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AN EVALUATION OF UNDERCOVER ANTI-BULLYING TEAMS: PARTICIPANTS' PERSONAL RESPONSES

A Project

Presented to the

Faculty of

California State University,

San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

in

Counseling and Guidance

bу

Juanita Rosalyn Williams

June 2012

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Approved by:

/ Dr. /John Winslade, First Reader

Dr'. Lorraine Hedtke, Second Reader

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ABSTRACT

Bullying in schools is a constant and growing problem nationwide. The effects negatively impact the ability for children to learn. Much of the time allocated for teaching is spent on correcting behavior problems. In response to legislation that prohibits physical abuse and upholds basic human rights, schools have implemented bullying programs, which have produced a great deal of research.

The purpose of this project is to introduce and analyze the outcomes of undercover anti-bullying teams. The data to be presented in this research paper is on the use of these teams at Edgewater College, in Auckland, New Zealand, formed by Michael Williams the head guidance counselor. The data was collected ex post facto through two surveys. Each posed eight questions, stimulating participants to recall and expound on their personal experience. The surveys were completed by thirty-two undercover anti-bullying teams, during their final meetings.

Undercover anti-bullying teams support narrative therapeutic concepts. The aim of the teams is to get bystanders, victims and perpetrator(s) of bullying

behaviors to work constructively together to actively combat bullying and restore relationships.

From the review of the in-house evaluation and survey results, I was able to determine and understand the services provided by anti-bullying teams. These teams care for bullying behaviors and peer relationships in a classroom environment without the usual authoritarian and punitive interference of teachers, other school administrators and school rules, which sometimes inadvertently mimic bullying behaviors. This research paper shows that students' efforts to combat bullying behaviors in the classroom provided the victim, bully and bystanders confidence, security, inclusion and a sense of safety; ultimately resulting in improved attendance, social abilities and academic performance.

However to gather a more accurate overall review of the outcomes of undercover anti-bullying teams research should be continued to answer rather or not the relationships produced by these teams are genuine and a representation of a "normal" developed friendship oppose to a "forced" friendship also what is the impact on school officials ability to teach and provide safety, without having to impose authoritarian power.

ACKNOWLEDGEMENTS

This extension of research would not have been possible had it not been for the admirable work of Mike Williams, head of the Guidance and Counseling Department at Edgewater College in Auckland, New Zealand. His creative proposal, empathetic design, attentive implementation and unprompted documentation of participants' personal experience of undercover anti-bullying teams, motivated the insightful exploration of using non-blaming therapeutic techniques to combat bullying. These teams challenged students, teachers and other school officials to permit and expect students to independently restore relationships and no longer admit defeat and consent to isolation. These teams have influenced respect and care equally for bullies, victims and bystanders. Therefore much is to be extracted from this research that will gainfully assist with the successful design of other bullying programs.

To Dr. John Winslade, Associate Dean of the California State University of San Bernardino College of Education and Professor in Counseling and Guidance program, my professor, mentor, and comrade, I owe the hugest amount of gratitude. His genuine guidance, strong support and unyielding kindness contributed to the esteemed value and vital

gathering of sequential information used in preparation and completion of this project. Further his passion for narrative therapeutic concepts is contagious and has mended many of my emotional wounds, providing me with the strength and desire to help others.

Moreover it was a pleasure to have worked with all those who supported me in any respect during the completion of this project. Dr. Lorraine Hedtke, Coordinator of the California State University of San Bernardino Counseling and Guidance program remained available to assist in any way needed at any time; colleagues, Harpreet Uppal, Evelyn Knox, and Felipe Barba, parallel research backed and extended the delivery of the research found in this paper; as well as the students who actively and voluntarily participated on the undercover anti-bullying teams and completed surveys detailing the impact of their involvement, affording me crucial data referenced throughout this research paper.

Finally, in the words of my mother, "It's amazing what the power of underestimation can do." My mother, Evelyn Williams rebelled against the words and actions of those who summed up our circumstances to firmly equal failure. It is because of her resilient will and unbreakable spirit

that I not only had the opportunity but have taken up each occasion to educate myself and others. It is my hope that all individuals will firmly believe that they have the moral and just right to be treated with dignity and respect at all times and that the acceptance of anything less is viewed as destructive and shown abrupt intolerance.

An interview with a victim of bullying behaviors (see Appendix A), provides details of the long-term effects of bullying. Evelyn Williams opens with:

Today I have a scar under my left eye from where a boy who was bullying me on the play yard in front of our house picked up a piece of pottery and threw it at me hitting me just below my left eye, narrowly missing my eye. Needless to say it was a fairly deep scar. This scar can be seen but the residual emotional scars from the devastation of being bullied cannot be seen but are etched in my memory forever. (Personal communication, April 21, 2012)

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CHAPTER ONE

Introduction

Personal Experience

I am sure it could not have been the first day of school that I became a target of a public display of one child's bullying behaviors, yet the destructive effects and continuous acts, ripped away the confidence I had about myself when I entered the public school arena. I was repeatedly verbally attacked about my physical appearance; which is one of the worst things to be bullied about since features cannot be changed. Therefore I had no escape. Further, the condoning stares, accommodating laughs and loud cheering from bystanders, promoted the continuation and aggressiveness of the bullying behaviors.

It was not long before my behavior in class changed. I went from happy-go-lucky, to unresponsive and alone. I figured, if I did not participate in class discussions and did not make eye contact with any of my classmates, I would go unnoticed by both the students and the teacher.

Eventually my behavior got me in trouble. The teacher took my way of avoiding negative attention to be a clear demonstration of disrespect and ignorance. My report card

was not a report of the work I had done; it was a report of my behavior and participation, because, to the teacher, I was incapable of learning, since all of her teaching efforts were directed towards what she assumed were behavioral problems. Without an easily accessible escape, I was forced to create one to sustain myself academically.

My first attempt to escape was to physically attack the bullies' verbal attacks, which got me suspended from school and a permanent record insisting that I was a violent child. While on school grounds there was never a legitimate reason to hit. Therefore, my violent acts outweighed any non-physical bullying behaviors. When I was a child, the remedy for verbal attacks was to use our words. One of the clever ways to deter bullying behaviors was to sing a saying, "Sticks and stones may break my bones, but words will never hurt me." What gets forgotten in this peaceful saying is that it is all related to physical pain. Of course, sticks and stones can do more damage than words, when you are referring to breaking of bones. What needs to be considered is the emotional damage done by taunting and teasing that may often be as bad as or worse than that caused by someone beating you physically.

My second attempt to protect myself from bullying behaviors worked better. I became a class clown. I figured that making others laugh with me and not at me would shift the power and control the bully had over me and over the responses of others, to me. This behavior resulted in me being removed from class, which seems serious. Yet I was able to refrain from being suspended and I became more popular than the bully, because I was funnier. Today, as an adult, my way of surviving around people is to keep them laughing; as the undying fear created by bullying in grade school is still present. As I mentioned before, I cannot alter my physical appearance. I see a bully, to his or her victim, like a gust of wind that blows a puzzle off its foundation and as it falls it breaks apart and though some of the pieces remain in place, there are many that get damaged, lost or separated, and restoring the puzzle will take time and will never appear the same as the damaged pieces misconfigure the restoration.

Just as the label 'bully', 'class clown' had hurtful meanings too. Class clown is associated with disruptive behavior, lack of impulse control, unintelligence and inappropriate expressions of needs. I found myself in counseling throughout the school year and it was not until

I hit thirty years of age and spent three years in an intensive educational counseling master's degree program that utilized narrative therapy techniques to teach me how to counsel others, that I became aware of who I was and what had been the motivation behind my comical behavior.

I am certain the presence of an undercover antibullying team, made up of bystanders that had the task of
disapproving of bullying behaviors as they arose, would
have provided me with an appropriate escape, as they
modeled ways to deter bullying behaviors. While writing
this research paper, I therefore had a personal interest in
how the participants in the undercover teams assisted with
discouraging bullying behaviors and what they achieved for
the target of bullying and the perpetrator.

Bullying in Schools

Transitions are exciting opportunities for children to learn and grow (Chen, 2008). In a school environment the role of making children feel safe and secure is shared by school officials, parents and children (Chen, 2008).

Schools commonly initiate programs to improve academic performance and to encourage and guide students on how to appropriately engage with one another. These programs

usually promote integrity, school spirit and a sense of belonging. Prior to forming and implementing school programs, understanding the needs of the students should be considered (Milsom & Gallo, 2006). Following should be programs that engage students based on cultural, moral and individual need, in order to enhance awareness, knowledge and acceptance of others differences.

Most schools are comprised by students who are from the same community. Although difference in race, social status, sex, age, ability, physical features, etc. usually students within the same school have alike concerns, fears, and understanding of stemming from the overall community ethical standards. Yet, the obvious differences of abilities, appearance and more can attract a bully's attention. "Disrespectful and sometimes abusive, bullying is one of the many challenges that students face today" (Hall, 2007, p.35).

Training, research, laws and other expressed concerns, triggered by the growing problem of bullying and it's sometimes lasting beyond childhood effects, have not been fully successful at eliminating acts of bullying. Recently pointed out in an article written by Bryan Goodwin, Vice President of Communications at McRel in Denver, Colorado,

and also author of Simply Better: What Matters Most to
Change the Odds for Student Success (2011), were the
results of a meta-analysis of 44 programs to combat
bullying, where less than 19 were deemed effective (cited
by Farrington & Tfoti, 2009).

Efforts to prevent bullying and its harmful effects sometimes unintentionally support or imitate behaviors related to bullying, ultimately sustaining and approving acts of bullying, oppose to the intended goal to combat it. "The usual approaches schools make to bullying behaviors are punitive" (Williams & Winslade, 2008, p.1). The authoritarian role of teachers and other school officials when used in a punishing manner creates an identical position for the child with bullying behaviors as he or she developed with their victim. Further suspension and/or expulsion do not teach or change behaviors; it rids the school environment of a child whose behavior prohibited learning.

However it would be unrealistic to assume or expect all students to get along and form lasting friendships with every child they come in contact with at school; therefore it is important children understand that they will not be liked by everyone. Possessing one or two genuine friends is

more valuable than trying to be popular (Hall, 2007).

Research shows children who bully other children and victims of bullying behaviors share having low self-esteem and depression such that their ability to make friends is impaired (Chen, 2008).

Statement of the Problem

While bullies receive sometimes the harshest of consequences the victim is usually led to believe that they have done nothing wrong, therefore they do not need to change anything; and they are left with anxiety of possible retaliation or bitterness that could turn into rage. In 1999 at Columbine High School in Littleton, Colorado, two students opened fire, killing and injuring multiple students and teachers as a result of the effects of unattended bullying (Maclean's, 2012). Williams and Winslade (2011) assert that "children do not automatically know how to participate in social interaction" (p.12). Statistics show, that teachers and administrators typically see only about four percent of bullying incidents (Kazdin & Rotella, 2009). Many students have been victims of bullying or have become perpetrators of bullying (whether intentional or not) without any form of protection or

discipline. Admission of being bullied or being a bully often entails a situation that has existed over a period of time and the drastic effects of the negative actions have become publicized.

The American Psychological Foundation researchers from the University of Toronto and New York University (2006) found that the psychological pressures experienced by people who belong to socially stigmatized groups interfere with their ability to exhibit self-control when entering a threatening environment or after being made aware of their stigmatized status. Consequently labeling a student a bully or victim can disrupt their established beliefs about themselves. Their responses are difficult to control if they are reacting out of fear, discomfort and isolation, because within those labels is an unfamiliar identity that they must now attach or replace their developed identity with.

Williams and Winslade have reviewed the forces that have kept the behaviors of bullying operational. They identified shortcomings in the many methods used within schools to combat bullying. Undercover anti-bullying teams offer a post-modern method to combat bullying in the classroom, by utilizing the recent post-modern ideas of

narrative therapeutic techniques to target a change in the relational dynamic of students, and not a repetition of it (Williams, 2010). In order to properly establish expectations upon how children are to behave amongst each other in any environment, it is critical that those who commit to performing these tasks continuously assess and consider the background of the children to be exposed to such programs and instructions; because children must be able to adapt their intrinsic behaviors to those being introduced (Williamson & Dorman, 2002).

Undercover Teams

The support needed to deal with bullying behaviors properly to bring about a change in behavior for both the perpetrator and the target through individual counseling is not always feasible (Williams & Winslade, 2009). With lack of time and one counselor per six hundred or more students, programs to combat disruptive behaviors and maintain safe schools are crucial. However in order to maximize them as learning experiences, the programs should include the feature of having students more involved on a participant level.

Mike Williams implemented undercover anti-bullying teams in response to the misunderstood and unnoticed bullying behaviors happening under the noses of bystanders, victims, teachers, other school official and perpetrators. Driven by his belief that children are capable of solving some of their own problems, these teams are made up of a group of peers (Williams & Winslade, 2009). These teams have allowed students to actively display intolerance toward bullying behaviors. The approach is designed to change the bullying relationship without resorting to punishment methods (Williams & Winslade, 2009).

Utilizing the narrative therapeutic approach students take a non-blaming and non-shaming stand on the problem. By separating the problem from the child identified as a bully and only seeing the problem as the problem, the approach encourages the bully to resort to acceptable behaviors (Williams & Winslade, 2009). Undercover anti-bullying teams take place within the school, during school hours, with students either volunteering or being recommended by teachers to participate. Each team has a victim of bullying behaviors and a perpetrator of bullying behaviors as active members. The team works together in the classroom. The undercover aspect is to protect the victim from revenge

(Williams, 2010). Just as a coach stands on the sideline while the team plays and gives signals to correct and instruct their performance, the counselor prepares the team to perform their collective task. The team has meets several times to get details of the type of bullying behaviors they are to contest, and to plan a series of actions to support the target and perpetrator of the bullying behaviors.

Purpose of the Study

The function of this research paper is to exhibit the personal feedback from participants on their experience of participating in undercover anti-bullying teams. Details upon the effectiveness of the teams in combating behaviors of bullying in the classroom will be provided through actual responses of the students on surveys completed by all participants at the end of the last team meetings. Mike Williams, has been using undercover teams to eliminate bullying since 2006, and has facilitated over thirty two successful teams. The surveys were administered and collected by Mike Williams. Other detailed information regarding other aspects of the undercover team meetings will be discussed in additional research by Felipe Barba,

analyzing the reported actions and outcomes of these actions by the teams, Evelyn Knox, exploring the nature of bullying, and Harpreet Uppal, scrutinizing the effects of the bullying on the victims.

The purpose of my study is to consider the feedback provided by each participant as evidence that the undercover team meetings, discussions and synchronized, combined actions of each student to combat bullying during class were effective. While answering attempting to answer the research question: Is there an advantage to the victims, bystanders and bullies to form a team of peers to assist with stopping bullying in the classroom?

Significance of the Project

This project is significant for its potential to speak to the value of the undercover team approach to bullying. It is an approach that offers a possible missing link to the many current and past school programs to combat bullying, by organizing a team made up of a group of peers; which include the bully, victim and their bystanders. The archival data used is particularly valuable because it supplies actual responses of each participant's immediate experience of participation in the undercover teams, from

their individual perspective. The feedback to open ended questions on the surveys unveils the impactful and lasting outcomes students had while in class working together to combat bullying. This research can be used to enhance the efforts of those who have offered or will offer to deliver methods to combat bullying.

Definition of Terms

Bullying. "Is when a student is repeatedly exposed to negative actions on the part of one or more other students" (Olweus, 1999, p.1).

Negative Actions. "A form of physical contact, verbal abuse, or making faces or rude gestures, spreading rumors or excluding the victim" (Olweus, 1999, p.1).

Bully. "Perpetrators of bullying" (Olweus, 1993, p.1).

<u>Victim/Target</u>. "someone who has suffered as a result of the actions or negative attitudes of someone else or of people in general" (Hall, 2007, p.35).

Bystander. "Witness to bullying includes students, parents and teachers that may play an active, if indirect role in encouraging bullying" (Olweus, 1993, p.1)

Undercover Anti-Bullying Teams. "An approach addressing bullying behaviors in a New Zealand high school

by using peer groups relations strategically to interrupt and thwart bullying relations" (Williams & Winslade, 2008, p.5).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Bullying

Dating as far back as 1992 there has been a devastating 250 deaths in schools that were mostly related to bullying behaviors (The Exceptional parent, 2007). The severities of the effects of bullying are sometimes unknown and unmovable. "Students can get bullied due to factors such as race, social status, sex, age, disability, physical features, or being otherwise different" (Hall, 2007, p.35). It is important that all students, teachers and other school staff be aware and intolerant of bullying behaviors, assuming that all at any given time can become a victim or bystander of bullying behaviors.

In America 1 in 10 children is teased, pushed, hit and exposed to other bullying behaviors (Healy, 2012). Bullying that goes without notice and correction can become the platform for emotional problems for all those who are known and unknowingly exposed to it (Rivers, 2012). Anti-social behaviors in children are evident in elementary school and if nothing is done to correct these ill-mannered behaviors then they only become worse as they transition into middle

school and high school (Seifert, 2004). As the bully and the victim become "comfortable" with their unintentionally approved relationship, the undesirable acts from the bully and the ways to escape for the victim become more subtle to witnesses; as "they began to believe that that's life" (Rinaldo, 2001, p.13).

Many definitions of bullying have been derived from research, personal experience or involvement with the act. "Most experts in the field of bullying agree that there is considerable debate on a clear definition for the term bullying" (Boulton, 1997; Crick & Dodge, 1999; Sutton, Smith, & Swettenham, 1999, p.23). The offering of a vast amount of descriptions for what characterizes acts of bullying may be where the real issue for what has attributed to bullying being a continuous school issue. Therefore it is essential to this project that several definitions of bullying be considered to give an indication of the nature of the behavior.

Definitions of Bullying

The most simplest and vague definition of bullying offered is, "bullying is people being mean to others" (Schubert, 2012, p.1). Slightly more specific to bullying

behaviors, The American Academy of Pediatrics (2009) describes expressions of bullying as the spreading of rumors, exclusion, making threats, and demeaning someone.

