

**THE WHO INTERVENTIONS TO PREVENT BULLYING AMONG
STUDENTS IN THE INCLUSIVE CLASSROOM SETTING**

by

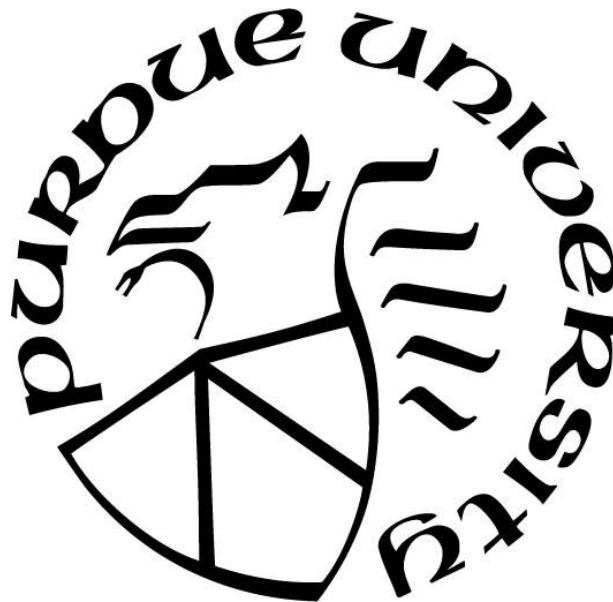
Theresa Barfell

A Thesis

Submitted to the Faculty of Purdue University

In Partial Fulfillment of the Requirements for the degree of

Master of Science



School of Special Education at Purdue Fort Wayne

West Lafayette, Indiana

May 2021

THE PURDUE UNIVERSITY GRADUATE SCHOOL
STATEMENT OF COMMITTEE APPROVAL

Dr. Jane Leatherman, Chair

School of Education

Dr. Rama Cousik

School of Education

Dr. Jeong-Il Cho

School of Education

Approved by:

Dr. Jane Leatherman

ACKNOWLEDGMENTS

I would like to thank PFW committee members Dr. Jane Leatherman, Dr. Rama Cousik, and Dr. Jeong-Il Cho for their guidance and support with completing the special project.

I would like to express my appreciation to Dr. Jane Leatherman for taking the time to answer my questions and for her guidance and leadership throughout the course.

I would like to thank the teachers who participated in the survey and took the time to give their input so I could research and complete the special project.

I would like to thank my husband Brad and my daughters Olivia and Brooke for believing in me and supporting me throughout the process of completing the special project.

TABLE OF CONTENTS

ABSTRACT.....	6
CHAPTER 1. INTRODUCTION	7
Statement of the Problem.....	7
Purpose Statement.....	7
Importance of Topic.....	8
Definitions of Terms	8
CHAPTER 2. LITERATURE REVIEW	10
Students with Disabilities	11
School Wide Systems	12
Student Bystander Roles to Prevent Bullying.....	13
Social Stories	13
Olweus Bullying Prevention Program	14
Kiva Bullying Prevention Program:.....	15
Success in Stages	16
Summary of Research	17
CHAPTER 3. METHODOLOGY	18
Participants.....	18
Role of Researcher	18
Setting	19
Research Design.....	19
Data Sources	19
Recruitment and Data Collection.....	20
Ethical Issues	20
Timeline	20
Outline for Development of Special Project.....	21
CHAPTER 4. RESULTS	22
Introduction.....	22
Survey Overview	22
Demographic Information.....	22

Findings.....	23
Summary	24
CHAPTER 5. HANDBOOK	26
CHAPTER 6. PURPOSE OF PROJECT.....	70
Strengths of Handbook and Study	70
Limitations of the Handbook	71
Implications for Future Projects.....	71
Reflection.....	72
Conclusion	72
REFERENCES	73
APPENDIX A.....	75
APPENDIX B	78
APPENDIX C	79
APPENDIX D.....	80
APPENDIX E	82
APPENDIX F.....	83
APPENDIX G.....	84

ABSTRACT

Bullying in schools has been an issue that has affected students since the 1970's (Tsiantis et al., 2013). There are interventions that can help prevent bullying within the classroom such as the Olweus Bullying Prevention Program, and the KiVa Bullying Prevention Program.

The purpose of this study is to survey teachers about their knowledge of bullying and how to prevent it as well as how they feel bullying affects the students they work with and what interventions they have tried to help prevent bullying.

Survey research was used to conduct this study. Surveys were sent to 25 teachers at an elementary school. 9 teachers responded to the survey. The teachers included both general education and special education who teach grades K-6. Teachers who were familiar with intervention strategies were asked to explain what interventions they have tried. A feelings dry erase board where a student could rate the intensity of their feelings and also explain on the board was one strategy used. Cool down pass and sand timers to complete task given, visual checklist on desk for procedures, and preferential seating were among other strategies used in the classroom.

This study emphasizes the need for teacher resources to help them prevent bullying in their classroom. Bullying affects student development in all areas, which is why it was important to the researcher to investigate this topic and provide a teacher handbook that includes lots of resources for teachers to utilize.

CHAPTER 1. INTRODUCTION

Most everyone has seen or experienced bullying at some point in their school years and realized that some students are more at risk than others to be bullied. Bullying is identified as one of the most common problems faced by children in the United States education system (Raskauskas & Modell, 2011), as well as one of the most significant health risks to children (Raskauskas & Modell, 2011). Most experts agree that children with disabilities are harassed by their peers at higher rates than their peers without disabilities (Raskauskas & Modell, 2011).

Students with special needs are often bullied and often have a difficult time forming positive relationships with their non-disabled peers. When students are pulled out of their classroom to come to the special education resource room, they feel comfortable with each other and are not afraid to talk to each other and work in groups together.

Statement of the Problem

Bullying in schools has been an issue that has affected students since the 1970's (Tsiantis et al., 2013). Students who are being bullied do not enjoy coming to school which can cause them to miss days and receive poor grades. Students can also become distracted from their schoolwork and sometimes even act out so that they can get out of class and not have to be around peers who have bullied them (Tsiantis et al., 2013). Bullying behaviors within the classroom can lead to verbal aggression as well as physical aggression (Tsiantis et al., 2013). There are interventions that can help prevent bullying within the classroom such as the Olweus Antibullying Prevention Program, and the Kiva Bullying Prevention Program.

Purpose Statement

The purpose of this study was to first survey teachers about their knowledge of bullying and how to prevent it, as well as how they feel bullying affects the students they work with and what interventions they have tried to help prevent bullying. The next purpose is to provide educators with a handbook that includes resources that can help prevent bullying among students with special needs and students without special needs within their inclusive classrooms.

Research Approach

Survey research was used to conduct this study. Surveys were sent to 25 teachers at a Midwest suburban elementary school. The participants included both general education teachers and special education teachers who work with grades K-6. The survey questions are multiple choice and or short answer and ask teachers about their experiences with using interventions in their classrooms to prevent bullying. The survey questions also ask teachers if they have had training or experience with the Olweus Bullying Prevention Program, the Kiva Antibullying Program, and Success in Stages Antibullying Program.

Importance of Topic

Bullying continues to be an important focus for schools due to its prevalence and negative effects on student health (Cecil & Molnar-Main ,2014). Some studies have examined the risk of students with special needs being bullied. In one study over 50 percent of students diagnosed with a learning disability, intellectual disabilities, speech-language disability, or autism reported that they had been teased, harassed, stolen from, hit, or beaten up by peers at school (Doren et al., 1996). Most of the research on bullying relating to students with disabilities has focused on students with disabilities who are high functioning (Raskauskas & Modell, 2011). The research will be used as a tool to give teachers a handbook full of resources they can use to help them prevent bullying among their students in their inclusive classroom setting.

Definitions of Terms

BullyingVerbal	physical or psychological aggression repeated over time that is intended to cause harm or distress to the victims who are unable to defend themselves (Clarkson, et al., 2016).
Inclusive Classroom	A classroom in which all students, no matter their abilities or skills, work together in one classroom.
OBPP	Olweus Bullying Prevention Program is a school-based program aimed at improving interpersonal relationships in a safe school environment and reducing bullying incidents by intervening at the school, classroom, and individual level (Tsiantis, et al., 2013).

Kiva	A school-based bullying prevention program with universal and Indicated elements and emphasis on changing bystander behavior (Clarkson et, al., 2016).
Success in Stages	The Success in Stages: Build Respect, Stop Bullying program is a multicomponent, bullying intervention package that incorporates all students involved, including the victims, passive bystanders, and bullies (Johnson et al., 2005). The goal is to reduce bullying occurrences and create a climate of respect in school (Johnson et al., 2005).

CHAPTER 2. LITERATURE REVIEW

Bullying is an issue in schools worldwide (Haataja, Ahtola, Polskiparta, and Salmivalli, 2013). Numerous school-based bullying prevention programs have been developed and are often effective. Knowledge on teachers' implementation of school based-antibullying programs is limited (Haataja et al., 2013).

Bullying occurs in many contexts with children and adults. Research has only been done on bullying for the last 30 years. According to (Olweus, 1999), "Bullying is aggressive behavior that happens more than once, and the bully shows more power so that the victim has a difficult time defending themselves" (p. 10). It can also be described as the systematic abuse of power (Smith et al., 2013).

According to Olweus (1993), School bullying refers to "violent and aggressive behaviors that are manifested by students in an intentional manner that is repeated and aimed at producing physical or psychological pain to other students inside or outside school grounds" (p. 10).

According to Rodriquaz, Smith-Canter, and Viytecki, (2012), "educators need to advocate for the right of young children with disabilities to receive social interaction services in order to help them achieve freedom from social isolation" (p. 316). Social interactions between students with disabilities and students without disabilities can be advantageous for all the students involved. They can learn about differences in learning, acceptance of those who are different, positive behaviors, ways to make strong friendships, and how to play and get along with other individuals.

According to Gresham, et al., (2001), "the ability to interact successfully with peers and significant others is one of the most important aspects of development" (p. 331). The development of social competence appears to occur naturally for an abundance of children, however some young children experience difficulty with social competence and peer-related social skills (Anthony et al., 2005). When students have delayed social skills, they may also experience delays in other areas such as cognitive delays and or language delays. Many preschoolers with disabilities have been found to have an increased risk for social, language, and cognitive difficulties that negatively influence their social competence (Guralnick and Neville, 1997). Students with disabilities are less likely to have social interactions with typical peers and have fewer friendships.

Students with Disabilities

Odem et al. (2006) found that approximately fifty percent of inclusive preschool students with disabilities are at risk for social rejection by peers and require evidence-based intervention to promote their social competence (p. 823). Interventions may include having teachers provide direct instruction to peers without disabilities on how to facilitate interactions with students who have disabilities (Stain and Ordom, 1986), prompting and reinforcing peers' initiations to children with disabilities (Goldstein et al., 1992), and introducing group contingencies or self-evaluation strategies to reinforce and monitor peers' initiations (Sainato, et al., 1992). Friendship activities are also of importance to include in instruction. Teachers can model appropriate ways for students to interact with each other and then have students practice the skills they have been taught. The more students with disabilities can have the opportunity to interact with their typically developing peers, the more likely they will be to develop positive social skills and be less likely to have problems making friends and interacting positively with their peers as they get older.

Many students who receive special education services are at risk for both being bullied and bullying other individuals in the inclusive classroom setting. Often students with disabilities are bullied because they are different and don't know the appropriate ways to interact with their peers. They also bully other individuals as a way to lash out because they feel different and as a way to help them try to fit in and gain peer attention. This is why it is so important for social skills to be taught to students with disabilities not only at a young age but throughout their school years (Sainato, et al., 1992).

Farmer et al., (2012) talks about "how difficult it is for schools to provide a balance between providing youth with disabilities a free and appropriate public education while promoting a safe environment for all students" (p. 149). The IDEA act of 1997 adds provision for schools to provide functional behavior assessments to help address problem behaviors. Many schools have also started using Positive Behavior Intervention Supports to help with problem behaviors. In an effort to help reduce the number of discipline referrals for students, the school-wide PBIS programs have been shown to help with less office discipline referrals (Bradshaw, et al., 2010), "the effectiveness of such programs for reducing the risk of bullying and being bullied for students with disabilities" (p. 149).

