Antibullying Group Proposal

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Introduction

Bullying is commonly defined as harmful physical, verbal, or cyber behaviors or actions that are repeatedly inflicted upon victims with the intent to cause negative reactions (D’Esposito, Blake, Riccio 2011). Nearly 36% of secondary students have or will be victimized at some time during their school career (D’Esposito et al, 2011). Evidence shows, many students are bullied because they are perceived to be part of the out-group or to have low self-esteem. (D’Esposito, et al, 2011) That being said, it is crucial to connect students to realistic perceptions of others and themselves. Also, it is important to recognize that competency in social skills is an important part of the wellbeing of students. Additionally, research shows bullying is correlated with lack of support from adults and peers (DeMaray & Malecki, 2003). Because of this evidence, it is vital to address environmental support and to take a holistic approach to effectively make change and create a healthy environment (Orpinas & Horne, 2006).

This research prospectus will address the Oyler community’s need for bullying intervention. The following is a description of the population served, intervention research, and finally a proposal for an antibullying group.

Population Served

The breakdown of races is predominately the Caucasian race at approximately 63.28% of all residents in the Lower Price Hill area. The next largest race represented would be of African American people. Caucasian and African American residents are the two predominately represented race classes in the area but there are some smaller racial groups represented there as well. For people who come from a mixed race comes in next at 4.26%. People according the
2010 census identified at 1.42% as other. Next there are the American Indians at 1.04% and Native Americans at .44%. Lastly we have people that identify as being a part of the Asian race at .27% in Lower Price Hill.

The 2010 Census revealed that out of the 901 listed residents at the time, 237 people were between the ages of 0-9. The next largest age population came in at 164 people in the age range of 10-19 years of age. This number signifies that the area is highly saturated with school-aged children, but surprisingly the number of adults drastically decreases the older the community members get. In the age range of 20-29 there are only 142 residents, 30-39 years of age 109 residents, 50-59 years of age 94 residents, 60-69 years of age 37 residents, 70-79 years of age 22 residents were accounted for, and lastly people that identified as being older than 80 years of age were only 6 people living in the Lower Price Hill area.

The Lower Price Hill area has a crime rate that is 60% higher than the Cincinnati average. In 2012, there were 12,669 crimes reported in the Lower Price Hill area alone. Out of those crimes 11,017 crimes were reported property crimes, such as vandalism, auto theft, burglary and robberies. The other 1,651 crimes were considered violent crimes, such as murder, assault, domestic violence and rape. The estimated chance of being a victim of crime in Lower Price Hill is a ratio of 1 in 8 people. 1 in 10 people have the estimated ratio of being a victim of a property crime and a 1 in 61 chance ratio of being a victim of a violent crime.

The population of Lower Price Hill is identified to be an Urban Appalachian cultural background. In the era following World War II, from 1940 to 1970, millions of people migrated from the mountains and coal mines of Kentucky and Ohio in search of factory jobs in Cincinnati. The Appalachian migrants brought with them distinct cultural traditions and music. But many struggled to adapt to urban life and fell into poverty (Scott, 2013).
Oyler School is a school located in the Lower Price Hill area and serves approximately 665 students. The school grades range from preschool through 12th grade. The school is made of approximately 54% of all students being female and 46% of students being male. The ratio of students to teachers is 17:1 which is higher than the Ohio average, which is 18:1. To assist the students, faculty, and community to educate them on bullying, the week of March 3rd-March 7th the school hosted a bullying program for the staff and parents. From this workshop their hopes were to get something implemented into the classrooms to aid the students (Scott, 2013).

Lower Price Hill Community School (LPHCS) helps remove barriers and creates bridges to college and employment for those who are re-entering an educational environment to achieve their lifelong goals. Lower Price Hill Community Council offers free counseling services on Wednesdays from 10am-Noon (LPHC, n.d).

Santa Maria-Educational tools and resources to build strong families promote healthy residents and foster neighborhood revitalization. Santa Maria empowers Greater Price Hill families as they achieve sustainable health, housing and family life (SMCC, 2008). Urban Appalachian Council- “The Council was incorporated in 1974 to “promote a decent quality of life for Appalachian citizens of greater Cincinnati.” According to the council, approximately 34 percent of Greater Cincinnati is of Appalachian descent, and a large contingent of the community is settled in Lower Price Hill. The census data shows that a disproportionately, high number of Urban Appalachians continue to struggle with poverty (Scott, 2013).

