Kindergarten and First Grade Teachers' Perceptions of Bystander Bullying: Resolution Strategies in Selected Picture Books

Mary Lane Newman
Brigham Young University - Provo

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Mary Lane Newman

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Melissa Allen Heath, Chair
Mary Anne Prater
Rachel Crook Lyon

Department of Counseling Psychology and Special Education

Brigham Young University

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ABSTRACT

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Mary Lane Newman

Department of Counseling Psychology and Special Education

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Previous research suggests that most incidents of bullying occur in school settings. However, teachers are not always aware of bullying incidences and often do not intervene. As bullying has negative long-term consequences for the bully, victim, and bystander, it is important to identify effective ways to reduce this problem. Responding to incidents of bullying at school, bibliotherapy is a cost effective way to support students and teach coping strategies. Numerous bully-themed books model a variety of strategies to deter bullying. Because of their busy schedule and limited opportunities to review books, teachers may need assistance in identifying books that promote recommended strategies to deter incidents of bullying.

This research investigated teachers' perceptions of bystander strategies in four selected bully-themed children's picture books. Selected books contained bystander responses to bullying. Participants included two kindergarten and two first-grade female teachers. Teachers read the four selected books with their classes. Afterward, the four teachers participated in a focus group to discuss outlined research questions. Additionally, teachers reviewed the Anti-Defamation League's recommended bystander strategies and rated the effectiveness of these strategies in reducing bullying.

To assist young children in identifying with and understanding the story's message, focus group discussion emphasized the importance of selecting books with a straightforward storyline. Teachers reported enjoying using bibliotherapy and appreciated the power of a story to encourage student discussion about bullying. They also suggested that selected books should contain story characters that model appropriate strategies to deter bullying. In regard to their young students, teachers rated two strategies as most effective in deterring bullying: (a) encouraging the bystander to go with the victim to tell an adult and (b) telling the bully to stop. Summarizing information from the focus group and based on teachers' responses to a short questionnaire, suggestions are made to assist kindergarten and first-grade teachers in selecting books on the topic of bullying and sharing these books with their classes.

Keywords: bibliotherapy, bullying, bystander, teacher, picture books

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Introduction

Over the past several decades, bullying has been identified as a serious threat to school safety (DeVoe & Kaffenberger, 2005; Olweus, 1993). Reflecting public concern, the number of bully-related publications includes literally thousands of professional articles and hundreds of books. In particular, following the 1999 Columbine High School shooting, the U.S. Secret Services' 2002 report prompted federal and state education agencies to mandate school-based bully prevention programs (Vossekuil, Fein, Reddy, Borum, & Modzeleski, 2002). Their recommendations were based on the report's finding: The majority of school shooters were bullied, filled with rage, and desired to *get even*. In response, dozens of school-based bully prevention programs have been promoted to address and decrease bullying behaviors e.g., (Davis, 2005; Espelage & Swearer, 2003; Frey, Hirschstein, & Snell, 2005; Olweus, 1993; Vreeman & Carroll, 2007).

Overview of Bullying

Bullying is defined by Olweus (1993) as behaviors or words targeting an individual or group with the intention of controlling, harming, and/or embarrassing the victim. These actions, repeated over time, form a pattern of negative interaction. Additionally, the perpetrator (bully) has an advantage over the victim or victims. The power advantage may be physical, intellectual, and/or social.

Although reported rates vary, a large percentage of students are impacted by bullying. Roughly 15-30% of school children are directly involved in bullying as a bully and/or victim (Nansel, Craig, Overpeck, Saluja, & Ruan, 2004; Nansel et al., 2001). However, other studies have estimated the prevalence rate of sexual harassment, a subtype of bullying, to be much higher, with approximately 80% of students reporting being involved in sexual harassment

(American Association of University Women [AAUW], 2001). On the low end of estimation, Entenman, Murnen, and Hendricks (2005) reported that bullying has victimized approximately five million children in the United States, an estimated 15% of students. When interpreting these percentages it is important to consider who was included in the reported numbers (victims, bullies, and bystanders).

Rooted in early childhood, bullying spans across all ages (Olweus, 1991; Viadero, 1997), emerging in preschool, continuing through elementary school, escalating in junior high school (DeVoe & Kaffenberger, 2005; Olweus, 1993; Shechtman, 2000), and then declining during the high school years (Borg, 1998). As students mature, the nature of bullying expands from impulsive face-to-face verbal aggression and direct physical bullying to include more complex carefully planned relational forms of bullying (Archer & Coyne, 2005; Craig & Pepler, 2003; Goldstein, Young, & Boyd, 2008). This type of bullying, referred to as *relational aggression*, includes initiating and spreading mean-spirited rumors, frequently sexual in nature (AAUW, 2001); excluding individuals from groups; and cyber-bullying perpetrated with electronic devices such as cell phones and the internet (Hertz & David-Ferdon, 2008; Willard, 2007).

Although some bullying happens outside school settings, research suggests that most bullying occurs at school (Olweus, 1991). School incidents typically occur where adult supervision is limited (Craig, et al., 2000) or adults ignore bullying or take minimal action to address the problem (Bradshaw, Sawyer, & O'Brennan, 2007). Bullying frequently occurs in school classrooms, hallways, playgrounds, lunchrooms, auditoriums, and bathrooms (AAUW, 2001; Olweus, 1993). With round-the-clock access to cell phones and Internet, students have the capacity to cyber bully, text, and e-mail offensive pictures and messages to an almost unlimited audience (Willard, 2007).

Unfortunately, teachers underestimate the prevalence and negative impact of bullying (Bradshaw et al., 2007). Additionally, students, fearful of retaliation, are hesitant to report bullying to adults (Bauman & Del Rio, 2006). These two aspects are frequently targeted in school-wide anti-bullying programs (Davis, 2007; Olweus, 1993). Considering positive aspects of school-wide prevention programs, school is an optimal location for students and teachers to learn how to address and resolve bullying problems and for the bully to learn appropriate interaction with peers (Coie, Underwood, & Lochman, 1991). Optimally, adults are available in school settings to reinforce an anti-bullying school climate which increases students' perceptions of safety (Hanish, Kochenderfer-Ladd, Fabes, Martin, & Denning, 2004).

Over the past several decades, professionals have taken a strong stand: Bullying must not be considered a normal part of growing up (Nansel et al., 2001; Nansel, Overpeck, Haynie, Ruan, & Scheidt, 2003; Olweus, 1993). Research studies have noted the toxic impact of bullying (Arseneault et al., 2006; Besag, 2006; Orpinas, Home, & Staniszewski, 2003) and the increased potential for long-term negative psychological consequences for those victimized by bullying (DeVoe & Kaffenberger, 2005; Gregory & Vessey, 2004; Sprague & Walker, 2005). Depression and anxiety are most commonly noted in students with a long history of being bullied (Gladstone, Parker, & Malhi, 2006).

Criticisms and future direction. Acknowledging these negative outcomes, bully prevention programs have expanded in recent years (Espelage & Swearer, 2003). However, these programs have recently been criticized, because they lack rigorous evaluation and demonstrate minimal impact on bullying behaviors over time (Merrell, Gueldner, Ross, & Isava, 2008). Even with the recent criticism of efforts to prevent or successfully diminish bullying, research has honed in on accurately describing bullying, when, how, and where it occurs

(Bradshaw, O'Brennan, & Sawyer, 2008; Bradshaw et al., 2007; Espelage & Swearer, 2003). Minimally, this information assists school professionals in understanding what they are dealing with and the nature of the problem students face on a daily basis. However, the actual strategies for reducing bullying are not well researched, particularly identifying what works on a local level in a specific school with specific subgroups of students and families (Spriggs, Iannotti, Nansel, & Haynie, 2007). Thus, the vast body of research on bullying prevention and intervention, though extensive and impressive, has not clearly defined effective strategies for students and teachers (Espelage & Swearer, 2003; Merrell et al., 2008).

Over the past decade, professionals have increasingly noted that bullies gain power through an audience and 80% of bullying incidents include at least one bystander as a witness (Davis & Davis, 2007; Hawkins, Pepler & Craig, 2001; Sullivan, 2000). Davis and Davis note that bystanders play a powerful role in bullying situations. Rather than viewing bullying as a behavior that occurs between a bully and a victim, it is more accurate to acknowledge the social climate in which bullying thrives. Bullying occurs in a social environment that both permits and tolerates such behavior or that disapproves and takes a firm stand against such behavior (Davis & Davis, 2007). When aware of a bullying situation, bystanders may respond in a variety of ways. They may reinforce the bully's behavior, ignore the bully's behavior, or intervene in support of the victim. Some bystanders may remain silent; others may cheer the bully on or may actually join in with the bullying. Some bystanders may elect to intervene by reporting the incident to an adult. When bystanders intervene in support of the victim the bullying typically ends (Hawkins et al., 2001). By focusing on bystanders' social power, classrooms and schools can strengthen adult and students' supportive relationships and discourage mean spirited bullying.

Bibliotherapy with young children. Though estimates vary, Kochenderfer and Ladd (1997) estimated that approximately 22% of kindergarteners were victims of bullying. They also identified a subgroup of children, 8.5%, who were consistently bullied throughout the year. These children showed signs of loneliness and expressed a dislike for school. An obvious gap in the bully prevention literature includes identifying and monitoring prevention and intervention strategies for reducing bullying in young children, particularly pre-school and kindergarten children (Hanish et al., 2004).

Paralleling the intense professional focus on bullying, there have also been an increased number of bully-themed children's books published and available in school libraries. Linking the need for addressing bullying in early childhood and the available resource of children's literature, bibliotherapy seems a likely, inexpensive, and natural strategy to assist teachers in addressing and modeling bullying resolution strategies (Esch, 2008).

Purpose of Study

This thesis will examine kindergarten and first-grade teachers' perceptions of bully prevention strategies that bystanders can employ. Teachers will evaluate selected children's books that contain bystander's responses to bullying and their strategies in deterring bullies. In particular, teacher's perceptions will be investigated regarding (a) bystander's bullying recommended strategies; (b) if these strategies are likely or unlikely in preventing or decreasing bullying; and (c) if the bystander's bully-prevention strategies are considered desirable or undesirable in resolving bullying in school settings. Teachers' input will assist in critiquing children's literature that promotes certain bystander bullying resolution strategies. This information will help parents and teachers identify children's books that promote desired bully-prevention strategies for young bystanders to model.

Research questions. Three research questions are proposed:

1. Considering bystander strategies against bullying as portrayed in selected children's books, what are kindergarten and first grade teachers' responses to the following questions?

    (a) How effective is this strategy for bystanders to utilize in reducing bullying situations?

    (b) Would this type of bystander strategy be supported by school rules?

    (c) If in a bystander's position, would kindergarten and first grade students implement this type of strategy to reduce bullying?

2. What are kindergarten and first-grade teacher perspectives of the Anti-Defamation League's (ADL) recommended bystander strategies to reduce bullying?

