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Pepperdine University  
Graduate School of Education and Psychology

A RESOURCE MANUAL OF BULLYING INTERVENTION PROGRAMS FOR PARENTS,  
EDUCATORS, AND COMMUNITY OFFICIALS IN THE LOS ANGELES AREA

A dissertation submitted in partial satisfaction  
of the requirements for the degree of  
Doctor of Psychology

By

Angel Michelle Roubin, M.A.

December, 2014

Carolyn Keatinge, Ph.D. – Dissertation Chairperson

This clinical dissertation, written by

Angel Michelle Roubin, M.A.

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF PSYCHOLOGY

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## VITA

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## ABSTRACT

The purpose of this study was to develop a resource manual for teachers, educators, and community officials in the Los Angeles area to facilitate identification of an intervention program that meets their specific needs. The methodology of this project involved several steps. First, Internet research identified bully intervention programs in the Los Angeles area, who were contacted for participation in the research study. A total of seven programs were interviewed regarding program elements, including use of “effective” intervention strategies, as identified by previous research. The interview data was organized into a resource manual, along with information about bullying (i.e., definitions, types, risk factors). Following compilation of the resource manual, an expert evaluator was identified based on prior experience and research in the field of bullying. The evaluator was contacted and asked to participate in the evaluation phase of the study, which included review of the manual and completion of a brief survey. Following the evaluation phase, the manual was modified to reflect the evaluator’s feedback. Results of the study indicate that the programs varied in length (i.e., 60 minutes to 1 year) and cost (i.e., free to \$8,000) of training, and that all utilized interventions at the systemic levels of individual, classroom, school, and community. The most commonly endorsed intervention techniques included incident reporting, school-wide presentations, social skills training, increased social support, and engagement of families and the community. Use of other intervention strategies was varied. Thematic analysis revealed that several programs were nonprofit in nature, and shared similarities across websites (e.g., links to social media, program materials). In addition, several programs offered training in school and community settings, follow-up services, and an empathy-based approach. Obstacles to bullying intervention were also discussed. Results from the evaluation phase of the manual indicated specific strengths (i.e., informative, user-friendly)

and limitations (i.e., lack of formal evaluation of programs) of the resource manual, which were considered during finalization of the manual content. The intention is that the resource manual will enhance the readers' ability to make informed decisions about the use of bullying intervention programs, and therefore confidently respond to bullying incidents.

## **Chapter One: Introduction**

School bullying is a phenomenon that impacts as many as 15% to 36% of children in the United States each year (Langdon & Preble, 2008; Nansel et al., 2001). Approximately 25% of victims report extended victimization for months at a time (Schafer et al., 2004), and 1.4% of children report victimization every day (Williams, Chambers, Logan, & Robinson, 1996). Given the widespread nature of peer aggression, it is important to consider the consequences of bullying behaviors and ways to effectively minimize its occurrence in the future.

While the immediate effects of peer victimization are evident in childhood, research indicates that the long-term effects of bullying may be similar to the effects of child abuse (Carlisle & Rofes, 2007). Adults who were targets of bullying during childhood experience reported recurrent memories of victimization later in life and other posttraumatic symptoms such as depression, anxiety, humiliation, and self-blame related to early bullying events (Carlisle & Rofes, 2007; Hodges & Perry, 1999; Schafer et al., 2004). In severe cases, 9% of former victims stated that they endorsed suicidal ideation on one occasion, and 13% endorsed suicidal ideation more than once (Schafer et al., 2004).

One possible reason that former victims experience emotional problems as adults is because victimization impacts an individual's sense of self. Students who are victimized for an extended period of time are at the most risk for negative self-perception; however any experience of bullying increases the likelihood of possessing a lower sense of self-esteem in adulthood, regardless of gender, profession, or cultural background (Hodges & Perry, 1999; Schafer et al., 2004). In addition to decreased general self-esteem, former victims also express lower levels of self-esteem related to others as a result of their negative interpersonal experiences (Schafer et al., 2004).

Finally, one of the most profound impacts of childhood bullying in adulthood occurs in the realm of social and interpersonal functioning. While bullying victims do not appear to be socially isolated (Schafer et al., 2004), they report higher levels of emotional loneliness and difficulties maintaining meaningful friendships than their non-victim peers. They also tend to possess a fearful attachment type, characterized by feelings of social undesirability, distrust, and worries of becoming hurt in close relationships. Although these adult survivors of bullying often strive for emotional closeness, their negative perceptions of social relationships often prevent them from establishing successful, long-lasting bonds (Schafer et al., 2004).

The impact of bullying victimization appears to vary depending on the duration of time that the adults were bullied as children. Schafer et al. (2004) classified participants that reported prolonged bullying (longer than a few weeks or months) as “primary” (during elementary school only), “secondary” (during middle school only), or “stable” (during both elementary and middle school). Adults that were classified as “stable” scored significantly lower on general self-esteem and higher on emotional loneliness than all other groups, indicating that the duration of the victim experience, rather than the time period in which it occurred, had a more profound impact on adult personal and interpersonal functioning (Schafer et al., 2004). The mounting evidence of the correlation between childhood victimization and adult difficulties further demonstrates the necessity of anti-bullying efforts to prevent long-term negative outcomes.

Children report that most bullying occurs at school (Williams et al., 1996). As children spend most of their time at school, the existence of a conflict in this environment becomes problematic. To complicate the matter, students report that most bullying takes place in the absence of teachers, making it difficult for adults to recognize bullying and intervene (Langdon & Preble, 2008). While the causes of bullying are unknown, some hypothesize that bullying may

be related to a lack of respect in the school climate. Perpetrators of bullying are characterized by high level of peer respect and social status, which is either originated or maintained by victimizing their peers (Langdon & Preble, 2008; Wang, Iannotti, & Nansel, 2009).

Recent attention to bullying has led schools and community organizations to implement bullying prevention programs. Preliminary results of such programs indicate that bullying interventions are successful in increasing students' sense of competence, self-esteem, and peer acceptance. Research demonstrates that bullying intervention programs also improve adults' knowledge about bullying behaviors, effective practices, and feelings of efficacy surrounding such acts (Merrell, Gueldner, Ross, & Isava, 2008). Given that parents, educators, and community officials exert a strong influence on children's attitudes and behaviors (Langdon & Preble, 2008), it is important for them to model a standard of respect and awareness. Due to this increased awareness, advocating for anti-bullying attitudes seems to reduce aggression and promote a more peaceful academic and social experience (Merrell et al., 2008).

The purpose of this study, in developing a resource manual, is to educate readers about the availability of anti-bullying programs in the Los Angeles area and facilitate identification of an intervention program that meets their specific needs. The manual also contains information about warning signs of peer aggression, the negative impact of bullying, and effective intervention strategies, as identified by a meta-analysis study. The intention is that this manual will enhance parents, educators and community officials' ability to make informed decisions about the use of bullying intervention programs, and therefore confidently respond to bullying incidents.

## **Chapter Two: Bullying**

Although interpersonal aggression has been documented for centuries, the phenomenon of bullying has only received attention in recent decades. In 2001, Nansel et al. (2001) acknowledged the issue by stating, “although violence among US youth is a current major concern, bullying is infrequently addressed and no national data on the prevalence of bullying are available” (Nansel et al., 2001, p. 2094). Further, “while a certain amount of conflict and harassment is typical of youth peer relations, bullying presents a potentially more serious threat to healthy youth development” (Nansel et al., 2001, p. 2095). These statements highlighted the importance of distinguishing normal youth behaviors from “bullying” for the purpose of identification and further prevention.

“Bullying” has been defined numerous different ways in an effort to clarify the construct and accurately assess its prevalence. According to Nansel et al. (2001), bullying is defined as a behavior that “is intended to harm or disturb,” “occurs repeatedly over time,” and includes “an imbalance of power, with a more powerful person or group attacking a less powerful one” (Nansel et al., 2001, p. 2). Further, bullying does not include situations when “two students of about the same strength quarrel or fight” (Nansel et al., 2001, p. 3). After conducting a study on youth health, the World Health Organization states that a child is a victim of bullying “when another pupil, or group of pupils, says or does nasty or unpleasant things to him or her. It is also bullying when a child is teased repeatedly in a way he or she does not like” (Kaltiala-Heino, Rimpela, Marttunen, Rimpela, & Rantanan, 1999, p. 348).

### **Measures**

Perhaps the most reliable method of defining bully status is the use of established measures that allow children self-report of social behaviors. Holt and Espelage (2007) utilized the

University of Illinois Bully Scale (UIBS) and identified bullies relative to their peers. Using this measure, the top 25% of participants that reported bully behaviors (i.e., teasing, social exclusion, name-calling, rumor-spreading) in the past 30 days were identified as bullies ( $N = 112$ ). While this study endorsed less stringent standards, the original BVQ suggests that individuals who endorse perpetrating bully behaviors more than twice a month are considered “bullies” (Conners-Burrow, Johnson, Whiteside-Mansell, McKelvey, & Gargus, 2009; Lee & Cornell, 2010; Wang et al., 2009).

Dan Olweus is credited with the creation of the Olweus Bully/Victim Questionnaire (BVQ), the most widely used self-report measure of bully and victim behaviors (Lee & Cornell, 2010). For the purpose of this instrument, Olweus’ (2001) definition of bullying includes physical (e.g. hit, kick, push), relational (e.g. ignore, exclude), and verbal (e.g. calling mean or hurtful names, spread false rumors) bullying and states “these things happen repeatedly, and it is difficult for the student bullied to defend himself or herself” (Olweus, 2001, p. 7). The BVQ contains 10 items assessing bullying behaviors, with global questions about how often participants have bullied or been bullied in the past two months (Flaspohler, Elfstrom, Vanderzee, Sink, & Birchmeier, 2009; Wang et al., 2009). While students are often hesitant to self-report bullying behaviors (Rigby, 2005), BVQ responses differentiate between bullies, victims, bully-victims and noninvolved. Members of the three involved groups are more likely to develop negative consequences than their noninvolved peers; these groups are described below.

### **Bullies**

Despite the stereotype of bullies as loners, literature indicates that perpetrators are characterized by social competence and high involvement in the school network (Langdon & Preble, 2008). Bullies also report greater ease establishing relationships (Nansel et al., 2001;

Wang et al., 2009) and report large groups of friends (Langdon & Preble, 2008). One study found that children are more likely to bully when they have negative attitudes towards victims and associate with peers who feel the same way (Rigby, 2005). In addition, children with large groups of friends are more likely to engage in physical, verbal, and relational bullying behaviors (Wang et al., 2009).

In the school setting, bullies tend to demonstrate poor adjustment related to academic achievement and perception of the school climate (Nansel et al., 2001). In addition, bullies are more likely to be involved in socially deviant behaviors, such as drinking alcohol and smoking cigarettes (Nansel et al., 2001). Given the findings that bullies do not operate in social isolation and likely influence peer attitudes and behaviors, it becomes important to intervene at numerous levels to promote positive social interactions amongst youth. Similarly, it also becomes important to utilize objective assessment techniques to accurately identify the nature and prevalence of bullying in the community setting.

## **Victims**

As stated, the most reliable method of defining victim status is with the use of established self-report measures for children. Holt and Espelage (2007) utilized the University of Illinois Victimization Scale (UIVS) and identified victims relative to their peers. Using this measure, the top 25% of participants that reported victim behaviors (i.e., being teased, socially excluded, or the target of name calling or rumor spreading) in the past 30 days were identified as victims ( $N = 98$ ). An additional measure of victimization is the School Violence Scale (SVAS), which assesses children's anxiety about the possibility of school violence (Saylor & Leach, 2008). As stated, the original BVQ utilizes more stringent standards, and suggests that individuals who endorse victimization behaviors more than twice a month are considered "victims" (Conners-



Burrow et al., 2009; Lee & Cornell, 2010; Wang et al., 2009). In more simplistic terms, victims can be easily identified as children who are “aggrieved against repeatedly and not... able to defend themselves” (Schafer et al., 2004, p. 379).

### **Bully-Victims**

Bully-victims comprise a group of children who report both bullying and victimization behaviors on the established reports mentioned above. Utilizing the UIBS and UIVS, Holt and Espelage (2007) defined bully-victims as children who respond in the top 25% of bullying behaviors and top 25% of victim behaviors ( $N = 91$ ). The BVQ defines this group as students who perpetrate and experience bullying behaviors at least two times per month (Connors-Burrow et al., 2009). Researchers have found that this group is at particularly high risk for poor social and emotional adjustment in the school setting, including social isolation, academic difficulties, and problem behaviors (Nansel et al., 2001). While the identification of bullies and victims is complex and sometimes intertwined, other factors to consider are different types of bullying and the prevalence rates among demographic groups.

### **Types of Bullying**

The review of current literature indicated four types of bullying common among school-aged children. One type of bullying that has been identified, and perhaps the most recognizable, is physical bullying. The revised Olweus Bully Victim Questionnaire defines physical bullying as behaviors such as hitting, kicking, pushing, shoving, or locking indoors (Wang et al., 2009). This form of bullying is more common among males than females (Nansel et al., 2001; Wang et al., 2009), and reportedly peaks in children around age 11 (Bjorkqvist, Lagerspetz, & Kaukiainen, 1992). Wang et al. (2009) found that 13% of children reported involvement in physical bullying in the past two months. Aslund, Starrin, Leppert, and Nilsson (2009) presented

two theories about why physical bullying is so prevalent. One theory is that the demonstration of aggressive behaviors may model and encourage other peers to do the same, exacerbating the bullying cycle. Another theory is that high social status allows certain students to use aggressive behaviors and still be socially accepted by peers (Aslund et al., 2009). Specifically, individuals with high social status may possess the ability to “get away” with aggressive behavior due to a wealth of protective resources, including social and emotional support (Cillessen & Mayeux, 2004).

An additional form of bullying is relational bullying, which has been found to be more prevalent among females than males (Wang et al., 2009). This form of bullying includes social exclusion, gossip, and spreading rumors about others (Wang et al., 2009). One study found that 41% of students report involvement in relational bullying in the past two months, and that social isolation is one of the most common forms of bullying reported by youth (Wang et al., 2009).

The third type of bullying is verbal bullying, which according to the revised Olweus Bully/Victim Questionnaire is defined as behaviors such as calling mean names, making fun or teasing in a hurtful way, and calling names about race or religion (Wang et al., 2009). According to one study, approximately 37% of students report verbal victimization in the past two months (Wang et al., 2009) and that males are more likely to engage in this type of bullying (Nansel et al., 2001; Wang et al., 2009). When females engage in verbal bullying, they tend to utilize taunting and spreading of rumors to aggress and manipulate friendships (Nansel et al., 2001; Bjorkqvist et al., 1992; Wang et al., 2009). For both sexes, it appears that teasing about physical appearance is more socially accepted than personal factors such as religion or race (Nansel et al., 2001). In addition, children of both sexes with high social status are more likely to use verbal aggression to shame their less popular peers (Aslund et al., 2009).

A final type of bullying, one that has gained increased popularity in the past decade is cyber bullying. The revised Bully/Victim Questionnaire defines cyber bullying as using a computer, email messages or images, or a cell phone to aggress against others (Wang et al., 2009). Cyber bullying differs from more traditional forms of bullying in that social status and number of friends does not contribute to the likelihood of becoming a cyber bully or victim (Wang et al., 2009). Wang et al. (2009) found that in the past two months, 9.8% of children report being cyber bullied. Among these individuals, boys were more likely to report being perpetrators, and females were more likely to report being victims (Wang et al., 2009).