Dan Olweus (1999), recognized as a pioneer of research on bully/victim problems, sheds some light on when a student is being targeted by bullying behaviors. Olweus defines bullying as "repeated exposure over time to negative actions on the part of one or more other students" (Olweus, 1999, p. 17). Negative actions described by Olweus, are intentional use of threats, teasing, taunting and physical assaults to cause discomfort, possibly ending in physical injury. Backed by a similar definition of bullying, David Farrington (1999) at the Institute of Criminology at Cambridge University defines bullying as an aggressive behavior, characterized as repetitive and the inability of the victim to defend him or herself (cited by Sapouna, 2008). In both definitions bullying is described as a repetitive act. Discovering a bullying relationship between children may be involuntarily fixed by their actions to it from others. Consequently the lapsed time gets bullying additionally recognized as a form of harassment, incivility, egregious behavior (Schubert, 2012).

Perpetrators of bullying behaviors act as though the wellbeing of their fellow classmate (victim) is less important than their need to control and the thrill from having power over someone too weak to fight back (Dombeck, 2007). The excitement or rush from bullying is comparable to those behaviors of child and animal abusers. Some have even gone as far as calling bullying a form of abuse and a narcissistic act (2007). Bullying can range from harmless teasing to harsh physical attacks. Nonetheless acts of bullying are more common and severe than many acknowledge it as, particularly during its initial episodes. Undercover anti-bullying teams consider the lack of awareness and secrecy of bullying behaviors and utilize team meetings to give participants some background upon what bullying is.

Types of Bullying

Types of bullying are expanding. Bullying is no longer restricted to school grounds, for students in the same classroom. Bullying is happening through the use of cell phones, computers, and other electronic devices. According to the National Crime Prevention Council, more than 40% percent of bullying took place online last year (Weir, 2010). The most recent types of bullying that have been

documented are exclusion, harassment, outing, cyberstalking, masquerading, flaming, pseudonyms, and anonymity (Webster, 2004).

Exclusion

Bullying is not always a direct act. Exclusion happens when a child is excluded from a group because of lacking access to what is accessible to others in the group - such as a cell phone (Webster, 2004). When more than one person is attacking an individual, it is sometimes referred to as a 'bully pack' (2004).

Outing

Outing is a public display of another child's personal business (Webster, 2004). For example, a public display can range from forwarding a text message through a cell phone, to passing around a message written on a piece of paper, to posting a message on websites such as Facebook. Facebook supports over 845 million "friendships" (Healy, M. 2012). As the use of technology continues to grow, bullying is now commonly done through cyberstalking.

Cyberstalking

With technology and the lack of awareness of bullying behaviors, children are inventing more ways to bully.

Cyberstalking is bullying that is a form of harassment

which only uses computers, cell phones and other electronic devices to pass offensive messages along (Webster, 2004).

Types of bullying taking place by way of cyberstalking are: masquerading, pseudonym, anonymity and flaming. These types of bullying often happen amongst students on websites or telephone services that offer chatting back and forth with one or more persons that cannot be indisputably identified. The bullies actually pretend to be someone they are not through the use of fake or others' email addresses, instant messaging names, and so on (2004). Flaming is an intense argument in a chat room or other form of technological communication, where the use of bold or capitalized letters are used to convey anger or a hateful emotion (Webster, 2004).

More familiar types of bullying that are exclusive to school grounds and other places where technology does not have to exist to develop a bullying relationship are gossiping, threatening, physical attacks, and taunting (Thompson, 2009). Although national attention has increased regarding bullying it is apparent that is happening all around us, at an alarming rate (Cloud, 2012).

Incidence of Bullying

Argenbright and Edgell (as cited by Milsom & Gallo, 2006) describe four specific types of behaviors that distinguish bullying from horseplay and other similar types of activities between students.

- 1. Physical bullies often hit, kick, or shove others;
- 2. Verbal bullies use words to harm others through name-calling, insulting, making racist comments, or harsh teasing;
- 3. Relational bullies often focus on excluding one person from their peer group and usually do so through verbal threats and spreading rumors; and
- 4. Finally, reactive bullies are individuals who are often both bully and victim. (Beale & Scott, 2001, p. 300)

Intimately linked to these four behaviors are the perpetrator's negative intent, and the singling out of an individual who is incapable of protecting themselves. To be "singled out", per the Webster Dictionary (1991), an individual may often have a noticeable characteristic that is unlike others. Therefore, a student with an exaggerated characteristic of weakness is baited by the student with

exaggerated characteristics of control and need for power. Behaviors that get recognized as extraordinarily different have labels that specify special treatment that implies an existence of unique needs for the issue or illness.

Frankel (1991) suggests that there are many reasons why children bully other children; bullies are aggressive children who are impulsive and do not know how to appropriately interact with other children. Bullying behavior that goes unnoticed puts the child at high risk of inappropriately behaving in their adulthood, leading to bullying parenting styles, and being incapable of keeping a job (Salahi, 2010).

A study of 15,686 U.S. middle school and high schoolaged students revealed that 9% have bullied another child
at least once and 8% reported being victimized by bullying
behaviors (Rivers, 2009). Another study of American schools
showed that approximately 2.1 million students are bullies
and 2.7 million are their victims (Fried & Fried, 1996).

During the same era a study was conducted by John Hoover,
Ronald Oliver and Richard Hazler (1996) with students who
suffered from some kind of abuse during early childhood
showed that 76.8% of them turned out to be bullies in
school.

America is not the only country suffering from bullying. Research commissioned by the Federal Government reported one and every four students in schools in Australia are affected by bullying (Baker, 2007). In 1982 three Norwegian students committed suicide as a result of being bullied (Hurst, 2005). Additional statistics revealed that an estimated 31% of students attending school in England are in fear of, or are involved in, some form of bullying (Oliver, 2011). With bullying affecting so many students directly, a proactive approach to restoring and maintaining safety in schools appears long overdue.

Reasons for Bullying

Olweus (1993) asserts, "There are several common assumptions about the causes of bullying; yet there is not enough supporting evidence to make them facts" (1993, p.2). Many observations through surveys and other kinds of research have seldom proved that children with bullying behaviors, and children who become victims of them, have had exposure to similar parenting styles and other occurrences in their childhood lives.

Fried and Fried (1996) report that "the child who bullies others is affected by many factors best pictured by

what they refer to as the five concentric circles" (1996, p.6). Those circles encompass the individual, family, school, community, and culture. A survey of 11,893 students in grades 5 to 12 in 12 U.S. states discovered that bullies targeted students more often for looks 55%, body shape 37%, race 16%, sexual orientation 14%, family income 13%, religion 12% and disability 8%.

These factors are outside of a child's control. One thing we know from the definition of bullying is that it is a form of aggression used to gain control. In this chapter I will briefly analyze the five concentric circles and how they stimulate bullying behaviors in children. On the following is figure 1. It is a diagram of the five concentric circles.

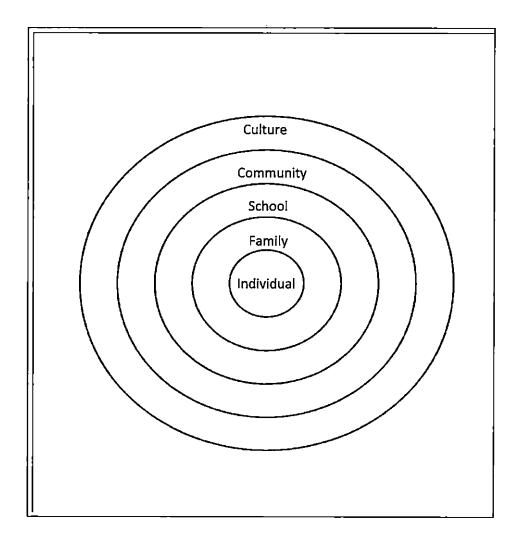


Figure 1. The Five Concentric Circles

Humans are all different in appearance, personality, values and more. Fried & Fried's five concentric circles analyze five areas of a person's life in layers, beginning with the innermost circle, the individual. The individual consists of personality traits (shyness, self-esteem and

assertiveness), and behaviors (aggressiveness, passivity and immaturity). A child's ability to make friends and sustain long-lasting relationships is reliant on the individual, which is influenced by the next layer, the family.

A study involving 666 students (ages 12 to 16) from 14 schools, who had recently reported being bullied or bullying, when compared to 478 students who had no involvement in bullying revealed that bullies were more likely to live in a single parent family, with an extended family member or with foster parents (Rettner, 2010).

Parenting styles and the number of parents in the home have much to do with how a child behaves. There are many parenting styles. Permissive parents set few to no limits for their children, and the lack of boundaries contributes to a child's chances of becoming a target of bullying, as the child does not learn to recognize when enough is enough (Travis, 2011).

Extremely dissimilar from permissive parenting is an authoritarian style. "Authoritative parents are strict, yet allow their children to make age appropriate decisions" (Travis, 2011, p. 2). This type of parenting may be more likely to produce children who bully others. The child

utilizes authoritarian standards to gain control of a situation and, as the child with passive personality traits conforms, a bullying relationship is birthed. Other parenting styles, falling between permissive and authoritarian, are rigid, flexible, abusive and negligent (2011).

Styles of parenting are interchangeable. Instability, such as a one-parent household, loss of job, drug abuse and other misfortunes, carry over into how a child relates to other children (Travis, 2011). Therefore it is assumed that bullying can manifest at any age and, dependent on circumstances, a person can become a victim or perpetrator of bullying and be unaware of how their behavior affects others. I am reminded of the cliché, "Misery loves company." A school with all of the children it encompasses provides an opportunity for children to try out behaviors and develop what works.

The next layer is school. "Schools generate competition" (Olweus, 2001, p.2). Large class sizes, sports and grades all put students into contest with each other. With media establishing what type of clothing is "hip" and what appearance is beautiful, children get in large crowds and base their perceptions of each other off appearance.

While many students are unable to keep up with the latest fashion, or are not "good looking", "smart", or suffer from other physical disabilities, insecurities are formed.

Research advises that children who bully and those who are victims have in common poor self-esteem and lack confidence (Olweus, 2001). "Normal" children feel low self-esteem at a rate of 1%, whereas bullied children report feelings of low self-esteem at approximately 40% (Abel, 2007).

Teachers and school administrators often refer to student's behaviors with names or labels, such as 'bully', or 'class-clown'. Such a description of a child, with the authority of teacher or other school administration backing it, can lead to the child internalizing the description and acting in such a way that proves the description true (Williams & Winslade, 2012). In the 1930s, linguist Benjamin Whorf proposed the hypothesis, that words we use to describe what we see aren't just idle placeholders — they actually determine what we see" (cited by Alter, 2010, p. 7). The chosen disciplinary action meant to disapprove of the behaviors unintentionally approves of the behavior as school officials mishandle their own aggressive behavior (Alter, 1996).

The community layer of the concentric circles "is where the individual, family and school are located" (Fried & Fried, 1996, p.8). Economic circumstances, geographical location, community attitudes and the quality of social service agencies all influence what is acceptable and unacceptable (1996, p.8). What is and is not acceptable makes for the culture that is present in the community. It is made up of families, schools and the individuals residing in it. Culture, being the last layer, is ultimately the deciding factor for what behaviors are considered bullying (cited by Alter, 2010). Therefore, it is not surprising that bullying goes unseen by teachers and other school administrators at a higher percentage rate than by children, because teachers usually live in different communities than students, which may have different descriptions of bullying behaviors. "Relational aggression tends to be less obvious, more subtle, "(Weir, 2010, p.6).

Peer Relationships and Bullying

"Children's ability to develop positive peer relationships is critical to their well-being," says researcher Clark McKlown (2010). Children who are socially

rejected are at higher risk for being targeted by bully's (Docksai, 2010). Definitions of bullying all clearly indicate a witness is present who identifies behaviors associated with bullying. Witnesses to bullying play a role in either prolonging the act or stopping the act, whether they know it or not. Witnesses can include teachers or other school officials, bystanders, bullies and their victims (Rivers, 2009). Each type of witness views and is affected by bullying in different ways:

Victims

Victims of bullying behaviors suffer the most. Many victims of bullying are different in appearance or ability and already have a hard time making friends, due to their evident difference (2009). Therefore, being a victim of bullying is to have what makes a child embarrassingly different from others who either have succeeded in hiding the difference, or have never felt any rejection due to this difference.

Bullies

Students who bully other students are aggressive and view violence as an appropriate way to interact (Sandy & Meyer, 2000). Children who display bullying behaviors are said to have emotional scarring similar to victims of

bullying. Many bullies have low self-esteem and lack nurture from family and earn respect and love by becoming popular through making fun of others (Caldwell, 2012). A study found that 60% of children who bullied, by age 24 had at least one criminal conviction (Rivers, 2009). Furthermore, bullies who make it to adulthood without true reconciliation are at high risk of becoming high school dropouts and alcohol and drug abusers (Kasier & Rasminsky, 2003).

Bystanders

Bystanders, also called passive witnesses to bullying, take an active part in preventing or encouraging bullying behaviors (Rivers, 2009). There are many reasons why bystanders do not get involved in any way with bullying behaviors. Usually students who are indirectly involved are in fear of becoming a victim of bullying and view the known victim as a scapegoat (Rivers, 2009). This suggests that bystanders have similarities to victims of bullying and, therefore, do not know how to help a person out. They may be potential victims of bullying that just have not yet had their difference publicized.

As the perpetrator comes to realize how their power and control works, and that nothing is being done to

counteract it, the bullying can become habitual (Watkins, 2007). Eventually the repetitiveness of these bullying behaviors, with time, becomes a part of that child's selfreferenced identity as he or she begins to feed off the attention and rewards in response to the behaviors. Additionally as the "bully" and "victim" come to understand their relationship to one another and how it differs from other surrounding friendships, an unconscious application of the characteristics related to bullying behaviors and a target of bullying behaviors will play a part in how they express and view themselves in school. Considering that the average student receives their instructions on how to behave in school from an adult who has not been in a K-12 grade atmosphere in a decade or more, the lessons passed down to prepare a child for the situations they will face in today's school environment often lack some relevance, as generational gaps, along with other factors, impair the legitimacy of the lessons. Typically, students who are being bullied are influenced to avoid trouble by informing an adult, walking away, or appropriately defending themselves (Kilpatrick, 1992).

Yet, contradictory to the above advice are those lessons taught to children before entering school. Many

toddlers, as they begin to make friends and have "baby issues," are discouraged by parents and caregivers from being a "tattle teller". As they grow, children are commonly given instructions not to tell an adult when faced with a problem involving a peer, but to solve their own problems and work out their differences. If a child is successful at properly solving their own problems, they are viewed as mature and smart (Kilpatrick, 1992). Need for assistance from an adult for "baby issues" is made to seem unnecessary or ridiculous. Ultimately, the purpose of these lessons is to give a child the ability to protect him or herself from being a victim of another child's ill-mannered behaviors and to independently problem-solve.

Traditionally, responses to bullying behaviors are directed towards changing the behavior of the bully and do not give any attention to the possible hurt the victims and bystanders have from withstanding the negative acts for an unknown period of time (Williams, 2010). Without a clear reason for why each child bullies and how they hook up with their victims, sustaining a bullying program in schools to properly combat bullying behaviors has become a continuous hit and miss process.

Often rewards are received by students who academically perform well and are athletic; this special attention can clandestinely support bullying behaviors (Frankel, 1999). Constantly celebrating the same kinds of achievements that only apply to certain students separates out the other group of students who are not doing so well academically. This failure to create an atmosphere of inclusion, ultimately teaches students that they are very different and that not all differences are to be respected. Many approaches to stop bullying have come and gone. Although some have stayed around, they often fail to offer a fair system that involves caring for all that are indirectly or directly affected by bullying. To close this gap schools in Germany, the Netherlands, Colombia, the United States, and other countries have incorporated SEL into their curriculum (Docksai, 2010). In 2008, forty Los Angeles schools implemented a Second Step Model School Program, which sets aside time during the day for teachers to instruct students on empathy, emotion management, problem solving, and cooperation, resulting in a 30% increase in academic performance and 45% reduction in violent behavior (2010, p.12).

Types of Anti-Bullying Programs in Schools

School officials are expected to take disciplinary actions when the behavior of a child becomes disruptive (Wolf, 2008). The objective of the disciplinary action is to properly fix the problem, and act as a warning to students not involved that such behaviors are unacceptable. "At many schools, mandatory presentations about diversity and tolerance serve as 'preventive efforts,' but awareness does not translate to ownership" (Schubert, 2012). Bryan Goodwin, Vice President of Communications at McREL in Denver, asserts, "To date, most anti-bullying programs have produced disappointing results" (Goodwin, 2011, p.1). Many ways to successfully end bullying have been attempted over time, and although they have been sometimes successful, the fix is often temporary, as stories of bullying and the emotional harm it causes continue to emerge. School officials and community programs have used countless techniques to resolve the issue of bullying. For example, Palms Middle School located in Los Angeles, California, has made such efforts through the Education and Action program that attempts to educate students, parents and teachers about bullying and cyber-bullying and then advocates that

when one is made aware of bullying taking place, immediate action is to be taken to stop it (Los Angeles Unified School District, 2011).

The target of bullying is often described as reacting very emotionally to teasing, threats and/or physical aggression (Kilpatrick, 1992). This label does not encompass positive characteristics. Researcher Dan Olweus states that victims of bullying behaviors often do not report bullying, because asking for help makes them feel, and possibly appear to others, as a failure, stupid, and unlikable (Olweus, 1993). These feelings could be directly related to the idea that "tattle telling" is frowned upon. Further hindering the accuracy of lessons on how to behave and defend oneself in school possibly falls directly on the students. School officials set rules and regulations to ensure the safety of all members of a school community but it is mostly the students who test boundaries and break rules. It would be unreasonable not to hold students in some way responsible for the wrong in an environment that they ultimately populate and create. It has, therefore, become common to combat bullying by passing laws and instituting rules and regulations against it, such as "Health Behavior in School-Aged Children 1997-1998",

sponsored by the World Health Organization and administered in over thirty countries (Dulac, Hartman, Matuz, Rodgers et al., 1997).

The ideas of what are acceptable and unacceptable behaviors are produced by the culture of one's environment and not by nature; as parents, school officials' and others' decisions about what is good and bad get impressed upon students as they navigate their way through childhood with the guidance of authoritative trends (Kilpatrick, 1992). It is possible that bullying behaviors are cultivated by parents and school officials as they exact retribution, using tactics that model bullying or as their lack of awareness tacitly consents to bullying.