3. After considering the proposed ADL's bystander strategies, how would teachers critique the strategies presented in the selected books, specifically addressing bystander strategies to reduce bullying.

Statement of problem. Numerous bully-themed books are available. For example, an analysis by Moulton (2009) identified 85 kindergarten through second grade level, fictional picture books, available in English, and published between the years 2004-2007. Many of these books offer unrealistic or potentially undesirable resolutions to bullying situations, such as fighting the bully (*Just a Bully* by Mayer & Mayer, 1999); outwitting and putting the bully in his or her place (*Big Bad Bruce* by Peet, 1977); planning and seeking revenge (*Bootsie Barker Bites* by Bottner, 1997); and enjoying magical or happily-ever-after endings in which bully and target become good friends (*Secret of the Peaceful Warrior* by Millman, 1992). Selecting from this

large pool of books presents a challenging task for teachers who wish to share bully-themed books in classroom settings.

This study was designed to gather teacher feedback on four selected bully-themed picture books that met specific criteria: pre-school thru second grade interest level, bullying incident, and bystander utilized strategies to deter bullying. In particular, this study's goal was to investigate teachers' perceptions of bystanders' strategies to resolve bullying. Additionally, ADL's recommended strategies provide a set of constructive responses for bystander when witnessing bullying. Ultimately this type of information will assist teachers in critiquing picture books, better identifying those books that provide appropriate and recommended models of resolution to bullying situations.

Literature Review

Bullying is any behavior intended to hurt another person. It may include hitting, name-calling, excluding, or attempting to intimidate. Entenman, Muren, and Hendricks (2005) defined bullying as persistent physical or verbal behavior where there is an imbalance of power or a condition where one child holds more perceived power than another. This perceived power could be due to social status, age, size, race, degree of achievement, or position (Nansel et al., 2001).

Nature of Bullying

Olweus (1978) defined bullying as when one or more persons intend to harm or harass another using physically, verbally, or psychologically aggression repeatedly over time. More recently, Olweus (1994) defined a bully as someone who intentionally and without provocation abuses power toward, inflicts pain on, or causes distress to another child on repeated occasions. The National School Safety Center defined school bullying as "when a student or a group of students intentionally and repeatedly use their power to hurt other individuals or groups" (Quiroz, Arnette, & Stephens, 2006, p. 3). Bullies' power can come from their physical strength, age, financial status, popularity, social status, technology skills, or by association (the people they know, including family and friends) (Quiroz, Arnette, & Stephens, 2006). Other terms sometimes used as synonyms for bullying are *peer aggression* (e.g., Perry, Kusel, & Perry, 1998), *teasing* (e.g., Ross, 1996), and *peer abuse* (e.g., Olweus, 1995).

Prevalence of bullying. Although reported rates vary, bullying impacts a large percentage of students. Roughly 15-30% of school children are directly involved in bullying as a bully and/or victim (Nansel et al., 2001; Nansel et al., 2004). However, other studies estimate the prevalence rate of sexual harassment, a subtype of bullying, to be much higher,

approximately 80% (American Association of University Women [AAUW], 2001). On the low end of estimation, Entenman et al. (2005) reported that bullying has victimized approximately five million children in the United States, an estimated 15% of students. When interpreting these percentages it is important to consider which groups of children who are victimized directly or indirectly were included in the reported numbers. For example, many consider bystanders to also be impacted, though in bully statistics bystanders may not be included. Additionally, teachers for all grade levels highly underestimate the actual frequency of bullying (Bradshaw, Sawyer, & O'Brennan, 2007).

Though many may consider bullying as typically occurring more frequently on the way to and from school rather than at school, Olweus (1991) found this not to be true. In comparison to the frequency of bullying occurring to and from school, Olweus reported that an elementary school student is twice as likely and a junior high school student three times as likely to be bullied at school. Although those who are bullied on their way to and from school are also bullied at school, school is where most children are bullied (Olweus, 1991). Horne, Stoddard, and Bell (2007) reviewed multiple research studies and found a higher rate of bullying in schools than other places.

Research suggests that principals and teachers underestimate the prevalence of bullying in their schools with most of the bullying occurring on the playgrounds, in the hallways, and classrooms (Olweus, 1993, Viadero, 1997). Bullying typically occurs where there is little adult supervision and in social situations where peers are present (Horne, Stoddard, & Bell, 2007; Viadero, 1997). On the playground children are usually on their own to resolve the aggression whereas in the classroom, and other areas in the school building, a teacher is more likely to be present and intervene when they observe a bullying incident (Viadero, 1997).

Bullying is more common in boys and among the youngest pupils in school (Olweus, 1994). Kochenderfer and Ladd's (1997) research found that bullying begins as early as kindergarten. During the later part of the kindergarten year, a pattern of bullying may become established. Kindergarten students begin school with a positive attitude but those students who experience bullying both in the fall and spring showed significant poor school adjustments beginning in the spring (Kochenderfer & Ladd, 1997).

Boys and girls differ with regard to bullying. Boys are twice as likely to be involved in bullying as girls, both as targets and perpetrators (Nansel et al., 2001). Boys tend to use more physical forms of bullying (Olweus, 1991), while girls typically use verbal and psychological techniques of bullying rather than physical intimidation (Olweus, 1991; Viadero, 1997). Girls will spread rumors, tease, and intentionally exclude others from peer groups, and their bullying is more likely to happen in a group setting (Quinn, Barone, Kearns, Stackhouse, & Zimmerman, 2003).

Types of bullying. Though a typical image of bullying is of a boy picking on someone smaller than himself, this is only one form of bullying. In fact, verbal bullying, particularly name calling, is the most common form of bullying (Olweus, 1994). The common idiom "Sticks and stones may break my bones but words will never hurt me" is not true. Words do hurt children. Other types of bullying include hitting, threatening, and spreading rumors (Whitney & Smith, 1993).

The labels used for bullying vary across researchers. Quiroz et al. (2006) classified forms of bullying as direct or indirect. Quiroz et al. described direct bullying as being more physical or verbal. There are many examples of direct bullying in schools: hitting, tripping, shoving, pinching, excessive tickling; verbal threats, name calling, racial slurs, and insults; taunting and

teasing about race, religion, disabilities, or social status; playing mean or embarrassing tricks or telling cruel jokes; demanding money, property, service; and stabbing, choking, burning and shooting.

Indirect bullying is generally related to interactions that are more difficult for teachers to observe. This type of bullying targets social and emotional aspects of relationships (Quiroz et al., 2006). Indirect bullying may include rejecting, excluding, and isolating; ranking, rating, and humiliating; giving hurtful looks; manipulating friends and relationships; writing hurtful or threatening graffiti, e-mails and postings on web sites; and blackmailing, terrorizing, and proposing dangerous dares.

Other researchers identify bullying behaviors as physical, verbal, or relational. Behaviors such as hitting, kicking, or taking of personal belongings are classified as physical bullying while verbal bullying includes name-calling and threatening others. Relational bullying is gossiping, excluding, and isolating others (Veenstra et al., 2005).

Characteristics of bullying roles. Researchers use two different terms in describing children who are the targets of aggression. They are referred to as "being bullied" or "being victimized" (Olweus, 1994). *Peer victimization* has been looked at as an outcome of bullying behavior that has been unprovoked (Olweus, 1994). Another researcher has described victimization as a role that a child occupies in an aggressive situation (Perry et al., 1988).

Victims. Victims of bullying are often afraid to tell someone about being bullied because of fear of retaliation from the bully, or because they are afraid they will not be believed. As a result, bullying can continue to happen for many years without any adults knowing it is going on (van der Wal, de Wit, & Hirasing, 2003). Certain traits of children increase the likelihood that they will be a bully's victim. There are common traits that both bullies and victims exhibit.

Gender and age are the strongest predictors for both bullies and victims. Boys are much more likely than girls to be involved in bullying, both as a victim and a bully. Additionally, research indicates that age is a factor related to bullying, with bullying escalating in junior high (Glew, Fan, Katon, Rivara, & Kernic, 2005; Nansel et al., 2001).

No one characteristic indicates why a child would be a target. Studies have found that when a child possesses traits that are different from the norm, this increases his or her risk of being bullied. Physical traits include being smaller, weaker, uncoordinated, less attractive, or obese (Janssen, Craig, Boyce, & Pickett, 2004). Other differences are being of a racial/ethnic minority within the school community and academic over- or under-achievement (Sweeting & West, 2001). Individual factors that also contribute to a child being at risk for bullying or victim behavior include anxiety, depression, anger, and lack of social skills. Family traits are also cited for increasing risk factors for being a target. These traits include lack of supervision, aggression in the home, and poor modeling from parents and siblings (Espelage & Swearer, 2003).

Bullies. The personality of a bully may contribute to their tendency to bully others. Olweus (1991) suggests that bullies have aggressive tendencies, limited self-control, and a positive attitude toward using violence as a means to control others. Two qualities that a bully almost always possesses are social power and/or being physically larger than the targeted person (Espelage & Swearer, 2003; Olweus, 1993). Research indicates that socioeconomic status (SES) and academic performance have little or no influence in bullying traits. Bullies specifically tend to have few positive adult role models in their lives (Espelage, Bosworth, & Simon, 2000) and receive little emotional support in their home (Zimmerman, Glew, Christakis, & Katon, 2005).

Family circumstances and environment are linked to the likelihood of a child displaying bullying behaviors. Family characteristics that increase bullying include a lack of family

cohesion, inadequate parental supervision, family violence, hostile discipline, poor modeling of problem-solving skills, family member drug use or incarceration, and sibling bullying (Espelage & Swearer, 2003). Permissive and authoritarian parenting styles also contribute to the risk of aggressive behavior in children. Permissive parents exhibit little warmth and involvement and provide few consequences for misbehavior. Authoritarian parents use physical punishment and engage in violent emotional outbursts. Parental discord is also a risk factor for children (Olweus, 1993). Espelage et al. (2000) support the findings of family influence on children. Their study found that bullying behavior was correlated with the amount of time children spend without parental supervision.

Bully-victims. Research has also identified the bully-victim as an individual who is both a bully and a target (Veenstra et al., 2005). Bully-victims tend to show high levels of aggression and depression and low areas of social acceptance, self-control, and self-esteem (Nansel et al., 2001; Veenstra et al., 2005). Schwartz (2000) reported that the bully-victim is one of the most disliked members in the classroom. A study conducted by Seals and Young (2003) indicated that both bullies and victims showed signs of depression when compared with students who were neither bullies nor victims, with victims being more depressed than the bullies.

Bystanders. Bystanders are those students who witness bullying. Bullies gain personal power by having an audience for their aggressive behavior (Sullivan, 2000). These bystanders often contribute to bullying situations by silently supporting the activity, not reporting incidents to adult supervisors, providing additional attention to bullies, cheering for participants, or joining in with those who bully. Based on observational research conducted by Hawkin, Pepler, and Craig (2001), 80% of bullying incidents included at least one bystander who witnessed the

bullying. Bystanders generally reinforced the aggressive behavior. When peers intervened, the bullying usually ended quickly.