### **Bullying and Ethnic Differences**

In discussing the concept of bullying, it is important to address the impact of racial and ethnic differences on bullying behaviors. Research has found that members of ethnic minority groups are more likely to experience victimization than members of the ethnic majority (Schumann, Craig, & Rosu, 2013; Spriggs, Iannotti, Nansel, & Haynie, 2007), such as racial name calling, social exclusion, or rumors (Verkuyten & Thijs, 2002). Racial and cultural harassment is characterized by behaviors that are related to racial, ethnic, or cultural differences; this includes a member of the majority victimizing the minority, a member of the minority victimizing a majority, or victimization between two members of a minority group (Eslea & Mukhtar, 2000). One explanation for “racist bullying” is prejudice, or bullying based on distinct physical differences (Nansel et al., 2001; Verkuyten & Thijs, 2002; Phillips, 2007; Peskin, Tortolero, & Markham, 2006). Similarly, members of the ethnic minority may be targeted due to their decreased number and minority status, creating an inherent power imbalance (Vervoort, Scholte, & Overbeek, 2010; Larochette, Murphy, & Craig, 2010). The effects of perceived discrimination can be devastating, and include decreased self-esteem (Verkuyten & Thijs, 2002),

anger (Espelage, Bosworth, & Simon, 2000), depression (Due, Damsgaard, Rikke, & Holstein, 2009; Seeds, Harkness, & Quilty, 2010) and externalizing behaviors (Juvonen, Graham, & Schuster, 2003). Sittner Hartshorn, Whitbeck, & Hoyt (2012) found a relationship between perceived discrimination and aggression, indicating that students who experience discrimination may be at increased risk for bully perpetrating behaviors.

The research identifies different theories to explain the complex phenomena of racist bullying. Foundation research in this field conducted by Tajfel and Turner (1979) introduced intergroup conflict theory, which hypothesizes that racial or ethnic differences create an in-group preference, and out-group bias, with individuals desiring to identify with their own group. This preference leads to discriminatory behaviors (Tajfel & Turner, 1979) toward other ethnic groups. The social misfit theory states that individuals who differ from the group norm are more likely to be victimized, perhaps due to their deficit in cultural skills related to the dominant, majority culture (Wright, Giammarino, & Parad, 1986; Strohmeier & Spiel, 2003).

Shin, D'Antonio, Son, Kim and Park (2011) found that in a nationally representative sample, 26% of students were bullied because of race or religion. Further analysis of the research indicates some differences among different ethnicity's experience of bullying situations. Research data differs in the prevalence of bullying among ethnic groups, with some research citing Black (Larochette et al., 2010) and Asian students (Eslea & Mukhtar, 2000) at higher risk for victimization. Other studies find Black students at lower risk for victimization, especially by members from other ethnic groups (Tippett, Wolke, & Platt, 2013; Hanish & Guerra, 2000; Spriggs et al., 2007). Part of these differences could be attributed to how students perceive their individual experiences within the larger social context. Research has found that Caucasian students who are in the minority group were significantly more likely to report bullying than

Black or Hispanic students (Dake, Price, & Telljohann, 2009), and that Hispanic students are more likely to report bullying victimization than Black students (Spriggs et al., 2007). There exist some possible explanations for these discrepancies, in addition to bullying based on minority status. Some researchers postulate that minority students may possess negative beliefs about themselves and therefore do not attribute racist bullying to discrimination (Shin et al., 2011). An alternative explanation is that different ethnic groups may have different definitions of bullying (i.e., greater social acceptance of aggression), and place greater stigma on perpetration or victimization of bullying (Österman et al., 1994). If this is the case, then bullying occurring among ethnic minorities may be underreported (Shin et al., 2011; Spriggs et al., 2007). Interestingly, a school-based study found that White and Black students were more likely to be bullied in schools when they were the ethnic minority. Conversely, Hispanic students experienced the same rate of bullying regardless of the school's ethnic makeup (Hanish & Guerra, 2000).

Research also highlights other cultural factors related to the experience of bullying in different racial and ethnic groups. Spriggs et al. (2007) examined bullying among White, Black and Hispanic students in a public school setting. Their findings indicated that factors such as family structure, parental involvement in school, and parental communication may significantly impact the incidence and management of bullying situations in the school setting. Overall, both White and Black students involved in bullying reported significantly lower parental involvement, and all three groups reported a low level of parental communication. White students living with only one biological parents were also more likely to be victimized, however this pattern was not seen in the other two ethnic groups. Regarding psychosocial adjustment to bullying situations, students from all three ethnic groups were similar in terms of their difficulty with social

integration, peer relationships, and social isolation (Spriggs et al., 2007). Other cultural differences that may contribute to bullying experience are discipline (Lansford, Deater-Deckard, Dodge, Bates, & Pettit, 2004), parental supervision (Peeples & Loeber, 1994), and caregiver attachment (Walden & Beran, 2010). Regarding minority status within the broader society, factors such as poverty and material deprivation may also contribute to the incidence of bullying among ethnic minority students (Platt, 2007; Tippett et al., 2013).

While there exists a wealth of data related to intergroup conflict, intragroup conflict has received little attention (Mendez, Bauman, & Guillory, 2012). One study found that bullying between students from different ethnic groups is just as common as bullying among students from the same ethnic group (Tolsma, Van Deurzen, Stark, & Veenstra, 2013), especially given the prevalence of ethnic group segregation in the United States (Bowers, Smith, & Binney, 1994). While this finding might seem counterintuitive, it becomes important to consider the process of acculturation, and how this affects perceptions of others within the same racial or ethnic group. Holleran and Jung (2005) found that racial prejudices and stereotypes are developed within the same ethnic group based on level of acculturation, with highly-accultured students experiencing a sense of superiority over their less-accultured peers (Mendez et al., 2012). A study of Mexican-American and Mexican immigrant children in a predominantly Hispanic public school in the US found that Mexican immigrant students were at high risk for bullying from Mexican-American students due to factors such as language barriers, differences in clothing choices, and social exclusion based on educational needs. In addition, Mexican American students reported initiating bullying incidents as the result of prior personal experiences with racist bullying, based on their Mexican origin (Mendez et al., 2012). This study

highlights the finding that differences, even within an ethnic group, may perpetuate the prevalence of bullying behaviors.

### **Bullying, Ethnic Differences, and Los Angeles Unified School District**

Given that the purpose of this study is to provide a resource manual for Los Angeles-based parents, educators, and community officials, it is important to address the specific composition of this population. For this purpose, a review of Los Angeles Unified School District (LAUSD), is provided as a basis for comparison. Los Angeles Unified School District (LAUSD) spans a total area of 710 square miles and numerous cities within Los Angeles County. Overall, LAUSD represents approximately 920,000 students, including adult education classes and excluding some special education schools (grades Pre-K to 12). As of October 2011, the total K-12 enrollment was approximately 665,000. Of interest to this project, there are approximately 450 elementary schools and 90 middle schools within LAUSD.

Demographically, the ethnic breakdown of total students is as follows: 73.4% Latino, 10% African American, 8.8% White, 3.9% Asian, and the remaining 11.9% representing Pacific cultures, Native Americans, and bi-racial backgrounds (LAUSD, 2012).

Following review of the data, LAUSD can be classified as an ethnically diverse population that mirrors the population of Los Angeles County (i.e., majority of individuals of Latino descent). It should be noted that this population may not be representative of other school districts nationally. Research reveals that bullying in ethnically diverse schools is becoming increasingly concerning (Hanish & Guerra, 2000), with overall victimization significantly more prevalent among ethnic minorities in this setting (Vervoort et al., 2010; Tolsma et al., 2013). One hypothesis for this phenomena is that students experience difficulty obtaining social support, especially from peers of their own ethnic group in such a diverse environment (Quillian &

Campbell, 2003; Tolsma et al., 2013). In addition, high degree of ethnic diversity may result in cliques, social isolation, and division between and within different racial and cultural groups (Putnam, 2007). The concept of conflict theory is that exposure to ethnic minorities may result in perceived threat, leading to cultural conflict and prejudice that resembles racist bullying (Romero & Roberts, 2003; Scheepers, Gijssberts, & Coenders, 2002). Consideration of the ethnic diversity in Los Angeles, and the potential obstacles it presents to bullying intervention, warrants a review of culturally sensitive intervention strategies. This topic is reviewed further in the Discussion section.

### **Bullying Intervention**

Although bullying is an increasingly alarming issue, and numerous anti-bullying programs have been developed, there is a lack of formal evaluation of such interventions, including aspects of programs that are effective in school settings (Smokowski & Kopasz, 2005). Due to the complexity of bullying, existing literature suggests that multidisciplinary, school-wide bullying programs are the most effective in prevention and management of peer aggression (Vreeman & Carroll, 2007). In 2001, the United States Department of Health and Human Services introduced the first government multimedia campaign to raise awareness about the nature and long-term consequences of bullying (Bryn, 2011). The national campaign, titled Stop Bullying Now!, targeted the high-risk “tween” group (i.e., ages 9-13) and adults in their lives. In addition, numerous federal agencies (i.e., health, education, justice) and professionals (i.e., academic, safety, law, youth, faith) were organized to conduct research, publish information, and provide support services for the public (Bryn, 2011). Among the materials disseminated, Stop Bullying Now! created a website including free, research-based information about bullying (e.g., fact sheet, tips, outreach resources) for both students and parents. In



addition, the website also includes webisodes, interactive games, and personal stories to engage children in self-education. According to Bryn (2011), one reason this campaign is so powerful is due to its increasing popularity, with over eighty organizations participating in promoting awareness and prevention of peer aggression. Additionally, as children's lives are continuously changed by technology and other cultural phenomena, the Stop Bullying Now! campaign similarly changes to conduct and incorporate current and relevant research for effective change.

To date, the only meta-analysis conducted in the area of effective bullying interventions was by Ttofi and Farrington (2009). This review analyzed 25 years of international research (i.e., 1983-2008) and only included programs designed to measure and reduce the prevalence of bullying. Given the inclusion criteria for this review (e.g.,  $N = 200$  or more, ability to calculate effect size), the sample consisted of 59 studies, describing 30 different bullying intervention programs. Several program elements were reviewed, including disciplinary methods, parent training, playground supervision, duration, and classroom rules and management (Ttofi & Farrington, 2009). The results of this study suggested that comprehensive, school-wide bullying programs reduce rates of bullying and victimization by 20% on average. Researchers believe that many of the personal traits that make students vulnerable to bullying cannot be modified, therefore environmental factors must be addressed (Saylor & Leach, 2008).

By gaining a comprehensive understanding of specific social and environmental factors that perpetuate bullying behaviors, organizations can target problems specific to their setting (Nansel et al., 2001; Merrell et al., 2008; Pearce, Cross, Monks, Waters, & Falconer, 2011). According to Cross et al. (2011), comprehensive programs focus on the levels of school, classroom, home, and individual intervention. One theory is that such interventions have the capacity to promote sustainable change while simultaneously impacting perpetrators, victims,

and bystanders of bullying (Michaud, 2009). According to the meta-analysis conducted by Ttofi and Farrington (2009), effective intervention programs include several factors, organized into six whole-school indicators that include (a) building capacity for action; (b) supportive school culture; (c) proactive policies, procedures and practices; (d) school community key understandings and competencies; (e) protective school environment; and (f) school-family-community partnerships. In addition to these indicators, additional aspects of effective intervention programs are identified below.

Perhaps most crucial in addressing bullying is the modification of existing school policies and practices. Outlining clear and consistent rules and disciplinary methods regarding bullying informs students and adults about the intolerance and consequence of aggressive behaviors (Cunningham, Cunningham, Ratcliffe, & Vaillancourt, 2010; Ttofi & Farrington, 2009; Pearce et al., 2011). Similarly, consequences should be meaningful and aversive (e.g., school suspension) and applied consistently to effectively decrease instances of bullying (Cunningham et al., 2010; Pearce et al., 2011). Such policies should be presented to the student body frequently, such as at the beginning and end of each school year (Pearce et al., 2011). Schools may also consider mandating uniforms to provide group cohesion and eliminate opportunities to bully based on personal clothing choices (Cunningham et al., 2010).

In addition to organizational change, school-level programs also include structural approaches to addressing bullying situations (Cunningham et al., 2010). One method is to restructure the physical environment (e.g., reduce isolative spaces, separate older students from younger students) and organize more student activities to lessen boredom and inactivity (Cunningham et al., 2010; Pearce et al., 2011). Similarly, increasing adult supervision throughout the day (i.e., playground/recess, hallways during break) and installing surveillance cameras may

reduce opportunities for aggressive situations and promote feelings of safety (Cunningham et al., 2010; Tfofi & Farrington, 2009; Nansel et al., 2001; Pearce et al., 2011). Schools may also create a system that allows students to anonymously report bullying situations that they witness to increase response to such situations (Cunningham et al., 2010).

Effective interventions also include creating supportive school and classroom cultures (Pearce et al., 2011). Antibullying campaigns have demonstrated effectiveness in uniting school communities and reducing bullying behaviors (Cunningham et al., 2010; Pearce et al., 2011). One method is organizing presentations that provide education about types of bullying; research suggests that such events should be brief and interesting, incorporate visual material, and led by actual students instead of adults (Cunningham et al., 2010; Tfofi & Farrington, 2009). Specifically, videos featuring cartoon characters were effective due to students' personal affiliation and connection with the characters and situations (Tfofi & Farrington, 2009; Bryn, 2011). Between presentations, attractive and strategically located posters provide students with reminders about intolerance of peer bullying (Cunningham et al., 2010). In addition, schools may organize teachers and students as antibullying committees to enforce school policies and inform administration about the effectiveness of the campaigns (Flaspohler et al., 2009)

Within the classroom, management of social situations is essential to addressing bullying behaviors (Tfofi & Farrington, 2009). One way to do this would be to modify the environments to increase awareness and promote intolerance of bullying through creation of concrete rules (Nansel et al., 2001, Tfofi & Farrington, 2009). Teachers may include instruction and practice of social skills (i.e., open communication, prosocial behaviors) and provide incentive by rewarding students with citizenship awards at the school-wide level (Cunningham et al., 2010; Pearce et al., 2011; Gini, 2006). Classroom curriculum should also incorporate education about types of

bullying and coping techniques to cope for bullying situations (Pearce et al., 2011). One method includes peer-led discussions about bullying, perhaps separating into relational (female) and solution-focused (male) groups when appropriate (Cunningham et al., 2010). Assertiveness training has also demonstrated usefulness in coping with peer victimization (Cunningham et al., 2010; Schafer et al., 2004). Teachers may also encourage bystanders to become involved and report instances of bullying to an available adult (Cunningham et al., 2010).

An additional aspect of bullying prevention that is well documented is the promotion of social-emotional well-being and supportive social relationships within the school setting (Flaspohler et al., 2009; Pearce et al., 2011). Holt and Espelage (2007) found that one crucial component of effective bullying prevention programs is addressing student social support networks. Specifically, students should be taught how to seek and effectively utilize social support, eventually facilitating independence in such skills (Holt & Espelage, 2007). Holt and Espelage (2007) reported that when social support is readily available and sought by children, their adjustment to peer relations is more positive. In addition, promoting friendly peer interactions through social norms against bullying may provide increased protection for bully victims (Nansel et al., 2001).

