher to verify (Winslade & Williams, 2012).

The counselor meets with the team and shares the story of what has been experienced by the target of the bullying with them. It is important that the counselor clarify that the meeting is not meant for punitive or accusatory purposes. The counselor invites them to participate in a project to help out the victimized person, making sure they understand that they don't necessarily have to become friends with the person. It is important to stress the secrecy of the project. It is also recommended to offer some reward after the successful completion of the project, once the target of the bullying reports it has stopped from happening (Winslade & Williams, 2012).

The counselor reveals the identity of the target of bullying only after the team agrees to be part of the project. It is common that students know who the target is at this point. The counselor asks the undercover team to develop a detailed plan for how they will get the bullying to stop and how they will create a different experience of school for the target of bullying. Once the plan is developed, the counselor invites the team members to discuss how to carry it out in a covert manner (Winslade & Williams 2012).

Winslade and Williams report different reactions from the students when they are invited to participate in a project like the undercover teams. Some of the perpetrators of the bullying confess their involvement. Others will blame someone else. They sometimes become very quiet. Other times, they deny everything. Once the counselor makes it very clear that it is not about blaming or

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finding any guilty parties, they usually warm up to the idea. It has never failed (Winslade & Williams, 2012).

The counselor is supposed to meet the target of bullying after a few days. Then the counselor meets with the team to see how the plan they developed is working. There are usually modifications that need to be done and refinements of the plan. After that, the project has always worked in a positive manner.

We obtained approval from California State University's IRB (Institutional Review Board) to conduct research on archival data. Our goal was to work on the analysis of this pre-existing data that Mike Williams provided to us in order to summarize and categorize different aspects of the bullying phenomenon and create thorough descriptions of bullying and the strategies used to combat it. We divided the data into five sections and I am reporting here on the analysis of one of these sections. The sections were as follows:

1. Nature of bullying: this section will contain an analysis of the stories narrated by the person being bullied.

2. Effects of the bullying: this section will review from the students' accounts what goes on in this person's life as a result of the bullying.

3. Undercover teams: this section includes a description of what the anti-bullying team's plan was and an analysis of the actions they took to counter the bullying.

4. Effects of the undercover teams & outcomes: this section describes and analyses students' reports of the results of the implemented plans.

5. Team members' and victims completed evaluation form at the end of the team process: this section includes data from the participant's final comments on the whole experience.

Each of the study abroad team focused on the analysis of one section. The aim was to find unique stories, similarities, and trends on the collected data. We will each try to answer a research question based on our section. My focus is on the undercover team's five-point plan, as well as on the effects and outcomes students report on the implementation of this plan. I will analyze the ideas developed during the undercover teams and address the question: "Are peers an effective option that counselors, teachers and school administrators can rely on to eradicate bullying in schools?"

Purpose of the Project

We ventured into this project for several reasons. One reason was that the more we became involved in the school counseling world, the more we were becoming aware of the magnitude and effects that bullying behavior has in the lives of millions of students every day. We have seen the growth of demands from the public to make strong anti-bullying programs mandatory in schools. According to Valerie Strauss (2009), a reporter from The Washington Post, more than forty U.S. states have implemented some kind of law that illegalizes bullying. Yet according to government statistics still one-third of 12-18 year old students remain bullied in some way or another. She mentions an anti-bullying

program backed up by researchers. This approach is called the "Olweus Program" and it requires training from the entire school community on how to recognize bullying and the learning of actions needed to stop it. School community consists of students, docents, administrative personnel and parents. It is possible that this approach's effectiveness could be questioned because of its complexity.

My research project focused partly on the personalized strategies that the participants of each project created together. I reviewed the data and was able to see several similarities between groups. I found it very interesting how some specific strategies were selected by almost all of the teams that I reviewed. This particular finding can be of great benefit when creating new ways to describe and address the problem of bullying in future. Similarly my colleagues are finding information in their specific area of research for this project. Together we will be able to paint a picture that helps describe the nature of bullying in a particular context and the ways that students deal with it.

Another part of my focus in this research is on the effects obtained by the implementation of each group's strategies. I will show that I found very positive similarities and between groups. There was an almost instant and effortless effect of undercover teams' approach in the majority of the groups that was consistently successful in changing the bullying relationship. These results allow us to see invaluable information about bullying, as well as the student's way of

processing and dealing with problems, and finally the practical value of narrative therapy.

The same way that I was able to find very clear similarities in the different groups when it came to the ideas and the effects that the students originated in their teams, my colleagues in this project found trends and invaluable data that allow us to understand bullying from a different perspective.

As a student counselor, I have been opening my eyes to the reality of the bullying phenomenon. I have become aware of how present it is in everyday life. There has been some increasing attention to the phenomenon due to some tragic stories. When I interact with students, I have started to see the hurt it provokes and the negative effects it has in the quality of life, sense of safety and prospects of the future of the students' lives. There is a lot of work to do. There are still great findings to uncover when it comes to ways to deal with bullying.

Our project will allow us to contribute positively to our community's pool of knowledge about the different aspects of bullying. We have been able to see the common traits of bullying and what it does to students. We are capturing a clearer snapshot of the bullying phenomena in that specific school in New Zealand. We have also been able to capture a photo of the natural way that those students dealt with it and its fast and positive results.

Our hope is that the picture we have captured of the bullying and its effects, as well as the strategies and results of the students from that school in New Zealand, are, if not the same, at least similar in some degree to the way

bullying and its effects looks in the school of our community. We hope that students in our schools here in the U.S. can benefit from this approach in a similar way.

New Zealand is no different than the U.S. when it comes to the issue of bullying. Carrie Briffett states in her article Beating Bullying for the website www.mentalhealth .org.nz that according to a major international report released at the end of 2008, New Zealand ranks second worst among 37 countries measured on issues related to bullying in primary school. This report mentions that almost three quarters of around 5000 New Zealand year five students said they have been bullied in the preceding month. The country's rates were more than 50% above the international average (Biffett, 2010).

We are working on this project with the purpose of showing our community of professionals a strategy that, as we will show, has been effective in its totality when implemented. We have seen how this approach deals with situations of bullying in a non-punitive, non-directive way. We are doing this to create a clearer description how bullying looks and sounds and what bullying does to its victim. We are also showing the ways that the students themselves are willing and can choose to eradicate the problem, given the right kind of invitation. This can lead us to learn non-intrusive ways to approach the problem, as well as a way to understand how students solve their issues.

My research project is intended to be an inspiration that will fuel professionals in our community with encouragement to execute, or create, similar

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approaches based on narrative counseling or at least get some influence from it. I know that this problem has not gone anywhere. Bullying keeps on growing and its effects are becoming more remarkable and sometimes more tragic. The schools are finding themselves obliged to create strategies that are effective to diminish the problem and its effects. I am witnessing this as school counselor student. As a result, I am raising my hand and suggesting this course of action by sharing this compilation of success stories.

This project is of great significance due to its relevance. For instance, during September 2011, Emily Bazelon (2011) mentions the following:

> The Los Angeles Unified School District adopted a resolution instructing staff to intervene in what they deem to be cases of bias, harassment or bullying. It will also require social studies materials in the schools that include positive representations of lesbian, gay, bi, and transgender people. Also during that month, New Jersey instituted a new anti-bullying bill of rights, considered by some as the toughest in the nation. It allows students to report bullies to a crime stopper hotline. (p.1).

I believe this is a great moment to get inspired and share new and fresh ways to deal with the issue. We want to contribute to the awareness of one of the many possible ways to handle an issue that has gained our society's interest right now, but probably not forever (Strauss, 2009).

CHAPTER TWO

LITERATURE REVIEW

Bullying Definitions

What is bullying? The term bullying has obtained some recent considerable popularization. Like many social phenomena, it is not a simple task to create a definition. To understand this popular concept, it is necessary to recognize the wide range of behaviors that create it. The concept of a "bully" can be defined as a child who uses aggression to control others and to achieve dominance over their peers (Rodkin, 2011). Some other experts consider that bullying can be understood as the act of peer victimization (Card, Isaacs, & Hodges, 2008).

According to Card, Isaacs, Hodges and Miller in their , peer victimization can be defined as someone being made the target of aggression by peers. They clarify that peer victimization has two aspects that merit attention. The first aspect is the aggressive behavior. This can be understood as actions that are purposely directed to harm another individual. Aggressive behavior can be direct or indirect. Direct aggressive behavior includes bodily hostility and aggression like hitting or becoming verbally aggressive. Indirect aggressive behavior can be social or relational aggression. It can be the act of excluding certain people from groups or spreading gossip. It can also appear as instrumental aggression. This is when

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someone inflicts social or relational aggression on others to obtain personal rewards.

Another part of the description of the term peer victimization includes its relevance with children and teens by peers. Peers are people of close age of the target of bullying. They are often times in the same grade, or in close settings such as schools. Peers usually overlap the victims' ecological contexts.

The experience of being the victim of bullying can seriously affect the well being of students of all ages. School bullying is a common type of interpersonal violence among fellow students that affects the quality of life and development of many children and adolescents. Bullying can involve a physical assault, verbal harassment such as threats, insults, name-calling, or a more understated form of hostility such as rumor spreading and social elimination (Wei & Jonson-Reid, 2011; Lodge & Frydenberg, 2011).

Gossip is another form of bullying. It can be the gateway to physical bullying. Teachers and adults in schools tend not to consider gossip as bullying (Low & Brockman, 2011). Relational aggression is similar in its subtlety. It can be understood as harming others through subtle bullying or manipulation. This form of bullying is often unseen and can be considered unaggressive. It is commonly viewed as a common piece of the process of socialization. Still it can cause even more harm than aggression of the physical type. It should be seen as important as others types of aggression that are usually more understood and confronted.

Bullying is often understood in relation to power, intents of harming, and regularity. For the students seen as the bullies there is power, either through physical dominance or through status from the peer group. Bullying is not random.

Relational aggression is a type of harm directed on purpose towards someone else by manipulating social interaction and relationships. It can be seen in the form planned isolation, exclusion from social interaction, put-downs, calling names, making fun of others, or mockery . These behaviors have the same negative effect on someone than the more traditional forms of bullying. A victim of this type of bullying looses his or her right to peace and normal relationships. Relational aggression has to be seen as serious of a problem as physical bullying.

Bullying can be understood as repeated exposure through time to acts of a negative nature from one or more peers. These negative actions are intentional infliction of injury or discomfort. Threats, teasing, taunting, name calling, and physical assaults can be some examples (Winslade & Williams, 2012).

Incidence

Educators can very easily have the false notion that bullying is not a big issue in their school. Kazdin and Rotella (2009) found that teachers and administrators typically see only about four percent of all the bullying incidents (cited by Goodwin, 2011). Bullying between students often occurs without the

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adult's awareness. They usually become aware after it has become a very serious issue (p.82)

Relational aggression is difficult to detect. Inventing a rumor is less noticeable than pushing or hitting a peer. There is no easy to see evidence or physical confirmation of it at all. Its behaviors are subtle, and youth are often skillful at keeping it a hidden. It is often believed that this issue can be found more in girls, whereas physical aggression is more common among boys, but there is no evidence of it. Young et al. (2011) distinguished two forms of relational aggression. One is reactive and the other one is instrumental. Reactive relational aggression is usually displayed as a result of provocation, from feeling threatened, or angry. Instrumental relational aggression on the other hand, can be identified as manipulation of relationships aimed to obtained specific results (p.26).

Bullying is very common regardless of how easily detected it is. It can happen at any age, from kindergarten to high school. When someone or a group of individuals start acting in concert and decide to engage in practices of power and domination in relation to another (Winslade & Williams, 2012 , p.122).

Winslade and Williams also mention the results of the IES (2007) study. It reflects that only 36% of those where subject of bullying, notified a teacher or other adult. Although there is more bullying at schools than outside it, teachers are usually not aware of the seriousness of what is going on. Teachers

commonly respond only to behaviors that directly disrupt their teaching (Winslade & Williams, 2012, p.122).

Effects

A bullied student may be lucky enough to have a teacher notice the issue and do something about it. Many students are not as lucky. Bullying can seriously disrupt students' learning and their overall sense of well-being at school without necessarily disrupting the class. Schools are in urgent need to develop effective approaches that stop the effects of bullying (Winslade & Williams).

Card (2008) holds that it has consistently been found that there is a strong association between peer victimization and internalizing problems, such as socially withdrawn behaviors, depression, aloneness, and anxiety. These are both come before and after peer victimization. It might be that the materialization of either can lead to a negative cycle of maladjustment and abuse (Card et al., 2008).

Problems associated with peer victimization include externalizing issues that such as aggressiveness, argumentative behaviors, emotional unbalance, and attention deficit/hyperactivity disorder or ADHD-type symptoms". On the other hand, as might be expected, pro-social behaviors or socially competent behaviors such as adaptive conflict management and assertiveness tend to relate to lower levels of peer victimization. Various aspects of self-concept are related to peer victimization. These include self-worth, perceptions of social

competence, and perceptions of competence in a variety of domains (Card et al. 2008).

The nature of bully-victim relationships is often assumed as conflicting. Friends are usually categorized separately from bullies. This simple categorization underestimates the complexity of human relations and overlooks the possibility being bullied by the personal group of friends. Low self-esteem, social phobia, suicidal ideation and psychosomatic symptoms have been associated with issues of victimizing of peers.

Other physical symptoms such as headaches stomachache and dizziness can also be registered in victims of bullying. Psychological symptoms like bad temper, sleep difficulties, morning tiredness, loneliness, and helplessness can be related to bullying. There is a negative impact on students' attachment to school, their concentration on class work, and academic performance (Wei & Jonson-Reid, 2011).

When someone is victimized by peers in a bullying way, it can become a very significant social stressor. Depression, post traumatic stress disorder and anxiety are commonly associated with exposure to this kind of social interaction. Also certain kinds of personality characteristics such as neurosis are seen in people with a history of this form of bullying (Hamilton, Newman, Delville, C. L. & Delville, Y., 2008)

Some alterations in the responses to stress have been related to men that have a background with severe issues of bullying. Physical changes can also be found such as blood pressure and levels of cortisol (Hamilton et al., 2008)

A higher amount of physical and psychological problems has been liked to victims of constant bullying. It has been seen that some people exposed to bullying have a difficulty not perceiving themselves as victims. Bullies also display some issues related to the phenomenon of bullying. Low attendance and higher chances of dropping out can be linked. Theories propose a relation between bulling earlier in life and later issues with the law, violent behavior, antisocial stands, fights, robbery, and addictions (Lynch, 2004).

Bullying has an effect not only on the adults self esteem, but on their capability to make acquaintances and be successful in education, work and social relations as well. It is apparent that bullying has a cost for the bully as well as for the victim. It is similarly apparent that more needs to be done by schools to deal with this behavior, which is incapacitating for both parties.

Victimization affects considerably on student's learning, as well as their attendance regularity. Victims tend to be worrying, fearful, withdrawn, tense, and anxious. Those who are regularly harassed exhibit higher levels of distress and tend to feel more ashamed than their same-age peers. They are also more prone to retaliate when provoked or upset (Lodge, & Frydenberg, 2011).

Students considered the perpetrators of bulling incidents are at high jeopardy of maladjustment. Bullying is a risk factor that is related to future

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antisocial and criminal conduct. Bullies are less probable to complete school, and more probable to act on delinquent behaviors. (Lodge et al., 2011).

Relational aggression may be linked to a variety of mental health disorders, as the students reach adolescence and early adulthood. In schools bigger issues related to relational aggression, students tend feel less safe. Students are more prone to rely on relationally aggressive behaviors to solve their problems in environments with higher overall levels of behaviors that are relationally aggressive. Relational aggression, additionally, frequently leads to physical aggression in urban contexts. The most of the school-based efforts for aggression prevention and intervention have been designed for explicit aggression and have generally not proved efficient (Leff, Wassdorp, Paskewich, Gullan, Jawad, MacEvoy, Feinberg, & Thomas, 2010).

Eating disorders are some of the concerns related to bullying have been confirmed by widespread research over the past decade (Toledo, 2008).

Bullying Types

Bullying behavior is often found in situations where the victim is disabled, displays a noticeable medical condition, retaliation, body characteristics, random acts of violence, play up for an audience, targeting differences, homophobia, intimidation, among others (Winslade & Williams, 2012).

Some bullies are easy to spot. A lot of research has been dedicated to determine the factors that create the bullying behavior. In other cases these

bullies have been able to operate covertly. These covert bullies sometimes enjoy a good social status and are well liked by their peers and even from adults like teachers. These socially accepted and popular bullies can be called "hidden bullies" (Rodkin, 2011).

These hidden bullies manage to escape detection, stay out of trouble, and do not fare poorly in school. What is very interesting about this kind of bully is that there is a great variability among them. There are important differences in the popularity of these bullies according to their ethnic and racial background. Hidden bullies make use of hostility for the social rewards obtained by dominance and control. I several cases they also do it for more concrete benefits like money or food (Rodkin, 2011).

Reactive relational aggression is usually displayed as an answer to provocation. For instance using social manipulation as a response to feeling threatened or angry. Instrumental relational aggression is about the manipulation of relationships or using hostility to obtain specific results. A prey of relational aggression can face loneliness, peer rejection, a lowered sense of self-worth, social anxiety, depression, and acting-out behaviors. Internalizing difficulties such as depression or social anxiety are displayed by tudents who use relational aggression. They also show externalizing difficulties like poor impulse control or disruptive behavior as well as peer rejection. Changes in behavior like withdrawal, sadness, anxiety, or increased aggressions are a common way to identify a student with relational aggression related issues (Young, et al., 2011)

Manipulating others' social reputation through rumor spreading, threats of friendship withdrawal, and social exclusion are other forms of aggression that are non-physical. This style of hostility occurs frequently and the students describe it as distressing and harmful. Peer difficulties, social problem solving deficits, internalizing problems, and psychosocial adjustment difficulties are other issues linked to relational aggression (Leff et al., 2010).

Technological advance have improved various areas of our lives such as communications and education. These advances bring along some risks such as bullying, harassment, and aggression through the cyber space. These types of cyber aggression have in common that have mutual exchanges of threats and insults via electronic media. It can also be seen through spamming, unsolicited advances of a sexual nature, and voyeurism. Sadly there have not yet been developed ways to measure the amount rates of engagements of this nature (Dempsey, Sulkowski, Dempsey, & Storch, 2011).

When intentional harm is acted upon someone in the form social relationships manipulation we can say that relational aggression is occurring. Defamatory gossip, or social exclusion are some examples of it. It has been found that students usually think that psychological harm depends more to variations of context. Physical aggression, on the other hand is perceived by students as incorrect regardless of context (Goldstein, S. E., Tisak, M. S. 2009)

Role of Bystanders

Students that have more social connections and friendships are have less incidents of bullying victimizations than those who lack of these relationships. Friends can help protect from potential bullying aggressors and victimization. Being a victim of bullying constantly can also influence on lack of social relationships and friends. This is because peers might avoid issues that pursue the targeted child (Card et al 2008).

Peer oppression is related to the individuality of friends and friendships. Some specific characteristics in friends such as physical strength or acceptance by others is often useful to protect students from becoming victims of bullying. Sadly, it is habitually the case that the friends of students that are victims of bullying are often victims themselves. They might even be unable or unwilling to offer help or protection (Card et al 2008).

Bullies that are socially connected target children who will not be defended. When there is peer intervention during a bullying incident, the outcome and effects can be very different. To have one good friend can make a critical difference to students who are bullied. Victims of bullying who have friendships with a peer that is not a victim are less probable to internalize problems. Peer relationships are central both for the bully who focuses on social status and for the victim who focuses on coping with the harassment (Rodkin, 2011).

