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Bibliotherapy and Bullying: Teaching Young Childrento Utilize Peer Group Power to Combat Bullying

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A thesis submitted to the faculty of
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Educational Specialist

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ABSTRACT

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Bullying is a major concern for school-age children. This study compares the use of bibliotherapy and didactic instruction techniques for teaching anti-bullying strategies to young children. The study explores 36 first graders' perceptions of bullying and their perceptions of their roles and responsibilities in bullying situations. In comparison to the control group, students who were taught specific bully intervention skills, both through didactic instruction and bibliotherapy, reflected an increased understanding of bullying, used a larger bully vocabulary, and demonstrated more specific and varied actions in response to bullying from pre-test to post-test conditions. Participants in the group who received didactic instruction demonstrated more positive change in both describing the concept of bullying (77.2%) and providing adaptive responses to a hypothetical bullying situation (144%) than the bibliotherapy (33.3%, 44%) and control groups (13.4%, -15%), possibly due to the explicit instruction and repetition of concepts students received in the didactic group. These data suggest that children benefit from explicit instruction and rehearsal about how to combat bullying. Recommendations for practice are to schedule more time when planning to use bibliotherapy, to simplify concepts and use repetition, and to integrate social/emotional concepts into regular class activities.

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INTRODUCTION OF THESIS STRUCTURE

This thesis, *Bibliotherapy and Bullying: Teaching Young Children to Utilize Peer Group Power to Combat Bullying,* is written in a hybrid format. It is a combination of university thesis requirements and typical journal publication formats. The requirements for university submission are met while, at the same time, the length and style of the report approximates the requirements for publishing a journal article. The literature review is included in Appendix A. Appendices B and C contain the consent and assent forms. Appendix D contains the script used for introducing the research to the students. Appendices E and F contain the measurement instruments. Appendix G contains the lesson plans used in the intervention.

Background

Childhood bullying is a common theme in popular literature, but no one story is perhaps as hauntingly memorable as William Golding's allegorical novel, *The Lord of the Flies*. In this novel, he represents the dramatic conflict between civilization—the desire to live peacefully— and savagery—the impulses of cruelty and violence. In this story a group of boys becomes stranded on an island with no adults. They initially strive to create rules and order, but this system quickly decays into bullying, fighting, murder, and war. When the boys are finally rescued, they are in the process of attempting to hunt and kill one of their own. This tragedy began with a single bully emerging and victimizing a weaker member of the group, eventually convincing the whole group to turn on him and subsequently anyone else who got in their way (Golding & Epstein, 2006).

Children and adolescent literature is replete with examples of bullying that may not be as extreme as those found in Golding's classic novel. However, the use of literature has not been sufficiently explored to determine how it can be used to address bullying. This paper will discuss the issue of bullying and bibliotherapy.

Bullying

Bullying is defined as a series of aggressive acts directed toward an individual or group of individuals of lesser power (Sullivan, 2000). Bullying can be both direct and indirect, and involves actions that can be verbally, physically, or relationally aggressive. For the purposes of this study, it was determined that a complete definition of bullying would include these three elements: power, pain, and persistence. For example, a bullying situation includes an imbalance of *power* with the bully's intent to inflict personal *pain* on a victim, and the bully's actions *persist* over time (Heath, Dyches, & Prater, 2013).

Direct bullying includes physical actions intended to cause harm or to intimidate such as hitting, kicking, biting, and tripping as well as verbal actions such as teasing, name calling, insulting, and making threats (Olweus, 1993). Indirect bullying includes relational aggression such as spreading rumors, rejecting, excluding, and manipulating friends and relationships (Moulton, 2010).

Bullying involves three groups of people—the bully, the victim, and the bystanders. Bullies are typically those who are the perpetrators of bullying behaviors. They generally are physically stronger and more powerful than their classmates, are impulsive or aggressive, and have a relatively positive view of themselves. Victims are the students who are repeatedly teased or pushed around. They are often alone or excluded from the group, seem anxious or insecure, and seem distressed and unhappy (Olweus, 1993). A bystander is anyone who witnesses the bullying behavior.

Bullying is a major public health problem internationally. Although estimates vary, most recent research suggests that 30% of American adolescents report moderate bullying experiences as either the bully or the victim (Hamburger, Basile, & Vivolo, 2011). However, the prevalence of bullying is difficult to estimate because many instances are not reported and go unnoticed by parents and teachers. For this reason reported percentages of children involved in bullying vary widely. Bystanders, however, are a significant factor in bullying but are usually not included in the statistics, meaning that the number of children affected by bullying is larger than estimated (Sullivan, 2000). Bystanders will typically encourage or contribute to the bullying behavior, try to stop it, or do nothing. Bullies benefit from an audience, so even bystanders who do nothing fuel the bully behavior (Fekkes, Pijpers, & Verloove-Vanhorick, 2005).

Bullying is a problem because it has negative long lasting effects on the bullies and the victims. Children who are identified as bullies in school tend to continue to have similar problems and are more likely to engage in other risky behavior, such as crime and substance abuse (Olweus, 1993). Bullying behaviors that go unchecked in childhood are more likely to continue in adulthood, within dating and familial relationships, and become dating violence and domestic abuse (Breakstone, Dreiblatt, & Dreiblatt, 2009). Victims of bullying are more likely to experience health and safety concerns such as depression (Fekkes et al., 2005), substance abuse, anxiety (Gillis, Nadeau, & Claybourne, 2005), poor school performance, low self-esteem, and suicide (Sullivan, 2000). Furthermore, bullying can lead to a high drop-out rate and hostile school environments (Sassu, Elinoff, Bray, & Kehle, 2004). In extreme cases, students are prone to use retaliation violence. One study indicates that out of 37 school shootings, 66% of the attackers sought to get even with their persecutors (Riley & Boyce, 2007). Because bullying detrimentally affects such a large percentage of children and can have such serious consequences, many schools are seeking effective and accessible methods to address bullying. Bibliotherapy is one such method that is available (Heath, Moulton, Dyches, Prater, & Brown, 2011).

Bibliotherapy

Bibliotherapy is the therapeutic use of books to help people solve problems. It does this through facilitating insight about the problems, increasing awareness, stimulating a discussion about problem solving strategies, and teaching students appropriate ways to handle problems (Prater, Johnstun, Dyches, & Johnstun, 2006). Bibliotherapy is used to help people solve problems and handle difficult situations but is less resource intensive and more accessible than contact with a therapist (Rapee, Abbott, & Lyneham, 2006). Bibliotherapy with children has

been demonstrated to be effective with related issues such as problem-solving (Forgan, 2002), social skills (Forgan & Gonzalez-DeHass, 2004), grief (Briggs, & Pehrsson, 2008), anxiety (Rapee, et al., 2006) and aggression (Shechtman, 2000). Many books about bullying have been identified as suitable for bibliotherapy, but research has yet to determine the actual effectiveness of bibliotherapy in reducing bullying behaviors.

Research on bullying suggests that bullying is not a problem contained to a select group of students but rather a school-wide problem (Fekkes et al., 2005). McMullen (2005) has noted that "bullying doesn't happen in isolation; it occurs when many factors come together to produce an environment that supports it" (p. 5). The goal of this study is to investigate the use of bibliotherapy related to bullying. Specifically, this study investigates the attitudes and perceptions of young children regarding bullying.

Statement of Purpose

The purpose of this research is to examine first graders' attitudes and perceptions of bullying and increase students' knowledge of bystander intervention skills in taking a stand against bullying.

Research Questions

This study will address the following research questions:

1. What are the effects of bibliotherapy on first grade students' perceptions of bullying?

2. What are the effects of bibliotherapy on first grade students' perceptions of their reported roles and responsibilities when given a hypothetical scenario that depicts bullying?

Method

This study was conducted using a pre-test, post-test experimental group design. Bibliotherapy and didactic instruction were the interventions being tested. The research design consisted of three groups: a bibliotherapy group, a didactic group, and a control group. The bibliotherapy and didactic groups received four sessions of bibliotherapy that included researcher-led discussion and activities about bullying. The control group received no intervention. All groups were interviewed once before the interventions began and again after the intervention concluded. With this type of a research design, it can be inferred that changes that occur in all groups during this time are not due to the experimental condition but instead are due to some other factor.

The didactic instruction entailed explicit teaching of bullying concepts followed by reinforcement activities, such as acting out the way an animal might use the anti-bully strategy (e.g., elephants making a circle to protect the herd). The bibliotherapy instruction used the same lesson plans as the didactic group but with expanded content that included the use of children's literature. For the purposes of this study bibliotherapy is defined as the use of literature and reinforcement activities to change awareness, attitudes, and behavior. In this study, the researcher introduced the bullying concepts, read the children's book associated with each lesson's topic, and then taught the reinforcement activity (e.g., animal strategy).

Participants

Participants were taken from the first grade population at an elementary school in a suburban city in the western United States. According to the school's statistical report for that year, the Hispanic population made up 33% of the school, and 31% of the school was classified as a disadvantaged minority. The three first grade classes at the school made up the groups for

this research. Two classes among the three were taught anti-bullying lessons. One was assigned to receive didactic anti-bully lessons. The other was assigned to receive the same lessons with expanded content—bibliotherapy. The remaining class was assigned to be a control group and was given no intervention. Classes were assigned to the experimental group conditions based on the preference of the school administration. Consent forms were sent to the homes of all first graders explaining the aim of the research and the anticipated procedure. The intervention was designed as a whole group intervention, therefore the anti-bully lessons were taught to the entire class. However, only students that returned signed consent and provided assent were interviewed for the pre- and post-test interviews. Prior to the beginning of the research, all procedures were submitted to and approved by an Institutional Review Board (IRB), as well as the school district committee that provides approval for research.

<Insert Table 1 here>

Bibliotherapy group. Group one consisted of 12 first graders, who returned signed consent, from the class designated to receive bibliotherapy. This included six males and six females. This class received the bibliotherapy intervention provided by the principal researcher in four sessions (two lessons per week). Each student was interviewed before bibliotherapy treatment started and after treatment was completed. On the four lesson days, one participant was tardy (one time) and one participant was absent one day. It is assumed that the student who was tardy may have missed a portion of the lesson.

Didactic group. Group two consisted of nine first graders from the second class, four males and five females. This group received didactic instruction provided by the principal researcher in four sessions (two lessons per week). On lesson days there were two absences and two tardies among participants. One participant was absent for the post-test.

Control group. Group three consisted of 15 first graders, 9 male, 6 female, from the remaining class. Group three received no intervention. All participants were interviewed the week before intervention began and the week after the intervention concluded.

Setting

The research was conducted in each regular first grade classroom. Therefore, it was a familiar environment for the participants. Interviews with the children were conducted one-on-one in areas that could be as free of distractions as possible, such as the school library or an empty classroom. Interviews were conducted by the principal researcher and an assistant, who was trained to administer the interviews in the same manner as the principal researcher. Standardized administration procedures and responses to short or one-word answers were agreed upon and practiced prior to beginning pre-test interviews with the participants. Interviews were recorded, transcribed, and coded.

Measures

The students were given both a pre- and a post-test interview to assess changes in awareness and perceptions across time. All children's interviews were conducted during the week before and the week after the intervention was implemented. The interview consisted of two main parts: a bully survey and one hypothetical scenario.

Bully survey. The primary instrument to gather data for this study is a survey adapted from "Teaching Tolerance: A Bullying Survey (Teaching tolerance, n.d.)" and was given in an interview form as pre- and post-test measures to assess the impact of the bibliotherapy on the students' perceptions of bullying. The Teaching Tolerance survey was used in 2008 by Freeman, Hooks, and Hinton to address bullying issues with kindergarteners. When used by Freeman, et al., the researchers gathered yes and no responses from the participants. Reliability and validity

data for the "Teaching Tolerance Survey" were not found in the literature, however the survey used in this study was substantially altered. For the purposes of this research it was adapted to further assess understanding of bullying terminology and concepts as well as perceptions of bullying. The adapted survey contains six questions that were adapted to accommodate open-ended questions, such as what they would do in a particular situation. When students gave short or one-word answers, they were prompted for elaboration. This survey was used to attempt to assess changes in perception and behavior that might have occurred as a result of the anti-bullying lessons. This was a novel use of this adaptation of the survey. See Appendix E for a copy of the bully survey.

Hypothetical scenario. The second half of the pre- and post-interview included a graphic that depicted a bullying situation from the book, *Nobody Knew What to Do*, by Becky Ray McCain (2001). Students were asked to describe what is happening in the picture. They were also asked to describe a similar instance in their own life and what they did in that situation. This instrument was developed exclusively for the use of this research. See Appendix F for copies of the hypothetical scenario.

Procedures

Procedures for this research were modeled after the research with kindergarteners by Freeman, et al. (2008), with the exception of a few changes. For example, the bibliotherapy sessions were targeted toward the whole class, rather than small, preselected groups of students, and lessons focused on the bystanders' role in bullying. Additionally, some of the books used were different than those that were used in the Freeman, et al. study because of the focus on teaching bystander intervention. Books for this study were chosen based on research about bullying and bibliotherapy. Recommendations from first grade teachers were also taken into

consideration. Books were also selected on the basis of targeted age, topic, length, visual appeal, appropriate demonstration of how to deal with bullying, gender, and use of humor.

Books used for bibliotherapy included *Stand Tall Molly Lou Mellon* by Patty Lovell (2001); *Just Kidding* by Trudy Ludwig (2006); *The Bully Blockers Club* by Teresa Bateman (2004); and *Say Something* by Peggy Moss (2008). Each lesson focused on teaching a specific anti-bullying strategy. To make them more memorable, each was presented or combined with an animal to personify the strategy. The animal strategies were used with both the bibliotherapy and didactic group. The following animal strategies were used: the lion strategy -- Stand your ground, be confident and roar; the monkey strategy -- Be playful and use humor to stop bullying; the turtle strategy -- Ignore the bully and go inside your shell; the elephant strategy -- Sound the alarm and protect the herd; and the giraffe strategy -- Stick your neck out for others (The Giraffe Heroes Project, n.d.). With the exception of the giraffe strategy, the strategies were created specifically for this project by the principal researcher.   See Appendix F for more information about these strategies and for the complete lesson plans used.

Twenty-five minute anti-bullying lessons were taught in four sessions within a two-week period. All groups were surveyed before the first session and after the last. Prior to administering the pre-test, researchers introduced themselves, discussed the anticipated procedures, and read the assent forms aloud to the students.

During session one, the lesson focused on when students witness bullying having them say, "Stop it. That's not right." The students were taught the lion strategy and practiced being brave and confident in standing up for what is right. For the bibliotherapy group, the researchers read and then discussed the first book, *Stand Tall Molly Lou Melon* (Lovell, 2001*),* as part of this lesson. During session two, the students were taught the turtle and monkey strategies. These

strategies focused on leaving the situation and/or using humor to neutralize bullying. The book, *Just Kidding* (Ludwig, 2006)*,* was read and discussed with the bibliotherapy group.

The following weeks, sessions three and four, focused on the role of the bystanders. In these lessons, both the didactic and bibliotherapy groups were taught the elephant and giraffe strategies. These lessons focused on the idea of sticking up for others. In the elephant lesson, they learned to sound the alarm/tell a trusted adult and then look out for each other when they witnessed bullying. During this lesson they practiced saying, "I've got your back, neighbor." In the giraffe lesson, they made a commitment to stick their necks out for others. For the bibliotherapy group, the books *The Bully Blockers Club* (Bateman, 2004) and *Say Something* (Moss, 2008) were read and discussed as part of these lessons*.* Activities during each lesson focused on providing direct instruction on how to address bullying. For example, during one of the lessons the students repeatedly dropped an apple, afterwards, the teacher cut it open to reveal the bruises. The group then took another apple and treated it nicely. Cutting it up afterward revealed no bruises. With this activity the group discussed how words can be hurtful, even if the wounds are not visible. Discussion focused on the importance of treating others nicely. Appendix F gives more detail on the lessons, books, and reinforcement activities used. The control group received no anti-bully instruction.

Administration of the Bully Survey. The Bully Survey, as adapted from Teaching Tolerance (Teaching Tolerance, n.d.), was given by the principal researcher and/or an assistant, to each participating child on day one before any interventions had taken place. Many students are not fluent readers or writers by this age, and for that reason, the bully survey was given in interview form in a one-on-one setting apart from the other students. Each interview was audio recorded, transcribed, and coded. Prompts to elaborate answers for close-ended questions were

given if a child answered with a one-word answer. The same procedures were used for the

administration of the post-test. Responses were analyzed and coded to identify common themes.

Responses from this survey were coded under three main themes; perception of bullying,

personal response to bullying, and perceived consequences of bullying. The majority of the

survey yielded responses that were students' predictions of their responses in a bullying

situation, such as telling the teacher, saying stop, and retaliating. These answers were coded

under personal response to bullying. The last question on the survey asked, "What is a bully?"

definitions provided by the students in response to this question were coded under the theme of

perceptions of bullying. Provided definitions were analyzed to identify which aspects of

bullying were described by the students. Data were not collected on inter-rater reliability.

Administration of the Hypothetical Scenario. As an addition to the Bully Survey, the

students were given a hypothetical pictorial bullying situation. Students were shown an

illustration of a bullying situation from the book, *Nobody Knew What to Do,* by Becky Ray

McCain and illustrated by Todd Leonardo (2001). In this picture, a few boys are bullying

another boy and holding his arms behind his back. On the playground nearby, several students

are watching. Students then were asked to describe what is happening in the picture, and their

response in a similar situation in which they saw someone be bullied. This measure was also

used in both pre- and post-test interviews. Students' answers were audio recorded, transcribed,

and coded. Responses from this questionnaire were coded under the theme of personal response

to bullying with the bully survey.

The purpose of this research was to examine the first graders' perceptions about bullying

and to describe the effects of the lessons on the student's perception of their roles and

responsibilities during bullying situations. For this study the independent variables are

bibliotherapy and didactic instruction. The dependent variable is the changes in the students' perceptions of bullying and the changes in their perceptions of their roles and responsibilities regarding bullying. Through the use of a control group; maturation, history, and testing effects can somewhat be avoided. It is assumed that if the same change occurs in both groups, then that change was due to some other event and not the didactic lessons or the bibliotherapy. If the change only occurs in one of the experimental groups, it is more likely that it is a result of the experimental condition.

Limitations of this sample include that it is not a random sample. The students in each class were predetermined by the school enrollment, making it a convenience sample. The classes were assigned to each experimental condition based on administration preferences. A convenience sample means that this research is less generalizable to the general population. However, a benefit of this design is that researchers can investigate the effectiveness of conducting bibliotherapy with the whole class rather than with a select group of already struggling students.

Data Analysis

For the purposes of this study two separate pre- and post-measurements were used. The first is a bully survey adapted from a survey available through the Teaching Tolerance Website (Teaching Tolerance, n.d.), and the second is a hypothetical scenario adapted from a picture book (McCain, 2001). Both instruments were designed to investigate the students' perceptions of bullying and responses to bullying situations. Student responses were in the form of one-word answers, phrases, and sentences. The answers to these questions were evaluated and coded for common themes. Responses were analyzed and coded into three themes: definition of a bully, personal response to bullying, and consequences to the bully and victim.

The data from this research were analyzed using descriptive statistics such as differences between groups in the number of students who provided responses with particular themes. The data was also analyzed qualitatively. Themes for each individual question were analyzed; changes in response trends from the pre-test were compared with the response trends from the post-test. Adaptive responses were also analyzed together from both pre- and post-test conditions to give a total change score for each group.