"Many schools use programs that were created and used in other schools" (Milsom & Gallo, 2006, p.12). These programs may lack the support of the culture of teachers and students, because they are not fitting for the environment that they are being used in. The U.S department of Justice has identified all schools to have a "bullying pandemic" (Maclean, 2012, p.4). Statistics have proven that that 160,000 children in the Unites States alone miss school as a result of being bullied (The Exceptional Parent, 2007). This bullying plague has prompted the

president Barack Obama to take action. Recently he led a anti-bullying conference at the White House (Maclean, 2012).

The pressure for schools to utilize other systems besides what is already in place is rising, and understanding the student body before introducing a program falls in line with the current 'No Child Left Behind Act'" (Milsom & Gallo, 2006, p.13). The city of Ontario recently introduced legislation to rid schools of bullies. This legislation insists that students are to encourage tolerance, imposes reporting requirements and sets suspension and expulsion consequences for students caught bullying (Maclean, 2012).

However it is not just the act of bullying that is the root of the problem; it is the time it takes to discover the act that produces the lasting effects. With immigration and more and more babies being born in America, the population is growing fast (Pear, 1992). Typically a school classroom has no more than twenty students, yet, in order to accommodate the larger than anticipated population, class sizes are increasing. Students in the same grade are usually of similar age, development, and maturity. Labels validate treatment differing from others with similarities.

Possibly the uniqueness of sharing exaggerated characteristics for these students are what gravitates them toward each other, forming a countering "friendship."

Studies indicate that twenty per cent or more of all students are in fear that at some point during the school day they will have problems with another student (Fuhrer, 2008). "It's not surprising that bullying is high on the list of problems to be addressed" (Fuhrer, 2008, p.1). It therefore follows that: Effective programming must begin with teacher attitudes and behaviors" (Seifert, 2004, p.186). Teachers and other school officials set the standards for what behaviors are acceptable and unacceptable.

Studies have shown that teachers need no less than twenty hours of training to learn how to intervene and instruct children with behavioral problems (Hoover & Oliver, 1996). In the effort to provide a safe and secure school environment, many programs to combat bullying have been implemented over the years. Schools have used drama, suspension, counseling, training and other clever programs to combat bullying. Amongst these programs is BNCs (Ballet Nouveau Colorado) "Ugly Duckling Anti-Bullying Program" (2008).

Drama is used to engage the often-wandering minds of younger students. This ballet was done in an elementary school for a hundred students. The ballet portrayed a person who was perceived by others as ugly and it showed how the person was mistreated. Then it was re-enacted to show how children could have acted to create a positive environment (Ballet Nouveau Colorado, 2008). The dance clearly included a demonstration of appropriate behaviors, which is vital, because consequences such as suspension fail to provide an alternative way of behaving. "Children do not automatically know how to participate in social interactions" (Williams & Winslade, 2012, p.12).

As students mature and name-calling and other forms of bullying continue from elementary to middle school, antibullying programs have to get craftier about what tactics to use to combat such behaviors. Anti-bullying programs and the curriculum meet in the bullying-proofing guides offered by Garrity, Jens, Porter, Sager and Short Camili (2004). This program is divided into three manuals and utilizes the strengths and skills of the people who play central roles in the students' lives. Taking into consideration the teachers and other role models' attitudes and behaviors, this program eliminates biases, discrimination and other

mind-sets that add to sustaining or model bullying behaviors. This idea refutes aim and grounds of "Zero Tolerance" policies and codes of conduct.

"Zero Tolerance" policies and codes of conduct do not favor the victim over the perpetrator when it comes to violent acts. "It says that with any violent encounter between two people, both will be punished or suspended or expelled, judging both parties to be at fault" (Belt, 2011, p.71). Such an approach has many problems when considering previous research and statistics presented in this research paper on victims of bullying behaviors already having a hard time reporting bullying. Such an immediate and severe consequence may add to the fear victims already have about alerting someone due to knowing that they too will have the same consequences as the bully. Further bystanders and teachers may not be so quick to report the act of bullying once they become aware of it due to the severity of the consequences not fitting the act. "Teaching that every incident of bullying is intolerable and requiring schools to investigate each alleged act simply increases the hostility and escalates the bullying," states New Yorkbased psychologist Israel Kalman (Maclean, 2012, p.4).

Michael Williams, the Guidance Counselor at Edgewater College suggest that some previous approaches to bullying behaviors focus on changing the school system and not developing positive relationships (Williams, 2010).

Applying narrative therapeutic practices through the use of his undercover anti-bullying teams trains students in conflict resolution and mediation. Undercover anti-bullying teams will be discussed further later in this chapter. I think it is important to firstly provide a background of narrative therapy approach to behaviors.

Narrative Therapeutic Approach to Bullying Behaviors

The undercover anti-bullying teams approach is rooted in the principles of narrative therapy (Winslade & Williams, 2012). Its motto being: "The person is not the problem, the problem is the problem" (Morgan, 2000, p.3). Recognizing the power of stories in people's lives to have meaning; which re-establishes what has been lost in what is called a 'problem story,' narrative practices consider the person to be the expert of their life (2000).

Frequently, when a problem arises, there is no effort to recapture the tranquility that existed prior to the

disruption. Instead, when a problem arises, the problem gets saturated with attention, making it the dominant story. A dominant story is a story that is being created and sustained within the larger cultural contexts of a person's life (Morgan, 2000). These larger cultural contexts are not neutral or passive. Rather, the common ways of thinking and believing as to what is normal or right in that context are very powerful contributors to the creation of dominant stories (2000). All too often, people allow present circumstances to dictate their next move, instead of recapturing those strengths and abilities that disprove the misrepresentation of a phase or period in their lives that calls for a reaction possible owed to disparity. Narrative therapy utilizing the client's perspectives as they re-story their experiences, holds that embedded in them is a revision of what currently seems to be unmovable truth (Cowley & Springen, 1995).

Most schools provide some type of counseling on site. The title "counselor" means that the person has an innate passion for helping reduce the mental and emotional suffering in others (Chen & Giblin, 2002). School counselors particularly have the task of assisting children with any issues that interrupt their ability to learn. Most

students become vulnerable and struggle to share their feelings especially when struggling with labels such as bully or victim that cause feelings of embarrassment for seeking or receiving help (Warren, 2007). Once the child takes the opportunity to express their feelings, the counselor from the narrative therapeutic perspective should perceive the child as the expert of their own life and capable of recapturing their identity through telling stories of their experiences which identify other characteristics that are contrary to bullying behaviors (Morgan, 2000). This is referred to as an externalizing conversation.

Externalizing Conversations

This type of conversation allows a person to take a position/stand on the problem story (Morgan, 2000). As the "bully" is immersed in storytelling, references to what is referred to as an alternative story are celebrated and the child is invited to elaborate on how these stories counteract bullying behaviors.

An example of a possible externalizing conversation between a counselor and student:

Counselor: "When bully is present what happens?"

Bully: "I tease Sally."

Counselor: "Does bully only tease Sally?"

Bully: "Most times."

Counselor: What is it about Sally that bully likes or

dislikes?

Bully: "It likes to watch Sally change her seat every

day to avoid it."

This way of caring for the problem allows the damaged identity of the person to be attended to, as the harmful label is subtly detached. Lived experiences of the student, known as the unique outcome, contradict the problem story. Strengths and abilities that were concealed by the deceptive label are thus revealed and re-explored. These can now be used to remove the dominance from the story told by the label and apply it to the story that they know of and are proud of about themselves (White, 2007). Their identity is no longer reduced to labels/totalizing descriptions.

Alternative Stories

Alternative stories are those stories that challenge dominant stories and restore an individual's identity and come to dominate over the problem story (Morgan, 2000). An opening to an alternative story should trigger curiosity in

a counselor. The counselor should ask guestions that explore how this "bully" or "victim" was able to do those things that are outside of the story of a bully or victim. The problem is talked about in the third person. This separates the child's identity from the problem (2000). These questions deconstruct the totalized identity within the labels "bully" and "victim." Totalized descriptions dismiss the complexity of an individual and insist that the label gives a true and full description of the child in every area of their life (Morgan, 2000). Often the child will adopt these totalizing descriptions, unconsciously choosing to use the label-related characteristics over those that the label does not reference. This is why narrative therapy invites the client to name the problem (dominant story). This simple naming of the problem is huge for the client who sits with labels that were involuntarily accepted. The client, by naming the problem, has already begun to remove the identity the label has obligated him or her to adopt. Just as in any relationship, counseling has stages (Chen & Giblin, 2002). As the relationship between the child and the counselor grow and the conversations deepen, within the personal accounts of a child are alternative stories. An alternative story evolves like a

plot in a novel (White, 1999). Narrative conversations seek to bring in alternative stories, which refute that a person is only capable of behaving like a bully or victim in all situations or areas of their life.

Morgan (2000) states the following:

Narrative therapy seeks to be a respectful, non-blaming approach to counseling, which centers people as the experts in their own lives. It views problems as separate from people and assumes people have many skills, competencies, beliefs, values, commitments and abilities that will assist them to reduce the influence of problems in their lives. (p.3)

Labels/Totalizing Descriptions

The cognitive effects of labeling began with researcher Benjamin Whorf in the 1930s, when he offered a hypothesis stating that the words we use to describe what we see are not just idle placeholders. They actually determine what we see (Alter, 2010). Labels are not like "nicknames." Nicknames are given to people based on distinguishing individual features. Labels on the other hand are used to categorize people, removing individual capabilities. Labeling also defines how one should be treated (Smith, 2005). Labeling a child a bully or target

of bullying categorically entitles him or her to act in relation to those behaviors associated with the label. Therefore, identifying a child as a target of bullying reduces him/her to only being capable of acting weak or helpless, and others are expected to react by showing sympathy or being helpful. The child labeled a bully is seen as only capable of being mean, controlling and impulsive and others are expected to respond by showing acts of intolerance, or by being afraid. The bully and the target ultimately are left with no escape from these damaging behaviors. Just as in any bad relationship that is held together by defeat and power, the emotional effects interrupt other areas of the individual's life. Totalizing descriptions are defined as descriptions of people that constrict them to a single dimension that reportedly captures their identity (Winslade, 2007).

Totalizing descriptions can invalidate what people give value to and what might be sustaining (White, 2007). A label such as "bully" and "target/victim" are influential; because buried in their meaning is deception; which leads to false identity that overshadows other characteristics of the individual. Reactions toward that person are even more influential when they are formed by the routine responses

to the label, not to individual needs. Ultimately the bully and target may refer to totalizing descriptions of these labels, when describing his or her own life experiences (White, 2007). For example, a target of bullying behaviors may not do well in math, and will describe themselves to others as "afraid of math," instead of saying, "I need help with math." Such a description implies that they feel defeated, which again goes hand-in-hand with the definition of bullying that generalizes a target of bullying behaviors as having the inability to defend oneself.

Watkins (2007) stated the following:

Bullying behavior harms both the victim and the perpetrator. If a child experiences chronic intimidation, he or she may learn to expect this from others. He may develop a pattern of compliance with the unfair demands of those he perceives as stronger. He may become anxious or depressed. Finally, he may identify with the bully and become a bully himself. (p. 24.)

A hypothesis can be made asserting that school official's use of controlling consequences reconstructs what is being corrected, thus generating a never-ending battle against bullying. This model of punishment has

continued to be accepted across the world and has yet to bring about a solid fix for bullying relationships. Yet, with very few modifications, the same policies and regulations are administered year after year. Studies show that bullying Therefore offering prevention and intervention programs at this grade level are crucial (Milsom & Gallo 2006).

Tolerated Behaviors Towards Bullies and Victims

Omitting the complexity of an individual and replacing it with the opinions and reactions commonly associated with "bully or victim," allows the tolerating of cruel countering behaviors from others; which are replicas of those associated with bullying behaviors and targets of bullying behaviors, in hopes to correct the behavior. As the initial development of a bullying relationship goes unnoticed for that mysterious period of time, the intensification of it when noticed produces critical disciplinary actions that bring about the quickest resolution. The offender is isolated from the context in which the offense occurred and then suspended from the school (Winslade & Williams, 2011). No defined lesson is

taught to the victim, bully or bystanders. Unlike school officials whose lack of awareness permitted time for the bullying to intensify, students are expected to immediately be aware of the reasoning and lesson embedded within the consequences.

Further built into each school rule and regulation is restoration or maintenance of a safe school environment, which does not necessarily include the best interests of the students that occupy the campus. The offender is mainly made to accept responsibility for violating school rules which harm the safety of the school and disrupt class time. Consequences need to invite those involved to address the harm done to a relationship by a problematic behavior (Williams & Winslade 2011). Addressing the label which is a false identifier is a temporary fix, because fear of punishment leaves the bully powerless and, once the spotlight dims, another victim or the same victim is targeted again by the bullying behaviors that the consequences failed to correct.

Attempts to mete out "justice" in a retributive model (Zehr, 1990) commonly involve the identification of a perpetrator and a victim, the isolation of the perpetrator and the application of a punishment by school authorities,

effectively using the power of authority (what Bourdieu & Passeron, 1977, might call "symbolic violence") to stop the bullying by overpowering it. Such methods restore the "proper" authority of the school administration and render illegitimate the power exerted by the person identified as "bully."

What might be less obvious, however, is that internalizing problems also predict increases in peer victimization over time (e.g., Boivin et al., 1995; Egan & Perry, 1998; Hodges et al., 1999). In response to the shortcomings of previous approaches such as "Zero Tolerance" policies and conduct, Williams and Winslade (2009) employed undercover anti-bullying teams. These teams challenge students to step out of the familiar bully, victim and bystander roles and step into roles that utilize verbal expressions of intolerance toward bullying behaviors (2009). This display of intolerance of bullying on behalf of the target of the bullying behaviors, not only constantly lets the bully know what behaviors are unacceptable, it also provides lessons to the victim on how to appropriately stick up for him or herself and that they are capable of doing so; which can be seen in the actual statements of participants in chapter four.

In the effort to reduce bullying and increase supportive relations amongst students in the school environment, many approaches have been attempted, as it is in the school's best interest to reduce bullying to increase academic success. The successful approaches either created other issues or did not have enough impact that bought about any significant change. Schools have put on plays, have invited motivational speakers on campus, have put rules in place against bullying, and more in hopes to improve awareness of bullying behaviors and ways to combat bullying behaviors (Milsom & Gallo, 2006, p. 16). Although these efforts seem to address behaviors of bullying appropriately, they often fail to last.

This chapter has so far focused on the existing literature about bullying behaviors, the effects of labels, and problems with existing bullying programs.

It remains to outline the development of a restorative approach to combat bullying through using undercover antibullying teams.

Undercover Anti-Bullying Teams

When a child steals or damages a toy or piece of

clothing the parent or caregiver's first reaction is often to have the child apologize and if possible replace what was stolen or damaged (Frankel, 1999). Although a toy or item of clothing may not be able to be replaced in its original form, an extra chore or payment equaling the cost of the item will suffice. Generally upon noticing a behavior has escalated to the point of disrupting the teachers' ability to teach a lesson and harming other students' mental or physical states, an immediate school rule is applied to isolate the disruptive child (Williams & Winslade, 2009).

Isolation, however, only temporarily removes the perpetrator. The teacher is left with a class of students who also were affected by the ill-mannered behaviors.

Therefore the lesson may not be fully comprehended, as students now have fears, thoughts, and other emotional reactions that are ignored. Further a child's open expression of feelings in the classroom adds to the disruptive behavior and is therefore quieted in order to continue on with the lesson, because in the teacher's eyes the real problem is gone. Bullying has been identified, the bully was removed and punishment was given (Williams & Winslade, 2009).

The victim and/or bystanders expressed concerns often get treated as gossiping, and making too big of a deal out of the issue that school rules have, in school officials' eyes, swiftly fixed. The victim is seen as unreasonably complaining, over-reacting, un-satisfiable and lacking the ability to move on. Instead of utilizing retributive punishments, an attempt to replace what was lost may provide a way to have all those involved participate in making relationships right (Williams & Winslade, 2009).

Restorative techniques are widely utilized in New Zealand schools with students. Although students may be suspended, upon returning, a restorative conference has to be completed. This process invites most all of those whom were in some way harmed by the perpetrators misconduct (Williams & Winslade, 2009). When a child has been allowed to bully for an unknown period of time, those affected by it are usually more than just the victim. The victim's parents, classmates, teacher and others may have been affected as well. Restorative conferencing allows the bully to hear how their behavior has caused injury to others and realize that bullying is hurtful possibly beyond their prior understanding. This discussion brings about a forward

move and a conversation that secures a better future (Williams & Winslade, 2009). The undercover teams approach is not the same as a restorative conference but is based on the same principle of setting right the harm done by the bullying, rather than resorting to retributive punishment.

Mike Williams, implemented undercover anti-bullying teams at Edgewater College in Auckland, New Zealand. The term 'Undercover Team' came from Bill Hubbard (2004) as an application of the 'No Blame' approach to bullying created by Robison & Maines (1997) and used in many countries (Williams, 2010). The teams are formed and engaged in and outside of the classroom. There are five distinct phases: valuing the victim, recruiting the team, creating the plan, monitoring progress, and celebrating success (2010).

Valuing the Victim

Once the bullying is exposed the victim is invited to share his/her story with the counselor. While the victim is sharing her or his experiences of bullying, its effects are being deconstructed and the victim is then asked to co-construct an undercover team that is made up of the two students who are responsible for the bullying and approximately four other peers who do not bully and do not currently have any issues with bullying (Williams, 2010).

Those team members, who had before been dormant bystanders, now have the task of influence and redirect bullying behaviors.

Recruiting the Team

The first team meeting is the next school day. The team is to be serious and listen to the bullying story that was the grounds for the need of the team in the classroom (Williams, 2010). Although the victim is not telling the story the counselor shares the story using the victim's own words, while keeping the perpetrators anonymous. "The explanation has the effect of protecting the victim from potential recrimination or revenge-seeking by the bullies because they would not be 'outed' or blamed" (Williams, 2010, p.8). Each participant was made aware that their efforts at the end of the meetings would be rewarded. The reward was a food voucher and a signed principal's certificate for their secret agency (2010).

Creating the Plan

Once the participants have been made aware of what type of bullying behaviors they will be dealing with, it is time to come up with strategies to combat them. Phase three involves developing a five point plan to counter the bullying and its effects (Williams, 2010). Michael Williams

states that to stretch the minds of the participants he uses the 'miracle question' (de Shazer, 1988). "If a miracle happened for the victim overnight while he/she was sleep and when he/she got to school, the bullying had completely gone, what would be different?" (cited by Williams, 2010, p.8). The team is then to offer ideas and opinions upon what their goal is for the victim.