Peer intervention can be a very important element to eradicate effectively the bullying in schools. Unfortunately it has been found that interventions that use

peers, peer mediation or encouraging bystanders to object to the bullying have resulted with an increment in victimization. Peer influences can be constructive or destructive in regards to bullying and have to be handled intelligence, skillfully and carefully. A need for innovative uses of peer relationships to reduce bullying is very clear (Rodkin, 2011).

Peers play a big role in school bullying. It has been found that bystanders play a crucial role in minimizing or stopping gossip and bullying. Many bystanders feel uncomfortable standing or speaking up, but their silence can give a lot of strength and empowerment to bullies (Low & Brockman, 2011).

Peers influence the outcome of episodes of bullying. Witnesses are present in the majority of bullying incidents. They are present in most of the cases. Peer bystanders can support and make the bullying episode longer by paying attention or joining the bully with the harassment. Peers spend more than half of the instances giving reinforcement to bullies by watching in a passive manner (Lodge, 2011).

There are question around the main issues of power, responsibility, social influence and determinants that lead to the behavior of bystanders. The manner in which bystanders respond is very important to stopping or continuing the bullying behavior.

Certain characteristics facilitate the setting for a student to stand up against an act of bullying. When they can relate to the feelings for those who are bulliedis one example. When students perceive an expectation from their friends to act.

Also, they are more likely to do so again if the student has intervened in the past. The intervention experience is very imperative. Younger students are more prone to intervene than the older ones. Their form of intervention has to do with telling an adult. When older students act their form of intervention has to do with acting as direct agents and intervene provide support to the victim. (McLaughlin, Arnold, & Boyd, 2005.)

Relational Context

There is an intriguing correlation between aggression and popularity. Socio-metric studies have shown that aggressive young men are socially accepted and considered popular. It appears that they use aggression to expand dominance or their social status. They undermine the students that they perceive as of lower social status. The strategic use of aggression helps with popularity (Woods, 2009).

There have been theoretical positions that hold that aggressive children have issues processing information about the social world in an unbiased way. According to this standpoint these children cannot process external information accurately. These children are considered to see the world in a distorted manner. It has been stated by some theoretical models that aggressive children are in a way defective, because, according to them, aggression is seen as a result of erroneous or biased processing combined with social incompetence (Woods, 2009).

Developmental psychologists on the other hand have started to collect

some evidence that not all aggressive children are necessarily rejects or socially

incompetent. It appears that some aggressive children are popular, or perceived

as cool, central to their social network and/or dominant in the peer group. These

findings are very helpful towards understanding the complexities of aggression in

children. Models that describe aggression in children as social incompetence

have found it difficult to explain this link between aggression, popularity and

dominance (Woods, 2009).

These new findings show that aggression has specific meanings to

people. It can be about dominance for instance and it is people's orientation to

and construction of those meanings, rather than simply the accuracy of their

information processing, that informs their levels of aggression. In other words,

aggressive children may differ from non-aggressive peers not so much in their

information-processing ability but in their values and emotions. The meaning

each person assigns to aggression is informed by the responses of the peers

and others people around (Woods, 2009).

Moreover the role of social context in informing a boy's aggressive

behavior is missed when behavior is explained in terms of individualized

information-processing errors. An intervention based on the perception that

aggression emanates from individual pathology, in this case distorted

information-processing, will fail to address the very intrinsic social production of

aggression. Still it doesn't mean that all aggressive acts are effective in enforcing

decisions and producing status. Possibly unpopular aggressive children mainly act aggressively in situations that do not signify dominance for their peers (Woods, 2009).

It is sometimes thought that our society has some kind of "official values". We occasionally find ourselves thinking that responsible people advocate pro-social qualities like rule-following, kindness, cooperation, and academic achievement. A lot of us agree that these values are good. On the other hand, antisocial qualities like risky behavior, aggression, and disobedience are thought of as negative. Some of us would like to think that children in schools will give social status to school peers who exemplify our "official values" and hold back positive status from school peers who are against them. Unfortunately this is not the case. In some cases, the students celebrate the aggressors (Rodkin, Farmer, Pearl, & Van Acker. 2006).

Findings in group studies of children have eliminated the profile of the aggressive and rejected bully. It has been found that many bullies find themselves enjoying social status and power. These children identified as bullies actively participate in social relationships. What is more interesting is that bullies take advantage from their affiliations social groups. They victimize targets with the help of others both passively or actively. Bullies who are part of the mainstream school social culture challenge directly the point that hostility is negative (Rodkin, et al. 2006).

We continue assuming that only who are ought of as "bad kids" support hostile behavior. Aggressive behavior is and should not be supported. Unfortunately, intervention strategies usually overlook the fact that youth peer culture supports some hostile students. These approaches are missing an important fact on the way student aggression is kept alive through social acceptance (Rodkin, et al. 2006).

Socially marginalized bullies sometimes use aggression to fight against a social system that keeps them on the periphery. Socially connected bullies, on the other hand, sometimes use aggression to control others. When a bully's social world is integrated and networked, they have sufficient peer support. Some of these bullies, unlike marginalized bullies, have some strengths, such as social skills, athleticism, or physical attractiveness (Rodkin, 2011).

Socially connected bullies tend to be hands-on and well-focused in their aggression. They sometimes even incorporate pro-social strategies into their behavioral repertoire. Social acceptance is granted to the bully. This important feature of some bullies is often overlooked by professionals at the time of developing strategies to deal with bullying at school (Rodkin, 2011).

When anti-bullying laws are enforced in educational settings, it is quickly determined who is the victim and who is the perpetrator. The bully and the victim are put immediately into two different categories, or two different boxes. Their separateness is overemphasized and the implied message is that there is no relationship between the victim and the bully. The reality is a lot more

complicated than that. Bullies and victims often have previously existing

relationships (Rodkin, 2011).

Types of Anti-Bullying Programs

Punishment appears to be the most common response used to identify,

isolate and inhibit the bullying problem. Punishment has not been shown to

address the problem. It has the potential to send out the wrong message of

overpowering, which can be seen as another form of bullying. Punishment can

produce the feeling of resentment that may lead to retaliation towards the bullied

victim. Punishment also has negative side effects in the perpetrator's

development, as well as shame (Winslade & Williams, 2012).

Regardless of the extensive concern over the effects of bullying

everywhere, there is still a very simplistic approach to it. Advice is often given

with the underlying message that it is a matter of learning to handle it and it will

go away. Other usual approach has to do with encouraging the victim to fight

back. There are many common stories in the movies and folk psychology of how

the victims learned karate, bodybuilding or formed a gang to fight back and deal

with it successfully. This only opens up the possibility of the bullying becoming

more intense and escalating to more intense forms of violence (Winslade &

Williams, 2012).

Other approaches basically blame the victim. There is a clear need for a

more systematic approach in which schools take bullying more seriously and

actively work to counter it. Systematic playground supervision is known to

decrease instances of bullying. School wide programs, class lessons, class

conferences, teacher awareness campaigns, systematic sanctions, and parent

involvement are other strategies used (Winslade & Williams, 2012).

School policies that have adopted a zero tolerance approach to bullies

appear to be very alluring to a lot of people. This approach on the surface can be

theoretically strong and effective enough to eradicate such a big issue. Judith

Browne-Dianis has taken the time to question the no tolerance strategy in

schools. She visited schools and observed zero tolerance in action. According to

her, it was very clear that this philosophy had been creating a very uncaring

learning environment. She found through her research that schools across the

United States had adopted a very unforgiving system of discipline, in which

students were punished for punishment's sake. The result is evident distrust

between the students and the adults in charge (Browne-Dianis, 2011).

At first the zero tolerance policies were those that required pre-

determined, non-negotiable punishments for certain acts of misconduct.

Unfortunately, it has evolved into a broad, sweeping set of harsh disciplinary

practices that exclude children from learning for some behaviors that are

sometimes very trivial. Every year, more than 3 million students are suspended

across the United States. These facts reflect an alarming issue. Punitive,

exclusionary discipline practices have a disproportionate and growing impact on

youth. Many schools have even started using to law enforcement as an option

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that result on juvenile court cases for school discipline reasons (Browne-Dianis, 2011).

Zero tolerance policies have shown to in effect increase disorderly behavior and dropout rates and to lead to higher rates of suspension also do not show higher rates of academic performance. This approach may satisfy the urge to act decisively, but it's punitive. It does not appear to teach young people to resolve conflict or to eliminate violence. Zero tolerance does not considerate the developmental immaturity of the offenders and the results are a secure ride to prison system once they are sent to juvenile detention (Winslade & Williams, 2012).

Many of the states of this country have started to implement new measures against bullying. Many lawmakers included the issue in their agendas during 2011. Several states have passed laws against bullying. Some of the laws passed in these states reach the schools and point out that it is their responsibility to keep a check on any harassment between students. Some states have even gotten to the point of requiring each school to have a specialist in regards to bullying as well as state reporting requirements (Zubrzycki, 2011).

The current administration has also drawn attention to the issue .There have been conferences that point out the need of new guidance for schools and their duty to look out for the civil rights of the students that are bullied. The federal education department sent strong message to schools to implement a stronger attitude when dealing with bullying. They consider that failure to

appropriately and promptly address bullying cases could be seen as a violation of students' civil rights (Zubrzycki, 2011).

Use of Peers in Anti-bullying Programs

It is considered positive and a protective factor against victimization to affiliate with peers. Peer acceptance and having friends is associated with lower risk of being bullied and victimized. There is a relationship between few friendship relationships and internalizing behaviors and a longitudinal increase in peer victimization. Poor friendship quality is also associated with increased victimization and psychosocial problems over time. Adolescents who are less satisfied with their friends experience more overt and relational victimization by peers. Yet having a friend does not necessarily guarantee protection and support. Some friends are actually aggressive and abusive (Wei & Jonson-Reid, 2011).

Peer support is commonly used as a strategy against anti-bullying. Some types of peer support have been included in counseling models. The objective is typically to give bystanders skills to deal with peers' ability to help victims of bullying, their interpersonal issues, and to challenge pupils who bully. Peer counseling services have changed over the years into some kind "befriending" or "buddying" schemes that require active listening skills and a person-centered approaches. A befriender is typically the same-age as peers or they can be older. They are chosen by teachers based on their perception of student's social and

personal qualities. Sometimes previous befrienders select possible volunteers. The go through some leadership training. Befriending can be advantageous. Victims of bullying that are vulnerable often experience being befriended as an important part of the process of feeling better about themselves (Cowie & Hutson, 2005).

Another strategy used is called conflict resolution or mediation. It is a process in which a bystander as a neutral third party helps voluntary peers to find solutions to their disputes. Some follow-up meetings are needed. During these meetings students review progress and success. They then make adjustments if it's necessary. Active listening and the ability to respond in a genuine way to the needs and feelings of the participants is required from the mediatiors. Adownside of this model can be the assumption that both parties have contributed to the problem. Often bullying is more one-sided and not really a dispute. (Cowie & Hutson, 2005).

Peer support systems are now valued and implemented in a growing number of schools. They have shown to contribute to the positive life quality, and empowerment of bystanders in situations of bullying. Peer students play an important role in learning new skills and in thoughtfully implementing these skills to their specific contexts. This has now started to be acknowledged by school administrators. The peer support is an excellent source of information about the characteristics of group relationships among student peers and about the role of bystanders when it comes to challenging injustice. Part of the success of peer

support has to do with the bullies, bystanders and victims to working along each other safely, towards common goals (Cowie & Hutson, 2005).

Individuals use coping as a behavioral and cognitive effort to deal effectively with the demands of everyday situations. Focusing on solving the problem is an example of coping in a positive manner, as well as working hard to achieve, or focusing on the positive side of situations. On the other hand, keeping things to oneself, self-blaming, ignoring the problem and worry are examples of unproductive ways of coping (Lodge & Frydenberg, 2011).

I consider that it is important to allow opportunities for everyone involved in a bullying situation (victim, perpetrator and bystanders) to be able to develop effective coping behaviors. The undercover anti-bullying teams open up an opportunity for the development of these behavioral and cognitive processes.

Bullying gets positively reinforced by passive observation of an event. The reasons why peers do not become involved are many. A reason can be lack of self-confidence to intercede without the other's support. Teaching peers to cope with the effects of low confidence may in some way combat bullying at the group level of peer groups. Teaching young people about effective courses of action when they observe bullying are an optimistic step toward promoting bully-free schools. Several of the school shootings that have occurred in the United States are completed by someone who had a history of persecution, threats, attacks, injuries from bullying from their own peers (Lodge & Frydenberg, 2011).

The "guardian initiative" approach to bullying at Nantucket High School in Massachusetts is very noteworthy. It is based on the principle that the dignity of individuals are above their behaviors. The behavior is the consequence, but the admiration and positive regard for the student is affirmed. Several anti-bullying strategies are highly publicized campaigns that promote students report what they see to the adults around them. This high school's approach is cautious, focused, and discreet. It also reduces certain ineffective adult involvement (Toledo, 2008).

School personnel probably do not remember that the relative protection and well being from the school building does not expand outside of the school and after hours. The dangers of retaliation by perpetrators can be a result from pressuring students to come forward, expelling bully and using dramatic consequences often. This strategy has to main highlights: no administration are involved and there are no consequences implemented (Toledo, 2008).

The guardians are recruited through a behavior support program based on three character traits: empathy, integrity, and courage. The selected students are invited to a meeting where the initiative is presented. They are to have an "ally" or an adult assistant from the schools' staff. Anonymity is part of the reason for the guardian's effectiveness. Discretion is strongly encouraged (Toledo, 2008).

Guardians commit to offer social and emotional support to the victims of bullying. They are supposed to prevent others feel as alone or that there is not anyone who cares. The guardians also have the choice to implement an

intervention. This means that they confront the offender in a non-violent manner. These way students are in the best position to address the bullying dynamic and intervene with a simple social or relationship act. It is a form of peer pressure used positively (Toledo, 2008).

Guardians may decide not to get too involved. They are trusted to make their own decisions. These students are not hall monitors. They are protected from harassment as much as they protect their peers. They are not expected to become social martyrs either (Toledo, 2008).

Findings of Research into Program Effectiveness

Several variables in schools have been found to present a distinct micro-systemic risk factor for victimization of peers. Staff's level of approachability and training, school's structural characteristics, size and place. Studies have examined if it is a good idea to encourage students to report and to whom should they report the bullying. Only a portion of victimized students report their abuse to teachers or staff members. When victims actually report their the bullying to teachers, the victimization is only reduced about half of the time. It does not change the situation. It sometimes even worsens (Card et al., 2008).

Schools where educators know the school policies regarding peer victimization and have been trained to act effectively against bullying usually have students who feel comfortable approaching teachers and perceive they would be willing to take action in opposition to bullying. These schools also

reflect lower rates of peer victimization. It has been found that an absence of adult presence in specific areas during specific times will increase the possibility of victimization. The place affects not only the incidence of victimization but also the kind and harshness of the victimization. Explicit victimization happens more often in playgrounds. Relational victimization, often undetected by adults, happens more commonly inside classrooms. Bigger schools and classrooms also house bigger rates of bullying victimization (Card et al., 2008).

Zero tolerance is the name of a policy change that occurred in the US due to the excessively publicized shootings in schools in the recent years. It usually means removing offending students from the school. These types of policies are basically against weapons, but have extended to general aggressive behavior. Even though it appears good that policies are being changed to maintain the safety of students, the have been critiqued, particularly, due to their questionable effectiveness. There is concern that such policies are not as effective as they sound. They have only changed the victimization reporting practices on the surface. These practices have not reflected reduction in violence statistics and they only remove the students identified as the problem rather than helping them (Card et al., 2008).

Programs that target bullies efficiently through modifying the entire culture of a school, can be perceived by popular bullies as a direct threat. Their social strategies change within their existing school culture. To know and alter the internal school social networks gives an important advantage when intervening

against bullying. Understanding the usual reach of hostility through the social relationships of the students is a key element to deal with bullying (Rodkin, 2006; 2011.

Out-of-school suspensions, expulsions, and the criminalization of students not only negatively affects individual students, but also have a wider negative impact on society in general. Students taken from learning environments have more chances of ending up in the criminal justice system. This only leads to segregation and more social issues. Lack of tolerance has shown to be a dead-end solution (Browne-Dianis, 2011).

Sadly , disappointing results are common in the majority of the anti-bullying programs that are developed. Sometimes the failure can be attributed to unfounded assumptions of the problem. Effective programs have in common that they enlist the support of the whole school population, together with teachers, parents, and student bystanders. (Goodwin, 2011).

Various bullying prevention programs and interventions are available, but few have been evaluated over time. Models that focus on system change to develop positive, responsive, caring environments that value learning produce more successful longer lasting results. Schools where adults are seen as easy to approach, aware of their surroundings, and show willingness to help with the needs of students may be particularly efficient in creating good programs of intervention and prevention (Young, 2001).

Among school-age students, peer support is a valuable system to help bystanders improving the quality of their relationship with each other. Peers can detect bullying at an earlier stage than the teachers or adults around. Students feel more comfortable to confide with contemporaries than with adults. Victims have someone to turn to. Peer supporters gain valuable social skills and self-confidence. Peer supporters describe a rewarding sense of dependability, confidence and higher level of regard for others. Teachers notice as well that the school environment becomes safer, more caring following and peer relationships improve in general after implementing peer support strategies (Cowie & Hutson, 2005).

Narrative Therapy

To understand undercover anti-bullying teams it is necessary to understand where they come from. The philosophical foundation of this counseling strategy can be found in narrative therapy. Narrative therapy is an approach that holds respect as a priority. It does not look for someone to blame. This approach positions people as the experts of their personal lives. Problems are a separate entity from the person. People are perceived as skillful, competent, and with many values and abilities that will help them with the negative influence of their problems (Morgan, 2000).

The narrative orientation can be seem as ethics and practices that gather thoughts from contemporary fields like social science, social theory, philosophy,

cultural studies, social psychology, anthropology, and sociology. The point

narrative is treat the person in a respectful manner, worthy and with rights, as

opposed to seen in the person from a deficit standpoint (Winslade & Williams,

2012).

Narrative therapy grew out of family therapy practices developed by

Michael White in Australia and David Epston in New Zealand (White, 2007; White

& Epston, 1990). Its principles started to extend into other areas such as school

counseling (Winslade & Monk, 2007) and conflict resolution (Winslade & Monk,

2000; 2008; Winslade & Williams, 2012).

Narrative counseling might appear very simple on the surface. Its

foundation comes from the thought that we all generate stories to make sense of

ourselves and of the circumstances that surround us. Some stories have been

with us from earlier experiences in our lives and are referred as dominant stories.

Dominant stories can be produced by schools, places of worship, neighborhoods,

or local institutions among others. Sometimes these stories create problems for

us. The narrative perspective locates problems primarily in the cultural

landscape, rather than in the individual psyche (Monk & Winslade, 2007).

Alice Morgan states that dominant stories affect us in the present but also

have implications for our future actions. The meanings we give to stories are not

neutral. Their effects on our lives constitute and shape our futures. All stories are

constitutive of life and shape our lives (Morgan, 2000).

The narrative perspective understands social practices as narrative performances, complete with plot trajectories, prescribed characters and roles, and setting constraints. People routinely make sense of their lives through the recounting of stories and act upon the basis of the narratives that they form about themselves and about others. If someone is storied as a problem person, then this person is often "watched more closely, spoken to more sternly, and punished more severely" (Winslade & Williams, 2012, p. 12) than those whose story line more positive. This is why through narrative questioning the effects of the stories are examined carefully.

It is very common that we refer to individuals as the problem. Some individuals are often categorized as troublemakers. These people's identities are shaped by the reputation that is given to them. This common logic is founded on the assumption that when there is trouble, it can be accounted for with reference to an assumed character deficit (Winslade & Williams, 2012).

Narrative practice holds that humans are interpreting beings. We all have daily experiences of events that we seek to make meaningful. The stories of our lives are created through linking events together in sequence across time and finding a way of explaining or making sense of them. We give meanings to our experiences constantly as we live our lives. We all have many stories about our lives and relationships, occurring simultaneously. When remembering or retelling a story, there are always events that are not selected, based upon whether or not they fit with the dominant plots or dominant stories (Morgan, 2000).