Bullying behavior can be seen in students who are popular in school as a way for them to maintain friendships with their popular peers. They bully peers who they feel are not popular and or at the same socio-economic status as them. Students who have disabilities and are not popular will often bully others who are not likely to talk back or act out. They often choose students who have a higher level of disability than they do or who are physically impaired. They do this to gain peer attention and to lash out at someone to make themselves feel better. They are also victims of bullying because they are different and often not popular with their typically performing peers. If provided with social skills, given the opportunity to practice these skills in a small group, and having adults model these skills for them throughout their school years, students with disabilities are more likely to behave more positively with their peers (Bradshaw, et al., 2010).

School Wide Systems

According to Milsom (2010) “successful implementation of any type of school wide training depends on support from both the administrators and school personnel” (p. 10). If all of the staff or at least most of the staff receives training and has a positive attitude towards working with students who have disabilities in the inclusive setting, students are able to pick up on the positive attitude of adults and feel better about themselves and have a better attitude towards their peers with disabilities. It’s also important to hold high expectations for all students and not just those who don’t have disabilities. High expectations for all students helps those students with disabilities work harder towards achieving goals and shows students without disabilities that all students can be held to the same standards, some just achieve meeting expectations a little differently.

Positive Behavior Intervention System (PBIS) is a prevention model used to prevent disruptive behaviors and promote a positive school climate through setting level change, in order to prevent student behavior problems systematically and consistently (Sugai and Horner, 2006). Through PBIS, staff and students work together to create a schoolwide program that promotes positive student and staff interaction, provides incentives to students meeting expectations, and encourages data-based decision making by staff and administrators (Sugai and Horner, 2006).

PBIS follows a multi-tiered approach. Tier 2 (selective/targeted) and Tier 3 (indicated) programs and supports are implemented to complement Tier 1 (universal) components (Sugai

and Horner, 2006). The Tier 1 level focuses on establishing a school-wide positive social culture that includes teaching a small set of behavioral expectations, establishing a system for reinforcing performance of these expectations, implementing a consistent system for interrupting, correcting, and redirecting behavioral errors, and building an efficient system to collect, summarize, and use data for decision-making (Sugai and Horner, 2006). The PBIS framework help the school choose the most suitable program to be integrated within the framework and provide support to staff to optimize implementation fidelity (Sugai and Horner, 2006).

Student Bystander Roles to Prevent Bullying

Student bystanders play a critical role in preventing bullying among their peers (Samiville, 2010). When students watch someone being bullied and do not respond, they are reinforcing bullying behavior. The following are two ways that bystanders can be educated to react to bullying behavior as they see it: 1.) Students should be educated about their role to stand up to students who are bullying others. 2.) Students would be taught how to respond consistently and appropriately to all bullying situations (Samiville 2010). Students also need to know that they can tell report bullying situations to any adult and not have their identity exposed. The consequences that are given to the students that are bullying should be fair for all. Students need to receive affirmation once they have reported a bullying situation, so they feel good about doing the correct thing (Samiville 2010). Finally, an adult should follow up with all students involved in the bullying situation to make sure that bullying is no longer occurring.

Social Stories

Social Stories are a frequently used behavior method for students with special needs (Chan and O'Reilly 2008). Studies have often combined Social Stories with other instructional methods such as prompting, reinforcement, and self-evaluation (Chan et al. 2008).

A study was conducted on two six-year-old boys with Autism in the inclusive classroom setting. Both students had trouble with appropriate social interactions such as getting in other students' personal space and yelling out in class (Chan and O'Reilly, 2008). A Social Story was read to each student three times throughout the school day. Once the story was read to the

student, they were asked to answer three comprehension questions about the story that was read. Finally, they participated in role play to help them understand the appropriate way to raise your hand instead of yelling out, and to stay out of other's personal space (Chan and O' Reilly, 2008). Both students' data showed that they were able to go from having 30% appropriate social interactions to 100% appropriate positive social interactions. (Chan and O'Reilly, 2008).

Olweus Bullying Prevention Program

According to Cecil & Molnar-Main (2015), the Olweus Bullying Prevention Program is a research-based, whole school, systems-change program originally developed in Norway and adapted for use in the United States. The goals of the OBPP are to reduce bullying behaviors, prevent the development of bullying behaviors, and improve the school's climate among students (Cecil and Molnar-Main 2015). Programs for schools include: forming a committee that consists of staff member from all across the departments in the school including office staff, nurses, counselors, and security staff, staff training, letting students fill out the Olweus Bullying Questionnaire, prior to starting the program with them, monthly meetings for staff to discuss student bullying info, teachers introduce antibullying rules, teachers and staff will be asked to increase student's supervision, especially at unstructured times such as lunch and recess, and finally, parent involvement (Cecil and Molnar-Main 2015). The school has a kick-off event to introduce the program to the students. Teachers post rules in their classrooms and explain the rules to their students. Individual lessons are presented to students and students get a chance to practice what they learn in the lessons (Cecil and Molnar-Main 2015).

It is important for teachers and parents to work together on bullying prevention and that they communicate if students are being bullied or are bullying others. Classroom meetings are also important for teachers to have with students in their class to share bullying situations that have occurred.

According to Cecil & Molnar-Main (2015), it is imperative that the implementation of the OBPP be consistent and done with fidelity in order for successful outcomes such as large reductions in bullying instances to occur. It is also important for teachers to believe in the program and let their students know they believe in the program. If a teacher does not invest time and effort into the program and students feel that is the case, the students are less likely to follow the program rules and bullying behaviors are not as likely to be reduced. Students are in

tune with their teachers and other adults in their school buildings and if they feel that the program is not well supported and or not well received by adults, they won't try their best to adhere to the program either.

Since OBPP is a school wide program, it engages not only the students, but the faculty and staff in the school building as well. The program works best if it is used for longer than two years. It is encouraging for the staff as they see the number of bullying instances decrease as a whole in the school. Parent involvement is crucial as well and as bullying instances decrease, parents become more encouraged as well. The goal is for the students to be able to learn in a safe environment.

Kiva Bullying Prevention Program:

According to (Clarkson, et al., 2016), Victimization, or being bullied, carries numerous detrimental and long-term consequences, including depression, alcoholism, smoking, and substance abuse. Victimization has also been associated with an increase in school absences.

Kiva is an acronym for "Kiusaamista Vastan" which means "against bullying" and "kiva" is a Finnish adjective for "nice" (Clarkson, et al., 2016). The Kiva program includes an innovative approach to bullying that focuses on the role of the bystanders or fellow pupils who witness bullying events. The lessons teach students to recognize what bullying is and what it is not. It also teaches them how to respond when they see someone being bullied. As a part of the program schools are expected to have an anti-bullying policy that includes documenting bullying incidents, investigating and dealing with bullying incidents, and supporting victims and disciplining bullies. Kiva provides training, resources, class lessons, and online activities for teachers and students. They also have an email account and phone number that teachers can call and ask for help or ideas with instruction. Parents are also provided with support as well. School-wide posters are also displayed to let students and staff know that they are in a Kiva supported school. Lessons are broken down into mini lessons, so they are easier to give to students on a regular basis. The entire school faculty and staff are given intervention training first and then the teachers will give training to their students.

When a bullying situation occurs, an adult will talk to the bullied victim and perpetrator separately (Clarkson et al., 2016). When talking to the perpetrator, the teacher will request that they help come up with a plan to address the problem. The teacher will then meet again with the

victim and the perpetrator two weeks later to see if the bullying behaviors have stopped, if not, the process will be repeated with a new plan to solve the problem.

Consistency among staff, parents, and students to follow through with interventions for the bully and the students who is being bullied is imperative for the program to work. When student peers stick up for their classmates who are being bullied, there is a higher chance that the bullying will stop.

Sometimes students are more willing to talk to their peers about being bullied than they are to their teachers. If students know that they will be supported by all adults in their building as well as their peers, they are more likely to inform someone that they are being bullied. Likewise, students who bully others will be less likely to do so if they know that kind of behavior will not be tolerated at their school.

Success in Stages

The Success in Stages: Build Respect, Stop Bullying program is a multicomponent, bullying intervention package that incorporates all students involved, including the victims, passive bystanders, and bullies (Johnson et al., 2005). The goal is to reduce bullying occurrences and create a climate of respect in school (Johnson et al., 2005).

This program is based upon the Transtheoretical Model which consists of five stages: 1. Precontemplation, 2. Contemplation, 3. Preparation, 4. Action, and 5. Maintenance. (Johnson et al. 2005). The TTM model teaches reinforcement and decision-making skills so that program participants can progress to the next stage and learn the tools necessary to maintain their modified behaviors (Johnson et al. 2005). The Program consists of text and multi-media components which include computer software (Johnson et al. 2005). The precontemplation stage is the first stage where students are asked to include their name and led the student through assessment questions, images and movies that are tailored to their needs (Johnson et al. 2005). The assessment questions assess student behaviors and roles in bullying. The second and third stages gives students feedback on their assessment and provides lessons on bullying prevention. The fourth and fifth stages continue to give students feedback and lessons to prevent bullying and how to handle being bullied as well as what to do if they are a bystander in a bullying situation (Johnson et al. 2005).

The Success in Stages program is an internet-based system. Students are given the opportunity to interact with the program through movies, assessment questions, and images that are all tailored to the student's specific needs (Johnson et al. 2005).

Summary of Research

The research that has been done on bullying prevention provides important information for teachers to use as they try to prevent bullying in the classroom. School personnel need to work together as a team and collaborate among grade levels so that they can come up with a plan that will best work for their school and the students they are working with. This research study is based on the following three research questions.

- 1.) What interventions does literature show can be used to help prevent bullying among students with special needs and students without special needs in the inclusive classroom setting?
- 2.) What types of interventions are being offered to teachers to help prevent bullying among students with special needs and students without special needs in the inclusive classroom setting?
- 3.) What role do students play in helping prevent bullying among their peers with special needs and peers without special needs in the elementary inclusive classroom setting?

CHAPTER 3. METHODOLOGY

Bullying is a growing issue within the school setting. This study is being done to help educators find resources that will help them prevent bullying among their students who have special needs and students without special needs in the inclusive classroom setting. A survey was used to get teacher input on interventions they have tried to prevent bullying in their classrooms and to see how much knowledge they have about bullying interventions that are being used to help prevent bullying.

Participants

Participants in this study included 25 teachers at a small suburban school. The teachers included general education teachers grades K-6 as well as special education teachers. The general education teachers all teach in an inclusive classroom setting.

Role of Researcher

The researcher has been a special education teacher for 28 years. She has worked with grades Pre-K through grade six. She has been working with students with mild interventions at a small suburban school for the past three years. She has taught Early Childhood Special Education students for seventeen years. The preschool program included students with communication delays, developmental delays, mild intellectual delays, moderate intellectual delays, and severe intellectual delays. She has also worked with several students on the Autism Spectrum. She has taught students with emotional disabilities for eight years in grades K-5. In all of those years of teaching, she has encountered many situations that included students bullying each other. Even at the preschool level, children bully and are victims of bullying. Bullying within the school setting tends to continue to be a growing problem that is not going away. As a teacher who has worked in inclusive classroom settings, she felt it was important to help provide teachers with resources they can use to help prevent bullying.

Setting

The setting for the research was at a small suburban school. There were a total of 543 students at this school which included two American Indians, seventeen Asian, seventy-one African Americans, sixty-one Hispanic, thirty-six Multiracial, and 356 Caucasian. (IDOE 2020). There were 330 students on reduced or free lunch program and 240 students who paid for lunch (IDOE 2020). There were thirty English Language Learner students and 103 Special Education students (IDOE 2020). Kindergarten classrooms consisted of thirty-five male students and forty-three female, first grade thirty-three male and forty-four female, second grade, forty male and thirty-nine female, third grade, thirty-four male and forty female, fourth grade, thirty-nine male and thirty-nine female, fifth grade, thirty-two male and forty-seven female, and sixth grade had thirty-three males and forty-five females (IDOE 2020).