It is difficult to know why some bystanders intervene while others do not. Bystanders may be afraid to get involved because of retaliation from the bully or because they do not know how to stop the act (Viadero, 1997). Sullivan (2002) stated, "some children will intervene if a friend is being bullied (even if it means risking becoming a target), but those who are not friends, or who are deemed to have deserved it will not be helped" (p. 31). In many cases, the bystander sees what is going on and may feel it is wrong, but he or she encourages the bully by laughing or not helping the victim.

Impact of bullying. According to self-reports targets often view themselves as failures, stupid, ashamed, and unattractive (Olweus, 1994). They note that the worst form of bullying is social exclusion (Sharp, 1995). Relational aggression has been linked with depression and it leads to the greatest amount of suffering, while having a greater chance of going unnoticed by teachers (van der Wal, de Wit, & Hirasing, 2003).

Victims. Teens who are victims experience problems in areas of peer rejection, internalizing problems, lack of a close friend, hyperactivity, and negative emotionality. Children who are victimized by bullies at school are reluctant to attend and therefore are often absent. As children's exposure to peer victimization increases, so do their difficulties with school adjustment. Victims find it difficult to concentrate on their schoolwork, report feeling physically ill, or experience difficulties with sleeping. Peers often will not associate with a child who is a victim in fear of being bullied himself or herself or losing social status (Nansel et al, 2001; Veenstra et al., 2005

Victims of bullying experience interpersonal, and relationship problems well into adulthood more often than their non-victimized peers (Olweus & Limber, 1999; Smokowski & Kopasz, 2005). They are also at an increased risk of developing depression and low self-esteem in their adult years (Veenstra et al., 2005). O'Moore and Kirkham's (2001) study reported that the more frequently a child is a target of bullying, the lower his or her self-esteem becomes over time.

Bullies. The literature on self-esteem and bullying is controversial. Some studies have shown that bullies have high levels of self-esteem while victims of bullying have very low levels (Rigby, 1996; Seals & Young, 2003). Rigby also found that bullies generally were popular in school while targets viewed themselves as less popular. Pearce and Thompson (1998) also refer to the bully as having "good self-esteem." Rigby and Slee (1993) agree and report that bullies do not have poor self-esteem and argue that bullying others "may actually have the effect of raising their self-esteem" (p. 41). Researchers suggest that many bullies make friends easily with others (Nansel et al., 2001). They victimize others because they are provoked or bothered by something regarding the victim (Veenstra et al., 2005).

In contrast, O'Moore and Hillery (1991) found that the children who bully have low self-esteem. Byrne (1994) also reported lower levels of self-esteem in those children who bully. These reported levels of low self-esteem were found in both girls and boys. Another study found that those who frequently bully others display lower self-esteem, as compared to same-age peers who have never bullied or only infrequently bullied (O'Moore & Kirkham, 2001). The research is mixed on whether bullies exhibits low self-esteem and this issue remains unresolved.

As mentioned earlier, victim experience long-term consequences; so do children who persist in bullying others. They do not learn socially acceptable ways to handle conflicts with

others and this may lead to long-term maladaptive problems (Veenstra et al., 2005). Early aggression is the single best predictor of later development of aggression and delinquency (Tremblay et al., 2004). Nansel et al. (2001) suggests a strong link between bullying involvement and violent behaviors. Viadero (1997) states that in comparison to non-bullies, bullies are almost four times as likely to be criminals.

   Bystanders. Bystanders are also affected with long or short-term consequences from witnessing bullying (Entenman, Murnen, & Hendricks, 2005). Research suggests that bullying makes school an unsafe place for children, impacting all children, not just those who are bullied. Bystanders experience feelings of anxiety, stress, and fear. They also suffer from feelings of guilt and frustration. Eventually the bystander may stop going to school because they were not able to recue the victim, and their feelings of guilt become too intense. When these feelings become too difficult for them, they tend to move from feeling empathy for the victim to believing that the victim deserved the bullying. They may no longer be able to recognize that the victim is being hurt. Because calloused bystanders ignore negative consequences for bullying, the likelihood that they will engage in a form of bullying increases (Entenman et al., 2005).

Intervention Strategies to Address Bullying

   In 1913 the Anti Defamation League (ADL) was organized in the United States. Its purpose was to end slander of the Jewish people and to fight for fair treatment of all citizens who experienced discrimination. The ADL states that it "fights anti-Semitism and all forms of bigotry, defends democratic ideals and protects civil rights for all" (ADL, 2010, ¶1). Today the ADL is the United States' largest and most powerful civil rights/human relations agency. In addition to protecting the Jewish people from defamation, the group also focuses on ending unfair and unjust treatment and ridicule of all individuals and groups in the United States and

throughout the world. The ADL also develops educational programs, materials, and services with its primary goal of reducing hatred against all citizens.

      Anti Defamation League (ADL) strategies. Research has investigated perceptions of parents, teachers, and students regarding the effectiveness of bully prevention programs but has not conducted research on the effectiveness of individual responses to bullying. Research investigating the effectiveness of bystander strategies is minimal to non-existent. Therefore, in identifying a list of recommendations for bystanders, several books, websites, and articles were reviewed. Ultimately, the ADL (2005) lists of constructive responses to address bullying were carefully reviewed and selected as a guide for this research. ADL listed strategies for targets (victims), bystanders, perpetrators, and adults (teachers and parents). Although ADL strategies were not identified as research-based strategies, this list was succinctly stated and offered a wide variety of strategies for a wide variety of situations. Included in Appendix A, the ADL bystander strategies are described in the following list. This list of responses are intended to assist bystanders in becoming active participants in deterring bullying and to encourage bystanders in supporting the victim.

- Avoiding laughing or joining in when bullying occurs
- Telling the student who is bullying to stop
- Encouraging other bystanders to be supportive
- Saying something kind or supportive to the target of bullying
- Inviting the student who is being bullied to walk, sit, work or socialize with them
- Encouraging the target to talk to an adult about what happened and offering to accompany them
- Telling an adult at school what has happened

- Talking to an adult at home about what has happened (Anti-Defamation League,

  2005a, ¶2)

School-based interventions. In response to bullying being a major problem and a tremendous cost to students, educators, and the entire learning process (Horne et al., 2007), researchers have developed school-based programs for prevention of aggression and intervention at different levels. There are several reasons why a school-based intervention program is desirable. Anti-bullying programs in a school setting can target more students at one time and school is the primary location of social interaction for most children (Coie et al., 1991). Early intervention programs in the school setting may be more effective than later treatments and penalties.

School rules that address-bullying behaviors need to be specifically identified, created, and then actively put into practice. Parents, staff, and students need to be involved in identifying and responding appropriately to bullying. Experts recommend that increasing adult supervision in areas where bullying typically occurs in school is one of the most important approaches to decrease incidences of bullying (Olweus, 1993).

Student strategies. Children learn how to resolve bullying in different ways. However, not all children learn how to deal with aggression and interpersonal conflict in appropriate and constructive ways. Some children learn that avoidance is the way to handle conflict while others may believe that aggression is an appropriate method to resolve it (Olweus & Limber, 2002). In 1967 Patterson, Littman, and Bricker's observational study classified children's responses to aggression into one of six groups (cited in Kochenderfer & Ladd, 1997). These responses included (a) passive responses in which student does not respond or withdraws; (b) crying; (c)

defensive postures; (d) telling the teacher; (e) recovering property that was taken; and (f) retaliation, often in the form of either direct or indirect aggression.

Kochenderfer and Ladd's (1997) research found that fighting back as a response to bullying escalated aggression and that over the course of a school year increased the likelihood that a targeted student will continue to be bullied. This dismisses a popular belief that fighting back eliminates further bullying episodes. Having a friend is an important source for support, security, safety, and helps buffer the risk for future victimization. Prevention activities on a school level include an anti-bullying policy and training the faculty to monitor and intervene.

Research conducted on school playgrounds indicated that almost 90% of the time bullying occurred with a group of peers present (Hawkins, Pepler, & Craig, 2001). In another playground study, O'Connell, Pepler, and Craig (1999) found that students not directly involved in bullying either watched bullying situations (53.9% of the time) or joined in with the bully (20.7% of the time).

Bystanders have the potential to ignore, diffuse, or escalate bullying situations (O'Connell et al. 1999; Sink, 2007; Twemlow, Fonagy, & Sacco, 2004). As stated by Twemlow et al., bystanders may be "active and involved participant[s] in the social architecture of school violence, rather than passive witness [es]" (p. 215).

The role of bystanders should not be underestimated. Bystanders have the power to join in, cheer on, or passively avoid the bullying situation (Hazler & Denham, 2002). Salmivalli (1999) and Salmivalli, Lagerspetz, Bjorkqvist, Osterman, and Kaukiainen (1996) noted that bystanders may become involved by openly defending the victim or challenging the bully's behaviors and demanding the bully "stop." They may verbally or physically threaten the bully, seek adult attention, or drum up support from other bystanders. On the other hand, bystanders my tacitly

support the bully by watching and not intervening on behalf of the victim (Hazler & Denham, 2002). The influence of peers carries a lot of power. Peers' encouraging others to stop bullying is an effective intervention against bullying. Sutton and Smith (1999) state that "the strongest influence on attitudes toward bullying and bullying behavior may be children who are popular and already anti-bullying—the defenders" (p. 109).

    Teacher strategies. Research has explored strategies teachers typically used when dealing with bullying. Bauman and Del Rio's (2006) study found that student teachers were more likely to offer comfort and advise the victim to "be tough" when verbal and physical forms of bullying were used. For instances of physical bullying and verbal bullying, student teachers were more likely to indicate to the bully that the behavior is intolerable, use discipline and/or report it to a higher authority. In cases of relational bullying, most student teachers said that they indicated that the behavior was intolerable.

    Some evidence suggests that teachers cannot always identify the bully and the victim and therefore they are uncomfortable intervening in aggressive situations (Leff, Kupersmidt, Patterson, & Power, 1999). Teachers and students agree that physical bullying warrants intervention from someone of higher authority. When aggression happens in the classroom the teacher will intervene when they are aware of the incident even without a request from the child (Newman & Murray, 2005). However, Olweus (1993) reported that even when teachers are aware of bullying, they do little to stop the behavior. Once bullying begins, it typically becomes cyclic and resolution needs to be handled appropriately to end the bullying cycle. Teaching students resolutions that are age appropriate and effective will help stop the perpetual cycle of bullying (Davis, 2007; Davis & Davis, 2007).

Research has found that school faculty does not always respond in appropriate ways to bullying and typically only see physical forms of bullying as needing interventions (Bauman & Del Rio, 2006). Thus, typical school bullying interventions focus on the physical forms of bullying rather than relational aggression. Bauman and Del Rio found that student teachers were less likely to have empathy for victims of relational bullying and considered this form of bullying less serious. They would not become as involved in helping the victims as they would in physical or verbal forms of bullying.