Our lives are multistoried. There are many stories occurring at the same time and different stories can be told about the same events. No single story can be free of ambiguity or contradiction and no single story can encapsulate all the contingencies of life. How we understand our lives is influenced by the broader stories of the culture in which we live. Some of these stories will have positive effects and some will have negative effects on life in the past, present and future (Morgan, 2000).

Narrative counseling avoids capturing people in totalizing descriptions or stories of their identity, particularly if these descriptions define the person in terms of a problem (Monk & Winslade, 2007). People who seek counseling often believe that the problems of their lives are reflections of their own identity, or the identity of others in their group. These totalizing descriptions lead people to even more solidly believe that the problems of their lives are truths about themselves. People start believing that their problems are internal to their self or the selves of others (White, 2007).

The problem with giving a deficit description to someone is not whether or not the description is accurate or not. The issue is that the deficit discourse is reductionistic. It totalizes persons or groups of persons and organizes thinking about an individual or a group of people on a narrow range of experience. Narrative practice believes that people are always more complex than any single description of them. It is believed in the narrative philosophy that exceptions can always be found to any description, even the most accurate of them. The

problem with assigning deficits to people resides in the side effects that are

created (Winslade & Williams, 2012).

Some of the side effects can lie in the impact on the person's individual

story. The impact can be worse when deficit descriptions have the authority of a

teacher or a principal behind them in the case of a student. It can even be more

powerful if the authority is a doctor or a psychologist. In these cases the person

has to internalize the description and become the person thus described

(Winslade & Williams, 2012).

Winslade and Williams (2012) describe how narrative school counselors

typically steer clear of descriptions of young people that assign deficits to their

nature or totalize their identities in a single word or phrase. Some of these

totalizing descriptions are: a bully, a victim, a good student, a bad student,

problematic person, disabled, at-risk youth, among others. Narrative counselors

instead start from the assumption that every person who gets involved in bullying

practices, for instance, "is also capable of many other styles of relationship"

(Winslade & Williams, p. 128). It is assumed that bullying is not the nature of the

individual.

Narrative practice emphasizes problems of violence or bullying or

behavior disturbance in terms of relational patterns. It is not assumed that the

behavior is understood primarily in terms of the internal motivations and feelings

of the individual participants. Narrative philosophy does not buy into naturalistic

or essentialist explanations of individual pathology. It rather explains actions

through relying on relational strategy. "The bullying relationship is central to the practice of bullying" (Winslade & Williams, 2012, p. 128) and bullying actions are aspects of relational patterns.

Narrative counseling utilizes a strategy identified as "externalizing". Externalizing conversations provide an antidote to internal understandings by objectifying the problem rather than the person. This makes it possible for people to experience an identity that is separate from the problem. Narrative holds the motto that the problem is the problem, not the person. If the person is the problem, there is very little that can be done outside of taking action that is self-destructive. If the person's relationship with the problem becomes more clearly defined, as it does with externalizing conversations, a range of possibilities become available to revise this relationship (White, 2007).

This kind of language can be considered a grammatical shift. In this change the issues are seen as an external entity. Like a third person. Problems become an exterior agent from the protagonist's stand point. This change in the grammatical realm leads to a change in the realm of the thoughts. The bottom line of this is the thought that the issues can have a life of their own. This attempt to blame the problem as an external entity avoids the blaming of the person (Winslade & Williams, 2012).

Externalizing conversations address the problems for which people seek therapy. However, externalizing conversations can also be used more broadly in revising and redeveloping people's strengths and resources. Strengths and

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resources are considered unique outcomes or exceptions in relation to a totalizing story. These unique outcomes and exceptions provide a starting point for re-authoring conversations and a point of entry to the alternative storylines of people's lives that, at the outset of these conversations, are barely visible (White, 2007).

The next phase of narrative counseling is mapping the effects of a problem. Mapping is a concept taken from the metaphor of drawing a diagram on a paper or whiteboard, the way a map is drawn. When a problem is successfully externalized, the next step is to start mapping the effects of the problem. Mapping focuses on identifying the effects of a problem, instead of identifying the causes of the problem. Narrative practice also uses the concept of deconstruction. It was developed first by Jacques Derrida (1976). It refers to the taking apart of a story and slowing it down so that meanings that flash by in a millisecond are teased out (Winslade & Williams, 2012).

Re-authoring conversations invite people to continue to develop and tell stories about their lives. They also help people to include some of the more overlooked, but potentially significant, events and experiences that are out of phase with their dominant storylines. These events and experiences are the unique outcomes and exceptions that will help develop an alternative story (White, 2007).

Undercover Anti-bullying Teams

Undercover anti-bullying teams are an innovative practice that counselors can use along with their professional skills to effectively address behavior problems while transforming relationships. They represent neither a punitive nor an authoritarian approach. This approach has the potential to benefit both students and teachers. Students are able to focus on learning and the classroom management becomes more stable (Winslade & Williams, 2012).

Bill Hubbard (2004) originated the term "undercover teams". He had in mind an approach that dealt with bullying from a no-blame stance, which can be traced back to the work of Robinson and Maines (1997). Recent explorations of the approach have been developed by Williams and Winslade (2008; 2012).

Undercover anti-bullying teams understand the practice of bullying as narrative performance. From this standpoint the perpetrators, targets, and bystanders act out their roles along a known plot trajectory. Each person involved is seen only as a participant in a storyline, rather than as a problem, or as problematic in their essence. Here is when the narrative motto comes in: " The person is not the problem, the problem is the problem (Winslade & Williams, 2012, p. 16).

Counselors using undercover anti-bullying teams refrain from totalizing descriptions of the people involved in the bullying. They avoid referring to "the bully" in the core belief that people involved in a bullying relationship are always capable of having other styles of relationship. Narrative philosophy does not see

a person as a bully or as a victim as part of their essence or their nature (Winslade & Williams, 2012).

Narrative counselors consider that people enter positions in a relation such as bullying and perform their narrative function but they can also set the story aside, if they agree to do so. The bully, the victim, and the bystander are just names. Anti-bullying teams aim to create an opportunity for the people involved in a bullying relationship to step out of the story of bullying and into another storyline that is incompatible with the ongoing bullying (Winslade & Williams, 2012).

To establish an undercover anti-bullying team, there has to be a meeting with the target of the bullying. During the meeting a detailed description of what has been happening is recorded, and the seriousness of the bullying relationship is determined. If there is, in fact, a bullying issue, the counselor then introduces the idea of setting up an undercover team. If the counselee agrees to do it, it is important for the counselor to clarify the undercover team will be a covert operation where some degree of secrecy will be required. It is usually introduced in a playful manner, which often appears interesting (Winslade & Williams, 2012).

The undercover anti-bullying teams can be considered a social learning exercise for the students. It directly addresses the social relations of bullying without taking into account the psychological motivations of it. A form of social construction takes place. What happens between people influences psychological responses. Learning has to do with the process of internalizing

what happens in interaction with others according to Vygotsky (1978, 1986). Vygotsky developed the theory of learning that was about movement through the "the zone of proximal development". Students learn something new they could not master on their own without some help from teachers or other students with more advanced skills in solving a problem. This type of learning takes place during the process of the undercover teams (Winslade & Williams, 2012).

Undercover teams allow the participants to step out of what they know and is familiar to them. They are allowed to step out of their "known and familiar" reputations as well. They are given a chance to try out ways of relating to others. They are allowed to expand their relational repertoire to include new behaviors with the help of what Vygotsky called "scaffolding". Michael White (2007) talked about moving from "what is known and familiar" through the zone of proximal development to what is "possible to know" (cited by Winslade & Williams, 2012, p. 135).

Team members are invited to cross the zone of proximal development when they collaborate with their peers and create an action plan to eliminate the specific bullying issue. Throughout the monitoring process, a relational shift occurs when the participants work together on a common problem. They share their individual success and they give examples of positive actions. The participants, whom others may have seen as just bystanders, realize that their inaction in preventing something that they would be morally opposed to, has actually made it easier for the bullying to survive and flourish.

Undercover teams can be seen as ritual that re-grades. These teams carry out the mission and allowthe participants to redefine themselves morally in relation to the bullying. This is accomplished without a shaming process can only make the perpetrator feel isolated and leaves the bystanders untouched. These teams also provide the perpetrators with a chance to re-identify themselves as competent members of a moral community that probably had been denied previously. Through the development of the five-point plan of the undercover anti-bullying team, and its operation, the process provides a "test" where by those responsible for the bullying can make a moral decision between two available identities, that is, between the identities of a caring supporter or a bully (Winslade & Williams, 2012).

CHAPTER THREE

METHODOLOGY

Design

It is considered secondary data analysis when the researcher uses data that has previously been collected by another individual or group.Our research designed under this category. It is important to note that the term secondary does not imply less important or significant in this context. It was data that had already been collected by Michael Williams. We did not have an involvement in the data collection effort (McMillan & Schumacher, 2006)

Our decision to use secondary data derived from a number of reasons. The most significant reason was the privilege to work with data produced by the labor of one of the pioneers of narrative therapy. Time efficiency, cost effectiveness, data quality and sample size are among some of the other reasons we used this research model. The data we are using for this project were not collected for research purposes. Michael Williams collected it as part of the record-keeping of his usual counseling practice at the school. The questionnaires used, as well as the questions and the format for data collection were not designed for quantitative measurement. Through the process of analyzing this data, it was very clear to me that the qualitative value of the data is of insurmountable value.

Participants

Our research was based on the data collected from mainstream students, both male and female, with ages ranging from 13-18 years old. They each participated in at least one of thirty-two different undercover anti-bullying teams at Edgewater College. This school is a Year 9-13 co-educational high school. In New Zealand schools, students begin formal education in Year 1 at the age of five. Year 13 is the final year of secondary education. Years 14 and 15 refer to adult education facilities. Approximately 900 students attend Edgewater College.

Edgewater College is situated by the Tamaki estuary in Pakuranga, Auckland, New Zealand. This city is the most populous region of the country. It contains a few small rural primary schools, some small town primary and secondary schools, and a large number of city schools. According to the Ministry of Education of New Zealand, as of June 2011, there are 538 primary and secondary schools in Auckland, enrolling over 259,000 students. State schools are those fully funded by the government and at which no fees can be charged, although a donation is commonly requested.

The school is a decile 4 school. This indicates the socio-economic group that the school catchment area falls into. A rating of 1 indicates a poor area; a rating of 10 a well-off one. The decile ratings used here come from the Ministry of Education. Deciles were last revised using information from the 2006 Census.

The sample population was selected through the process of formation of each individual undercover anti-bullying team. Part of the development of the

undercover anti-bullying teams includes a team selection. The teams in our sample were selected by Michael Williams and thirty-two different students targeted for bullying at a specific point. The undercover teams were not conducted simultaneously. They were developed on an as-needed basis, depending on the needs of the students. The students in our sample have an involvement in bullying that ranges from being peer bystanders, perpetrators and/or bullying targets

Instrumentation

Our data was collected by Michael Williams throughout the development of each undercover anti-bullying team. He held a series of meetings with the target of bullying as well as with the members of the team. During these meetings he took notes of the comments the participants would make and of the answers to the questions Michael would ask them. Michael used a form designed by him to collect the information gathered from the students. A copy of these forms is included in Appendix D. Each team has five stages from which data was collected. The data from each stage is classified as follows:

1. The first stage contained the stories narrated by the person being the target of bullying.
2. The second stage includes the accounts of what goes on in the student's life as a result of being the target of bullying.

3. The third stage outlines the anti-bullying team's plan and the actions they took to counter the bullying.

4. This fourth section describes and analyses students' reports of the results of the implemented plans.

5. Finally, the fifth stage includes team members' and victims' responses to an evaluation form about the experience. This form was given to the participants at the end of the team process. The evaluation forms were developed by Michael Williams. This section also includes data from the participant's final comments on the whole experience.

Procedure

My part of the research had to do with the descriptions of the anti-bullying team's plan and the actions they took to counter the bullying, as well as the analysis of students' reports of the results of the implemented plans. I was able to read documents that described a five-point plan. They were created by the members of the undercover teams as a group. I transcribed all of the thirty-two undercover anti-bullying team's plans and objectives. The teams were invited to produce a minimum of five strategies that would be helpful to eliminate the bullying issue. Some of the teams produced more than five strategies. I listed all the single strategies from all the teams. These strategies amounted a total of 232. I categorized the objectives based on similarity. I was able to see clearly what course of action or objectives were the most commonly used among the

undercover teams. This information allowed me to create charts that reflected the objectives and the level of prevalence of each idea. I was able to estimate the frequency of the most common and least used strategies chosen by the participants of the teams.

I also had the opportunity to read the team members' comments about the outcomes of the undercover teams. This data allowed me see what courses of action or objectives were most successful. I was able to compare effectiveness against prevalence. I listed the comments that appeared in most of the teams follow-up interviews. After this I obtained the percentage of times that these comments appeared in all of the follow-up interviews.

The California State University San Bernardino's institutional review board approved our application to use human subjects, for the "Undercover Anti-Bullying Teams". Our application met the requirements for exemption from IRB review federal requirements under 45 CFR 46 (see Appendix C).

CHAPTER FOUR

DATA ANALYSIS

The following is a breakdown of the strategies developed by the undercover anti-bullying teams. This data was collected in the process of the school's usual counseling work. It was not collected specifically for research purposes. The data reflects the strategies collected during a total of thirty-two different anti-bullying teams. The teams were numbered in a way that they appear to be thirty-five, but the data I had to analyze actually came from thirty-two teams.

Each team was invited to enlist some strategies that they thought would help terminate the specific bullying problem given to each team. To produce these responses, Michael Williams asked the teams the following question:

" If you were going through the same thing, what would make a difference for you?"

He also carefully recorded the ideas that each team came up with.

From the list of strategies it was noticeable that there were some very clear trends. These emerged as I read through the archive documents several times. The teams mentioned some strategies more frequently than others and some categories of response started to become clear. I grouped the responses into seven different categories. They were:

A. Change in behavior by (apparent) bullies.

B. Behavior changes towards target.

C. Support for the person identified as target.

D. Changes directed at impacting academic performance.

E. Change in bystander behavior.

F. Attempt to change the target's behavior

G. Reporting problems to teachers or other adults.

Figure 1. contains a pie chart that displays the frequency with which each category of strategy was received .

- Behaviors Towards Target 47.37%

- Change in Bystander Behavior 21.49%

- Support for the Person Identified as Target of Bullying 14.47%

- Change in Behavior by (apparent) Bullies 6.14%

- Changes Directed at Impacting Academic Performance 4.82%

- Attempts to Change the Target's Behavior 4.38%

- Reporting Problems to Teachers or Other Adults 0.88%
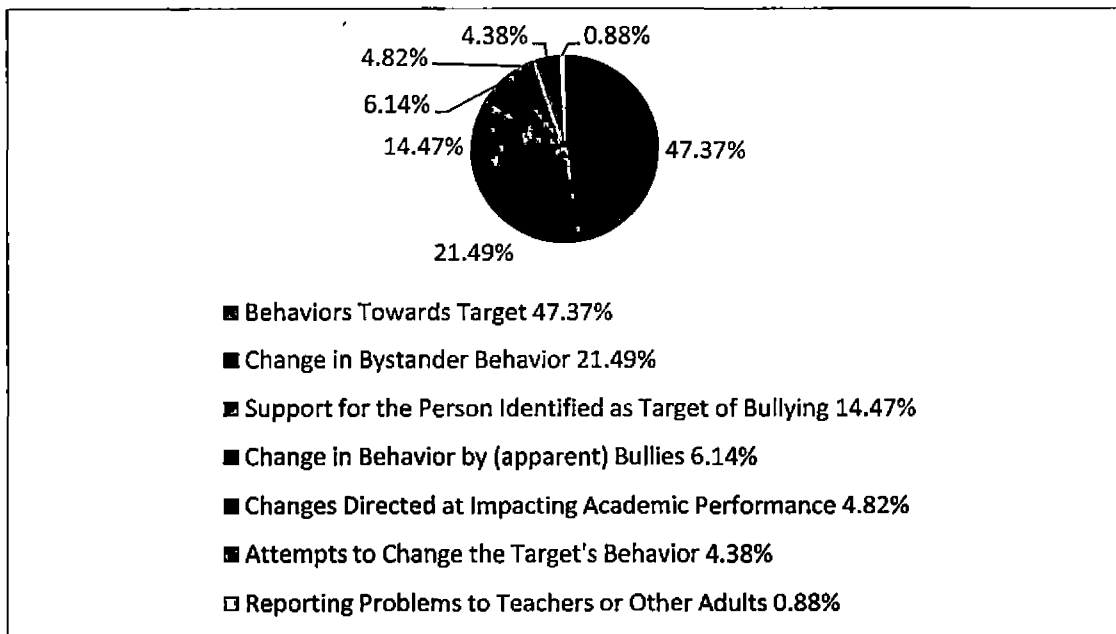
Figure 1. Strategy Category Percentages

Strategies Developed by Team Members

Change in Behavior by (Apparent) Bullies

Students included strategies that had to do with changing a behavior. These strategies focused on implementing behavioral changes by the person who had been performing the role of the bully or the perpetrator. A total of 6.14% of the strategies belonged to this category. This category was broken out again into three different sub-categories. The following are the three subcategories.

- Stop bullying or teasing:

   Students offered suggestions stating things such as, "Stop the mocking", "Keep it simple, do the right thing", "Stop mocking by getting people to co-operate", "Don't laugh at her", and "Not shut her out". A total of 2.20% of the all the strategies in the data fit into this category.

- Stop name-calling:

   In this subcategory, students stated things like, "Not bring up the word snoop dog", "Put a stop to name calling", and, "Don't call her names or anything". This section was 1.31% of the total of strategies.

- Advising the victim not to respond to provocation:

   From the total number of strategies, 2.63% of them that fell into this category. Students mentioned things like, "Tell her to ignore them", "Tell him it's not worth it", "Tell him to ignore the kids", "When he gets angry try to help him", "Tell him to calm down & chill out", and "Don't mock back".

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The following is Figure 2. It is a chart that reflects the percentage of responses that fitted with the three different sub-categories that together form category A.

- Stop Bullying or teasing 2.20%   - Stop name calling 1.31%
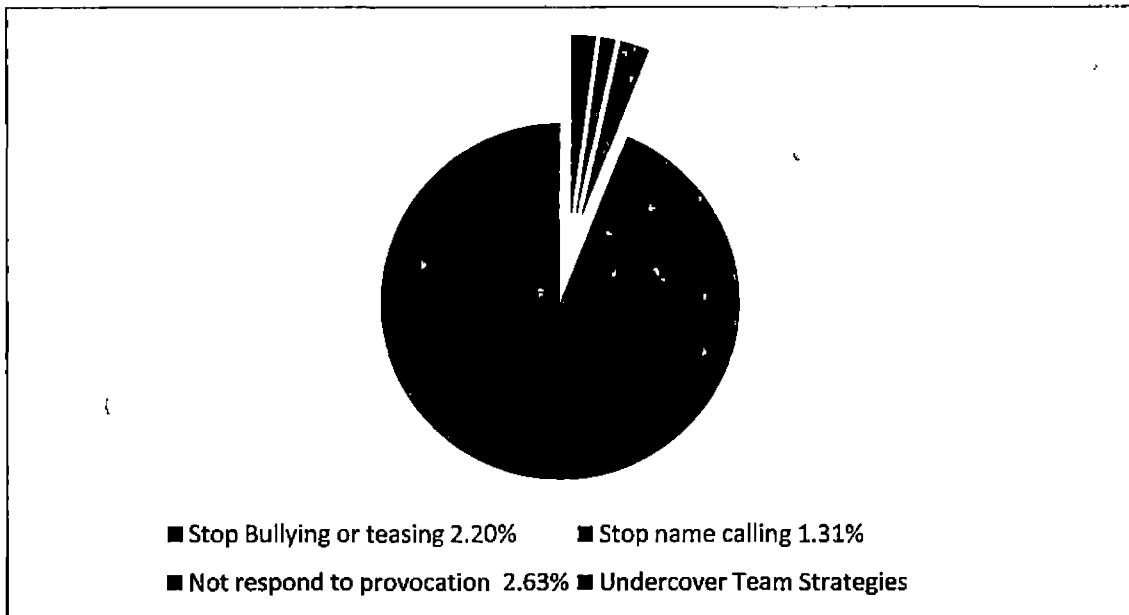- Not respond to provocation 2.63% - Undercover Team Strategies

Figure 2. Change in Behavior by (apparent) Bullies 6.14%.