Results

This study was designed to investigate the effects of bibliotherapy and didactic instruction on first grade students' perception of bullying and on their perception of their roles and responsibilities in a bullying situation. The bibliotherapy and didactic groups both received anti-bullying instruction and intervention. The use of children's literature for therapeutic purposes—bibliotherapy—is the variable that differs between these two groups. The control group received no anti-bullying instruction between the pre- and post-test.

The following section will present the results from the pre- and post-test interviews of all three groups of first graders. The following section will describe the changes in the students' perception of bullying between the pre- and post-test as measured by their provided responses of what it means to be a bully. This is followed by results describing the changes in personal response to bullying measured through the students' perceptions of their roles and responsibilities to regarding bullying between pre- and post-test.

In the bibliotherapy group, 12 students were interviewed prior to receiving 4 bibliotherapy lessons. In the didactic group, nine students were interviewed prior to receiving four didactic lessons. From the control group, 15 students were given the same interview, but received no instruction about bullies. All groups were interviewed again after the conclusion of

the lessons. In the control group and didactic group, one student was absent the day of the post test. These data for those two students were not used.

Perceptions of Bullying

The students interviewed were asked to provide a definition of a bully in both the pre- and post-test conditions. Their answers were coded into the categories of power, pain, persistence, and general maladaptive behavior (e.g., being "mean"). It was hypothesized that students who received anti-bullying instruction would provide more specific answers and would identify more aspects of bullying than those who did not receive instruction. Because of the small sample size in all groups, these data were analyzed with descriptive, rather than inferential statistics.

Perceptions of power. For the purpose of this study, the category of power included statements that were made by the bully to elevate him or herself and/or to put others down. It also included examples of the person bullying someone younger, smaller, or in other ways less powerful. Answers that included verbal or controlling actions, name calling or mean words, and picking on other children were coded under power. For example, at pre-test, a boy in the bibliotherapy group illustrated the power differential between bullies and victims by saying that a bully is "someone who bullies kids younger them and like picks on people who are like smaller or look funny." One girl in the bibliotherapy group responded at post-test that "a bully is when a person is bossying people around." Another girl in the post-test didactic condition described a bully as someone who calls other people names. She said that a bully is someone who "calls you a bear or a fish, but you're really not a fish." Other students had this to say about bullies and their perceived power: "[A bully is] someone that takes people and controls them like they're a slave." (Girl in the pre-test didactic, condition). "The bully kind of bossy around the people and

trying, like, for example, if I was a bully if I said, 'Go get that ball'" (A girl in the bibliotherapy pre-test condition).

Between the pre- and post-test, the bibliotherapy group showed an 8.3% positive change in the representation of the category of power, indicating that 3 of 12 students (25%) at pre-test, and 4 of 12 students (33.3%) at post-test included the concept of power in their definition of a bully. A positive change is one that occurs in the expected direction, indicating that after being taught about bullying, the students' answers would become better and more specific. At pre-test, there were three responses from those three students. At post-test, there were seven responses from those four students.

In the didactic group, two of nine students (22.2%) at pre-test and four of nine students (44.4%) at post-test included power in their definition, which was a positive change of 22.2%. At pre-test, there were two responses from those two children. At post-test, there were four responses from four students.

In the control group at pre-test, 2 of 15 students (13.3%) gave a response that included power. There were two responses from these two students. At post-test, 1 of 15 (6.7%) students gave a response with the concept of power. There was one response from this one student. The control group demonstrated a 6.7% negative change.

Perceptions of pain. Answers that included actions directed toward another person that were mean or rude were coded under pain. Answers about hurting, hitting, or kicking were also coded under the category of pain. "Someone who be's mean to you" was a typical answer in all groups and for both genders. As explained by a boy in the didactic post-test condition, "It's someone trying to be rude and trying to be rude to another person and it's and he's trying to…um make the other person cry or be sad or say you look ugly." In the pre-test interviews with the

bibliotherapy group 10 of 12 (83.3%) included the concept of the intent to cause pain in their definitions of a bully. There were 11 responses from those 10 students. At post-test, 11 of 12 (91.7%) students included pain. There were 15 responses from those 11 students. This demonstrates an 8.3% positive change for the bibliotherapy group.

The didactic group demonstrated a 22.2% change between pre- and post-test. At pre-test, six students out of 9 (66.7%) provided a definition including pain. There were seven responses from those six students. At post-test, 8 students of 9 (88.9%) provided a definition including the concept of pain. There were eight responses from those eight students.

The control group demonstrated a 20% positive change. At pre-test, 8 out of 15 students (53.3%) included the concept of intent to cause pain in their definition. There were nine responses from those eight students. At post-test, 11 out of 15 students (73.3%) included pain in their definition of a bully. There were 11 responses from those 11 students.

Perceptions of persistence. Answers such as, "more than once," "all the time," "to everyone," or "always" were coded under persistence. Answers that said something about the bullying actions being directed at every one or more than one person were included under the concept of perception because it was determined that this type of an answer represented a superficial understanding of persistence. In this case the student is demonstrating the knowledge that the bullying is not an isolated incident and that bullies may target more than one student. In the bibliotherapy group, there was a 41.7% positive change. In the bibliotherapy group, the biggest change was seen in the definitions including persistence. Only 1 out of 12 (8.3%) included persistence in their definition at pre-test. In the post-test, 6 out of 12 (50%) gave responses that included the concept of persistence. At pre-test, only 1 student out of the 12 (8.3%) included the concept of persistence. At post-test 6 of 12 (50%) included persistence in

their definition. There were seven responses from those six students. For example, in the post-test interview, one girl said that a bully "repeats the same thing or a different thing every day and doesn't stop." One boy said that it is something they do "over and over again." In the didactic group, there was a 33.3% positive change in inclusion of the concept of persistence. At pre-test, none of the students included persistence in their definition. At post-test 3 of 9 (33.3%) included the concept. There were four responses from those three students. The control group, however, showed a 6.6% negative change. At pre-test, 3 of the 15 students (20%) included persistence. At post-test, only 2 of the 15 students (13.3%) included the concept.

Perceptions of general maladaptive behavior. General answers about being "rude," "mean," or "bad" that were not directed to a person, nor were they clearly representative of inflicting pain, capitalizing on a power differential, or persisting with the actions, were coded in the category of general maladaptive behavior. For example, at pre-test, one girl in the bibliotherapy group said that "a bully is a thing that is really mean." Another girl said that a bully is a person who "does the stuff they shouldn't be doing." A girl in the bibliotherapy group described a bully that "it has a monster inside and some people help get it out." A boy in the same group explained that "It's like a mean kid that has like a mad face and…uh…then they could get in trouble." In the didactic group, a girl responded that "Bully means that you are rude. You are not being respectful." A boy in the control group at pre-test said that "A bully is someone, a kid that doesn't really know how to behave."

Answers like these were coded under general maladaptive behavior. It is assumed that the answers of students who received direct instruction would become more specific, therefore, it was anticipated that students giving general or nonspecific responses would decrease. The inclusion of general maladaptive behavior in the responses dropped 41.7% between pre-test and

post-test in the bibliotherapy group. Five of 12 students (41.7%) provided general maladaptive responses during the pre-test interviews and none in the post-test interviews. This is considered to be a positive change because it is in the expected direction (e.g., students used more specific language and fewer general descriptions to describe bullying at post-test than they did at pre-test). The didactic group had a 33.3% positive change. Three of 9 (33.3%) students gave this type of response at pre-test, none at post-test. The control group also decreased in general responses between pre- and post-test. At pre-test, 7 of 15 (46.7%) gave this type of response and at post-test, 6 of 15 students (40%) included this aspect. This is a positive change of 6.7%.

<Insert Figure 1>

Overall, in the area of the perception of what it means to be a bully, the number of students who reported on pain, power, or persistence the bibliotherapy group demonstrated a 19% positive change, the didactic group demonstrated a 26% positive change, and the control group demonstrated positive 5% percent change in specific responses. Total nonspecific responses decreased 14% in the bibliotherapy group and 11% in the didactic group which was a positive change. The control group only decreased in nonspecific responses by 2%.

<Insert Figure 2>

Predicted Response to Bullying

The students interviewed were also asked several other questions beginning with "what would you do if…" Some of the questions asked that the interviewee imagine themselves as the target of the bullying (e.g., "What would you do if somebody told you that you can't be friends?" "What would you do if someone hit kicked or pushed you?"); while other questions asked that the interviewee imagine themselves as the witness of a bullying incident (e.g., "What would you do if someone kept calling another person names?" "What would you do if you saw someone

being mean to another kid because of how they look?"). The answers to these questions related to their perception of their roles and responsibilities in a bullying situation. Their responses to the interview questions fell into these categories: personal response to bullying, consequences for the bully, and consequences for the victim.

Personal response to bullying. Students provided personal responses to how they would react in a bullying scenario. Their responses were divided into three categories: verbal responses, behavioral responses, and consequences for the bully and victim. *Verbal Responses to Bullying* included telling the bully to stop, reporting to an authority figure, and providing a value statement or rationale about the bullying behavior. *Behavioral Responses to Bullying* include: finding other friends, befriending the bully, consoling the victim, ignoring/removing self, going to a safety person, making an escape plan, and retaliating. *Consequences for the Bully and Victim* consisted of involvement of authorities or, the bully getting in "trouble," and the victim getting hurt or getting in trouble.

Verbal responses to bullying. The verbal responses provided by the students include: general and specific requests for the bully to stop, report to an authority, or a value statement. These categories were chosen based on the major trends that emerged from these data. Stop requests were separated into general and specific requests because of the volume and diversity of related responses.

Giving general and specific stop requests. Responses that related to telling the bully to stop were coded into two different categories— general stop request and specific stop request. Nonspecific answers such as "don't do that" or "stop it" were coded under general stop request. For example, one boy in the bibliotherapy group said, "I would just say 'stop.'" One girl said, "Can you *please* stop?" A typical response to both genders was, 'Hey, stop it." Answers such as

"Stop calling them names," "please leave," or "stop being mean" were coded under specific stop request. For example, one boy said, "Don't hit him or her," and one girl said, "Be nice and stop bullying." Responses that used the specific phrase "Stop it. That's not right." were also coded under the specific response because that was a phrase that was specifically taught to the students.

At the pre-test, 8 of the 12 students in the bibliotherapy group (66.7%) provided a general response about telling the bully to stop. There were 17 responses from those 8 students. At post-test, 5 out of 12 in the bibliotherapy group (41.7%) provided a general response. There were 13 responses from those 5 students. In the bibliotherapy group, general stop requests decreased 25%. At pre-test, 9 out of 12 students (75%) provided a specific response. There were 20 responses from those 9 students. At post-test 75% again provided a specific stop request. At post-test, there were 13 responses from those 9 students. For the bibliotherapy group, the general/nonspecific responses decreased and specific responses stayed the same.

In didactic group's pre-test interviews, 5 out of 9 (55.6%) students gave a general response, such as, "don't do that" or "stop it." There were 10 responses from those 5 students. At post-test, 4 out of 9 students (44.4%) provided a general response. There were 8 responses from those 4 students. At pre-test, 4 out of 9 students (44.4%) provided a specific response such as "stop bullying." There were 8 responses from those 4 students. At post-test, 7 out of 9 students (77.8%) provided a specific stop response. There were 12 specific responses from those 7 students. For example, in the post-test, one boy said, "You leave right away and do not bother my friend." For the didactic group, students providing specific responses increased by 33.3% and students providing general responses decreased by 11.1%.

In the control group, 7 out of 15 (46.7%) gave a general response in the pre-test. There were 16 responses from those 7 students. At post-test, 11 out of 15 students (73.3%) provided a

general response. There were 17 general stop responses from those 11 students. At pre-test, 6

out of 15 students (40%) gave a specific stop response. There were nine responses from those 6

students. At post-test, 4 out of 15 students (26.7%) provided a specific response. There were

eight responses from those four students. In the control group, students providing a general

response increased by 26.7% and students providing specific responses decreased by 13.3%.

This direction of change is opposite than would be expected over time. This is the only

condition where general responses increased and specific responses decreased at post-test.

In the bibliotherapy group at post-test, 5 of 12 (42%) students provided the stop response

specifically taught in the lesson. This response was provided seven times by these five students.

In the didactic group at post-test, 7 out of 9 (78%) provided the specific response taught in the

lessons. "Stop it. That's not right." (Two students modified it and said, "Stop it. That's not

nice."). This response was provided 10 times by these 7 children. The control group never used

this specific response.

<Insert Figure 3>

Giving value statements. The next category of verbal responses was the category of

value statements. In these responses, the students' responses indicated reasoning for expected

behavior, indicated what is right or wrong, or provided a rationale for a behavior. For example,

one boy in the control group said, "They just look perfect how they are." A girl in the didactic

pre-test condition said, "You don't do that to other girls." Another girl in the bibliotherapy pre-

test condition said, "Even if they look ugly, they have to stop." In the anti-bully lessons given to

the bibliotherapy and didactic groups, the students were taught to say, "Stop it. That's not right."

In the post-test condition for both groups that received an intervention, "that's not right," and

"that's not nice," were common answers for both genders.

In the bibliotherapy group at pre-test, 6 out of 12 (50%) students provided a verbal response to bullying that included a value statement. There were 11 responses from those 6 students. At post-test, 9 out of 12 (75%) students provided a verbal response. There were 20 responses from those 9 students. For the bibliotherapy group, there was a 25% positive change.

At pre-test, of the didactic group, 4 out of 9 students (44.4%) provided a value statement. There were 11 responses from those 4 students. At post-test, 7 out of 9 students (77.8%) provided a value statement. There were 21 statements from those 21 students. For the didactic group, there was a 33.3% positive change.

At pre-test in the control group 5 out of 15 (33.3%) provided a value statement. There were 7 responses from those 5 students. At post-test 6 out of 15 (40%) provided a value statement. There were eight responses from those six students. In the control group, there was a 6.7% positive change. In the area of value statements, all three groups increased between the pre- and post-test. The bibliotherapy and didactic groups showed the most change.

Reporting to an authority figure. The next verbal response category was reporting to an authority figure. Answers that said things like "tell teacher" and "go to the principal's office" were coded in this category. A very common answer for both genders was, "I would tell the teacher." Students that gave answers about running to the teacher, but did not include telling were coded as a behavioral response and placed in a different category—*going to a safety person.*

At pre-test, 10 out of 12 (83.3%) in the bibliotherapy group said that they would report to an authority such as the teacher, parent, or principal. There were 50 responses from those 10 students. At post-test, 11 out of 12 (92%) in the bibliotherapy group said that they would report

to an authority figure. There were 46 responses from those 11 students. The bibliotherapy group showed an 8.3% positive change between pre- and post-test.

From the didactic group in both pre- and post-interviews, 9 out of 9 students (100%) reported they would tell an authority figure. Therefore, there was no change between the pre- and post-test in the number of responses in this category. At pre-test there were 37 responses from those 8 students. At post-test, there were 35 responses from those 8 students.

In the control group, in both pre- and post-test interviews, 13 out of 15 students (86.7%) said they would report to authority. At pre-test there were 66 responses from those 23 students. At post-test, there were 59 responses from those 13 students.

<Insert Figure 4>

Behavioral responses to bullying. Behavioral responses to bullying fell into three categories: adaptive, passive, and other responses. Each will be described below. These categories were identified by the major trends that emerged from these data, as well as by the function of the response. It was noted that some responses seemed to fulfill a specific function. For example, the ignoring response and the response of going to a safety person both appear to be filling the function of leaving the situation. Similar responses to those ideas were coded under the category of passive responses.

Adaptive responses to bullying. Adaptive responses such as befriending the bully, helping/consoling the victim, and looking for other friends were coded as adaptive responses. Responses that indicated that the student would make an effort to become friends or maintain their friendship with the bully were coded in this category. At pre-test, 4 out of 12 students (33%) in the bibliotherapy group gave behavioral responses related to befriending the bully. There were seven related responses. At post-test, only 2 out of 12 (33%) gave responses related

to befriending the bully; a 17% negative change. In the didactic group, 2 students out of 9 (22%) gave befriending the bully responses in the pre-test and post-test. The control group also stayed the same between pre- and post-test with 2 students out of 15 (13.3%) giving befriending the bully responses.

Responses where the student indicated they would help or console the victim of the bullying were also coded under adaptive behaviors. At pre-test 1 out of 12 (8.3%) in the bibliotherapy group gave a response about helping the victim. At post-test 2 out of 12 (16.6%) gave responses about helping the victim. These two students gave three responses about helping the victim. Between pre- and post-test in the bibliotherapy group, there was an 8.3% change in responses related to helping the victim. Between pre- and post-test, the didactic group also increased from 1 student (11.1%) at pre- and 2 (22.2%) at post-test. Between pre- and post-test, the control group responses about helping the victim decreased from 3 students out of 15 (20%) at pre-test, to only 1 student out of 15 (6%) at post-test. This shows a 13% negative change.

Go find other friends was another adaptive response noted by the students. At pre-test, 9 out of 12 (75%) in the bibliotherapy group gave a response that suggested they would go find other friends. At post-test, 10 out of 12 (83.3%) gave a response about finding other friends. In the didactic group at pre-test, 4 out of 9 (44%) gave a response related to finding other friends and at post-test, 5 out of 9 (55.6%) gave a response about finding other friends. In the control group, 8 out of 15 (53.3%) at pre-test and 9 out of 15 students (60%) at post-test said they would go find other friends. In the area of find other friends, all groups increased by one student between pre- and post-test.

<Insert Figure 5>

Neutral responses to bullying. Neutral responses that used a passive way to deal with the bullying were coded under neutral responses and included responses such as ignoring, removing self, and going to a safety person. The most frequent responses coded in this area were those of choosing to ignore or leave the situation. A common response for both genders in the category of ignoring the bully was to "walk away." A boy in the pre-test condition of the control group responded by saying, "Don't listen to them. Ignore them." When asked what he would do if he saw another student being called names, a boy in the control group pre-test condition responded, "I would run and tell my teacher. And I would ignore them." A student in the post-test didactic group gave an answer about telling the bully to stop if someone was being teased; however when he was asked to tell more about it, he changed his response to say that he would ignore it. As a bystander, ignoring bullying is not an effective prevention strategy. For this reason, these two responses were not included in the neutral responses category. At pre-test, 5 out of 12 (41.7%) in the bibliotherapy gave an ignore response. There were 12 responses from these 5 students. At post-test 6 out of 12 (50%) gave an ignore response. There were 11 responses from these 6 students. This indicates a 7.4% positive change for the bibliotherapy group.

In the didactic group 3 out of 9 students (33.3%) gave an ignore response at pre-test and 5 out of 12 (56%) at post-test. There were seven responses at pre-test and nine responses at post-test. This group demonstrated a 22.7% positive change. In the control group, at pre-test 7 out of 15 (46.7%) gave an ignore response in both the pre- and post-test conditions. There were 14 responses at pre-test and 8 responses at post-test.

The next passive behavioral response is to go find a safety person. This was distinguished from the verbal response of telling a grown up or authority figure based on whether the students actually said they would tell their teacher. Some students, for example, said that

they would "run to the teacher" or would find their teacher and stand by her. For example, a boy in the control group pre-test condition explained, "You could run away and go to a teacher. And stand for a minute until your teacher says, 'Go and play.'" A girl in the didactic pre-test condition responded, "I would get up and just kind of act like it was nothing and just kind of go to my mom." Responses where the students said they would run and tell were coded in a different category.