Frey at. el. (2005) discovered that teachers intervene in only 15% to 18% of classroom bullying incidents although teachers perceive themselves as intervening more often. This may be due to the problem that many students do not report bullying incidences because they perceive intervention is ineffective and there is a risk of retaliation because they told an adult (Hoover, Oliver, & Hazler, 1992). Many students do not report relational bullying to their teachers because they feel that their teachers will ignore or dismiss this type of bullying (Bauman & Del Rio, 2006).

Most bullying occurs during school hours, therefore teachers need to be involved in the intervention plan. In order to ensure proper implementation of programs for positive bullying prevention, teachers need to be well trained on what to do (Hirschstein, Edstrom, Frey, Snell, & MacKenzie, 2007). There are several ways for teachers to implement anti-bullying programs in their classrooms. Teachers may include conflict resolution and problem-solving skills in their lesson plans. Students who are directly involved in bullying incidents benefit from the teacher working individually with them to help change their behavior (Olweus, 1991). Students are hesitant to report bullying to adults (Newman, Murray, & Lussier, 2001). One way that teachers can reduce this hesitancy is through establishing a positive, warm relationship with their

students. They then can encourage students to tell someone and break the code of silence. When an incident of bullying is reported, teachers should carefully listen to the student and then take action.

Bullying is a challenging problem in schools; and programs addressing this problem will continually be needed. An easy and simple way for teachers to intervene and address bullying problems is through the use of bibliotherapy.

Bibliotherapy

Across time, people have used story telling as a way to warn and instruct others. Stories can help listeners to learn vicariously through another's experiences. For the last hundred years counselors have used bibliotherapy as a tool to help clients deal with emotional problems, minor adjustment problems, and basic developmental needs (Lindeman & Kling, 1969).

Definition. Bibliotherapy is the use of books in order to facilitate a change in attitude, behavior or self-perception. It is a non-threatening activity that allows the reader to "walk in the shoes of another" and share similar experiences with the characters in the story. Bibliotherapy is an interactive process where the reader is part of the emotional process of the story and responds by modifying their own behavior and finding solutions to problems. Participants can also engage in activities that help them to reflect on what they read and understood from the story (Morawaki, & Gilbert, 2000)

Research. Although mental health professionals have utilized bibliotherapy with children who struggle with emotional and behavioral disorders, bibliotherapy is also used to address a wide variety of common developmental challenges children face (Heath et al., 2005; Jack & Ronan, 2008; Pardeck & Pardeck, 1997). Bibliotherapy addresses such challenges as death/grieving, divorce, alcoholic parents, abuse, fear of monsters, and problem solving. These

are just a few of the applications of bibliotherapy (Kramer & Smith, 1998, Pardeck, 1998).

School psychologists often use bibliotherapy as an intervention for students who are going

through the grief process. In fact, a study conducted by Seadler (1999) highlighted school

psychologists' use of bibliotherapy in helping children cope with death. Seadler's questionnaire

was sent to 950 school psychologists across the nation. From those who responded, 33%

reported using bibliotherapy for death-related crisis intervention, 50.3% reported using

bibliotherapy for grief counseling, and 36.4% of school psychologists reported using

bibliotherapy for death education.

Some evidence has shown that bibliotherapy is an effective technique to help improve

self-esteem and interpersonal growth and development (Riordan & Wilson, 1989). Additionally,

research suggests that bibliotherapy can bring about an attitude change. Some examples of

positive attitude change have been found in majority group members toward minorities,

children's attitudes toward slow-learners, and slow readers improved attitude towards reading

(Schrank & Engels, 1981).

Teglasi and Rothman (2001) studied the impact of the classroom program STORIES on

decreasing aggressive behavior in students. This program uses books to help children recognize

the negative aspect of aggression and to realize that change is necessary. The researchers found

that this intervention, which could be defined as bibliotherapy, was effective in lowering

incidents of aggression over two years of treatment.

Many other studies and articles support the use of bibliotherapy in helping children

resolve problems. Schechtman (1999) used bibliotherapy in a study to reduce help aggressive

behavior in children. Schechtman identified five boys as exhibiting highly aggressive behaviors.

Bibliotherapy was used as part of a group counseling setting with these boys. After 10 weeks of

intervention the boys' aggression diminished significantly compared to the control group. This study suggests that bibliotherapy can be of great value in helping children decrease aggressive behaviors.

Bibliotherapy with young children. The use of bibliotherapy helps guide the reader to find a solution to a personal problem by observing the behavior of a character in a book with whom he can relate. The reader is then able to apply the solution he has gained through an understanding of his own real-life situation (Pardeck & Pardeck, 1997). Thus the child can solve a problem vicariously through an emotional connection he has made with the characters of the book. Readers are often able to connect to their inner self through this connection with a character. At the same time this facilitates an indirect method of teaching the reader to find solutions and put into words the problems they might have (Shechtman, 1999). Spache (1975) elaborated on this process of identifying with characters in a book:

Bibliotherapy, or the direct use of books related to personal problems, is another effective technique. For this process to be effective, several prerequisites are essential. The books offered to the child should present a character with whom he/she can identify and whose problems are obviously like the readers. . . the process must progress from 'He's like me' or 'I'm like him' to 'Gee, I feel the same as he does' to 'I can do is just like he did' or 'I can do it too.' (p. 24)

When books are properly selected children are able to enhance their self-expression, understanding, and insight to their own situations. They develop a better understanding of their problem and ways to resolve it.

Books used for bibliotherapy need to be carefully chosen to meet the individual needs of the child, and be based on the child's reading level and level of understanding. The story should

have a realistic and successful approach to a problem, and the characters in the book should be true-to-life, so that the child can identify with them (Olsen, 1975). Reading about others who experience similar problems allows the reader to feel like she is not alone in her troubles. There can be a sense of relief knowing that she is not the only one dealing with the problem. Then the child is given the opportunity to learn a new way to approach the problem (Orton, 1997).

Pardeck and Pardeck (1997) advise adults to consider several factors when choosing a book for presenting a solution to a problem for a child. The child's reading level and interests must be considered first. The book also must involve characters that are believable and the resolution of the problem offers promise for the child.

The successful use of bibliotherapy requires three sequential processes: (a) identification, (b) catharsis, and (c) insight (Morawski, 1997; Riodan & Wilson, 1989; Schrank & Engels, 1981). Identification consists of matching the appropriate book with the child experiencing the problem. The child needs to identify with the character or situation in the book and the situation needs to be similar to what he/she is experiencing. Same age characters and gender help the child to identify more closely to the story's events.

Catharsis occurs when the child becomes emotionally involved in the story. This emotional involvement ties the child to the character as solutions to problems are found. Insight, the final stage of bibliotherapy, occurs when children develop the awareness that their personal problems may be solved in a similar way as characters in the book solved their problems. Insight takes place when readers are able to see themselves in the behaviors of the character in the book and identify solutions to their own problems (Pardeck, 1990; Schrank & Engels, 1981). Not all children enjoy reading. However, most children enjoy listening to a story. Having an adult read

the book out loud to a child is a very effective way for bibliotherapy to benefit a child (Gregory & Vessy, 2004; Pardeck, 1990).

In school settings school counselors and school psychologists often use bibliotherapy in individual and group counseling. Classroom teachers also use children's literature as a simple form of bibliotherapy with an entire class. Forgan (2002) lists several reasons why teachers find this technique helpful: (a) to demonstrate to the reader they are not alone in the problem they have; (b) to recognize there is more than one solution to a specific problem; (c) to allow the student to discuss the issue more freely and openly; (d) to help the child find a resolution to the problem; (e) to develop the child's self-concept; (f) to relieve emotional stress; and (g) to help the reader better understand human nature and motivations. Therefore teachers can apply the general principles of bibliotherapy to help their students discuss difficult issues and to find alternative solutions to problems they face.

Bibliotherapy to address bullying. Dan Olweus, a well known expert in the field of bullying, is supportive of the use of bibliotherapy in classrooms and as part of an anti-bullying program. He stated in his book, *Bullying at School: What We Know and What We Can Do*, "The goal in reading aloud from the literature should be to increase the students' empathy with victims of bullying and to demonstrate some of the mechanics involved, without teaching new ways of bullying" (p. 82). Entenman's et al. (2005) research identified helpful books for schools and teachers to use when addressing bullying problems.

Anti-bullying groups advocate the use of books in the coping process. *The Anti-Bullying Alliance* website (2007) provides information for over 50 bullying-themed books. It provides the author, publication info, a brief summary, commentary, and suggested age range for each book. Bullying experts recognize literature as a valuable tool in helping children cope with this

pervasive problem. It should be noted, however, that the identified books have a bullying theme and have been endorsed, but are not specifically reviewed regarding their therapeutic value. When choosing bullying themed books to read to students it is important to determine that the bullying strategies portrayed are recommended as effective strategies to deter bullying.

Method

This exploratory research investigated kindergarten and first-grade teacher perceptions of four selected bully-themed picture books involving bullying. Teachers discussed the picture books in a focus group session. In order to determine their perceptions of bystander strategies, a questionnaire was administered to participants based on the eight Anti-Defamation League's bystander strategies (ADL, 2005).

Participants

The sample, considered a convenience sample, included two kindergarten and two first grade teachers employed in a local public elementary school. After Brigham Young University's Institutional Review Board (IRB) and the participating school district approved the proposed study, an interview was set with the selected elementary school's principal. After obtaining the principal's approval, the primary researcher discussed participation with the school's kindergarten and first grade teachers. The selected elementary school is a Title I school with 63% of the students receiving free/reduced lunch and 16% English language learners. Four teachers who accepted the invitation to participate signed voluntary consent forms (see Appendix B).

The four participating teachers were Caucasian females, ages 25, 27, 27, and 34 years old, teaching kindergarten and first grade for a range of three to six years. Two teachers previously taught other grade levels, ranging from four to nine years.

Book Selection Criteria

Moulton's thesis (2010) described a sample of children's literature, carefully selected and coded on variables describing bullying situations. She considered several factors in creating a sample that was useful and of manageable size. The books selected were fictional, written in

English (or translated), and included the word "bullying" (or closely related word) in their title or main subject, theme, or keyword based on database and/or catalog search. Moulton used picture books appropriate for early elementary-aged school children. Selected books were published between 2004 and 2007 and were recommended from experts in the field of children's literature.

Horn Book reviews. These books are the most widely available and the review provided a numerical rank indicating quality, ranging from 1 to 6. A ranking of 1 indicates outstanding quality in content, style, and illustration. A rating of 6 indicates lower quality in content, style, and illustration. Moulton's (2010) study included books with a *Horn Book* ranking of 1 to 4. Books that received a rating of 5 (considered marginal, *seriously flawed, but with some redeeming quality*) and 6 (*unacceptable*) were excluded from the selection of books.