Monitoring Progress

After the team has had the chance to exercise their tactics to combat bullying in the classroom, the victim meets with the counselor to provide feedback. The counselor asks a series of questions to gain insight on how the victim feels the team is helping. Ultimately it is the victim who decides if the bullying has stopped (Williams, 2010). After a couple more days go by, the counselor will invite the victim again to discuss how the bullying is going.

Celebrating Success

The team is called to a final meeting; which is taking place two to three weeks after the first meeting. This meeting is different in that it is a 'Celebration of Peaceful Relationships Party' (Williams, 2010, p.10). The team is provided with feedback, offered the opportunity to

share their experiences, each member is thanked and awarded for their efforts to combat bullying behaviors. Before the participants return to class, each one is asked to complete a survey for research purposes (2010).

In chapter four you will find a complete analysis on all those students who completed the evaluation forms. The data will provide the personal accounts of each participants experience while assisting someone caught up in bullying or being the victim the team was put together for.

Provided evaluations of the thirty-two undercover anti-bully teams conducted by Mike Williams, it is evident that undercover anti-bullying teams work for several reasons, those being:

- 1. The teams are backed by school authorities such as teachers, counselors and other school staff; yet it does not involve the usual dictatorship assertiveness. This is avoided through counselor supervised team meetings; which offer strategic planning for how to care for the bully and victim while in class.
- The victim has a chance to speak with the counselor before electing to be a part of an

undercover team. Once showing interest the victim then is put into a leader role. It is not the teacher, peers or counselor who decides if the bullying is being cared for in a way that enhances or creates a safe environment.

3. Unlike other bullying programs or rules the bully is taught acceptable forms of socializing within their peer group, oppose to being isolated.

In the next chapter are the actual responses from the participants of undercover anti-bullying teams implemented at Edgewater College in Auckland, New Zealand. In the short accounts of their personal experience are significant descriptions of established friendships, happiness, safety and more all owed to peers working together to create their desired class room environment.

CHAPTER THREE

METHODOLOGY

Introduction

The data presented is evaluation research about an experimental intervention collected ex post facto. This method was the most efficient as the data analysis for this particular project was done after the actual thirty-five undercover anti-bullying teams were completed in full. The data was initially collected by the guidance counselor, Michael Williams, at Edgewater College, located in Auckland, New Zealand, who distributed the surveys to participants during the last team meeting. I did not in any way take part in the collection of any data and therefore the presentation of it is as secondary data. Using secondary data provided an unusual advantage of having a developer of the narrative therapeutic concepts supporting the format and process and participating in how the data was collected.

How Data Was Collected

Beginning in 2006, Mike Williams began forming and placing undercover anti-bullying teams in Edgewater

College. During the final meeting of each team, a survey was given to each student. The survey instrument collected a mix of quantitative data and qualitative research data that could be used for more general purposes. The data collected was intended at the time to track the success of the individual teams for local purposes within the school. The data presented in this research paper took place after the original evaluation took place. It is thus considered to be research taking place after the fact, which made an ex post facto research design necessary.

The results might not prove or disprove definitively whether or not undercover anti-bullying teams cure students of bullying behaviors. But the aim of the study is to look for indicators of success. Therefore the assumption was that there would be value in taking the results at face value. With that in mind, the results have a degree of objectivity and can gesture toward the value or otherwise of the approach. They can also inform further investigation into how to stop bullying.

How I used the Secondary Data

I received Xerox copies of 165 completed surveys. The surveys were numbered in order according to how many teams

had taken place. There were approximately five to seven members per team. Although each team contained at least one victim and bully, it could not always be determined through the responses provided by the participants on the surveys, which was the bully.

For each question, I categorized the responses based on similar or re-occurring wording or implication, such as "help". Responses were sorted into these categories and reported in chapter four in the participants' actual words. Percentages were calculated for each category of response. Taken together, these responses helped address the research question: "Is there an advantage to the victims, bystanders and bullies to have a team of peers to assist with stopping bullying in the classroom?"

Participants

All participants range from ages thirteen to sixteen and are students at Edgewater College, a high school in Auckland, New Zealand. In accordance with New Zealand law, no specific parent permission was needed for the consent of each participant to participate in the undercover teams.

There were a total of thirty-five undercover teams formed and data in this research paper is from thirty-two

of those teams. Approximately 165 victims, bullies and bystanders gave personal accounts of their experience as a participant, which were reviewed and analyzed in the display of data in chapter four. There were twenty-seven surveys received from those who had been victims of bullying behaviors and 138 for those who had been either perpetrators of bullying behaviors or bystanders to bullying behaviors. However all participants did not complete each question on the surveys, therefore the data presented is only for those questions that were answered.

Edgewater College is located near the Tamaki Estuary in Pakuranga, in the city of Auckland and the country of New Zealand. Auckland has the highest urban population in this country. According to the Ministry of Education of New Zealand, as of June 2011, there were 538 operational primary and secondary schools and 259,000 students. Edgewater College is the home school to an estimated 900 students (Education counts, 2011).

From the 2006 census data the school's socio-economic rating is decile 4. Deciles of schools range from 1 to 10 and are based on the specific communities' socio-economic status. Decile 1 schools are located in very poor communities. Decile 10 schools are located in very wealthy

areas. Deciles between 1 and 10 are numbered accordingly.

Although the gender of the students is not provided on the surveys, it can sometimes be deduced from the participants' responses that many of them were possibly female. The undercover teams are deliberately set up to include both males and females. However it is unknown how many boys versus girls were involved in the teams.

Therefore gender analysis is not part of the study.

Furthermore none of the actual names were transcribed in the data analysis, 'Victim X, Y or Z' and Participant X, Y or Z' was used in place of the students' actual names.

Participation was voluntary. Participants were nominated either by the victim of the bullying, a teacher or other school official. Each undercover team member was selected by the target of the bullying and their selection was endorsed by their classroom teacher. Team members participated willingly and were rewarded for their efforts by receiving a certificate from the school principal and a food voucher from the school canteen at the successful conclusion of their team's activities.

Instrumentation

The complete survey documents can be found in Appendix B. Surveys were given to and collected from participants immediately following the completion of the final meeting of the team. This method was used to collect the immediate personal reactions to the effectiveness of undercover antibullying teams. The surveys were created by the school counselor, Mike Williams. Each of the surveys were made up of eight questions and were divided into two: one was given to those participants who were on the team to combat bullying (including the ones who had been doing the bullying) and a separate survey was constructed for the target of the bullying. The content was essentially the same in both surveys but the language was shaped to be relevant to the target in one case and to the team members in the other case.

Although many other research methods could have been used to gather data, a survey was selected because it was most important to Mr. Williams to gather instant responses from participants while taking into consideration time constraints, cost, and accessibility. He states "The surveys were seen as a way to report the experience of being on an undercover anti-bullying team and as a tool to

formally capture it" (M.W., personal communication,
November 2011). The survey data were collected primarily
for evaluation purposes within the school. Subsequently the
survey data could also be used to refine the approach of
techniques used to end bullying. The archived responses of
the participants were secondarily used to produce data for
analysis in this research paper.

Distribution and collection of the surveys took place at the closing of the last team meeting and they were completed immediately on the spot. The data therefore record participants' responses at the immediate conclusion of the process, rather than after some time has passed in which further reflection might take place. The focus of the questions was to gain some understanding of how the teams had worked to determine their effectiveness. The wording of the two surveys was essentially the same for both groups in order to determine how effective the teams were. According to Mike Williams the questions were mainly designed to provide a way for students to report their personal experiences of being on an undercover anti-bullying team (M.W., personal communication, November 2011).

The focus of the eight questions was to provide evidence that the teams were effective and to record in

detail the actions that took place that made it effective. This feedback could then be used to enhance the program. Due to the age and maturity of the students, some of the responses to the open-ended questions were written in slang or teenage argot that is unique to the area in which the school is situated.

Therefore I was unable to decipher some of the responses. Further I received copies of the original surveys, consequently some of the copies did not have ink distributed equally, and making it so some of the wording was too light to read or was cut off in the copying process. The data provided in this research paper is from those surveys that had responses that could be read and copied.

Ethical Issues

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

The individual's autonomy was respected in that all participants were volunteers and met with a teacher, counselor or other school official, which informed them of the requirements and goal of undercover teams, prior to their commitment. The awards rewarded to participants upon completion of the team, were not used as bribes, yet their purpose was to honor participants for their courageous and mature actions to combat bullying. Confidentiality was upheld at all times (Williams, 2010).

CHAPTER FOUR

DATA ANALYSIS

Introduction

Between 2006 and 2011, students who had either been a victim of bullying behaviors, a perpetrator of bullying behaviors, or a bystander to the actions of bullying were asked to be team members of an anti-bullying team, by the Edgewater College school counselor, Michael Williams. These teams were formed in response to victims of bullying behaviors who had shared their experiences of being bullied. The teams were made up of two perpetrators of bullying behaviors and several (usually four) bystanders. The teams met to formulate ideas as to how they would go about combating bullying in the classroom and during school hours.

From 2006 to 2011, over thirty teams were formed and took action to combat bullying. Each team met three to five times. Immediately at the end of each team, a survey was provided to each participant. The victim of bullying behaviors received a survey that had similar questions, yet slightly different wording to capture the outcome exclusive to the victim. As the goal of the team was to help the

victim, it was important to know whether that had been accomplished from the victim's perspective. A total of one hundred and thirty eight surveys were collected from twenty-nine of the thirty-five anti-bullying teams conducted from 2006-2011. Collection of survey data was begun after the sixth team had been formed.

Presentation of the Findings

In August 2011 I received hard copies of the surveys.

In January 2012 I reviewed all the completed surveys to analyze participants' personal perspectives on the outcome of the undercover anti-bullying teams. I went through each survey question by question. I realized while reading each student's response to questions one and four for the victims, the bystanders and perpetrators that the participants had offered continuous accounts of parallel themes. In this chapter I will provide data analysis of each team member's personal experience. The victims' statements will be analyzed separately from those of the perpetrators and bystanders, in some areas. The themes from victims' responses to questions one and four are as analyzed as follows:

Question 1. What do you remember most about the way the team supported you?

Responses to this open-ended question were analyzed as representing one or more of the following themes.

- A. Reported feelings of safety
- B. Experienced a sense of personal support
- C. Established friendships
- D. Improved academic competence
- E. Others

Here are what students actually said under each of these headings:

Reported Feelings of Safety

Victims of bullying behaviors responses to question one reported feelings of safety resulting from the concern of other classmates. Below are their actual responses:

- 1. "They pulled me away when I was going to get into a fight." (Participant 154, personal communication, August 2011)
- 2. "I remember the way they always looked after me." (Participant 126, personal communication, August 2011)

- 3. "They always stuck up for me when I was getting bullied." (Participant 97, personal communication, August 2011)
- 4. "When I was in Social Studies, participant X stood up for me and I didn't really expect it." (Participant 76, personal communication, August 2011)
- 5. "They stuck up for me and told other bullies to back off." (Participant 5, personal communication, August 2011)
- 6. "They were always there when I needed them; I was really safe with them." (Participant 17, personal communication, August 2011)
- 7. "They stopped bullying me." (Participant 34, personal communication, August 2011)
- 8. "The team was always there and they made sure that the bully stopped. The bully's best mate threatened the bully without realizing it was them which also helped stop." (Participant 51, personal communication, August 2011)

Overall, approximately 30% of the victims surveyed volunteered that they felt safer in the classroom. The participants in the anti-bullying teams appeared to have

established their presence during class time and actively worked together to stop bullying behaviors. Victims clearly appreciated the difference this made, as the sense of being stopping bullying was shared. Students that were once bystanders were now sticking up for the victim, without producing further harm to the victim or bully.

Experienced a Sense of Personal Support

Discussed in chapter two was research that showed that victims of bullying lack confidence and self-esteem. Below are four significant outcomes of having an undercover team in the classroom. Here are what students who had been victims actually said under this heading:

- 9. "They supported me in my drawings and that really inspired me." (Participant 147, personal communication, August 2011)
- 10. "They supported me on doing sports."
 (Participant 112, personal communication, August 2011)
- 11. "They helped keep my hopes up. Supported me by saying the bullying will stop and if I sad making sure that I was happy again in no time."

 (Participant 38, personal communication, August 2011)

12. "I remember it was good the way they supported me." (Participant 24, personal communication, August 2011)

Although only 15% of the victims expressed that they felt supported, it is a significant outcome. Having peer support for doing something that you like provides a sense of purpose. Having a sense of purpose could possibly be linked to eliminating feelings of suicide.

Established Friendships

Undercover teams provided an opportunity for some victims to enter into a friendship with a peer. Here are some of the personal accounts of those who found friendship:

- 13. "That they were really supportive and friendly."

 (Participant 161, personal communication, August 2011)
- 14. "They helped tell other people to stop mocking me
 and they invited me to hang out with them."
 (Participant 141, personal communication, August
 2011)

- 15. "The way they backed me up when others bullied me and treated me like everyone else and not some disease-ridden thing." (Participant 134, personal communication, August 2011)
- 16. "They complimented me and always greeted me and got me involved in a lot of things." (Participant 105, personal communication, August 2011)
- 17. "Participant X and Z insisted on sitting next to me in class." (Participant 64, personal communication, August 2011)
- 18. "They encouraged me and involved me in their group." (Participant 56, personal communication, August 2011)
- 19. "They let me know that they were there for me."

 (Participant 7, personal communication, August 2011)
- 20. "When participant X bought me some chocolate and when everyone was standing up for me in class." (Participant 44, personal communication, August 2011)
- 21. "They encouraged me and involved me in their group." (Participant 60, personal communication, August 2011)

The presence of an anti-bullying team enhanced inclusion in the classroom environment and this was mentioned by 33% of the victims. Many of the victims expressed gratitude for being made to feel treated with care by other classmates.

Improved Academic Competence

Some responses made reference to victims noticing an improvement in at least one area of academic achievement. Here is what victims commented on under this heading.

- 22. "They encouraged me to come to art class which was a huge obstacle for me as I had been skipping art class for months. But with support of the team started going to art and started enjoying being there." (Participant 29, personal communication, August 2011)
- 23. "Well they would make me do my work and they
 wouldn't say stuck-up things behind my back."
 (Participant 90, personal communication, August
 2011)
- 24. "Helped me study and in P.E. class." (Participant 119, personal communication, August 2011)

Discussed in chapter two were the effects of bullying.

It was stated that victims of bullying behaviors often

suffer from absenteeism, which leads higher rates of school dropout. Of the 27 victims who reported what they remember most about being a part of an anti-bullying team, 7% reported that having a team of bystanders assisting with combating bullying behaviors improved some aspect of their academic performance.

Others

There were a range of other responses to the question by victims. They are reported here in order to convey a full sense of the range of responses, even though they did not fall into the most common categories of response. Here are what students actually said.

- 25. "They were very undercover and caring."
 (Participant 14, personal communication, August
 2011)
- 26. "Helped but also kept things confidential."

 (Participant 71, personal communication, August 2011)
- 27.(Victim did not provide an answer.) (Participant
 81, personal communication, August 2011)

These victims' responses were generally expressions of feeling supported and the fact that the undercover aspect of the team's functioning helped keep the victim's

experience confidential was mentioned as helpful. Antibullying teams' confidentiality is important as it is
already known that many victims of bullying do not speak
out due to feeling ashamed and foolish. Therefore the
confidential aspect of the teams refrains from further reinjuring victims through re-emphasizing the shame. The
range of categories of response is represented in a pie
graph in figure 2.

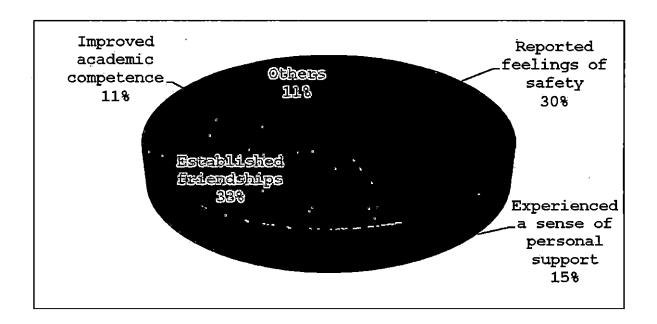


Figure 2. Victims' Response to Question One.

Question 4. What did you like or not like about being involved with the undercover team?

When asked what they liked about the undercover team process students' responses to this open-ended question were analyzed under the following headings.

- A. Receiving help from bystanders
- B. Enjoyed talking to the team in meetings
- C. Embarrassment that others know about my personal problems
- D. Others

Here are what students (the victims) actually said under each of these headings.

Receiving Help from Bystanders

Some of the responses from victims were clear gestures of gratitude for the help bystanders offered during times that bullying was taking place.

- "I like knowing people have my back."
 (Participant 17, personal communication, August 2011)
- 2. "I like knowing that there were people to help me if I were in trouble." (Participant 64, personal communication, August 2011)

- 3. "I liked knowing that I don't have to worry about people calling me names and bullying me and swearing at me." (Participant 141, personal communication, August 2011)
- 4. "I liked it all, because there were people in my class helping me." (Participant 90, personal communication, August 2011)
- 5. "Helped with school subjects." (Participant 34, personal communication, August 2011)
- 6. "It was good because it helped with people's problems fast." (Participant 112, personal communication, August 2011)
- 7. "I liked being involved with the undercover team because they made sure no one got bullied, even others that weren't on the team." (Participant 119, personal communication, August 2011)
- 8. "I like it because it got me out of class and it helped me." (Participant 76, personal communication, August 2011)
- 9. "They helped me in a group." (Participant 4, personal communication, August 2011)

10. "I liked that everything was confidential and it helped stop the bullying from happening again." (Participant 7, personal communication, August 2011)

The question gave participants the opportunity to comment on what they liked or disliked but all the responses were about what they liked. The significance found in the responses above is that victims of bullying behavior regained or felt for the first time that others in the class were on their side. Victims are known to refrain from asking for help but it is clear from the responses above that in these instances the desired help is welcomed. Over 30% of the victims of bullying behaviors mentioned finding delight in receiving assistance with stopping bullying.

Enjoyed Talking to the Team in Meetings

Many of the victims expressed enjoyment with having a team of peers to take notice of their problems and strategize ways to solve them.

11. "I liked the undercover team, because Mr.