Research Design

The research design is a needs assessment via survey that is based on the following three central research questions. 1.) What interventions does literature show can be used to help prevent bullying among students with special needs and students without special needs in the inclusive classroom setting? 2.) What types of interventions are being offered to teachers to help prevent bullying among students with special needs and students without special needs in the inclusive classroom setting? 3.) What role do students play in helping prevent bullying among their peers with special needs and peers without special needs in the elementary inclusive classroom setting?

A survey was distributed to teachers that included one quantitative question about years of teaching experience and questions 2-5 that were forced answer with a space for comments. Specific survey questions were available from a link in Google Forms to twenty-five participants (Appendix E). The survey answers were analyzed and will be used to create a handbook of resources for teachers to use to help prevent bullying in their classrooms.

Data Sources

A survey was distributed to twenty-five teachers. The survey includes a quantitative question that asks how many years of teaching experience individuals have. The rest of the

questions are forced choice with comment. The survey asks teachers if they have experienced bullying situations in their classrooms, what types of interventions they have used, and if they are familiar with Olweus and or KiVa Anti-bullying programs. The survey also gives space for teachers to write about any other bullying prevention programs they may be familiar with and or have used in the past.

Recruitment and Data Collection

The principal provided a letter (Appendix A) to staff to explain that he gave permission for the survey to be sent out to staff. The survey (Appendix B) was sent via school email using Google Forms. The participants were given two weeks to fill out the survey at their convenience. The data was collected and analyzed at the end of the two-week period to decide what behavior resources are needed to make a handbook of resources for teachers. A bar graph was made of the data to show how many teachers have experience with bullying, how many teachers are familiar with the anti-bullying programs Olweus Anti-Bullying Program and KiVa Bullying Prevention Program.

Ethical Issues

One ethical issue of the study was to gain prior permission from the university, school administration, and participants before beginning research. This was done by becoming certified in CITI Group 2 Coursework (Appendix C), getting a letter of permission from the principal, getting approval from the IRB (Appendix D), and making sure participants know that participation in the study is anonymous and voluntary.

A letter from the principal was sent via email with a link to the survey in Google Forms. Teachers were encouraged to complete the survey during non-educational times of the day. Once the survey was completed it was analyzed and the information gained from the survey was used to provide a resource handbook for teachers.

Timeline

- 1st week of October, got permission from principal to send surveys to staff.
- 2nd week of October, surveys were sent to staff giving them two weeks to respond.

- 4th week of October, collected survey results and worked on Literature Review.
- November Weeks one and two, worked on Literature Review and Methodology Chapters.
- November/December- finished chapter one through three and turn in on 12/18.
- January analyzed results from surveys and began working on Chapter four.
- February and March - Continued research and began working on and completing the teacher handbook for Chapter five.
- March and April, presented and finalized Special Project.

Outline for Development of Special Project

The special project consisted of a hard copy handbook for teachers in grades K-6 who have worked in the inclusive classroom setting as well as special education teachers who have worked with inclusive classroom students as well as working self-contained special education classrooms. The handbook includes both evidence- based bullying prevention programs as well as resources such as books, websites, and media sources that can provide teachers with interventions to help prevent bullying among their students with special needs and students without special needs.

CHAPTER 4. RESULTS

Introduction

Bullying is a growing problem within the inclusive classroom setting among general education and special education students. A needs assessment survey was used to help determine what bullying interventions elementary teachers were familiar with and which interventions they have used in the classroom. The answers obtained from the survey were essential in the development of the Bullying Prevention handbook.

Survey Overview

The mixed methods survey consisted of four questions. The Google Forms survey link was emailed to twenty-five general and special education teachers at HEEL grades K-6. Nine teachers (36 %) responded to the anonymous and voluntary survey. The first question was demographic, identifying years of teaching experience, and experience with bullying situations in the classroom. Questions three through four asked teachers what bullying interventions they have used in their classrooms and if they are familiar with KiVa, Olweus, and Success in Stages bullying interventions. The responses from the need's assessment survey helped identify bullying interventions that are already being used in the inclusive classroom setting. This information pinpointed which resources will be needed in the resource handbook for teachers. The raw data from the teacher survey responses are illustrated in appendix.

Demographic Information

The four-item survey began with a demographic section consisting of one question. How many years have you been teaching? Three teachers have been teaching 5 years or less. None of the teachers who completed the survey have been teaching 6-10 years. None of the teachers who answered the survey have been teaching 11-14 years. Six of the teachers have been teaching 15 years or more. The percentage of teacher response are illustrated in figure 1.

Years Teaching	Percentage of Responses
0-5	33.3%
6-10	0%
11-14	0%
15+	66.7%

Figure 1. Percentage of teacher response

Findings

Question number two was have you experienced situations in your classroom in which Special Education students have either been bullied or have bullied other students? All nine of the teachers who answered the survey said yes, they have experienced bullying situations in their classroom. The teachers who answered yes were asked to explain. Teachers were not asked to identify if they were special education teachers or general education teachers, however there were lots of responses with special education students. Teacher #1 and 2

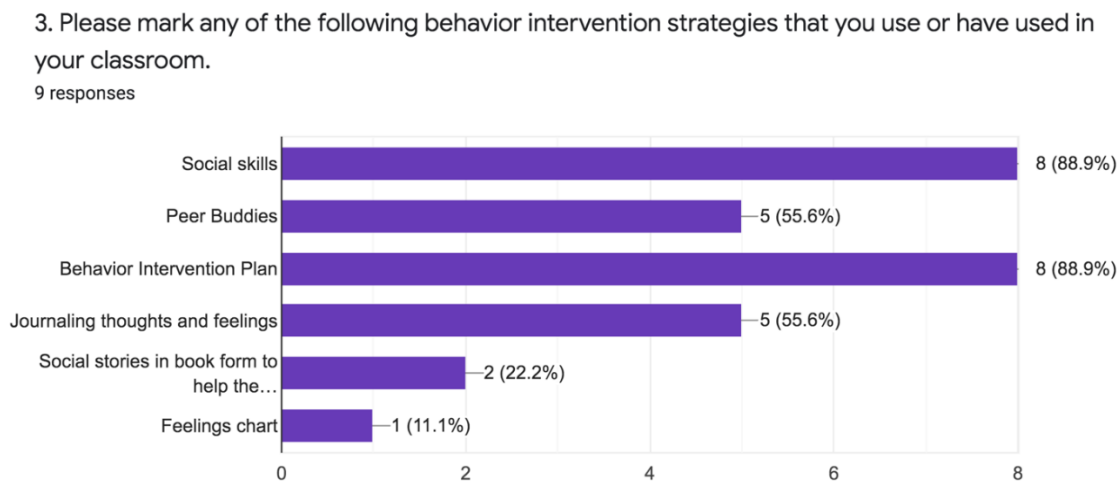


Figure 2. Question three results of mixed methods survey

Teachers who were familiar with intervention strategies in question number three were asked to explain what interventions they have tried. Five teachers responded. Teacher #1 responded “students separate coming to and from the classroom, so they have no unmonitored time in the school.” Teacher #2 and #3 used a feelings dry erase board where the student could rate the intensity of their feelings and also explain on the board. Teacher # 4 uses breaks/cool

down passes, and sand timers to complete task given, visual checklist on desk for procedures, and preferential seating. Teacher #5 uses a token economy system for students to earn incentives, CHAMPS behavior system, teach town, bibliotherapy, and coping strategies.

Question number 4: Please mark any of the following bullying prevention programs that you are familiar with or have used interventions from in your classroom: Olweus Bullying Prevention Program, KiVa Antibullying Program, Success in Stages Bullying Prevention Program. None of the teachers were familiar with Olweus Bullying Prevention Program. None of the teachers were familiar with KiVa Antibullying Program. None of the teachers were familiar with Success in Stages Antibullying Program. Six of the teachers were familiar with any kind of bullying prevention programs. Five of the teachers were familiar with Choose Kindness.

Choose Kindness was an incentive program used at the elementary, middle, and high school level to promote acts of kindness between students. The program was developed by a group of teachers on the Choose Kindness Committee. It was implemented throughout the school for a single school year. When students get caught using an act of kindness it is acknowledge with verbal praise from an adult and announced over the loud speaker from the principal during morning announcements.

Summary

The teachers who participated in this survey indicated that they have all had experience with special education students and general education students bullying each other or being bullied. The teaching experience among the teachers who responded to the survey ranged from 0-5 years of teaching experience to 15 years plus of teaching experience. Eight of the teachers responded that they have used social skills to prevent bullying. Eight of the teachers have used Behavior Intervention Plans to help prevent bullying. Five of the teachers have used peer buddies to help prevent bullying. The teachers who participated in this survey reported that they haven't participated in a school-wide bullying intervention system. The teachers are responsible for handling bullying situations within their own classrooms.

The responses to the survey indicate that although teachers are experiencing bullying situations in their classroom, they are not familiar with many bullying prevention programs or resources they can use in their classrooms to help prevent bullying. A teacher handbook was

created for teachers to provide them with resources they can use to help them prevent bullying situations in their classrooms.

CHAPTER 5. HANDBOOK

Teacher Handbook of Bullying Interventions



unity-clipart-5 (1)

Table of Contents

Introduction.....	28
Teacher Information.....	29
Definition of Terms.....	30
Types of Bullying.....	31
Books About Bullying for Parents and Teachers.....	34
Books About Bullying for Students.....	37
Functional Behavior Assessment.....	40
Behavior Intervention Plan.....	43
Five Point Scale.....	46
Social Stories.....	59
Olweus Bullying Intervention Program.....	60
KiVa Antibullying Program.....	61
Websites for Parents, Teacher, and Students.....	63
Videos for Parents, teachers, and Students.....	65
References.....	67

Introduction

Most everyone has seen or experienced bullying at some point in their school years and realize that some students are more at risk to be bullied. Bullying is identified as one of the most common problems faced by children in the United States education system (Roskauskas and Modell, 2011), as well as one of the most significant health risks to children (Roskauskas and Modell, 2011). Most experts agree that children with disabilities are harassed by their peers at higher rates than their peers without disabilities (Roskauskas and Modell 2011).

Students with special needs are usually bullied and often have a difficult time forming positive relationships with their non-disabled peers. When students are pulled out of their classroom to come to the special education resource room, they feel comfortable with each other and are not afraid to talk to each other and work in groups together. However, when I observe them in their general education classroom where there are twenty-six plus students, they are generally very quiet, afraid to speak up, and tend to interact with the other students in their classroom who have a disability and come to the special education classroom with them.

Teachers need resources to help students gain the confidence they need to help them reach out and establish friendships with their non-disabled peers in their general education classroom as well as peers they may encounter when they play sports or join a club.

I have made this handbook to help provide teachers the resources they need to help them try to prevent bullying among their students with special needs and students without special needs in the inclusive classroom setting.

Teacher Information

Theresa Barfell is a Special Education teacher at an elementary school. She began her career as a Special Education teacher where she worked with Emotionally Disabled students for eight years, and with special needs preschool students for seventeen years. She has been a Special Education teacher in the resource room at an elementary school for the past three years. She has had lots of experience dealing with students who have expressed bullying behaviors and those students who have been bullied. She believes that collaboration among general education teachers and special education teachers is imperative in helping students to accept differences among each other and to help prevent bullying among students. Her passion and love for learning motivated her to obtain her Master's Degree in Special Education. The research of interventions to prevent bullying among students with special needs and students without special needs in the inclusive classroom setting along with her teaching experience, are combined in development of this handbook.

Definition of Terms

Bullying	Intentionally causing suffering for someone else. Often someone who can't or won't defend themselves.
FBA	Functional Behavior Assessment is a process that identifies a specific or target behavior that interferes with a student's education.
BIP	Behavior Intervention Plan is a plan is designed to reward and reinforce positive behaviors.

Types of Bullying

Verbal bullying consists of calling names and saying hurtful things to someone.



(source: https://www.freepik.com/free-vector/flat-design-bullying-concept-with-characters_10749903.htm#page=1&query=bullying&position=0)

Physical Bullying- Causing physical harm to someone else on purpose.