Behavior Towards Target

Students developed strategies that included modifications of behavior towards the person identified as the target. These were not necessarily actions taken by those who had been doing the bullying (as was the case in the previous

category). A total of 47.37% of the total number of strategies fit into this category. Six subcategories were developed under this section.

- Offer greetings:

    Some teams suggested strategies that had to do with greeting the person identified as the target of bullying. During the development of the teams' plan, they said things like, "Say Hi", "Say hi and stuff", "Say good morning", "Say hi to him every day", "Be kind and say hi", "Ask wassup", and, "Shake her hand". A total of 6.57% of the strategies fit this category.

- Inclusion in conversation

    Welcoming the person identified as the target into their usual conversation was another course of action chosen by some team members. 16.66% of the strategies belonged to this category. Students stated things like, "Talk to him", "Talk to her socially", "Ask her how she is", "Talk to her if she's alone, sad or down", "Ask her if she's alright", "Listen to her", "Make sure she's alright, ask her every morning", "Start conversations with her", "Give her compliments", "Give her positive ideas", "Have a normal conversation with her", "Get to know him", "Find out what he likes", "Ask her if we see she is upset", "Ask him questions", "Tell him he's ok", "Speak to him", "Get someone else to ask how she's feeling", and "Include him in conversations".

As well as deliberately reversing the experience of isolation for the target, these action ideas implicitly indicate awareness of the emotional vulnerability of

the target and represent efforts to address the emotional effects of the bullying that the respondents have just been told about.

- Be close to the target

    Being in close proximity with the person identified as the target was manifest in 5.26% of the strategies. This strategy was described by the students in statements such as, "During lunch time and library go up to her", "If he's sitting alone, go and join him", "Hang out with her", "Making sure that she is never alone", "Sit close to her", "Don't leave her stay alone", "Sit next to him in class", "Walking with her", and "Sit next to her in as many classes as possible".

- Offer friendship

    Developing a relationship or displaying a more positive and welcoming attitude toward the target such as offering friendship was found in 6.14% of responses. Students stated they would, "Show interest in his drawing and his sport", "When he's sad, be there to cheer him up", "Be friendly to her", "Make friends with her", "Get to know her", "Be polite to her", "Include him in things, he needs friends in class", "Suggest beginning to be friends", and, "Be kind all the time."

- Invitations to be involved in activities (at school)

    Inclusion in activities at school were suggested in 11.40% of responses. Students said, "Include her more-sport teams/group projects", "Include her more", "Blend her in", "Invite him out to things", "Play with him at play

time", "Ask her in to our group activities", "Go to library and play chess",

"Invite her into our games", "Including her in games on playtime and

conversation", "Not leave her out", "Hang out with her at lunch time",

"Involve her", and, "Offer for her to come to our group".

- Invitations to be involved in activities (outside school)

    Inclusion in activities outside of the school amounted to 1.75% of

    suggested actions. Students said, "Invite him to my place for an

    overnight", "Invite him to do something with me", "Invite him to come over

    to my house and play playstation", and, "Include her in after school

    activities".

The following is figure 3. It is a chart that reflects the percentage of responses

in each one of the six different sub-categories that together form category B.
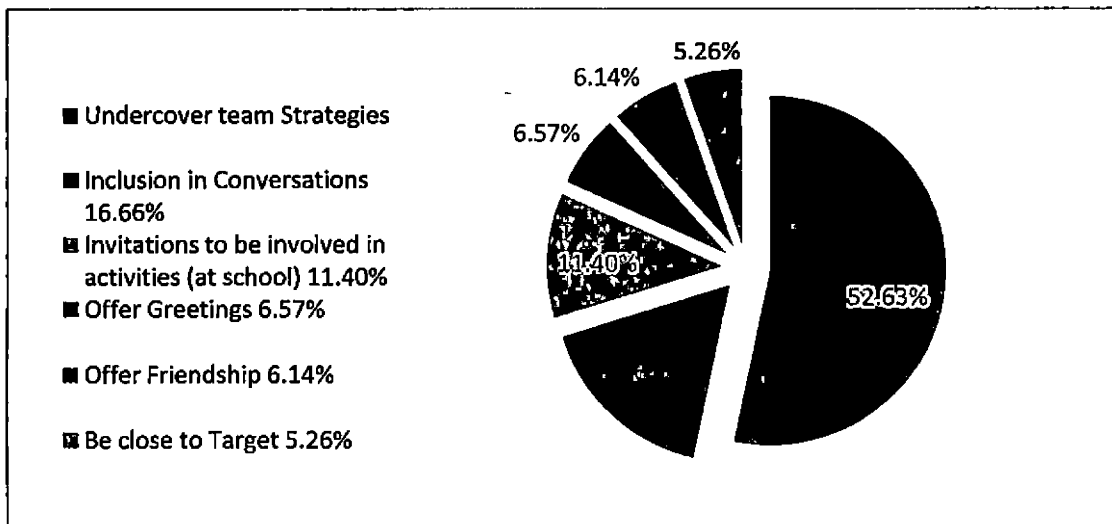
Figure 3. Behavior Towards Target 47.37%.

Support for the Person Identified as the Target

Offering some form of support appeared in 14.47% of responses. This section was separated into eight different subcategories. The subcategories were: offer emotional support, assist the person identified as the target of bullying, check the target is ok, listen to the person identified as the target, try to cheer the person up, offer comfort when sad, do or say something nice to the person, and prevent loneliness.

- Emotional_Support

    Emotional support appeared in 0.88% of responses. Students said things like, "Support him", and "Encouragement".

- Assist person

    To offer some kind of assistance appeared in 2.20% of responses. Students said, "Help her with her problems", "Help her with handling it", "Help her to open up", "Tell her if she needs help she can ask us", and "Help her out".

- Check that person is OK

    Checking whether the person identified as the target was in a satisfactory emotional state appeared in 0.88% of responses. Students said things like, "Make sure she's ok", and, "Ask if she is alright".

- Listen to the person

    Offering a listening ear or opening up to hear what the person identified as target has to say appeared in 1.31% of team plans.

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Students said, "Listen to her feelings", "Listen to her", and, "Ask her if she is ok, if she's having a bad day".

- Try to cheer the person up

Some type of attempt uplift the person being identified as the target of bullying appeared in 1.31% of responses. Students said, "Encourage him when he does good", "Cheer her up", and "Encourage her".

- Offer comfort when sad

The attempt to make the person feel comforted appeared in a total of 4.82% of team plans. Students said, "Try to comfort her when she's sad", "Comfort her", "Calm each other down", "Make her feel comfortable", "Give her a hug when she needs it", "Make him feel safe", "Say good things to him", "Let her know that you're there for her", "When he's angry, be there to comfort him".

- Do or say something nice for the person:

Mention or do something that the person identified as target considers pleasant or nice appeared in 1.31% of responses. Students said, "Tell her her hair is fine", "Buy her lunch", and, "Smile".

- Prevent loneliness:

Ensuring that the person identified as the target of bullying does not remain alone appeared in 1.74% of responses. Students said, "Keep her company", "Walk around with her", "Make her feel welcome, not feel left", and, "Keep her away from bad spots".

The following is figure 4. It is a chart that reflects the percentage of responses in the team plans . It represents each one of the eight different sub-categories that together form category C.
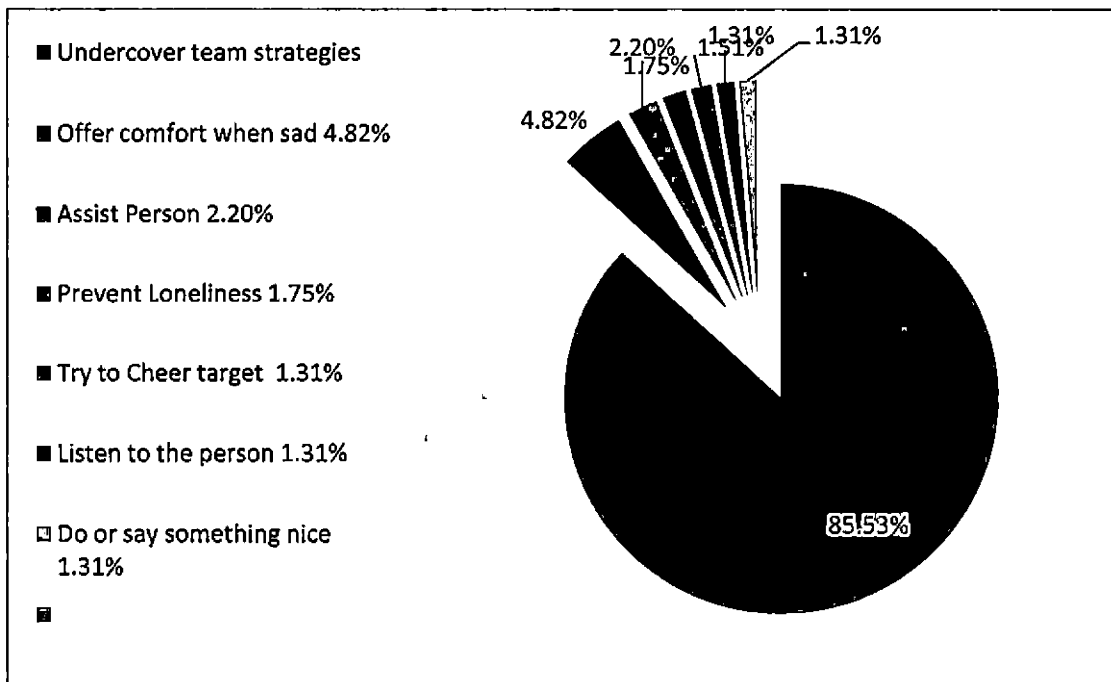
Figure 4. Support for the Person Identified as the Target of Bullying 14.47%.

Changes Directed at Impacting Academic Performance

This category of response was not separated into different sub-categories. All the strategies mentioned by the students had to do with assisting the person

identified as the target of bullying with schoolwork. This category amounted to 4.82% of the strategies planned.

- Help target with schoolwork

  Students mentioned things like, "Help her with her words and work", "Go for a peaceful class", "Help her with her work (maths)", "Do her work", "When he is off task, remind him to get back on task", "If he needs help, help him with his work", "Give her answers", "Answer questions for him", "Help her understand", and, "Offer her help when she needs it".

The following is Figure 5. It is a chart that reflects the percentage of responses that fit the one sub-category from category D.

4.82%

■ Help with schoolwork
■ Undercover team strategies

Figure 5. Changes Directed at Impacting Academic Performance 4.82%.

Change in Bystander Behavior

This category had to do with modifications in behavior on the part of peers and bystanders. Strategies that fit this category amounted to 49% of all responses. Two different subcategories were created for a more detailed identification of the students suggested courses of action. The subcategories are: interventions when others are teasing or bullying; and influencing others.
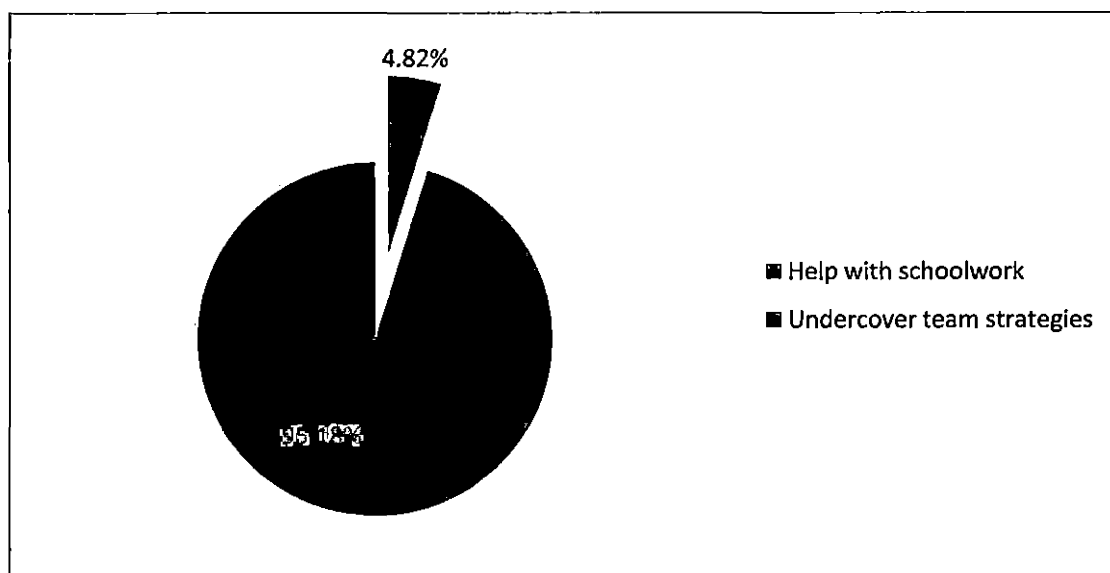
- Intervene when others are teasing or bullying

  Implementing some type of intervention that defends the person identified as the target appeared in 16.66% of responses. Students said, "Stick up for him", "Defend him", "If you see any mocking or fooling, tell them to stop", "Stand up for him", "Tell others to back off", "Stick up for her when we see her and if we see kids being mean to her or making smart remarks", "Stick up for her when others mock her", "Look after her", "Stand up for her if we see bullying", "Tell others to stop mocking when we see it", "We'll tell her come and talk to us if anyone is bullying her", "Stop others mocking her", "Watch out for her", "Step in when people mock her", and, "Stop the mocking when we hear it by telling them to kick back".

- Influence others

  Attempts to change the others' behavior with a strategy aiming to influence their behavior amounted to 4.82% of responses. Students said, "Get the class involved", "Tell others, 'Had enough mockery' ",

"Tell people that the rumors aren't true", "Introduce him to J.", "Talk to the person who has been mocking her and get them to understand what they are doing", "Tell others to treat him as they would be treated", "Encourage others to be nice to them", "Show an example to others", "Make friends with the people who are mocking, so then if they mock her we can tell to stop and they don't get angry", "Make her feel welcome, others will follow", and, "Set examples to the rest of the class by talking with her".

The following is figure 6. It is a chart that reflects the percentage of responses that represent each one of the two different sub-categories that together form category E.

Figure 6. Change Bystander Behavior Percentage 21.49%.

<u>Attempt to Change the Target's Behavior</u>

Strategies that had to do with a modification of the behavior of the person

identified as the target amounted to 4.38% of responses. Two subcategories

could be identified. The subcategories were: to help stop annoying behavior; and

to offer advice.

- Help to stop annoying behavior

  This category appeared in 0.88% of the strategies developed by the

  students. They said, "Remind her that she doesn't need to 'go all stupid',

  tell her off in a good way", and "Help her to stop if she is annoying".

- Offer advice

  Strategies that belong to this category amounted to 3.51% of responses.

  Students said, "Tell her to stick up for herself", "Encourage her to stand up

  for herself with help from us", "Give her some advice on how to handle it",

  "Encourage her to get involved", "Suggest he gets into sports",

  "Encourage her to tell the truth", "Encourage not to blame other people",

  and, "Suggest to ignore".

The following is a chart that reflects the percentage of responses that were

represented in each one of the two different sub-categories that together form
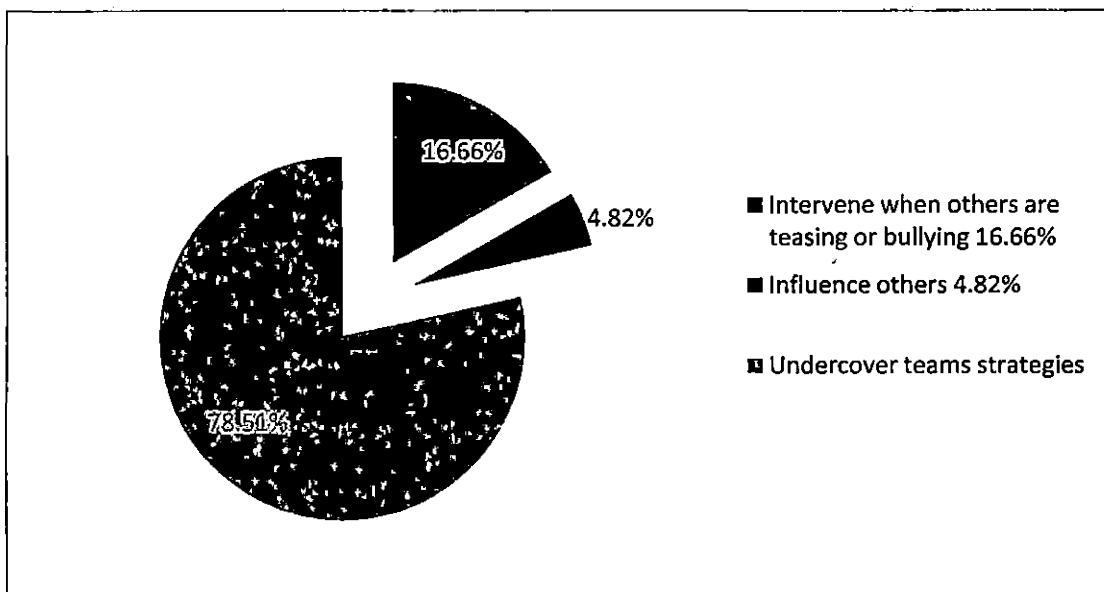
category F.

Legend:
- Help to stop annoying behavior 0.88%
- Offer Advise 3.51%
- Undercover teams strategies 95.62%
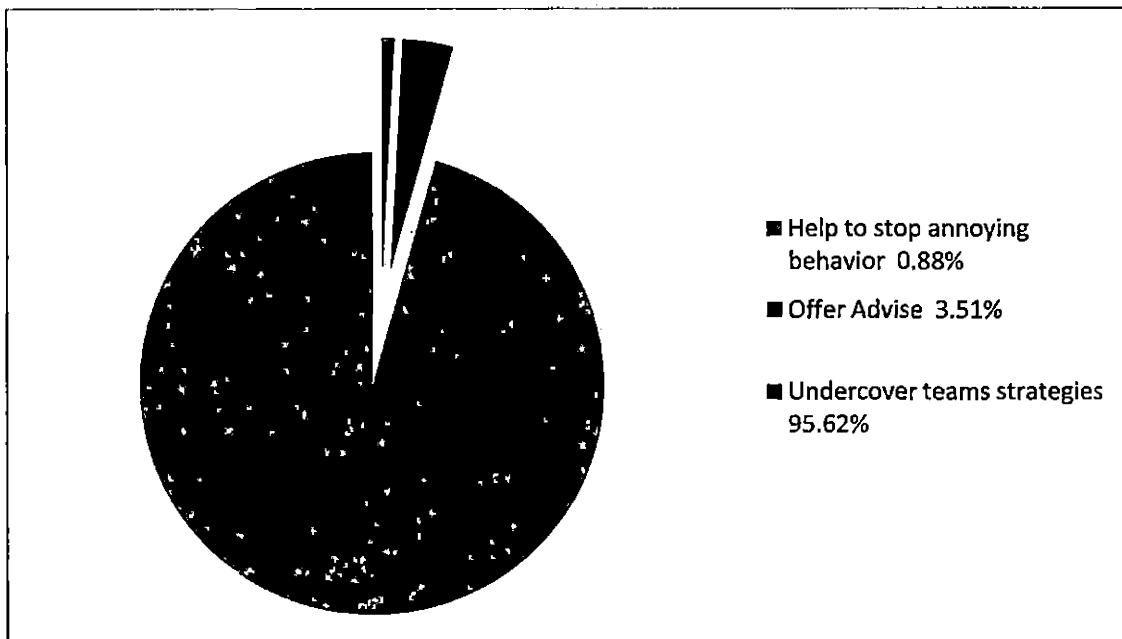
Figure 7. Attempt to Change the Target's Behavior 4.38%.