Bully was a part of it and they made them realize
their mistake and fix it." (Participant 161,
personal communication, August 2011)

- 12. "I liked hearing positive feedback from the other members, which helped me to think more positive and enjoy being in class." (Participant 81, personal communication, August 2011)
- 13. "Undercover team supported the students." (Participant 51, personal communication, August 2011)
- 14. "I liked talking to the team." (Participant 5, personal communication, August 2011)

In the responses above, victims consistently found the peer support to be of value. Chapter two reported studies in which 20% of students not involved in bullying were in fear of it. Therefore teams that provide an opportunity for students to share their stories and react with the support of others have offered an opportunity to address the fear of others who may or may not be a part of the team.

Embarrassment that Others Know About My Personal Problems

On the other hand, a few victims expressed that having to expose their problems and receive help was a shameful or embarrassing experience.

- 15. "I think I shouldn't have chosen a team because the people I may have chosen would have spread the gossip." (Participant 71, personal communication, August 2011)
- 16. "I didn't like the fact of being undercover because it's sort of embarrassing being bullied." (Participant 97, personal communication, August 2011)

The importance of these two statements are that although bullying in itself is an embarrassing experience receiving help from others, and not knowing how or if those that are meant to help can be trusted. What is known by the victim is that the participants, before forming the team, were either bystanders who laughed at them, overlooked the bullying happening to them, or were oblivious to it happening. Therefore undercover bullying teams ask for victims of bullying to trust spectators who have likely never made gestures during class to stop bullying on their behalf.

Others

Many other students offered responses that applauded the efforts of the undercover teams.

- 17. "I liked everything; there was nothing I didn't like." (Participant 14, personal communication, August 2011)
- 18. "I liked that the main person stopped bullying and started to be kind to me."

 (Participant 105, personal communication, August 2011)
- 19. "The way they treated me like another friend and how I felt more comfortable in class."

 (Participant 44, personal communication, August 2011)
- 20. "I loved the fact that I gained friends from this. I am really happy I started." (Participant 126, personal communication, August 2011)
- 21. "Not sure." (Participant 134, personal communication, August 2011)
- 22. "I like it all." (Participant 38, personal communication, August 2011)
- 23. "I felt just fine with it." (Participant 147, personal communication, August 2011)
- 24. No response (four of these).

The above responses are all positive feedback about the efforts of the undercover teams. Response eighteen is a

powerful indicator that the bully was capable of being friendly to his/her victim. This suggests that undercover teams offer an opportunity to teach the bully behaviors that are acceptable. The range of categories of response is represented in a pie graph in figure 3.

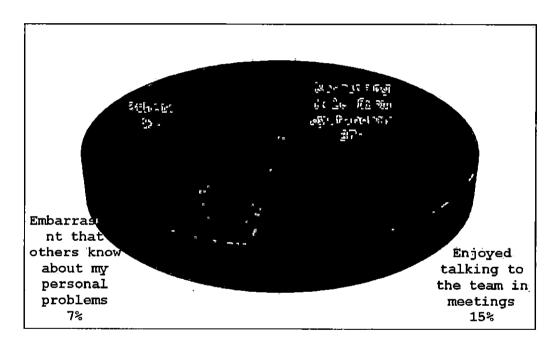


Figure 3. Victims' Response to Question Four.

The themes for question 1 and 4 answered by the perpetrators and bystanders are as follows:

Question 1. What do you remember most about being on the team?

- A. Helping others
- B. Discussions and ideas during team meetings
- C. Fulfillment of attaining friendship
- D. Expression of enjoyment for caring for someone else
- E. Sense of responsibility
- F. Intervention with peers to stop bullying
- G. Others

Helping Others

Many of those students who had once been merely bystanders and may have supported the actions of the bully in a way that kept the behaviors operational, after being a participant on a undercover team expressed that their most memorable outcome was having the opportunity to help someone.

- 1. "Helping the person." (Participant 155,
 personal communication, August 2011)
- 2. "How we helped the person and successfully made them feel safe in the classroom again.

 Also how the team supported each other."

 (Participant 15, personal communication, August 2011)

- 3. "Helping the victim to stick up for herself." (Participant 16, personal communication, August 2011)
- 4. "Got me out of class and helping a person." (Participant 28, personal communication, August 2011)
- 5. "Helping the people that are getting picked on in class." (Participant 77, personal communication, August 2011)
- 6. "Getting people who are so different or not close friends to work together to help someone." (Participant 107, personal communication, August 2011)
- 7. "Helping others." (Participant 101, personal communication, August 2011)
- 8. "Helping one person that was struggling and getting bullied." (Participant 164, personal communication, August 2011)
- 9. "Helping the victim get through her problem." (Participant 162, personal communication, August 2011)

- 10. "Helping the victim with her problems and working together to make our class a better environment to be in." (Participant 70, personal communication, August 2011)
- 11. "The fact that we all got together to help someone who was in trouble and needed people there to help her." (Participant 127, personal communication, August 2011)
- 12. "The thought that something I did helped someone out and made their day just that little bit better and the free food."

 (Participant 111, personal communication, August 2011)
- 13. "Helping a person in need because she was bullied in class, and we really help her now everyone is her friend." (Participant 150, personal communication, August 2011)
- 14. "How we would help really secretively. The strategy we used decreased the bullying."

 (Participant 117, personal communication, August 2011)

- 15. "I remember how victim X was having a really hard time in school, especially in our class and he chose some students including me to him. So we stayed as an undercover team to help him and to stop the bullying and yes we encouraged him with kind words so that he doesn't get the impression that he is alone." (Participant 138, personal communication, August 2011)
- 16. "Helping the person and getting people to stop bullying." (Participant 139, personal communication, August 2011)
- 17. "Making a point to help Victim X."

 (Participant 140, personal communication,

 August 2011)
- 18. "Helping the group to support her."
 (Participant 80, personal communication,
 August 2011)
- 19. "Eating the food, encouraging someone and getting helping her." (Participant 91, personal communication, August 2011)

- 20. "Helping my friend and stopping all the bad things that were happening." (Participant 148, personal communication, August 2011)
- 21. "Helping someone." (Participant 149, personal communication, August 2011)
- 22. "Helping each other look out for the person being bullied." (Participant 142, personal communication, August 2011)
- 23. "Helping Victim X out with his bullying problem." (Participant 36, personal communication, August 2011)
- 25. "Helping Victim X get her confidence back." (Participant 88, personal communication, August 2011)
- 26. "Supporting one another and helping to stop the bullying." (Participant 109, personal communication, August 2011)

- 27. "What I remember most about the team, is I got to help someone who was in need and stop the bullying." (Participant 39, personal communication, August 2011)
- 28. "I liked helping and stop the bullying to them." (Participant 45, personal communication, August 2011)
- 29. "How we helped the person feel safe in the classroom again and also how the team supported each other." (Participant 74, personal communication, August 2011)
- 30. "Supporting someone being bullied."

 (Participant 92, personal communication,

 August 2011)
- 31. "I remember that we helped solve someone's problems." (Participant 96, personal communication, August 2011)
- 32. "Helping one person that was struggling and getting bullied." (Participant 98, personal communication, August 2011)
- 33. "Helping the other student who is being bullied." (Participant 10, personal communication, August 2011)

- 34. "Helping others from getting mocked."

 (Participant 12, personal communication,

 August 2011)
- 35. "Helping Victim X with her problems and working together to make our class a better environment to be in." (Participant 15, personal communication, August 2011)

Over 25% of the bystanders and those whom were perpetrators of bullying behaviors shared that they remember helping to solve or at best made better a victims problems with bullying behaviors." These results represent that although a child is not directly being bullied the potential of him or her becoming aware of the act and with the support of others acting to stop bullying is desired.

Discussions and Ideas During Team Meetings

Just as victims of bullying behaviors expressed satisfaction from being able to share their experiences of being bullied, bystanders and bullies on the team appreciated sharing the task of talking about how to combat the bullying. Here are the actual responses of bystanders and bullies.

- 1. "I remember most having the team meeting and discovering our progress." (Participant 1, personal communication, August 2011)
- 2. "Well it's good talking with people to stop bullying." (Participant 8, personal communication, August 2011)
- 3. "That we are working together and that we are supportive of each other's feelings and opinions." (Participant 18, personal communication, August 2011)
- "Talking about how we are going to help Victim
 X." (Participant 20, personal communication,
 August 2011)
- 5. "That we communicated together and solved the students' problem." (Participant 26, personal communication, August 2011)
- 6. "Our meeting with the counselor." (Participant 27, personal communication, August 2011)
- 7. "Having meeting and helping Victim X with his problems." (Participant 40, personal communication, August 2011)
- 8. "The cool assignments." (Participant 49, personal communication, August 2011)

- 9. "Meeting up in our group and discussing our plan as well as deciding on the best course of action." (Participant 69, personal communication, August 2011)
- 10. "The meetings that we had to discuss about the bullying and what we could do." (Participant 93, personal communication, August 2011)
- 11. "The group work and the things we talked about." (Participant 94, personal communication, August 2011)
- 12. "Working together as team to help someone."

 (Participant 99, personal communication, August 2011)
- 13. "The way we worked together and made ideas to help the person in need." (Participant 100, personal communication, August 2011)
- 14. "Team work with each other." (Participant 113, personal communication, August 2011)
- 15. "The team doing things to stop the issue."

 (Participant 120, personal communication,

 August 2012)

- 16. "Having a big group to protect Victim X." (Participant 122, personal communication, August 2011)
- 17. "The communication between each other."

 (Participant 128, personal communication,

 August 2011)
- 18. "Talking about the victim." (Participant 129, personal communication, August 2011)
- 19. "I remember the team working well."
 (Participant 132, personal communication,
 August 2011)
- 20. "When we all worked together, and when we got our award. I felt proud," (Participant 143, personal communication, August 2011)
- 21. "That we all worked as a team." (Participant 129, personal communication, August 2011)
- 22. "How we all contributed in the undercover team." (Participant 145, personal communication, August 2011)
- 23. "How we all worked together to help Victim X." (Participant 150, personal communication, August 2011)

- 24. "A group of students that all knew each other working together to help a student having trouble." (Participant 155, personal communication, August 2011)
- 25. "Writing ideas of how we can or could help that person. Supporting them. Talking about how we can solve the situation." (Participant 156, personal communication, August 2011)
- 26. "Working together as a team to stop the bulling." (Participant 160, personal communication, August 2011)
- 27. "The thing I remember most about being on, the team is working together with the other members and trying to make one individuals confidence grow so that he does not have to come to school knowing that he is going to be treated with disrespect." (Participant 163, personal communication, August 2011)
- 28. "Going to the guidance counselor and talking about the problems of others and how to solve them." (Participant 164, personal communication, August 2011)

- 29. "Writing ideas for how we should help victim X." (Participant 46, personal communication, August 2011)
- 30. "Being pulled out of class, talking and discussing about the victims problem, helping her through them." (Participant 52, personal communication, August 2011)
- 31. "That we would discuss about bullying and other things that have happened." (Participant 53, personal communication, August 2011)
- 32. "Being on a team to help stop bullying." (Participant 60, personal communication, August 2011)
- 33. "Giving ideas to help stop bullying."

 (Participant 68, personal communication, August 2011)
- 34. "The thing I most remember is helping people in a team." (Participant 129, personal communication, August 2011)
- 35. "Giving ideas on how we can help that problem." (Participant 72, personal communication, August 2011)

- 36. "The funny meetings with the rest of the group, making up lame excuses to cover my tracks." (Participant 75; personal communication, August 2011)
- 37. "We all talked about ways to help her succeed." (Participant 85, personal communication, August 2011)
- 38. "That we would discuss about the bully and other things that happened." (Participant 89, personal communication, August 2011)

Of those participants who were not victims of bullying behaviors, 28% found that team meetings were an essential aspect of the undercover teams. For many the team meetings were a time to express ideas and opinions upon alternative and innovative ways to combat bullying behaviors. The sharing provided an opportunity to get insight on what type of bullying they were to confront once in the classroom of concern.

Fulfillment of Attaining Friendship

Some participants offered a friendship as a way to combat bullying behaviors. Here are the responses from those participants:

- 39. "Supporting others that never had a friend."

 (Participant 2, personal communication,

 August 2011)
- 40. "To be friendly and try to make the person being bullied feel comfortable." (Participant 3, personal communication, August 2011)
- 41. "Having a good time being Victim X's friend." (Participant 9, personal communication, August 2011)
- 42. "Supporting others and being friendly."

 (Participant 13, personal communication, August 2011)

Some participants unexpectedly built a relationship that was beyond what the undercover teams were aiming to do. The undercover team's main goal is to stop bullying while in class. While acting to protect the victim and redirect the bullying behaviors, the relationship lasted outside of the classroom.

Expression of Enjoyment for Caring for Someone Else

Some of the participants found enjoyment in knowing that they were given a task that called for them to care for someone else. Here are their responses:

- 43. "Being nice to the person getting bullied."

 (Participant 86, personal communication,

 August 2011)
- 44. "Showing respect to a person who was being mocked and had no friends." (Participant 37, personal communication, August 2011)
- 45. "Being really happy when I could talk to Victim X and actually care." (Participant 78, personal communication, August 2011)
- 46. "Having meeting and seeing Victim X happy."

 (Participant 87, personal communication,

 August 2011)
- 47. "Helping out a friend and seeing them happy." (Participant 102, personal communication, August 2011)
- 48. "Making our chosen person smile and have more confidence in class." (Participant 103, personal communication, August 2011)
- 49. "Being nice to the person you mocked."

 (Participant 152, personal communication,
 August 2011)

- 50. "What a kind person I am." (Participant 6, personal communication, August 2011)
- 51. "It was good to be a part of something that helped someone out and it was good to see that people had actually changed."

 (Participant 19, personal communication, August 2011)
- 52. "Sitting next to Victim X in social studies." (Participant 73, personal communication, August 2011)
- 53. "Saying hi to her and seeing her smile."

 (Participant 110, personal communication,

 August 2011)
- 54. "That we had to look out for Victim X because she had been bullied by so many children." (Participant 151, personal communication, August 2011)

Approximately 9% of the participants enjoyed knowing that their efforts made a difference. These students recall realizing that the victims seemed happy or happier.

Sense of Responsibility

Participants were called to remain neutral when combating bullying behaviors. This was not an opportunity

for everyone to gang up on the bully. To have the task of protecting and correcting bullying behaviors called for maturity, respect and more, therefore students expressed that their role on the team made them feel responsible.

- 55. "That I was asked to help." (Participant 144, personal communication, August 2011)
- 56. "I'll remember how much our group helped her. I will remember having a responsibility/duty." (Participant 20, personal communication, August 2011)
- 57. "Having a responsibility," (Participant 53, personal communication, August 2011)
- 58. "Not a lot, just being more of a leader and realizing what was going on and seeing how people were acting." (Participant 67, personal communication, August 2011)
- 59. "The one big thing that I remember is being called in to help the school with bullying."

 (Participant 152, personal communication,

 August 2011)

There were 4% of the participants who made clear statements that being a team member gave them a sense of being needed beyond those general responsibilities of a

student in the classroom. Participants had to provide a safe environment for the whole classroom, without disrupting the teacher and others abilities to learn.

Intervention with Peers to Stop Bullying

The unique role of the participant often meant that a problem that once only seemed to belong to the victim was now shared. Below are the actual responses of what some participants had to do in order to stop bullying.

- 1. "I remember that it was hard at the beginning because we had to stop Bully X from being smart to people and therefore people wouldn't be smart to him." (Participant 11, personal communication, August 2011)
- 2. "That we stopped all the bullying and we had fun doing this." (Participant 21, personal communication, August 2011)
- 3. "That we ended the bullying in our class and stopped the dislike." (Participant 22, personal communication, August 2011)
- 4. "How we all responded when Victim X was being bullied." (Participant 25, personal communication, August 2011)

- 5. "I remember stopping the person from being bullied." (Participant 29, personal communication, August 2011)
- 6. "Working to keep bullying away." (Participant 47, personal communication, August 2011)
- "I remember sticking up for people."
 (Participant 65, personal communication, August 2011)
- 8. "I remember trying to stop people from bullying others." (Participant 79, personal communication, August 2011)
- 9. "Working together to stop the bullying in the classroom." (Participant 89, personal communication, August 2011)
- 10. "I remember everyone tried their best to stick up for Victim X." (Participant 104, personal communication, August 2011)
- 11. "Helping Victim X to fit in by sticking up for her and being really nice to her."
 (Participant 114, personal communication, August 2011)

- 12. "I remember on the second day this group of girls had mocked Victim X and it was fun telling them off and it was cool when the whole team stepped in." (Participant 115, personal communication, August 2011)
- 13. "Sticking up for Victim X." (Participant 123, personal communication, August 2011)
- 14. "Standing up for that person." (Participant 124, personal communication, August 2011)
- 15. "The class got along better." (Participant 159, personal communication, August 2011)
- 16. "We all stuck up for her when someone was mean to her. We all talked to her and smiled at her." (Participant 137, personal communication, August 2011)
- 17. "Getting people who are so different or not close friends to work together and help someone." (Participant 146, personal communication, August 2011)

Many students found themselves going from bystander to partaker of bullying. These once inactive spectators to or unaware of bullying, were now sticking up to bullies. For some this was the first time they confronted bullying

behaviors. At least 12% of the participants remember voicing their intolerance of bullying behaviors.