In the bibliotherapy group, 2 out 12 (17%) gave a go to safety person response in both the pre- and post-test. In the didactic group 1 student out of 9 (11%) gave a go to safety person response in both the pre- and post-test. Between pre- and post-test, the control group increased by one student. Seven out of 15 (47%) gave a safety person response and 8 out of 15 (53.3%) did so at post-test.

Among all the groups, only students in the didactic group supplied responses related to using a humor response to bullying. In the didactic group one student (11.1%) had a response related to using humor. This student had three responses related to using humor. One such response was, "I will now run from you and make this funny sound." Using humor was a strategy specifically taught in one of the anti-bullying lessons given to the bibliotherapy and didactic groups. At post-test, 2 out of 9 (22.2%) supplied responses related to using humor. These responses were coded into other categories such as passive and adaptive behavioral responses.

<Insert Figure 6>

Other responses. These behavior responses were those in which students escaped from or retaliated toward the bully. Students who gave a response relating an escape plan, talked about how they would evade or dodge a persistent bully as they were on their way to tell the

teacher. For example, one boy in the post-test didactic condition stated that one should "just try to dodge their hits or grab their hits, and then when they are like 'Wow!' and they stop."

At pre-test there was 1 out of 12 (8.3%) in the bibliotherapy group to give an escape response. At post-test, 2 out of 12 students gave a response that included an escape plan. At pre-test in the didactic group, 1 out of 9 students (11.1%) and 2 out of 9 (22.2%) included an escape plan in their response. Both the bibliotherapy group and didactic group increased from one student at pre- test, and two students at post-test. The control group never used this response.

A few students gave responses in the interview indicating that they would retaliate and hurt the bully back. One girl in the bibliotherapy group explained in one breath that she would "hit them back because my mom said to hit them back when people hit me and tell the teacher." In this category students said things like, "hit them back," "fight them," and "push them away." For example, in the bibliotherapy post-test condition, one boy said in response, "I would cry…and um hit back." Another boy (control group, post-test), said, "Punch them. Just punch them a little bit right here (*points to chin*)." It is assumed that this response is a less adaptive version of making an escape plan.

In the bibliotherapy group, responses about harming the bully decreased 8.3% from 3 out of 12 (25%) to 2 out of 12 (17%) in the bibliotherapy group. The didactic group stayed the same with 1 student out of 9 (11%) in both the pre- and post-measures. The control group increased in retaliation responses from 1 student out of 15 (6.7%) at pre-test to 2 students out of 15 (13.3%) at post-test. Therefore the control group demonstrated a 6% negative change.

<Insert Figure 7>

Consequences for the bully and victim. The next two categories were those related to consequences for the bully and consequences for the victim. The category of consequences for

the bully is divided into involvement of authorities and the bully getting in trouble. One student in the bibliotherapy group (8.3%) and one student in the control group (6.25%) supplied a response about the involvement of authorities at both pre- and post-test. In the bibliotherapy group, there were three responses from this student at pre-test and one response at post-test. In the control group there was one response in both conditions. These responses dealt specifically with the bully going to jail, involvement of the police, or recording the bully's words to show it to an authority figure. At pre-test, 5 out of 12 students (41.6%) in the bibliotherapy group said that the bully would get in trouble; and at post-test, 4 out of 12 (33.3%) said so. There were 14 responses in the pre-test and 6 responses in the post-test. In the didactic group one student at pre- (11.1%) and three students at post- (33.3%) supplied a response about the bully getting in trouble. There was one response at the pre-test and three responses at the post-test. In the control group, only one student in pre- and post-test conditions supplied a response about the bully getting in trouble.

The category of consequences for the victim is divided into the categories of the victim being hurt and the victim getting in trouble. Two out of 12 (16.6%) in the bibliotherapy group gave a response saying that the victim would get hurt. There were four responses from those two students. At post-test, 3 out of 12 (25%) said the victim would get hurt. There were five responses from those three students. No one in the didactic group gave this response. In the control group, only one student gave this response and only in the post-test condition. One student from the bibliotherapy pre-test condition was the only participant in all conditions to give a response suggesting that the victim would get in trouble.

<Insert Figure 8>

Overall, the bibliotherapy group demonstrated a 14% total change in the number of students who presented themes of adaptive responses in perceptions of their roles and responsibilities in a bullying situation. The didactic group demonstrated a 48% change in adaptive behaviors. The control group demonstrated a negative 4% change. In nonspecific and maladaptive responses overall, the bibliotherapy group decreased 11%. The didactic group decreased 4%. The control group increased 11%. This means that over time, students who did not receive any anti-bullying instruction provided answers that were less specific and less accurate than students who did receive such instruction.

<Insert Figure 9>

Students who received the intervention, both didactic and bibliotherapy, increased in accurate knowledge and adaptive perceptions of their roles and responsibilities in bullying situations. In several of the themes, the trends of the control group's answers went in a different direction than those of the other two groups. The didactic group demonstrated the most change overall.

Discussion

Bullying is different than a fight between friends, it is different than someone accidentally hurting you, and it is different than one mean incident. According to Heath, et al. (2013), bullying involves a power imbalance, the intent to cause harm, and action that persists over time. In the schools, it appears that this concept may be unclear to many people; adults and students alike. Understanding what bullying is is crucial to being able to identify and reduce its occurrence. One way to help students understand bullying and how to respond to bullying situations is through bibliotherapy.

This study examined the responses of first graders' perceptions of bullying and their responses about their roles and responsibilities when presented with a hypothetical bullying scenario. Students were divided into three groups: bibliotherapy group, didactic instruction group, and control group. Results indicated that students in the didactic group and bibliotherapy group did better at describing bullying and responding to hypothetical bullying scenarios in the post-test interviews than the control group.

Participants in the group who received didactic instruction demonstrated more positive change in both describing the concept of bullying (77.2%) and providing adaptive responses to a hypothetical bullying situation (144%) than the bibliotherapy (33.3%, 44%) and control groups (13.4%, -15%). The participants in both the didactic and bibliotherapy groups learned specific vocabulary related to bullying and became better at identifying it than the control group. The predicted responses to bullying of the didactic and bibliotherapy groups were more proactive than the control group. This is similar to the results found by Rapee et al. (2006) suggesting that bibliotherapy is less effective than contact with a therapist, but more effective than no treatment.

Summary of Findings

The following section describes these findings and attempts to place them in the context of previous research. The following section first describes the students' perceptions of bullying in the categories of power, pain, persistence, and general maladaptive behavior. The next section describes the students' predicted responses to bullying. This section of predicted responses is divided into sub-categories of verbal responses, such as giving stop requests, reporting to an authority figure, giving value statements; and behavioral responses.

Perceptions of bullying. The first research question addressed by this study was, "What are the effects of bibliotherapy on first grade students' perceptions of bullying?" This was

assessed by exploring the changes in first grade students' perceptions of bullying before and after being taught anti-bullying lessons. Students' responses to the question, "What is a bully?" were coded into one of the three categories; power, pain, and persistence. Answers that were vague or did not fit within those themes were coded under general maladaptive behavior. It was hypothesized that after direct anti-bullying instruction that students' answers would become more specific and would reflect a better understanding of the concept.

Power. Under the theme of power, responses increased in the bibliotherapy and didactic groups and decreased in the control group. In the groups that received the intervention, answers became more similar between the pre- and post-test. A reason for this might be that in the pre-test the students were making up their own words for concepts they were trying to explain. After the lessons they had received feedback on their personal constructs of the idea and had learned a common set of words to use when talking about the theme. A few students gave answers in their own words that went beyond what was taught in the lessons. As an example of this, concerning the theme of power, in the post-test condition, a boy in the bibliotherapy group responded that "[Bullies] feel like they have power, but they don't. It kind a makes them feel good." In this quote it indicates that this student is thinking about why the bully is acting in this way.

Pain. The final theme of what it means to be a bully is the intent to cause harm. Under this theme, many students replied that a bully is someone that is mean to you. It was also common for the students to list physical actions the bully might do to them such as pinch, hit, kick, push, or hurt. Some students referred to bullies hurting people's feelings. As an example of this, one girl in the bibliotherapy post-test responded that "A bully's a guy that pushes and kicks and finds that person and he hurts their feelings."

Persistence*.* In the experimental and didactic groups there was an enormous change in the reporting of the concept of persistence. Answers about persistence increased in frequency, but also in quality. In the control group at pre-test, students gave answers such as the bullying happens "always" and "to everybody." Of the groups that were given the intervention, only one student mentioned persistence at pre-test. This student said that a bully is also mean to others. Even though this answer represents only a very superficial understanding of the idea that bullying is not an isolated incident, it was coded under persistence. Answers at post-test, in both these groups, more than doubled, and reflected a better understanding of the concept.

Previous research has identified activities such as sequencing, drill repetition and feedback, elaboration, a small interactive group, presenting cues to prompt strategies, and modeling problem solving steps to lead to the best outcome when teaching academic skills (Swanson, 1999). These types of activities were used in this study when teaching social-emotional and social problem solving skills. The incorporation of new vocabulary words in responses, the description of new concepts (e.g., persistence), and the lack of vague responses at post-test from the experimental groups suggests that students retained vocabulary and learned specific concepts from the lessons. Vygotsky (1967) suggested that language development is directly related to development of thinking. In young children, particularly in first graders, their vocabulary is not well developed. When a teacher teaches a lesson to her class, she has to create a common vocabulary to link students' previous experiences to their new learning.

A review of the transcripts indicates that the children in this study acquired lesson specific vocabulary such as *bystander*, *bully*, and *victim*. Speaking about the picture in the hypothetical scenario, at post-test, a girl in the didactic group said "no one's helping him. They're just watching. They are just being *outstanders*." A girl in the post-test bibliotherapy

group insisted, "I would tell the *victim*, the person that's being bullied, 'come on, come play with me. Let's get away from them. You can play with me, or do you want to be my friend?' Like if they were crying, that would make them feel really better. A lot." This specific vocabulary was not used at pretest; therefore, it appears that the lessons have successfully begun to build a working vocabulary that the students can use for problem solving.

General maladaptive behavior. At post-test, general maladaptive responses dramatically decreased in both groups that received the intervention. At post-test, none of the students in those groups gave general responses. The control group, however, decreased only slightly and had very similar answers in the pre- and post-test conditions. This implies that students who received no anti-bully instruction, over a period of three weeks, became only slightly more specific over time. However, in the groups that received the instruction, every answer from every student became more specific and accurate. Results of this research are similar to those found in a meta-analysis by Swanson (1999) indicating that a combined model of teaching methods of direct instruction and cognitive strategy instruction had the best results.

Predicted Response to Bullying. The second research question addressed in this study was "What are the effects of bibliotherapy on first grade students' perceptions of their reported roles and responsibilities when given a hypothetical scenario that depicts bullying?" and was measured by interviewing first grade students regarding a bullying situation presented orally and with a picture from a common children's book. Their personal responses to bullying included giving stop requests, reporting to an authority figure, and giving value statements.

Giving stop requests. The first change in the student's perception of their roles and responsibilities that was analyzed was the change in the number and specificity of stop requests. In this area, the control group increased in general responses and decreased in specific responses.

The didactic group showed the most change in the area of specific responses. This is similar to the increase in specificity seen in the provided definitions of a bully. This suggests that after the anti-bullying lessons, the students gained a greater understanding of the concepts and of their expected role and/or became better able to explain what they understand relating to bullying.

Each anti-bully strategy taught in the lessons used an animal to help make it more memorable and concrete for the first graders. To teach this concept the lion strategy was used. To use this strategy, the children were told to stand up for what's right and roar— "Stop it. That's not right." This was the strategy that the students remembered the best. In the bibliotherapy group this exact phrase was used six times. One boy in the bibliotherapy group in his post-test interview recounted an experience saying, "[I] told them to stop it and…and I told them the lion strategy." In the didactic group this phrase was used 10 times (although two students amended it slightly and said, "Stop it. That's not nice.").

It is hypothesized that this strategy was the one the students remembered the most because it was the first one taught, and so it was reviewed at least three extra times; at each subsequent lesson. It also was a simple, easy to understand phrase that accompanied by an enjoyable activity. Each time the lion strategy was practiced, the children demonstrated how animal would use this strategy to stand up for what is right. To do this, when prompted, the children would all roar like a lion. Following this, the students were asked to demonstrate how a person would use this strategy. Then, when prompted, they would all say, "Stop it. That's not right." This strategy was reviewed at every lesson, and according to the primary researcher, the children really appeared to like practicing this strategy and frequently asked to repeat it. Research by Lehmann and Hasselhorn (2012) indicates that in elementary school children, there is a critical relationship between repetition and recall. Among all the anti-bullying strategies

taught in this lesson, the lion strategy was the most frequently repeated. The didactic group, which demonstrated the most group change, had more time for repetition because it had shorter lesson material.

According to Vygotsky (1978), knowledge, values, and culture are passed on through social interaction. These interactions help the children form their own thinking strategies and help them reason more effectively. This means that class discussions and group problem solving exercises are effective a good way to teach values and social skills as well as academic concepts (Ormrod, J. 2008). These data support this idea because the group that had more time for discussion demonstrated the greatest change.

Reporting to an Authority Figure. The next category of verbal responses to bullying that arose from these data was telling a teacher. The responses about telling the teacher, running to a teacher, or standing by the teacher were plentiful in both pre- and post-test conditions. Many students could not think of other strategies to try. When prompted for elaboration, many students responded by being more specific about who they would tell or by changing who they would tell. A girl in the pre-test bibliotherapy condition stated that she would "Tell somebody." After being asked to tell more, she replied, "A grownup. A parent or a teacher." A boy in the same group said, "Tell the teacher" and then "or tell the other teacher." Some students specified the teacher they would tell. Some students responded that they would tell the teacher only if the bully didn't stop. A student in the control post-test condition said he would "tell the teacher that they're being mean to how they look, so the teacher will tell them to stop laughing or playing with their hair." Some children's responses reflected an understanding that the principal had the most power in the school and could make the bully stop. This is illustrated by the comment of this boy in the didactic post-test condition, "Go tell Mr. Smith (Principal) or a teacher. Do you

know Mr. Smith is the owner of this school? And he…um he is in charge of this school. And he can make this school shut down."

The strategy of telling an authority figure appears to be a technique that this age group knows really well. These data point to a need to teach young children other adaptive strategies they can use when confronted with a bully in addition to reporting to an authority figure. It also suggests that the young children may believe that they are powerless to resolve situations themselves and need an adult authority figure to solve their problems for them. It suggests that the students may need to be taught how to discriminate between reporting and tattling. Research on bullying suggests that the bystanders are the key and that bully prevention is in their hands (Fekkes et al., 2005). These data suggest that young children do not fully understand that they have the power to combat bullying; however, with instruction, they successfully learned several other adaptive strategies they can use when faced with bullying.

Many students indicated in their responses that invoking the help of an authority figure would make the problem better. This is illustrated by a comment of a boy in the didactic pre-test condition who explained, "Tell the teacher or Mr. Smith (Principal). The one that, the one in the office that gets people. People go in the office and Mr. Smith talks to them, and if they lie then they're in really big trouble and they stay at school even when school is over."

Getting in trouble, vague impending consequences for bad behavior, was a major theme that emerged from the students' responses. The students seemed to speak about this this as if it were a big threat; however, most students did not see a need to define what "getting in trouble" would entail. As explained by a boy in the bibliotherapy pre-test condition, "They will get in trouble, or they going to get in big trouble, or they going to get in time out." And if that doesn't work, "Tell the principal. The principal can make them get in trouble." It appears a few students

specified what consequence might happen; such as time out, lose recess, stay inside, not being able to play with friends, or being sent to the office. One student even mentioned jail as a consequence for the bully.

Giving value statements. Value statements provided by students gave some indication of each student's level of moral development. Certain students seemed more fixated on the bad consequences for the bully than other students. At a young age, children's moral labels of right and wrong are influenced by consequences imposed by a powerful outside rule maker; reward and punishment dictate right and wrong (Kohlberg, 1980). Responses indicate that many of the students were in the first stage of the pre-conventional level of moral development where right and wrong are dictated by punishment and reward.

Other students provided statements that showed more advanced moral reasoning and fit into different stages. In stage two of the pre-conventional level of moral development, fairness and reciprocity are important in determining right and wrong (Kohlberg, 1980). An example given of this type of reasoning comes from a boy in the post-test control condition. "I'd say 'then if you are being bullied then he would start calling you what you look like.'" In this response, it appeared as though the student was trying to describe the golden rule.

At the conventional level of moral reasoning, value is derived from maintaining expectations of others. Stage three at this level involves judging behavior by intention. As explained by a girl in the bibliotherapy group at pre-test, "It's not very nice to be someone that is mean to people." A student from the post-test control group explained that the action wasn't okay because "the person didn't like it." Value is placed on being "nice" and "good." Behavior is good if it is approved of and pleasing (Kohlberg, 1980). These students' responses indicate a more sophisticated level of moral reasoning by placing value on intent and inner beauty.

Some responses demonstrated that some of the first graders were functioning more at the stage of moral development that deals with a respect for law and order. The following responses appear to be shifting into that type of reasoning. "It's kind of funny to do that but it's not okay" (Boy, didactic post-test). "It doesn't matter how they look, you still have to be their friend either way— because even if they are black or they have spots on them, you have to be their friend forever" (Girl, bibliotherapy post-test). Other reasons provided by students for why the bullying was wrong focused on what *should* be done and the way things are *supposed* to be.

Bibliotherapy is a form of social modeling, where the children can be exposed to models of good behavior and social modeling. Didactic lesson plans can also use social modeling if the teacher presents different scenarios and helps the group reason through them. Such forms of social modeling can be used to teach moral reasoning and social values (Bandura & McDonald, 1963; Kunkel 2003). It is assumed that part of the change in the both the bibliotherapy group and didactic groups can be attributed to social modeling.

Behavioral responses to bullying. Adaptive behavioral responses to bullying such as finding a new friend and consoling the victim increased in experimental conditions. However, the response of befriending the bully did not have the same trends as the other adaptive behavioral responses. Unlike most other adaptive bullying responses, this response decreased in the bibliotherapy group and stayed the same in the didactic and control groups. Befriending the bully may be an acceptable response to bullying; however, it appears that the students in the bibliotherapy and didactic groups got the impression that this response was less acceptable. For example, at pre-test, a girl in the bibliotherapy group said, "like if they like say a mean word to you, you should um say um 'do you want to be my friend?' And then they will stop being mean to you."

It was observed that the students seemed to have a hard time understanding the monkey strategy—"Be playful and use humor to stop bullying." These data suggest that this strategy may have required more developed cognitive skills than is typical for this age group and that it could possibly have been taught better by simplifying and including the concept of befriending the bully. In the lessons, the students were taught that using the monkey strategy meant that the student using it would not do anything mean back to the bully. Instead of emphasizing "don't be mean to the bully," it might have been better to emphasize, "Be a friend to everyone."

The other animal strategies appeared to be well received by the children. A girl in the post-test didactic group responded to the question of what she would do if she saw someone being mean by saying,

> "Then I would do the strategies. I would do the lion strategy, the turtle strategy, the monkey strategy, the elephant strategy. Or go tell a teacher, or do it in the way a person does, to say, 'Stop it. That's not right.' The turtle strategy is that you go inside your shell and ignore the bully. (Monkey) You have to be playful and just make the bullying a joke. (Elephant) You sound the alarm and protect the herd."