Initial book identification procedures. Several databases of children's literature were searched to find the initial list of books to be considered. Web-based book databases included the Children's Literature Comprehensive Database (CLCD); the Online Computer Library Center Catalog, known as World Cat; and Amazon.com (which contained popular in-print books). These data bases were included due to the breadth of coverage of publications and the easy access for teachers and school librarians. CLCD, often used by librarians in elementary and secondary schools, includes information describing over 1.8 million books. CLCD information includes details about publication, brief book summaries, and children's literature awards. This database also includes a variety of book reviews from leading librarian associations and professional reviewers.

According to Moulton (2010), of the 85 potential books that met initial inclusion criteria, 45 books were not reviewed by *Horn Book* and were eliminated from the sample. Of the

remaining 40 books, 11 received a *Horn Book* rating of 5 or 6 and were also eliminated. The final sample included 29 books (see Appendix C).

Final inclusion criteria. Of the 29 books identified and coded in the Moulton (2010) study, the primary investigator evaluated each book's bystanders' responses. Each book's bystander responses were compared to the Anti Defamation Leagues' suggested strategies for bystanders. After comparing Moulton's 29 coded books and the Anti Defamation Leagues' strategies, only four books fit the criteria for this study. The selected books included *A Play's the Thing; Candy Shop; Lyzette's Green Socks;* and *Plantizilla Goes to Camp.* The selected book titles and the book's bystander strategies are listed in Table 1.

Summary of selected books. Table 2 lists additional information regarding the books selected for this study, book authors, publication year, publishers, ISBN, and associated *Horn Book* rating and awards. A brief summary of each book is also listed in the following section.

A Play's the Thing. A teacher decides to have her class put on a short story play to help the class bully Jose learn how to work with his classmates. Jose has antisocial tendencies and is not excited about putting on another play. Jose's defiant attitude and self-awareness are evident as the story unfolds.

Candy Shop. In *Candy Shop* Daniel and his aunt go shopping in their urban neighborhood. When they get to Daniel's favorite shop, the Candy Shop, a crowd has gathered to read the hateful words written in chalk on the sidewalk in front of this store. Daniel takes a bucket of water and brush to scrub and washes the hurtful words off the sidewalk. His aunt sends the crowd away and invites to shop owner to her home for pie.

Lyzette's Green Sock. Lyzette is thrilled when she finds a single beautiful green sock. Two bullying cats tease her about the one sock and inform Lyzette that socks are only good in

Table 1

Analysis of Selected Books

Book	Bystander strategies to resolve bullying	Anti-Defamation League bystander strategies addressed in book[a]
A Play's the Thing	Sticks up for the target Indirect Support Tells an adult	Saying something supportive to the target of bullying Avoiding laughing or joining in when bullying occurs Telling an adult at school or home about what has happened.
Candy Shop	Indirect Support	Avoiding laughing or joining in when bullying occurs
Lizzette's Green Sock	Indirect Support	Avoiding laughing or joining in when bullying occurs
Plantzilla Goes to Camp	Sticks up for the target Indirect Support	Saying something supportive to the target of bullying Avoiding laughing or joining in when bullying occurs

[a] Anti-Defamation League. (2005). *Constructive responses to bullying*. Retrieved from
http://www.adl.org/education/curriculum_connections/winter_2005/Constructive_Responses_to_Bullying.asp

Table 2

Information Describing Study's Selected Books

Title	Author and year	Publication info	ISBN	Horn book rating	Awards
A Play's the Thing	Aliki (2005)	New York: Harper Collins	9780060743550 9780060743567	2	• Best Children's Books of the Year* • One Hundred Titles for Reading and Sharing; New York Public Library • School Library Journal Book Review Stars • SLJ Best Books
Plantzilla Goes to Camp	Nolen (2006)	New York: Simon & Schuster Books for Young Readers	9780689868030	4	
Lizette's Green Sock	Valckx (2005)	New York: Clarion Books	9780618452989	2	• Best Children's Books of the Year* • Booklist Book Review Stars • Children's Choices; International Reading Association • Choices; Cooperative Children's Book Center • Editors' Choice: Books for Youth; American Library Association-Booklist • Outstanding International Books; U.S. Board on Books for Young People • School Library Journal Book Review Stars
Candy Shop	Wahl(2004)	Watertown, MA: Charlesbridge	9781570915086	4	• Best Children's Books of the Year[a] • Notable Social Studies Trade Books for Young People; National Council for the Social Studies

[a] Bank Street College of Education

pairs. She looks all over for the matching sock but is unable to find it. She returns home sad where she finds her friend Bert. He tells her that her one sock would make a good cap and puts in on to show her.   Lyzette's caring mother knits a matching green sock and Lyzette puts it on her head as a cap like her friend Bert.

Plantzilla Goes to Camp. This story is told through letters from the main character Mortimer. Mortimer goes off to camp and takes his plant with him. While at camp, the plant watches over Mortimer to ensure his safety. Mortimer bunkmate, Bulford, bullies him and the plant becomes upset by this. The plant wraps his tendrils around Bulford to protect his friend Mortimer.

Instructions for Classroom Teachers

The four selected books were delivered to participating teachers. As instructed, teachers read the four books to their classroom during a one-week time frame, one book per day. After each book was read, teachers facilitated a short classroom discussion with their students. This discussion was conducted at the teacher's discretion. After teachers completed reading the books, they participated in a teachers' focus group to discuss their perceptions of the books and of recommended bystander strategies to deter bullying.

Instructions for Focus Group

In order to gather teachers' perceptions, this study utilized grounded theory design, gathering details from a focus group discussion. This discussion elicited ideas, experiences, and conversations about the participants' perceptions of selected books and further narrowed the discussion to bystander strategies to reduce incidents of bullying. The qualitative approach acknowledges that human behavior is fluid, contextual, adapting to social parameters and quite complex in nature.

Although a quantitative questionnaire gathered teachers' perceptions (see Teacher Questionnaire, Appendix D), the bulk of information was gathered from the focus group discussion based on an analysis of teachers' descriptive dialog (Johnson & Christensen, 2004). A focus group was proposed to facilitate teacher discussion, helping the researcher gain an expanded narrative overview with rich description.

Grounded theory, supported by Glaser and Strauss (1967), was proposed to move research into new ideas and theory generation rather than basing research on confirming previously developed theory. "Grounded theory is a general methodology for developing theory that is grounded in data systematically gathered and analyzed" (Strauss & Corbin, 1994, p. 273).

Four characteristics of grounded theory include fit, understanding, generality, and control. Grounded theory within this study resulted in conceptualizing teachers' perceptions of selected children's books, focusing on bystander bullying strategies. Strauss and Corbin (1990) expanded and clarified Glaser and Strauss' original formulation: "One does not begin with a theory, and then prove it. Rather, one begins with an area of study and what is relevant to that area is allowed to emerge" (p. 23).

The research goal of this study was to observe and identify teachers' perceptions of four selected picture books related to bystander strategies to reduce bullying. The focus group encouraged discussion and exchange of ideas. The primary researcher acted as moderator for the focus groups, ensuring specific topics were included in the discussion. The focus group was audio-taped to facilitate later data analysis. At the teachers' convenience, the focus group was held in an available classroom in the elementary school. The focus group lasted approximately 30 minutes.

The focus group's four participating teachers (two kindergarten and two first-grade teachers) were selected based on their interest and availability to participate in reading four bully-themed books in their classrooms and participating in a 30 minute focus group. The primary researcher developed rapport with the teachers through conversation prior to the focus group. The focus group provided teachers an opportunity to consider and discuss questions related to the books in a collegial environment. The primary researcher gave positive and non-judgmental reactions to the teacher responses. A typed list of the questions included in Appendix E was provided to the four participating teachers, guiding their discussion.

The primary researcher to clarify responses and obtain detailed, in-depth data from the teachers also elicited extemporaneous comments. After discussing the initial questions, teachers were provided with a printed copy of the bystander strategies from the ADL, presented in a paper pencil questionnaire (see Appendix D). Individually, teachers rated the ADL list of bystander strategies on a Likert scale, ranging from 0 to 4. Teachers were asked to consider bystanders' strategies to reduce physical bullying, in relation to the following areas: effectiveness of strategy in stopping bullying; the likelihood of bystanders using the strategy; and the extent to which school rules supported the strategy. Response options included the following descriptions: 0 (ineffective); 1 (minimally effective); 2 (somewhat effective); 3 (very effective); and 4 (extremely effective).

After completing the questionnaire, teachers were encouraged to discuss their perceptions about the stories in relation to the ADL bystander bullying strategies. Teachers discussed the strengths and weaknesses of the four selected books, considering if the books displayed a good model and if, in the future, teachers would use the books in their classrooms to demonstrate bystander strategies to reduce bullying.

The discussion was audio taped for further analysis. Conversations were transcribed from the audiotape and analyzed to identify holistic patterns and themes from teachers' expressed viewpoints. During the focus group discussion, the primary researcher documented information such as expressions and non-verbal communication. Notes were also taken to assist when later transcribing the audio tape.

Data Analysis

Teachers' responses to the ADL questionnaire (8 Likert scale questions) were summarized with descriptive statistics, including means, standard deviations, and range. For the focus group, the primary researcher transcribed the tapes. The transcript was reviewed independently by three readers (one Caucasian female associate professor in school psychology and two Caucasian female graduate students currently enrolled in Brigham Young University's school psychology program). Each reviewer noted agreements and disagreements expressed in the focus group discussion. Based on the typed transcript, reviewers attempted to describe themes in participants' responses to the research questions. After the independent review, the primary researcher then summarized the three reviewers' notes based on the focus group transcript. The primary researcher identified commonalities across the three independent coders' notes. The primary researcher interpreted the results in relation to the research questions regarding teachers' perceptions of bullying resolution strategies. Once the primary researcher summarized the data, quotes from the transcript were included in the results section to more accurately describe teachers' perceptions.

Results

Focus Group Discussion

The first two questions in the focus group were about the teachers' favorite and least favorite books. Although these two questions were not part of the research study questions, these questions served created a comfortable and non-threatening conversation with the participants. These questions also served as a conversation starter for the researcher and helped lead the discussion into the identified research questions.

Favorite book. Initially, teachers were asked the following question, "Which book was your favorite and why?" Two of the four teachers reported that *The Candy Shop* was their favorite book because it was easy for their students to understand the bullying message. Teachers reported that their students enjoyed learning from this book. One teacher remarked that after reading this book she and her class talked about the story. The story provided a specific bullying situation and after discussing the story in their classrooms, the two teachers noted the children's increased understanding. The children seemed to appreciate how the book's characters helped the older lady (who was the victim). The story line was straightforward and the students learned how one type of bullying occurs, what the behaviors look like, and how children responded to one bullying situation to make a difference for the victim.

The other two teachers responded that *Lyzette's Green Sock* was their favorite book. Similar in reasoning, they appreciated the straightforward nature of the bullying message and that the book was on their student's level. The bullying was obvious and the students easily followed the story line. The teachers commented that the book made it easy to say "Oh they're [bullies] not being nice. They're teasing." The children understood this simple message, when bullies are picking on someone, the bully is "not being nice."