Teachers and counselors can facilitate stronger social support systems in a few ways. First, they can encourage students to include peers in both classroom and during school- and community-based activities (Flaspohler et al., 2009; Saylor & Leach, 2008; Ttofi & Farrington, 2009; Cunningham et al., 2010). Adults in the school setting may also restructure peer groups to reduce cliques and integrate new students into already existing groups to reduce isolation (Cunningham et al., 2010). School administrations may also utilize older students as positive

leaders, suggesting that they interact or intervene with younger children when necessary (Cunningham et al., 2010; Pearce et al., 2011).

In such efforts, it may be helpful to utilize students uninvolved in bullying, as they likely possess strong relationships with teachers and peers, possibly exerting a stronger influence than bully perpetrators or victims. Following from this assumption, their unbiased social standing may promote reporting of bullying incidences and use of intervention strategies to support victims (Flaspohler et al., 2009). While some researchers discourage the use of peer mediation as an intervention strategy, stating that it creates a power differential amongst peers (Flaspohler et al., 2009), other researchers believe that peer mediation fosters prosocial behaviors towards victims, including befriending and increased support (Gini, 2006). In addition to mediation, teachers can teach children various friendship skills and enact a “buddying” system to reduce aggression among students (Schafer et al., 2004).

Outside of school, it is crucial to engage the parents and families of students in antibullying efforts (Pearce et al., 2011). First and foremost, schools can inform parents about the nature of bullying, risks, and prevalence in the school setting (Ttofi & Farrington, 2009; Cunningham et al., 2010). Second, schools may provide training courses to enhance parenting skills; such exercises include improving relationships skills, reduction of violent media in the home, increased monitoring of media consumption, and skills for coping with children’s defiant behaviors (Ttofi & Farrington, 2009; Cunningham et al., 2010). Although students may be reluctant to seek help from parents in bullying situations, Holt and Espelage (2007) found that maternal support often promotes adaptive psychological functioning.

In addition to parents, it may be important for schools to build partnerships with other adults and services in the community. Community outreach would be beneficial in spreading the

message that bullying is unacceptable and gaining support for this cause (Pearce et al., 2011; Bryn, 2011). In addition, Bryn (2011) stated that community campaigns should emphasize the negative impacts of bullying and provide rationale and techniques for change. Mobilization of resources in the community, including cooperation between law enforcement and various professionals, may be an effective way to comprehensively address of bullying and provide successful intervention strategies for reduction (Ttofi & Farrington, 2009; Bryn, 2011; Pearce et al., 2011; Cunningham et al., 2010)

One school-specific program that has been researched is Peer EXPRESS, a 24-week community- and school-based program that integrated an equal proportion of mainstream students and students with disabilities (SWD) that are often bullied in the school setting. Activities include arts, sports, and volunteer services that encourage cooperation and prosocial behaviors amongst peers. At the end of the 24 weeks, it was found that SWD reported reduced fear and anxiety in social situations. In addition, SWD also reported decreased victimization and increased classmate support for the remainder of the academic year (Saylor & Leach, 2008). Consistent with this finding, Saylor and Leach (2008) believe that exposure to victimized children may promote empathy and sensitization to bullying and decrease incidences of peer victimization. Finally, integration of bully perpetrators and victims in small groups for extended periods of time likely facilitates development of social skills and competence, likely decreasing the prevalence of bullying behaviors (Saylor & Leach, 2008).

In summary, it appears that effective school interventions include organizational change, increased social support, education and training at the classroom and home level, and community outreach. In addition, the integration of mainstream students and those at high risk for victimization may decrease the likelihood aggression in the school setting. Although the current

research is promising, the lack of information indicates a need for continued development and evaluation of comprehensive bullying intervention programs.

### **Chapter Three: Methodology**

The central goal of this study was to develop a resource manual for Los Angeles-based parents, educators and community officials to provide information on available resources (i.e., bully intervention programs) and help them make informed decisions about their use of these intervention programs. In addition, the manual was also designed to educate individuals about the signs and impacts of bullying and effective intervention strategies, as identified by one meta-analysis study on the topic.

The focus of this chapter is to describe the methodology utilized in the development of the resource manual. The first phase of the study consisted of a comprehensive review of previous literature and research studies to inform the content of the resource manual. The second phase consisted of independent Internet research to identify potential participants for the study (i.e., bullying prevention programs available to the Los Angeles area). The third phase consisted of contacting the identified bullying prevention programs and collecting information about specific aspects of their program, including their use of empirically-supported techniques, as determined by a meta-analysis study. The fourth phase involved integration of the collected data and development of the resource manual. The fifth phase of the study consisted of evaluation of the resource manual, performed by an academic scholar with substantial knowledge of peer aggression.

#### **Manual Development: Review of the Literature and Existing Resources**

Sources of data utilized for the literature review were databases such as PsycINFO, PsycARTICLES, ERIC, books in print, and Internet resources. The review of the literature focused mainly on material related to factors contributing to bullying, the impact of bullying, and interventions for bullying in the academic setting. More specifically, keyword searches included



the following terms and phrases: bullying, school bullying, peer victimization, indications of bullying, symptoms of bullying, consequences of bullying and bullying interventions. In addition, online searches were conducted under the limitations of peer-reviewed journals and material relevant to children.

The search process began with epidemiological data, including the incidence and prevalence of peer victimization. Next, descriptive information related to bullying attitudes and behaviors was gathered to provide a deeper understanding of definitions of bullying, types of bullying, and risk factors for involvement in bullying behaviors. Following this stage, existing bullying interventions were reviewed and critiqued for the purpose of identifying effective treatment models and strategies. Finally, issues pertaining to school bullying and the importance of choosing an appropriate program to minimize aggressive peer behaviors were reviewed.

In order to prevent overlap and promote uniqueness of the resource manual, it was important to review existing resources related to this subject matter. In addition to a review of the academic literature, an extensive search of literature published by bullying organizations, popular media, online resources, and print resources for school teachers and counselors was also conducted.

### **Data Collection: Contacting Los Angeles Bullying Intervention Programs**

In order to identify a sample of program participants, an Internet search of bully intervention programs in the Los Angeles area was conducted. Following this search, the director of each of the identified bullying intervention programs was contacted by telephone. Using a standardized script, the purpose of the study was explained and the program's participation was requested. Upon agreement to participate, a telephone meeting with a representative of the program (of the director's choice) was scheduled. A copy of informed consent and release of

information forms were completed prior to the interview.

Using a standardized script, information about the nature of the program was gathered from the program's representative. The script included a short introduction and description of the study. Next, the script contained approximately 20 questions related to effective intervention strategies, as cited by one meta-analysis of successful intervention programs. Following the interview, the program personnel were thanked for their participation, offered a copy of the completed manual, and encouraged to follow up with any questions or concerns related to the study.

It should be noted that the methodology used in this step was modified from the original design, based on feedback gathered from LAUSD during early stages of the project. Specifically, the original design included a preliminary survey of randomly selected LAUSD schools to determine their use of bullying intervention programs (i.e., which programs were being used in the LAUSD school system). The information gathered during this stage would have been used to determine the sample of programs contacted and interviewed for the manual content. After several conversations with different representatives with LAUSD, it was determined that LAUSD was no longer utilizing outside intervention programs, and were instead focusing on the use of prosocial intervention strategies, implemented by school staff. At this time, the methodology was modified so that programs were identified through the researcher's independent Internet review.

### **Manual Development: Integration of Data**

Once a comprehensive search of the literature and existing resources was completed, the information was reviewed. The gathered data was integrated and organized into a resource manual. The length of the resource manual is approximately 20 pages, and information is

presented in a bullet-point format for clarity and simplicity. In addition, the manual includes tables and visual images related to the content. Since the manual's target audience includes parents, educators and community officials, the manual is written at a twelfth-grade reading level (i.e., language, terminology), as measured by the Microsoft Word program (i.e., readability statistics), to allow for review by a variety of audiences.

The resource manual is organized into the following sections: 1) introduction, 2) risk-factors for bullying behaviors, 3) bullying in the academic setting, 4) bullying intervention programs, 5) presentation and summary of bullying programs in the Los Angeles area, 6) program referrals, and 7) additional resources.

Section I of the manual consists of an introduction. This section provides the rationale for the resource and discusses the need for development of a resource manual for parents, educators and officials in the community setting. This section also consists of epidemiological data, including statistics related to incidence and prevalence of peer victimization.

Section II of the manual outlines various psychosocial factors associated with bullies and victims and presents research about demographics related to bullying behaviors for easier identification of children at risk for bullying behaviors. This section also provides general information related to the negative impacts of bullying at the individual and systemic level and common definitions, types, and examples of bullying behaviors.

Section III of the manual discusses bullying specifically within the school setting, including prevalence rates and theories related to how bullying is created and maintained by students. Information is also provided related to patterns of bullying behaviors.

Section IV of the manual contains detailed information about intervening on the school (e.g., classrooms, public areas), classroom (e.g., curriculum, teachers), individual (e.g., bullies,

victims) and community (e.g., parents, agencies) levels. It outlines what research has identified as effective intervention strategies, complete with examples for further clarification.

Section V of the manual presents and summarizes the information gathered during interviews with bullying programs available to the Los Angeles area. This section includes information about each programs' use of the identified intervention strategies and program characteristics, organized with lists and tables. This section also includes a thematic analysis of the data, highlighting common themes communicated by the organizations.

Section VI of the manual provides referral information for the interviewed programs, including short descriptions of each program, along with contact information. The summaries include some details about program implementations and available online resources.

Section VII of the manual provides additional resources related to bullying prevention, intervention, and mental health organizations. In this section, consumers of the manual are directed to various local and national bullying organizations for additional information and help. Short summaries of each resource are also included.

### **Data Collection: Evaluation of Resource Manual**

The purpose of the evaluation stage was to collect feedback from a professional familiar with bullying research and intervention strategies. The resource manual was evaluated on its construction, design, content, clarity, and utility. The evaluator was asked to complete a feedback form and provide additional comments or suggestions for improvement. Information obtained from the evaluation process was incorporated during the final stages of the manual development.

The evaluator was an academic scholar, selected based on their knowledge and experience about peer bullying in the school setting. Given the nature of their profession, the evaluator met the following criteria: a) a professional recognized in their respective field, b) at least five years

experience working in the respective setting, c) possess a general understanding of bullying behaviors, and d) possess English reading and writing skills.

The evaluator, was contacted via email to request participation in the study, using a standardized script. The evaluator was presented with a description of the manual explaining its intended purpose and was asked about their willingness to participate in the evaluation process. Upon agreement, they were asked if they would like their name included in the Acknowledgements section of the completed manual, upon completion of the evaluation process and a Release of Information form.

The evaluator was emailed various items. They received an informed consent form, explaining the nature and purpose of the study, the academic affiliation, potential risks and benefits of the study, and information related to privacy and confidentiality. In addition, they were sent a release of information form. They also received a copy of the resource manual and standardized evaluation form, containing instructions, a list of questions, and additional space for comments or suggestions. The evaluator was instructed to return completed versions of the consent form release of information, evaluation form, and the manual.

### **Analysis of Evaluation and Completion of Manual**

Following completion of the evaluation form, the responses were reviewed. Feedback obtained from the evaluation process was considered during the finalization of the resource manual. In addition, feedback was integrated into the discussion section of the study and facilitated the identification of strengths and weaknesses of the manual.

## Chapter Four: Results

Following the independent Internet review process, a list of 19 bullying intervention programs in the Los Angeles area was compiled. Based on the researcher's review of their Internet webpages, these programs were further organized into four types of programs: Online ( $N = 2$ ), Workshops/Training ( $N = 8$ ), Assembly-centered ( $N = 6$ ), and Campaigns ( $N = 3$ ). As described in the Methods section, each of the programs was contacted by telephone to determine their interest and participation in the research project.

Of the 19 programs contacted, ten programs expressed an interest in participating in the research study. Further contact with these programs consisted of email correspondence to distribute Informed Consent and Release of Information forms and schedule interviews. Of these ten programs, seven completed the necessary forms and were subsequently interviewed. Of the three programs that did not participate, one stated there were personal circumstances and the other two failed to respond to further email contact. Of the seven programs interviewed, one self-identified as "Assembly-based" and the other six described themselves as "Workshop/Training" in nature. All interviews were conducted over the telephone and lasted approximately 30 minutes each.

As stated in the Methodology section, the initial data collection step was originally designed to include LAUSD interviews about use of specific bully intervention programs, which would comprise the sample of bullying intervention programs surveyed for this study. During correspondence with representatives from LAUSD, it was apparent that LAUSD expressed a desire to decrease use of traditional anti-bullying intervention strategies in preference of more prosocial, empathy-based approaches to bullying. At this time, the researcher modified the methodology to include an independent Internet review of programs; however this shift in

LAUSD's focus represented a major change in the present study. This shift is discussed in greater detail in the Discussion section.

### **Data Analysis**

Structured telephone interviews were conducted with the seven of the interviewed bullying intervention programs. First, information was collected regarding specific program logistics (see Table 1). Specifically, the following factors were identified as relevant to decision to use an intervention program: Program format, length of training and program cost. Regarding length of time spent training, program responses ranged from 60-minute presentations ( $N = 1$ ) to 90 minute ( $N = 1$ ) or four hour workshops ( $N = 1$ ), to two day ( $N = 1$ ) workshops. Another program ( $N = 1$ ) endorsed a more long-term approach, working with clientele for one year provide consultation and ongoing follow up regarding implementation of practices. Two programs stated that length of training varied based on the need of the organization ( $N = 1$ ) and the number of individuals being trained ( $N = 1$ ), indicating no standard period of time.

Regarding cost of training, one program receives funding from a local Regional Center; therefore their services are free of charge to qualified consumers ( $N = 1$ ). Other programs, nonprofit in nature, accept donations as determined by their clientele ( $N = 2$ ). Additional responses included a sliding scale with a maximum of \$1,000 ( $N = 1$ ), a range of \$2,000-\$4,000, dependent on travel cost and purchase of materials ( $N = 2$ ), and approximately \$8,000 ( $N = 1$ ). In addition to in-person training, one program also provided information related to cost of telephone consultation, priced at a maximum of \$1,500 for one year.

Table 1

*Information about Los Angeles-based Bully Intervention Programs*

	SOAB	OBPP	TT	NTT	CAB	NB	SAY
Intervention at individual level	✓	✓	✓	✓	✓	✓	✓
Intervention at classroom level	✓	✓	✓	✓	✓	✓	✓
Intervention at school-wide level	✓	✓	✓	✓	✓	✓	✓
Intervention at community level	✓	✓	✓	✓	✓	✓	✓
Average amount of time spent training	Varies	2 days	2-4 hours, one day	Varies – 300 kids/day	9☐☐ minutes	1 year, ongoing	45-60 minutes
Cost	By donation	Maximum \$3,000 for training; \$1,500 for one year consultation	\$2,000-\$4,000	Sliding scale – Maximum \$1,000	By donation	\$8,000 per school	No charge

*Note.* SOAB = Speak Out Against Bullying, Inc.; OBPP = Olweus Bullying Prevention Program; TT = Tom Thelen’s Student Anti-Bullying Program & Bullying Prevention Teacher Training; NTT = Not the Target, Inc.; CAB = Champions Against Bullying; NB = No Bully; SAY = Same As You

The remaining interview questions focused on the program’s use of several effective intervention strategies (see Appendix B), as identified by the only existing meta-analysis on the topic of effective elements of bully prevention programs (Ttofi and Farrington, 2009). According to Ttofi and Farrington (2009), effective bullying programs provide intervention at four systemic



levels (i.e., individual, classroom, school-wide, community). During the data collection process, all programs ( $N = 7$ ) reported use of intervention at the individual, classroom, school-wide and community levels (see Table 1). Similarly, among the participating programs, all programs ( $N = 7$ ) endorsed use of the following interventions: system to report bullying behaviors, school-wide bullying presentations, social skills/assertiveness training, creating social support networks in the school setting, engagement of parents/families, and establishing supportive partnerships with community organizations (see Table 2). This indicates that these strategies were the most widely used of the identified elements of intervention programs.