Others

Here are the actual statements of other participants that did not fall into one of the categories above:

- 1. "A bunch of students were wondering what I was doing." (Participant 23, personal communication, August 2011)
- 2. "All the fun we had." (Participant 30, personal communication, August 2011)
- 3. "Victim X being bullied often." (Participant 35, personal communication, August 2011)
- 4. "Actually I remember everything and that I was helping myself and the school." (Participant 158, personal communication, August 2011)
- 5. "Victim X and being positive." (Participant 156, personal communication, August 2011)
- 6. "Secrecy." (Participant 106, personal communication, August 2011)
- 7. "I remember how it changed Victim X and how she felt about the school and country."
 (Participant 31, personal communication, August 2011)

- 8. "That it's easy to help someone change in life." (Participant 32, personal communication, August 2011)
- 9. "Got out of class." (Participant 33, personal communication, August 2011)
- 10. "Well really good because I was in one last year." (Participant 36, personal communication, August 2011)
- 11. "Being real undercover." (Participant 37, personal communication, August 2011)
- 12. "I remember how hard it was to be in the undercover team because I just can't handle the mocking but I tried my best to with it because she's my best friend." (Participant 82, personal communication, August 2011)
- 13. "People were asking why are we sticking up for her." (Participant 83, personal communication, August 2011)
- 14. "Being asked why am I sticking up for Victim X." (Participant 95, personal communication, August 2011)

- 15. "The thing I most remember was trying to keep the team undercover." (Participant 108, personal communication, August 2011)
- 16. "I remember finding it quite hard at some points to speak up to the person bullying Victim X and that I was not able to help as much as I would have liked as I was only in one class with her." (Participant 116, personal communication, August 2011)
- 17. "Nothing really. I never saw her getting bullied but I just kept an eye on her. I can't remember if it worked or not." (Participant 153, personal communication, August 2011)
- 18. No response (nine of these)

Although all of the most memorable moments of the participants experience on an undercover team were not positive, the majority of them were. It is expected when putting a child in their own peer group to stand for a value that is different from what has been happening places the child in an awkward position; but encourages them to do what's good and support others in doing the same. Some students actually saw the difference in others behaviors and that difference produced a better and safer school

environment that extended beyond the classroom.

The following is figure 4. It is a representation of what was most memorable about the undercover teams.

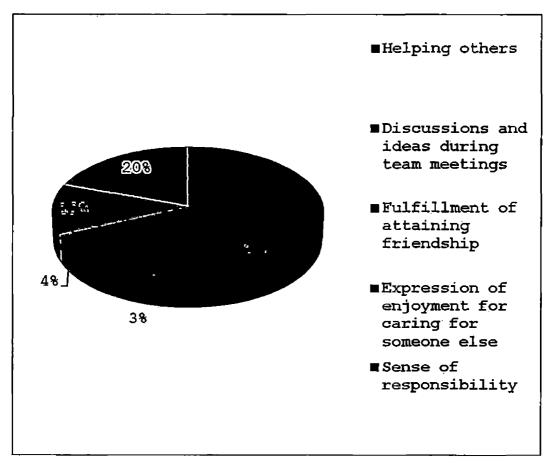


Figure 4. Bystander and Bullies Responses to Question One.

Question 4. What did you like or not like about being involved with the undercover team?

A. Helping others

- B. Becoming aware of others problems
- C. The bullying stopped
- D. Working together as a team
- E. Received positive feedback from other classmates
- F. Confidentiality
- G. Gaining new or more friends
- H. Others

Here are the actual responses of participants:

Helping Others

The expression of helping others from the participants is the unspoken award. Many of the team members found that being aware of the bullying and as a team member provided them the opportunity to help someone else and took this task to heart as they continuously ensured the safety of the victim. Below are all those responses from both the bystanders and bullies on the team.

1. "Getting Victim X out of P.E. and being helpful and being trusted with someone else's problems." (Participant 9, personal communication, August 2011)

- 2. "I enjoyed helping to stop the bullying and knowing that I am helping someone. I didn't like having to lie to my classmates about why we get pulled out of class to go to meetings." (Participant 10, personal communication, August 2011)
- 3. "I liked the fact that I was given the opportunity to help out instead of being stereotyped as the bully." (Participant 13, personal communication, August 2011)
- 4. "You get to help someone that needs help and you get a shop voucher." (Participant 15, personal communication, August 2011)
- 5. "Nothing. I really enjoyed help out someone that never had a friend in her whole life." (Participant 16, personal communication, August 2011)
- 6. "I liked that we all helped him when he was getting bullied." (Participant 20, personal communication, August 2011)
- 7. "I liked knowing that I was helping someone feel welcome and part of a group." (Participant 28, personal communication, August 2011)

- 8. "I liked being on the team, because I liked helping people getting picked on." (Participant 30, personal communication, August 2011)
- 9. "I liked to help people in the class because they helped me." (Participant 40, personal communication, August 2011)
- 10. "It felt good to help someone feel better about themselves." (Participant 41, personal communication, August 2011)
- 11. "Helped." (Participant 29, personal communication, August 2011)
- 12. "I liked everything about it. It's real fun to help out others and if someone was to ask me to do it again I would go for it." (Participant 73, personal communication, August 2011)
- 13. "I liked it because it made me feel proud that I could help others when they needed it." (Participant 95, personal communication, August 2011)
- 14. "What I liked about the team is that helped Victim X from being bullied." (Participant 129, personal communication, August 2011)

- 15. "It was good to know that I was helping someone out." (Participant 143, personal communication, August 2011)
- 16. "I liked helping her and I liked making her time at Edgewater pleasant." (Participant 77, personal communication, August 2011)
- 17. "I liked being helpful." (Participant 129, personal communication, August 2011)
- 18. "Getting money and helping someone."
 (Participant 94, personal communication, August 2011)
- 19. "I got a chance to help someone who needed it." (Participant 101, personal communication, August 2011)
- 20. "I liked helping people get through their problems." (Participant 155, personal communication, August 2011)
- 21. "I liked getting out of class and being able to help someone." (Participant 150, personal communication, August 2011)
- 22. "I liked being able to help someone."
 (Participant 83, personal communication, August 2011)

- 23. "I liked knowing that we were helping him to stand up for himself." (Participant 111, personal communication, August 2011)
- 24. "To know that I was helping someone and making his life just a little bit better."
 (Participant 65, personal communication, August 2011)
- 25. "I like it because you are helping out another guy whose getting bullied in class and making his life well." (Participant 113, personal communication, August 2011)
- 26. "I liked helping the bully." (Participant 75, personal communication, August 2011)
- 27. "It was cool. It was great being able to help somebody. Great opportunity." (Participant 91, personal communication, August 2011)
- 28. "I liked the fact that I was able to help someone." (Participant 92, personal communication, August 2011)
- 29. "Well I like helping people with their problems. I can't remember anything I did not like." (Participant 100, personal communication, August 2011)

- 30. "I liked helping others to support her." (Participant 89, personal communication, August 2011)
- 31. "What I liked about the team was that I had the chance to help someone have a better life."

 (Participant 109, personal communication,

 August 2011)
- 32. "I liked that I could help the person that was getting bullied feel comfortable about being at school." (Participant 107, personal communication, August 2011)
- 33. "I liked it because I got to help out a friend when they needed it." (Participant 109, personal communication, August 2011)
- 34. "I liked to help and to be supportive for Victim X." (Participant 102, personal communication, August 2011)
- 35. "What I liked about being involved with the undercover team was I was helping someone else. I don't like seeing people getting treat unfairly." (Participant 45, personal communication, August 2011)

- 36. "The undercover team was not bad at all. I was great helping out someone, which needed our help so much." (Participant 49, personal communication, August 2011)
- 37. "I liked sticking up for people who are being bullied." (Participant 15, personal communication, August 2011)
- 38. "I liked it because we helped other people from getting bullied and getting upset every day." (Participant 165, personal communication, August 2011)
- 39. "I liked the fact that we are helping students to be safe and keep them from getting bullied." (Participant 66, personal communication, August 2011)
- 40. "It was cool helping others." (Participant 72, personal communication, August 2011)
- 41. "I really liked being on the team because I kind of like helping people out especially if they are my friends." (Participant 165, personal communication, August 2011)

There were forty-one of the 165 participants and bystanders that responded to what they liked most, by

stating that just knowing that they are helping someone was gratifying. This suggests that these children may continue to find ways to help other peers in other areas and additionally they may influence other students to do the same.

Becoming Aware of Others Problems

In chapter two bystanders were recognized as teachers, school officials and students. Being a bystander does not imply awareness of the bullying happening. In the responses below students expressed ignorance to their classmate's issues with a bully in the same class that they attended at the same time. Here are the actual responses below:

- 42. "I liked it I thought it was good to know what some of our classmates are going through." (Participant 92, personal communication, August 2011)
- 43. "Can't really remember, just being able to help someone made me more aware." (Participant 1, personal communication, August 2011)
- 44. "We all learned a lesson from this."

 (Participant 8, personal communication, August 2011)

- 45. "I did begin to understand the situation more. It was good seeing her be supported."

 (Participant 127, personal communication,

 August 2011)
- 46. "It helped me understand that even if you can't see bullying that it's still happening."

 (Participant 139, personal communication,

 August 2011)

Team members expressed that they lacked understanding, knowledge and awareness of the bullying situation. These responses validate the need for phase two and three of the undercover anti-bullying team formation. The team members are not current victims of bullying and some have never had to deal with bullying, therefore the awareness of the bullying happening in their class to a classmate was delightful.

The Bullying Stopped

Although it is the victim who ultimately gets to judge and say the bullying has stopped, participants express that there collaborative actions caused the bullying to stop. Here are their actual responses below:

- 47. "What I liked was when everyone stopped teasing Victim X, that made me happy."

 (Participant 10, personal communication, August 2011)
- 48. "I liked it when Victim X didn't get bullied anymore and she felt more happier."

 (Participant 96, personal communication, August 2011)
- 49. "Getting people that are bullies, not to be." (Participant 117, personal communication, August 2011)
- 50. "I liked how I was one of the people to stop bullying." (Participant 75, personal communication, August 2011)
- 51. "Helping others in bullying and making sure it will never happen again." (Participant 70, personal communication, August 2011)
- 52. "I liked being involved because I liked stopping the mocking and bullying in the class." (Participant 12, personal communication, August 2011)

- 53. "I liked how just six people can change how people think about someone." (Participant 155, personal communication, August 2011)
- 54. "That we helped stopped bullying and it did work." (Participant 142, personal communication, August 2011)
- 55. "I liked that we made the bullying stop."

 (Participant 150, personal communication,

 August 2011)
- 56. "I liked being on the team because me and my friends stopped bullying from going around in the school." (Participant 74, personal communication, August 2011)

Phase four of the undercover teams five point plan is to monitor progress. This phase is mainly for the counselor who is not in the class, to gain insight from the victim upon change in bullying behaviors. However the team members who are in the classroom are able to closely monitor progress daily. The responses above suggest that progress was noted by the victim's physical or verbal gestures of happiness. The significance of these responses are that these participants went from having little to knowledge of the bullying happening, to being aware of the bullying

behaviors, the victim, how to actively and properly combat bullying and consider the victims feelings.

Working Together as a Team

Undercover teams are grounded in team work. Peers often have the most influence upon what's acceptable and unacceptable on school grounds. Therefore to have these students come together to share their ideas and opinions upon ridding their classroom of bullying behaviors was powerful in that acceptance would play a role in the confidence that they had to ensure the bullying would be stopped. Here are actual responses from the bullies and bystanders on the teams:

- 57. "What I liked was all of us working together as a team." (Participant 2, personal communication, August 2011)
- 58. "I liked talking with the team. I don't dislike anything." (Participant 3, personal communication, August 2011)
- 59. "I liked it because we all worked together and did the right thing." (Participant 11, personal communication, August 2011)

- 60. "I liked how the team had a bind with each other and how we were all supportive."

 (Participant 18, personal communication,
 August 2011)
- 61. "I liked coming, because I got to share ideas on how to help people, I felt good when I went back to class." (Participant 22, personal communication, August 2011)
- 62. "I liked coming, because I got to share ideas on how to help people, I felt good when I went back to class." (Participant 26, personal communication, August 2011)
- 63. "The fights or agreements in the groups."

 (Participant 36, personal communication, August 2011)
- 64. "I liked being involved in the undercover team." (Participant 52, personal communication, August 2011)
- 65. "What I liked most about being involved in the undercover team was that we got to work together with other people as a team."

 (Participant 68, personal communication, August 2011)

- 66. "We kinda had too much fun and kinda didn't work together." (Participant 78, personal communication, August 2011)
- 67. "I very much enjoyed being in the team, It was cool getting out of class. Hahahaha."

 (Participant 82, personal communication, August 2011)
- 68. "I liked working as a team and the free shop vouchers." (Participant 148, personal communication, August 2011)
- 69. "I liked how we all got together to stop the bullying and how we shared each other ideas."

 (Participant 132, personal communication,

 August 2011)
- 70. "I liked being around people that talked things out." (Participant 149, personal communication, August 2011)
- 71. Everything was great about the team because we were supporting someone under the influence of bullying." (Participant 164, personal communication, August 2011)

- 72. "I liked hanging out with the team."

 (Participant 53, personal communication, August 2011)
- 73. "I liked how everyone got involved and helped Victim X." (Participant 69, personal communication, August 2011)
- 74. "That we all worked together to stop bullying and that it was successful."

 (Participant 80, personal communication, August 2011)
- 75. "Sharing ideas with everyone to stop bullying." (Participant 120, personal communication, August 2012)
- 76. "I liked everything because we always got together and talked about the problem and I am going to miss that now." (Participant 122, personal communication, August 2011)
- 77. "I liked that fact that we were involved in trying to get rid of it." (Participant 137, personal communication, August 2011)

78. "I liked that there were different people often working together by helping a classmate that needed our help." (Participant 6, personal communication, August 2011)

Over 12% of the participants shared that team meetings were effective. Responses suggest that as a participant, your role was to become a 'victim' of bullying behaviors. Although the participants were not the usual victims of bullying behaviors, becoming aware of the victims issues and having to assist the victim, put them in the victim role; yet they were victims who had what the 'real' victims lacked, that being a team; which made their position 'powerful, less intimidating, etc.

Received Positive Feedback From Other Classmates

Some participants expressed that their participation made them more admired by others around school who were unaware of their membership on an undercover team. Below are the actual responses of those participants:

79. I liked it because people liked me more." (Participant 19, personal communication, August 2011)

- 80. "I liked the fact that the other person felt like I made a difference. (Participant 21, personal communication, August 2011)
- 81. "I do like it because there was more people around the school having fun and people smiling at each other." (Participant 47, personal communication, August 2011)

It is important to know that although undercover teams are in the classroom only, their good deed is noticed outside of the classroom and receives kudos from others in other areas of the school.

Confidentiality

As mentioned in chapter two, victims do not come forth because they feel ashamed, embarrassed and fearful of retaliation. Therefore keeping parts of the team confidential was to keep from further imposing those feelings. Below participants express that confidentiality was not one of the likable features of the undercover teams; while others felt good about a secret role.

82. "I didn't like how people kept asking us why we had to go and just kept asking." (Participant 138, personal communication, August 2011)

- 83. "I liked the fact that it was undercover and that made it easier to deal with bullying together." (Participant 162, personal communication, August 2011)
- 84. "Not being able to tell anyone."

 (Participant 151, personal communication,
 August 2011)
- 85. "Keeping everything on the d-low, making sure no one was slipping." (Participant 23, personal communication, August 2011)
- 86. "I liked being undercover because you can stop bullying and people won't bully them."

 (Participant 29, personal communication, August 2011)
- 87. "I liked the part where like no one knew we were undercover. Everybody stopped being mean to her and treated her the way the team was treating her." (Participant 69, personal communication, August 2011)

- 88. "The thing that I hated about the undercover team was that I had no right to tell anyone other than the team and my family about it."

 (Participant 65, personal communication, August 2011)
- 89. "I didn't like keeping it a secret because everyone seemed to know." (Participant 163, personal communication, August 2011)
- 90. "I liked it because no one knew what we were doing." (Participant 128, personal communication, August 2011)
- 91. "I didn't like being questioned about why I stuck up for her." (Participant 124, personal communication, August 2011)
- 92. "Learned how to keep something a secret."

 (Participant 39, personal communication, August 2011)
- 93. "I liked being on a secret mission."

 (Participant 79, personal communication, August 2011)
- 94. "I liked the feeling of being a secret agent." (Participant 88, personal communication, August 2011)

- 95. "I liked being undercover." (Participant 93, personal communication, August 2011)
- 96. "I did not like how we could not tell anyone because it was very hard but I guess it was for the victim's confidentiality. (Participant 140, personal communication, August 2011)
- 97. "I liked how this was an undercover team so that no one knew." (Participant 25, personal communication, August 2011)
- 98. "I liked that I had to keep it secret."

 (Participant 37, personal communication, August 2011)
- 99. "The thing that was hard was keeping it a secret." (Participant 86, personal communication, August 2011)
- 100. "I didn't like how I was lying to my friends about where I was going and why am I going to the counselor." (Participant 150, personal communication, August 2011)

Participants sometimes felt themselves having to lie or sit with thoughts they wanted or needed to share, due to the confidential aspect of the teams. It is not surprising that peers would notice that Vitim X went from unnoticed to

excessively noticed. Therefore the team without intentions put participants in an awkward position with many peers.

Gaining New or More Friends

Participants and bystanders express that they unexpectedly discovered characteristics in peers that they had previously not considered that lead to a lasting relationship. Here are those responses from participants:

- 101. "I absolutely loved helping Victim X and helping her make friends and making her my friend and I liked the certificate and voucher." (Participant 85, personal communication, August 2011)
- 102. "I liked making new friends and defending people to help the team feel better."

 (Participant 116, personal communication,
 August 2011)
- 103. "I liked being close to Victim X, we are no much closer than before." (Participant 115, personal communication, August 2011)
- 104. "I'm glad that I got to know the person and make a friend." (Participant 152, personal communication, August 2011)

Participants and bullies discovered that they found friends. This is hugely significant in that a team member goes from performing a duty as a team member to freely safeguarding their friend.

Others

Below are responses that gave significant insight to the outcomes of the undercover teams:

- 105. "Liked getting the reward and missing class to come to the meeting." (Participant 15, personal communication, August 2011)
- 106. "I liked the fact that all of this was to ensure a girls happiness." (Participant 31, personal communication, August 2011)
- 107. "I didn't like that we always had to go the guidance on my fun subjects." (Participant 32, personal communication, August 2011)
- 108. "It was all good because I got an award."

 (Participant 33, personal communication, August 2011)

- 109. "I thought it was fun and yeah it didn't take up any of our time because all of us mainly hangout but yeah it was all good."

 (Participant 46, personal communication, August 2011)
- 110. "I like being involved because it feels good to do the right thing." (Participant 67, personal communication, August 2011)
- 111. "I liked coming out of the class to find ways to stop the bullying." (Participant 87, personal communication, August 2011)
- 112. "Liked and enjoyed everything about it."