Least favorite book. Teachers were asked the following question, "Which was your least favorite book?" All of the teachers agreed that *A Play's the Thing* was their least favorite book. The teachers found this book was difficult to read because the story line was written in conversation bubble form. The bubbles made it difficult for the students to follow the story and understand that the main character was being a bully. One teacher remarked that, "My kids started losing attention fast." This was the general consensus of the group. The book was "long" and drawn out. To increase visibility and to help the children follow along as one teacher read to the class, she projected the story onto the wall with an overhead projector. However, even when the children followed along with each character's lines (in the conversation bubble), the class still lost interest. Another teacher in an effort to increase the students' understanding tried exaggerating her voice to reflect that what the bully was saying was not nice. However, the class still had trouble following the story and who said what.

Effectiveness of bystander strategies. The following question was asked of participants, "As portrayed in the selected books, considering bystanders' strategies against bullying, how effective are these strategies in reducing bullying situations?" First, participants seemed to have a difficult time understanding the meaning of "bystander." Several teachers made comments and asked specific questions trying to define this term. As one teacher stated, "The bystanders were the people who were not involved in the bullying and not being bullies, but just observing." Another teacher asked the following question indicating a need for further clarification, "Weren't the people who were there observing second handedly part of the bullying or were they still bystanders as well?" At this point, the facilitator commented, "It depends on what the bystanders were doing, such as joining in on the bullying against the victim or not." For the participants, this became a grey area, not clearly defined.

The teachers felt that the bystander strategy in *The Candy Shop* was demonstrated by comforting the victim. The bystander also showed support by ensuring the victim was okay and inviting her to the bystander's home. Those watching the incident were shooed away suggesting that people should be disinterested and walk away from a bullying situation. Although the teachers liked this strategy (not giving the bully attention), they did not know how effective it was in stopping the bully and reducing future incidents.

In the book *Lyzette's Green Socks* the teachers indicated that they did not notice the bystanders using any type of strategy to reduce bullying. One teacher remarked, "She ended up having a little friend and they were both kind of different together. But nothing was done [immediately] to stop the bullying in the book…" However, the bystander who supported Lyzette became her friend in the end.

Humor was used, as a strategy in the book *A Play's the Thing.* The use of humor taught Jose that he did not have to be mean to have peers like him. Although humor was acknowledged as a strategy, the teachers did not indicate the effectiveness of this strategy.

In the book *Plantzilla*, the teachers felt that the bullying was mostly evident in the illustrations. Because of this, all four participants believed that it was difficult to know who the bystanders were and therefore what strategy was used. "I guess the parents were bystanders…[but] no one seemed to know that he was being bullied other than the plant." One teacher commented, "The plant ended up bullying him [wrapping a vine around his neck to control him] and so I don't know if that was an effective way to stop the bullying." "Unless the kids were paying attention to the pictures [in this book], the students had no idea what was happening. It was all visual." For instance, on one page you read the letter about going to camp and on the next page the plant and the boy appear to be friends. One teacher stated that at one

point, she stopped reading the book and asked her students for an explanation about what was happening. None of the children realized that the boy was being bullied.

School rules supporting bystander strategies. Teachers discussed responses to the following question, "Would school rules support the strategies represented in these books?" Being a friend was a bystander strategy used in *Candy Shop*. All participants agreed that this strategy would be supported by school rules. One teacher mentioned that in *A Play's The Thing* when the bully was in the teacher's role he realized he was being a bully to others. The teacher took responsibility for helping the bully gain this important lesson. *Lyzette's Green Sock* demonstrated the importance of being a friend to a victim. When someone befriended the victim, "they [the bullies] never picked on the [victim's] friend so it's not a bad thing to be a friend to someone who is being picked on." According to one teacher, this was a key message gained from *Lyzette's Green Sock*.

Bystander strategies to reduce bullying. Teachers responded to the following question, "In the selected books, which bystander strategies would a first grade or kindergarten student use to reduce bullying?" Initially, participants indicated that being a friend to the victim was one bystander strategy their students could implement to reduce bullying. However, one teacher indicated the need to do more than merely befriend the victim. She remarked, "I think acting as a friend to the person who is being bullied AND watching out for them AND telling on the person [bully]. Just acting as a friend does not really take care of the bullying." This teacher also mentioned that her students are not afraid to tell her when someone has done something inappropriate, or damaged school property. For example, her students typically show her picture books that another student colored. She explained by commenting further:

I think sometimes they turn on the people that are being the bully too, like it's not

unlikely. It's not really a good strategy but I think that [strategy telling the teacher] is the

most used by first graders, to retaliate. The students will say "hey stop that;" or "please

stop, that's not nice;" or "you're mean."

Another teacher remarked that this form of retaliation is seen as both tattling and as the student's

desire to tell the bully to stop.

Teachers' Questionnaire

The four participating teachers completed a questionnaire (see Appendix D) describing

their perceptions of ADL's student bystander strategies. Information gathered from these

questionnaires is summarized in Table 3 describing teachers' perceptions of kindergarten and

first-grade bystander strategies to resolve bullying.

Perceptions of bystander strategies. Eight bystander strategies are listed in the first

column. These strategies were taken from the Anti Defamation League's website that included

bystander strategies to resolve bullying situations (ADL, 2005). The teacher's questionnaire in

Appendix D lists a more complete description of each strategy. Teachers reported their

perceptions regarding each of the ADL eight strategies across the following three categories: (a)

strategy's effectiveness in stopping bullying; (b) likelihood of bystanders using each strategy;

and (c) the degree to which school rules support each strategy.

Perceptions of strategy's effectiveness. Overall, teachers perceived bystander strategies

as neutral, somewhat effective, and effective in stopping bullying. Based on teachers' ratings, the

most effective strategy was for the bystander to accompany the victim and encourage them to

talk with an adult. All teachers rated this strategy with a 4, indicating the highest rating

(effective). On the other hand, telling the bully to "stop" (M=2.5; SD=58) and telling an adult at

Table 3

Teachers' Perceptions of Kindergarten and First-Grade Bystander Strategies to Resolve Bullying

Student bystander strategy	Strategy's effectiveness in stopping bullying[a]		Likelihood of bystanders using strategy[b]		Degree to which school rules support strategy[c]	
	M	*SD*	*M*	*SD*	*M*	*SD*
Avoid laughing or joining in bullying	3.00	1.41	3.25	.50	3.75	.50
Tell bully to stop	2.50	.58	3.50	.58	4.00	.00
Encourage other bystanders' support	3.00	.82	1.50	1.00	3.75	.50
Say something kind/supportive to victim	3.25	.96	2.00	.82	3.50	1.00
Invite victim to walk, sit, work or socialize	3.00	.82	2.00	1.15	3.75	.50
Go with and encourage victim to talk with adult	4.00	.00	2.25	1.50	4.00	.00
Tell an adult at school	3.50	.58	3.50	.58	4.00	.00
Tell an adult at home	2.50	.58	2.25	1.71	3.00	1.15
Summary: Average for all 8 strategies	2.97	1.00	2.53	1.19	3.72	.63

Note. Strategies are based on the Anti-Defamation League's recommended strategies for bystanders in bullying situations.

$N = 4$

[a] 0=ineffective; 1=somewhat ineffective; 2=neutral; 3= somewhat effective; 4=effective

[b] 0=unlikely; 1=somewhat unlikely; 2=neutral; 3=somewhat likely; 4=likely

[c] 0=unsupported; 1=somewhat unsupported; 2=neutral; 3=somewhat supported; 4=supported

home (*M*=2.5; *SD*=.58) were considered the least effective bystander strategies.

Perceptions of bystanders using strategy. Participating teachers described the likelihood of bystanders using specific strategies, rating perceptions on a scale of 0 (unlikely) to 4 (likely). Two strategies rated as most likely to be used by bystanders included telling the student who is bullying to stop (*M*=3.50; *SD*=.58) and telling an adult at school what has happened (*M*=3.50; *SD*=.58).

The strategy perceived as least likely to be used by young children was encouraging other bystanders' support (*M*=1.5; *SD*=1.0). Teachers indicated that bystanders would be unlikely or somewhat unlikely to utilize this strategy. Several other strategies were also perceived as somewhat unlikely to be implemented by bystanders, including "saying something kind or supportive to the target of bullying" (*M*=2.00; *SD*=.82); "inviting the student who is being bullied to walk, sit, work, or socialize with them" (*M*=2.00; *SD*=1.15); "encouraging the target to talk to an adult about what happened and offering to accompany them" (*M*=2.25; *SD*=1.50); and "talking to an adult at home about what has happened" (*M*=2.25; *SD*=1.71).

Degree to which school rules support strategy. On a scale of 0 (unsupported) to 4 (supported), teachers perceived all eight bystander strategies as supported or somewhat supported by school rules. The overall mean rating was 3.72 (*SD*=.63). All means reflected somewhat supportive (*M*=3.00) or greater, indicating teachers perceived bystander strategies as generally supported by school rules. Of the eight strategies, "talking to an adult at home about what has happened" (*M*=3.0, *SD*=1.15) was perceived as the least supported by school rules.

Degree to which selected book models bystander strategy. Teachers responded to the following question, "After considering the Anti-Defamation League's bystanders' strategies, which of these selected books would you recommend in supporting bystanders and modeling

desirable behavior to reduce bullying?" All four participants agreed that the book *Candy Shop* demonstrated appropriate bystander strategies supported by the Anti-Defamation League's recommendations and they would definitely recommend it to others. This book showed the bystander "…being supportive of the target, inviting them to come be with you (the bystander) and socialize with them, the friend doesn't laugh or join in the bullying" one teacher replied. Another teacher stated, "is a good example of bullying, it's obvious for them (their students) to see, and I think encouraging others to leave the situation." The teachers would recommend the other three books *A Play's the Thing, Lyzette's Green Sock*, and *Plantizilla Goes to Camp*, but not for first or kindergarten aged students. They felt like these books would be great resource of various types of bullying.

Additional feedback. The teachers enjoyed reading the selected books to their classes and their students were able to see that there are several types of bullying not just physical. One of the participants reported,

> "It was a good thing (reading the books) for my class to do because now I have a reference to use. Even this week I have noticed a few students have just come in and done things, and it's even popped out like something I've just noticed in the last few weeks, and I would say 'You are acting like a bully.' You are going in and purposely messing up something that somebody has worked really hard on."

The participants all agreed when another teacher stated,

> "I think a lot of my kids, unless someone's like physically hurting, they don't realize that they are bullying, and anytime that they are like trying to control anyone, and so in spite of the fact that *A Play's the Thing* and *Plantzilla* was over their heads, it did give good different examples of what bullying is, it's not just someone hitting you."

The teachers appreciated reading the selected books on bullying to their students and feel more confident in helping their students identify different types of bullying and resolutions.