Further analysis indicated some variance within the programs' use of other effective intervention strategies (see Table 2). The second most utilized intervention strategy was use of anti-bullying campaigns, utilized by 86% of the sample ( $N = 6$ ), followed by modification of school rules and policies, increased organization of student activities, and teacher use of an anti-bullying curriculum, utilized by 83% of the sample ( $N = 5$ ). The fourth most utilized intervention strategies were increased adult supervision and school-wide/classroom citizenship awards, utilized by 57% of the sample ( $N = 4$ ). The least used of the identified intervention strategies was modification of the physical school environment, utilized by 43% of the sample ( $N = 3$ ).

The data was also analyzed in terms of the type of identified intervention strategies used by each program (see Table 2). It was found that several programs ( $N = 4$ ) utilized 92% of the strategies, indicating substantial use of effective program elements, as identified by research. In addition, some programs ( $N = 2$ ) endorsed use of 69% of the strategies, and a program ( $N = 1$ ) endorsed use of 62% of the identified strategies. In conclusion, all programs endorsed using at least half of the program elements identified by previous research (Ttofi & Farrington, 2009) as effective strategies.

Table 2

*Use of Bullying Interventions within Los Angeles-based Programs*

Bullying Intervention Techniques	SOAB	OBPP	TT	NTT	CAB	NB	SAY
Social skills/Assertiveness training	✓	✓	✓	✓	✓	✓	✓
School-wide presentations	✓	✓	✓	✓	✓	✓	✓
Engage parents/families	✓	✓	✓	✓	✓	✓	✓
Establish supportive partnerships	✓	✓	✓	✓	✓	✓	✓
Increase social support	✓	✓	✓	✓	✓	✓	✓
System to report bullying behaviors	✓	✓	✓	✓	✓	✓	✓
Anti-bullying campaigns	✓	✓	✓	✓	✓		✓
Increased organization of student	✓	✓	✓	✓	✓		
Modification of school rules/ policies		✓	✓	✓	✓	✓	
Teacher use of bullying-focused			✓	✓	✓	✓	✓
Citizenship awards		✓	✓	✓			✓
Increased adult supervision		✓	✓	✓	✓		
Modification of physical school	✓	✓			✓		

*Note.* SOAB = Speak Out Against Bullying, Inc.; OBPP = Olweus Bullying Prevention Program; TT = Tom Thelen's Student Anti-Bullying Program & Bullying Prevention Teacher Training; NTT = Not the Target, Inc.; CAB = Champions Against Bullying; NB = No Bully; SAY = Same As You

Throughout the data collection process, a thematic analysis of program specifics and experiences was also conducted. This analysis identified several common elements across the intervention program websites including interactive discussion and information boards ( $N = 6$ ), links for donations ( $N = 4$ ), access to program materials ( $N = 3$ ), links to social media sites (e.g., Facebook, Linked In, Twitter) ( $N = 3$ ), volunteer opportunities ( $N = 1$ ), and newsletters ( $N = 1$ ).

Many of the programs were nonprofit in nature ( $N = 3$ ) and emphasized the importance of targeting intervention for children with special needs ( $N = 2$ ).

Regarding program practices, many conducted workshops and presentations in both school and community settings ( $N = 5$ ) and offered follow-up services (e.g., consultation, mentoring, personal counseling) after the initial meeting ( $N = 3$ ). In addition, several programs referenced an empathy-based approach ( $N = 4$ ), while also empowering the “victim” ( $N = 7$ ), mobilizing “bystanders” ( $N = 5$ ), and rehabilitating the “bully” ( $N = 3$ ).

Many programs also emphasized generating a culture of advocacy and empowerment, organizing students into anti-bullying committees to generate solutions and resolve peer conflict. Similar to the empathy-based approach endorsed by several programs, an additional theme emerged around offering incentive for positive, prosocial behaviors (e.g., school certificates, public recognition, pizza party) and raising awareness of anti-bullying practices (e.g., poster contests), with less emphasis on punishment for bullying behaviors.

During interviews, programs also provided additional information related to their personal experiences in the bullying intervention field. On a positive note, many programs expressed the personal satisfaction they receive from providing support and hope for children who may feel helpless or alone. However, several representatives also discussed common obstacles or barriers related to the problematic nature of bullying behaviors and the challenges of implementing specific intervention techniques.

At the school level, programs reported that modification of school rules and policies (e.g., increased adult supervision, teacher curriculum) is extremely difficult, as schools comply with district regulations and are therefore resistant to change. The solution offered for this obstacle was offering consultation and suggested guidelines, rather than overt policy change. Similarly,

one program representative expressed frustration that schools often manage bullying in less efficient ways (e.g., transfer the victim to another school, assign disciplinary action), further marginalizing students involved in bullying situations, instead of addressing the situation itself. These alternative attempts may be due to minimal mental health resources and staff, with some counselors and school psychologists assigned to several schools, and only available during days and specific times. In addition, one program representative stated preference to provide training to a small classroom setting due to increased intimacy and participation, however this may not be feasible for schools or organizations with limited resources.

At the societal level, many programs also rejected the common tendency to label children as “bully” or “victim,” as students may become attached to this label and feel their status is permanent and stigmatized. Related to this belief, one representative introduced the concept of the “victim mindset,” in which students attached to the “victim” label may adopt a lower sense of responsibility for their situation, and instead expect others (e.g., school officials, parents) to intervene instead of feeling empowered for change. Instead of using labels such as “bully” and “victim,” programs tend to use the phrase “kids who bully” and “kids who are bullied” to describe the roles involved in a bullying situation.

Many programs discussed the importance of including significant adults in intervention efforts, due to their constant interaction with children and opportunity for intervention. While adults are responsible for teaching and modeling standards of respect and kindness, some programs reported that adults’ behaviors do not always reflect these values, perhaps sending the message that bullying and peer aggression are tolerated.

Overall, each of the programs interviewed for this study provided detailed information about their use of effective intervention techniques, as identified by a meta-analysis on the topic.

Although each presented as somewhat unique in nature, many expressed similar experiences and barriers to addressing the problem of bullying in both the school and community settings. While these programs report positive change, it is important for individuals to continue promoting awareness and developing intervention programs to effectively reduce the prevalence of peer aggression in the school and home settings.

Following analysis of information from the data collection process, the process of completing the resource manual began. Using the structure outlined in the Methods section, general information regarding bullying definitions, types, prevalence rates, risk factors, and long-term effects was condensed and organized into the first three sections of the manual. Next, information related to bullying in the academic setting was presented to emphasize the problematic nature of bullying in the school setting. Information specific to bullying intervention programs was presented next, including the benefits of intervention programs and a variety of intervention strategies identified as “effective” by research (Ttofi & Farrington, 2009). The following two sections contained information gathered during the data collection process, organized both quantitatively and qualitatively. Specifically, the responses to the structured interview questions were tallied to determine how many programs endorsed use of each intervention strategy. This information was organized and presented in a table (see Table 2). Next, information related to systemic levels of intervention, length of training and cost were organized and presented in a table (see Table 1). Any additional information, gathered through unstructured discussion between the researcher and program representatives, was organized by theme, as determined by frequency of similar responses. Thematic analysis was presented in a list format for ease of review. Specific information about the intervention programs (e.g., contact information, online access to materials), gathered during the independent Internet research

process, was summarized and presented in a manual section devoted to program referrals.

Following Internet research, several organizations that provide information or services related to bullying intervention were identified as potentially helpful. These additional resources, related to mental health services, bullying campaigns and prevention, and crisis intervention, are presented in the last section of the manual. Review of the manual indicates that it was written at a twelfth-grade reading level, as determined by the Microsoft Word readability statistics function.

Following compilation of the resource manual, an expert evaluator was identified to provide objective evaluation of the content and structure of the manual. The expert evaluator was chosen based on his affiliation with the researcher's university and his prior experiences and research interests. Specifically, the expert evaluator is a professor in Education department, and Academic Chair for the Educational Leadership Academy at Pepperdine University. In addition, he previously served as both assistant superintendent of educational programs for the Los Angeles County Office of Education and assistant superintendent of intervention programs for LAUSD. Since his retirement from LAUSD, he has remained active as a mentor for aspiring administrators in the LAUSD system. Finally, he has supervised various students' research on bullying topics, and authored numerous articles on educational leadership.

Upon selecting the expert evaluator within the education department, the researcher contacted this individual via email to request participation in the study. Further contact involved electronic exchange of release of information form, informed consent, a copy of the manual and a survey. The feedback gathered during this portion of the study was utilized to determine the strengths and weaknesses of the resource manual, and to modify the manual content and structure as needed (see Appendix K). Regarding the usefulness of the resource manual, the evaluator indicated the material could be helpful for individuals in different professions (e.g.,

parents, educators, adults working with children) to focus on bullying situations. Regarding the format of the manual, the evaluator stated the manual “will be quite helpful for individuals in different areas or professions” and is “user friendly...and avoid[s] using psychological or educational jargon.” Noted strengths of the manual include the “wealth of information presented in a comprehensive yet succinct manner.” Further, he stated, “it will be easy to pick up the manual and find the information that you need immediately.” Noted limitations of the manual include the possibility that parents may have difficulty finding an intervention program for their child’s individual needs. Following this limitation, the evaluator suggested that the manual “emphasize [program] strengths or reputation for successful intervention strategies.” Additional suggestions included organizing the manual in “a format that can be easily updated or revised,” as needed. Following review of the evaluator feedback, the resource manual was revised to account for specific limitations and suggestions for improvement (i.e., formatting changes to allow for update or modifications, additional graphics). Although the evaluator suggested including specific program strengths, this information was omitted for the purpose of objectivity.

## **Chapter Five: Discussion**

The purpose of this study was to develop a resource manual for parents, educators and community officials to facilitate recognition of peer aggression and provide information about bullying intervention programs available to the Los Angeles area. The phenomena of bullying has received increased attention over time, with studies finding that bullying affects up to 36% of children each year (Nansel et al., 2001), and can have long-term negative effects on an individual's perception of self, interpersonal functioning, and mental health (Carlisle & Rofes, 2007; Hodges & Perry, 1999; Schafer et al., 2004). Given the widespread nature of bullying, and the finding that duration of bullying is positively correlated with negative effects, it becomes important to promote anti-bullying intervention and prevention at a young age (Schafer et al., 2004).

### **Current Study and Findings**

For the purpose of this study, independent Internet research to identify Los Angeles-based bullying intervention programs was conducted. Of the 19 identified programs that were contacted via telephone, 10 expressed interest in participation in the study. Of the ten that expressed interest, seven consented to participate and were interviewed using a standardized script focusing on program characteristics (i.e., length of training, cost) and the use of effective intervention strategies (Ttofi & Farrington, 2009). This methodology was modified from the original design (i.e., interviews with LAUSD to determine program sample) based on correspondence and feedback with LAUSD that indicated a recent focus on prosocial approaches to bullying situations. The information gathered during the data collection process was analyzed and compiled into a resource manual for teachers, parents, and community officials to review and use for the purpose of selecting an intervention program appropriate for their needs. The



manual is organized into the following sections: Introduction (i.e., purpose of manual, basic facts, definitions), Risk Factors for Bullying Behaviors (i.e., types of bullying, risk factors, long-term effects), Bullying in the Academic Setting (i.e., prevalence rates, theories of bullying, patterns), Bullying Intervention Programs (i.e., effectiveness of programs, “effective” interventions), Presentation and Summary of Programs in LA (i.e., list of programs interviewed, programs’ use of intervention strategies, thematic analysis), Program Referrals (i.e., program contact information, program details), Additional Resources (i.e., campaigns, organizations, mental health resources).

Results of the study indicate that programs varied in length of training, with training consisting of one workshop (i.e., 60 minutes, 90 minutes, four hours), two workshops (i.e., two days), or several years of long-term consultation and follow-up. Some programs stated that length of training depended on the particular needs of the school, indicating no specific time frame. Cost of training was also varied, ranging from no charge (i.e., funded by local organization) to fees between \$1,000 and \$8,000. Some programs stated cost was dependent on additional factors such as travel fees and purchase of program materials. Given that a few programs were nonprofit in nature, program fees were nonspecific, and determined by donations from clientele.

Regarding specific techniques, all programs reported intervention at several systemic levels (i.e., individual, classroom, home, school), indicators of a comprehensive bullying program (Cross et al., 2011). The most common intervention methods, endorsed by all programs, included establishment of a reporting system, school-wide presentations, social skills training, increased social support, and engagement of parents and community organizations. Moderately used intervention strategies included anti-bullying campaigns, modification of rules/policies,

increased organization of activities, anti-bullying teacher curriculum, increased adult supervision, and citizenship awards. The least used of the identified effective strategies was modification of the physical school environment.

Thematic analysis of the data suggested several themes related to program aspects and experiences, including several barriers related to bullying intervention at the school and community levels. Programs described difficulties with organizational change, low level of bullying reports, lack of resources to support intervention, and poor management of bullying situations. At the societal level, common obstacles include the tendency to use labels such as “bully” and “victim” that imply permanency, and victims’ adopted perception that they do not have control over their situation. While some programs offered suggestions for addressing such difficulties, others expressed frustration at their perceived inability to resolve these challenges.

Thematic analysis also suggested several themes related to common practices supported by literature as beneficial and characteristic of positive change. While many of the programs described training consisting of one-time workshops in the school or community settings, others offered follow-up services (i.e., consultation, mentoring, personal counseling) to facilitate implementation of program techniques. This practice is supported by the finding that longer length of training is correlated with bullying reduction (Ttofi & Farrington, 2009). Regarding specific practices, many programs endorsed use of an empathy-based approach that utilized prosocial skills training and positive reinforcement to empower victims and bystanders to intervene at the peer level. The tendency to move toward a positive, empathy-based approach was supported by a discussion with an LAUSD official, as well as several research studies on the topic of bullying intervention (see Directions for Future Research). Overall, while all programs associated their techniques with positive change, they also acknowledged the need to continue to

promote awareness about bullying and the importance of bullying intervention as early as possible.

### **Diversity Considerations**

Research finds that intervention programs can effectively decrease the frequency and intensity of bullying, however further evaluation of one widely-used intervention program showed that bullying decreased only among White students, suggesting it may not be effective for racial or ethnic minority students (Bauer, Lozano, & Rivara, 2007). To complicate this finding, minority youth, especially economically-deprived youth, are less likely to seek mental health services for reasons such as cost, limited access, and mistrust (Garland et al., 2005), which along with the tendency to not report bullying behaviors (Shin et al., 2011; Spriggs et al., 2007), may lead to underreporting of bullying in ethnic minority groups. Given the degree of inter- and intra-group bullying that occurs, it becomes important to consider cultural factors when implementing prevention and intervention techniques. For instance, some cultures reject bullying behaviors with their norms of sharing, helping, respect and collectivistic worldview. Inclusion of such values into a bully prevention program may be helpful in promoting empathy and anti-bullying attitudes among youth of different ethnic groups (Melander, Sittner-Hartsborn, & Whitneck, 2013). In addition, interventions in the school setting may focus on integration of different ethnic groups, highlighting equal status, common goals, and cooperation, therefore highlighting similarities and reducing racial division (Pettigrew & Tropp, 2006; Schumann et al., 2013). Inclusion of ethnic minority students may also increase their opportunity to communicate with and befriend students from the majority population, decreasing their risk of bullying (Mendez et al., 2012). Students may also benefit from education about a variety of cultures, likely to increase tolerance of differences (Melander et al., 2013). As stated, cultural factors such

as parental involvement and communication are important to consider in bullying situations, therefore schools may benefit from screening tools and intervention strategies that include a family component (Spriggs et al., 2007; Steven & Joyce, 2002).