Reporting Problems to Teachers/Other Adults

This final category contained 0.88% of the strategies developed by the students. The students said, "Tell teacher if we see bullying", and, "Tell teachers if there is any pushing".

Conclusion

The majority of the strategies represented a compromise from the team that reflected intentions to carry out behavioral changes from team members and on others. These reportedly simple strategies made in the end a notable difference in the perception of the bullying interaction in a positive way. The

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change in bystander behavior also included a noticeable number of strategies. This allows me to answer the question that got me to start this project. Are peers an effective option that counselors, teachers and school administrators can rely on to eradicate bullying in places such as school grounds?

The team's strategy plans suggest an answer to my question. 6.14% of their plans focused on behavioral change from the perpetrators, 47.37% on modification of peer behavior towards the target, 14.47% on expressions of peer support for victims and 21.49% on modifying bystander behavior. together, these plans amounted to 89.47% of team members' plans to eradicate the bullying. I believe it is also interesting to point out that the teams planned to "report problems to teachers or other adults" in only 0.88% of their plans. I find it very interesting how a strategy widely considered and used by the schools can be of such low impact and meaning to the students that participated on these teams.

CHAPTER FIVE

OUTCOMES OF INTERVENTIONS

After the introductory-planning meeting, Michael Williams held a series of monitoring meetings separately with the target of the bullying and with the undercover team. Each team held three to four follow-up meetings. Michael collected comments about the outcomes of the plan from the teams and from the target of the bullying. Michael asked the teams the following question: If you were going through the same thing, what would make a difference for you?

I separated all the team's outcome responses into nine categories, based on their similarity. The categories are:

A. Reports that bullying is reduced

B. Target of bullying appears happier

C. Changes in the target's behavior noticed

D. Other students' behavior changed

E. General classroom atmosphere changed

F. Specific interactions reported

G. Change or improvement in some area

H. Complaints about target's behavior reported

I. Apologies offered to victim

Categories

Reports that Bullying is Reduced

Statements of outcomes from team members and from the target that belonged to this category amounted to 24.35% of all responses. (See figure 8). The participants stated things like, "Teasing and bullying has reduced a lot", "I think it's gone long-term", "S. has not threatened her", "She has heard that another protagonist has said that it's over", "The class is not as mean as they used to be", "Anger has reduced", "Bullying has stopped", "No bullying in the class anymore", "Target has not been called names anymore", "There is no more name calling", "People have stopped bullying in class and out of class", "It's normal now", "The program worked", "Target says that everything has changed", "Target stated that the perpetrator does not worry him a lot", "Perpetrator has "definitely gone away", "The program works", "There is no mocking", "Target says, 'I'm not scared or worried now'", "No more snoop dog", "No more calling me names", "Every-one has been talking to me, no more bullying", "J. has stopped pushing me", "No more fighting in class", "They don't do anything mean anymore", "Aggressiveness has gone away", "Feel good about myself because they are not mocking me", "It's definitely good now", "They haven't bullied anyone else, they are starting to not go back to their bad self", "It's fine now and I want to go to class because I am not being bullied anymore", "Now the two bullies have stopped bullying, and they've told their friends to back off", "I truly

am overly happy that it worked so fast", "The tension has gone", "I'm back to how things need to be".
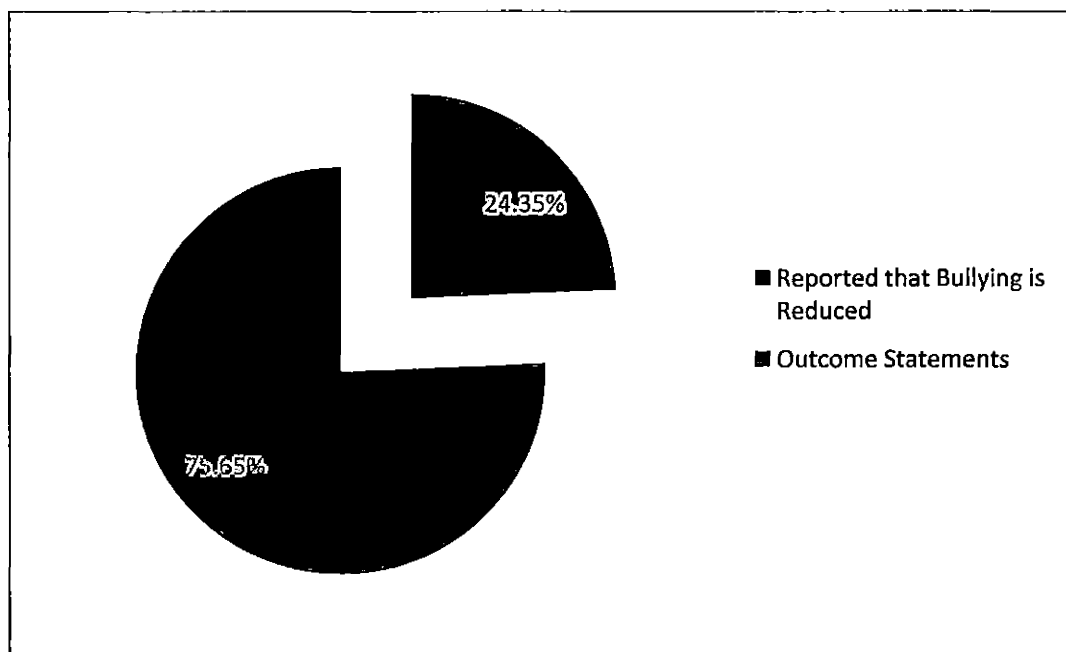
Figure 8. Outcomes of Interventions: Reported that Bullying is Reduced

Target of Bullying Appears Happier

Outcome statements that fit this category amounted 10% of all responses. (See figure 9) Students said things like the following (note that the word target has been substituted for a person's name below): "We've noticed she's happier", "She seems quieter and much happier", "J. waved at me and I waved back and felt really happy", "I feel very happy and proud", "I'm feeling happy", "I'm so happy", "All happier now", "She laughs and smiles, she is happy now", "I am much happier, happy that I don't have to be teased", "I've felt much happier,

because they are not saying mean things to me", "Happiness has come back",

"Teacher reports the class is much happier", "I feel happier and welcomed",

"Target is happier, because he has more friends", "Teachers of the target's core

class have noticed a huge change and have commented how happy he is", "He

smiles more", "Target came in and said that there is no more need for the team

anymore as 'things are much better' and she is 'Really happy now'".
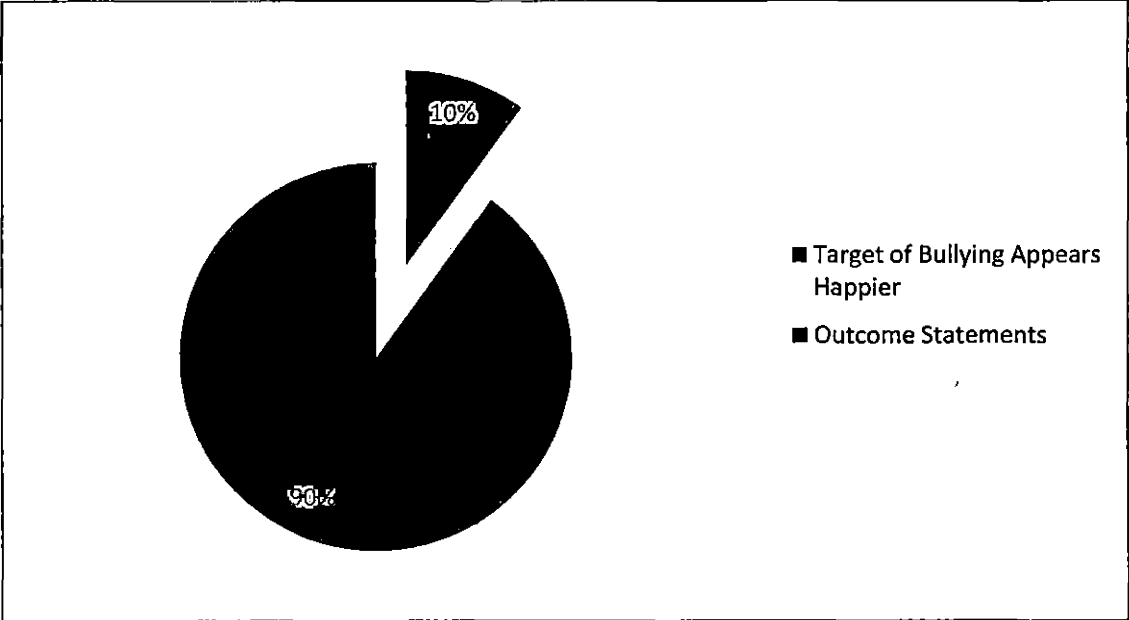
Figure 9. Outcomes of Interventions: Target of Bullying Appears Happier.

Changes in Target's Behavior Noticed

Outcome statements that fit this category amounted to 17.69% of all responses. (See figure 10) Students stated, "Is now able to concentrate on his school work", "She's done really well", "Her attitude has changed", "She doesn't get smart anymore, she ignores people", "She greets everyone", "More talk during lunch", "He smiles", "Extremely positive reaction from target", "Target starts conversations now", "Target listens up", "Target talks with people", "Target asks for help when he needs it", "Target is happy to meet with the team", "Target has joined technology club with other boys", " Target has started to enjoy time at school", "Target normally would not talk, now she joins in", "It is better for the target, much better", "Target used to hide, now she gets involved", "Target's communication has improved", " Hardly puts himself down anymore now", "Target does not get into more trouble", "He hardly puts himself down", "He asked to be a student librarian and has been accepted", "Target seems more confident", "Target goes up to people now", "He talks now, he talks properly now", "His jokes are improving", "I didn't want to go (to art class) but I went, and it was really good", "She sits next to me in art", "He now includes everybody, it has improved, his attitude", "I don't worry anymore", "I don't feel scared to go to class now", "I realize I can stand up for myself and don't need to take it", "I am not embarrassed anymore because they don't tease me", "I can be myself more".
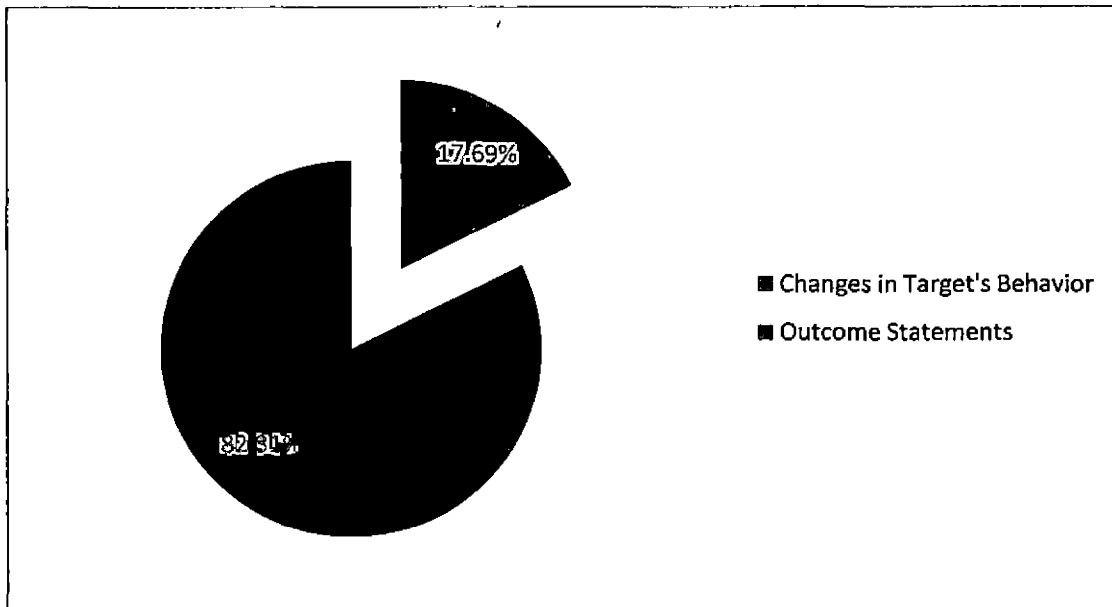
Figure 10. Outcomes of Interventions: Changes in Target's Behavior.

Other Students' Behavior Changed

This category had statements amounting to 9.23% of all responses. (See figure 11) Students stated things like, "Classmates have supported her noticeable", "Many people have been kind to target", "Others have been friendly", "Other perpetrators have started to notice", "People say hi", "If kids bump into me, they say they are sorry", "Everybody has been a lot nicer now", "I still get mocked by a girl, but the others help me", "It seems like the whole class is being

the team", "Everyone's nice to me", "Others say don't make her angry or something like that", "Teachers have noticed that the boys have gone good", "Everyone is more civilized and they socialize more", "I think some other kids know now because the whole class is on it", "Lots of people are being kind", "They have started to talk to me and it was cool", "People have taken a notice of my drawings and that's cool, like inspires me".
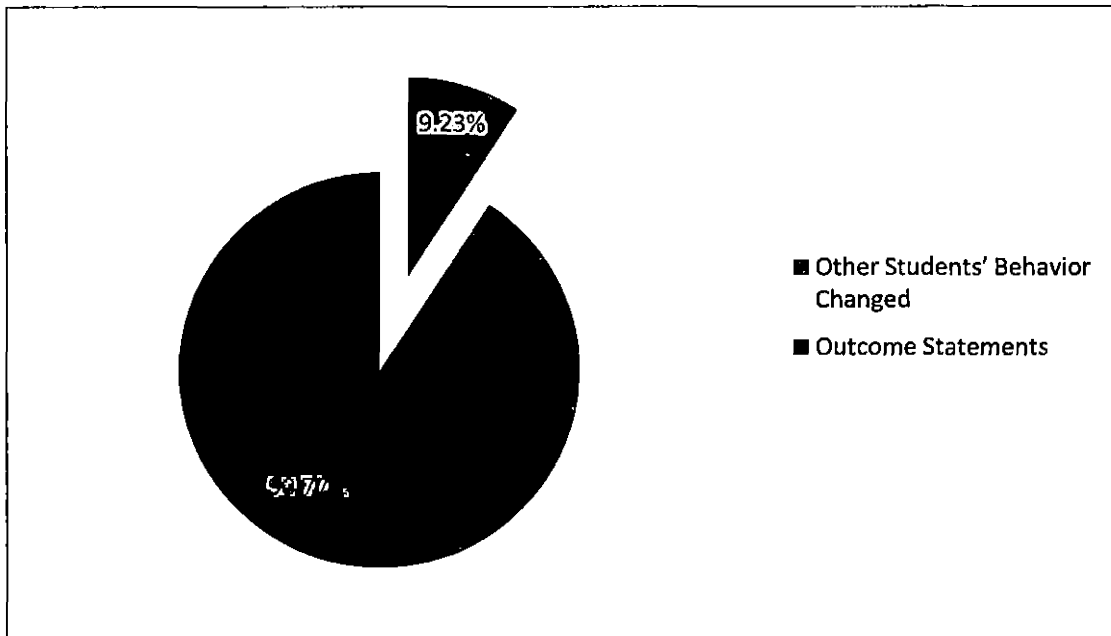
Figure 11. Outcomes of Interventions: Other Student's Behavior Changed.

General Classroom Atmosphere Changed

This category represented 2.56% of all statements. (See figure 12)

Students said, "It's good in class, but the only bullying I am now getting is out of

class in the playground", "I like going to class", "Target says "school is better",

"There is a "big change in class", "The class has changed", "Teacher states

'class is more settled, students are noticeably quieter and working better'", "The

classroom atmosphere is better", "It's better in class now".
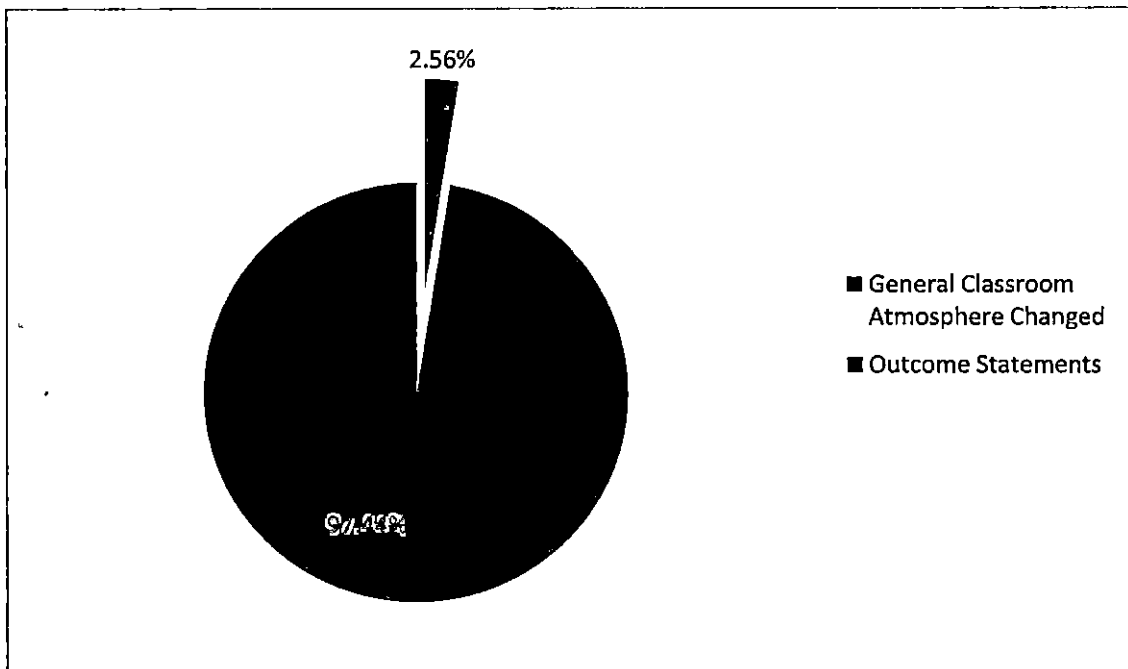
Figure 12. Outcomes of Interventions: General Classroom Atmosphere

Changed.

Specific Interactions that are Reported

Some statements contained a description of a specific interaction along students. These kinds of responses amounted to 28.97% of all responses. (See figure 13.) Students said things like, "There are still some comments coming from T", "Still starting and calling out put-downs", "Target's worst enemy is being friendly", "Target has expanded her network of friends", "I didn't expect it to work at first, because we are all different", "We did the job...It was hard keeping it a secret", "We have done it (the plan) individually, and it's going good", "We back him up", "I'm trying to talk to people", "I'm being careful about what I say", "It's going well", "They were all asking me if I was ok", "It's weird because they are treating me as if I'm somebody, not nobody", "They are really trying to protect me", "They've been helping me with my work", "L. has been sitting with me and helping me", "We've been involving her in P.E. now", "When others say things to her, we tell them to shut", "It's quick mister", "We've done all the five-point plan", "We all share lunch with her under the tree", "It's a good experience so we know what to do next", "R. was asking how I was in English and how I was going and that", "C. has turned out almost of one of my best mates".