Discussion

The teachers enjoyed participating in this study and felt that it also was a benefit to their students. When considering if bystander strategies would be supported by school rules, teachers strayed from the topic and did not fully address this area of discussion. Rather, teachers continued discussing bystander strategies. Because school rules were not addressed in the children's story books, teachers may not have perceived this topic as relevant to the discussion. Research indicates that schools need to set clear rules on effective ways bullying can be handled by adults and students (Hirschstein et al., 2007). The participating teachers' school may not have established rules and so the teachers may have been unsure of acceptable strategies supported by their school.

The participants recognized that books for younger children need to have a story line with a clear and direct message. Young children have difficulty interpreting underlying meaning in stories. In a school setting, teachers may not have additional time in their busy schedule to point out messages that the pictures may be portraying. The participating teachers also appreciated books in which the story line coincided with the pictures on the page. This enables students to follow the plot and not become confused when the story and picture do not match.

Professionals support the importance of talking about the book after it has been read (Pardeck & Pardeck, 1997). It is important to have a conversation with the students to discuss the story line. This helps the students to process the message of the book and relate to the characters. Bibliotherapy is effective when the children are able to relate to the characters and to identify with emotions the characters are feeling. Discussing the book after it is read helps this process.

Although the teachers' least favorite book was *A Play's the Thing,* it was one of the higher ranked Horn books and received four honorary awards. The teachers noted that this story was designed using conversation bubbles, making it difficult for younger children to follow along and understand what was happening. Additionally, teachers commented that this book was not a typical story book and took time to get used to reading the characters' comments rather than telling a story. Their young students did not understand the conversation bubbles and had difficulty identifying with the different characters. The children reportedly lost interest because they had difficulty following along with the bubbled conversations among characters. This book was not a typical story format with which they were accustomed.

Based on the overall comments, teachers had a difficult time identifying bystander strategies demonstrated in the selected books. This may suggest that the selected books did not clearly represent bystander roles in bullying situations. If teachers had difficulty, then the young children would surely have difficulty in identifying bystander roles. When discussing bystander strategies with children, the definition of a bystander should be clearly explained and examples offered to ensure understanding.

Humor was one bystander strategy in the book *A Play's the Thing.* The use of humor taught Jose that he did not have to be mean in order for his peers to like him. Although humor was acknowledged as a strategy, the teachers did not indicate the effectiveness of this strategy. Possibly this was a strategy that was not age appropriate for kindergarten or first grade students. Although students this age enjoy humor they may have difficulty responding with humor that would effectively decrease bullying in a real life situation.

Strategy needs to be more than just befriending the victim. One teacher indicated the need to do more than merely befriend the victim. She remarked, "I think just acting as a friend

to the person who is being bullied to the point of annoying tattling and watching out for them and telling on the person [bully]…Just acting as a friend does not really take care of the bullying."

As the research has suggested, students tend not to report bulling to a teacher because they do not feel the teacher will intervene. Children need to feel safe telling their teachers about bullying and know that something will be done. If no action is taken toward bullying incidents, children will stop telling their teachers or adults. Teachers tend to be selective in when they choose to intervene with bullying, typically intervening with physical bullying (Bauman & Del Rio, 2006). Teachers need to be taught that all forms of bullying have short and long-term consequences for everyone involved and they need to understand how important it is to intervene in all types of bullying. As students age, they stop reporting incidents of bullying because no action is taken (Davis & Nixon, 2010).

It is interesting to note that this study's participants felt that telling an adult at home about incidents of bullying was the least effective strategy bystanders could use to combat bullying. This may be due to this particular school's low parent involvement and high number of low-income families. Teachers may also feel disconnected with parents because of the language barriers between home and school with a high proportion of English second learners attending this school. The teachers may perceive that the adults in this school community are not able to intervene with their children's bullying situations for a variety of reasons. Many parents and guardians do not speak fluent English, may not be aware of bullying incidents, and may not know effective resolution strategies to share with their child. Some parents may feel that bullying is "just part of growing up" and may hesitate to intervene. Parents may also place responsibility on the school for incidents occurring on school grounds.

The most effective strategy according to the teachers' ratings was for the bystander to encourage and accompany the victim to talk with an adult. The teachers may actively intervene by taking charge of the situation and not depending on parents input and follows through when students are involved in bullying. A communication gap between parents and teachers (as perceived by the teachers) indicated teachers may not trust parents to understand bullying. Teachers may place more confidence in their role of intervening in bullying situations.

Teachers indicated that the likelihood of bystanders encouraging other bystanders to give support to the victim was low. Possibly kindergarten and first grade students do not have the skills and maturity to effectively enlist others' help. They may not know how or have the confidence to tell a bully to stop. Children need to be educated about bystander strategies and need practice in modeling these important skills.

Limitations

This research focused on one school with only four teachers participating. Therefore, the information gathered from the focus group and questionnaire may not fully generalize to other schools, teachers, and students.

Teachers were offered four books and based their responses on their experiences with these particular books. If other books were selected, their responses may have been different. Additionally, the short and long term impact of the stories on students' behavior was not discussed or measured in a pre-post research design. In the end, changes in students' attitude and behavior toward bullying may be the objective of most interest to teachers.

Additionally, the participating teachers struggled in defining the role of bystander until the ADL guidelines were reviewed. If teachers had a difficult time defining the role of bystander, their young students most likely struggled with this concept as well. Additionally, the

selected books may have been difficult for kindergarten and first grade students to understand, particularly the humor in *A Play's the Thing*.

A major limitation was the lack of previous research conducted with young children and bystander strategies to reduce bullying. Many professionals give advice and offer strategies that may be effective (Davis & Davis, 2007; Olweus & Limber, 2002), yet few research studies have actually investigated strategies with younger children.

Suggestions for Future Research

Future researchers need to consider teachers' perceptions of effective bystander strategies. The powerful role of bystanders and peers in deterring bullying has been discussed but not thoroughly researched with young children (Davis & Davis, 2007).

Another area for future research would be to measure the effectiveness of bystander strategies promoted by the ADL. Additionally, teachers' perceptions of strategies' effectiveness and their "buy-in" must be considered prior to implementing strategies in schools. Limber (2004) noted a potential threat to the effectiveness of bully prevention programs: Parents and educators who do not fully endorse anti-bullying strategies and who question the need for such programs greatly limit the potential for success and behavior change. Teachers must be educated and brought on board, fully invested in supporting bullying prevention strategies (Hirschstein et al., 2007).

Conclusions

Books used for bibliotherapy with young children, in particular for kindergarten and first grade students, must be carefully selected. Young students may not have the ability to follow a story's message and take a character's perspective. The story's message must be clearly written and the storyline easy to follow. Young students may have difficulty with subtle nuances in

humor, sarcasm, and behavior that is not very clearly straightforward and easy to see and discriminate. The importance of the teacher discussing the story with his/her students is critical.

The teachers in this study mentioned that during and following the story being read, prior to discussion, their students had difficulty understanding the bullying and the roles of bully, victim, and bystanders. Books portraying different types of bullying and strategies are an easy and cost efficient way to teach children about these concepts. Teachers need to realize how importance they are in helping to reduce bullying and teaching appropriate strategies to the students they interact with each day.

In stories that revealed plot and behavior with pictures (visual), teachers perceived their students did not understand what was happening and therefore the teachers needed to directly state what was happening and what the main characters were thinking and doing. If stories are not easily understood, the children lose interest quickly. Stories need to be age appropriate, and short (about 5 minutes) because children have a limited attention span.

Books are helpful in providing a common experience and common language that can be referred to during daily activities. Teachers need positive classroom rules to serve as reminders for treating others with respect and kindness. In general teachers like using books, books that are easy and fast to read. Kids enjoy hearing stories. Additionally, stories give teachers a reference point from which to engage important conversations with students regarding expectations for specific student behaviors. Stories provide a common language with examples all can rely upon, creating common ground and feelings of inclusion. With the massive number of bully-related books on the market, it is difficult for teachers to review and carefully select stories for their students. Teachers need more guidance in selecting books and activities that support bully prevention and model appropriate and effective strategies.

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Appendix A
Constructive Responses to Bullying

Quoted from the following resource: Anti-Defamation League. (2005). *Constructive responses to bullying*. Retrieved from
http://www.adl.org/education/curriculum_connections/winter_2005/Constructive_Responses_to_Bullying.asp

Constructive Responses to Bullying

Targets of bullying are depicted…
- Walking away from or avoiding settings and situations in which bullying occurs
- Ignoring negative comments and behavior
- Seeking out adults at school for help
- Trying to stand confident and using I-statements to stop the negative behavior
- Using humor to diffuse a situation
- Looking to others who have had similar experiences for friendship and support
- Seeking activities and relationships that make them feel good about themselves
- Expressing feelings in a diary or journal
- Talking about experiences and feelings with trusted family members, teachers, counselors, or friends

Bystanders to bullying are depicted…
- Avoiding laughing or joining in when bullying occurs
- Telling the student who is bullying to stop
- Encouraging other bystanders to be supportive
- Saying something kind or supportive to the target of bullying
- Inviting the student who is being bullied to walk, sit, work or socialize with them
- Encouraging the target to talk to an adult about what happened and offering to accompany them
- Telling an adult at school what has happened
- Talking to an adult at home about what has happened

Perpetrators of bullying are depicted…
- Reflecting on their reasons for participating in bullying behavior
- Reflecting on their values or the type of person they wish to be
- Taking the perspective of the students they are bullying and thinking about how they might feel
- Thinking about and trying out alternative ways of addressing their feelings and impulses

Adults are depicted…
- Encouraging students to speak to an adult about bullying they observe or experience
- Demonstrating concern for and listening empathetically to students who have been bullied
- Telling students who have been bullied that they are not to blame
- Providing protection and support to those who have been bullied
- Following up and investigating bullying incidents immediately
- Discouraging revenge or retaliation when bullying occurs
- Administering appropriate consequences to students who bully
- Helping students to develop their talents and positive attributes, and to make new friends
- Teaching students how to be safe and how to seek help when they are in danger
- Implementing bullying prevention programs and class discussions in school
- Talking with each other (parents, teachers, counselors, etc.) about ways to help students who have been bullied

Appendix B
CONSENT FORM

Introduction

Your participation is requested in a focus group and the completion of a questionnaire on the role bystanders have in deterring bullying, and how this role is portrayed in children's literature. This study is being conducted by Mary Lane Newman (BYU School Psychology Intern) and Dr. Melissa Allen Heath (Associate Professor, BYU).

Procedures

Four librarian-selected bully-themed children's picture books (taking approximately 15 minutes reading per book) will be provided to participating K & 1st grade teachers. Participants will be asked to read these 4 books (one per day—Monday through Thursday) to their classroom. After reading the books with their classroom, participating teachers will complete a 9-question survey, requiring 10 minutes to complete. Questions are based on a Likert-scale, multiple-choice response format. Questions are centered on teacher perceptions of young children's bystander responses to bullying as outlined by the Anti-Defamation League. Participants will also participate in a 30-60 minute focus group (less than 1 hour) on the topic of utilizing the 4 librarian-selected children's picture books to decrease bullying. The focus group will be audio taped to ensure comments made will be stated accurately. Focus group and surveys will be administered at your school, Sandy Elementary School.