Other behavioral responses to bullying. The final behavioral concepts that surface in the pre- and post-test interviews were the escape-focused responses and the retaliation focused responses. These responses were grouped together because it was assumed that these responses are an expression of the same impulse; however, the retaliation responses are assumed to be a more maladaptive reaction to bullying. When asked what they would do in response to bullying, most students gave responses about what they would do or what would happen to the bully for hurting them; however, 5 of the 36 students , when asked the same question internalized it and responded with what would happen to them in a passive way. For example, several students said

something similar to "I will get sad." In these responses, students talked about being hurt or about taking care of the wound rather than talking about how they would respond to the bullying. For example, a boy in the bibliotherapy pre-test condition responded saying "You would like get hurt and maybe some blood will get off. [You will] go to the office and they will give you like one or two band aids." These seem like passive responses where the students didn't see themselves as in control of the incident and were not thinking about how they could change the situation or stop it from happening again.

In some areas the control group's responses went in the opposite direction than what was expected between pre- and post-test. However, it appeared that may have been partially due to the fact that in their class, they had not been talking about bullying in the time between pre- and post-test interviews. Many students in the control group seemed to get bored in the post-test and did not see a reason to answer all the same questions again. For example, one boy in the control post-test condition asked, "Are you asking the same questions?" A few other students in the post-test control condition gave answers like, "I do not know. It is going to be the same answer as the third one." "I would pretty much do the same thing." In contrast, the other two groups, who had been discussing bullying in class, appeared eager to answer the questions again to show the researcher what they had learned in class.

Limitations

This study is limited in its scope due to number of reasons. Among these limitations are characteristics of the sample, cooperation of the teachers and school, researcher limitations, lesson variations, the use of a convenience sample, small sample size, validity-reliability of the instrument, unusual/novel use of the instrument, maturation, equivalency of groups, knowledge of participants, mortality, and researcher bias.

The school district and school that agreed to be part of the research, agreed to participate because they had been having bully problems in the target population. For this reason, the experimental classes were chosen by the school administration based on a need for anti-bully instruction and also based on experience level of the teachers involved. This means that the class chosen as the control group had the least reported bullying problems and the most highly trained teacher. According to the administration, the didactic class had the most bullying concerns reported and the bibliotherapy group had the newest teacher.

Because the first grade at this elementary had been having bullying concerns and because bullying is such a sensitive topic, several parents, many from the didactic group, refused to let their child participate in the research. One parent reported to the researchers that they felt frustration with the school's policies for dealing with bullying and did not trust the research. This was an unexpected complication and may have led to lower participant numbers than had been anticipated.

The varied cooperation of the teachers and the school was another limitation. Although the teachers were willing to let their classes participate, the teacher of the students in the didactic group was most involved in extending the lessons throughout the day by hanging the animal posters in the classroom, adapting the content during the lessons as necessary, and managing behavior during the lessons. It is assumed that the teachers used few reinforcement strategies or rehearsal of concepts outside of the lesson times when the researcher was not present. In the future, it might be helpful for researchers to solicit help and input by teachers in order to extend the lessons for their students.

For this research the principal researcher taught the lessons. This allowed both groups to be taught by the same person; which eliminated some confounding factors; however, the

researcher did not have the classroom management skills to be as effective as an experienced first grade teacher would have been in leading discussions and reinforcement activities. The limited teaching experience of the principal researcher is another limitation of the research. Additionally, the researcher struggled more with classroom management in teaching the bibliotherapy group, which may have affected the results of the study. The results of this study are also limited by the fact that when coding the data, inter-rater reliability data was not collected.

Another unintended difference between the two groups happened during the lion lesson as the children were completing the "I'm worth a lot" activity. Because of printer issues, only the bibliotherapy group used the handout. This ended up being advantageous for that group because the lined paper was easier for that age of students to write on. This activity ended up being difficult for the students; however, while the bibliotherapy group complained that they didn't know how to do it; the didactic teacher made it an assignment and simplified the instructions. Therefore on this lesson, the reinforcement and closure activities worked out much better with the didactic group.

The final lesson—Giraffe, "stick out your neck for others"— was scheduled and taught right before a very fun end-of-year activity that made both classes difficult to manage. This combined with the limited classroom management skills of the researcher resulted in this lesson not being taught very well. This is also the concept that the students remembered the least. In the bibliotherapy group, the teacher was out of the room for this lesson. The class got out of control and was disciplined by a teacher aide and the researcher was not able to do closure with that group.

The children appeared to enjoy the bully lessons and responded well to the animal strategies. Both teachers mentioned that the students referred to the animal strategies during class outside of the lessons. Some of the animal strategies were used incorrectly by a few of the students. It would have been beneficial if the researcher had used more examples and non-examples. In particular, the turtle strategy—to ignore and leave the situation— is a strategy that should be used by victims and not by bystanders. Post-test data revealed that this needed to be emphasized in order for the students to understand it better.

Additionally, during some of the lessons, more time was needed to teach all the concepts thoroughly. The same amount of lesson time was time allotted for both experimental groups. However, the bibliotherapy lessons had expanded content (i.e., reading and discussing a book) that was delivered in the same amount of time. For this reason, the didactic group had more time for repetition, practice, and solidifying concepts. This suggests that when planning to use bibliotherapy, more time is needed for reinforcement and generalization than would typically be needed for a didactic lesson.

Other limitations include that these instruments have not been used in this way before. Therefore, reliability and validity have not been evaluated. Factors that the research could not control for was the previous knowledge of the participants, natural maturation, and equivalency of the groups. The groups had unequal numbers of participants and some participants dropped out of the study adding to the inequality of the group size.

Recommendations for Future Research. It may yield interesting information for future research to conduct this type of design with multiple age groups to investigate which teaching methods appear to be more effective for each age group. Future research may find it useful to prolong the intervention period and to increase the reinforcement of lesson content during daily

activities. Additionally, the type of questionnaire that was used in this research asked the students to think about hypothetical instances. Some of the students appeared to struggle more with this abstract thinking and with expressing these thoughts in words. Future research using this design may yield interesting information with older children who are able think more abstractly.

Because of the small sample size and the way data was analyzed, no gender results were presented. A review of the transcripts for this research revealed some interesting trends regarding gender and responses to bullying. Based on the responses from this small sample size, boys appeared to be more direct in their responses; "Stop it now!" or "don't do that or I will tell the teacher on you." Girls appeared more likely than the boys to say 'please' or use indirect requests like, "You need to stop." Girls were also more likely to put their answers into a question, such as "Can you be nice to my friend?" and "Can you please stop?" Additionally, from this sample, girls often provided hurt feelings as a rationale for the bully to stop. For example, "Please don't hit me or push me or kick me because it is hurting my feelings, so please stop it." Based on this girl's response, it appears that hurt feelings are as important (or more important) than hurt bodies. Future research focusing on this aspect of bullying could yield interesting and useful information about how boys and girls at this age internalize bullying and victimization.

Practitioner Implementation. A few of the strategies seemed to be more difficult for the students to conceptualize. It is recommended that, when teaching these anti-bullying strategies, practitioners emphasize being friendly to everyone, even the bully. This was discussed in the lessons; however, some students misunderstood the strategies and gave answers suggesting that they would be mean to the bully. Two students suggested the turtle strategy be used as a bystander. One student suggested that the elephant strategy be used to get back at the

bully, (i.e., make a circle and scare him).

It is also recommended that practitioners using these lessons change the phrase on the monkey poster. During the research, the poster used in the lessons said, "Be playful and use humor to stop bullying." It was hard for the students to remember the phrase and grasp the concept. It would have been better if the poster said, "Be a friend to everyone." In the bibliotherapy group, the book *Just Kidding,* by Trudy Ludwig (2006) was used to teach the Monkey strategy. In practice, it might be a good idea to use *The Recess Queen* (O'Neill, 2002), in place of, or in addition to, *Just Kidding* for this age group. In this book the main character is not scared of the bully and makes her a friend. This book may help younger students grasp the concept of being a friend to everyone.

Students learned better when they repeated and acted out the strategies. The teacher in the didactic group hung the posters in the classroom and made more efforts to integrate the anti-bully activities with class material. It is recommended that, for practitioners, sufficient time be allotted for repetition, generalization of the concept, and closure. It is also recommended that the teachers using these lessons hang the posters in their classroom, incorporate the concepts into their daily activities, and reinforce the concepts as they come up outside of the lesson time.

Conclusions

Participants in the group who received didactic instruction demonstrated more positive change than the bibliotherapy and control group in describing the concept of bullying and providing adaptive responses to a hypothetical bullying situation. These findings suggest that children benefit from explicit instruction and rehearsal in how to combat bullying. Furthermore, the results of this research indicate that first grade students are not too young to grasp complex terms and concepts involved in describing bullying and therefore are not too young to begin

learning prevention strategies. Participants in this study learned better when they had time to practice and discuss the concepts they had learned. This indicates that young children need direct instruction about how they have the power in a bully situation, and they can learn that they have many options of responses to try in conjunction with reporting to an adult.

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Table 1

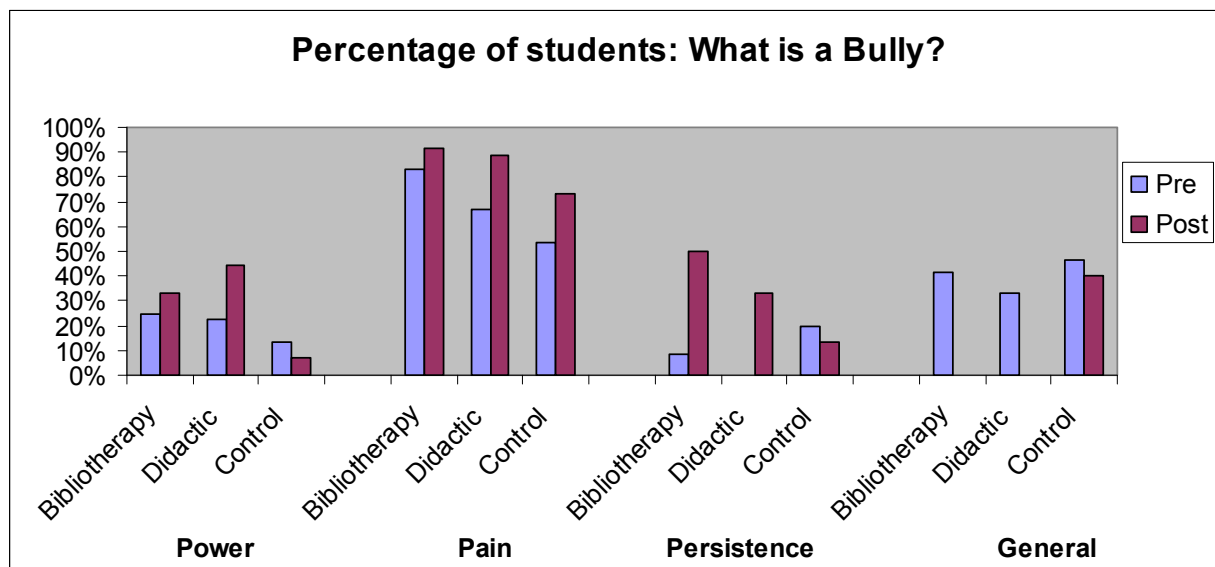| *1st Grade Participants*			
Group	Number	Male	Female
Bibliotherapy Group	12	6	6
Didactic Group	9	4	5
Control Group	15	9	6

Figure 1. What is a bully? This figure illustrates the number of students as a percentage who reported on the specific themes of power, pain, and persistence.
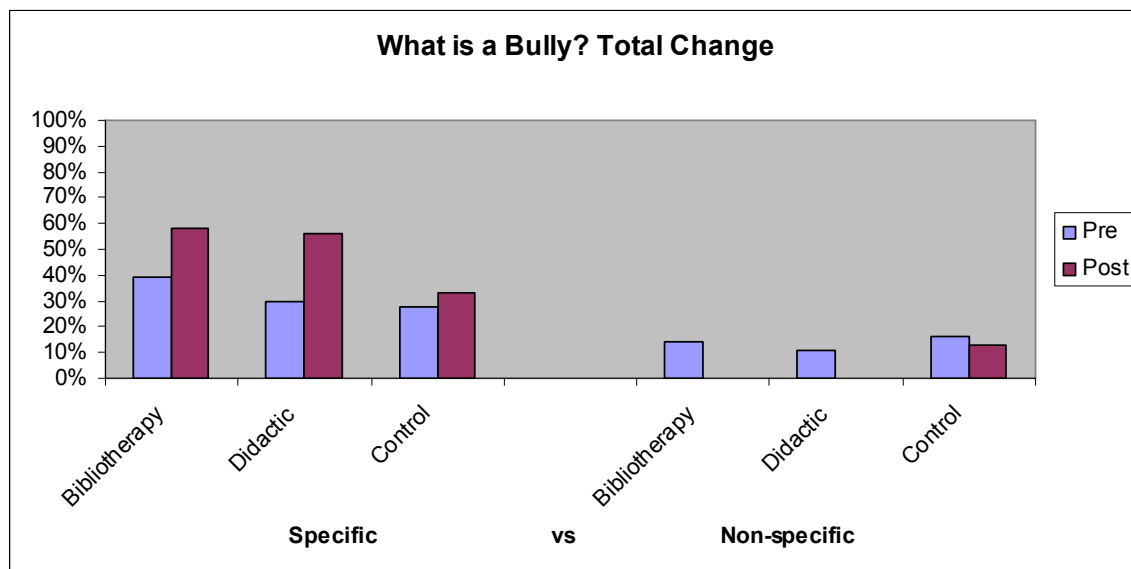
Figure 2. Perception Total Change. This figure illustrates as a percentage the total change in the number of students who specifically described bullying.
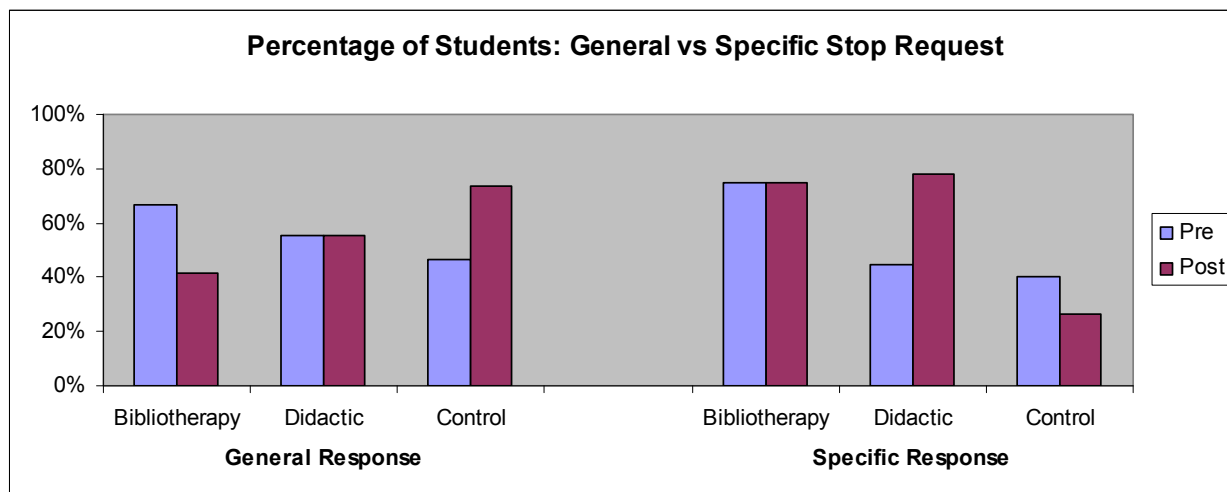
Figure 3. General vs. Specific Stop Request. This figure illustrates as a percentage the number of students who provided responses with stop requests.
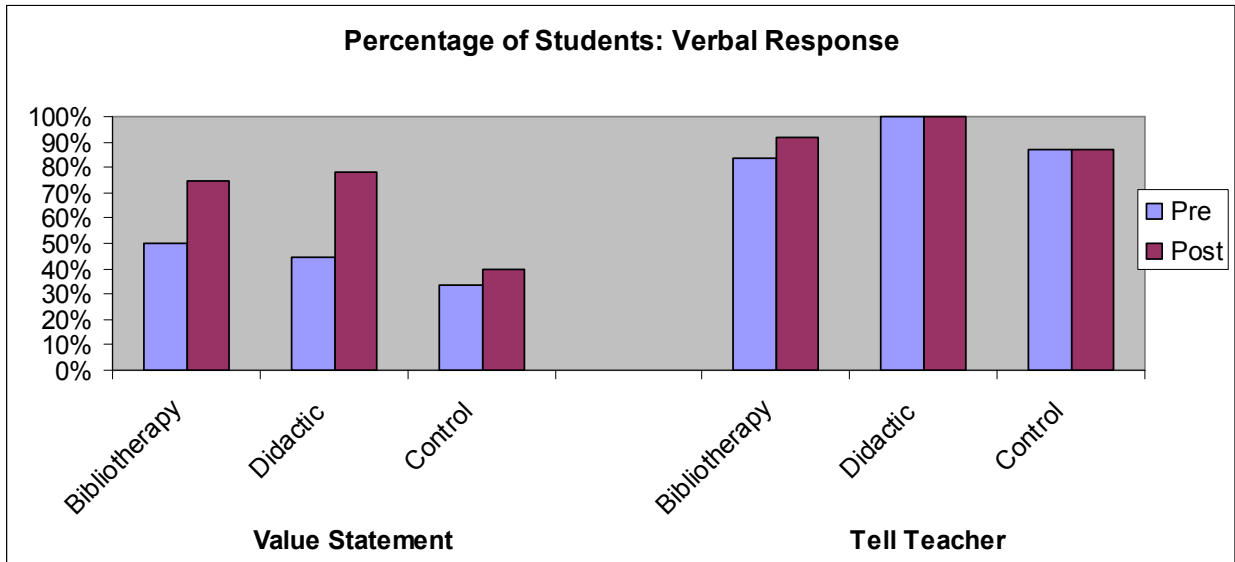
Figure 4. Verbal Response to Bullying. This figure illustrates as a percentage the number of students who provided additional verbal responses, such as providing a value statement or reporting to an authority figure.
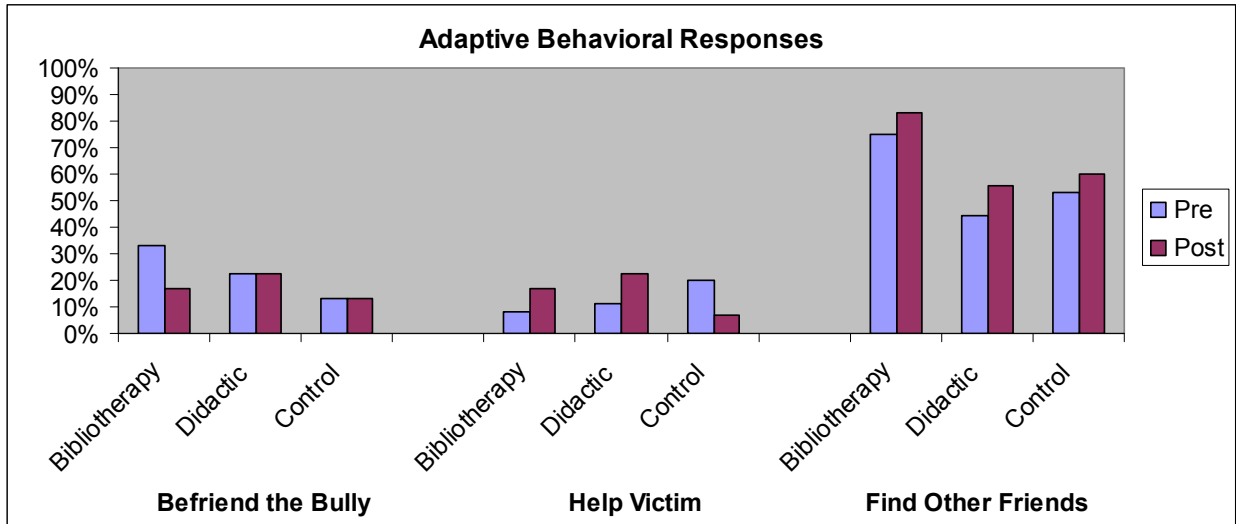
Figure 5. Adaptive Behavioral Responses. This figure illustrates as a percentage the number of students who provided responses with an adaptive behavioral response; such as befriending the bully, helping the victim, or finding alternative friends.
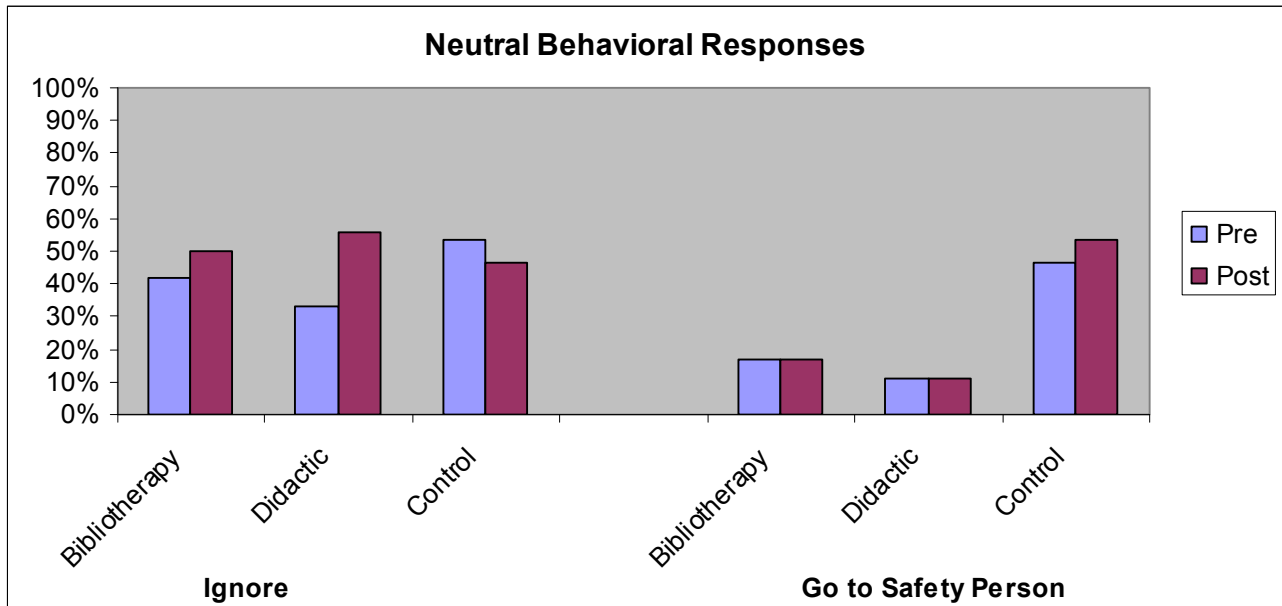
Figure 6. Neutral Behavioral Responses. This figure illustrates as a percentage the number of students who provided a neutral response such as ignoring the bully or going to a safety person.
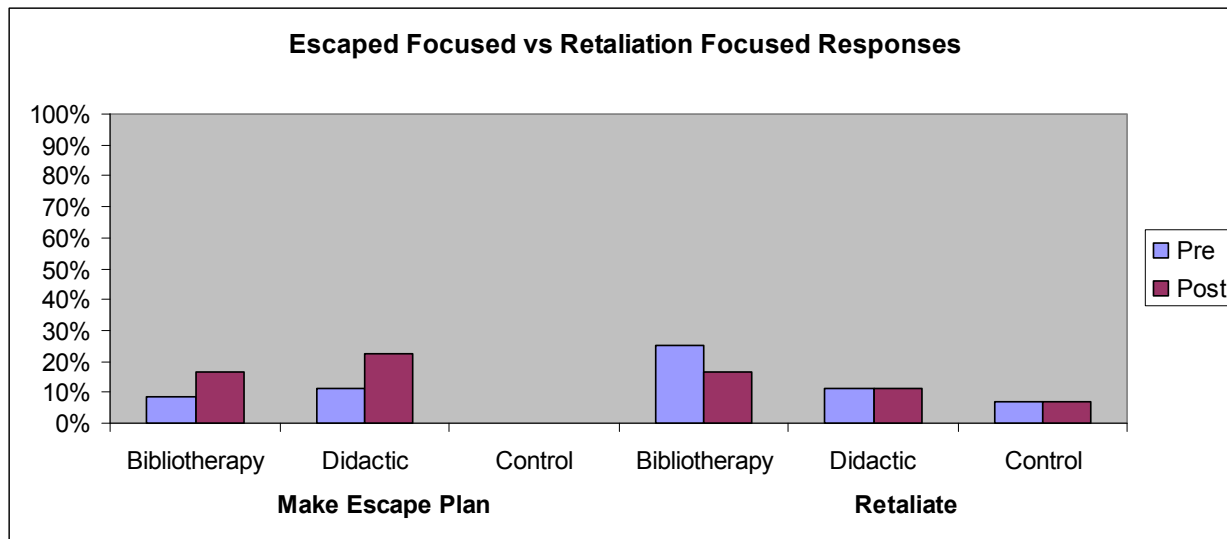
Figure 7. Escape and Retaliation Responses. This figure illustrates as a percentage the number of students who provided other behavioral responses such as making an escape plan or retaliating.