### **Strengths of the Current Study**

There are several strengths of the current study, including comprehensive review of the literature and inclusion of meta-analytic data of effective bullying interventions. During the early stages of this project, LAUSD were contacted for the purpose of data collection, however they indicated they were changing to prosocial interventions for bullying, as opposed to punishment for bullying behaviors. Interestingly, many of the programs interviewed for this project endorsed use of prosocial approaches (i.e., social skills training, increased social support, perspective taking exercises) and behavioral techniques (i.e., citizenship awards, increased organization of activities), as preferred by the LAUSD school system. Also supported by the research, several programs stressed the importance of including adults (i.e., parents, teachers, community officials) in intervention, and use of long-term training elements to ensure comprehension of material and appropriate implementation of program techniques. An additional strength of this study was that all programs included in the sample reported prior experience working with schools and community organizations in the Los Angeles area, and therefore possessed familiarity with the specific demographics and needs of this population. These findings indicate that the programs identified for this study may be good candidates for schools and community organizations in the Los Angeles area.

Regarding the manual itself, the information was presented in a direct, user-friendly format for easier review. For objective purposes, an expert evaluator was utilized to evaluate the quality of content and structure and provide suggestions for improvement. The evaluator

indicated the manual could be helpful for the target audience of parents, educators, and other adults working with children. Similarly, he stated the material was written in a way that avoided use of psychological and educational jargon, making it easily accessible and readable for most adults. In addition, he indicated the information was comprehensive, and organized in such a way that users could easily locate information as needed. An additional strength is that the manual includes additional resources (i.e., national campaigns, bullying organizations, mental health services) for readers to review and utilize.

### **Limitations of the Current Study**

There were also some limitations of the present study, most notably related to the change in methodology based on feedback from LAUSD in the initial stages of the project. The initial intention of this study was to survey public schools in the LAUSD school system, however due to a change LAUSD's approach, it was no longer feasible to conduct this research. Specifically, LAUSD stated they were moving toward use of more prosocial, empathy-based approaches to address bullying interventions. It appears that this shift may represent movement in the field of bullying intervention; therefore the research and programs included in this project may be somewhat outdated. While this shift presented an obstacle to the study, it also demonstrated an obstacle communicated by the programs, specifically, that it is somewhat difficult to work with schools that operate under district policies and regulations that dictate their use of intervention methods.

The feedback from LAUSD also changed the climate of the current project, as the program sample was identified by Internet research, and not based on their referral from LAUSD. Collecting a sample of programs from LAUSD would have likely been the most useful and pertinent method for providing information about programs to parents and community

officials involved with this school district. While the programs interviewed provided valuable information about their programs and use of intervention strategies, they may no longer be reasonable for schools who seek intervention strategies that can be implemented within the school district, and are also supported by the most current research.

Secondary to this change in methodology, the current study lacks contact with intervention program clientele (i.e., schools, parents, community officials), and it may be helpful to conduct interviews with school and community organizations to determine their experience with bullying prevention and intervention, and which program aspects they find the most useful. Further, the sample size of intervention programs is small; therefore the information presented is based on a limited number of available programs in the Los Angeles area. Similarly, the “effective” interventions included in the questionnaire were identified by only one meta-analysis on the topic of bullying interventions programs. Regarding diversity considerations, most of the programs only offered interventions and materials in English, which may limit their usefulness to non-English speaking populations. Similarly, the current study did not include questions related to the programs’ experience with diverse populations, or attempts to address diversity in their interventions.

Regarding the completed resource manual, limitations include its length, as it may be considered long, and somewhat difficult to review. This issue was addressed organizing the manual into several short sections, outlined in the table of contents, for ease of location and review of pertinent information. The evaluator also indicated that parents may have difficulty choosing a program specifically for their child, therefore it may be helpful to include strengths (e.g., reputation for success) for each program. In addition, he suggested the manual be written in a format that can be easily updated or revised, as needed. Regarding diversity considerations, the

manual does not include information related to inter- or intra-group conflict, and how ethnic diversity relates to bullying behaviors.

### **Directions for Future Research**

The current study identified several bullying intervention programs in the Los Angeles area and gathered information related to program specifics (e.g., cost, length of training) and use of “effective” intervention methods. This information was compiled and organized into a resource manual for parents, teachers and community officials to provide general information about bullying and available resources, for the purpose of facilitating the process of finding an intervention program to meet their needs. Missing from the current study was information related to diversity, and how programs attempt to address intervention with ethnic minority youth. In addition, the current study did not gather information from consumers of the bullying programs, which may have been helpful to determine what aspects of programs they find the most relevant or useful.

While bullying intervention programs have been shown to reduce bullying approximately 20% on average, (Ttofi & Farrington, 2009; Cross et al., 2011; Vreeman & Carroll, 2007), there still exists a lack of research related to what approaches are the most effective and reasonable to implement in both the school and community settings. One method of addressing bullying situations is through use of punitive measures (e.g., suspension, expulsion), however Colvin, Tobin, Beard, Hagan, and Sprague (1998) found that punishment alone produces only short-term change, and does not fully resolve the bullying problem. Instead, they suggest long-term changes are achieved modification of an individual’s interpersonal interaction style and aggressive behaviors (Colvin et al., 1998), as outlined by research on prosocial intervention techniques.

Defined, prosocial, empathy-based interventions encourage students to adopt the perspective of others (e.g., victims), which allows connection with others' emotions and thoughts and increased empathy, sympathy, and social support (Hastings, Zahn-Waxler, Robinson, Usher, & Bridges, 2000; Davis et al., 1999). Stewart & Marvin (1984) found that understanding others' affective experiences greatly increased the likelihood that children would respond during bullying interventions, and that empathy is positively correlated with defending behaviors (Barchia & Bussey, 2011; Nickerson, Mele, & Princiotta, 2008; Menesini & Camodeca, 2008) and negatively correlated with bullying behaviors (Nickerson & Mele-Taylor, 2014). Following from this finding, bullying interventions aimed at development of emotional awareness, empathy, and prosocial behaviors may result in increased peer intervention and decreased bullying (Belacchi & Farina, 2010; Nickerson & Mele-Taylor, 2014).

Research outlines several prosocial interventions aimed at increasing students' skills and levels of social support within the school and community settings. For instance, increasing emotional understanding, such as the ability to recognize emotions in self and others (e.g., facial expressions), understand the causes and effects of emotions, and practice emotional regulation skills (Pons & Harris, 2000). Similarly, social skills training (e.g., conflict resolution, interpersonal problem solving, anger management, communication skills, perspective-taking) is beneficial in improving peer relationships (Pronk, Goossens, Olthof, De Mey, & Willemen, 2013; Colvin et al., 1998; Nickerson & Mele-Taylor, 2014), and can be provided through use of direct instruction or role plays, with hopes of generalizing to the natural environment. Additional training can be provided to increase skills related to assertiveness, self-advocating, and coping (Frisen, Hasselblad, & Holmqvist, 2012). Recognizing the importance of adult support, positive and prosocial behaviors should be modeled and coached adults, with use of prompting and



positive reinforcement to increase frequency of behaviors (Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008; Colvin et al., 1998; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Prosocial intervention also includes fostering a sense of belonging and social support within the school setting (Goldweber, Waasdorp, & Bradshaw, 2013), such as promoting antibullying attitudes (i.e., respect for others, cooperative classroom environments, school campaigns/mottos) (Nickerson & Mele-Taylor, 2014; Choi, Johnson, & Johnson, 2011; Jones, Bombieri, Livingstone, & Manstead, 2012) and improving relationships between peer groups (e.g., integration of students during structured activities, peer mediation) (Lawson, Alameda-Lawson, Downer, & Anderson, 2013; Kaufmann, Wyman, Forbes-Jones, & Barry, 2007). Following the assumption that bullying behaviors are antisocial, use of such interventions may encourage replacement of aggression with prosocial behaviors (Colvin et al., 1998).

The National Registry of Evidence-based Programs and Practices (NREPP) outlines several evidence-based prosocial interventions for bullying behaviors, indicating their effectiveness in addressing bullying situations. *Al's Pals: Kids Making Healthy Choices* is a school-based bullying prevention program for children ages 3-8 that focuses on development of social-emotional skills (e.g., self-control, problem-solving, decision making) and fostering warm, nurturing classroom environments. Intervention methods focus on caring, cooperation, tolerance and respect, with age-appropriate conflict resolution and coping skills training. An additional program is *Creating a Peaceful School Learning Environment (CAPSLE)*, a school-based program for students in Kindergarten through 12<sup>th</sup> grade that encourages self-reflection and empathy. Key components of this program include teacher curriculum focused on coping skills and compassion, schoolwide campaigns, and a peer mentor program. *Lesson One* is a school-based intervention program for children in Preschool through 6<sup>th</sup> grade that emphasizes the

importance of social emotional learning in avoiding bullying situations. For instance, skills related to listening, diversity, self-control, cooperation, and problem solving are modeled, taught and practiced in the classroom setting. Finally, Open Circle is a program for students from Kindergarten through 5<sup>th</sup> grade that utilized a curriculum of social emotional learning skills such as self-awareness, social awareness, and interpersonal problem solving. The focus of the interventions is to increase prosocial skills such as inclusion, cooperation, assertiveness and emotional expression. All programs discussed included significant adults in intervention efforts (e.g., teachers, principals, community members), and lasted from one to five years in length (U.S. Department of Health and Human Services: Substance Abuse and Mental Health Services Administration, 2014).

Although research has found that peers frequently witness bullying behaviors, one study found that children only intervened in approximately 20% of bullying situations (Craig & Pepler, 1997; Hawkins, Pepler, & Craig, 2001). Complicating this concept, victims often do not ask for help (Hawkins et al., 2001), and peers may not possess the knowledge or feelings of competence to intervene (Pronk et al., 2013). Lawson et al. (2013) found that noninvolved children are the least likely to provide support to victims, perhaps due to fears of becoming victimized themselves (Boulton, 2013). One way to address this “victim reputation” stigma is to educate students about the negative impacts of bullying (Lawson et al., 2013) and develop empathy for victims (Nickerson & Mele-Taylor, 2014; Baldry & Farrington, 2004), increasing their motivation for action. Considering the currently low levels of peer intervention, future research may focus bullying intervention that provide students with specific skills to confidently and effectively address bullying behaviors.

Although the current research is promising, there exists the need for continued development and evaluation of comprehensive bullying intervention programs. Following from the current research study, it appears that prosocial, empathy-based programs are the preferred approach for bullying prevention and intervention services at the school and community level. While prosocial interventions likely decrease the frequency and intensity of bullying, they simultaneously serve the function of improving a child's sense of self and social belonging. Future research may focus on the effectiveness of such interventions, and the ease of their implementation in the treatment settings. In addition, future research may focus on providing training that increases students' abilities to advocate for themselves and solicit support from peers and adults.

Consideration of the current study also indicates that future research should focus on how schools and organizations determine their use of bullying intervention programs, including what types of programs and interventions are reasonable, and what techniques have been effective. Given the challenges inherent in bullying intervention, research may also focus on how to overcome barriers to treatment and create cooperative relationships between bullying programs, schools, and community organizations. While it appears that bullying will continue to receive attention and awareness, it is equally important that research continues to identify ways to facilitate the ease and effectiveness of intervention implementation to further reduce peer aggression, and thus improve the lives of society's youth.

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## APPENDIX A

### Script for Initial Telephone Contact with Anti-Bullying Programs

Hi, my name is Angel Roubin and I am a doctoral student in clinical psychology at Pepperdine University. I am in the process of completing my dissertation under the supervision of Dr. Carolyn Keatinge, a licensed psychologist and Psychology Lecturer at Pepperdine University's Graduate School of Education and Psychology. I am conducting research on anti-bullying intervention programs in the Los Angeles area. Your program is being contacted because you were identified during my independent research process. I am interested in visiting your program and meeting with either the program director or a program representative to discuss the nature of [name of the program]. The information I gather during this process will be used to develop a resource manual of anti-bullying programs to be distributed to parents, educators, and community officials in the Los Angeles area. Your participation in this project is voluntary. In order to participate, the program representative must possess at least a Bachelor's degree or at least three years of experience in their current occupational position. If your program chooses to participate, upon completion of the in-person interview, you will have the option of receiving a copy of this manual when completed. Would you be willing to schedule a twenty to thirty minute interview over the phone or in person to discuss the nature of [name of program]?

[If "yes"]

- A. Does your program agree to have its contact information published in the finalized manual?
- B. What would be the next appropriate step?
- C. Who should I contact?
- D. When would be a convenient time to meet?

["If "no"]

Ok. Due to the nature of this project, I will only be interviewing programs who are willing to publish their information in the finalized manual. Thank you for your time.

[Discontinue interview].

In the next few days, I will be sending you a copy of an Informed Consent and Release of information form to be completed and returned to me at the time of the interview. What is the best email address to which to send these forms? In addition, if your program has any materials what would be helpful for the compilation of the resource manual, please have these available at the time of the interview.

Thank you for your time and cooperation.

## APPENDIX B

### Script for Interview with Anti-Bullying Program

Hi, my name is Angel Roubin and I am a doctoral student in clinical psychology at Pepperdine University. As you know, I am in the process of completing my dissertation under the supervision of Dr. Carolyn Keatinge, a licensed psychologist and Psychology Lecturer at Pepperdine University's Graduate School of Education and Psychology. I am conducting research on anti-bullying intervention programs in the Los Angeles area. Your program was contacted because you were identified during my independent research process. In advance, I would like to thank you for your willingness to participate in this project. The information that you provide may be used to develop in a resource manual about bully intervention programs in the Los Angeles area. At the end of this interview, you will be asked if you would like a copy of this manual when completed.

Before I begin, when we spoke last, I requested a copy of relevant program materials. Do you have those available? Can you please give a brief description of your program?

Thank you. Now I have some specific questions about [name of program].

- A. Does [name of program] have any experience working with schools or other organizations within Los Angeles?
  - a. [if "yes"] Approximately how many schools and organizations have you serviced within this school system?
  - b. [if "yes"] How do schools and organizations find out about [name of program] and how do they usually contact you?
- B. What is the average amount of time spent training clients on [name of programs]'s procedures?
- C. What are the qualifications of the staff at [name of program]?