Risks/Discomforts

There are minimal risks for participation in this study. You can skip any question or discontinue the research at any time.

Benefits

Your participation will assist teachers and parents in better identifying children's books that promote desired bully-prevention strategies for young children (K & 1st grade), more specifically bystander involvement to decrease bullying. There are no direct benefits to you for participating in the research.

Confidentiality

All information provided will remain confidential. Information from surveys and focus group will be summarized and reported as group data with no specific information that identifies one individual or school. The surveys, audio-tapes and primary researchers' notes will be kept in a locked storage cabinet and only those directly involved with the research will have access to the locked storage cabinet. These taped and transcribed records will not be shared outside the primary research group (primary investigator, one faculty supervisor, and one trained graduate student researcher). After this research is completed, the tapes will be erased and the notes and surveys shredded and destroyed. Entered data will not contain identifying information. Participants will be identified as Participant A., Participant B, etc.

Participation

Participation in this research study is voluntary. You have the right to withdraw at anytime or refuse to participate entirely with no negative repercussions (from the researchers, elementary school, or university).

Questions about the Research

If you have questions regarding this study, you may contact Mary Lane Newman at (801) 944-5754, mylnewman@gmail.com; or supervising BYU faculty - Melissa Allen Heath at 801-491-8386, melissa_allen@byu.edu.

Questions about your Rights as Research Participants

If you have questions you do not feel comfortable asking the researcher, you may contact Brigham Young University's IRB, 801-422-1461.

I have read, understood, and received a copy of the above consent and desire of my own free will to participate in this study.

Signature: _____   Date: _____

Appendix C
29 Selected Books from Emily Moulton's Thesis (2010)

Aliki. (2005). *A Play's the Thing*. New York: HarperCollins.
      Miss Brilliant's class puts on a performance of "Mary had a little lamb."

Arnosky, J. (2005). *Coyote Raid in Cactus Canyon*. New York: G. P. Putnam's Sons.
      Four young coyotes harass the animals in a desert canyon until they run into a rattlesnake.

Aruego, J. & Dewey, A. (2006). *The Last Laugh*. New York: Dial Books for Young Readers.
      A wordless tale in which a clever duck outwits a bullying snake.

Bateman, T. (2004). *The Bully Blockers Club*. Morton Grove, IL: Albert Whitman & Co.
      When Lottie is bothered by a bully at school, she helps start a club where everyone is
      welcome.

Cannon, J. (2004). *Pinduli*. Orlando, FL: Harcourt.
      Pinduli, a young striped hyena, is hurt by the unkind words of Dog, Lion, and Zebra, but
      her clever trick in return promotes her clan's survival and spreads harmony throughout
      the savannah.

Chen, C. (2004). *Guji Guji*. La Jolla, CA: Kane/Miller Book Publishers.
      Though raised from an egg as a duckling, Guji Guji is a crocodile who must make a
      major decision.

Choldenko, G. (2006). *How to Make Friends with a Giant*. New York: Putnam's.
      The other children make fun of the new boy because he is so tall, but his short classmate
      Jake helps him fit in.

Crummel, S. S. (2006). *Ten-Gallon Bart*. New York: Marshall Cavendish Children.
      On the day he is supposed to retire as sheriff of Dog City, Ten-Gallon Bart learns that
      Billy the Kid—the roughest, toughest, gruffest goat in the country—is on his way into
      town.

D'Amico, C. & D'Amico, S. (2004). *Ella, the Elegant Elephant*. New York: Arthur A. Levine.
      Ella is nervous about the first day of school in her new town, but wearing her
      grandmother's good luck hat makes her feel better—until the other students tease her and
      call her names.

Gormley, G. (2006). *Rocky and the Lamb*. Hauppauge, NY: Barrons Educational Series, Inc.
      Rocky the wolf enjoys taking things from the other animals passing by the mountain until
      he meets a young lamb who has something that will show Rocky's true colors.

Kroll, S. (2006). *Jungle Bullies*. New York: Marshall Cavendish.
      To get what they want, the larger jungle animals bully the smaller ones until Mama
      Monkey shows them all the benefits of sharing.

Appendix C (continued)

Landström, L. (2005). *Four Hens and a Rooster* (J. Sandin, Trans.). New York: R & S Books. (Original work published 2004)
> Four hens live on a chicken farm. A little rooster lives there, too. When the rooster begins to take more food for himself, the hens get less. When the hens try talking to him about fairness, the rooster turns into a barnyard bully.

Lester, H. (2004). *Hurty Feelings*. Boston: Houghton Mifflin
> It looks like trouble when Fragility, a hippopotamus whose feelings are easily hurt, meets Rudy, a rude elephant, on the soccer field.

Luthardt, K. (2004). *Hats!* Morton Grove, IL: Albert Whitman & Company.
> When three friends meet a mean boy who insults their hats, they make a friend of him.

Meister, C. (2004). *Luther's Halloween*. New York: Viking.
> On Halloween, a boy and his pet triceratops named Luther thwart a bully dressed as Dracula who has been taking candy from other trick-or-treaters.

Morrison, T. & Morrison, S. (2004). *Who's Got Game? The Lion or the Mouse?* New York: Scribner.
> A unique interpretation of Aesop's classic fable in which a mouse helps the lion when he gets a thorn in his paw.

Moses, B. (2006). *Trouble at the Dinosaur Café*. New York: Walker & Co.
> The vegetarian dinosaurs are enjoying their plant meals at the Dinosaur Cafe until ravenous Tyrannosaurus stomps in looking for meaty dinosaur stew.

Nolen, J. (2006). *Plantzilla Goes to Camp*. New York: Simon & Schuster Books for Young Readers.
> Through a series of letters a boy, his parents, and others discuss Camp Wannaleavee, the camp bully, and Plantzilla, who has been forbidden to come but misses his caretaker and arrives in time to become the camp hero.

O'Connor, G. (2005). *Ker-splash!* New York: Simon & Schuster Books for Young Readers.
> Three children on the beach pretend they are superheroes—the Incredible American Eagle, the Amazing Bug Lady, and Manphibian. After battling Manphibian's sea serpent, the other two—needing his help defeating a bully—apologize.

Pearson, T. C. (2004). *Myrtle*. New York: Farrar Straus Giroux.
> With the help of their Aunt Tizzy, Myrtle and her baby brother learn how to deal with a mean neighbor named Frances.

Appendix C (continued)

Pinkwater, D. (2007). *Yo-yo Man*. New York: HarperCollins.
> Third grade improves dramatically for a boy after he makes up his mind to win the upcoming yo-yo tournament.

Ross, T. (2004). *Is It Because?* London: Andersen.
> A boy wonders why a classmate constantly bullies him, coming up with some profound answers.

Roth, J. J. (2006). *Knitting Nell*. Boston: Houghton Mifflin.
> Everywhere Nell goes, she works on her knitting, quietly observing life around her, until one day she enters one of her creations in the county fair, and receives rewards beyond her dreams.

Schwartz, A. & Marcus, L. (2006). *Oscar: The Big Adventure of a Little Sock Monkey*. New York: Katherine Tegen Books.
> A sock monkey named Oscar saves the day for his little girl at the school pet show.

Slavin, D. (2004). Teeny Meany. In Thomas, M. & Cerf, C. (Eds.), *Thanks & Giving All Year Long: Marlo Thomas and Friends* (pp.7–9). New York: Simon & Schuster Books for Young Readers.
> Can you imagine facing off with a bully who barely reaches your knees?

Valckx, C. (2005). *Lizette's Green Sock*. New York: Clarion Books.
> Lizette tries to figure out what to do with the one green sock that she finds while out walking one day.

Wahl, J. (2004). *Candy Shop*. Watertown, MA: Charlesbridge.
> When a boy and his aunt find that a bigot has written hurtful words on the sidewalk just outside the candy shop owned by "Miz Chu", a new immigrant from Taiwan, they set out to comfort her

Winstead, R. (2006). *Ruby and Bubbles*. New York: Dial Books for Young Readers.
> Ruby's best friend, her pet bird Bubbles, helps her deal with two bullying girls.

Winters, K. (2004). *The Teeny Tiny Ghost and the Monster*. New York: HarperCollins.
> The teeny tiny ghost and his classmates enter a monster-making contest at their school.

Appendix D
TEACHER QUESTIONNAIRE

Definition: **Bullying** is defined by Olweus (1993) as behavior or words targeting an individual or group with the intention of controlling, harming, and/or embarrassing. These actions, repeated over time, form a pattern of negative interaction. Additionally, the bully has an advantage over the victim or victims. The power advantage may be physical, intellectual, and/or social. **Bystanders** observe bullying behaviors on the sideline.

Consider your experiences when responding to bullying behaviors involving kindergarten and first-grade students as **bystanders** of bullying. On a scale of 0-4, circle the number that best represents your perception.

0 (ineffective);   **1** (somewhat ineffective); **2** (neutral); **3** (somewhat effective); and **4** (effective)
0 (unlikely);   **1** (somewhat unlikely);   **2** (neutral); **3** (somewhat likely);   and   **4** (likely)
0 (unsupported); **1** (somewhat unsupported);   **2** (neutral); **3** (somewhat supported); and **4** (supported)

K & 1st grade Students' BYSTANDER strategies to resolve bullying	Level of strategy's effectiveness in stopping bullying	How likely are BYSTANDERS to use this strategy?	Is this strategy supported by school rules?
Avoiding laughing or joining in when bullying occurs	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Telling the student who is bullying to stop	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Encouraging other bystanders to be supportive	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Saying something kind or supportive to the target of bullying	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Inviting the student who is being bullied to walk, sit, work or socialize with them	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Encouraging the target to talk to an adult about what happened and offering to accompany them	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Telling an adult at school what has happened	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Talking to an adult at home about what has happened	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Please list any additional BYSTANDER strategies that you consider effective in reducing bullying with K & 1st grade students: *(write on back if needed)*			

(Questions based on Anti-Defamation League's recommended strategies for Bystanders)

Appendix E
Focus Group Questions
Please respond to the following open-ended questions prior to participating in the focus group. We will discuss these same questions in the focus group.
1. Considering the 4 books you read with your class this week, which book was your favorite and why?

2. Considering these same 4 books, which book was your **least** favorite and why?

3. Considering bystander strategies against bullying that are portrayed in selected children's books, what are your responses to the following questions?

        (a) How effective is this strategy for bystanders to utilize in reducing bullying situations?

        (b) Would this type of bystander strategy be supported by school rules?

        (c) If in a bystander's position, would Kindergarten and First grade students implement this type of strategy to reduce bullying?

Stop the focus group and ask teachers to complete the teacher questionnaire. Then come back together for a final discussion. (COMPLETE PAPER/PENCIL TEACHER SURVEY)

4. After considering the Anti-Defamation League's bystander strategies in relationship to the selected books, which books would you recommend in supporting bystanders and modeling desirable behavior to reduce physical bullying?

5. Please offer your additional thoughts or concerns.