(source: https://www.freepik.com/free-vector/angry-people-fighting-bullying_1046833.htm#page=2&query=bullying&position=10)

Cyber Bullying is writing verbally abusive things about someone on social media.



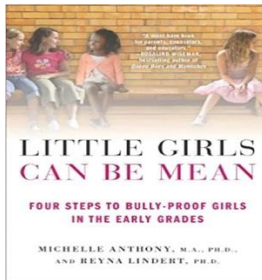
(source: https://www.freepik.com/free-vector/cyber-bullying-concept_8945183.htm#page=2&query=bullying&position=47)

Books about Bullying For Teachers and Parents

Anti-bullying books

Little Mean Girls

Michelle Anthony



Little Girls Can Be Mean is the first book to tackle the unique social struggles of elementary-aged girls, giving you the tools you need to help your daughter become stronger, happier, and better able to enjoy her friendships at school and beyond.

[https:// www.littlegirlscanbemean.com](https://www.littlegirlscanbemean.com)

Kindness Wins

Galit Breen



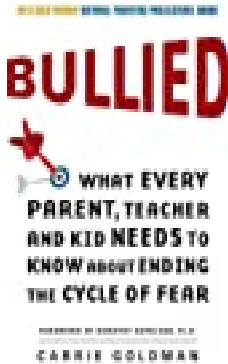
If kindness wins, accountability rules. The need for this mantra is never clearer than when scrolling through posts and comments left online. Approximately four out of ten kids (forty-two percent) have experienced cyberbullying. Cyberbullying isn't all that different from the playground bullying of our youth and nightmares. When we were young, our bullies weren't usually strangers. They were the kids who passed mean notes about us in class, the ones who didn't let us sit at their table during lunch, and the ones who tripped us in the hallway or embarrassed us in gym

<https://www.amazon.com/Kindness-Wins-Galit-Breen/dp/1533623414>

Bullying books

Bullied: What Every Parent, Teacher, And Kid Needs to Know About Ending the Cycle of Fear

Carrie Goldman

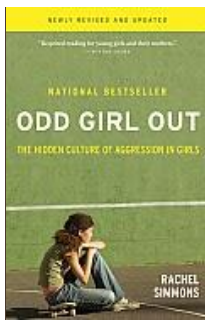


A highly-researched guide on responding to bullying, social conflict, and peer victimization. Weaving in beautiful prose and real stories with actionable advice and expert resources, *Bullied* is a must-read for parents, teachers and kids.

<https://www.amazon.com/Bullied-Every-Parent-Teacher-Ending/dp/0062105086>

Odd Girl Out

Rachel Simmons



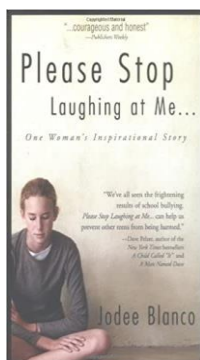
Dirty looks and taunting notes are just a few examples of girl bullying that girls and women have long suffered through silently and painfully. With this book Rachel Simmons elevated the nation's consciousness and has shown millions of girls, parents, counselors, and teachers how to deal with this devastating problem. Poised to reach a wider audience in paperback, including the teenagers who are its subject, *Odd Girl Out* puts the spotlight on this issue, using real-life examples from both the perspective of the victim and of the bully.

<https://www.amazon.com/Odd-Girl-Out-Culture-Aggression/dp/0156027348>

Bullying books (*continued*)

Please Stop Laughing at Me...

Jodee Blanco



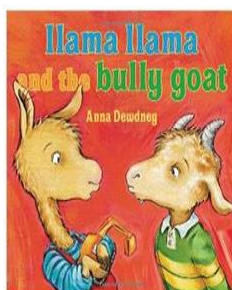
This powerful, unforgettable memoir chronicles how one child was shunned—and even physically abused—by her classmates from elementary school through high school.

<https://www.amazon.com/Please-Stop-Laughing-Me-Inspirational/dp/1440509867>

Bullying books for Elementary Students

Llama Llama and the Bully Goat

Anna Dewdney

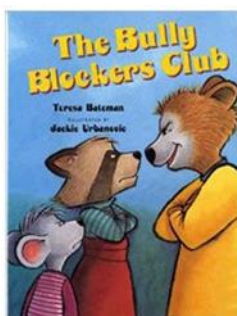


Llama Llama is learning lots of new things at school and making many friends. But when Gilroy Goat starts teasing him and some of their classmates, Llama Llama isn't sure what to do. And then he remembers what his teacher told him—walk away and tell someone. It works! But then Llama Llama feels badly. Can he and Gilroy try to be friends again?

<https://www.amazon.com/Llama-Bully-Goat-Anna-Dewdney/dp/0670013951>

The Bully Blockers Club

Teresa Bateman



After talking to her family again, Lotty comes up with an idea. She notices other kids are being bullied by Grant, too. She gathers everyone together and they form a club—**The Bully Blockers Club**. Now when Grant tries to bully someone, the other kids speak up.

https://www.google.com/search?q=the+bully+blockers+club&rlz=1CAKSO U_enUS941&oq=The+bully+blockers+club&aqs=chrome.0.015.8759j0j8&sourceid=chrome&ie=UTF-8

Bullying books for Elementary Students *(continued)*

Marlene, Marlene, Queen of Mean

Jane Lynch

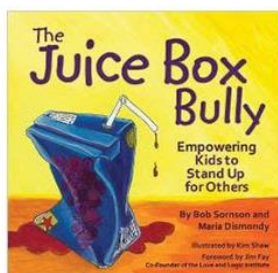


Glee actress Jane Lynch takes a look at bullying head-on in her first picture book. Marlene is the self-appointed queen of the playground, the sidewalk, and the school. She is small but mighty . . . intimidating! Known for her cruel ways, the little Queen of Mean has kids cowering in fear—until big Freddy stands up to her and says what everyone has been too fearful to say.

<https://www.amazon.com/Marlene-Queen-Mean-Jane-Lynch/dp/0385379080>

The Juice Box Bully: Empowering Kids to Stand Up for Others

Bob Sornson & Maria Dismondy



Have you ever seen a bully in action and done nothing about it? The kids at Pete's new school get involved, instead of being bystanders. When Pete begins to behave badly, his classmates teach him about "The Promise". Will Pete decide to shed his bullying habits and make "The Promise"?

<https://www.amazon.com/Juice-Box-Bully-Empowering-Others/dp/1933916729>

Spaghetti in a Hot Dog Bun: Having the Courage To Be Who You Are

Maria Dismondy



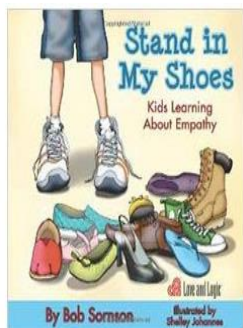
Lucy has big hair, eats fun foods and is teased by a boy named Ralph at school because she is different. **She tries to be brave** but she wishes the teasing would stop. *What should I do?* she asks herself over and over.

<https://www.amazon.com/Spaghetti-Hot-Dog-Bun-Courage/dp/0615473938>

Bullying books for Elementary Students (*continued*)

Sand in My Shoes: Kids Learning About Empathy

Bob Sornson

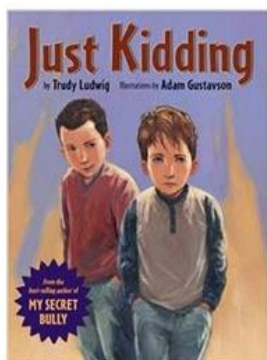


When Emily asks her big sister what the word empathy means, she discovers an answer that will change how she looks at people. *Stand in My Shoes* shows kids how easy it is to develop empathy toward those around them. Empathy is the ability to notice what other people feel. Empathy is the foundation for all social skills and personal relationships, which make our lives richer and more beautiful.

<https://www.amazon.com/Stand-My-Shoes-Learning-Empathy/dp/1935326457>

Just Kidding

Trudy Ludwig



A rare look at emotional bullying among boys from the best-selling author of *My Secret Bully*. D.J.'s friend Vince has a habit of teasing D.J. and then saying, "Just kidding!" as if it will make everything okay. It doesn't, but D.J. is afraid that if he protests, his friends will think he can't take a joke. With the help of his father, brother, and an understanding teacher, D.J. progresses from feeling helpless to taking positive action, undermining the power of two seemingly harmless words.

<https://www.amazon.com/Just-Kidding-Trudy-Ludwig/dp/1582461635>

Gabe & Izzy: Standing Up for America's Bullied

Gabrielle Ford



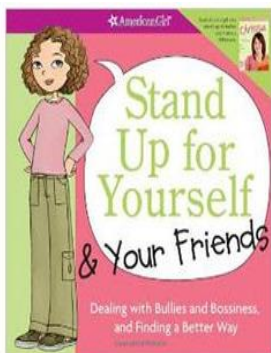
The moving, true story of the young woman dubbed "The Voice of America's Bullied"; how her bond with her dog, Izzy, changed her life; and their mission to help break the cycle of bullying.

<https://www.amazon.com/Gabe-Izzy-Standing-Americas-Bullied/dp/0147509947>

Bullying books for Elementary Students *(continued)*

Stand Up for Yourself & Your Friends

Patti Kelley Criswell

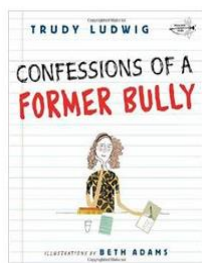


You can make a difference, and this book is here to help! It gives you the tools you need to recognize bullying -- and be prepared to handle it. Take a quiz to learn your "speak-up" style, and read great advice from girls who have been in similar situations. With tips that include wise words to use with bullies, smart ways to ignore them, and solid advice on getting an adult's help when needed, you'll discover how you can make the world a safer, happier place for yourself and your friends, too.

<https://www.amazon.com/Stand-Yourself-Your-Friends-Bossiness/dp/1609587383>

Confessions of a Former Bully

Trudy Ludwig

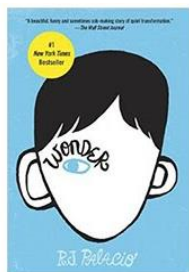


After Katie gets caught teasing a schoolmate, she's told to meet with Mrs. Petrowski, the school counselor, so she can make right her wrong and learn to be a better friend. Bothered at first, it doesn't take long before Katie realizes that bullying has hurt not only the people around her, but her, too.

<https://www.amazon.com/Confessions-Former-Bully-Trudy-Ludwig/dp/0307931137>

Wonder

R. J. Palacio



August Pullman was born with a facial difference that, up until now, has prevented him from going to a mainstream school. Starting 5th grade at Beecher Prep, he wants nothing more than to be treated as an ordinary kid—but his new classmates can't get past Auggie's extraordinary face.

<https://www.amazon.com/Wonder-R-J-Palacio/dp/0375869026>

Interventions to Help Prevent Bullying

Functional Behavior Assessment (EACS Special Ed. Dept.)

WHAT: Functional Behavior Assessment

WHERE: Data collected both at school and at home.

WHEN: A Functional behavior assessment is used to help identify what is causing the problem behavior.

WHY: A Functional Behavior Assessment needs to be completed to help determine if a Behavior Plan will be needed.

WHO: Any student who is having a behavior issue that is impeding their learning or the learning of others.

Sample Functional Behavior Assessment

(EACS Special Education Department)

Grade:

Person Completing Report:

FBA Team:

Part 1:

Sources of data used in Functional Assessment: ***Check all documents that were reviewed as part of the FBA process:***

- | | | |
|---|--|---|
| <input type="checkbox"/> SPED file review | <input type="checkbox"/> Health File | <input type="checkbox"/> Outside Agency Information |
| <input type="checkbox"/> Discipline file review | <input type="checkbox"/> Student Interview | <input type="checkbox"/> Tier 2 Data Form |
| <input type="checkbox"/> Attendance Records | <input type="checkbox"/> Parent Interview | <input type="checkbox"/> Grades/Credit History |
| <input type="checkbox"/> Stand. Assessments | <input type="checkbox"/> Observation Forms | <input type="checkbox"/> Other |

Functional Assessment

1. Summarize the information collected from the Teacher Observations, Present Levels of Academic Performance & Behavior, and any additional information from File Review. Also include behavioral data on frequency, intensity, setting, time of day and duration of the behavior(s):
2. Based on the summary from question 1 identify and describe in observable terms the 1 or 2 target behaviors.
3. Identify and explain hypothesized function based on information stated in present levels questions 1 & 2.
4. Explain if & how the student's disability may impact the pattern of behavior? (Consult the most recent psych report when making this determination.)