- D. Would you describe [name of program] as addressing bullying at the individual, classroom, school-wide or community level?
- E. For each of the following interventions, please respond “yes” or “no” to the question of if [name of program] utilizes the technique.
- a. Modification of school rules or policies
    - i. [If they request examples] For example, promoting intolerance of bullying, enforcing school uniforms, changing consequences of bullying peers
    - ii. [If “yes”] Can you give a few examples?
    - iii. [If “yes”] Did you recommend school-wide assemblies to address rule or policy changes?
  - b. Modification of the physical school environment
    - i. [If they request examples] For example, reducing isolative spaces, separating older students from younger students
    - ii. [If “yes”] Can you give a few examples?
  - c. Increased organization of student activities
    - i. [If “yes”] Can you give a few examples?
  - d. Increased adult supervision throughout the day
    - i. [If they request examples] For example, increased supervision during lunch or recess, installation of surveillance cameras
    - ii. [If “yes”] Can you give a few examples?
  - e. Establishment of a system to report bullying situations, either anonymously or not

- i. [If “yes”] How was this accomplished?
- f. Promoting a supportive school and classroom culture through use of anti-bullying campaigns
  - i. [If they request examples] For example, posters in hallways or classrooms, anti-bullying committees
  - ii. [If “yes”] Can you give a few examples?
- g. Presentations focused on bullying in the school setting
  - i. [If “yes”] Approximately how long was recommended for the presentation?
  - ii. [If “yes”] Who was recommended to lead the presentation?
  - iii. [If “yes”] What type of visual materials are used?
- h. Teacher use of a bullying-focused curriculum
  - i. [If they request examples] For example, increasing awareness of bullying, coping techniques, peer-led discussions
  - ii. [If “yes”] Can you give a few examples?
- i. Social skills or assertiveness training
  - i. [If they request examples] For example, open communication, prosocial behaviors, peer mediation
  - ii. [If “yes”] Can you give a few examples?
- j. School-wide or classroom citizenship awards
- k. Creating social support networks within the school setting

- i. [If they request examples] For example, encouraging inclusion during activities, restructuring peer groups to reduce cliques, use of older or uninvolved students as positive role models
- ii. [If “yes”] Can you give a few examples?

l. Engaging parents or families

- i. [If they request examples] For example, informing parents about risks, types, and prevalence of bullying, parent skills training
- ii. [If “yes”] Can you give a few examples?

m. Establishing supportive partnerships with community organizations

- i. [If they request examples] For example, law enforcement, professionals, mental health resources
- ii. [If “yes”] Can you give a few examples?

F. Are there any other aspects of your program that are important for me to know?

G. Finally, What is the cost of utilizing [name of program]?

That concludes the interview. Thank you very much for your time.

As you may know, this information will be used to create a resource manual available to parents, educators and community officials in the Los Angeles area. In addition to research about bullying and intervention techniques, the manual will also include contact information and referrals for anti-bullying programs in the Los Angeles area. Would you like a copy of the manual upon completion?

[If “yes”]

Great. I will send a copy to your program upon completion.



[If “no”]

Thank you very much.

If you have any questions or concerns regarding my study, please do not hesitate to contact me. I can be reached via email or telephone.

Thank you again for your time and cooperation.

## APPENDIX C

### Script for Initial Telephone Contact with Expert Reviewer

Hi, my name is Angel Roubin and I am a doctoral student in clinical psychology at Pepperdine University. I am in the process of completing my dissertation under the supervision of Dr. Carolyn Keatinge, a licensed psychologist and Psychology Lecturer at Pepperdine University's Graduate School of Education and Psychology. For the past several months, I have conducted research on anti-bullying intervention programs in the Los Angeles area. The information I have gathered has been compiled into a resource manual to be distributed to parents, educators and community officials. I am contacting you as an expert evaluator of my manual, which would include your reviewing the material, completion of a brief questionnaire of approximately five open-ended questions and providing feedback for improvement before publication. If you choose to participate, you will have the option of receiving a copy of this manual. Would you be willing to participate in this process? Your participation will require approximately sixty minutes, including review of the resource manual and completion of the questionnaire.

[If "yes"]

Great. As a screening measure for potential evaluators, I have a few questions regarding your background.

A. Do you work within the greater Los Angeles area?

B. Do you possess a Bachelor's Degree?

[if "yes," proceed to C,]

[if "no"] Do you have at least three years of experience in your current occupational position?

C. What is your level of training experience in your field?

D. Do you have any additional levels of certification?

E. Do you have a general understanding of what qualifies as bullying behaviors?

Thank you.

[if they meet all criteria] It appears that you meet all the criteria for inclusion on my panel of evaluators. Would you be willing to review my manual and provide feedback regarding areas of improvement?

[if “yes”] Okay. In the next week, you will be receiving a package containing various items. You will receive an informed consent form that further explains the nature and purpose of the study, potential risks and benefits, and information related to privacy and confidentiality. You will also receive a drafted copy of my manual and a standardized questionnaire regarding specific aspects of the manual. Finally, you will receive a pre-addressed, postage-paid envelope with which to return the informed consent, manual, and evaluation form. What is the address where this package can be sent to best reach you?

Would you like to receive a copy of this manual?

[if “yes”] Great. Upon receiving the completed evaluation, when the manual is complete you will be sent a copy.

[if “no”] Ok.

If you have any questions or concerns regarding my study, please do not hesitate to contact me. I can be reached via email or telephone.

Thank you again for your time and cooperation.

## APPENDIX D

### Expert Reviewer Evaluation Survey

Please review the resource manual included in this packet. Following review, please answer the following questions. Your feedback will be included in the finalization process of the resource manual.

Did you find the resource manual useful?

Was the resource manual reader-friendly?

What are some strengths of the resource manual?

What are some weaknesses of the resource manual?

What are suggested improvements for the resource manual?

Please send completed versions of this form, Release of Information and Informed Consent forms in the pre-addressed and stamped envelope included in your packet. Thank you in advance for your time and participation.

APPENDIX E

Informed Consent for Program Representative

## INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

Participant: \_\_\_\_\_

Principal Investigator: Angel Roubin, M.A.

Title of Project: A Manual of Bullying Interventions for Parents, Educators, and  
Community Officials in the Los Angeles Area

1. I \_\_\_\_\_, agree to participate in the research study being conducted by Angel Roubin, a doctoral student in clinical psychology at Pepperdine University, under the direction of Dr. Carolyn Keatinge (Psychology Lecturer at Pepperdine University Graduate School of Education and Psychology). The basis of this study is to fulfill the dissertation requirement of the doctoral program in clinical psychology at Pepperdine University.
2. The overall purpose of this research is to develop a resource manual for parents, educators and community officials to emphasize the importance of recognizing bully behaviors and victimization in the school setting and provide information on anti-bullying programs. The focus of the manual is to educate the community about warning signs of peer aggression, the negative impact of bullying, effective intervention strategies and anti-bullying programs in the Los Angeles area. The intention is that this manual will enhance the community's ability to confidently respond to bullying incidents and therefore minimize the prevalence of bullying.
3. My participation will involve participation in a brief telephone interview with the researcher. During this phone call, I will be asked about my willingness to participate in the proposed study. My participation will also involve participation in an in-person or telephone interview with the researcher. During this interview, I will be asked several questions about the bullying intervention program I represent, including general information and specific intervention strategies.
4. **My participation in the study will take approximately five to ten minutes (telephone interview) and approximately one hour (in-person or telephone interview).** The study shall be conducted over the telephone or at the location of the bullying intervention program that I represent.
5. I understand that there are no direct benefits for participation in this study. The public may benefit from this attempt to address the problem of bullying in the community setting. Although not guaranteed, participation in this study may produce a sense of satisfaction, as the purpose is to further highlight effective ways to intervene at various systemic levels and provide support for children and adolescents dealing with peer aggression.



6. I understand that there are minimal risks and discomforts that might be associated with this research. These risks consist of the time and effort spent corresponding with the researcher and an in-person or telephone interview. In addition, it may include mild irritation at being asked questions and the inconvenience of being interviewed for 10-60 minutes. If desired, I can choose not to answer questions or to discontinue participation at any time.
7. I understand that my participation is voluntary and that I may refuse to participate and/or withdraw my consent and discontinue participation in the project or activity at any time without penalty or loss of benefits to which I am otherwise entitled.
8. I understand that my personal identity will be protected during all parts of the research process by the researcher's omission of my name from all documents. Information about my personal identity, and the identity of other program representatives, will not be included in any part of the resource manual. Upon completion of the resource manual, information about my program will only be published if myself or another program representative complete and return a Release of Information form to the researcher. In addition, all information gathered during the data collection process will be entered into the researcher's personal computer. The researcher will password-protect each document and entry. In addition, the researcher's personal computer will be kept in a secure place, in her possession, at all times. The data will be securely stored for five years. At this time, the information will be destroyed.
9. I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact the researcher, Angel Roubin, M.A. or chairperson, Dr. Carolyn Keatinge if I have other questions or concerns about this research. If I have questions about my rights as a research participant, I understand that I can contact Dr. Thema Bryant-Davis, Chairperson of the Graduate and Professional Schools IRB, Pepperdine University.
10. I understand to my satisfaction the information regarding participation in the research project. All my questions have been answered to my satisfaction. I have received a copy of this informed consent form which I have read and understand. I hereby consent to participate in the research described above.

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Participant's Signature

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Date

I have explained and defined in detail the research procedure in which the subject has consented to participate. Having explained this and answered any questions, I am cosigning this form and accepting this person's consent.

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Angel Roubin, M.A.

---

Date

---

Carolyn Keatinge, Ph.D.

---

Date

APPENDIX F

Informed Consent for Expert Reviewer

## INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

Participant: \_\_\_\_\_

Principal Investigator: Angel Roubin, M.A.

Title of Project: A Manual of Bullying Interventions for Parents, Educators, and  
Community Officials in the Los Angeles Area

1. I \_\_\_\_\_, agree to participate in the research study being conducted by Angel Roubin, a doctoral student in clinical psychology at Pepperdine University, under the direction of Dr. Carolyn Keatinge (Psychology Lecturer at Pepperdine University Graduate School of Education and Psychology). The basis of this study is to fulfill the dissertation requirement of the doctoral program in clinical psychology at Pepperdine University.
2. The overall purpose of this research is to develop a resource manual for parents, educators and community officials to emphasize the importance of recognizing bully behaviors and victimization in the school setting and provide information on anti-bullying programs. The focus of the manual is to educate the community about warning signs of peer aggression, the negative impact of bullying, effective intervention strategies and anti-bullying programs in the Los Angeles area. The intention is that this manual will enhance the community's ability to confidently respond to bullying incidents and therefore minimize the prevalence of bullying in the academic sphere.
3. My participation will involve participation in a brief telephone interview with the researcher. During this phone call, I will be asked about my willingness to participate in the proposed study. If I accept, I will be asked questions about my qualifications in my respective field.
4. My participation in the study will take approximately five to ten minutes (telephone interview) and approximately one to two hours (evaluation of manual). The study shall be conducted over the telephone and at the location of my choice (evaluation).
5. I understand that there are no direct benefits for participation in this study. Possible benefits to myself include contribution to, and promotion of, bullying intervention in the community setting. In addition, I will be offered a copy of the manual when completed. The benefits to society include receiving information about bullying, effective bullying interventions, and bullying programs in the Los Angeles area in the form of the completed manual. Although not guaranteed, participation in this study may produce a sense of satisfaction, as the purpose is to further highlight effective ways to intervene at various systemic levels and provide support for children and adolescents' families dealing with peer aggression.

6. I understand that there are minimal risks and discomforts that might be associated with this research. These risks consist of the time and effort spent corresponding with the researcher and completing the evaluation survey materials. In addition, it may include mild irritation at being asked questions and the inconvenience of reviewing the resource manual and returning the necessary materials to the researcher. If desired, I can choose not to answer questions or to discontinue participation at any time.
7. I understand that my participation is voluntary and that I may refuse to participate and/or withdraw my consent and discontinue participation in the project or activity at any time without penalty or loss of benefits to which I am otherwise entitled.
8. I understand that my identity will be protected during all parts of the research process by the researcher's assignment of a numeric code, for reasons of confidentiality. Upon completion of the resource manual, information about my personal identity will only be published if I complete and return a Release of Information form to the researcher. In addition, all information gathered during the data collection process will be entered into the researcher's personal computer. The researcher will password-protect each document and entry. In addition, the researcher's personal computer will be kept in a secure place, in her possession, at all times. The data will be securely stored for five years. At this time, the information will be destroyed.
9. I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact the researcher, Angel Roubin, M.A. or chairperson, Dr. Carolyn Keatinge, if I have other questions or concerns about this research. If I have questions about my rights as a research participant, I understand that I can contact Dr. Thema Bryant-Davis, Chairperson of the Graduate and Professional Schools IRB, Pepperdine University.
10. I understand to my satisfaction the information regarding participation in the research project. All my questions have been answered to my satisfaction. I have received a copy of this informed consent form which I have read and understand. I hereby consent to participate in the research described above.

---

Participant's Signature

---

Date

I have explained and defined in detail the research procedure in which the subject has consented to participate. Having explained this and answered any questions, I am cosigning this form and accepting this person's consent.

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Angel Roubin, M.A.

---

Date

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Carolyn Keatinge, Ph.D.

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Date

APPENDIX G

Release of Information for Program

**Authorization to Release/Obtain/Exchange Protected Information**

This form when completed and signed by you, authorizes **Angel Roubin, M.A.** to **Obtain** protected information from your record(s) with a designated person and/or agency.

Individual requesting release of protected information:

Name: **Angel Roubin, M.A.**

Address: **6100 Center Drive #4, Los Angeles, CA 90045**

I authorize [**Name of Program**] \_\_\_\_\_ to **Release** the following information:

**Experience working with schools in Los Angeles, program characteristics (i.e., amount of time spent with school, cost of program, qualification of staff members, target of intervention, intervention techniques utilized), contact information for program**

This information should only be **Released** to:

**Angel Roubin, M.A.**

**6100 Center Drive #4, Los Angeles, CA 90045**

I am requesting the above described release of information for the following reasons, and subject to the following limitations:

**Acquisition of data for doctoral dissertation project**

The authorization shall become effective on **01/23/2014**. This authorization will automatically end in 12 months from its effective date. I understand that I have the right to revoke or modify this authorization, in writing, at any time. I understand that I am not required to sign this authorization. I understand that once information is released pursuant to this authorization, there is no guarantee of protection of that information by the recipient.

\_\_\_\_\_  
Signature of Program Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Angel Roubin, M.A.

\_\_\_\_\_  
Date



APPENDIX H

Release of Information for Expert Reviewer

**Authorization to Release/Obtain/Exchange Protected Information**

This form when completed and signed by you, authorizes **Angel Roubin, M.A.** to **Obtain** protected information from your record(s) with a designated person and/or agency.

Individual requesting release of protected information:

Name: **Angel Roubin, M.A.**

Address: **6100 Center Drive #4, Los Angeles, CA 90045**

I authorize [**Name of Evaluator**]\_\_\_\_\_ to **Release** the following information:

**Contact information (i.e., Name, credentials, affiliation with organization)**

This information should only be **Released** to:

**Angel Roubin, M.A.\_**

**6100 Center Drive #4, Los Angeles, CA 90045**

I am requesting the above described **release** of information for the following reasons, and subject to the following limitations:

**Acquisition of data for doctoral dissertation project**

The authorization shall become effective on **01/23/2014**. This authorization will automatically end in 12 months from its effective date. I understand that I have the right to revoke or modify this authorization, in writing, at any time. I understand that I am not required to sign this authorization. I understand that once information is released pursuant to this authorization, there is no guarantee of protection of that information by the recipient.

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Angel Roubin, M.A.