 (Participant 98, personal communication, August 2011)
- 113. "I liked that I had the opportunity to set the example for others." (Participant 99, personal communication, August 2011)
- 114. "I liked how Person X took our advice and actually listened to us and I didn't like how whenever we talked to her people mocked us about it." (Participant 103, personal communication, August 2011)

- 115. "I got confused when stuff start coming up about culture night." (Participant 104, personal communication, August 2011)
- 116. "Getting free vouchers and making Edgewater College a safer school." (Participant 110, personal communication, August 2011)
- 117. "I felt like I was making a difference which I liked." (Participant 153, personal communication, August 2011)
- 118. "What I liked is being chosen to stop bullying in our class and be more of a cooperating class." (Participant 113, personal communication, August 2012)
- 119. "I liked being able to make the person in need feel good about themselves and feel comfortable. I liked how I made her day."

 (Participant 123, personal communication, August 2011)
- 120. "The thing that I liked was having been chosen to be in it." (Participant 124, personal communication, August 2011)

- 121. "Including someone who never felt that they fit in." (Participant 145, personal communication, August 2011)
- 122. "The person that we were helping was not responding in a way. She was very unhelpful."

 (Participant 158, personal communication,

 August 2011)
- 123. "Nothing." (Participant 146, personal communication, August 2011)
- 124. "It felt the same. Like I didn't change how
 I treated her because I never really treated
 her poorly." (Participant 159, personal
 communication, August 2011)
- 125. "I enjoyed everything there was not one bit

 I wanted to be involved in the undercover
 team." (Participant 145, personal
 communication, August 2011)
- 126. No response (twelve of those)

These participants described likes and dislikes about the teams that are significant to this research for the reason that although others may not have expressed these thoughts in the survey, it cannot be determined that they did not share similar feelings such as liking everything,

or not noticing their behavior changing.

The following is figure 5. It is a representation to what those participants, who were either bullies or bystanders, liked or disliked about the undercover teams.

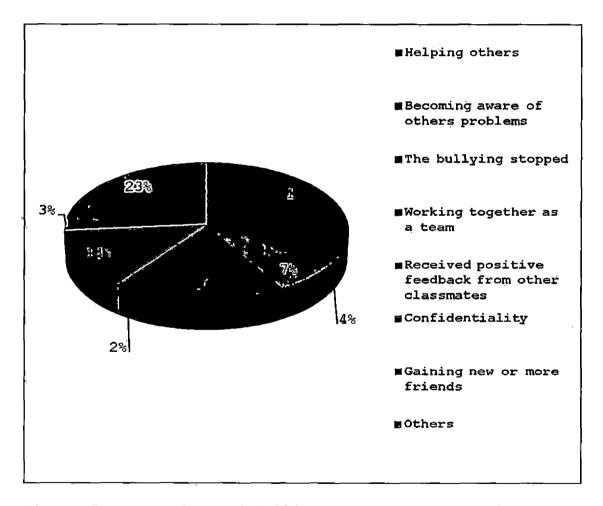


Figure 5. Bystander and Bullies Response to Question Four.

Victims, bystanders and bullies responses to questions two, three and six are represented below in tables 1, 2 and figure 6.

Victims: Question 2. How successful do you think the team at the time?

Bystanders and bully: Question 2. How successful do you think the team at the time in getting rid of the bullying?

This survey question used a rating from one to five. A rating of one expressed that the teams efforts were a waste of the individuals time and a rating of five expressed that the team was very successful at combating bullying. Ratings of two through four were either expressions comparable to one, neutral to one and five or comparable to five.

On the following page in Table 1 is a table representing the mean of all 165 participants that completed this section of the survey is exhibited.

Table 1.

Victims, Bystanders and Bullies Response to Question Two.

	Mean response on 5 point	
	<u>Likert scale</u>	
Team members (n=165)		
Victims (n=27)	5.000	
Bystanders and bullies	4.744	
<u>(n=138)</u>		

Overall, of the 165 participants, many expressed that the time spent out of class in team meetings, the time spent in class combating bullying and other undocumented time was very successful at getting rid of the presence of bullying behaviors in the classroom. Although bullies and bystanders had more ratings of four than the victims it does not reduce the sense that the time spent was necessary to assure bullying behaviors were stopped. The next question that arises however is about how long the effects might last.

Victims: Question 3. How long do you think the results will last for you?

Bystanders and bully: Question 3. How long did the effects of the team's work last?

This survey question addressed the participants' expectations of how long the effects of the undercover team process might last. It used a rating on a Likert scale from one to five. A rating of one expressed that the results the team's efforts produced were expected to be short-lived, lasting less than a week and a rating of five expressed that the bullying behaviors were expected to cease or lessen for more than a month. Ratings of two through four were expressions of qualified or neutral expectations of lasting effects.

The following is Table 2. It is a table representing the means for participants' responses to this survey question.

Table 2.

Expectations of the Duration of the Effects of the Undercover Teams' Work

	Mean response on 5 point	
	<u>Likert scale</u>	
Team members (n=165)		
Victims (n=27)	4.231	
Bystanders and bullies	4.533	
<u>(n=138</u>		

The following is figure 6. It is a bar graph representing the participant's expectations upon the duration of the effects of the undercover teams in the classroom.

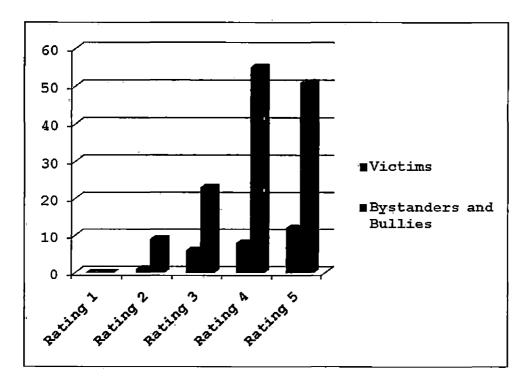


Figure 6. Victims', Bystanders' and Bullies' Expectations of the Duration of the Effects of an Undercover Team.

More often than not bullies and victims were confident that bullying behaviors would not immediately return once the teams had ended. The next issue was whether the

participants would recommend the use of the process for other situations in which bullying might occur.

Victim: Question 5. If a friend was being bullied or you were bullied again, would you recommend that an undercover team be set up for yourself or for him or her?

Bystanders and Bullies: Question 5. If you were asked to join an undercover team again would you do so?

Over 90% of the victims of bullying behaviors and almost 100% of the team members would participate or recommend that an undercover team be set up should bullying present itself again. This suggests that the teams were perceived as beneficial by all involved.

Below in Table 3 is a representation detailing the participants' support for the setting up of future undercover anti-bullying teams.

Table 3.

Participants Who Would Recommend Undercover Teams for Other Situations of Bullying.

	Victims	Bystanders and Bullies	
	(n=27)	(n=138)	
Yes	25	134	
No	2	4	

.Victims' question 6 and bystanders' and bullies' question 7 asked participants for their ideas on what might improve the undercover team process. Not all participants chose to answer this question. Responses are represented in Table 4.

Question 6/7. What improvements do you think could be made to the undercover teams?

The following Table 4. It is the responses to question 6 or 7 by categories.

Table 4.
Participants' Suggestions for Improving the Process.

Responses	Victims	Bystanders and
	(n=27)	Bullies (n=138)
No response	17	89
Ensure	1	1
Confidentiality		
Ensure each team	2	3
member is committed		
More meetings	2	23
Have meetings without	0	1
counselor present		
More participants	3	17
Solve bullying	3	4

The data suggests that the majority of participants were happy with the process and did not want any changes. Two suggestions for improvements were noteworthy. One was the requests for more team meetings and the other was the request to involve more team members. We might speculate

that some participants are left at the end of the process still fearful that the bullying might return. It is not exactly clear what the call for more participants suggests. Perhaps it might eliminate some of the concern about having to be so secret about the team.

The final question on both surveys asked participants in any open-ended way for any further comments.

Victims responded in the following ways:

- "I am now regularly attending all my classes."
 (Participant 5, personal communication, August 2011)
- 2. "2 girls left the team." (Participant 126, personal communication, August 2011)
- 3. "Bullying stopped when team was around."
 (Participant 7, personal communication, August 2011)
- 4. "Be more helpful to me." (Participant 14, personal communication, August 2011)
- 5. "It has changed my life for the future ahead."

 (Participant 81, personal communication, August 2011)

- 6. "Only helped in class but it is still going on outside." (Participant 24, personal communication, August 2011)
- 7. No response (21 of these)

Bystanders and bullies responded:

- "Helped the person being bullied a lot."
 (Participant 70, personal communication, August 2011)
- 2. "Being a part of combating bullying." (Participant
 138, personal communication, August 2011)
- 3. "Teams helped a lot." (Participant 37, personal communication, August 2011)
- 4. "The victim had more confidence." (Participant 11, personal communication, August 2011)
- 5. "Do not solicit meetings." (Participant 72, personal communication, August 2011)
- 6. "Very memorable." (Participant 165, personal communication, August 2011)
- 7. "Successful means of solving teenage problems."

 (Participant 144, personal communication, August 2011)

- 8. "Victim was more confident and stood up for herself." (Participant 86, personal communication, August 2011)
- 9. "Very effective." (Participant 149, personal communication, August 2011)
- 10. "Helped stop bullying." (Participant 73, personal communication, August 2011)
- 11. "Victim is now safe." (Participant 92, personal communication, August 2011)
- 12. No response (129 of these)

Conclusion

Overall the majority of the participants, whether a victim, bystander or bully, report that the responsibility, discussions, meetings, intervention and other team efforts were successful across the board in attaining a change in the classroom environment for all. This was noted by those who expressed feelings of friendship, help, safety, improved confidence and gratitude. Nevertheless it is not my intention to dismiss the responses of those whom found the aspects of teams to be humiliating or embarrassing experience.

However, I believe that without hesitation the employment of undercover anti-bullying teams removes the authoritarian aspect of correcting bullying behaviors and replaces it with a demonstration of alternative and acceptable behaviors for peers while in class. Also it heightens the awareness of bullying behaviors of bystanders so that reporting bullying may happen faster, thereby potentially cutting down the longevity of the suffering. Chapter five will further discuss the results and expectations of undercover anti-bullying teams

CHAPTER FÎVE

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

Introduction

This chapter addresses the research question proposed for this study in chapter one. Based on the data analyses presented in chapter four, much can be extracted detailing the effects of undercover anti-bullying teams in the classroom and the contributions of its unique process to current and future research to combat bullying in schools. In this chapter I will give attention to existing research that contributed to the form and method used by undercover anti-bullying teams, conclude what can be determined from the data, reference limitations, and discuss recommendations for future research.

Discussion

The following research question was investigated in this study. Is it an advantage to the victims, bystanders and perpetrators of bullying behaviors to have a team of peers to assist with stopping bullying in the classroom?

Prior research on bullying programs in schools reported that students were exposed to harsh consequences

without specific care for the relationships that were damaged. "A lot of perpetrators don't realize that what they did was bad" (Norris, 2003, p.10). Due to bullying issues longstanding and sometimes suicidal effects, and in response to legislation, schools have often imposed rules and regulations that would remove the bully immediately from the school environment in order to restore safety. The 'Zero Tolerance' policy discussed in chapter two does rid the school environment of all those directly involved with any act that is considered vicious. These types of consequences are so authoritarian that they merely mimic the controlling and aggressive behaviors of bullying.

The negative outcomes of bullying directly affect their victims' ability to academically perform, properly socialize with peers and ultimately decrease their attendance at school (Brewer, & Harlin, 2008). Bearing in mind that the bully becomes a victim of bullying while being punished, schools must be careful upon what types of consequences get imposed when attempting to send across the message that bullying is not tolerated. The undercover anti-bullying team process assumes from the outset that in order to essentially teach the bully and the victim that their relationship is unacceptable they both must be fully

involved in fixing it. In order to begin such a process the initial task after becoming aware of the bullying is to form a team comprised of both a bully and some bystanders. The victim is not a member of the team but is in a position of authority in relation to the team's work (through naming members of the team and through having the final say on whether they have completed their work.)

Recently schools have begun to invite parents, teachers and other community members to partake in the fight against bullying, yet lack of awareness continues to be a strain on their full involvement as bullying goes undetected due to their inability to observe it. Not totally contrary to the idea of involving teacher, parents and other authority figures, undercover anti-bullying teams pass the torch off to the students, otherwise known as bystanders. Students who make up the teams are endorsed by authority figures associated to the school. Responses found in the data to question one (what do you remember most about being on the team?) such as "That I was asked to help," and "Having responsibility," suggest that participants knew that their ability to combat bullying behaviors in the classroom were trusted, possibly increasing their efforts to ensure that they were active

members on the team. Teachers' and other school officials' backing is crucial. It puts bullies on notice that further bullying is being watched and alerts bystanders that the school is willing to address the issue. Such bystanders may not before have been aware of or involved in any bullying behaviors or may have fear of being bullied themselves.

The National Survey of Children's Health (2010) report that 24 percent of parents report that their child bullies and 35 percent of parents report that they are concerned about their child being bullied at school. For reasons such as this the undercover teams' process ensures that the participants have knowledge of what type of bullying to beware of.

Many schools and reports in the media have asked that children report bullying; yet without a clear definition or an understanding of bullying, these efforts to combat bullying produce get very little participation in actually addressing it. Therefore other students may sit at their desks and just stare off into the distance, not paying attention to the teacher or to anything that is going on.

Meanwhile students who are victims may develop serious health problems as a result of bullying (Fekkes, Pijpers, Fredriks, Vogels, & Verloove-Vanhorick, 2006).

The participants' responses on the surveys represent a clear picture of undercover anti-bullying teams raising an awareness of bullying among students who may have otherwise been bystanders with the ability to stop bullying, but without sufficient knowledge of what it might look like. In addition the teams offered the opportunity for friendships to be formed that promoted alternative pro-social behaviors for the classroom. It is important to stress here that victims, bystanders and bullies provided consistently matching positive feedback about their personal experiences on the teams.

While reading others stories on bullying, many victims referred to their experience of school as a long lived nightmare. Without much being done to stop the bullying, coping with the problem to avoid other retributive attention, victims developed insecurities. These insecurities possibly get recognized as a part of growing up. Within the many responses provided by the participants of the undercover teams it is obvious that insecurities are not a part of life given the right environment. Here are a few responses from victims that were significant in that they provided a story that shows that care from peers changed how they felt about school: "It has changed my life

for the future ahead," "They were always there when I needed them, I felt was really safe with them," and "I liked knowing that there were people to help me if I were in trouble."

"Kids who see bullying and stay silent are part of the problem" (Zambotti, 2012, p.8). Studies show that peers are present in nearly 90 percent of bullying incidences and more than 75 percent of the time, they do nothing (Morais, 2010). Children are taught math, grammar, history, physical education and more at school; yet not much is taught on how to properly behave amongst peers. Just as the school provides free breakfast and lunch to under-privileged families with school-aged children, as a way to ensure each child has been afforded the opportunity to be healthy so that they might function better academically. It is equally known that students come from different parenting styles and other poor family dynamics that sometimes do not offer a correct way to behave. Therefore it should be secondary or just as important for schools to socially feed those children who come from socially deprived households.

In previous literature research showed victims of bullying are more likely to have a higher rate of absenteeism. To demonstrate how undercover teams did not

involve punishing on the basis of school rules and still stopped bullying, while teaching alternative and appropriate behaviors, I will revisit several of the actual responses of the participants.

1. "I remember that it was really hard at the beginning because we had to stop Bully X from being smart to people and therefore people wouldn't be smart to him."

Research previously cited stated that children's behaviors are not always new. Some of the behaviors that children have become accustomed to using when interacting with peers are deep-rooted due to sometimes having started before entering school or in elementary. Therefore some bullies have exercised their aggressive behavior for so long and further have figured out how to get others to ignore it and/or become victim to it, that they are unaware of the issue. In the response above a participant remembers having to stop the bully from being smart and then get him or her to realize that attitudes towards him or her is bought on by their behavior. The significance in this is that undercover teams include the bully while restoring relationships. The bully, while team members are expressing intolerance of their behavior, is being influenced by what behaviors do work and is then having to self-evaluate and

reconstruct ways of communicating in order to be accepted.

2. "Helping Victim X to fit in and being really nice to her."

Targets of bullying behaviors usually have a difference that is not familiar to others. Bullies tend to publicize these differences in an immoral manner, gaining negative attention from bystanders. The participant's response above exhibits a peer who did the reverse of what is usually the response to a victim of bullying behaviors. The response does not state that bullying stopped but even more important it is a clear statement that the participant knew that being nice would contest the bullying behaviors.

"The class got along better."

From the literature in chapter one it is known that .

those students who have not been bullied still have fear of one day being bullied. Therefore for it can be assumed that bystanders who are aware of surrounding bullying behaviors maybe over-reacting or acting passively to keep from getting the bullies' attention.

Frequently victims do not speak up about bullying, therefore having an undercover team in the classroom in response to one victim's problem with a bully, may be in reality helping many other victims in the same classroom.

In this response the victim noticed that it was not just the victim who benefited from the undercover teams efforts, it was the whole class.

4. "Getting people who are so different or not close friends to work together to help someone."

Undercover teams do not seek to take a clique of students and make up a team. They are comprised of students who seem to know how to behave in a pleasant manner with their peers. This may mean that there are participants who had an existing friendship before becoming a team member; but packed in the response above is the definition and goal of undercover teams in its simplest form.

In order to successfully prevent bullying behaviors the victim had to be willing to tell their story and discuss it with peers that they were not sometimes comfortable with. Undercover teams for this matter were sometimes intrusive and embarrassing for the victim. For example one victim's answer to question four was, "I didn't like the fact of being undercover, because it's sort of embarrassing being bullied." This suggests that a team of peers constantly watching for the victim to be bullied and then reacting to stop it, could be actually making the victim feel even more helpless or noticed for their

differences.

Asking participants to keep the parts of the group confidential was intended to free the victim from fear of retaliation; yet with the very noticeable change in the once unresponsive bystanders to now nice and friendly, others begin to question the transformation. For this reason undercover teams may need to find another way to go about protecting the victim from further retaliation. A suggestion maybe to have the team secretly give the victim and bully ways to stop the behaviors and then allow them to show this in class without their assistance.

Nevertheless, what stood out overall the most was the unanimous responses from victims, bystanders and bullies agreeably noting that the teams were successful in stopping bullying and the long-lasting effects. Almost 100 percent of the participants stated that they would join another team should bullying happen again.

Pros and Cons

In every innovative idea one must consider that there will inevitably be pros and cons. It is rare to find teams in a school made up of students with the goal of identifying and addressing undesirable behaviors of another

classmate(s). Implementation of such teams may create hostilities and undermine harmony, since rejection and exclusion could be among the functions participants take up on behalf of the target of bullying.