Data Collection: Use observations, tracking target behavior sheet, and student & parent interviews to answer questions #5-9.

5. Identify any patterns that may exist from the data tracked during the 2 weeks.
6. Identify any patterns that may exist from any of the observations.
7. Describe the antecedents and consequences of the behavior(s) either observed or hypothesized:
8. Discuss key findings and pertinent information found in the student & parent interviews.
9. Describe other health and environmental factors that may affect behavior(s)
(lack of sleep, diet, extracurricular activities, peer interactions & classroom environment)
10. Identify and explain the Function of the behavior(s)
11. What are the strengths of the student that could be used to help the behavior(s) and address the function?
12. Describe the new skills that will assist the student in replacing the problem behavior(s).

Behavior Intervention Plan (BIP)
(EACS Special Education Department)

WHO: Students who have had a Functional Behavior Assessment completed and a case conference decision was made to complete a BIP.

WHAT: A Behavior Intervention Plan is an individualized plan that includes positive behavior supports to help change a student's inappropriate behavior and replace it with an appropriate behavior.

WHEN: A Case Conference is held to determine if there is a need for a BIP once a Functional Behavior Assessment has been completed.

WHERE: A BIP is completed at school and is implemented throughout the student's school day. This would include special area classes, lunch, recess, and on the bus.

Sample Behavior Intervention Plan
(EACS Special Education Department)

Prevention Efforts: (This includes efforts to alter the environment, and teacher behavior)

Staff Responsible	Intervention	Frequency
1.		
2.		
3.		
4.		
5.		

Tracking Target Behavior

Student: _____

Grade: ____ School: _____

Dates: _____ to _____






Teacher: _____

Target Behavior(s): _____

Activity	Time	Day of the Week					Total
		Monday	Tuesday	Wednesday	Thursday	Friday	

Five Point Scale

A five point scale can be used to help students learn to recognize and control their emotions. This is a very good tool for students to use to decide if they are calm enough to return to class or an activity.

5	 <p>Angry I've lost control. I'm not listening Anymore. I could hit, kick or bite. I need a quiet place to calm down.</p>
4	 <p>Overwhelmed Everything is too hard. I'm losing control and need to leave the environment I'm in. Give me space</p>
3	 <p>Frustrated I'm not getting it, I'm showing signs of stress I should take a break now.</p>
2	 <p>Anxious Trying to stay focused, but having a hard time staying on task Use calming strategies now</p>
1	 <p>Happy Ready and willing to Work</p>

(source: <https://i.pinimg.com/originals/00/a8/85/00a8858ffd810819ef736e3d8f6cd5d7.jpg>)

5-Point Scale Presentation

By: Dawna Clawson, Karen Hathaway, Melissa Hudson



WHAT IS THE 5 POINT PRESENTATION SCALE?

- The 5 point scale is a program to teach social understanding through self-monitoring.
- It is used to help children control anxiety or behaviors.
- It works well with ASD (Autism Spectrum Disorder), special education students **and** general education students.
- The scale is a visual resource that reduces abstract ideas into simple numbers.
- The scale breaks down a variety of behaviors into concrete parts to help students better understand what you are asking of them.
- The numbers and colors used are essential for student understanding.

Voice

When to Use the Right Voice

- When no words come out of my mouth, my voice is a 1. When my teacher is talking to me, I should try to keep my voice at a 1. *No talking at all.*
- Sometimes my voice is little. Some people call this a soft voice. This is when my voice is at a 2.
- I use a 2 voice when I am in the library. A 2 is like a whisper.
- My teacher would like for me to try really hard to keep my voice at a 3 in the classroom.
- This is like when I am talking on the phone or talking to my friends at lunch or asking the teacher a question.
- When I get upset, my voice might go to a 4. This is when my teacher can remind me about using a 3 or 2 voice in school.
- If I am out at recess and I want someone to throw me the ball, I may have to use a 4 voice to get their attention.
- A 4 voice is pretty loud and I should try not to use a 4 voice in school or in a building at all. A 4 is sometimes called an outside voice. Maybe a 4 could be used if I am at a ball game and I am rooting for my team.
- A 5 means I am screaming. I **should only use a 5 if it is an emergency** and I am calling for help. I should try to never use a 5 unless it is a real emergency.
- It is important to know about how loud my voice is.
- Some places actually have rules about how loud your voice can be, and all kids have to learn about voices.
- My teachers can help me remember about my voice by pointing to the number on the scale it should be at.
- They don't even have to talk about it. They can just point to the number and then I will know that I accidentally go too loud.

5	Screaming/emergencies only
4	Recess/outside voice
3	Classroom voice/talking
2	Soft voice/whisper
1	No talking at all

Why use Social Stories to implement the 5-Point Scale?

- Remind student of appropriate ways to self monitor.
- Remind students of calming techniques.
- Remind students of expectations.
 - *Note:* Social stories need to be read daily.
- The Fidget Rules
 - A fidget is a small object that keeps my hands busy, so I can pay attention to my teacher
 - Right Now My Fidget is a _____.
 - There are some important rules about using a fidget
 - 1) I shouldn't need to look at my fidget very much. If I look at my fidget too much, I won't be paying attention in class.
 - 2) I shouldn't try to get my friends attention with my fidget. It's not fair to disrupt others who are trying to learn
 - 3) My fidget needs to stay in my hands or on my desk. A fidget is not to be thrown, or dropped, or bounced
- So a fidget is a good thing to use when I am having a hard time paying attention. But I have to be careful to follow the fidget rules

First Step of Implementation

Read the book, When My Worries Get Too Big! By Kari Dunn Buron (Author of The Incredible 5-Point Scale) www.goodreads.com ›

- a. This book describes how a boy identifies and manages his “worries” by using the 5-Point rating scale.
- b. It also allows the reader to participate in the book by describing his/her own “worries” on the rating scale.
- c. This book teaches a calming technique which will allow a student who is a “5” or nearing a “5” – “This can make me lose control!” to reduce the anxiety to a “1” – “I can handle this”

Examples of Calming Techniques

1. Take three long breaths.
2. Stretch your arms up over your head again.
3. Rub your hands together and count to 3.
4. Rub your legs with your hands and count to 3.
5. Take another long breath.

Calming techniques need to be individualized according to student needs.

- Students have developed their own calming techniques
 - Rock in a rocking chair or at their desk
 - Cover with weighted blanket
 - lay on bean bag chair or pillow
 - go to quiet room or space
 - walk in gym or hall
 - fidgets


Second Step of Implementation

Now introduce, A “5” Could Make Me Lose Control! activity By Kari Dunn Buron from the book *The Incredible 5-Point Scale*. www.goodreads.com ›

- a. The activity provides cards with pictures or words indicating a variety of school, home, and community social situations.
- b. The cards then allow the student to rate his/her feelings about different situations on the 5 point rating scale.
- c. This practice should take place over several lessons.
- d. Known stressors can be added to the deck of cards so the student can rate his/her own behaviors or feelings.
- e. Rating scales can be made to use at home and school. Social stories need to be implemented to reinforce the scale.

When I Get Nervous or Upset




Sometimes I get upset or nervous at school.

That is OK. 

It is important not to lose control.


When I start to feel like a “3” I will use my calming techniques.

My techniques are:

1. Close my eyes, rub my legs, and count to 10. 
2. Take 10 deep breaths
3. Squeeze my hands and count to 10. 
4. Think about wolves. 

If I am still upset or nervous I will show Mr. Will my break symbol to let him know I need to go to the Learning Center.

When I am at the Learning Center I will find a quiet ^{place} and focus on getting myself back to a “1” or a “2”.

Then I will return quietly to class. 

The Stress Scale

5	I feel like I could lose control.
4	It can really upset me
3	Makes me nervous
2	It bugs me
1	It never bothers me

Why Display the Scale?

- To have a constant visual reminder for students.
- Students know that any adult in the building can help them manage their "worries" and "voice."
- Students can always self-monitor.
- Consistency for staff in use of the 5-Point Scale.

Ways to Display the Scale

- In the Classroom
 - Rating scales can be placed on individual student desks for students to self-monitor throughout the day.
 - A chart can be hung on the wall for the whole class to use
- Throughout the building
 - Post scales in hallways.
 - Provide scales for lockers and/or assignment books.
 - Provide pocket-sized scale for students to carry with them.
 - Provide pocket-sized scale for all adults.



Other Ways to use 5-Point Scale

- Academic Understanding
- Personal Speed
- Asking for Help
- Words
- Energy Level
- Test Anxiety
- Self- control
- Personal Space
- Crisis Board

Academic Understanding

5

I don't understand at all

4

I need help

3

I could use more practice

2

I understand pretty well

1

I completely understand

Energy Level



Too high. Too anxious to work or play.



High energy. Playing outside or for a party.



Average energy. Good for group time.



Calm energy. Great for library time or quiet work time.



Almost no energy.

Self Control

	Looks/sounds like	Feels like	Safe people can help/I can try to....
5	Hitting or throwing	My body is out of control	Call my mom/go home
4	Yelling in class	My body is hot	Go to time out room/get weighted blanket
3	Talking a lot – interrupting	My body is itchy	Move away from other kids/ask for break pass
2	Wiggling in my chair!	Good	Pay attention to teacher
1	Sitting in class	Feeling great	Keeping calm

Crisis Board

- This is a nonverbal conversation to calm the student back to level 1 or 2.
- Introduce the crisis board to whole class or individual students when all students are on level 1 or 2.
- When a student is in major meltdown, show the student the crisis board. NO WORDS FROM ADULTS. Always keep crisis board in adult's hand.
- Point to the different feelings. Use nonverbal cue to ask students how they are feeling and where they are on the scale.
- Child should point to identify his/her feelings.
- Set timer for 2 minutes. When the timer beeps adult writes on board, "What is wrong?" NO WORDS FROM ADULTS. For nonreaders use pictures.
- Hand the marker to the student. Keep board in adult hands and let the student write or draw what is bothering him/her.
- If student refuses and is not ready to write/draw reset timer for 2 minutes, begin process again.
- You will find as student calms down he/she may become more verbal.
- Show the scale again to be sure the student is at a level 1 or 2.
- Tell student what they will do when they return to class and then have the student repeat it back.

Calming Board

Students can use a calming board to help them calm down when they are feeling stressed or angry. The board includes pictures of strategies they can use to calm down.



(source: <https://shop.counselorkeri.com/products/calm-corner-feelings-check-in-and-calming-strategies-choice-board-for-a-file-folder>)

Social Stories

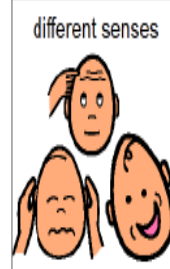
Social Stories are used to help students learn appropriate social skills. Teachers can make them individualized to meet students likes and needs. For example, if a student likes Sponge Bob, a teacher could make a social story using Sponge Bob pictures to make it more interesting for the student. Social stories can also be used to teach others about differences.

My Friend Has Autism

My friend has autism. Having autism means that my friend may think and feel differently than I do.
My friend may hear or taste or see or smell more or less than I do.
My friend may not like the same tastes that I do. My friend may not like to be touched by people or things like I do either.



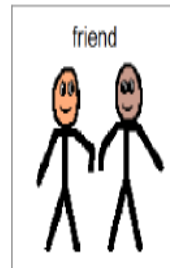
My friend may need to move around more than me too.
Moving around may help my friend to think better. Sometimes trying to sit still and stay quiet can be hard for my friend.
My friend may get nervous when there is too much movement or sound.