\_\_\_\_\_  
Date

## APPENDIX I

### Overview of Methods Flowchart

**Step 1: Conduct Independent Research of Bullying Programs**

**Step 2: Contact Bullying Intervention Program Participants ( $N = 17$ ) via telephone to request participation in study**

**Step 3: Data Collection: Bullying Intervention Program ( $N = 7$ ) Interviews**

**Step 4: Compilation of Manual**

**Step 5: Evaluation Phase: Expert Review**

**Step 6: Completion of Manual**

## APPENDIX J

### Detailed Outline of Methods

- I. Step 1: Conduct Independent Research of Bullying Programs
  - a. Literature review of bullying intervention programs (Los Angeles-based) to determine participant sample
- II. Step 2: Contact Bullying Intervention Program Participants ( $N = 17$ ) via telephone to request participation in study
  - a. Selected during independent research process
  - b. Contact via telephone to explain purpose of study, request participation
  - c. Email copies of informed consent and release of information forms
  - d. Schedule interview date and time
- III. Step 3: Data Collection: Bullying Intervention Program ( $N = 7$ ) Interviews
  - a. Obtain signed copies of informed consent and release of information forms
  - b. Telephone call with bullying intervention program
  - c. Conduct interview (20-30 minutes) to discuss nature of program and intervention strategies used
- IV. Step 4: Compilation of Manual
  - a. General information about bullying (i.e., common behaviors, risk factors, psychosocial consequences) (~20% of manual)
  - b. Specific information about effective bullying interventions, as stated by the literature (~5% of manual)
  - c. Specific information about bullying intervention programs, as collected during data collection phase (i.e., nature of program, interventions used, contact information) (~75% of manual)
- V. Step 5: Evaluation Phase: Expert Review
  - a. Contact faculty member from Pepperdine University with expertise in bullying
  - b. Email copy of resource manual, informed consent, release of information form, survey about manual (e.g., usefulness of information, clinical utility, accuracy of information)
  - c. Expert reviewer send back completed copies of informed consent, release of information form, survey
- VI. Step 6: Completion of Manual
  - a. Revision of manual based on expert reviewer feedback
  - b. Final review and revision of manual

## APPENDIX K

### Bullying Interventions: A Manual for Parents, Educators, and Community Officials in the Los Angeles Area

Bullying Intervention Programs: A Resource  
Manual for Parents, Educators, and Community  
Officials in the Los Angeles Area

Angel Roubin, M.A.  
Pepperdine University  
06/10/2014





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## **Introduction**

*“While a certain amount of conflict and harassment is typical of youth peer relations, bullying presents a potentially more serious threat to healthy youth development”*

- Nansel, et al., 2001<sup>1</sup>

**The purpose of this manual is to provide information about bullying and effective intervention methods. Specific bullying prevention programs in the greater Los Angeles area were surveyed, and this information was compiled to assist parents, educators and community officials in making educated decisions about program use.**

Bullying is a phenomenon affecting up to 36% of children in the United States each year<sup>1</sup>. The consequences of bullying include long-term individual and interpersonal difficulties that negatively impact an individual’s quality of life. Research has found that low self esteem and social problems are positively correlated with one’s length of victimization<sup>2</sup>. Given the widespread nature of peer aggression and its devastating consequences, it is essential to identify, address, and minimize bullying in the school and community setting.

### **“Bullying” ...**

includes conflict between peers/groups of unequal power, with intent to harm/disturb, repeatedly over time

### **Key Facts:**

- 25% of victims report victimization for months at a time<sup>2</sup>
- 1.4% of victims report victimization daily<sup>3</sup>
- 9% of former victims report suicidal thoughts<sup>2</sup>
- 13% of former victims report recurrent suicidal thoughts<sup>2</sup>
- Long-term impact can resemble effects of child abuse/Post Traumatic Stress Disorder<sup>4</sup>
- Both “bully” and “victim” groups experience more difficulties than “noninvolved” peers<sup>1</sup>

### *Risk Factors for Bullying Behaviors*

<b>Bullies:</b>	<b>Victims:</b>
<ul style="list-style-type: none"><li>• High social status/large group of friends</li><li>• Overly-respected by peers</li><li>• Low empathy</li><li>• Low academic achievement</li><li>• Disruptive behaviors</li><li>• Substance use</li></ul>	<ul style="list-style-type: none"><li>• Low social status/few friends</li><li>• Different physical appearance</li><li>• Difficulties in school setting</li><li>• Social exclusion</li></ul>

#### **Types of Bullying:**

- Physical (e.g., hitting, kicking, pushing, shoving)
- Relational (e.g., social exclusion, gossip, rumors)
- Verbal (e.g., name calling, teasing)
- Cyber\* (e.g., text message, email, social media)

\* Of note, cyber bullying differs from more traditional forms of bullying in that social status and number of friends does not contribute to the likelihood of becoming a cyber bully or victim



#### **Long-Term Effects of Bullying:**

- Depression, Anxiety
- Humiliation, Self-blame
- Recurrent memories
- Low self esteem, loneliness

- Interpersonal difficulties (i.e., feeling ineffective/undesirable, distrust, fear of being hurt)

### **Bullying in the Academic Setting**

School bullying impacts up to 36% of students each year<sup>1</sup>. Children report that most bullying occurs at school, and in the absence of teachers. Given that students are often hesitant to report bullying behaviors, it becomes hard for teachers and school staff to recognize and intervene during bully situations.

Studies have found that in a two-month period, students reported<sup>5</sup>:

- Relational bullying (41%)
- Verbal bullying (37%) – more females
- Physical bullying (13%) – more males
- Cyber bullying (10%)

There are several theories to explain why school bullying is so prevalent. One suggests that aggressive behaviors are modeled and repeated by peers, creating a bullying cycle<sup>6</sup>. Another suggests that students with high social status can bully others and “get away” with it by maintaining social acceptance and support<sup>6</sup>. Finally, some suggest that bullying is related to lack of respect in the school environment<sup>7</sup>.



Patterns of bullying behaviors:

- Males more likely to be perpetrators of verbal, physical and cyber bullying
- Females more likely to be perpetrators of relational bullying and victims of cyber bullying
- Verbal bullying is often perpetrated by popular students
- Social exclusion is one of the most common forms of bullying

- Teasing about physical appearance is more socially acceptable than about personal factors (e.g., religion, race)

### **Bullying Prevention Programs**

Recent attention to bullying has led schools to implement bullying prevention programs as a solution to this growing problem. Preliminary results indicate that such programs effectively improve teachers' knowledge of bullying behaviors and intervention strategies. In addition, these programs increase students' sense of competence, self-esteem, and peer acceptance. With such a wide range of bullying programs available, parents and advocates may struggle identifying a program that meets their specific needs.

Due to the complexity of bullying, research suggests that multidisciplinary, school-wide bullying programs are the most effective in prevention and management of peer aggression<sup>8</sup>. One study found that comprehensive bullying programs reduce bullying and victimization by an average of 20%<sup>9</sup>. Since many of the personal traits that make students vulnerable to bullying cannot be changed (e.g., physical appearance), it is important for bullying programs to focus on modifying environmental factors (e.g., consequences) instead.



Comprehensive programs focus on four levels of intervention: **school, classroom, individual,** and **community**.

Listed below are intervention methods that researchers identify as “effective,” organized by systemic level<sup>1, 2, 8, 9, 10, 11, 12, 13, 14, 15</sup>

<b>School:</b>	<b>Classroom:</b>
<ul style="list-style-type: none"> <li>• Modification of school rules/policies               <ul style="list-style-type: none"> <li>○ Promote intolerance of bullying</li> <li>○ Clear and consistent rules and consequences</li> <li>○ Meaningful and aversive consequences</li> <li>○ School uniforms</li> </ul> </li> <li>• Modification of physical school environment               <ul style="list-style-type: none"> <li>○ Reduce isolative spaces</li> <li>○ Separate older/younger students</li> </ul> </li> <li>• Increased organization of student activities</li> <li>• Increased adult supervision               <ul style="list-style-type: none"> <li>○ Lunch/recess</li> <li>○ Hallways</li> <li>○ Use of surveillance equipment</li> </ul> </li> <li>• System to report bullying behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher use of bullying curriculum               <ul style="list-style-type: none"> <li>○ Increase awareness</li> <li>○ Teach coping skills</li> <li>○ Peer-led discussions</li> </ul> </li> <li>• Social skills/Assertiveness training               <ul style="list-style-type: none"> <li>○ Open communication</li> <li>○ Prosocial behaviors</li> <li>○ Peer mediation</li> </ul> </li> <li>• Citizenship awards</li> </ul>
	<b>Individual:</b>
	<ul style="list-style-type: none"> <li>• Increase social support               <ul style="list-style-type: none"> <li>○ Encourage inclusion</li> <li>○ Restructure peer groups</li> <li>○ Positive role models/leaders</li> <li>○ Social norms against bullying</li> <li>○ “Buddy system”</li> </ul> </li> </ul>
	<b>Community:</b>

<ul style="list-style-type: none"> <li>• Anti-bullying campaigns <ul style="list-style-type: none"> <li>○ Posters</li> <li>○ Committees</li> </ul> </li> <li>• School-wide presentations <ul style="list-style-type: none"> <li>○ Provide education</li> <li>○ Review policies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Engage parents/families <ul style="list-style-type: none"> <li>○ Parent education/skills training</li> </ul> </li> <li>• Establish supportive partnerships <ul style="list-style-type: none"> <li>○ Law enforcement</li> <li>○ Mental health resources</li> <li>○ Other professionals</li> </ul> </li> </ul>
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**Presentation and Summary of Programs in LA**

The following seven programs were interviewed for the purpose of this project:

- Speak Out Against Bullying, Inc. (SOAB)
- Olweus Bullying Prevention Program (OBPP)
- Tom Thelen’s Student Anti-Bullying Program & Bullying Prevention Teacher Training (TT)
- Not the Target, Inc. (NTT)
- Champions Against Bullying (CAB)
- No Bully (NB)
- Same As You (SAY)

The interview questions focused on each program’s use of effective intervention strategies, as identified by research. Several intervention methods were identified as core elements (utilized by all seven programs), which include:

- Social skills/Assertiveness training
- School-wide presentations
- Engage parents/families
- Establish supportive partnerships
- Increase social support
- System to report bullying behaviors

Additional intervention methods that were popular (utilized by five or more programs) include:

- Anti-bullying campaigns
- Increased organization of student activities
- Modification of school rules/policies

- Teacher use of bullying-focused curriculum

Less common intervention methods (utilized by four or less programs) include:

- Citizenship awards
- Increased adult supervision
- Modification of physical school environment

This information is summarized in the table entitled, "Use of Bullying Interventions within Los Angeles-based Programs" on the following page.



### Use of Bullying Interventions within Los Angeles-based Programs

	SOAB	OBPP	TT	NTT	CAB	NB	SAY
Social skills/Assertiveness training	✓	✓	✓	✓	✓	✓	✓
School-wide presentations	✓	✓	✓	✓	✓	✓	✓
Engage parents/families	✓	✓	✓	✓	✓	✓	✓
Establish supportive partnerships	✓	✓	✓	✓	✓	✓	✓
Increase social support	✓	✓	✓	✓	✓	✓	✓
System to report bullying behaviors	✓	✓	✓	✓	✓	✓	✓
Anti-bullying campaigns	✓	✓	✓	✓	✓		✓
Increased organization of student activities	✓	✓	✓	✓	✓		
Modification of school rules/ policies		✓	✓	✓	✓	✓	
Teacher use of bullying-focused curriculum			✓	✓	✓	✓	✓
Citizenship awards		✓	✓	✓			✓
Increased adult supervision		✓	✓	✓	✓		
Modification of physical school environment	✓	✓			✓		

The interview questions also focused on practical elements of each program. **Overall, all programs reported intervention at the individual, classroom, school-wide and community levels.** Length of training and training cost varied by program, dependent on various factors. This information is summarized in the table entitled, “Additional Information about Los Angeles-based Programs,” seen below.

### Additional Information about Los Angeles-based Programs

	SOAB	OBPP	TT	NTT	CAB	NB	SAY
Intervention at individual level	✓	✓	✓	✓	✓	✓	✓
Intervention at classroom level	✓	✓	✓	✓	✓	✓	✓
Intervention at school-wide level	✓	✓	✓	✓	✓	✓	✓
Intervention at community level	✓	✓	✓	✓	✓	✓	✓
Average amount of time spent training	Varies	2 days	2-4 hours, one day	Varies – 300 kids/day	90 minutes	1 year, ongoing	45-60 minutes
Cost	Suggested donation	Varies – maximum of \$3,000 for training; \$1,500 for one year telephone consultation	\$2,000-\$4,000 – dependent on travel and purchase of materials	Sliding scale – maximum \$1,000	Nonprofit – by donation	\$8,000 per school	Free – Funded by Regional Center

During the interview process, several themes emerged related to common therapeutic approaches, target populations and obstacles to anti-bullying prevention and intervention.



The following themes emerged related to therapeutic approach:

- Empathy-based interventions (e.g., perspective-taking exercises)
- Promotion of prosocial behaviors
- Empower victims and bystanders
- Long-term follow-up training (e.g., consultation, mentoring, personal counseling)

The following themes emerged related to target populations:

- School settings
- Community settings (e.g., youth groups, scout troops, community halls)
- Inclusion of several adults involved in students' lives (e.g., teachers, parents, bus drivers, librarians, coaches)
- Emphasis on children with special needs

The following themes emerged related to common obstacles related to anti-bullying prevention and intervention:

- Student hesitation to report bullying due to fear of retaliation or adult minimization
- Transfer of student to different school (e.g., further marginalization, ignoring problem)
- Adults not modeling appropriate values (e.g., kindness, respect, conflict resolution)
- Schools' lack of resources/staff to implement program training
- Difficulty addressing modification of school rules/policies due to district regulations

Overall, each of the programs included in this manual are unique and report positive change with use of their anti-bullying interventions. While it is important to continue promoting awareness and action bullying prevention, given the variety of available programs, parents, teachers, and other adults in the community may have difficulty choosing an intervention program that best meets their needs. To facilitate this process, in addition to the information presented above (i.e., intervention strategies, cost, length of training), program summaries are presented in the "Program Referrals" section of this manual for consumer's review.

## *Program Referrals*

**Speak Out Against Bullying, Inc.**  
(424) 835-8251 (Voicemail West Los Angeles)  
P.O. Box 452124, Los Angeles, CA 90045  
[monicaharmon4@gmail.com](mailto:monicaharmon4@gmail.com)  
[www.speakoutagainstbullying.org](http://www.speakoutagainstbullying.org)

Speak Out Against Bullying, Inc. is a nonprofit organization focused on raising awareness and promoting action against bullying. Services include anti-bullying school assemblies and presentations in a variety of community settings (e.g., Town Hall meetings, parent groups, conferences). The presentations provide information about bullying, including defining and differentiating bullying behaviors from more normalized peer behaviors. Presentations also include positive skills training to provide students with tools for managing bullying situations. Each assembly is modified to be developmentally appropriate for the audience age. In addition, teacher resources and follow-up services such as mentoring and consultation are available.

The website contains feedback from students and photos from previous presentations. In addition, it includes press coverage and several website links to anti-bullying government campaigns. Some resources are available in Spanish. Assemblies and presentations can be booked through an email link available on the website (printed above).