Figure 8. Consequences to the Bully or Victim. This figure illustrates as a percentage the number of students who provided responses focused on the consequences of the bullying action.
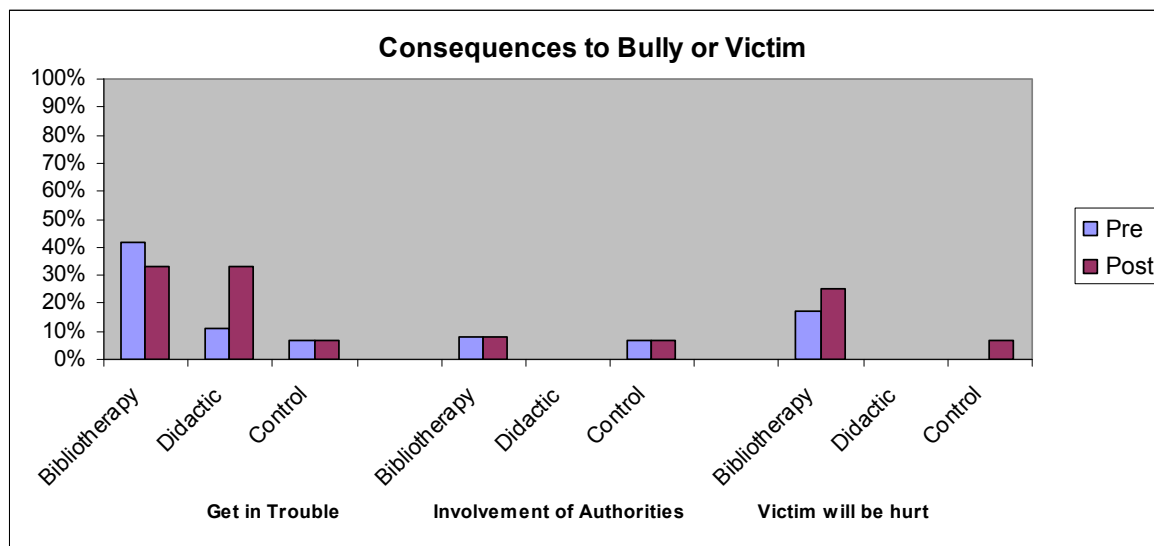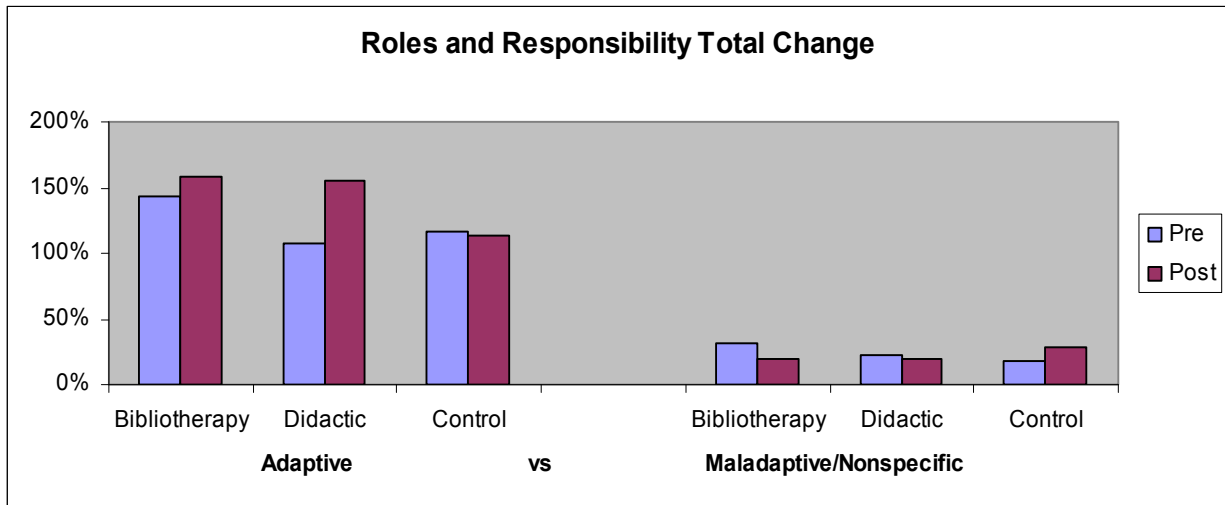
Figure 9. Roles and Responsibility Total Change. This figure illustrates as a percentage the total change in number of students who provided adaptive responses from pre- to post-test.

Appendix A: Review of Literature

This review of literature will cover the definition, prevalence, and effects of bullying, as well as possible intervention methods to prevent bullying. Bibliotherapy is a type of intervention that has been suggested as a treatment for bullying in the schools. This review of literature will also discuss the nature of bibliotherapy and its interaction with bullying.

Bullying

Definitions of Bullying

Bullying is defined as negative behavior directed repeatedly over time towards an individual or group (Olweus, 1993) with the intention to cause harm (Sullivan, 2000). Individuals of lower status or power are targeted with the intention to control, harm, or embarrass. For the purposes of this study it was determined that a complete definition of bullying would include these three elements: power, pain, and persistence. For example, a bullying situation includes an imbalance of *power*, with the bully's intent to inflict personal *pain* on a victim, and the bully's actions *persist* over time (Heath, Dyches, & Prater, 2013).

 Bullying is categorized as direct and indirect, as well as verbal, physical, and relational forms of aggression. Direct bullying includes both physical actions intended to cause harm or intimidate such as hitting, kicking, biting, and tripping, as well as verbal actions such as teasing, name calling, insulting, and making threats (Olweus, 1993). Indirect bullying includes relational aggression such as spreading rumors or sabotaging friendships rejecting, excluding, isolating, ranking or rating, humiliating, manipulating friends and relationships, writing hurtful or threatening e-mails and online comments (Mourton, 2010).

Bullying is distinct from play fighting and teasing because play fighting is usually not repeated and does not intend to harm or control others. Behavior that is very serious or

extremely violent is also distinct from bullying and is classified as criminal behavior (Sullivan, 2000). In the past bullying was often ignored or tolerated because people believed that it was part of growing up. Recently it has become the focus of much research and there is a concerted effort in the schools to eliminate it (Entenman, Murnen, & Hendreicks, 2005; Sassu et al., 2004).

Prevalence of Bullying

The prevalence of bullying is difficult to estimate because often children do not report incidences, especially as they get older. Consequently, the statistics on the prevalence of bullying vary. Some estimates indicate 12-15% of children are directly involved in bullying. Other studies estimate a range of prevalence somewhere between 8-46% of children who report being bullied regularly (Fekkes et al., 2005). Bullying numbers are based on reported values, so it is probable that the statistics are much higher than they actually show because of the incidences that are not reported to a teacher or adult (Sudermann, Jaffe, & Schiek, 1996).

Participants in Bullying

Typical participants in bullying include the bullies, the victims, and the bystanders. Each has a unique role and experience in the bullying situation.

Typical bullies. It is a common misperception that typical bullies are insecure or anxious, and have a low self-esteem. Olweus (1993) found that in reality typical bullies are less insecure or anxious than their peers, and have a self-esteem that is average or better than their peers. Additionally, children who have more perceived power, either physically, academically, ethnically, or socially are more likely to be bullies (Entenman et al., 2005). Children who are older, stronger, or more influential among peers are more likely to bully. Bullies are often well liked and are encouraged in their aggressive behavior by peers, bystander attention, and a lack of negative consequences (Berger, 2006). Bullies often have a temperament where they are easily

angered, impulsive, and have a low frustration tolerance. They are more likely to be characterized by an aggressive reaction pattern—meaning that they are likely to react with aggression, whereas victims are more often characterized by an anxious reaction pattern— they are more likely to react to a situation with anxiety rather than aggression (Olweus, 1993).

Victims. In contrast to the typical profile of bullies, victims tend to have qualities that are perceived as being weak or submissive. Typical victims can be divided into two subtypes— the passive victim and the bully victim. Passive victims tend to be shy and withdrawn. They often lack social support and make up the majority of victims (Olweus, 1993). Children who do not retaliate or stand up for themselves after an instance of bullying are more likely be repeated targets (Sudermann et al., 1996). Children with disabilities or from racial minorities are more likely to be victims. Children who are small, different, or provoking in some way also attract bullying (Lopez, 2010; Sullivan, 2000). Boys are more often victims of physical bullying, especially if they are small or effeminate (Sullivan, 2000). Children who do not follow gender stereotypes or who not fit into typical gender categories are also more likely to be the targets of bullying and are more likely to withdraw or feel less happy in school (Moss, 2007).

Bully victims, also referred to as provocative victims, have a mixture of anxious and aggressive personality traits and act as both victim and victimizer. They are often widely disliked and are seen to deserve the treatment they get. Additionally, they tend to have poor concentration skills or irritating interaction styles, consequently they have a tendency to turn the whole group against them (Olweus, 1993).

Bystanders. Bullying involves more than the bully and the victim because it also involves all the children who witness or observe the incident. Bystanders are a significant factor

in bullying but are usually not included in the statistics. That means the number of children affected by bullying is larger than estimated.

The observers or bystanders are a crucial addition to the phenomenon of bullying (Entenman, et al., 2005). Fekkes et al. (2005) referred to bullying as a group phenomenon where other children participate. Bystanders will typically either join in the bullying, try to stop it, or do nothing. Bullies benefit from an audience, so even bystanders that do nothing are fueling the bully behavior. Gender differences concerning the actions of bystanders have found that boys are more likely to participate in bullying and girls are more likely to intervene to try to help the victim (Sullivan, 2000).

Gender differences in bullying. Gender differences exist in the frequency of bullying incidents as well as how they tend to bully. Boys report bullying and being bullied more than girls (Fekkes et al., 2005), and they seem to engage more often in overt bullying behaviors than do girls. Past research also suggests that boys are more likely than girls to be a bully or a victim. Recently this idea has been put into question by taking a closer look at indirect forms of bullying (Lopez, 2010). Sullivan (2000) describes girls as hidden bullies, because bullying behavior in which girls engage is harder to detect, consequently girls have been somewhat neglected in bullying research (Lopez). Boys are more likely to be involved in direct bullying and girls are more likely to participate in indirect or relational bullying (Fekkes et al.).

Environments in Which Bullying Occurs

Bullying is reported to happen most frequently in the schools; most often in places where there is less supervision such as in the hallways or cafeteria. It is also common on the playground and walking to and from school. Because it is most common during times of low supervision, increasing supervision has been shown to be effective in decreasing bullying

(Sullivan, 2000). Nevertheless, bullying often goes unreported and teachers are often unaware of when and to what extent bullying is happening. According to a survey administered by Fekkes et al. (2005), 34-39% of children who reported being bullied regularly said that their teachers and parents did not know they were being bullied.

Effects of Bullying on Young Children

Arseneault, Walsh, Trzesniewski, Newcombe, Caspi, & Moffitt (2011) indicate that bullying between the ages of five and seven can contribute to maladjustment and can lead to mental health problems. Less attention has been given to bullying behaviors of young children in the literature, possibly because it is seen as less of a problem in the primary grades. A survey by Freeman, Hooks, and Hinton (2008) indicated that most kindergarteners are aware of bullying and its characteristics but are less aware of the bullying terminolgy. Because bullying behaviors begin at an early age and become more extreme as children get older (Freeman, Hooks, & Hinton, 2008), it appears that early grades are a good time to implement prevention intervention (Dehaan, 1997; Sudernann, 1996; Entenman, et al., 2005).

Children's Perceptions of Bullying

The majority of students report that bullying and school violence upsets them and that they do not understand why it is occurring. Some students, however, report that they understand where bullies are coming from and blame the victims, saying they should stick up for themselves (Baldry, 2004). Olweus (1993) indicates that even if children do not approve of the bullying behavior, they may be impressed by the perceived bravery or strength of the bully. There also appear to be gender differences in the way the bully and the victim are perceived by their peers. Baldry indicated that boys tend to blame the victim, regardless of gender, more when he or she is bullied by a group rather than by one individual, and girls tend to blame the victim more when he

or she is targeted by one individual rather than a group. He also found that in general a male victim is blamed more when there is one bully acting alone whereas a female victim is blamed more when there is a group of bullies. Overall, however, the victim was evaluated more favorably than the bully, suggesting that the majority of bystanders do not think bullying is right.

Interventions to Prevent Bullying

Because children frequently do not report bullying to an adult, schools may be more effective if they develop an approach that affects the entire school, rather than an approach that targets a few students. Riley and Boyce (2007) advocate that teachers and parents help children by identifying the bullying behavior, discrediting the bullying behavior, and talking about possible reasons why people bully. Schools should also establish a communication system for how and where children can report bullying. Regular communication among children, parents, teachers, and other school professionals is essential to stop bullying (Fekkes et al., 2005).