My friend may have special interests. They may be really good at some things that I do not do very well.
My friend may also have trouble learning some new things that I think are easy. My friend may play with toys differently than me. My friend might like to play with the same toys in the same way over and over.
My friend may have a hard time playing with or talking with me.



I can be a good friend by trying to remember that it is okay for my friend to be different than me. I can be a good friend by trying to be kind and doing what I am supposed to. I can use nice words and stay calm even when things don't go my way.
A good friend is patient and tries to be kind and caring.



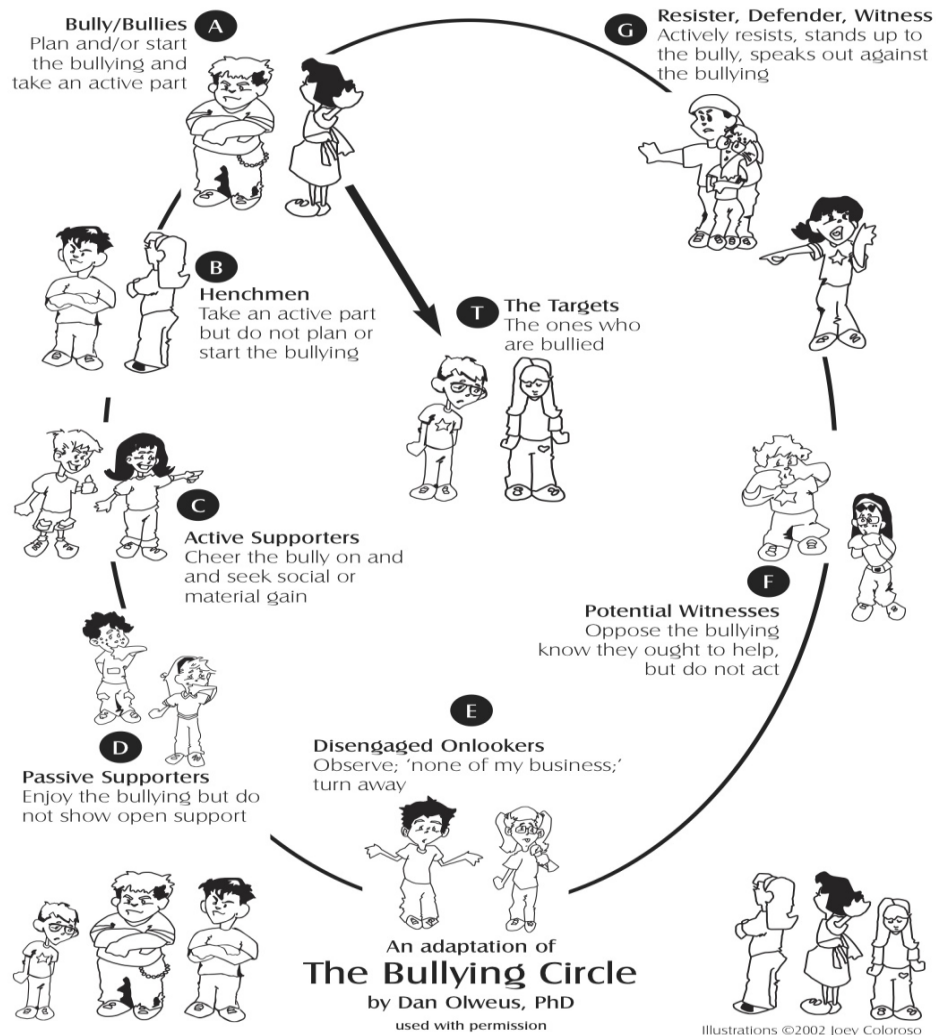
Created by: Kristi A. Jordan, OTR/L

OLWEUS Bullying Intervention Program

What: School wide bullying intervention program The goals of the OBPP are to reduce bullying behaviors, prevent the development of bullying behaviors, and improve the school's climate among students (Cecil and Molnar-Main 2015).

Who: All staff and students within the school setting.

Where: Elementary School, Middle School, High School.



<https://courseweb.hopkinsschools.org/mod/page/view.php?id=96846>

KiVa Antibullying Program

WHAT: School-wide antibullying system. The KiVa program includes an innovative approach to bullying that focuses on the role of the bystanders or fellow pupils who witness bullying events. The lessons teach students to recognize what bullying is and what it is not. It also teaches them how to respond when they see someone being bullied.

WHO: Students, Staff, Parents

WHERE: Elementary School, Middle School, High School



(source: christina-salmivalli-kiva-antibullying-program-from-nationwide-rollout-to-international-implementation-14)

Resources

Websites

There are lots of good websites for parents, teachers, and students to help them understand what bullying is, steps that can be taken to prevent bullying, and how to get help if you have been or feel that you are being bullied.

****[Bullying Online](https://www.bullying.co.uk/)

<https://www.bullying.co.uk/>

This site was voted Best Web Site by our class: it is excellent. It has links to advice for parents and children in general areas as well as in legal issues. There are also links to bullying policies, tips from former victims of bullying, and what to do if you are being bullied outside of school. We recommend the links to the problem pages for parents and children because they give real life examples of problems and advice. This site is good for children, parents, and teachers.

***[Bullying, No Way!](http://www.bullyingnoway.com.au/)

<http://www.bullyingnoway.com.au/>

This site has an attractive layout and offers useful resources for teachers, parents, and children. We especially recommend the "Resources" and "Idea Box."

***[No Bully](http://www.nobully.org.nz/)

<http://www.nobully.org.nz/>

This site offers pages for children and for parents and teachers. We suggest that school administration specifically look at the link to guidelines for schools. Children, parents, and teachers can all benefit from looking at this site.

***[School Bully OnLine - Child Bullying and School Bullying](https://www.gla.ac.uk/bully/)

<https://www.gla.ac.uk/bully/> This site offers links to advice for children, parents, and teachers.

We recommend the link to "Bully OnLine" where there are many links to various aspects of

adult bullying, including steps to take in designing an anti-bullying policy that can be modified for schools. We recommend this site primarily for adults.

****Bully B'Ware - Take Action Against Bullying**

<https://domyessay.com/bullybeware>

This is a good site that includes information on different types of bullies and victims. There are also brief synopses of the long-term outcomes of bullies and victims. This site is especially useful for adults.

****Childline Organization**

<https://domyessay.com/bullybeware>

This site focuses on helping children understand bullying. It asks and answers many common questions children may have about bullying.

****Safe Child Program - Dealing with Bullies**

<https://safechild.org/bullies.htm>

This site gives some general information about bullying, including what to do if your child is the one being bullied or if your child is the bully. This site is especially good for parents.

****Safe Culture Project - Effective Prevention of Bullying**

<http://www.safeculture.com/theory.html>

This site offers some advice on how to prevent bullying in the schools. There are also some reasons as to why just discipline does not work. This site is good for teachers.

****Stop Bullying Now**

<https://www.stopbullyingnow.com/>

This site is mostly about the work of Stan Davis, a guidance counselor who used to go to different schools to talk about bullying. The site has a link to excerpts of different letters

from children who have seen Stan Davis and what they have learned from him about bullying. There are also links to a series of articles about bullying. This site is most beneficial for adults, although the letters from children are good for children to read.

***Anti-Bullying Network**

<https://www.antibullying.net/>

This site offers advice and information for children, parents, and school staff. It contains advice and information for what children can do themselves as well as what adults can do in the classroom, at school, and at home as well as resources for reading. This site has some good information for children and parents, but it is especially recommended for teachers and school administration.

***Bullying in Schools - ERIC Digest**

https://www.ed.gov/databases/ERIC_Digests/ed407154.html

This site gives some general information about bullying, including characteristics of bullies and victims and some tips for intervention. This site is good for adults.

***Scottish School Board Association - Anti-bullying**

<http://www.schoolboard-scotland.com/#Bullying>

This site gives advice and tips to parents and children. It also provides a link to the Bullying at School Information site. This site is good for parents and children.

*Noteworthy

**Recommended

***Highly Recommended

****Class' Favorite Site

Videos for Adults and Students about Bullying

There are lots of video resources for parents, teachers, and students to view. These are very helpful tools to visually show adults and students what bullying behavior can look like, interventions that can be used to prevent bullying, and what the person being bullied, and the bystanders can do to help stop bullying behavior from occurring.



<https://www.stopbullying.gov/resources/get-help-now>

Get Help Now | StopBullying.gov

The problem. What you can do. There has been a crime or someone is at immediate risk of harm.. Call 911. Someone is feeling hopeless, helpless, thinking of suicide.. To talk to someone now: Call 1-800-273-TALK (8255); Chat with Lifeline; Visit the National Suicide Prevention Lifeline; For Spanish speakers: Call 1-888-628-9454; Visit Ayuda en Español: Lifeline; For deaf/hard of hearing: www.stopbullying.gov



Brooks Gibbs | Social & Emotional Learning

America's favorite social skills educator empowers kids with emotional resilience and the Golden Rule. SEL, GENzEQ, anti-bullying top youth school speaker.

www.brooksgibbs.com



Resources to Fight Bullying and Harassment at School

Discover websites, organizations, articles, planning guides, lesson plans, and other resources dedicated to preventing bullying and harassment.

www.edutopia.org

<https://www.edutopia.org/article/bullying-prevention-resources>

Calming Techniques for Individual Students

Sand timers can be used to help students visually see the time they have to take a break and calm down. You can get them in different increments of time (1 minute, 3 minutes, 5 minutes, etc.) <https://www.amazon.com/sand-timers-kids/s?k=sand+timers+for+kids>

Feelings dry erase board is simply letting students use a dry erase board to write or draw their feelings instead of having to talk to someone about their feelings. Students don't always want to share what they are feeling verbally so this gives them a chance to express their feelings non-verbally. MyWhiteBoards.com

References

- Anthony, M., & Lindert, R. (2011). Little girls can be mean: four steps to bully-proof girls in the early grades. Tantor Audio.
- Bateman, T., & Urbanovic, J. (2014). The Bully Blockers Club. AV² by Weigl.
- Blanco, J. (2014). Please Stop Laughing at Me ... One Woman's Inspirational True Story. Paw Prints.
- Breen, G. Kindness wins. Booktrope Editions.
- CARRIE, G. O. L. D. M. A. N. (2012). Bullied. HARPERCOLLINS.
- Chan, J.M., O'Reilly, M.F. Lang, R. B., Boutot, A., White, Pamela J. Pierce, N.Baker, S. Evaluation of a Social Stories™ intervention implemented by pre-service teachers for students with autism in general education settings, Research in Autism Spectrum Disorders, 10.1016/j.rasd.2010.08.005, 5, 2, (715), (2011).
- Coloroso, B. (2010). The Bully, the Bullied, and the Bystander: From Preschool to High School--How Parents and Teachers Can Help Break the Cycle (Updated Edition). William Morrow.
- Criswell, P. K., & Martini, A. (2016). Stand up for yourself & your friends: dealing with bullies & bossiness and finding a better way. American Girl Publishing.
- Dewdney, A. (2015). Llama Llama and the bully goat. Scholastic.
- Dismondy, M., & Shaw-Peterson, K. (2018). Spaghetti in a hot dog bun: having the courage to be who you are. Scholastic Inc.
- Family Lives. Bullying advice: Bullying uk. <https://www.bullying.co.uk/>.
- Ford, G., & Thomson, S. L. (2014). Gabe & Izzy standing up for America's bullied. Recorded Books.
- Kevorkian, M.M., Rodriguez, A., Earnhardt, M.P. *et al*. Bullying in Elementary Schools. Journ Child Adol Trauma 9, 267–276 (2016).
<https://doi.org/10.1007/s40653-016-0085-0>
- Ludwig, T. (2012). In Confessions of a former bully. essay, Random House Usa Inc.