28.97%

■ Specific Interactions that are Reported

■ Outcome Statements
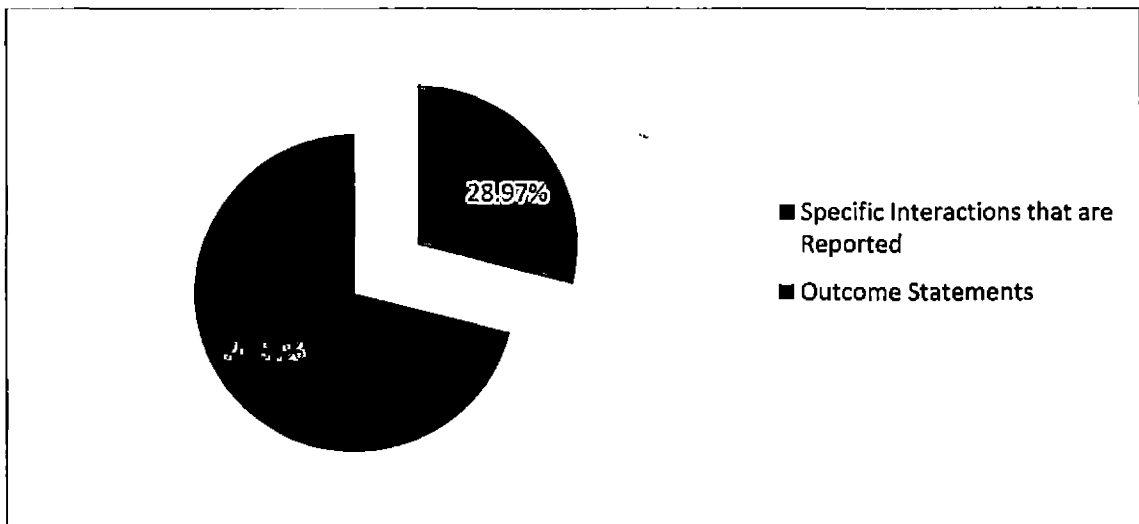
Figure 13. Outcomes of Interventions: Specific Interactions that are Reported.

Change or Improvement in Some Area

Some comments note changes or improvements in student behavior. This category represented 4.35% of all statements from students. (See figure 14) They said, "Big improvement", "Has been a very big improvement", "We have a better relationship with her", "Big change", "It's a lot better", "Team kind of notices a change", "Perpetrator (name) has a completely different attitude", "Huge changes", "Perpetrator (name) has improved a lot", "It's changed, better, very well", "Last week was better".

4.61%

■ Change or Improvement in some Area

■ Outcome Statements
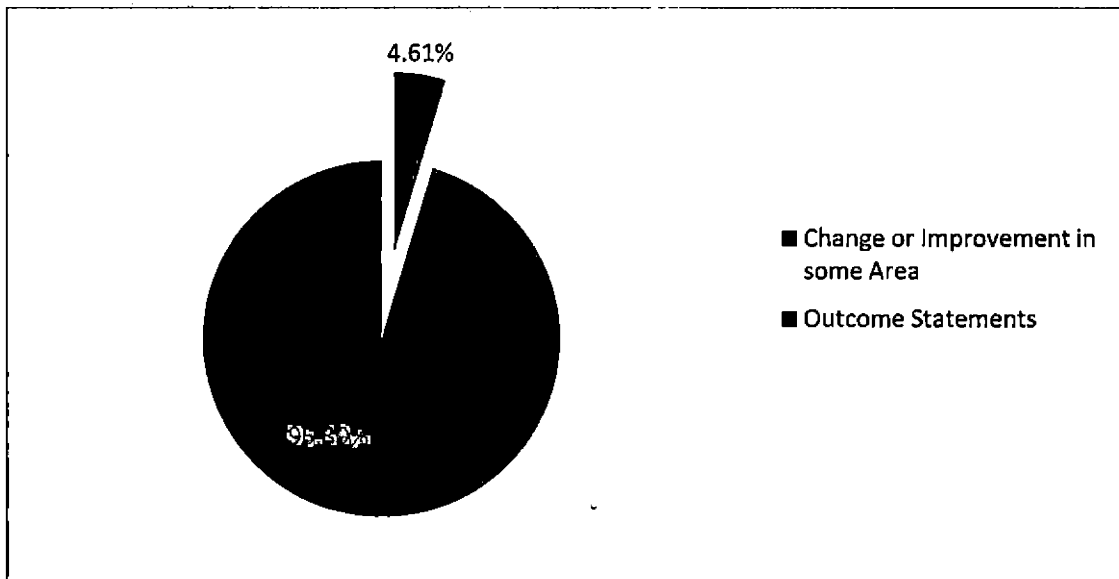
Figure 14. Outcomes of Interventions: Changes or Improvement in Some Area.

Complaints About Target's Behavior Reported

There were some responses that expressed complaints about the target's behavior. Such responses amounted to 1.28% of all the statements given by the students. (See figure 15). They said things like, "He can be annoying but we accept", "All of us are trying to cooperate, but we say hi and she doesn't say hi back", "You can't have a conversation with him, if he doesn't want to talk we should do more", "If it has not gone for good, it's because she does stuff".

1.28%

■ Complaints about Target's Behavior Reported
■ Outcome Statements
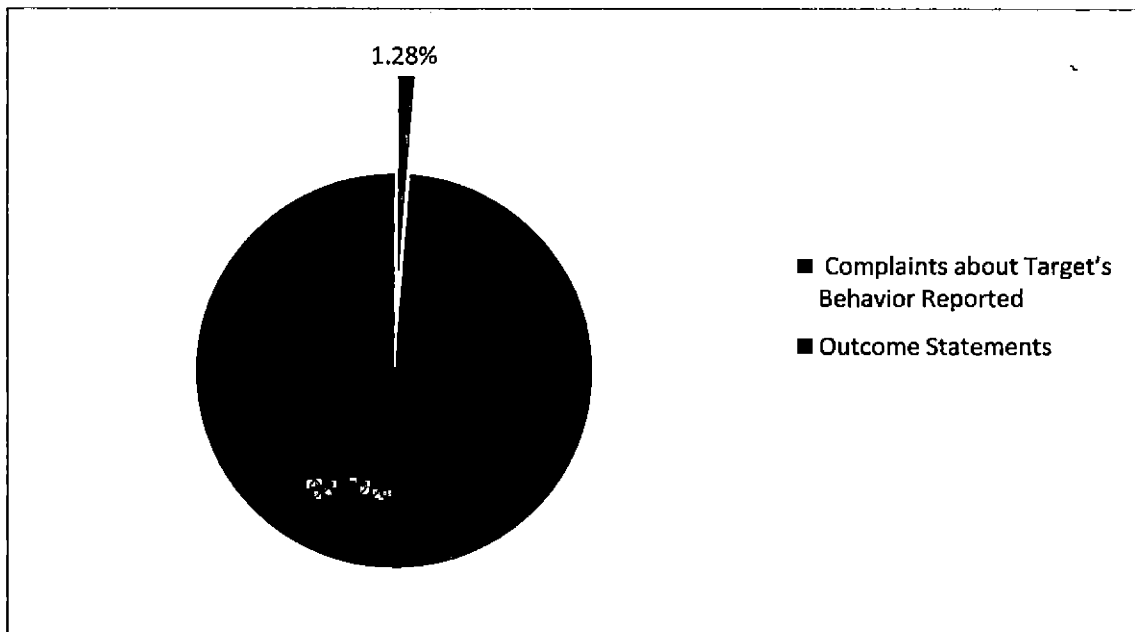
Figure 15. Outcomes of Interventions: Complaints about Target's Behavior Reported.

Apologies Offered to Victim

A few responses referred to specific acts of apology offered to victims. This kind of response amounted to 1.25% of all the statements the students gave. (See figure 16) They said things like, "He came up and said he was sorry straight after the team meeting", " He said, 'I'm sorry' for everything he has done and gave me a chocolate", "J. said sorry". "Perpetrator (name) admitted it was him," "H. apologized to me yesterday".
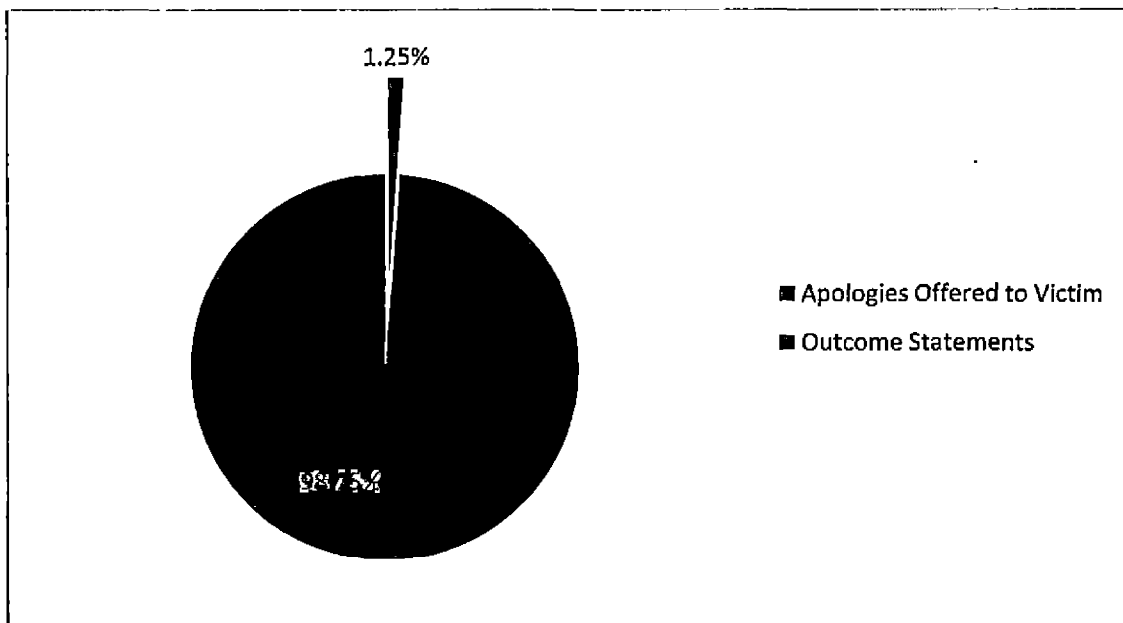
Figure 16. Outcomes of Interventions: Apologies Offered to Victim.

Figure 17 represents the percentage value of each of the different outcome

categories together with the rest of the outcome interventions.
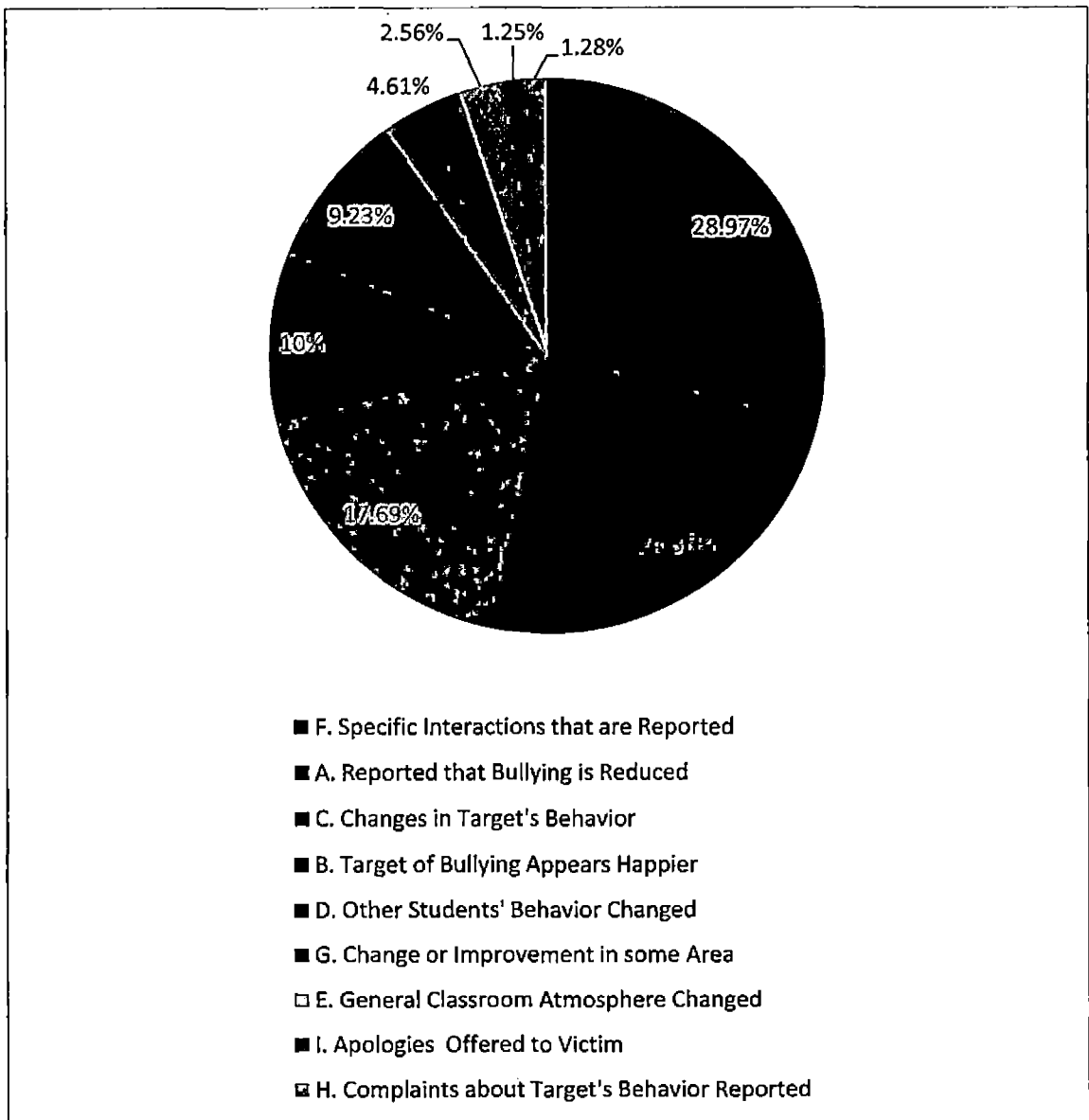
Figure 17. All Outcomes of Interventions.

F. Specific Interactions that are Reported

A. Reported that Bullying is Reduced

C. Changes in Target's Behavior

B. Target of Bullying Appears Happier

D. Other Students' Behavior Changed

G. Change or Improvement in some Area

E. General Classroom Atmosphere Changed

I. Apologies Offered to Victim

H. Complaints about Target's Behavior Reported

Conclusion

Overall the comments by both team members and by victims of bullying are overwhelmingly positive about the undercover anti-bullying team intervention.

The analysis reflects a very positive outcome the undercover anti-bullying teams' effectiveness in eradicating particular instances of bullying. The largest category of outcome comments had to do with a specific interaction. The second highest percentage had to do with a reduction of bullying and in third place the students noted that the target displayed changes in his or her behavior. These three categories were 28.47% , 24.35%, and 17.69% respectively. These three categories all reported some kind of change. These three categories together sum up to 70.51% of the reported outcomes. When it comes to measuring the effectiveness of an intervention against bullying, a change from the "status quo" is already a triumph in itself. Change is great news, especially when you are the student having to deal with the bullying on a daily basis. From this perspective change sounds very optimistic.

The data also reflected something very peculiar. Only 1.25% of the outcomes mentioned an apology. When I saw this I instantly remembered how adults around me when I was growing up seemed to think that an apology was one of the most important steps towards solving a bullying issue. Actually they seemed to think apologizing was very important when trying to solve any issue. I find myself convinced of the importance of apologizing. I think it is important, and a lot of adults might agree with me and support it with very good reasoning. In the language and code of conduct of these students that participated in the anti-bullying teams, apologizing was not as important. Perhaps making changes while saving face was more important for them. These are the kind of little differences

in the value system and code of conduct of the students from that of the adults around them that create a gap of effective understanding. Analysis like this one, shed a light towards the possibility of more effective communication among students and teachers and school personnel.

CHAPTER SIX

DISCUSSION

In this chapter I return to my research question, and discuss how the data obtained helps me answer it. I also summarize what I obtained from reviewing different authors and various research projects regarding topics related to undercover anti-bullying teams. I include my conclusions from the data analyzed and point to what I perceive to be of major significance. I will also include some speculations on the possible limitations of this project. I finish with some suggestions for possible further research based on my findings.

The research question I started with was the following:

Are peers an effective option that counselors, teachers and school administrators can rely on to eradicate bullying in schools?

What I Learned from the Literature

From the literature I was able to develop a clearer definition of what bullying is and what it means. Here I shall present a general picture of what is known about the phenomenon of bullying, before adding to it the findings from my research.

I found that bullying included certain characteristics that make it unique and hard to define. Some of the characteristics include repeated aggression, both physical and psycho-social, dominance, manipulation and control of what is

often defined as a victim or target. The meaning has to do with power over the victim of the bullying.

I found plenty of information that demonstrated how prevalent bullying is. It happens very commonly in school grounds. I was not surprised to find many of our schools have yet to find an effective way to detect and deal with the problem. Some forms of bullying were more subtle and more difficult to detect than others. Physical aggression is usually considered the only kind of bullying, thus it tends to be the most common kind of bullying that is detected and addressed in schools. Other sorts of bullying, such as relational aggression, are often ignored or overlooked by teachers.

I reviewed several sources that enlisted the negative effects of the occurrence of bullying. Side effects include bad temper, sleep difficulties, morning tiredness, loneliness, helplessness, low self-esteem, depression, anxiety, social phobia, suicidal ideation, psychosomatic symptoms, anxiety, aggression, argumentativeness, delinquency, socially withdrawn behaviors as well as maladjustment, and abuse. Other effects such as attention deficit/hyperactivity disorder or ADHD-type symptoms have been found as well. Students who experience bullying have shown detachment from school, low concentration on class work, and negative academic performance. Physical symptoms, such as headaches, stomachache and dizziness, can also be registered in victims of bullying.

It is not only the victims who have short- and long-term negative effects related to bullying. Bullies attend school less frequently and are more likely to drop out than other students. They also are more likely to display violence, delinquency, vandalism, fighting, theft, drunkenness and truancy. It was obvious after reviewing the data, that both participants of the bullying interaction, the target and the perpetrator, are the victims of the bullying phenomenon.

Through my review of literature I learned that often bullying happens when the target displays or has certain characteristics. Bullying often occurs when the target is disabled, or displays a noticeable medical condition. Bullying also happens when the target attempts retaliation of some kind or vice versa. Bullying can also be spotted when the target has unusual body characteristics. Bullying is often found when the perpetrator plays up for an audience. Clearly bullying aims at targeting differences and specific fears such as homophobia or fear of intimidation.

I also learned that there are easy-to-identify bullies and not-so-easy-to-spot ones who are sometimes known as hidden bullies. The latter are socially and academically competent people who are often overlooked as possible aggressors.

An easy-to-spot kind of bullying may be when someone is physically attacked or openly mocked in front of an audience. A more complex kind of bullying, that is often not identified by school personnel, has more to do with relational aggression, which can be either reactive or instrumental. Reactive

relational aggression is typically exhibited in response to provocation, such as

using social manipulation in response to feeling threatened or angry.

Instrumental relational aggression is about manipulating relationships or using

aggression to get what one wants.

I reviewed some other kinds of common relational aggression and

bullying, such as cyber aggression, cyber harassment, and cyber bullying.

Dempsey et al. (2011) defined cyber bullying as a subtype of cyber aggression

that involves repeated intent to harm and an imbalance of power. Cyber

aggression may involve cyber bullying, but may also involve a mutual exchange

of threats or insults between individuals. Cyber harassment is similar to cyber

aggression in that it involves threatening or harming others via an electronic

medium, but it is not limited to aggression from peers. It may include spamming,

unsolicited sexual advances, voyeuristic behavior, and other undesirable

behaviors from peers or strangers.