Direct instruction of how to address bullying behavior may be an effective strategy to reduce bullying. An early childhood teacher experimented with teaching children in grades K-3 to challenge sexist remarks (Moss, 2007). Prior to the experiment, none of the children surveyed said they would intervene if they heard someone being bullied with sexist comments. Two groups were formed -- one where they listened to stories about defying gender stereotypes and the other where they were taught specific things to say when they heard sexist remarks. The condition where they were given specific instructions on what to say and were allowed to practice those statements was more effective than listening to stories of people defying gender stereotypes. Through observations throughout the year, the teacher found that not only did the students in the practice group report that they would intervene in a situation where they heard sexist remarks, but they also taught the comeback statements to their peers from the control

group, who began to implement the statements themselves (Moss, 2007). Freeman, et al. (2008) taught kindergarteners about bullying through using children's literature and also found that the characteristics of the experimental group spread to those children in the control group. These studies suggest that a whole group approach may be effective in reducing bullying. Role playing and using specific examples that are easily applicable may be the best approach with young children. Additionally, these studies suggest that when children are taught ways to intervene when they see bullying, they learn to utilize peer group power to create a bully-free environment where bullying acts are not accepted by the bystanders.

Reasons Bullying Merits Attention

Bullying merits attention because it has negative long lasting effects on the bullies and the victims. Aggression is a trait that is stable over time. Children who are identified as bullies in school tend to continue to have similar problems, and tend to be more at risk for other risky behavior such as crime and substance abuse (Olweus, 1993). A longitudinal study conducted by Olweus to demonstrate this point, found that 60% of boys who had been identified as bullies in grades 6-9 had at least one conviction by the age 24; and 35-40% of those former bullies had at least three convictions. Of the control group, only 10% had a conviction. The enduring effects of bullying should be a strong motivator to actively seek ways to lessen bullying.

In addition to the negative impact on the bullies' lives, bullying also has a major impact on the well-being of the victim. Bullying can provoke anxiety in the victims and precedes health concerns like depression (Fekkes et al., 2005), substance abuse, difficulty in school, anxiety (Gillis, Nadeau, & Claybourne, 2005), poor school performance and a high drop-out rate, low self-esteem, a hostile school environment (Sassu et al., 2004), as well as suicide and retaliation violence. One study indicates that out of 37 school shootings, 66% of the attackers felt

"persecuted, bullied, threatened, attacked, or injured by others" and were seeking to get even (Riley & Boyce, 2007).

The devastating effects of bullying on children are leading adults to continually search for a solution. Moral judgments of deciding between what is right and wrong are influenced by modeling and observation. Bandura and McDonald (1963) indicated that children's moral framework can be drastically changed through social modeling. Children who see others model a behavior are more likely to copy those behaviors. Additionally, children who see adaptive behavior modeled, even in the media, are more likely to emulate those behaviors in their lives (Kunkel, 2003). In an experiment (Bandura & McDonald, 1963) where children were asked to choose between two stories, one about a child who caused a lot of damage unintentionally and one about a child who caused only a small amount of damage intentionally. Children were asked to choose which child was naughtier. Children either used the criteria that the bad intentions were naughtier or that the amount of damage was naughtier. In either case, the children were exposed to models who used the opposite pattern of judgment. Children in those cases began to model their judgments after the model and not their previous judgments.

Social modeling theories indicate a method that children learn and therefore can be taught appropriate relational skills and proactive behaviors. Increasing proactive behaviors in children and teaching bystander intervention skills is a form of bully prevention. One possible identified form of treatment strategies for bullying is bibliotherapy which uses literature as a form of social modeling.

Bibliotherapy

The following section will discuss the nature bibliotherapy, how it is used with children, what issues it can treat, and the benefit of using it as a prevention intervention.

Definitions of Bibliotherapy

Bibliotherapy is the use of books or other types of media to help people solve problems. This can happen through facilitating insight about the problems, increasing awareness, stimulating discussions about problem solving strategies, and teaching students appropriate ways to handle problems (Prater et al, 2006).Bibliotherapy is often categorized into two types: clinical and developmental. Clinical bibliotherapy is used in mental health environments to help people through directed reading. Developmental bibliotherapy is used in the classroom to facilitate normal development and to teach social problem solving skills. Clinical bibliotherapy is conducted by mental health professionals, whereas developmental bibliotherapy can be administered by any concerned individual; parent, teacher, or school psychologist (Catalano, 2008).

Bibliotherapy has three core conditions, identification, catharsis, and insight (Forgan & Gonzalez-DeHass, 2004). The first condition -- identification -- requires that the reader identify with a main character and their problems in the book. For individuals who feel disconnected from emotional language or experience difficulty expressing their feelings, identification with the character in a story might give them the internal and reflective language they need for their feelings. This is particularly true for aggressive children who have difficulty feeling empathy (Shechtman, 1999). Catharsis is an emotional release; the reader feels a release of tension through experiencing the problem with the character. The final component is insight. Here the reader applies what he learned from the character into his own life (Forgan & Gonzalez-DeHass, 2004). Warner (1980) cautions that bibliotherapy must not be oversimplified. It needs to be more than identifying and issue and plugging in a book with an appropriate theme. It requires more forethought and sensitivity. Catalano (2008) indicates that it is crucial that discussion

occur for developmental bibliotherapy to be effective. It is the element that discriminates between bibliotherapy and story time.

Use of Bibliotherapy with Children

Forgan (2002) identifies four elements for using bibliotherapy to teach problem solving. These are pre-reading, guided reading, post-reading discussion, and a problem solving reinforcement activity. The pre-reading stage involves searching for appropriate literature and careful preparation, as well as priming the students' background knowledge. The teacher can do this by showing the cover of the book and asking the children to predict the outcome, or by providing brief statements about the story to stimulate a pre-read discussion. Guided reading consists of reading the story completely and allowing time for reflection. This can be done through encouraging students to write their reflections in their journal or to just think about the story for a minute. Following this step is the post-reading discussion. During this stage the teacher can implement many activities to facilitate comprehension and evaluation. This can include rereading the story and asking questions to stimulate discussion. The discussion can include an analysis of the problem the character went through, how it was resolved, and what other solutions were available. Forgan (2002) also suggests that at the conclusion of bibliotherapy a reinforcement activity should be included to help cement the concept in the children's memory. A reinforcement activity should use real life examples and move to the naturally occurring environment. Reinforcement activities can include holding role plays with scenarios the children are likely to encounter in their real lives, assigning homework assignments to write a poem or a journal about the experience, hold a debate with peers, or discuss with parents.

Prater, Johnstun, Dyches, and Johnstun (2006) expand this model and present 10 steps for teachers when using bibliotherapy. These steps add a substantial amount to the pre reading element provided by Forgan (2002). According to Prater et al. (2006), a teacher who conducts bibliotherapy must first lay groundwork of trust and understanding before he or she can be effective with bibliotherapy. The teacher must also help create a support network for that student by identifying school personnel who may be available to assist and third, by recruiting the parents' help and expertise to the cause.

Fourth, the teacher defines the specific problem the student is facing, and then creates goals and activities to deal with the problem. In the sixth step, the teacher conducts research and chooses appropriate books for the topic. Another important step highlighted by Prater et al. (2006) deals with introducing the book to the child. It is important that the child does not feel tricked into bibliotherapy and that he or she does not feel like the book is being used to avoid talking about the problem because the adult is too busy or too embarrassed to address it directly (Warner, 1980). Prater et al. (2006) suggests that the teacher tell the student about the concern he or she has noticed, present the book, and ask the child how they would feel about reading it. Steps eight and nine deal with the implementation of the reading and post-reading activities. The final step deals with evaluating the effect of the bibliotherapy.

Issues Bibliotherapy Can Address

Although bibliotherapy was originally developed for physicians' use with adults, it has been applied effectively with children to treat many issues. These include issues such as anxiety (Rapee, Abbott, & Lyneham, 2006), grief (Briggs & Pehrsson, 2008), social skills (Forgan, 2002), social problem-solving (Forgan & Gonzalez-DeHass, 2004), and aggression (Shechtman, 2000, Shechtman, 1999). Bibliotherapy is used to help people solve problems and handle

difficult situations, but is less resource intensive and more accessible than contact with a

therapist (Rapee et al., 2006). Among the benefits of bibliotherapy, it can show an individual

that they are not the only one to face such a problem. It can demonstrate to an individual that

there is more than one way to solve a problem, and gain insight and understanding to human

behavior. It can help him or her discuss their feelings more openly, and it can help a person plan

a solution to their problem (Aiex, 1993).

Rapee et al. (2006) adds empirical evidence to the idea of using bibliotherapy as an

alternative treatment for childhood anxiety that is not resource intensive. In an experiment

designed to investigate how effective bibliotherapy is compared to other forms of empirically-

validated treatments, Rapee et al. found that the experimental group who received bibliotherapy

from their parents was not as effective as the group who received cognitive-behavioral group

therapy from a therapist, but it was 15% more effective than the wait list group who received no

treatment. This evidence makes the case that bibliotherapy is a viable and readily available

option as an alternative form treatment for anxiety in children.

Advance Bibliotherapy

Advance bibliotherapy is a concept that suggests that bibliotherapy is best used not to

help children cope with current circumstances but rather to prepare them for difficulties they may

face in the future. Knoth (2006) advocates this concept should be given before the specified

issues occur and that children can better handle difficult situations they have read about.

> "We give vaccinations against measles. We can't vaccinate against divorce, but we can
>
> give children some emotional knowledge to use when their families, or other families
>
> they know, do go through a divorce." (Knoth, 2006).

Thus, advance bibliotherapy could provide children with a better defense or better immunity against problems they may encounter in the future. Following this rationale, young children might benefit from bibliotherapy as a means to arm them with insight and problem solving skills they might need in their future lives. The next section will discuss how bibliotherapy relates specifically to the issue of bullying including goals for intervention, effectiveness, and identified literature.

Bullying and Bibliotherapy

Goals for Using Bibliotherapy

The goals for using bibliotherapy to stop or prevent bullying can be targeted towards changing the attitudes of and increasing awareness of the bully, the victim, or the bystanders. Many issues that developmental bibliotherapy addresses in the schools target specific problems or specific children, but are often administered to the whole class or group. Aiex (1993) suggests that bibliotherapy conducted with a whole group or classroom can avoid making one or a few students feel singled out, as well as foster a feeling of security and belongingness within the group. Research on bullying suggests that a bullying problem is not the problem of one or a few students, but rather a whole school problem (Fekkes et al., 2005).

Effectiveness of Bibliotherapy

While much bibliotherapy research has been conducted to identify and analyze literature about bullying, less has been conducted to determine its effectiveness. There have, however, been successful instances of bibliotherapy being used to treat related issues (Mourton, 2010). For example, bibliotherapy has been effective in reducing aggression in children (Shechtman, 2000) and in teaching social skills and social problem solving to children (Forgan & Gonzalez-DeHass, 2004; Forgan, 2002).

Little research has been conducted using bibliotherapy with young children, but it seems to have potential (Freeman et al., 2008; Rapee et al., 2006). Working with children who cannot read presents unique difficulties in measuring effects. Less bibliotherapy research has been conducted with younger elementary children than with older elementary children, probably because it is more difficult for them to give a self-report regarding effectiveness. Freeman, et al. used bibliotherapy with kindergarteners to teach about bullying in five sessions. Change was measured through an oral pre-and post-survey demonstrating the change in the children's perception about bullying as well as through teacher report. Children also drew a picture of a bully situation before and after the bibliotherapy to demonstrate extent of knowledge.

Identified Literature for Bibliotherapy

Many books about bullying have been identified as suitable for bibliotherapy. The Cooperative Children's Book Center, School of Education at the University of Wisconsin-Madison provides a list of books identified to deal with bullying, teasing, relational aggression, and violence. Separate categories are provided for books in the point of view of the victim, the aggressor, the observer, as well as a category about being different (CCBC, 2008). Entenman, et al. (2005) analyzed 25 books about bullying and discussed how parents and teachers can use them to help their children. Other resources to find books, such as Heath, et al. (2013), Moulton (2010), and Newman (2010) identify, analyze and describe potential bullying books for bibliotherapy.

Freeman, et al. (2008) recommends that when choosing books for bibliotherapy with young children one should choose stories with a variety of situations and strategies. With kindergarteners, Freeman found that the books with bright colors, humorous storylines and

positive change were preferred. Descriptions of a few potential bullying books for younger elementary age children are below.

Say Something by Peggy Moss (2008) is a picture book with realistic water color pictures. It is based on the premise that it is not enough for a person not to join in when they see something happening they know is wrong like teasing or bullying. They must say something. Sometimes bad things are perpetuated not by people's actions, but by their inaction. The main character realizes this when she is the person being teased, and she wants people to speak up. In the end of the book, she decides to sit by the girl who always gets teased for sitting alone.

The Hundred Dresses by Eleanor Estes (2004) is a picture book with light sketch-like illustrations. The story focuses on the point of view of the bully and bystander. In order to fit in, a poor young girl who wears the same tattered dress everyday, tells everyone she has a hundred dresses at home. The other girls find this to be ridiculous and obviously false and create a game of asking her every day to describe her dresses. The main character participates in tormenting the girl because she is afraid not to. She is afraid to attract attention to herself. She is grateful at least that she doesn't have a funny sounding name and has better sense not to tell lies to get attention. In the end, the main character goes through a change of heart and decides that it was wrong for her to participate and that she should try to stop things like that from happening. Unfortunately, she makes this resolution too late because the girl has moved away.

Chrysanthemum (Henkes, 2008), is a picture book about a mouse girl named Chrysanthemum. She thinks that her name is absolutely perfect until the first day of school when other girls start making fun of her name. The bullying in this book is resolved through teacher intervention.

The Bully Blockers Club, by Teresa Bateman (2004), is about a young raccoon girl who is having trouble with bullying in school. She gets advice from many people about how to get the bullying to stop. She tries out several different strategies, including ignoring the bully, being nice, and telling the teacher. In the end, she decides that the best strategy is to have everyone look out for each other. She and her friends form the bully blockers club where they decide to look out for each other and to not allow anyone to be bullied.

Nobody Knew What to Do, by Becky Ray McCain (2001) is a realistic picture book that shows young children's anxiety when they see bullying going on but do not know what to do about it. The children resolve the situation by telling an adult.

Recess Queen, by Alexis O'Neill (2002), is a colorful book about Mean Jean who rules the playground. Everyone is scared of her until one day a new kid moves in who is not scared of Mean Jean. Because she is not afraid, she is able to play with Mean Jean and become her friend.

Stand Tall Mary Lou Melon (Lovell, 2001), is a colorful picture book with animal characters. Molly Lou Mellon learned from her grandmother that she is special. Everything that is different about her is different in a good way. Her grandmother helps her see and appreciate all her special skills that make her different from the other students. One day, Molly Lou Mellon has to move away and go to a new school. When other students try to make fun of her, she remembers what her grandmother says and shows the other students what she can do.

Just Kidding, by Trudy Ludwig (2006), teaches through a story about verbal bullying and ways to handle it. It highlights the fact that the first strategy a child tries may not work and they may have to try more than one strategy. It also highlights the difference between tattling and reporting, which is often a hard concept for young children to grasp. In the story, a boy named D. J. is constantly being teased and embarrassed by another boy who always says he was "just

kidding." D.J. gets advice from his dad about and tries a new strategy where he turns it into a game using humor; the only rule being that you cannot say anything mean to the teaser. The example in the book is four eyes— "You're right, wearing glasses is like having an extra set of eyes. Thanks for noticing!" This game helps DJ feel better, but the other boy does not completely stop teasing the other students. DJ talks to his teacher, and she thanks him for telling her and talks with him about the difference between tattling and reporting. She also tells him what she plans to do about the situation and gives him advice on what else he can do.

Ella the Elegant Elephant, by Carmela and Steven D'Amico (2004), a colorful story about a little elephant who inherits a big beautiful hat from her grandmother. When she wears it to school the other elephants make fun of her, especially the biggest elephant in the school, Big Belinda Blue. When Ella refuses to do a dangerous dare, Belinda does it instead and gets into a dangerous situation. Ella decides to help her and is able to save the day with her special hat. The next day everyone brings a hat like Ella. The resolution strategies in this book include, telling parents about the situation and befriending the bully.

Henry and the Kite Dragon, By Bruce Edward Hall (2004). The students in China town always have conflicts with the Little Italy boys and their ring leader Toni Guglione, who always cause trouble for them and wreck their beautiful kites. Whenever the China Town boys make a kite with Grandfather, the Italian boys throw rocks at them and pull them down and destroy them. Finally the China boys get mad enough for a conflict. Suddenly when they are all in the park together they discover that the Italian boys are worried about their homing pigeons who are scared by the great big kites. Once both groups are able to see the conflict from the other's perspective they are able to compromise and become friends. Now neither group is afraid to go into the park. The text in this book is probably a bit too much to read in a first grade class.

In *Enemy Pie*, by Derek Munson (2000), the main character makes his first enemy. There is a boy who moved into his neighborhood who laughs at him and excludes him from parties. His father offers to teach him a fail proof method for getting rid of enemies—enemy pie. The boy is excited imagining all the horrible things enemy pie might be capable of. His father tells him that for the pie to work he must spend the whole day with his enemy. So he visits his enemy and asks him to play. They play all day and have lots of fun. In the evening they return to his house for dinner and delicious pie. By the end of the day he has no more enemies because now they are friends.

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APPENDIX B: Consent Form

Parental Permission for a Minor to Participate in Research

Bibliotherapy and Bullying: Teaching Young Children to Utilize Peer Group Power to Combat Bullying

INTRODUCTION
My name is Rebecca Spencer. I am a second year graduate student in the school psychology program at Brigham Young University. For my master's thesis, I am conducting a research project that will involve your child's class. Although bullying is not often a big concern in first grade, as children grow bullying becomes more problematic, and can escalate into violence. My goal in conducting this research with first graders is to teach children how to handle bullying while they are young before it becomes a big problem in the schools. The purpose of this research is to determine which methods are effective I teaching young children anti-bullying skills.

PROCEDURES
- Your child's teacher has given permission to be involved in this study. Students in each class will participate in either five lessons that use children's books to teach about bullying or five lessons that directly focus on specific anti-bullying strategies. One lesson per week will be taught to each class.

If you agree to let your child participate in this research study, the following will occur:
- Your child will be pulled out of class individually at the beginning and at the end of the study to be interviewed regarding his/her experiences and beliefs about bullying.
- This interview will take place at school and will be audio recorded. It should last no longer than 5-8 minutes.

*If you choose **not*** to have your child participate, he/she will not be pulled out for the interviews.

RISKS
Your child may experience discomfort in talking about past bullying experiences. There may be some discomfort at being asked some of the questions during this interview, or with being recorded. Your child may refuse to answer any question or to discontinue the interview at any time without affecting his/her grade or standing in the class. If you or your child is uncomfortable with the tape recording of the interview, your child can still participate without being recorded.

CONFIDENTIALITY
Your child's answers will be kept confidential, except in the event where answers might indicate an unsafe situation or child abuse. In that situation, the children's safety is the top priority and I would want to do everything I could to ensure the child's safety. The research data will be kept in a secure location and electronic data will be password protected. Only the researcher and one co-investigator will have access to the data. Direct quotes from interviews may be used in presentations and publications, however, participants' names will be removed. At the conclusion of the study, all identifying information will be removed and the data will be kept in a locked cabinet or office. Audiotapes and manuscripts will be destroyed at the end of the study.

BENEFITS
There are no direct benefits to the participants.

COMPENSATION
Participants will be provided with a list of resources and an anti-bully guide.

QUESTIONS ABOUT THE RESEARCH
If you have any further questions about the study, you may contact Rebecca Spencer at 801-694-1622 (bec.spenc@gmail.com), or you may contact Tina Dyches, Ed.D., by calling 801-422-5045 (tina_dyches@byu.edu).