- Ludwig, T., & Gustavson, A. (2012). Just kidding. CNIB.
- Lynch, J., Embry, L., Mikesell, A. E., & Tusa, T. (2014). Marlene, Marlene, Queen of Mean. Random House.
- Palacio, R. J., & Lê Juliette. (2019). Wonder. Pocket jeunesse-PKJ.
- Sainato, D. & Goldstein, H. & Strain, P. (1992). Effects of self-evaluation on preschool children's use of social interaction strategies with their classmates with autism. Journal of applied behavior analysis. 25. 127-41. 10.1901/jaba.1992.25-127.
- Salmivalli, C. & Poskiparta, E. & Ahtola, A.& Haataja, A. (2013). The Implementation and Effectiveness of the KiVa Antibullying Program in Finland. European Psychologist. 18. 79. 10.1027/1016-9040/a000140.
- Simmons, R. (2003). Odd Girl Out. Harcourt.
- SORNSON, B. O. B. (2021). Stand In My Shoes: kids learning about empathy. EARLY LEARNING FNDTN LLC.
- Sornson, R., Dismondy, M., Shaw, K., & Fay, J. (2018). The juice box bully: empowering kids to stand up for others. Early Learning Foundation.

CHAPTER 6. PURPOSE OF PROJECT

The purpose of the special project was to help determine what bullying strategies teachers are familiar with to help them prevent bullying in their classrooms. The project also examined what strategies teachers have tried and what strategies they have received training in. The intent of the special project was to develop a teacher handbook that would provide resources to help prevent bullying. The literature review and data from the survey results were analyzed to help guide the creation of the teacher handbook (name of handbook).

Teachers who were familiar with intervention strategies were asked to explain what interventions they have tried. One strategy that was used had students separate coming to and from the classroom, so they had no unmonitored time in the school. A feelings dry erase board where the student could rate the intensity of their feelings and also explain on the board was another strategy used. . Breaks/cool down pass , and sand timers to complete task given, visual checklist on desk for procedures, and preferential seating were among other strategies used in the classroom. A token economy system for students to earn incentives, CHAMPS behavior system, teach town, bibliotherapy, and coping strategies were all strategies that teachers have tried in their classrooms.

Although all of the teachers who answered the survey had experienced some kind of bullying situation within their classroom, few had heard of or tried the Olweus Bullying Prevention Program, the KiVa Antibullying Program, nor the Success in Stages Antibullying Program.

Strengths of Handbook and Study

This handbook provides resources and information to help teachers prevent bullying among special education students and general education students in the inclusive classroom setting. The survey results guided the resources that were important for teachers and which resources would be the most helpful for them to prevent bullying in their classrooms. Bullying is a large problem within the school setting which makes it important for teachers to have access to resources to help them prevent bullying.

One of the strengths of the special project was the comprehensive literature review which discusses in detail three of the bullying prevention programs that have been used successfully in the school setting. This information was easily incorporated into the teacher handbook and helped guide which resources were provided.

Another strength of the special project handbook is that it is user friendly and easy for adults to read. The headings are in bold print and help divide up the different types of bullying strategies. The resources are easy to print and most of the materials are easily available to teachers. There are websites as well as videos for teachers and students to watch and then discuss.

Limitations of the Handbook

The survey was limited to some force choice answers which didn't give enough details about what kind of resources teachers were familiar with or need more information on to help them prevent bullying in their classrooms.

The survey was also limited to one school at just the elementary level. This meant that less teachers were given the survey and answered the survey than if it would have been given to more schools and more teachers. There might have been more teachers who were familiar with some of the bullying intervention programs and the researcher would have gotten more information about bullying interventions that are being used in schools and are successful.

The school where the survey was given, didn't have a school wide bullying prevention program in place at the time. Many of the teachers who answered the survey questions were not familiar with school wide bullying intervention programs because of this.

Implications for Future Projects

Future research should explore more bullying techniques that can be used starting at the Early Childhood stage of learning and also be incorporated throughout middle and high school. As well as continuing to monitor how bullying techniques are working within the educational setting. Providing professional development to educate school staff on bullying resources that work as well as supporting teachers within the classroom to help them with bullying prevention. Future website development could provide behavior resources , technology resources, resources

for parents, and teacher blogs for educators and parents to utilize for bullying prevention resources.

Reflection

This special project was very important to me. As a teacher who has been teaching for twenty-eight years, I have dealt with lots of bullying situations and recognize that it is an issue that is not going away. Special education students tend to get bullied often among their general education peers because they are different, and I feel as teachers it is our responsibility to educate students to help them accept differences I wanted to give teachers the resources that they can use to help prevent bullying in their classrooms. Although this project has been a tremendous amount of work, it has helped me grown both as a professional and as an individual person.

Conclusion

This handbook will be shared with all of the staff at the targeted school and teachers within the district. It is my hope that the resources from this teacher handbook will help to better support the teachers and staff in my district. It is also my hope that the school that I surveyed might gain some insight from the handbook and look into possibly starting a school wide program that could go through the middle and high school levels as well. This study emphasizes the need for teacher resources to help them prevent bullying in their classroom. Bullying affects student development in all areas, which is why it was important to the researcher to investigate this topic and provide a teacher handbook that includes lots of resources for teachers to utilize.

REFERENCES

- Allen, K. P. (2009). A bullying intervention system: Reducing risk and creating support for aggressive students. *Preventing School Failure: Alternative Education for Children and Youth*, 54(3), 199-209. doi:10.1080/10459880903496289
- Cecil, H., & Molnar-Main, S. (2014). Olweus bullying Prevention program: Components implemented by elementary classroom and specialist teachers. *Journal of School Violence*, 14(4), 335-362. doi:10.1080/15388220.2014.912956
- Chalamandaris, A., Wilmet-Dramaix, M., Robert, A., Ertesvåg, S. K., Eslea, M., Senterre, C., & Piette, D. (2017). Project set-bullying : Exploring the relationship between the effectiveness of school-based anti-bullying interventions and time. *Children and Youth Services Review*, 83, 146-158. doi:10.1016/j.childyouth.2017.08.018
- Chan, J.M., O'Reilly, M.F. Lang, R. B., Boutot, A., White, Pamela J. Pierce, N.Baker, S. Evaluation of a Social Stories™ intervention implemented by pre-service teachers for students with autism in general education settings, *Research in Autism Spectrum Disorders*, 10.1016/j.rasd.2010.08.005, 5, 2, (715), (2011).
- Cipra, A., & Hall, L. (2019). COREMatters: A Bullying Intervention pilot study. *RMLE Online*, 42(4), 1-13. doi:10.1080/19404476.2019.1599244
- Clarkson, S., Axford, N., Berry, V., Edwards, R. T., Bjornstad, G., Wrigley, Z., . . . Hutchings, J. (2015). Effectiveness and MICRO-COSTING of the KIVA SCHOOL-BASED bullying PREVENTION programme in WALES: Study protocol for a pragmatic Definitive parallel GROUP Cluster randomised controlled trial. *BMC Public Health*, 16(1). doi:10.1186/s12889-016-2746-1
- Farmer, T. W., Lane, K. L., Lee, D. L., Hamm, J. V., & Lambert, K. (2012). The social functions of Antisocial Behavior: Considerations for school Violence prevention strategies for students with disabilities. *Behavioral Disorders*, 37(3), 149-162. doi:10.1177/019874291203700303
- Griffin, M. M., Fisher, M. H., Lane, L. A., & Morin, L. (2019). In their own words: Perceptions and experiences of bullying among individuals with intellectual and developmental disabilities. *Intellectual and Developmental Disabilities*, 57(1), 66-74. doi:10.1352/1934-9556-57.1.66

- Hong, J. S., Lee, C., Lee, J., Lee, N. Y., & Garbarino, J. (2013). A review of bullying prevention and intervention in South Korean Schools: An application of The social–ecological framework. *Child Psychiatry & Human Development*, 45(4), 433-442.
doi:10.1007/s10578-013-0413-7
- Jiménez, M. D., & Díaz, M. A. (2018). English as a tool to prevent bullying and ENCOURAGE Equalities: The Kiva project. *Journal of Language Teaching and Research*, 9(2), 213.
doi:10.17507/jltr.0902.01
- Kevorkian, M.M., Rodriguez, A., Earnhardt, M.P. *et al.* Bullying in Elementary Schools. *Journal of Child Adolescent Trauma* 9, 267–276 (2016). <https://doi.org/10.1007/s40653-016-0085-0>
- Maag, J. W., & Katsiyannis, A. (2012). Bullying and students with disabilities: Legal and practice considerations. *Behavioral Disorders*, 37(2), 78-86.
doi:10.1177/019874291203700202
- Margraf, H., & Pinquart, M. (2016). Bullying and social support: Variation by school-type and emotional or behavioural disturbances. *Emotional and Behavioural Difficulties*, 21(3), 258-270. doi:10.1080/13632752.2016.1165970
- Milsom, A. (2006). Creating positive school experiences for students with disabilities. *Professional School Counseling*, 10(1_suppl). doi:10.1177/2156759x0601001s09
- Rodriguez, D., Smith-Canter, L. L., & Voytecki, K. S. (2007). Issues in education: Freedom from social isolation for young students with disabilities. *Childhood Education*, 83(5), 316-320. doi:10.1080/00094056.2007.10522941
- Sainato, D. & Goldstein, H. & Strain, P. (1992). Effects of self-evaluation on preschool children's use of social interaction strategies with their classmates with autism. *Journal of applied behavior analysis*. 25. 127-41. 10.1901/jaba.1992.25-127.
- Salmivalli, C. & Poskiparta, E. & Ahtola, A. & Haataja, A. (2013). The Implementation and Effectiveness of the KiVa Antibullying Program in Finland. *European Psychologist*. 18. 79. 10.1027/1016-9040/a000140.
- Smith, P. K. (2016). School-based interventions to address bullying. *Eesti Haridusteaduste Ajakiri. Estonian Journal of Education*, 4(2), 142-164. doi:10.12697/eha.2016.4.2.06

APPENDIX A

Participants,

My name is Theresa Barfell, I am currently enrolled in a Thesis and Special Project Class at Purdue University Fort Wayne. I am conducting the study Interventions to Prevent Bullying Among Special Education Students and General Education Students in the Inclusive Classroom. I am interested in interventions that teachers use in their classrooms to help prevent bullying behaviors among special education students and general education students . Please consider completing this Bullying Interventions Survey , as I am confident that your responses will be valuable in the completion of my study. This survey will take approximately 10-15 minutes to complete.

You will not be asked to attach your name to your survey responses. Individual responses will be used for research purpose only and will be confidential. There will be no indefinable information within this survey. This survey is voluntary, and not all questions need to be answered if not comfortable. Once the surveys are gathered, they will be destroyed in May 2022. Upon completion of the study, the surveys will be destroyed. The Principial, Steve Walter, has approved this survey and it's completion by staff members in his building.

If you have any questions about this survey, you can contact me at 260-355-9676 or email me at barftj01@pfw.edu. You may also contact my professor Jane Leatherman, Ph.D. at 260-481-5742 or email leatherj@pfw.edu.

I would like to sincerely thank you all for your time and participation in this project

1. How Many Years Have you been teaching?

2. Have you experienced situations in your classroom in which special education students have either been bullied or have bullied other students?

___ yes

___no

If yes, please explain:

3. Please mark any of the following behavior intervention strategies that you use or have used in your classroom.

_____ Having all students involved talk to case manager. _____

Social Skills

_____peer buddies

_____ Behavior Intervention Plan (to stop bullying behaviors) _____

Having students journal their thoughts/feelings

If there are behavior interventions you have tried that are not listed above, please explain:

4. Please mark any of the following bullying prevention programs that you are familiar with or have used interventions from in your classroom:

_____Olweus Bullying Prevention Program
Antibullying Program

_____KiVa

_____Success in Stages Antibullying Program

If there are other antibullying programs you are familiar with please explain

APPENDIX B

To whom it may concern:

I have reviewed the proposal of research made by Theresa Barfell entitled " Interventions to Prevent Bullying Among Students with Special Needs and General Education Students in the Inclusive Classroom. I permit her to conduct this research at Heritage Elementary. Mrs. Barfell is an acting special education teacher in the building, and the survey will be administered to the teachers currently teaching in the building.

I understand that participation in this survey will be voluntary for the teachers at their own discretion. Additionally, I understand that any data collected from this survey will be kept confidential in a password protected Google Drive folder to be shared exclusively with the research team.