The pros and cons of undercover teams overlap in minor ways. Undercover teams involve students who are not directly involved in the issue. The approach could possibly encourage a team to over-react and inadvertently generate rival gangs (teams), with unknown repercussions.

Additionally other victims without a team maybe who are not ready to speak up maybe undesirably revealed and the early detection of these behaviors by school officials may cause a damaging over-reaction. On the other hand, the teams could function like sports teams with other students cheering them on or wanting to join. They could become one of the school's focal points for student success through public recognition and other types of rewards.

Initially Michael Williams conducted these teams in hopes of creating an alternative way to combat bullying that is different from the usual authoritarian implementation of rules that cause shaming and isolate the perpetrator while leaving behind an unsettled victim (Williams & Winslade 2009).

Williams and Winslade (2009) state:

In this framework, offending behavior is thought of more in terms of the harm that is done to relationships than in terms of breakdown of the authority of rules or administrators. On this assumption, it is argued that the chief requirement for justice is to restore (as far as possible) the personal and community relations that have been harmed by the problematic behavior, rather than to restore the authority of those in power. (p.2)

Although stories of bullying are likely to continue, it is desired that the identity story of the victim will less likely be descriptive of him or her as powerless, shamed, and unintelligent. On the contrary it is hoped that he or she will identify with being worthy of the right to walk about the school without being picked on. All too often, victims will base what they think of themselves on the ill-treatment repeatedly directed towards them from their peers. The same can be true for those doing the bullying; these children will no longer reduce their behavior to only bullying characteristics, but might realize that they have valuable qualities that do not fit with the identity packed in the label bully.

Assumptions

In this presentation of research assumptions are made about students and their role on undercover anti-bullying teams. These assumptions were influenced by the data provided on the surveys with statements of participants' personal experience. The first assumption is that the target of bullying behaviors was provided with a possible false sense of friendship. As the participants worked together in the classroom to support the target, the target assumed that these children were their new friends. For example: "They helped tell other people to stop mocking me and they invited me to hang out with them; " "Participant X and Z insisted on sitting next to me in class;" and "They encouraged me and involved me in their group." Because there is nothing holding the participants to keeping the victims a part of their groups or as friends once the team ends, this new feeling of an established friendship may be short-lived, further causing damage to the victim.

Another assumption is that the bully would misinterpret the help as classmates turning against him or her. The constant coaching eventually would make the bully feel powerless, which was the reason the bullying began in the first place. A final assumption is that the target

would become over-confident about their skills to combat bullying behaviors. Targets of bullying would have weeks of feeling capable of protecting themselves from mistreatment, until the undercover team ended.

Limitations and Suggestions

Surveys

I suggest that the surveys be reconstructed so that they capture the participants' awareness of bullying, what they have or are doing to combat bullying, and their personal experience with bullying before the first undercover anti-bullying team meeting. Gathering this data will provide additional insight to whether or not the team is using approaches that are necessary for the school's environment pertaining to methods already in place and/or ways students may already be coping with bullying. Another survey can be given at the end. This survey will provide data to validate the purpose of the team and present possible new ways of combating bullying.

Class Time

Unlike breakfast and lunchtime, undercover teams are during class. In order for students to participate they have to be pulled out of class and possibly miss out on

crucial instructions. Therefore like the bully in some ways the team obstructs the academic ability of many. Contrary to this problem is that with an active bully in the class the teacher is already experiencing problems with getting the lesson across therefore having the meetings during class time does not necessarily add to the disruption already existing in the classroom.

Undercover Teams

As a whole undercover teams are effective in combating bullying; yet the limitation that is provided within the name is that participants did not like having to lie, when asked why they were protecting Victim X or why are they being pulled out of class. The counselor may need to provide a storyline to tell curious peers. For example "I am on a special team and that's all I can say."

Further research may confirm the victim's ability to fend off unwanted behaviors should the team not be present. It is unknown if the illustrations of appropriate behavior are what stops the bully or is it the constant acts of intolerance from peers.

Conclusion

The research and data presented in this project confirm that undercover anti-bullying teams facilitate in providing a safe school environment. The purpose of conducting this research was to offer an innovative way to prevent bullying behaviors during class time, by using peer-bystanders, bully's and victims as it was previously stated that factors such as generational gaps and other play a huge part in how much an adult can do to help and understand a school aged child.

Name-calling, outing, hitting and other types of bullying cause very harmful and sometimes long-term effects. Therefore it is a must that school officials are committed to providing an environment that aids all students reaching their full learning abilities. Just because all students are not directly affected or show any signs of being bullied, it does not meant that they are not in fear of becoming a victim or that they are not aware of what is taking place around them. Silence among children does not always mean acceptance, therefore allowing peers to sometimes answer that call for help is sometimes best. For this reason undercover teams were found to be essential to the proper development of students.

APPENDIX A

INTERVIEW WITH A VICTIM OF BULLYING BEHAVIORS

April 21, 2012, Pasadena, California

An Interview with a Victim of Bullying

On April 21, 2012, I had the opportunity to conduct an interview with a 71 year old African American female who was willing to discuss her own personal experience with bullying as it occurred on and off campus and other places with emphasis on the devastating effects the bullying has had on her life. She was born in Chicago and now resides in Pasadena, California, and is the mother of two children, a son and a daughter and has two granddaughters. All responses are her actual words.

Victims' actual words

"Today I have a scar under my left eye from where a boy who was bullying me on the play yard in front of our house picked up a piece of pottery and threw it at me hitting me just below my left eye, narrowly missing my eye. Needless to say it was a fairly deep scar. This scar can be seen but the residual emotional scars from the devastation of being bullied cannot be seen but are etched in my memory forever."

Ms. F. when did your experience with bullying begin?

"My experience with bullying began my first day of kindergarten. When my mother released my hand and I joined the other students in the circle on the floor of our classroom some of the children pointed fingers at me and began to laugh at me."

How did you feel when this happened?

"I was terrified and afraid and I was not eager to return to school. After a few days of this I began to withdraw and I felt that I did not belong there with the other children."

Did you tell the teacher?

"The teacher was able to observe what was happening and she' did ask the students to stop."

Why do you think this happened?

"I felt that one of the reasons was that I was of dark complexion, perhaps more dark than the other students. I unfortunately had been the victim of a bone disease called Rickets and my knees were knocked and my ankles were weakened from this condition. It also caused some scoliosis. So my steps were a little awkward. From what I was able to observe this made me different. This gave me another reason to feel I deserved the bullying."

Did you tell your parents what was happening to you at school?

"Yes."

What was their reaction?

"Our grandmother was our caregiver while our parents were working. She was the one who heard most of the stories about the bullying. Her solution was to forgive them."

Was there ever any violence from the children?

"Violence was a major part of the bullying.

Up until the fourth grade I experienced being struck and pushed by other children on and off campus. Many times after school groups of children would follow me and throw rocks and hit me with their hands and sometimes with other objects."

"My grandmother being the religious person that she was told me to turn the other cheek. Meaning to forgive them. This left me vulnerable to even more violence and name calling. So nearly every day there was some occurrence of bullying and violence."

Did any of the other children offer to help you?

'Yes, there was a girl who I sometimes walked to and from school with. She was the very aggressive type and she often tried to come to my rescue. I was in the fourth grade when I created an imaginary playmate. I told my parents that a muscular girl from Africa had enrolled in our school. I told them that her name was Geralda and that she

could climb trees and do other things that made her look like a person strong enough to protect me from harm from the other children. I told them that she was always with me and would not let the children bother me. My parents seemed pleased and never asked to meet Geralda."

Were you ever able to protect yourself?

"I was not able to give myself much protection. However, I do remember walking to school and being pushed by a girl.

I was carrying my tennis shoes and I hit her with them. I sometimes tried to fight back but I always feared retaliation that I could not handle."

Why?

"Based on my mother's assessment of my physical condition and my father's sexual misconduct, I felt I deserved whatever punishment came my way."

Did your parents ever offer any assistance to you?

"They would say "don't let those kids do that to you." I was so weak emotionally inside from the abuse that was occurring at home until it did not matter. I felt that I deserved it. As the bullying continued I grew to feel that it was my fault and that I deserved the punishment partly because I had disappointed my mother by not looking like her. I felt guilty. She was a beautiful woman."

Did your other siblings experience any of the same type of treatment on and off campus?

"Yes. Perhaps coming from the same background we were defenseless. The boys seemed to have escaped the depths of bullying that the girls experienced. The girls in our family were emotionally and sexually abused. There was no protection from our mother as the sexual abuse from our father occurred."

You said that the bullying continued throughout high school. How do you explain that?

"Our family moved from Chicago to Los Angeles in 1952. It began my first day at the new school. I was entering fifth grand. I was standing in front of the class when the teacher introduced me to the class. There was an outburst of laughter from the students and I knew from that moment I was doomed. I made a few friends with the girls but some of the boys were a problem by making fun of me. I knew right away that the boys would not like me and it was as though they could see every flaw in my body and that became cause for bullying."

How did you survive academically?

"I did have the support of my father as he insisted on good grades. In spite of his working hours, he took time to review homework and encouraged reading. In spite of the bullying, I rose to the top of my class academically. Then I realized I was a little smarter than most of the other students so I found a way to not stand out. I deliberately answered questions wrong so my grades would not be too

How embarrassed were you from the bullying?

"I was very embarrassed. I walked with my head down and I was withdrawn and became very emotionally insecure. self-image was very poor. In junior high school the boys made such fun of me that I eventually did not want to go to school. I went every day because my father would not tolerate any absences unless there was illness. The boys did not want to sit next to me. One boy was assigned a seat next to mine and a boy said to him "man, do you want me to put you out of your misery." It was discovered that my name was on the list of names of students who had been assigned that book in the past. This list was inside the front cover of the book. The book was immediately thrown around the classroom as no one wanted that book. I was defenseless as my mother was not able to offer me any consolation. As I grew older her rejection and verbal abuse grew stronger leaving me with no recourse but to feel that God had put me on earth to be made fun of. Grandmother taught me to pray so I thought it was proper for me to thank God for allowing me to be an attraction of amusement by the students. I actually thought that was my purpose for being on earth."

What happened in high school?

"The tragedy of bullying continued. By now the boys and girls were discovering each other in a romantic way. There were parties. I was never invited to a party in high school. I went directly to school and went home as fast as I could. I hated walking past the group of boys who stood together at one of the entrances of the gate to the school. They made fun of me and called me names. I finally made the decision to stop allowing myself to deliberately get average grades and I went forward to become one of the top students in my business education major. I graduated from high school with honors. I could get a conversation from a boy when he needed answers to questions that he could not answer. I attended and graduated from business College. I transferred to Cal State University, Los Angeles and due to my mother's illness and my need to become her caregiver, I left college. I was an honor student when I left and by

that time I had two children and I opted to support emotionally and academically so that the best could be brought out in them and they would not have to suffer as I did. My first step with them was to try to plant the seeds of a good self-image and self-esteem which I hold as the most important components of success."

What effects do you see as having resulted in life-long from the residual effects of the bullying?

"I mentioned that I was withdrawn and introverted. I was a person with low self-esteem, poor self-image. I had complexes of inferiority. I made poor choices in marriage and other aspects of life. I suffer today from some social anxiety. I have experienced hiding from people in my own way and even to this day I find myself doing that. Many things I want to do but I feel too ugly as outlined by my mother who put great emphasis on my personal appearance and how disappointed and embarrassed she was that I was not pretty, often saying that I did not look like I belonged to her. These degrading words were spoken by her even into my adulthood."

You actually feel that the rejection from your mother had something to do with your being vulnerable to the bullying?

"Yes, I feel that the abuse at home weakened my character and rendered me incompetent to defend myself against bullying. I feel I was separated from the person I may have been had the verbal and physical abuse not occurred.

Perhaps I may have been able to fight back or the bullying may have stopped had I been able to exhibit more strength or if I had had support from my home environment. Instead I felt that the punishment at school was an extension of the punishment that I had become so familiar with since very early childhood. I feel this made me a perfect target for the bullying that occurred throughout my school days."

"A couple of months ago I was reunited with a classmate from school days in Chicago. The reunion came through another classmate who I was able to contact some years ago through an acquaintance of my younger sister. One of the first things the newly reunited classmate talked about was how the kids used to beat me up at school and she wondered what had happened to me. I had heard the same thing from other former classmates when they said "I wondered what had happened to you." To have her recall this reminded me of

how painful it was to be hurt by other students both physically and verbally and turn the other cheek. I remembered myself as being the little girl who was always running to try to get away from those children who often followed me nearly to our front door throwing things at me and calling me names. Today I have a scar under my left eye from where a boy picked up a piece of pottery and threw it at me. The piece of pottery hit me narrowly missing my eye. Needless to say it was a fairly deep scar. This scar can be seen but the residual scars cannot be seen but yet etched in my memory forever."

Are you more comfortable with yourself as a person since you seem to have discovered what it takes to raise children by directing their positive self-image and self-esteem issues?

"Yes, I have worked hard to overcome the emotional damage from the bullying. I did my best to create within my children enough self-esteem so that they would be able to sort out the truth about themselves if and when they faced bullying."

Did your children have issues with bullying?

"Yes they did."

What did you do?

"From their earliest years I tried to instill within them a positive self-image and good self-esteem as those elements was missing from my existence. I tried to listen to what they had to tell me when bullying occurred. I made myself available to the teachers and when I could I talked to the parents about the situation. Often the situations were resolved when the bullying students were confronted. I realized that I could not be there to solve every problem but I did not want my children to sink into low self-esteem and vulnerability as I did because other students had negative things to say or tried to become violent.

Ms. F. What would you say to parents whose children may be experiencing bullying from fellow students or other children in general?

"I believe a positive self-image and good self-esteem

should become a part of a child's early training along with ABC's...as early as possible. I believe a parent should look for every possible way to keep in touch with what is going on at school and any other place where the child comes into contact with other children or where bullying may occur. Children need to be respected. I believe our duty as parents is to correct our children, not to put them down or make them feel less than human. I cannot personally place enough emphasis on how important it is to be very careful of the words parents choose and say to their children. Keep them believing in themselves and let them know that you believe in them. My experience has shown me that words can either make or break a child's spirit. I believe that a child with a broken spirit is one of the children that can become very vulnerable to bullying. Communicate with your children. Listen to what they have to say. Respond to bullying and other negative situations involving your children with your presence to try to resolve the issue. You don't want your child to feel he or she deserves to be bullied."

"They would recognize and other personal abuses. Along with other abuses this and I can say that I have survived the

bullying inside and outside of the home."

"I do recall that the damage had risen to the level where I can honestly say that I literally shook from fear, anxiety and anger nearly all the way through high school. When my name was called at the senior awards assembly as I was seated on the stage along with the other students receiving awards, I expected the students in the audience to respond with the usual laughter. Instead there was a rousing applause from them. In spite of what I had been through I received an award for outstanding achievement in business education." (Evelyn Williams, Personal Communication, April 21, 2012)

APPENDIX B

UNDERCOVER ANTI-BULLYING TEAMS SURVEYS

Undercover Team Evaluation CONFIDENTIAL Team number _____

1.	What do you	remember	most about being o	on the team?	
2.			hink the team was e line with a cross		
	1	2	3	4	5
	A waste of tin		neutral	Very	successful
	, t waste or till				
3.	How long do	you think th	e effects of the tea s in the place that		
3.	How long do	you think th			
3.	How long do mark the line	you think th with a cros	s in the place that	best fits your ans 4	swer. 5 Long Lasting
	How long do mark the line 1 Short lived (Less than a week	you think th with a cros 2	s in the place that	best fits your ans 4 (More	5 Long Lasting than 2 months)
	How long do mark the line 1 Short lived (Less than a week What did you	you think th with a cros 2	s in the place that 3 neutral	best fits your ans 4 (More	5 Long Lasting than 2 months

Yes _____ No ____

6.	If a friend was being bullied would you recommend that an undercover team be set up for him or her?
	Yes No
7.	What improvements do you think could be made to the Undercover Teams?
	
8.	Any other comments?
Thank	you for your participation.
10/06/ Please	l Guidance Counsellor.

(Developed by Michael Williams)

Undercover Team Evaluation CONFIDENTIAL Team number_____

You were a person for wh	ich an undercove	r team was set	up in orde	r to combat
some bullying.				

Please answer the following questions.

	o you tnink the team was a	at the time? Plea	se circle t
number that best	fits your answer.		
12	23	4	;
A waste of time	neutral	Very	successfu
Short lived (Less than as week)	neutral		successf than a mont
(Less than as week)		(More t	than a mon
Mhat did var lika	ar aat lika ahant baisa iaw		
	or not like about being inv	olved with the dr	idercover
	or not like about being inv		
What did you like team?	or not like about being inv	olved with the dr	
	or not like about being inv	olved with the dr	

7.	What improvements do you think could be made to the Undercover Teams?			
8.	Any other comments?			

M Williams School Guidance Counsellor. 10/06/2012

Please return the completed questionnaire in the envelope and slip it back under Mr Williams's door.

(Developed by Michael Williams)

APPENDIX C

INSTITUTIONAL REVIEW BOARD APPROVAL



Academic Affairs

Office of Academic Research • Institutional Review Board

June 02, 2011

Mr. Felipe Barba, Mr. Harpreet Uppal, Ms. Evelyn Knox and Ms. Juanita Williams 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

CSUSB INSTITUTIONAL REVIEW BOARD

Administrative Review IRB# 10097

Status

APPROVED

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

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/prestocul. Perstocol Change Form is on the IRB website.

2) If they adverse organizations adverse/manufalpated events are experienced by subjects during your arch. Form is on the IRIS weinite.

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, Spain of Ward, Ph.D.

Sharon Ward, Ph.D, Chair Institutional Review Board

SW/mg

cc: Prof. John Winslade and Prof. Editable Department of Editable Revictory and Counseling 5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393

The California State University - Bakersfield - Channel Islands - Chico - Dominguez Hills - East Bay - Fresno - Fullerton - Humboldt - Long Beach - Lus Angeles Martime Academy - Monterey Bay - Northridge - Pomona - Sacramento - San Bernardino - San Diego - San Francisco - San Jose - San Luis Obispo - San Marcos - Sonoma - Stanislaris

APPENDIX C:

INSTITUTIONAL REVIEW BOARD APPROVAL

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.

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