Questions about your child's rights as a study participant, or comments or complaints about the study also may be addressed to the Institutional Review Board Administrator, Brigham Young University, A-285 ASB, Provo, UT 84602; 801-422-1461 or irb@byu.edu

You have been given a copy of this consent form to keep. Please sign and return one copy to your child's teacher.

PARTICIPATION
Participation in this research is voluntary. No penalties will result from choosing not to participate or from choosing to stop participating once the project has started. You are free to decline to have your child participate in this research study. You may withdraw your child's participation at any point without penalty. Your decision whether or not to participate in this research study will have no influence on your child's standing in the class.

I agree to let my child participate in this research   Yes   No

Child's Name _____

Parent Signature _____   Date _____

Permiso para su Menor de Edad Participe en un Estudio

Biblioterapia e Intimidación: Enseñando a Niños Pequeños a Utilizar el Poder de Grupo para luchar contra la intimidación.

INTRODUCCIÓN

Mi nombre es Rebecca Spencer. Soy estudiante de segundo año en el programa de sicología educacional de Brigham Young University. Para mi tesis de maestría estoy realizando un estudio que involucrará la clase de su hijo(a). A pesar de que la intimidación o acoso entre alumnos no es comúnmente una gran preocupación en el primer grado, a medida que los niños crecen, el tema se vuelve más problemático y puede convertirse en violencia. Mi meta es enseñar a los niños cómo manejar el acoso cuando son jóvenes antes de que sea un gran problema en las escuelas. El propósito de este estudio es determinar qué método es mejor para enseñar a los niños habilidades contra el acoso o intimidación.

PROCEDIMIENTOS

- El maestro/la maestra de su hijo/hija ha dado permiso para participar en este estudio. La clase de su hijo participará en una de las dos situaciones: cinco sesiones de biblioterapia preparadas acerca de la intimidación o cinco lecciones preparadas acerca de intimidación. Una lección sera dado por clase por semana.

Si usted acepta que su hijo o hija participe en este estudio, ocurrirá lo siguiente:

- Su hijo o hija será sacado de clases individualmente dos veces- al principio y al final del estudio y tendrá dos entrevistas breves sobre sus experiencias y creencias acerca de la intimidación.
- Las entrevistas se llevará a cabo en la escuela y será grabada. No durará más de 5 u 8 minutos.

*Si decide **no*** tener a su hijo o hija participar no será sacado para las entrevistas.

RIESGOS

Su hijo o hija puede experimentar incomodidad al hablar de las experiencias pasadas de la intimidación o acoso. Posiblemente puede sentir cierta incomodidad en cuanto a las preguntas o con ser grabado(a). Su hijo o hija puede decidir no contestar cualquier pregunta o interrumpir la entrevista en cualquier momento sin afectar su grado o situación en su clase. Si usted o su niño se siente incómodo con la grabación de la entrevista, su hijo puede participar sin ser grabado.

CONFIDENCIALIDAD

Las respuestas de su hijo o hija se mantendrán confidenciales, excepto en el caso de que las respuestas indiquen una situación de riesgo o maltrato infantil. En esta situación, la seguridad de los niños es la máxima prioridad y haremos todo lo posible para garantizar la seguridad de menores de edad. Los datos del estudio se mantendrá en un lugar seguro y los datos electrónicos serán protegidos con contraseña. Sólo el investigador y un co-investigador tendrán acceso a los datos. Citaciones textuales de las entrevistas se podrían utilizar en presentaciones y

publicaciones, sin embargo, los nombres de los participantes serán removidos. A la conclusión del estudio, todos los datos de identificación se eliminan y los datos se guardarán en un armario cerrado con llave o una oficina. Cinta de audio y manuscritos serán destruidas al final del estudio.

BENEFICIOS
No hay beneficios directos para los participantes.

COMPENSACIÓN
Los participantes dispondrán de una lista de recursos y una guía de anti-intimidación.

PREGUNTAS ACERCA DEL ESTUDIO
Si usted tiene alguna duda sobre el estudio, puede comunicarse con Rebecca Spencer al 801-694-1622 bec.spenc@gmail.com, o puede comunicarse con Tina Dyches, Ed.D., llamando al 801-422-5045.

Preguntas sobre los derechos de su hijo como un participante en el estudio, o comentarios o quejas sobre el estudio también se pueden dirigir al Administrador de la Junta de Revisión Institucional, Brigham Young University, A-285 ASB, Provo, UT 84602, 801-422-1461 o irb@byu.edu

Se le ha dado una copia de este formulario de consentimiento para su proprio registro. Por favor firme y devuelva una copia a la maestra o maestro de su hijo.

PARTICIPACIÓN
La participación en este estudio es voluntaria. No hay sanciones si elige no participar o si elige dejar participar una vez que el proyecto sea iniciado. Usted es libre de negar que su hijo o hija participe en este estudio. Usted puede decidir que su hijo o hija deje de participar en cualquier momento sin penalización. Su decisión de participar o no en este estudio no tendrá ninguna influencia como le vaya a su hijo o hija en la clase.

Estoy de acuerdo en que mi hijo participe en esta investigación   Sí   No

Nombre del niño _____

Firma del Padre o Madre _____ Fecha _____

APPPENDIX C: Assent Form

Children's Assent
Bibliotherapy and Bullying

I understand researchers at Brigham Young University are studying how to teach children about bullying. My parents have agreed to let me help.

I may answer questions, read books, look at pictures, and participate in class activities.

BYU students will work with me and they won't share things I don't want to have shared.

I understand that I don't have to do any part of the study. I can quit taking part in the study at any time. If I have questions, I can call Rebecca Spencer (801-694-1622)

I can also talk to my teacher or my parents.

I would like to be a part of the study.

_____

Signature of the Child

_____

Date

APPENDIX D: Script for introducing the research to the students:

Introduction	Hi! My name Miss Spencer. I am a student at BYU and I am going to school to become a school psychologist. Who knows what a school psychologist is?
	(Discussion about school psychologist job. Ex. Answer- It is the school psychologist's job to stick up for children.)
	I need some students to help me with one of my college projects. For my project I am trying to find out about what is the best way to teach students like you how to deal with bullying. I am going to be coming to your class once a week for a few weeks to talk with you and maybe read some books and do some activities.
	I want to pull you each out of class individually to ask you questions about bullying. When we talk I will record our conversation so that I can remember it better. If you don't want to be recorded, you can tell me when we talk. The things you tell me when we talk will be confidential. That is a big word that means I won't tell other people what you told me. You don't need to worry that things you say to me will be spread around the school. The only time I will break this rule is if someone is being hurt, because like I said my job is to stick up for the students. If I found out that someone was being hurt, I would want to do everything I could to stop it.
	If you are willing to help me with my project, I need you to sign this paper telling me that you want to help me.

APPENDIX E: Bully Survey

1. (Verbal Bullying) What would you do if someone kept calling another person names? – "Tell me more."

2. (Relational Bullying) What would you do if someone told you that you can't be friends? "Tell me more."

3. (Verbal Bullying) What would you do if someone said they were going to hurt you? "Tell me more."
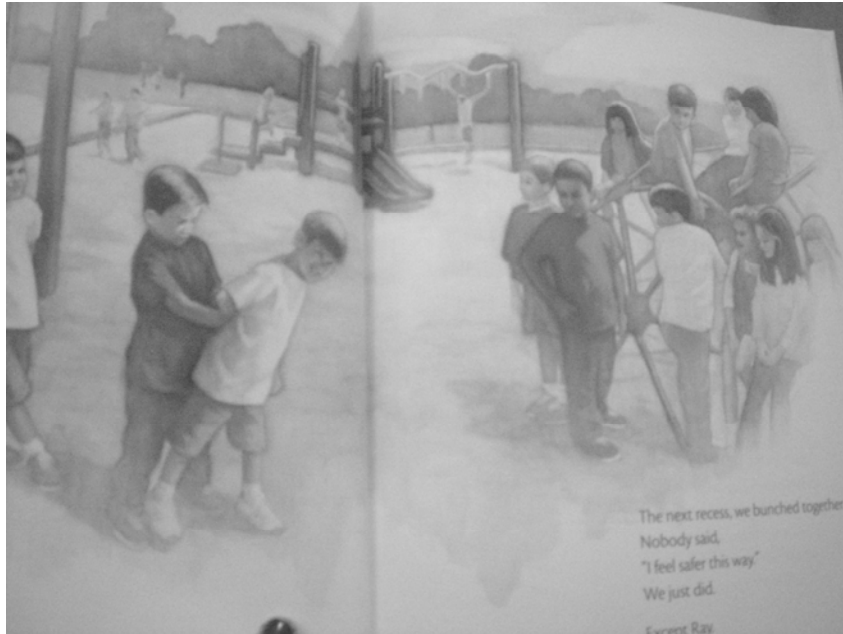
4. (Physical Bullying) What would you do if someone hit, kicked, or pushed you? "Tell me more."

5. (Stereotyping Bullying) What would you do if you saw someone being mean to another kid because of how they look? "Tell me more."

6. What is a bully?

APPENDIX F: Hypothetical Scenario

Hypothetical Pictorial Scenario:

The next recess, we bunched together.
Nobody said,
"I feel safer this way."
We just did.

Except Ray.

What is happening in this picture?

Think of a time when you saw someone bullied. What did you do?

APPENDIX G: Table 2 LESSON PLANS

Unit Organizer

Intervention	Book (only for experimental condition)	Focus
Pre-test	N/A	**Bully Survey** **Hypothetical Scenario**
Lesson #1	*Stand Tall Molly Lou Melon*	Lesson plan about victims Lion Strategy *"Stand your ground. Be confident, and roar."*
Lesson #2	*Just Kidding*	Lesson plan about bystanders Monkey Strategy *"Be playful and use humor to stop bullying."* Turtle Strategy *"Ignore the bully and go inside your shell."*
Lesson #3	*The Bully Blockers Club*	Lesson plan about looking out for each other. Elephant Strategy *"Sound the alarm and protect the herd."*
Lesson #4	*Say Something*	Lesson plan about bystanders Giraffe Strategy *"Don't be afraid to stick your neck out for others."*
Post-test	N/A	**Bully Survey** **Hypothetical Scenario**

The Lion #1
Bibliotherapy: "Stand Tall Molly Lou Mellon"

Global Purpose: To teach students to identify personal characteristics that can be viewed as strengths.	
Lesson Objective(s): Students will identify characteristics of themselves and others that they view as strengths.	
Materials: jar of pennies, empty jar, a few pennies for each student, paper or the "I'm Worth A Lot" handout, pencils/crayons, lion picture, book	
Key Vocabulary: Bully, victim, bystander, bullying. Introduce the term 'bullying'. Ask the group to come up with definitions and write these definitions on the board. Ex. When someone who is bigger, older, or stronger hurts someone else over and over, by using mean words or actions. Teach the students that bullying must include the three p's. 1. Pain (intent to cause harm) 2. Power (power imbalance between bully and victim) 3. Persistence (happens more than once) A bystander is a person who sees the bullying happening. A victim is the person that is always being hurt, teased, or picked on.	

| **Pre-Reading Activities:** | o When someone says to "stand tall" it can mean to stand upright. What else can it mean? (Confident, brave)
 "Look at this picture of a lion *(show the lion poster)*. Lions are confident and brave. They are not afraid to be themselves. The lion strategy reminds us that sometimes when we are faced with a bully, we have to stand up for ourselves or for those around us."

 Teach the students the steps to using the lion strategy.
   1. Look the bully in the eye.
   2. Tell them to stop it.
   For example, You can say, "Stop it. That's not right."

 <div align="center">Lion Strategy
"Stand your ground. Be confident and roar."</div>
 o "When someone is teasing or hurting you or someone else you can use the lion strategy and tell them to stop it. If you are standing tall and protecting what is right, don't be afraid to roar and make yourself heard."

 "On the count of three show me how an animal uses the lion strategy."
 Count to three and have all the students roar.
 "Now, on the count of three I want you to show me how a person can use the lion strategy and stand up for what is right."
 Count to three and have all the students say together, 'Stop it. That's not |

	right.'" "Turn to your neighbor and practice the lion strategy—'Stop it. That's not right.'" • [*Show the book's front cover and read the title.*] o "Tell me what you notice about Molly Lou Melon from the book cover." (She is standing in a patch of weeds, she is only slightly taller than the weeds, her shadow is large, and she looks confident.) "Can you think of a time when you had to "stand tall" and be confident in yourself?" (Have a few students share an experience.)
Read the Book	Read aloud *Stand Tall Molly Lou Mellon*
Reading Activities	Discussion Questions: o What clues do you get from the picture of Molly Lou Melon looking outside her bedroom door that she is small? (tiny pajamas, tiny shoes, ladder by her bed, string to pull lamp switch, small in relation to the cat and balcony) o How can you tell that Molly Lou Melon is confident? (standing tall, "My Big Book of Spiders" on the floor) o People who are confident do things that other people might be afraid of doing. Repeat this phrase after me, "So she did." (Show the first page where this appears.) Whenever you see this phrase in the book, let's read it together. o Do you think Molly Lou Melon was mad when Ronald Durkin called her "SHRIMPO," "BUCKY-TOOTH BEAVER," when he made fun of her voice, and when he told her she made the snowflake "all wrong"? Why/why not? • Why do you think Molly Lou Melon takes her grandma's advice? What do you notice about her grandma? (She is tiny like Molly Lou Melon.)
Post-Reading Activities:	• Show a penny and ask what it is worth. Show a jar of pennies and have them estimate how much it is worth. When many pennies are put together, they are worth a lot. Give each student a penny and pass out a paper or use accompanying handout, "I Am Worth A Lot." For each penny, have the students write or draw one personal characteristic that could be considered a weakness, and then describe how it can be viewed as a strength.
Closure:	• "This week I want us to be aware of the strengths of our classmates. Look out for good things in each other. Also look out for people who are using the lion strategy to help each other this week. When you see someone doing something nice for another student, doing a good job with their schoolwork, or doing anything else that shows their strengths, I want you to remember it. When I come back, we will have 5 minutes where you can tell the class what you noticed about one of your classmates. For each strength you notice, I will add a penny to this jar. We will then see how long it takes to fill our empty jar and make it worth a lot more than it is when it's empty!

The Lion #1
Didactic Lesson Plan

Global Purpose: To teach students to identify personal characteristics that can be viewed as strengths.	

Lesson Objective(s): Students will identify characteristics of themselves and others that they view as strengths.	

Materials: jar of pennies, empty jar, a few pennies for each student, paper or the "I'm Worth A Lot" handout, pencils/crayons, lion picture, book	

Key Vocabulary: Bully, victim, bystander, bullying.

Introduce the term 'bullying'. Ask the group to come up with definitions and write these definitions on the board. Ex. When someone who is bigger, older, or stronger hurts someone else over and over, by using mean words or actions.

Teach the students that bullying must include the three p's.
4. Pain (intent to cause harm)
5. Power (power imbalance between bully and victim)
6. Persistence (happens more than once)

A bystander is a person who sees the bullying happening.
A victim is the person that is always being hurt, teased, or picked on.

Pre-Activities:	o When someone says to "stand tall" it can mean to stand upright. What else can it mean? (Confident, brave)
	"Look at this picture of a lion *(show the lion poster)*. Lions are confident and brave. They are not afraid to be themselves. The lion strategy reminds us that sometimes when we are faced with a bully, we have to stand up for ourselves or for those around us."
	Teach the students the steps to using the lion strategy.
	1. Look the bully in the eye.
	2. Tell them to stop it.
	For example, You can say, "Stop it. That's not right."
	Lion Strategy *"Stand your ground. Be confident and roar."*
	o "When someone is teasing or hurting you or someone else you can use the lion strategy and tell them to stop it. If you are standing tall and protecting what is right, don't be afraid to roar and make yourself heard."
	"On the count of three show me how an animal uses the lion strategy."

	Count to three and have all the students roar. "Now, on the count of three I want you to show me how a person can use the lion strategy and stand up for what is right." Count to three and have all the students say together, 'Stop it. That's not right.'" "Turn to your neighbor and practice the lion strategy—'Stop it. That's not right.'" Can you think of a time when you had to "stand tall" and be confident in yourself? (Have a few students share an experience.)
Post- Activities:	• Show a penny and ask what it is worth. Show a jar of pennies and have them estimate how much it is worth. When many pennies are put together, they are worth a lot. Give each student a penny and pass out a paper or use accompanying handout, "I Am Worth A Lot." For each penny, have the students write or draw one personal characteristic that could be considered a weakness, and then describe how it can be viewed as a strength. • For students that have a hard time thinking of things or who need more concrete directions, have them right "I can…" and "I am statements…"
Closure:	• "This week I want us to be aware of the strengths of our classmates. Look out for good things in each other. Also look out for people who are using the lion strategy to help each other this week. When you see someone doing something nice for another student, doing a good job with their schoolwork, or doing anything else that shows their strengths, I want you to remember it. When I come back, we will have 5 minutes where you can tell the class what you noticed about one of your classmates. For each strength you notice, I will add a penny to this jar. We will then see how long it takes to fill our empty jar and make it worth a lot more than it is when it's empty!"

Lion Strategy

"Stand your ground. Be confident and roar."

I'm Worth A Lot

	Something About Me	How it Makes Me Worth A Lot

Image retrieved from Microsoft Clipart

The Monkey and the Turtle
Bibliotherapy: "Just Kidding"

Global Purpose: To increase students' awareness of name-calling and verbal bullying in school	
Lesson Objective(s): Students will learn that teasing and name calling can be hurtful. Students will identify two new anti-bully strategies.	
Materials: chalk board, two apples (one should be pre-bruised), knife for cutting the apples, turtle poster and monkey poster, book.	
Key Vocabulary: Review bully vocabulary (i.e. bully, victim, bystander). "Bullying is when one person or group hurts another person on purpose by using mean words, physically harming the person, or damaging their property." Review the 3 p's of bullying. Someone who is bigger, older, or stronger (power) hurting someone else over and over (persistence), by using mean words or actions (pain).	
Pre-Reading Activities:	Have students sit in a group in the carpet. Ask the students, "Have you ever heard someone make fun of someone else by calling them a name?" We call this 'name-calling' or 'put-downs.' How do people feel when they are put down like this?" Share an experience when you were called a name. "When I was called this name, I felt bad. It's like the apple is being dropped down to the ground (drop the apple). Now, I will pass the apple around to you who want to share a time when you saw someone say something unkind to you or someone else. Then drop the apple and pass it to the next child who wants to share a story." Show the other apple. "This apple has been treated kindly." Share an example of how you felt when someone said something nice to you. "If you have a story to share about a time when someone said something nice to you, then we will gently pass the apple to you." "When we say unkind things to other people, it hurts. Although we might not be able to see the hurt on the outside, on the inside they are bruised." Cut open the first apple and show the bruises. "When we are kind to each other, it is respectful." Cut open the second apple and show the "star" configuration in the seeds. "When we use respectful words, we are stars, just like in this apple." (idea from http://kamaron.org/Teacher-Lesson-Plans-Activities)
Animal Strategy	Sometimes when we are being teased we may not know what to do. I am going to teach you some tricks you can use to remember what to do if you are bullied. Today we are going to learn the turtle strategy and the monkey strategy.