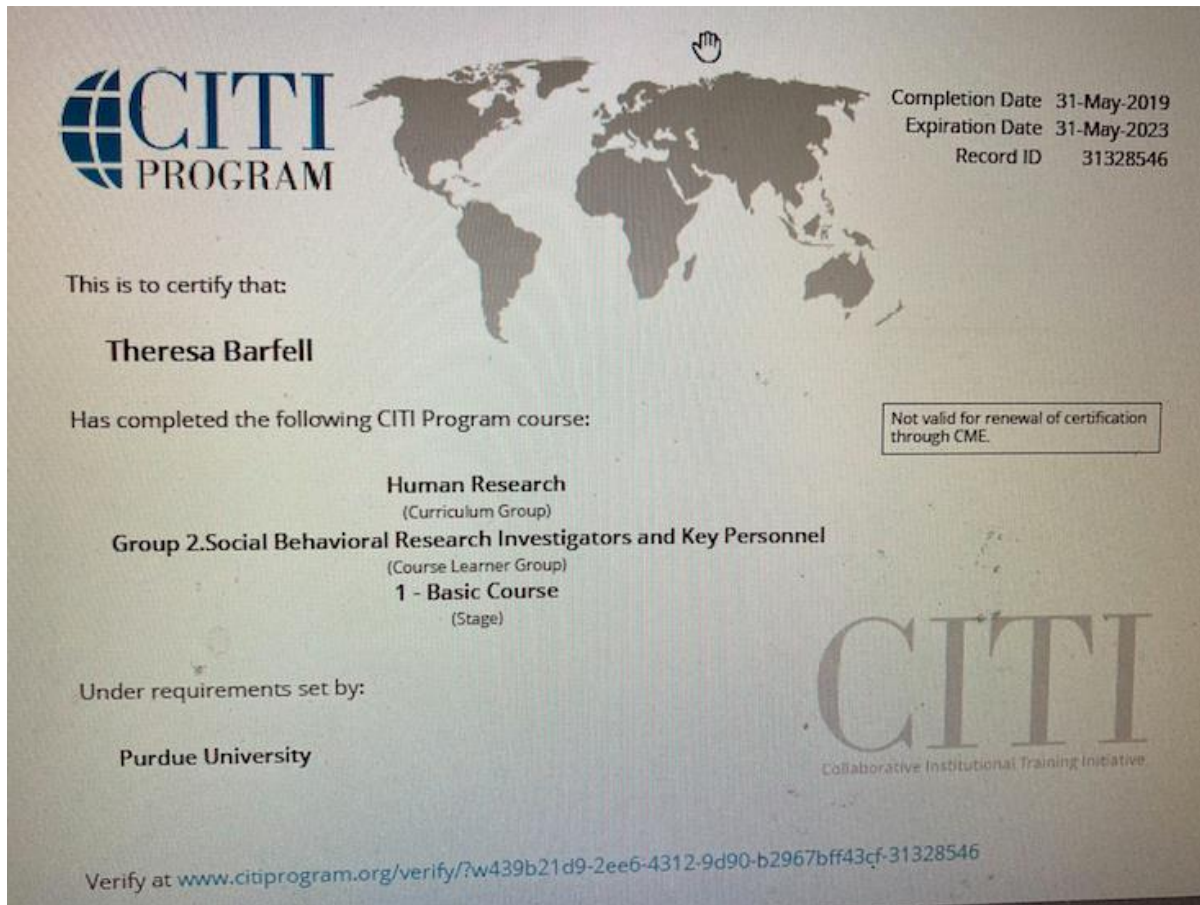
Please accept this letter as my formal consent for this research to be conducted at Heritage Elementary.

Sincerely,

Steve Walter

Principal

APPENDIX C



APPENDIX D

PURDUE UNIVERSITY

This Memo is Generated From the Purdue University Human Research Protection Program System, [Cayuse IRB](#).

*****THIS LETTER IS BEING ISSUED DURING THE FACE TO FACE RESTRICTION ON HUMAN SUBJECTS RESEARCH STUDIES RELATED TO COVID-19. THIS DOCUMENT SERVES AS PROTOCOL APPROVAL FROM THE HRPP/IRB, BUT DOES NOT PERMIT FACE TO FACE RESEARCH UNTIL AN APPROVED UNIVERSITY COVID-19 RESEARCH SPACE SOP PERMITS RESEARCH OPERATIONS.*****

Date: 2020-10-20

PI: JANE LEATHERMAN

Re: Initial - IRB-2020-1444

Interventions to Prevent Bullying Among Special Education Students and General Education Students in the Inclusive Classroom

The Purdue University Human Research Protection Program (HRPP) has determined that the research project identified above qualifies as exempt from IRB review, under federal human subjects research regulations 45 CFR 46.104. The Category for this Exemption is listed below. Protocols exempted by the Purdue HRPP do not require regular renewal. However, the administrative check-in date is 2023-10-20. The IRB must be notified when this study is closed. If a study closure request has not been initiated by this date, the HRPP will request study status update for the record.

Specific notes related to your study are found below.

Decision: Exempt

Category:

Category 2.(i). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording).

The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects.

Category 2.(ii). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording).

Any disclosure of the human subjects' responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, educational advancement, or reputation.

Findings: NA

Research Notes: NA

Any modifications to the approved study must be submitted for review through [Cayuse IRB](#). All approval letters and

study documents are located within the Study Details in [Cayuse IRB](#).

What are your responsibilities now, as you move forward with your research?

Document Retention: The PI is responsible for keeping all regulated documents, including IRB correspondence such as this letter, approved study documents, and signed consent forms for at least three (3) years following protocol closure for audit purposes. Documents regulated by HIPAA, such as Release Authorizations, must be maintained for six (6) years.

Site Permission: If your research is conducted at locations outside of Purdue University (such as schools, hospitals, or businesses), you must obtain written permission from all sites to recruit, consent, study, or observe participants. Generally, such permission comes in the form of a letter from the school superintendent, director, or manager. You must maintain a copy of this permission with study records.

Training: All researchers collecting or analyzing data from this study must renew training in human subjects research via the CITI Program (www.citiprogram.org) every 4 years. New personnel must complete training and be added to the protocol before beginning research with human participants or their data.

Modifications: Change to any aspect of this protocol or research personnel must be approved by the IRB before implementation, except when necessary to eliminate apparent immediate hazards to subjects or others. In such situations, the IRB should still be notified immediately.

Unanticipated Problems/Adverse Events: Unanticipated problems involving risks to subjects or others, serious adverse events, and noncompliance with the approved protocol must be reported to the IRB immediately through an incident report. When in doubt, consult with the HRPP/IRB.

Monitoring: The HRPP reminds researchers that this study is subject to monitoring at any time by Purdue's HRPP staff, Institutional Review Board, Research Quality Assurance unit, or authorized external entities. Timely cooperation with monitoring procedures is an expectation of IRB approval.

Change of Institutions: If the PI leaves Purdue, the study must be closed or the PI must be replaced on the study or transferred to a new IRB. Studies without a Purdue University PI will be closed.

Other Approvals: This Purdue IRB approval covers only regulations related to human subjects research protections (e.g. 45 CFR 46). This determination does not constitute approval from any other Purdue campus departments, research sites, or outside agencies. The Principal Investigator and all researchers are required to affirm that the research meets all applicable local/state/federal laws and university policies that may apply.

If you have questions about this determination or your responsibilities when conducting human subjects research on this project or any other, please do not hesitate to contact Purdue's HRPP at irb@purdue.edu or 765-494-5942. We are here to help!

Sincerely,

Purdue University Human Research Protection Program/ Institutional Review Board
Login to [Cayuse IRB](#)

APPENDIX E

Survey questions developed by Barfell 2021

How many years have you been teaching? 0-5, 6-10, 11-14, 15 or more	Demographic
Have you experienced situations in your classroom in which special education students have either been bullied or have bullied other students? Explain?	Hong, et al. (2013). Griffin, et al. (2019).
Please mark any of the following behavior intervention strategies that you use or have used in your classroom. Social Skills, Peer Buddies, Behavior Intervention Plan, Journaling, other	Margraf, & Pinquart, (2016). Hong, et al. (2013). Griffin, et al. (2019).
Please mark any of the following bullying prevention programs that you are familiar with or have used interventions from in your classroom: OLWEUS Bullying Prevention Program, KiVa Bullying Prevention Program, Success in Stages Bullying Prevention Program, Other	Jiménez,& Díaz. (2018). Clarkson et al. (2015). Cecil & Molnar-Main.(2014).

APPENDIX F

Raw Data

How Many Years Have you been teaching?	Have you experienced situations in your classroom in which special education students have either been bullied or have bullied other students?	Please mark any of the following behavior intervention strategies that you use or have used in your classroom. Social Skills, Peer Buddies, Behavior Intervention Plan, Journaling	Please mark any of the following bullying prevention programs that you are familiar with or have used interventions from in your classroom: Olweus Bullying Prevention Program, KiVa Bullying Prevention Program, Success in Stages Bullying Prevention Program.
15 or more	Yes	Social Skills, BIP	Choose Kindness
15 or more	Yes-Students who have been the bullies and been bullied.	Social Skills, BIP	None
15 or more	Yes	Social Skills, BIP, Journaling,peer buddies	None
0-5	Yes-student with special needs bullied others. Unprovoked by pushing, yelling, name calling, etc.	Social Skills, BIP, Journaling.	None

How Many Years Have you been teaching?	Have you experienced situations in your classroom in which special education students have either been bullied or have bullied other students?	Please mark any of the following behavior intervention strategies that you use or have used in your classroom. Social Skills, Peer Buddies, Behavior Intervention Plan, Journaling	Please mark any of the following bullying prevention programs that you are familiar with or have used interventions from in your classroom: Olweus Bullying Prevention Program, KiVa Bullying Prevention Program, Success in Stages Bullying Prevention Program.
15 years or longer	Yes- during group work students don't want to pair up with students with special needs because they are different.	Peer buddies	None
15 or longer	Yes, lowest student very needy and touchy. Always asking for hugs but other 6 th graders thought this was immature behavior and picked on him.	Social Skills, Social Stories, BIP, Journaling, Peer buddies	None
0-5	Yes-work with students with special needs who often times lack social skills to function appropriately with peers. They have bullied and been unkind to peers As special education students they have also been targeted.	Social Skills, Peer buddies, BIP, Journaling, token economy, CHAMPS, Teach Town, Bibliotherapy, coping strategies.	None
0-5	Yes-Special Education students made fun of because of autistic tendencies and lack of social skills by peers.	Social skills, BIP, Breaks/cool down pass, sand timers, preferential seating, visual checklist.	None
15 or longer	Yes-Student acted out toward another student because of jealousy of academic scores.	Peer buddies, BIP, Journaling, feelings chart, feelings dry erase board where student could rate their feelings and explain on the board.	

APPENDIX G

Theresa Barfell

USA

Tel (H):
Tel (W):

Mobile

E-mail: theresa.barfell@fwcs.k12.in.us

Work Experience

Haley Elementary August 1993-June 2006
2201 Maplecrest Rd. Ft.
Wayne, In. 46815

Teacher

Taught seven years in the emotionally disabled classroom with third through fifth grade. Taught six years in the special education preschool classroom.

-
-

Pleasant Center Elem. August 2006-June 2010
Pleasant Center Road, Ft.
Wayne, Indiana

Teacher

Worked with special needs preschoolers on cognitive, social, communication, and motor skills.

-
-

South Wayne Elementary August 2010- June 2013
810 Cottage Ave. Ft. Wayne,
In. 46807

Teacher

Work with special needs preschoolers on cognitive, developmental, communication, social, and motor skills.

-
-

Special Ed. Department August 2013-Present 1200
1200 South Clinton Street Fort Wayne, IN. 46802

District ECSE Instructional Coach

Work with ECSE classroom teachers and assistants on classroom instruction, data collection, IEP Compliance, behavior strategies, modifying instruction, and lesson planning. Modeled lessons and behavior strategies. Provided Professional Learning. PAR Conferences.

Education

Bachelor of Science in Education

Saint Francis College August 1989-May 1993

Fort Wayne, Indiana

I received my degree in Special Education grades K-12.

- *
- *