**Olweus Bullying Prevention Program**  
(651) 213-4714  
[nobully@clemson.edu](mailto:nobully@clemson.edu)  
<http://www.violencepreventionworks.org/public/bullying.page>

The Olweus Bullying Prevention Program (OBPP) is a comprehensive program designed to decrease bullying in the school setting. While the program is primarily run by teachers, it targets four systemic levels (i.e., individual, classroom, school, community) and involves both parent and community members in anti-bullying activities. Training takes place over two days, however the program is designed to promote long-term system change. Primary interventions include identification of involved students, frequent meetings, and clarification of school rules and policies regarding bullying behaviors. In addition, there is an emphasis on positive reinforcement, and praising students for prosocial acts. The program is focused on students aged 5-15, but can be adapted to the high school level. While all students participate in the program, students identified as involved in bullying behaviors (i.e., bully, victim) receive additional, individualized treatment. Prior to implementing the OBPP interventions, schools undergo extensive training from Olweus trainers, who are also available for ongoing consultation over time. Program materials include an Olweus Bullying Questionnaire, digital media, teacher guide, and video training. Different packages are available to fit specific needs of the school or organization clientele.

The website provides substantial information related to bullying (e.g., definitions, types, warning signs), with a section devoted solely to cyberbullying. In addition, it also contains tips for administrators, teachers and parents, and bullying prevention resources. Regarding the

program, the website contains information related to pricing, research, testimonials, and endorsements. If desired, individuals have the opportunity to donate to the Million T-Shirt March campaign, aimed to raise awareness and funds for bullying prevention efforts. Program materials available in Spanish, Lithuanian, and Japanese. Information can be requested through an email link available on the website.

**Tom Thelen's Student Anti-Bullying Program & Bullying Prevention Teacher Training  
(616) 987-0444**

[Cameron@characterprograms.org](mailto:Cameron@characterprograms.org)

[tami@characterprograms.org](mailto:tami@characterprograms.org) (curriculum inquiries)

[www.tomthelen.com](http://www.tomthelen.com)

The Student Anti-Bullying Program and Bullying Prevention Teacher Training are programs designed to reduce the incidence of bullying in the school and community settings. Presentations are performed by Tom Thelen, an author and youth motivational speaker with personal experience of bully victimization. He provides several services aimed at anti-bullying efforts, in both the school and community settings.

The Student Anti-Bullying Program curriculum teaches students how to identify bullying and the “Top Three SOLUTIONS FOR STUDENTS” to prevent bullying. The assembly is interactive in nature, and provides steps for students to increase self-esteem, build resiliency, and promote kindness within their school. Additional areas of emphasis include leadership, positive decision-making, and character development to reduce bullying attitudes and behaviors. Similarly, students are encouraged to gain control and change their situation and outcome. Teachers receive a 12-month video curriculum and a list of discussion questions to continue conversation within the classroom. The Bullying Prevention Teacher Training curriculum teaches educators and parents practical skills to reduce bullying in the home, school, and community. Topics include recognizing bullying, identifying and empowering victims, and prevention of cyberbullying. Specific emphasis is placed on helping students abandon the “victim” mindset and adopting an assertive and self-advocating stance. Trainings can be scheduled as in-service trainings, or offered after school to include parents and community officials.

Tom Thelen's website includes testimonials, video clips, and access to free video curriculum and program materials. In addition, it provides information about assembly specifics (i.e., timing, structure) and an events schedule. Presentations can be booked through an email link available on the website (printed above). A link to Tom's Facebook page is also available.

**Not The Target, Inc.**

**(310) 692-4114**

**12304 Santa Monica Blvd., Suite 327, Los Angeles, CA 90025**

[jon@notthetarget.org](mailto:jon@notthetarget.org)

[www.notthetarget.org](http://www.notthetarget.org)

Not the Target (NTT) is an organization that provides anti-bullying program intervention within the school setting. The programs are designed to help students recognize instances of bullying and promote empathy and advocacy for victims. In addition, the program is designed to teach schools, students, parents and therapists the necessary skills to create comprehensive and

effective anti-bullying school campaigns. Presentations are based on well-established clinical research, and interactive in nature. The program focuses on “Anti-Bully Steps,” which include walking away from bullying situations, involvement of bystanders, and use of assertiveness skills. The program also helps students identify their thoughts, feelings, and actions related to bullying situations. The program format contains separate presentations for teachers, students, parents and the community. Additional services include classroom discussion, therapeutic groups, and student groups aimed at anti-bullying involvement and intervention. The program also includes a Parent Guide, press release, flyer, and Anti-Bullying Policy Considerations Manual. Personal counseling is also available for families in need of specialized training.

The NTT website provides YouTube videos, testimonials, and a list of past customers. In addition, it includes information about bullying, a discussion board, and a “Kids Corner” section that encourages students to form opinions and motivate their school to address bullying. Pricing information is also available on the website. If desired, individuals have the opportunity to volunteer or donate to the NTT program. Programs are booked through an email link available on the website (printed above). Links to Facebook, Twitter, and Google Plus pages are also available.

**Champions Against Bullying**  
**(310) 993-8007**

[info@championsagainstabullying.com](mailto:info@championsagainstabullying.com)  
[www.championsagainstabullying.com](http://www.championsagainstabullying.com)

Champions Against Bullying (CAB) is a nonprofit organization that provides workshops to all age levels (i.e., preschool to high school) and within several contexts (i.e., parent groups, schools, private sessions, associations). All workshops are developmentally appropriate and customized for the intended audience. For instance, “Preschool Workshops” focus on kindness, respect, and confidence. “Kids Workshops” include discussion, role-play, and activities to address definitions of bullying, effects of bullying, and intervention strategies. “Teen Workshops” incorporate the topics of sexuality and music, and how each impact teens’ perception of self in society. Additional training workshops are available for parents and educators, as well as reference guides, coaching, and mediating services.

The model utilized by CAB is described as “Prevention-Intervention-Solution” in nature. This model is focused on empowering the bullying target, mobilizing bystanders, and rehabilitating the bully. In addition, it aims to support children, parents, and teachers in the development of safe and effective school policies. Emphasis is placed on the importance of parental involvement, therefore teacher workshops include strategies to enhance parental support to create a more comprehensive and cohesive intervention model.

The CAB website provides several free resources for parents, including information cards about bullying and safety, and a quarterly newsletter. The website homepage also promotes several events related to anti-bullying efforts, including fundraisers and contests. Additional sections of importance include the “Faces of Bullying” (e.g., comic strips, information, personal stories) and “Prevention” (i.e., tips for parents and educators, safe practices and policies for schools) sections. If desired, individuals have the opportunity to donate to the CAB program. Workshops are booked through an email link available on the website (printed above). Links to Facebook, Twitter, and Linked In pages are also available.

**No Bully**  
**(415) 767-0070**  
**P.O. Box 29011, San Francisco, CA 94129**  
[www.nobully.com](http://www.nobully.com)

No Bully is a nonprofit organization aimed to help school staff prevent and eliminate bullying in the school setting. The program promotes building a culture of empathy and acceptance through a collaborative and team-focused approach. In an effort to decrease bullying, bullies, victims, and peers are brought together with trained school personnel to discuss the situation and learn conflict resolution skills. In other words, students are empowered to create their own solutions to problems. In the case of severe and persistent bullying, students are connected with resources in the community to address underlying social or emotional difficulties. The No Bully school partnership offers several coaching sessions for principals, teachers, and parents to provide information about long-term implementation of the program. School partnerships are offered on a one year basis, depending on school needs. Training material is designed for elementary, middle, and high school populations. Program materials include a handbook and follow-up materials.

The No Bully website contains information about bullying (e.g., definitions, long term effects), testimonials, and links to resources for bullying. Pricing information is also available on the website. Additional information can be obtained through a downloadable brochure or through an email link available on the website. If desired, individuals have the opportunity to subscribe to a newsletter or donate to the No Bully program. Links to Facebook and Linked In pages are also available.

**Same as You**  
**(530) 893-8003**  
**150 Amber Grove, Ste 156, Chico, CA 95973**  
**Email available through website**  
[www.wecarealot.org/regional-self-advocacy/same-as-you-say/](http://www.wecarealot.org/regional-self-advocacy/same-as-you-say/)

Same as You (SAY) is a program offered through the We Care A Lot Foundation. The organization is comprised of speakers and advocates with developmental disabilities, who possess a passion for bullying intervention due to personal experiences. Presentations are held in school and community settings and are offered in two segments. Part One, entitled “The Roles We All Play,” discusses the various roles (i.e., bully, victim, bystander, ally) and encourages students to identify their role and develop empathy for others. Part Two focuses on conflict resolution and development of social responsibility in bullying situations. Both presentations are interactive and nature, and are designed to be scheduled one week apart. The purpose of presentations is to inspire children to be “allies” and join the anti-bullying cause. Parents workshops are also offered.

The website allows individuals to view upcoming We Care A Lot Foundation events and donate, if desired. Presentations can be booked through an email link available on the website. Program information can also be requested in this manner.

### *Additional Resources*

- Stop Bullying Now! Campaign

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

The Stop Bullying Now! Website is a government website managed by the U.S. Department of Health and Human Services. The site provides information related to definitions of bullying and how to identify children at risk (i.e., risk factors, warning signs). The website also includes information about how to prevent and respond to bullying, including how to support children and work with schools and community organizations.

- The National Center for Bullying Prevention

[www.pacer.org/bullying](http://www.pacer.org/bullying)

The National Center for Bullying Prevention is an organization that promotes awareness about bullying and provides information related to bullying intervention. The website includes videos and personal stories, in addition to general information about bullying behaviors. The website also includes resources for teachers (i.e., toolkits, activities), and opportunities to get involved.

- STOMP Out Bullying Campaign

[www.stompoutbullying.org](http://www.stompoutbullying.org)

855-790-HELP (4357)

STOMP Out Bullying Campaign is aimed on reducing the prevalence of bullying and cyberbullying among youth. The website provides information about bullying and campaigns and events related to the cause. The website also provides a link to HelpChat, a toll-free, confidential online chat for youth 13-24 dealing with bullying or suicidal thoughts.

- The Human Rights Campaign - *Welcoming Schools Guide*

[www.welcomingschools.org](http://www.welcomingschools.org)

Welcoming Schools is a part of The Human Rights Campaign and is aimed at establishing a safe school environment (K-5) for children and their families. This organization is LGBT-inclusive and provides tools, lessons and resources for helping schools appreciate family diversity, avoid gender stereotypes and end bullying behaviors. The website offers blogs and resources for administrators, educators, parents, and other adults in the community to promote welcoming and respectful school environment.

- Behavioral Health Treatment Services Locator – *Mental Health Treatment Services Locator*

[www.findtreatment.samhsa.gov](http://www.findtreatment.samhsa.gov)

1-800-662-HELP (4357) / 1-800-487-4889 (TDD)

The Behavioral Health Treatment Services Locator is sponsored by the Substance Abuse and Mental Health Services Administration (SAMHSA). The website provides a link to search and find more than 8,000 counselors and mental health treatment programs nationwide. The hotline is confidential, toll-free, and provides services 24 hours per day in both English and Spanish.



- The Trevor Project - *National Crisis and Suicide Prevention Hotline*  
[www.thetrevorproject.org](http://www.thetrevorproject.org)  
 1-866-4-U-TREVOR (1-866-488-7386)

The Trevor Project is a national organization that provides crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth ages 13-24. The website provides information about warning signs and how to get help. Intervention services include a 24-hour hotline, secure instant messaging service, secure text help service, online question and answer forum, and social networking community. The website also provides information about how to get involved, and education and training for both youth and adults.

- National Suicide Prevention Lifeline  
[www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)  
 1-800-273-TALK (8255) / 1-800-799-4889 (TTY)

The National Suicide Prevention Lifeline is a confidential hotline available for individuals experiencing suicidal thoughts or extreme emotional distress. All calls are transferred to a local crisis center that provides counseling and referrals for mental health services. The hotline is toll-free and available 24 hours per day. The website provides information related to getting help for self or others, and opportunities to get involved.

- Violence Prevention Works! – *Warning Signs of Bullying*  
[http://www.violencepreventionworks.org/public/bullying\\_warning\\_signs.page](http://www.violencepreventionworks.org/public/bullying_warning_signs.page)

Bullying Prevention Works! is an organization focused on providing safer schools and communities through education and intervention. This website provides a checklist for identifying the warning signs of children who are bullied and bully others, for parent and educator review. Other sections of the website provide information about youth suicide and additional resources.

- Kids Health - *Helping Kids Deal with Bullies*  
[www.kidshealth.org/parent/emotions/behavior/bullies.html](http://www.kidshealth.org/parent/emotions/behavior/bullies.html)

KidsHealth.org is a website devoted to child health and development. This article, entitled, *Helping Kids Deal with Bullies*, provides information related to identification of bullying behaviors and signs that a child is involved in bullying. It also provides information about why children bully, and how parents and adults can help children who are experiencing peer aggression. The article also offers advice for children involved in bullying.

- HelpGuide.Org - *Deal With A Bully and Overcome Bullying*  
[www.helpguide.org/mental/bullying.htm](http://www.helpguide.org/mental/bullying.htm)

HelpGuide.org is a website devoted to topics of mental health awareness and intervention. This article, entitled, *Deal with A Bully and Overcome Bullying*, provides information about definitions and types of bullying. In addition, the article discusses why children are bullied, and how to address bullying situations. Tips are provided for parents and teachers, and how to how to intervene if your child is a bully.

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Robert Barner, Ph.D., Pepperdine University, *Expert Evaluator*



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APPENDIX L

Institutional Review Board Approval Letter

# PEPPERDINE UNIVERSITY

## Graduate & Professional Schools Institutional Review Board

February 5, 2014

Angel Roubin

Protocol #: P0513D14

Project Title: A Manual on Bullying Interventions for Parents, Educators and Community Officials in the Los Angeles Area

Dear Ms. Roubin:

Thank you for submitting your application, *A Manual on Bullying Interventions for Parents, Educators and Community Officials in the Los Angeles Area*, for expedited review to Pepperdine University's Graduate and Professional Schools Institutional Review Board (GPS IRB). The IRB appreciates the work you and your advisor, Dr. Keatinge, completed on the proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. As the nature of the research met the requirements for expedited review under provision Title 45 CFR 46.110 (Research Category 7) of the federal Protection of Human Subjects Act, the IRB conducted a formal, but expedited, review of your application materials.

I am pleased to inform you that your application for your study was granted **Full Approval**. The IRB approval begins today, **February 5, 2014**, and terminates on **February 5, 2015**.

Your final consent form has been stamped by the IRB to indicate the expiration date of study approval. One copy of the consent form is enclosed with this letter and one copy will be retained for our records. **You can only use copies of the consent that have been stamped with the GPS IRB expiration date to obtain consent from your participants.**

Please note that your research must be conducted according to the proposal that was submitted to the GPS IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For **any** proposed changes in your research protocol, please submit a Request for Modification form to the GPS IRB. Please be aware that changes to your protocol may prevent the research from qualifying for expedited review and require submission of a new IRB application or other materials to the GPS IRB. If contact with subjects will extend beyond **February 5, 2015**, a **Continuation or Completion of Review Form** must be submitted at least one month prior to the expiration date of study approval to avoid a lapse in approval.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the GPS IRB and the appropriate form to be used to report this information can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* (see link to "policy material" at <http://www.pepperdine.edu/irb/graduate/>).

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval. Should you have additional questions, please contact me. On behalf of the GPS IRB, I wish you success in this scholarly pursuit.

Sincerely,



Thema Bryant-Davis, Ph.D.  
Chair, Graduate and Professional Schools IRB  
Pepperdine University

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives  
Mr. Brett Leach, Compliance Attorney  
Dr. Carol Keatinge