	Show the turtle poster. "What do you know about turtles?" "Turtles have a hard shell on their backs. It is like a shield. If they feel scared or threatened, they can pull their whole bodies into the shell and be protected from any danger. " Using the turtle strategy when you are teased means to ignore the bully or leave the situation. (read the poster and have the children repeat) Turtle Strategy *"Ignore the bully and go inside your shell."* Show the monkey poster. "Monkeys are playful and funny. Using the monkey strategy means that you are playful and laugh at the teasing and turn it into a joke. Sometimes when people are trying to tease you and you laugh it off and make it a joke, they will stop teasing you. One rule for the monkey strategy is that you can't do anything mean back to the bully." Read and repeat the strategy on the poster. Monkey Strategy *"Be playful and use humor to stop bullying."* Now we are going to read a story about a boy who is teased and tries out both the monkey and the turtle strategy. Listen carefully and see if you can tell when he uses each strategy.
Read the Book	*Just Kidding*
Closure:	"Who can tell the group a time when D.J. used the turtle strategy? Monkey strategy?" (ex. Four eyes, messing up his hair, making a silly face). Pair students to share with their partner answers to the following questions: 1. Think of a time when you might need to use the turtle strategy. When would you need to use the monkey strategy? 2. How can you make someone feel better after he or she has been called a name? What can you do when you hear someone call another child a name? "Who wants to share with the group what you talked about with your partners?" (Allow a few students to share). "Some people say that 'Sticks and stones may break my bones, but names will never hurt me.' But we know that is not true. Just like the apple being dropped is bruised inside, when people call us names, we, too can be bruised and hurt inside."

	"Today we learned to strategies we can use if we are in a situation where someone is being hurtful. By using the monkey strategy we can change a hurtful situation into a funny one instead. Sometimes we need to use the turtle strategy where we ignore the bully or leave the situation so that they can't hurt us."

The Monkey and the Turtle
Didactic Lesson Plan

Global Purpose: To increase students' awareness of name-calling and verbal bullying in school	
Lesson Objective(s): Students will learn that teasing and name calling can be hurtful. Students will identify two new anti-bully strategies.	
Materials: chalk board, two apples (one should be pre-bruised), knife for cutting the apples, turtle poster and monkey poster.	
Key Vocabulary: Review bully vocabulary (i.e. bully, victim, bystander). "Bullying is when one person or group hurts another person on purpose by using mean words, physically harming the person, or damaging their property." Review the 3 p's of bullying. Someone who is bigger, older, or stronger (power) hurting someone else over and over (persistence), by using mean words or actions (pain).	
Pre-Activities:	Have students sit in a circle. Ask the students, "Have you ever heard someone make fun of someone else by calling them a name?" We call this 'name-calling' or 'put-downs.' How do people feel when they are put down like this?"
	Share an experience when you were called a name. "When I was called this name, I felt bad. It's like the apple is being dropped down to the ground (drop the apple). Now, I will pass the apple around to you who want to share a time when you saw someone say something unkind to you or someone else. Then drop the apple and pass it to the next child who wants to share a story."
	Show the other apple. "This apple has been treated kindly." Share an example of how you felt when someone said something nice to you. "If you have a story to share about a time when someone said something nice to you, then we will gently pass the apple to you."
	"When we say unkind things to other people, it hurts. Although we might not be able to see the hurt on the outside, on the inside they are bruised." Cut open the first apple and show the bruises.
	"When we are kind to each other, it is respectful." Cut open the second apple and show the "star" configuration in the seeds. "When we use respectful words, we are stars, just like in this apple." (idea from http://kamaron.org/Teacher-Lesson-Plans-Activities)
Animal Strategy	Sometimes when we are being teased we may not know what to do. I am going to teach you some tricks you can use to remember what to do if you are bullied. Today we are going to learn the turtle strategy and the monkey strategy.
	Show the turtle poster. "What do you know about turtles?" "Turtles have a hard shell on their backs. It is like a shield. If they feel scared

	or threatened, they can pull their whole bodies into the shell and be protected from any danger. " Using the turtle strategy when you are teased means to ignore the bully or leave the situation. (read the poster and have the children repeat) Turtle Strategy *"Ignore the bully and go inside your shell."* Show the monkey poster. "Monkeys are playful and funny. Using the monkey strategy means that you are playful and laugh at the teasing and turn it into a joke. Sometimes when people are trying to tease you and you laugh it off and make it a joke, they will stop teasing you. One rule for the monkey strategy is that you can't do anything mean back to the bully." Read and repeat the strategy on the poster. Monkey Strategy *"Be playful and use humor to stop bullying."* Now we are going to read a story about a boy who is teased and tries out both the monkey and the turtle strategy. Listen carefully and see if you can tell when he uses each strategy.
Closure:	Pair students to share with their partner answers to the following questions: 3. Think of a time when you might need to use the turtle strategy. When would you need to use the monkey strategy? 4. How can you make someone feel better after he or she has been called a name? What can you do when you hear someone call another child a name? "Who wants to share with the group what you talked about with your partners?" (Allow a few students to share). "Some people say that 'Sticks and stones may break my bones, but names will never hurt me.' But we know that is not true. Just like the apple being dropped is bruised inside, when people call us names, we, too can be bruised and hurt inside." "Today we learned to strategies we can use if we are in a situation where someone is being hurtful. By using the monkey strategy we can change a hurtful situation into a funny one instead. Sometimes we need to use the turtle strategy where we ignore the bully or leave the situation so that they can't hurt us."

Turtle Strategy

"Ignore the bully and go inside your shell."

Monkey Strategy

"Be playful and use humor to stop bullying."

The Elephant #3
Bibliotherapy "The Bully Blocker's Club"

Book: *The Bully Blocker's Club* by Teresa Bateman, illustrated by Jackie Urbanovic (2004), Whitman & Co.	

Global Purpose: To teach appropriate ways to stop bullying.

Lesson Objective(s): Students will identify two actions they can take if they see bullying.

Materials: book, computer with internet access, animal posters, a sign or signal to represent each animal strategy.

Key Vocabulary: herd, tattletale, karate chop, prickled, smack, allergic, grownups, clubs. Review bully vocabulary (i.e. bully, victim, bystander).

Pre-Reading Activities	- Play an audio file of Camille Saint-Saens' "Elephant" from "The Carnival of the Animals" (e.g., http://www.teachertube.com/viewVideo.php?video_id=194264&title=The_Elephant_Double_Bass). - Listen to the clip and ask the children to think which animal Saint-Saens is depicting in this clip. After describing an elephant, ask why they think it sounds like an elephant. Play a video file that incorporates both the music and video of elephants (e.g., http://www.youtube.com/watch?v=ug8hCAyBaqg; http://www.youtube.com/watch?v=kBdogeZfVxk&feature=related). Discuss the relationship between the music and the elephants' behavior (e.g., slow moving, repetitive, rhythmic, gentle) - Describe what elephants do when a member of their herd is in harm's way. Elephants communicate in many ways, some of which are too low for us to hear. When elephants want to warn others of danger they make what sounds like a shrill trumpet to signal alarm. When an alarm has been sounded all the elephants form a protective circle around the smaller and younger members of their group. Show and read poster. Elephant Strategy *"Sound the alarm and protect the herd."* - Have the children move around the room in a slow and gentle manner like elephants. Then have them act out how elephants protect their herd by having them form a protective circle when they hear the trumpet sound. "How do you think that people could protect each other like that?" - See the problem. - Sound the alarm. Tell a trusted adult. - Look out for each other. Group together and protect each other. Watch each other's back. Turn to your neighbor and tell them, "I've got your back, neighbor." - Today we are going to read a story about a girl who gets bullied and doesn't know what to do.

	• "I want you to think how the students in the story can protect their friends like elephants protect their herd. Also, watch out for any other animal strategies you recognize in this book."
Read the Story	*Bully Blockers Club*

Post-Reading Discussion	[*Show pictures and ask the following questions.*]
	  o Why do you think Lotty tells her brother and sister about Grant's bullying, but not other people?
	  o Lotty's brother suggests fighting Grant. Why is that not a good idea?
	  o What are the other students doing in the pictures? Why do you think some laugh and others look scared or look away? What should they do? What would you do?
	  o How did they use the elephant strategy?
	  o Do you think the club idea will work? Why or why not?
	  o What made Grant stop bullying? Why?
	• [*Ask the following questions.*]
	    o "How did children on the playground act like elephants?" (Gathered in a circle to protect themselves.) (Sounded the alarm by telling an adult) (created the bully blocker club to protect each other.)
	    o "What did the narrator do to help stop the bullying? Did it work?"
	    o "What is the difference between tattling and telling (reporting)?" Tattling is meant to get someone else in trouble. Telling or reporting is letting an adult know about a situation where someone is getting hurt or is in danger.
	    o "What can you do when you see someone being bullied? Review the steps of the elephant strategy.
	        1. See the problem.
	        2. Sound the alarm. Tell a trusted adult.
	        3. Look out for each other. Group together and protect each other. Watch each other's back.
	Play an audio file of an elephant trumpeting (e.g., http://soundfxcenter.com/sound_effect/search.php?sfx=Elephant).
	
	Prepare three signs or signals for each animal strategy.
	Elephant- "Sound the alarm and protect the herd."
	Monkey- "Be playful and use humor to stop the bully."
	Turtle- "Leave the situation, go into your shell."
	• Give a scenario and have the students suggest which strategy would be appropriate in that scenario.
	• After modeling all of the strategies, allow the students to come up with their own scenarios and then discuss what strategy they would use.
	
	Bring the whole class together again. And act out each of the animal strategies. For the lion have the students roar and say "Stop it. That's not right." For the turtle have the students curl up as if they were retreating into their shell. For the Monkey

	strategy have the students make a silly face.
Closure	Remind students that their teacher will be watching for them to use these strategies with others in the school.

The Elephant #3
Didactic Lesson Plan

Global Purpose: To teach appropriate ways to deal with bullying	
Lesson Objective(s): Students will identify two actions they can take if they see bullying.	
Materials: computer with internet access, animal posters, a sign or signal to represent each animal strategy.	
Key Vocabulary: herd, tattling, grownups Review bully vocabulary (i.e. bully, victim, bystander).	

Pre-Activities	• Play an audio file of Camille Saint-Saens' "Elephant" from "The Carnival of the Animals" (e.g., http://www.teachertube.com/viewVideo.php?video_id=194264&title=The_Elephant_Double_Bass).
	• Listen to the clip and ask the children to think which animal Saint-Saens is depicting in this clip. After describing an elephant, ask why they think it sounds like an elephant. Play a video file that incorporates both the music and video of elephants (e.g., http://www.youtube.com/watch?v=ug8hCAyBaqg; http://www.youtube.com/watch?v=kBdogeZfVxk&feature=related). Discuss the relationship between the music and the elephants' behavior (e.g., slow moving, repetitive, rhythmic, gentle)
	• Describe what elephants do when a member of their herd is in harm's way. Elephants communicate in many ways, some of which are too low for us to hear. When elephants want to warn others of danger they make what sounds like a shrill trumpet to signal alarm. When an alarm has been sounded all the elephants form a protective circle around the smaller and younger members of their group. Show and read poster.
	 Elephant Strategy
	"Sound the alarm and protect the herd."
	• Have the children move around the room in a slow and gentle manner like elephants. Then have them act out how elephants protect their herd by having them form a protective circle when they hear the trumpet sound.
	• "How do you think that people could protect each other like that?"
	    1. See the problem.
	    2. Sound the alarm. Tell a trusted adult.
	    3. Look out for each other. Group together and protect each other. Watch each other's back.
	• Turn to your neighbor and tell them, "I've got your back, neighbor."

Post-Discussion	o "What is the difference between tattling and telling (reporting)?" Tattling is meant to get someone else in trouble. Telling or reporting is letting an adult know about a situation where someone is getting hurt or is in danger.
	o "What is the difference between tattling and telling (reporting)?"
	o "What can you do when you see someone being bullied? Review the steps of the elephant strategy.
	      1. See the problem.
	      2. Sound the alarm. Tell a trusted adult.
	      3. Look out for each other. Group together and protect each other. Watch each other's back.
	Play an audio file of an elephant trumpeting (e.g., http://soundfxcenter.com/sound_effect/search.php?sfx=Elephant).
	
	Prepare three signs or signals for each animal strategy.
	Elephant- "Sound the alarm and protect the herd."
	Monkey- "Be playful and use humor to stop the bully."
	Turtle- "Leave the situation, go into your shell."
	• Give a scenario and have the students suggest which strategy would be appropriate in that scenario.
	• After modeling all of the strategies, allow the students to come up with their own scenarios and then discuss what strategy they would use.
	
	Bring the whole class together again. And act out each of the animal strategies. For the lion have the students roar and say "Stop it. That's not right." For the turtle have the students curl up as if they were retreating into their shell. For the Monkey strategy have the students make a silly face.

Closure	Remind students that you will be watching for them to use these strategies with others in the school.

Elephant Strategy

"Sound the alarm and protect the herd."

The Giraffe #4
Bibliotherapy: "Say Something"

Book: *Say Something* by Peggy Moss, illustrated by Lea Lyon (2004), Tilbury House.	
Global Purpose: Teach students the concept that they can be heroes. They have the power to stop unjust things that they witness.	
Lesson Objective(s): Students will identify three ways they can be a hero when they witness bullying.	
Materials: Book, chalk board (or paper), pictures of giraffe, picture of giraffe without neck, strips of paper, and tape or a stapler.	
Key Vocabulary: Hero, "picked on," teased, cafeteria, disappear Review bully vocabulary (i.e. bully, victim, bystander).	
Pre-Reading Activities:	Ask the students what a hero is. Ask them to share who their heroes are and write their responses on the board. Emphasize that real heroes are risk-takers, who are not likely to be famous, and who have the courage to help others. Ask the students what it means to "stick your neck out" to help others (to go out of your way for someone else, to be brave, or to take a risk for someone else). Ask what animal has a long neck (a giraffe). Heroes are like giraffes – they stick out their necks to help others. Looking at the list generated by the students, discuss why those listed are heroes – why they stick their necks out to help others. Tell the students that they will hear a story about a girl who learns to be brave, to stick out her neck to help those who are bullied.
During Reading Activities:	Read the story and discuss what is happing in the pictures. Possible Discussion Questions: o How can you tell if someone is sad? o How do you think the boy with the glasses feels? o What does the girl telling the story <u>not do</u> to the three other students in the story? o What makes the girl cry? What does she wish could happen? o What are all of the other students doing in the cafeteria? What could they have done? o Why does the girl sit with the other girl who always sits alone? What does she learn about her? o What do you think the girl will do about the other two boys being teased? What would you do?

Post-Reading Activities:	How was the girl in the story like a giraffe – how did she stick out her neck to help others?
	There are three ways you can be like a giraffe when someone else is being teased or bullied:
	    1. Say something to be friendly to the victim. Invite him or her to join your group.
	    2. Say something to the stop bully, like "I don't want to hear that" or "Knock it off."
	    3. Say something to a trusted adult, like a parent or teacher.
	
	ACTIVITY
	[*Pass out strips of paper—one for each student, and crayons or markers*]
	Show the students the picture of the giraffe that is missing a neck. Explain to the students that by committing to stick their neck out for others they can make this neck longer.
	Have each of the students write their name on a strip of paper. Students that finish early can color or draw pictures on their strips. After all the students have finished, use the strips to create a paper chain. Tape or staple them all together to make a paper chain for this giraffe's neck.
	
	"Each of our names on this Giraffe's neck will show that we are ready to stick our necks out for others. Optional: Throughout the rest of the year, every time someone in the class does something to stick their neck out for another person, we can add a link to our giraffe's neck."
	Show the students the picture of the giraffe that is missing a neck. Explain to the students that by committing to stick their neck out for others they can make this neck longer. Have each of the students write their name on a strip of paper. Students that finish early can color or draw pictures on their strips. After all the students have finished, use the strips to create a paper chain. Tape them all together to make a chain for this giraffe's neck.
	
	"Each of our names on this Giraffe's neck will show that we are ready to stick our necks out for others."
	
	Optional: "Throughout the rest of the year, every time someone in the class does something to stick their neck out for another person, we can add a link to our giraffe's neck."

Closure:	Review the other strategies. Review the three ways the class can be giraffes. (i.e. Say something to be friendly to the victim, say something to stop the bully, or say something to a trusted adult). Tell the students that you will be looking out for giraffe heroes in the class.

The Giraffe #4
Didactic Lesson Plan

Global Purpose: Teach students the concept that they can be heroes. They have the power to stop unjust things that they witness.	

Lesson Objective(s): Students will identify three ways they can be a hero when they witness bullying.	

Materials: Chalk board (or paper), pictures of giraffe, picture of giraffe without neck, strips of paper, and tape or a stapler.	

Key Vocabulary: Review bully vocabulary (i.e. bully, victim, bystander).	

Pre-Activities:	Ask the students what a hero is. Ask them to tell who their heroes are and write their responses on the board. Emphasize that real heroes are risk-takers, who are not likely to be famous, and who have the courage to help others. Ask the students what it means to "stick your neck out" to help others (to go out of your way, to be brave). Ask what animal has a long neck (a giraffe). Heroes are like giraffes – they stick out their necks to help others. Looking at the list generated by the students, discuss why those listed are heroes – why they stick their necks out to help others.

Post-Activities:	How was the girl in the story like a giraffe – how did she stick out her neck to help others?
	There are three ways you can be like a giraffe when someone else is being teased or bullied:
	    1. Say something to be friendly to the victim. Invite him or her to join your group.
	    2. Say something to stop the bully, like "I don't want to hear that" or "Knock it off."
	    3. Say something to a trusted adult, like a parent or teacher.
	
	ACTIVITY
	[*Pass out strips of paper—one for each student, and crayons or markers*]
	Show the students the picture of the giraffe that is missing a neck. Explain to the students that by committing to stick their neck out for others they can make this neck longer.
	Have each of the students write their name on a strip of paper. Students that finish early can color or draw pictures on their strips. After all the students have finished, use the strips to create a paper chain. Tape or staple them all together to make a paper chain for this giraffe's neck.
	
	"Each of our names on this Giraffe's neck will show that we are ready to stick our necks out for others. Optional: Throughout the rest of the year, every time someone

	in the class does something to stick their neck out for another person, we can add a link to our giraffe's neck." Show the students the picture of the giraffe that is missing a neck. Explain to the students that by committing to stick their neck out for others they can make this neck longer. Have each of the students write their name on a strip of paper. Students that finish early can color or draw pictures on their strips. After all the students have finished, use the strips to create a paper chain. Tape them all together to make a chain for this giraffe's neck. "Each of our names on this Giraffe's neck will show that we are ready to stick our necks out for others." *Optional: "Throughout the rest of the year, every time someone in the class does something to stick their neck out for another person, we can add a link to our giraffe's neck."*
Closure:	Review the other strategies. Review the three ways the class can be giraffes. (i.e. Say something to be friendly to the victim, say something to stop the bully, or say something to a trusted adult). Tell the students that you will be looking out for giraffe heroes in the class.

"Stick your neck out for others."

© Don Getty

"*We stick our necks out for others.*"

ACTIVITY

[*Pass out strips of paper—one for each student, and crayons or markers*]
Show the students the picture of the giraffe that is missing a neck. Explain to the students that by committing to stick their neck out for others they can make this neck longer. Have each of the students write their name on a strip of paper. Students that finish early can color or draw pictures on their strips. After all the students have finished, use the strips to create a paper chain. Tape them all together to make a chain for this giraffe's neck. Each of our names on this Giraffe's neck will show that we are ready to stick our necks out for others. Optional: Throughout the rest of the year, every time someone in the class does something to stick their neck out for another person, we can add a link to our giraffe's neck.