I also learned that peers and bystanders play a very important role in the

bullying interaction and its effects on the target. Some researchers such as Card

(2008) state that children who have friends, or who have more friends, are less

victimized, but, at the same time, victimization may also lead to a lack of

friendships, because peers may distance themselves from the targeted child. It is

obvious that there is a possibility of a vicious cycle that requires well-thought

interventions.

I confirmed that socially-connected bullies target children who will not be defended. Having friends with certain characteristics, such as physical strength or peer acceptance, often protects children from victimization. Unfortunately, the friends of victimized children also tend to be victimized. They sometimes have personal or interpersonal risk factors themselves. They might even be unwilling or unable to offer protection. Bystanders are present in about 85% of bullying incidents. Many bystanders are uncomfortable speaking up, but bystanders' silence can give a lot of power to bullies.

Not all aggressive children are necessarily rejects or socially incompetent. It appears that some aggressive children are popular, or perceived as 'cool', and are central to their social network and/or dominant in the peer group. There is an intriguing correlation between aggression and popularity. It appears that aggression and social status and dominance are related. Rodkin et al. (2006), for example, found that, within the cultures of childhood, some aggressors are celebrated.

Socially marginalized bullies sometimes use aggression to fight against a social system that keeps them on the periphery. Socially connected bullies, on the other hand, sometimes use aggression to control others. When a bully's social world is integrated and networked, they have sufficient peer support. Some of these bullies, unlike marginalized bullies, have some strengths, such as social skills, athleticism, or physical attractiveness (Rodkin, 2011).

How have we handled it? Punishment appears to be the most common response used to identify, isolate and inhibit the bullying problem. Blaming the victim and implying that learning to fight back will help has historically been common. Other approaches such as school-wide programs, class lessons, class conferences, teacher awareness campaigns, systematic sanctions, parent involvement and zero tolerance have been ways to address the problem of bullying.

Peer support has also been an alternative to deal with the bullying problem. The phenomenon of peer support offers a rich source of information about the nature of peer group relationships and about the role of bystanders in challenging injustice. There is strong research evidence that peer support is an effective method for helping bystanders to improve the quality of peer relationships among school-age pupils. Peers are able to detect bullying at a much earlier stage than adults. Students are more likely to confide in contemporaries. Victims have someone to turn to.

Several variables found in schools have been found to present a distinct micro-systemic risk factor for peer victimization, including low staff approachability and training, physical structure of the school, and school size and location. Several studies examined whether, and to whom, victimized children report their abuse. These results indicate that only a fraction of victims report their abuse to teachers or staff members. Schools in which teachers are aware of school policies on peer victimization and have received training to deal with

bullying tend to have students who view teachers as more approachable and willing to take action against bullies and, more importantly, lower rates of peer victimization.

Effective programs have in common that they enlist the support of the entire school community, including teachers, parents, and student bystanders. A narrative therapy approach has been useful to deal with bullying using the help of peers. The foundation of narrative therapy comes from the mantra that, "The problem is the problem, the person is not the problem". Undercover teams are neither a punitive, nor an authoritarian, approach that sees bullying as an external entity from the people involved in it. This approach has the potential to benefit both students and teachers. The question that drove this study, however, was whether this potential was borne out in the comments that participants make about the undercover teams.

What I Learned from the Data

I was able to obtain information that is useful towards answering my research question. The following are some of my findings. The answer to my question appears to be a positive one. Bystanders and peers do play an essential role in the bullying interaction. They often unknowingly have the power to make it worse or to make it stop. Also peers happen to be present in a very high percentage of the bullying episodes.

The notes from the undercover teams reflect how some modifications in the peers' or bystanders' behaviors will create a strong and clear message. This message has the ability to modify or diminish the perception and meaning of bullying. The behaviors were often as simple as smiling or saying hello. The team members' natural access to the situations or ability to perceive possible bullying situations was apparent. School staff and administrators do not have as much access to bullying situations, nor as much inside understanding of student social codes as peers do. The undercover anti-bullying teams cannot easily be compared to any other strategy. The complexity of the students' codes and meanings are not easy to learn by just any school administrator or teacher. On the other hand, team members very often reported the team process as relatively effortless.

During my review of the undercover anti-bullying team meetings' data, I was able to discover how these students used a very unproblematic and natural way to deal with the issues. When the team members were asked to participate, it did not appear to me to have taken a lot thought and complex strategizing to come up with plans. It only took one brief meeting to set up a fairly simple plan. The majority of the plans logged by Michael Williams consisted of uncomplicated things like standing up for the target or offering some type of support. For example, one of the team members stated, "When he's angry, be there to comfort him," as a possible strategy.

Another team member said, "Let her know that you are there for her," as a possible plan of action. Several of the teams included something similar to this strategy in their plan.

"Stick up for her when we see her and if we see kids being mean to her or making smart remarks."

The data reflects how school-age students handle and solve their problems. The strategies listed in the undercover anti-bullying team plans were neither imposed by the counselors, nor required by school administrators. These team plans do not fit with a specific theoretical plan either.

The students generated very straightforward plans of action, which were agreed to by the team, including the bullies, during the first meeting. One thing that was most noteworthy was that when the teams and the target were interviewed later, it appeared that these action plans had solved the problem in a lot of cases, or had at least produced a positive change.

Statements that reflected a big improvement or change were often found in the data from the follow-up meetings. For example, one of the targets stated, "Things have improved a lot." Another team member affirmed that there was a "big change in class". Another target used the words "huge difference" during one of the interviews.

Other statements along the lines of being much happier were also very abundant. One of the team members stated, "She seems much happier."

During another interview a target stated, "I'm so much happier."

Finally, another target mentioned, "I've felt much happier because they are not saying mean things to me."

The evidence that my question can be answered lies in statements such as the following which were typical: "bullying has stopped"; "the bullying has gone"; "it's completely gone"; and "there is no more bullying now". In more than half of the follow-up interviews, a statement like these could be found.

Overall improvement in peer relationships could also be found. Statements that reflected a friendlier or kinder environment were also apparent in more than half of the follow-up comments. One team mentioned that, "The class is a lot more friendly."

A target stated, "C. has turned out almost one of my best mates."

The data provided strong evidence that peers can be used effectively to deal with issues of bullying. I was also pleased to find that, not only can they be used in an effective manner, but also that their strategies were simple and effortless and, most importantly, they reflected the students' internal codes of conduct and values. This made it easy for them to measure their own progress.

The most important conclusions that emerged from my data were the following:

- Non-punitive approaches, such as the undercover anti-bullying teams, give perpetrators an opportunity to rectify their behavior, without having to undergo a humiliating process that does not have a lot of meaning to them and creates more negative effects.

- Seemingly simple interactions such as sitting next to or walking with the target of bullying appear to have a strong meaning among the students involved in the project. This reflects some of the values and internal codes of conduct of school-age students. Information like this can be of great value when developing new learning strategies. If we expand our knowledge regarding these subtle characteristics of conduct that create strong meaning in the lives of the students, we can utilize this knowledge towards creating curricula that can be transmitted in the same code. This would be of great use for teachers and school districts that struggle to connect effectively with their student populations.

- Talking, listening and getting to know someone is of great importance among students.

- Support, either moral or actually standing up for the victim of bullying, appears to be seen as the most effective way to eradicate bullying in school.

- The strategies used by the team were effective and easy to implement. They were also natural and common ways of interaction the students already have available to them, but this raises the question of why they were not utilized prior to the team's meetings.

- The data also reveals important knowledge regarding bullying. Bullying contains its power through a social interaction. The audience has the power to strengthen it or to eradicate it.

- Peer and bystander action is key to whether bullying behavior is powerful or powerless.

- Social gestures and interactions are conducted against a very strong code of conduct amongst students. These forms of interaction are effectively understood by students and can be used against bullying just as effortlessly as they can be used to support bullying.

- Even an identified bully can be called upon to act as a powerful resource in the elimination of bullying, if given the opportunity, as happened in all of the sample cases.

The data also illuminated the effectiveness of the undercover teams.

- Undercover anti-bullying teams are clearly an effective way to eliminate bullying without criminalizing anyone.

- They teach alternative ways of behaving and pro-social interaction to the members of the team and to the target as well.

- They appear to produce these effective results in a fairly simple and cost effective manner.

- The team's "member's only club" nature and option to maintain confidentiality make it effective, because it allows the honoring of codes of conduct held by the students, such as the chance to save face. At the same time it also simplifies the process, because it does not require the involvement of a lot of school-wide personnel and student trainings and in-services that have not been shown to be fully effective. The teams honor

the values and codes of conducts of the participants and utilize their

language codes and symbols. Therefore the participants can

communicate with their contemporaries using their own natural codes of

behavior and communicate a message that the bullying interaction is no

longer acceptable. All the students unknowingly receive the message very

quickly and there is opportunity for different types of interactions.

What Can be Gathered?

The data analyzed allowed me to see a small window into the language,

values and codes of conduct by which students live, communicate and

understand each other on a regular basis. The data is, however, only one

example of the natural and uninfluenced way in which the students naturally

operate and see the world. We can utilize this information not only to expand the

effort to eliminate bullying in our community, but also to create teaching

strategies and outreach programs based on this effortless self-created method of

behaving, communicating and expressing values.

It is not because I like a certain counseling approach or another that I

consider this to be an important finding. It is also because it is seen by its

participants as an effective and easy to implement way of handling bullying. Our

schools would benefit greatly if we created curricula around the processes of

communication that work better for students. I believe it is worth the effort to

develop more of these. I even dare to say that governmental policies created

based on a similar model would also be a refreshing approach. Probably people would report feeling more understood.

Limitations of this Data

Some limitations to this process of data collection and analysis need to be acknowledged. The data collected was not produced for research purposes. Michael Williams took the notes during his usual undercover teams that were part of his regular counseling workload at the school. This is positive because the data is naturally occurring and not skewed by knowledge of participating in a piece of research. At the same time there is not a sophisticated research design or experimental methodology involved in the data collection process and in the criteria used for note-taking. The notes are based on what the counselor considered note-worthy during the meetings and interviews with the students.

The data collection process could have been more accurate if it had been video- or audio-recorded, even though such data collection methodology would be more intrusive. This data collection option would have allowed more accuracy of the statements and other elements such as tone of voice, gestures. The data collected in this study are necessarily a selection. The more elements included in the data, the clearer our knowledge of our research object would be. Only having available the comments collected by the counselor limits the validity of the information compared to what could be obtained through the observation of a video or from listening to an audio-tape. A video-recorded interview would have

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allowed us to see the students' body language, modes of speech, pauses, and other subtleties that may be helpful to understand the students' codes. Those simple details would have provided extra invaluable information. They paint a clearer picture of what is being studied.

The sample, moreover, only reflects data from high school students from New Zealand. The data reflects a very positive picture. A more diverse sample would improve the reliability of the data. For example, it is possible that different cultural, environmental, geographic, and historical factors and values may have played an important role in the effectiveness of the program. The program appears to be fast and easy to implement by the students. Data that shows it working as effectively with different populations is important.

A more detailed description and documentation of what was meant by the students when they talked about the progress of the teams would improve the quality of the data. Statements like "things are much better" are very open to interpretation. A more systematic data collection process is needed. It could capture more information about vague statements that may be misunderstood or misinterpreted.

Suggestions for Further Research

This study could be developed by designing a more comprehensive and more meticulously designed research project on the undercover anti-bullying teams. A bigger sample and different populations may lead us to understand the

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consistencies and effective elements of this approach, as well as any limitations on its effectiveness. It could also allow us to understand in more detail the effects of non-punitive and non-directive ways of solving problems in our society. Our findings have already shed a light on some uncharted territory that includes values and codes that appear to be understood unknowingly by students around the same age. The possible findings from further studies may allow us go towards the direction of a different social paradigm, in which people's own values and ways to do things are respected as strategies and made use of when problems arise.

APPENDIX A

ANTI-BULLYING TEAMS STRATEGIES TRANSCRIPT

Anti-bullying Teams Strategies Transcript

The following is a transcript of the data collected by Michael Williams. The transcripts reflect the strategies collected during a total of thirty-two different anti-bullying teams. Some of these teams were numbered differently. I decided to keep the original number given to each team next to the actual number that correctly counts the amount of "teams".

Each team was invited to enlist some strategies that they thought would help terminate the specific bullying problem given to each team. Michael asked the teams the following question:

If you were going through the same thing, what would make a difference for you?

This was asked before they started "brain-storming" with possible courses of action. In my transcript I changed the actual name of the target of bullying to"Him" or "Her" for privacy purposes.

1. Team 1

1. Hang out with her
2. Making sure that she is never alone
3. Get someone else to ask how she's feeling
4. Say Hi

2.Team 2

5. Invite him out to things

6. Stick up for him, get the class involved

7. Tell others "had enough mockery"

8. Don't mock back, ignore

3.Team 3

9. Tell people that the rumors aren't true

10. Talk to her, be friendly, say hi and stuff

11. Encourage her to tell the truth, not to blame other people

12. Help her out, talking to her, including her

4.Team 4

13. Speak to him, say hi, good morning. When he's angry be there to comfort him

14. Defend him, suggest he gets into sports

15. Tell him to calm down, chill out, smile, play with him at play time

16. Suggest beginning to be friends, introduce him to J.

5.Team 5

17. If you see any mocking, fooling, tell them to stop

18. Let her know that you're there for her, ask her how she feels

19. Talk to the person who has been mocking her and get them to understand what they are doing

20. Tell teachers if there is any pushing

6.Team 6

21. Talk to him, be friendly to him say good things to him

22. Stand up for him, tell others to treat him as they would be treated

23. When he gets angry try to help him. Tell others to back off, defend him, tell him it's not worth it

24. Tell him to ignore the kids. Encourage others to be nice to them. Show an example to others

7.Team 7

25. Make her feel comfortable, sit close to her

26. Talk to her socially, ask her how she is

27. Tell others to stop

28. Keep her company and look out for her

8.Team 8

29. Walk around with her, tell others to stop mocking if we see it

30. Support her, encourage her, give her answers, talk to her if she's alone, sad or down

31. Blend her I her activities, ask her in to our group activities

32. Tell her if she needs help she can ask us, make her feel welcome, not feel left

9.Team 9

33. Invite him to my place for an overnight, invite him to do something with me

34. Someone to stand up for him

35. Ask him questions if he is alright

36. Say hi to him every day, encouragement, tell him he's ok, go to library and play chess

10.Team 9 (a)

37. Invite him to come over to my house and play playstation

38. Stand up for him when kids tease him and answer questions for him

39. Ask him questions, ask him if he is alright, just talk to him

40. Say hi to him every day, blend him in during P.E.

11.Team 10

41. If he needs help, help him with his work

42. Stand up for him, stop the mocking

43. Support him, include him in things, he needs friends in class, make him feel safe

44. When he is off task, remind him to get back on task

12.Team 13

45. Stick up for her when we see her and if we see kids being mean to her or making smart remarks

46. Talk to her, include her in, I'll sit next to her

47. Tell teacher if we see bullying

48. Say hi to her

13.Team 15

49. Help her understand, do her work

50. Stick up for her when other's mock her

51. Be kind and say hi

52. Look after her, hang out with her more

14.Team 16

53. Include her in after school activities

54. Tell others to stop mocking when we see it

55. Stand up for her if we see bullying, ask her if we see she is upset

56. Invite her into our games, blend her in

15.Team 17

57. Tell people to stop if they are being mean

58. Not bring up the word "snoop dog"

59. Ask her if she is ok, if she's having a bad day

60. Talk to her, give her a hug when she needs it

61. Tell her hair is fine, buy her lunch

16. Team 18

62. Help her out with work, talk to her at lunch

63. Saying hi

64. Include her in groups, don't call her names or anything

65. Encourage her to get involved

66. Say something in P.E. include her, don't leave her stay alone

17. Team 19

67. Stand up for her

68. Talk to her, make feel comfortable

69. Give her some advice on how to handle it

70. Come and talk to us if anyone is bullying her, well tell her

71. Help her to open up

18. Team 20

72. Stop others mocking her

73. Help her to stop if she is annoying

74. Talk to the others who are mocking her to stop

75. Keep it simple, do the right thing

76. Saying hi

19. Team 21

77. Sit next to him in class

78. If we hear someone mocking her, tell them to stop

79. When he is by himself, talk to him, blend him in

80. Get to know him, find out what he likes

81. Include him in conversations, talk to him how he is feeling

20. Team 22

82. Tell them to stop

83. Be friendly to her

84. Ask if she is alright

85. Help her with handling it

21. Team 23

86. Make friends with the people who are mocking so then if they mock her

we can tell to stop and they don't get angry

87. Be polite to her

88. Encourage her to stand up for herself with help from us

89. Have a normal conversation with her, get to know her, help her with her problems, give her positive ideas

22. Team 24

90. Tell her to stick up for herself, Tell her to ignore them

91. Tell those mocking her to stop

92. Make her feel welcome, others will follow

93. Give her compliments

94. Start conversations with her, just talk to her

23. Team 25

95. Try to include her more

96. Stick up for her

97. Be friendly, talk to her, make her feel comfortable

98. Sit next to her

99. Tell the others to stop

24. Team 26

100.   Stick up for her when people mock her

101.   Sitting somewhere to stop people mocking her

102.   Saying hi to her, being friendly

103.   Including her in games on playtime and conversation

104.   Not leave her out, make friends with her just talk to her

25.Team 28

105.   Help her with her work (maths)

106.   Say hi to her and cheer her up

107.   Shake her hand and say hi

108.   Hang out with her at lunch time, involve her, include her

109.   Don't laugh at her, stick up for her

26.Team 29

110.   Be friendly to her, just talk to her

111.   Stick up for her

112.   Make sure she's alright, ask her every morning

113.   Help her with her words and work

114.   Include her in games, encourage her, blend her in

27.Team 30

115.   Make sure she's ok

116.   Stick up for her

117.   Tell those who are doing the bullying to stop

118.   Say hi to her, be kind the time

119.   Include her

28.Team 31

120. Offer her help when she needs it, offer for her to come to our group

121. Remind her that she doesn't need to "go all stupid", tell her off in a good way

122. Stick up for her when people make her

123. Watch out for her, step in when people mock her

124. Listen to her, talk to her, lunch time and library go up to her

29.Team 32

125. Stop the mocking when we hear it by telling them to kick back

126. Hang out with him

127. Ask her if he is alright

128. Encourage him when he does good

129. If he's sitting alone, go and join him

30.Team 33

130. Calm each other down, go for a peaceful class

131. Stop mocking by getting people to co-operate

132. Stand up for him

133. When he's sad, be there to cheer him up

134. Show interest in his drawing and his sport

31.Team 34

135.   Stand up for her

136.   Comfort her, keep her away from bad spots

137.   Set examples to the rest of the class by talking with her, walking

        with her

138.   Put a stop to name-calling

139.   Include her more

32. Team 35

140.   Sit next to her in as many classes as possible

141.   Talk to her, ask her if she's alright, ask wasup

142.   Include her more-sport teams/group projects

143.   Try to comfort her when she's sad

144.   Listen to her, not shut her out, listen to her feelings

APPENDIX B

MONITORING MEETING TRANSCRIPTS

APPENDIX B

Monitoring Meeting Transcripts

After the introductory-planning meeting Michael Williams held a series of monitoring meetings with the target of the bullying and with the undercover team separately. Each team held three to four follow-up meetings. Michael collected some of comments given by the teams and the target of each team. The following is a transcript of the notes taken by Michael during these meetings.

Team 1.1

First meeting:

1. Big improvement

2. S. has not threatened her

3. She has heard that another protagonist has said that it's over

4. There are still some comments coming from T.

5. Still starting and calling out put downs

6. Classmates have supported her noticeable

Second meeting:

1. Team said they haven't done anything much really, but please to have offered support.

Third meeting:

1. They have done little but have been friendly.

2. Said that she seems happier

Fourth meeting:

1. One of the perpetrators was spelled and two others are scheduled to have a restorative conference.

Team2.2

First meeting:

. 1. Things have improved a lot.

2. Is now able to concentrate on his school work.

3. Teasing and bullying has reduced a lot.

4. Parents are pleased about progress.

Second meeting:

1. The class is not as mean as they used to be.

2. More talk during lunch

3. Much happier

4. He smiles

5. Anger has reduced

Third meeting:

1. It was found that the main perpetrator had been bullied by the target earlier during the year.

Team 3.3

First meeting:

1. Extremely positive reaction from target.

2. Target is much happier.

3. Many people have been kind to target.

4. Target's worst enemy is being friendly.

Second meeting:

1. Team is enthusiastic about changes.

2. Team will keep it (plan) up.

Third meeting:

1. Target's mother requested to be removed from the team due to the fact that perpetrator is related to target and it has caused strife. Counselor and mother talked and she is much happier now.

Fourth meeting:

2. Target is much happier.

3. Target has expanded her network of friends.

Team4.4

First meeting:

1. Target starts conversations now.

2. Target listens up.

3. Target talks with people.

4. Target asks for help when he needs it.

5. Team members have asked him what's wrong when he cried.

6. Team comforted him.

Second meeting:

1. Team members have been nice.

2. It has "all been good".

3. Team members have been friendly.

4. There is a "big change in class".

5. Target is happy to meet with the team.

6. Target has joined technology club with other boys.

Third meeting:

1. Bullying has stopped.

2. No bullying in the class anymore.

Team 5.5

First meeting:

1. Team has been friendly and said hello.

2. Huge changes.

3. Target has started to enjoy time at school.

4. Bullying has stopped.

5. Perpetrator has improved a lot.

6. Others have been friendly

7. Team has told others to be friendly.

8. Other perpetrators have started to notice.

9. Target has not been called names anymore.

Second meeting:

1. Target normally would not talk, now she joins in.

2. It is better for the target, much better.

3. Team members invite target to be in groups.

4. There is no more name-calling.

5. Target is happier.

6. Target talks.

7. Target used to hide, now she gets involved.

Third meeting:

1. Target's communication has improved.

2. Target and perpetrator have been "friendlier" with one to another.

Team 6.6

First meeting:

1. Bulling in class has completely stopped.

2. Target is much happier.

Second meeting:

1. People have stopped bullying in <u>class and out of class</u>.

2. Team members have stood up for him.

3. Team members are being much friendly.

Team 7.7

First meeting:

1. It's normal now.

Second meeting:

1. Team members shared the team process to others at school.

Third meeting:

1. Target cam in and said that there is no more need for the team anymore as "things are much better" and she is "really happy now".

Fourth meeting:

1. Target returned saying that bullying had started up again and identified a perpetrator. Counselor called the identified student and enlisted his support on helping her on identifying others who were teasing her. Counselor supports that some of the bulling is imagined and a result of expectations that bullying will occur. Target is still fragile and needs ongoing support.

Team 8.8

First meeting:

1. Team is being friendly.

2. Team stands up for the target.

3. Team members have talked to the target.

4. Bullying has stopped.

Second meeting:

1. Bullying has almost stopped.

2. There is still some name-calling.

Team 9.9

First meeting:

1. Perpetrator has a completely different attitude.

2. People say hi.

3. Team sticks up for me.

4. Bullying has definitely gone away.

5. The program worked.

Second meeting:

1. Target is a lot happier.

2. Target talks a lot.

3. Hardly puts himself down anymore now.

4. Target smiles more.

5. Target does not get into more trouble.

Team 9(a).10

First meeting:

1. Target says that everything has changed.

2. Target stated that the perpetrator does not worry him a lot.

3. Target stated that perpetrator "is more friendly to me".

4. Target stated that the main perpetrator "sticks up for me and tells them to stop".

5. Team member asked target over.

6. Perpetrator has "definitely gone away".

7. "the program works"

8. "if kids bump into me they say they are sorry".

9. "the tension has gone".

10. "it's a big improvement".

Second meeting:

1. Team members stated "he's a lot happier"

2. "he hardly puts himself down"

3. "he smiles more".

4. He"doesn't get into trouble especially in math".

5. "he asked to be a student librarian and has been accepted".

6. Teachers of the target's core class have noticed a huge change and have commented how happy he is.

Team 10.11

First meeting:

1. Everybody has been a lot nicer now.

2. I still get mocked by a girl, but the others help me.

3. Target has noticed that everybody has been nicer and kinder.

4. Target seems happier now.

5. Target seems more confident.

6. Team is more accepting, "he can be annoying but we accept"

Second meeting:

1. Target goes up to people now.

2. Target is happier because he has more friends.

3. He talks now, he talks properly now.

4. His jokes are improving.

Team 13.12

First meeting:

1. "a huge difference".

2. "everyone was nice and was talking to me".

3. "R. was asking how I was in English and how I was going and that".

4. "no name-calling".

5. "I feel happier and welcomed".

6. "it seems like the whole class is being the team".

7. "they are supporting, helping".

8. "I have noticed that it's happening outside of art as well".

9. "I'm really happy to go to art now".

10. "I didn't want to go (to art class) but I went, and it was really good".

Second meeting:

1. "she is happy".

2. "she sits next to me in art".

3. "she has been talking a lot".

4. "she smiles back".

5. "she has completely changed".

6. "there is no mocking".

7. "she just locks happier".

8. "she looks she has got more confidence".

9. "I have heard no mocking".

Third meeting:

1. It's going good.

2. Going really well.

3. "I'm impressed with R., he checks up on me ".

Fourth meeting:

1. Team has stopped mocking.

2. Team members have stood up for her.

3. Everyone supports each other on the team.

4. "She has a good friend in art now so she will be alright".

5. "I feel special being on the team".

6. "It's gonna stick I think".

Team 15.13

First meeting:

1. Team says hi.

2. Some team members sit by target now.

3. Target says "I'm much happier now"

4. Target says "school is better".

5. Target says "no one is calling me names now".

6. It's much better.

Second meeting:

1. Team says "all of us are trying to cooperate, but we say hi and she doesn't say hi back"

2. K sometimes sits by her.

3. Team kind of notices a change.

4. It's a lot better.

5. Target has changed.

6. Target does not say "shut up".

7. Target says "the bullying has stopped".

8. Target says "he team has done their job".

9. Target says "I'm not scared or worried now".

Third meeting:

1. Teacher reports the class is much happier.

Team 16.13

First meeting:

1. Target stated "he came up and said he was sorry straight after the team meeting".

2. Target stated "the team made me feel welcome".

3. Target stated "they asked me to join if I want to if they see I'm alone".

4. Target stated "the bullying has completely stopped".

5. Team says "he sits there, he talks to us, and he will be really nice".

6. Team says "he now includes everybody, it has improved, his attitude.

7. He used to mock everybody now he is nice, now we are all very honest and talking.

8. It makes us feel better.

9. Now we can say if someone says something offensive and they do something about it.

10. I think it has gone now for good.

Second meeting:

1. She seems happier.

2. I'm pretty sure the bullying has stopped.

Third meeting:

1. The bullying has completely gone.

2. I am so much happier.

3. I don't worry anymore.

4. They perpetrator has even changed his attitude to all of the other kids as well.

5. It's a great program.

Team 17.14

First meeting:

1. "big change".

2. Team "are attending up to me".

3. Team "are always there for me".

4. "I get smiles every morning".

5. He said "I'm sorry for everything he has done and gave me a chocolate".

6. "happiness has come back".

Second meeting:

1. Team says "she is way happier"

2. "no more snoop dog".

3. "the bullying has almost gone".

4. "I always say bye to her, to be nice to her".

Third meeting:

1. "There's no bullying".

2. Target says "everyone's nice to me".

3. "They are all been good".

4. "no more calling me names".

5. "others say don't make her angry or something like that".

6. "I've felt great all the time".

7. "It helps people feel confident of themselves".

8. Target says " I want to meet them and thank them".

Team 18.15

First meetings:

1. Target stated "J. said sorry".

2. "every one has been talking to me, no more bullying".

3. "people are saying hi, but they are not talking to me yet".

4. "J. was making me laugh, that was good for me".

5. "the class has been more quiet".

6. "J. has stopped pushing me".

Second meeting:

1. "no more fighting in class".

2. "people are nice to me".

3. "the bullying has gone".

4. "nobody has called me names".

5. "people has encouraged me to get involved".

6. "the team has done well".

Team 19.16

First meeting:

1. "they are all saying hi to me and being nice to me".

2. "they talk to me".

3. "I've felt much happier because they are not saying mean things to me".

4. "It's worked so far".

5. "they are helping me to open up to feel more comfortable".

6. "I've said hi back and now I am more sociable".

7. "none of the bullying has come back".

8. "it's completely gone".

Team 20.17

First meeting:

1. "The bulling has stopped".

2. "They say hi".

3. "They don't do anything mean anymore",

4. "They talk to me".

5. "there is no more bullying now".

6. "I don't feel scared to go to class now".

7. "they accept me".

8. "I'm back to how things need to be".

9. "It's good".

Team 21.18

First meeting:

1. "nothing has happened, the kids have come up to me and shook my hand".

2. "C. has tried to get into conversation with me".

3. "it's a lot better, a lot of the bullying has stopped".

4. "it's a big improvement".

5. Team members say "you can't have a conversation with him if he doesn't want to talk we should do more".

Second meeting:

1. "bullying itself has note".

2. "has been a very big improvement".

3. "there is still more to be done".

4. "I have tried to stop being annoying".

Third meeting:

1. "Aggressiveness has gone away".

2. "there is still some intimidation from A".

3. "the team is very good".

4. "C. has turned out almost of one of my best mates".

Team 22.19

First meeting:

1. "the bullying has gone".

2. "the class is a lot more friendly.

3. "the mocking and everything has gone".

4. "feel good about myself because they are not mocking me".

5. "we did all the things in the plan"

6. ""it's all good"

7. "the bullying has stopped".

8. "I am much happier".

Second meeting:

1. "mocking has stopped, everybody is happier".

Team 23.20

First meeting:

1. They "say hi".

2. "I stick up for her"

3. "we talk to her now".

Second meeting:

4. "I've told them to stop".

5. "we stood up for her"

6. "we have a better relationship with her"

Third meeting:

1. "It's really good".

2. "It's better in class now".

3. "I like going to class".

4. "the tension has gone".

5. "people are being nice to me".

6. "I realize I can stand up for myself and don't need to take it".

7. Teacher states "class is more settled, students are noticeably quieter and working better".

Fourth meeting:

1. "she smiles more".

2. "she talks more".

3. "we talk to her a lot more".

4. "we help her get her confidence back".

5. "we want to carry on".

Team 24.21

First meeting:

1. Perpetrator admitted it was him.

2. Target stated "they are being kind to me now".

3. "they come up to me and say hi".

4. "they stick up to me when people joke around in a bullying way".

5. "they haven't bullied anyone else, they are starting to not go back to their bad self".

6. "I am much happier, happy that I don't have to be teased".

7. "I am not embarrassed anymore because they don't tease me".

8. "they have stuck up for me".

9. "sometimes they tell me to ignore me".

10. "the classroom atmosphere is better".

11. "teachers have noticed that the boys have gone good".

12. "they hardly are naughty to the teacher".

13. "I would like to meet them and thank them".

Second meeting:

1. "it's definitely good now".

2. "we've been greeting her more and talking".

3. "the class has changed".

4. "everyone is more civilized and they socialize more".

5. "she laughs and smiles, she is happy now".

Third meeting:

1. All happier now.

2. She thanked for helping get rid of her bullying.

Team 25.22

First meeting:

1. "It's been going awesome".

2. "it was positive and not negative".

3. "it's good in class, but the only bullying I am now getting is out of class in the playground".

4. "now I am really happy".

5. "there was nothing negative, no more bullying, I am happy".

6. "I truly am overly happy that it worked so fast".

7. "they have been sticking to plan".

8. "I think some other kids know now because the whole class is on it".

9. "all of my bullying stopped".

Second meeting:

1. "yes it's good".

2. "I'm not being called names behind my back".

3. "people are not mocking me".

4. "It's fine now and I want to go to class because I am not being bullied anymore".

5. "she's done really well".

6. "people now talk to her".

7. "her attitude has changed"

8. "she doesn't get smart anymore, she ignores people".

9. "the plan has worked".

10. "she's more happy".

11. "she greets everyone".

Team 26.23

First meeting:

1. "good"

2. "excellent"

3. " superb"

4. "the bullying has stopped".

5. "I'm so happy".

6. "It's just going so well and now they're aware of the story".

7. "now the two bullies have stopped bullying, and they're told their friends to back off".

Second meeting:

1. "I think it's pretty easy".

2. "It's just basic things like saying hi and telling others to get involved".

3. "she has changed, not too snappy".

4. "the change has been that if you are friendly to her, she's friendly to us".

5. "if it has not gone for good, it's because she does stuff".

Third meeting:

1. "it has stopped now".

2. "I'm so happy".

3. "I think it's gone long term".

4. "I's a good experience so we know what to do next".

Team 28.24

First meeting:

1. "they started talking to me and not being mean now, they're trying to make friends with me".

2. "S. asks me if I'm alright, if I'm ok".

3. "I'm feeling happy".

4. "N. has been helping me with homework".

5. "they have been helping".

6. "I feel very happy and proud".

7. "they have started to saying by to me".

Second meeting:

1. Team "all worked with eachother, has worked brilliantly".

2. "we were all kind to her".

3. "when she laughs, we all laugh".

4. "we cheer for her when she runs".

5. "sometimes people talk about her and we stop it".

6. "we all share lunch with her under the tree".

Third meeting:

1. "bullying has gone now".

Team 29.25

First meeting:

1. "the bad words are gone now".

Second meeting:

1. "I've been saying hi to her".

2. "she's happy now".

3. "We've been involving her in P.E. now".

4. "when others say things to her we tell them to shut".

5. "It's quick mister".

6. "We've done all the five point plan".

Third meeting:

1. "They've been helping me with my work".

2. "L. has been sitting with me and helping me".

3. "it's changed, better, very well".

Team 30.26

First meeting:

1. "they were all asking me if I was ok".

2. "it's weird because they are treating me as if I's somebody, not nobody".

3. "they are really trying to protect me".

Second meeting:

1. "last week was better",

2. "lots of people are being kind".

3. "it's going well".

Third meeting:

1. "it's stopped in my core class".

2. "people have stopped bullying".

Team 31.27

First meeting:

1. "J. waved at me and I waved back and felt really happy".

2. "they have started to talk to me and it was cool".

Second meeting:

1. "M. came and sat next to me".

2. "I'm trying to talk to people"

3. "I'm being careful about what I say".

Third meeting:

1. "she seems quieter and much happier".

2. "its getting better"

3. "the bulling has died down".

4. "it's way better"

5. "I feel more comfortable around my class now".

6. "I can be myself more".

Team 32.28

First meeting:

1. "It's been pretty good, it's almost stopped".

2. "it's made me feel quite good".

3. "he's been more open to people".

4. "I can finally talk to people".

Second meeting:

1. "we back him up".

2. "he's more open now"

3. "he's keen now to play sports we all support him as a team".

4. "the mocking is gone"

5. "the bullying has gone".

Team 33.29

First meeting:

1. "I don't get mocked as much".

2. "we have done it (the plan) individually, and it's going good".

Second meeting:

1. "The bullying has gone".

2. "I don't get hit, nothing actually".

3. "people have taken a notice of my drawings and that's cool, like inspires me".

Third meeting:

1. "he's talking more".

2. "the bullying has gone".

3. "he's calm now".

Team 34.30

First meeting:

1. "the people in class leave me alone".

2. "H. apologized to me yesterday".

Second meeting:

1. "haven't seen her get bullied"

2. "she's less angry when I talk to her".

Third meeting:

1. "it's alright".

2. "I didn't expect it to work at first because we are all different".

3. "we did the job...It was hard keeping it a secret".

Team 35.31

First meeting:

1. "they've been saying hi".

2. "they've been sitting next to me".

3. "it's definitely better than it was but there is still room for

improvement".

Second meeting:

1. "We've noticed she's happier".

2. "she's fine".

3. "she's all good".

Third meeting:

1. "it's normal, started being all good".

APPENDIX C

INSTITUTIONAL REVIEW BOARD LETTER

Academic Affairs

June 02, 2011   *Office of Academic Research • Institutional Review Board*

CSUSB
INSTITUTIONAL
REVIEW BOARD
Administrative Review
IRB# 10097
Status
APPROVED

Mr. Felipe Barba, Mr. Harpreet Uppal
and Ms. Evelyn Knox
c/o: Prof. John Winslade and Prof. Lorraine Hedtke
Department of Educational Psychology and Counseling
California State University
5500 University Parkway
San Bernardino, California 92407

Dear Mr. Barba, Mr. Uppal, and Mrs. Knox:

Your application to use human subjects, titled, "Undercover Anti-Bullying Teams" has been reviewed and approved by the Chair of the Institutional Review Board (IRB) of California State University, San Bernardino and concurs that your application meets the requirements for exemption from IRB review Federal requirements under 45 CFR 46. As the researcher under the exempt category you do not have to follow the requirements under 45 CFR 46 which requires annual renewal and documentation of written informed consent which are not required for the exempt review category. However, exempt status still requires you to attain consent from participants before conducting your research.

The CSUSB IRB has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. This approval notice does not replace any departmental or additional approvals which may be required.

Although exempt from federal regulatory requirements under 45 CFR 46, the CSUSB Federal Wide Assurance does commit all research conducted by members of CSUSB to adhere to the Belmont Commission's ethical principles of respect, beneficence and justice. You must, therefore, still assure that a process of informed consent takes place, that the benefits of doing the research outweigh the risks, that risks are minimized, and that the burden, risks, and benefits of your research have been justly distributed.

You are required to do the following:

1) Protocol changes must be submitted to the IRB for approval (no matter how minor) before implementing in your prospectus/protocol. Protocol Change Form is on the IRB website.
2) If any adverse events/serious adverse/unanticipated events are experienced by subjects during your research. Form is on the IRB website.
3) And, when your project has ended.

Failure to notify the IRB of the above, emphasizing items 1 and 2, may result in administrative disciplinary action.

If you have any questions regarding the IRB decision, please contact Michael Gillespie, IRB Compliance Coordinator. Mr. Michael Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at mgillesp@csusb.edu. Please include your application identification number (above) in all correspondence.

Best of luck with your research.

Sincerely,

Sharon Ward, Ph.D

Sharon Ward, Ph.D, Chair
Institutional Review Board

SW/mg

cc: Prof. John Winslade and Prof. Lorraine Hedtke, Department of Educational Psychology and Counseling

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APPENDIX D

UNDERCOVER ANTI-BULLYING TEAM FORM

UNDERCOVER TEAM TO COMPLETE	
Agreements reached at meeting:	**Team members participating:**
1.	
2.	
3.	
4.	
5.	
MONITORING	

Developed by Michael Williams, for permission see APPENDIX E

APPENDIX E

PERMISSION

From: Mike Williams <WJM@edgewater.school.nz>

To: 'John Winslade' <jwinslad@csusb.edu>

Cc:

Date: Wed, 07 Mar 2012 14:49:00 +1300

Subject: RE: A detail re UT research

Hi John

I give my permission for any forms I use in the application of the

Undercover Team Approach to be included as appendices in the research

project of Harpreet Uppal, Felipe Barba, Juanita Williams and Evelyn

Knox.

Thanks

Mike.

Ps One unsolicited comment from a person with a medical diagnosis of

ASD and a team running at the moment, "I feel safe in the classroom now.

I don't feel like an outsider anymore".

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