Intervention Research

While studies suggest that bullying behavior in schools is on the rise, research on effective bullying interventions is limited (McAdams & Schmidt, 2007). As research on
bullying interventions is limited, it is not surprising that research on bullying interventions in a low-income, Urban-Appalachian middle school is scarce to be found. Given this circumstance, this prospectus will focus on interventions with a general target population.

In the past decade there has been a drastic increase in the number of bullying prevention programs available through agencies or commercial organizations, however of those numerous programs, the few that have been evaluated have shown little to no positive effect, and some have even shown negative effects (Orpinas & Horne, 2006). Approaching the issue of bullying prevention and intervention from an ecological view, however, has proven to decrease instances of aggressive behavior. As Orpinas and Horne state in Bullying Prevention: Creating a Positive School Climate and Developing Social Competence,

Research has supported the importance of approaching the problems of aggression in schools and families from a holistic, systemic orientation. Although specific strategies may be effective for changing an individual incident, it is more important to create a culture that supports healthy ways of interacting and problem solving (2006).

In fact, the authors argue that any intervention for students or teachers will lack success if a positive school environment is not also fostered at the same time.

As group practitioners there are many systemic aspects of a student's experience outside of school and even in school that we cannot directly affect. Thus, in creating a bullying intervention it is essential to focus on the change that is within our reach. Orpinas and Horne do not stop their research or their proposed model with the discovery of the impact of a positive school environment on bullying behaviors, but they recognize that there are "two components of reducing bullying and aggression: the need to create a positive, caring environment and the need
to develop children's social competence skills for engaging in healthy relationships" (2006).

Additionally, in her dissertation for the University of Connecticut, Mallory Ann Coleman states: "Like most social skills programs, those used to address relational aggression have been shown to improve social skills, prosocial behavior, and self-esteem, while decreasing problem behaviors, such as bullying, social, and overt aggression" (2011). These two components of school climate and student social skills work hand-in-hand and are outlined in Orpinas' & Horne's School Social Competence Development and Bully Prevention Model (2006).

Through Orpinas and Horne's own research experience, as well as the research of other professionals, they found that schools which were recognized as having a more positive climate also reported fewer incidents of bullying. In response to enigmatic nature of a positive school climate, Orpinas and Horne identified eight necessary elements of a positive school climate: excellence in teaching, school values, awareness of strengths and problems, policies & accountability, caring & respect, positive expectations, support for teachers, and physical environment characteristics. While a group intervention program for middle school students cannot possibly build up each of these eight elements, two are directly relevant to a middle school bullying prevention group: policies & accountability and caring & respect.

In discussing the area of policies and accountability, Orpinas and Horne focus on the necessity of an effective antibullying policy, referring to it as paramount in the creation of a positive school climate. Students are better able to make positive choices when the antibullying policy is both clearly understood by students and staff, as well as consistently upheld by school staff. In a 2007 article for the American School Counseling Association, McAdams and Schmidt agree, arguing that bullying is less likely to occur when schools "have a structured system of behavioral expectations that explicitly defines responsible student behavior, that effectively
exposes students' failures to fulfill those responsibilities, and that specifies consequences for irresponsibility" (2007).

In addition to the importance of effectively enforcing an antibullying policy, Orpinas and Horne encourage schools to consider who is creating the policy and whether or not all affected parties have buy-in: "Beyond having clear policies, however, how those policies are created and implemented will also affect the school climate. When establishing policy and accountability, all members of the school community should be viewed as partners in decision making and policy development that facilitate win-win solutions" (2006). As students comprise a significant portion of the school community, it is important to consider the impact of allowing students to be partners in the development of the antibullying policy that they are governed by whenever they are at school. As Orpinas and Horne write, "When people participate in decision making processes, they tend to be more committed to the policy's goals, to cooperate with one another, and to implement the plan of action" (2006).

The second element of a positive school climate that can be strengthened through a group intervention is caring & respect. Many researchers recognize that antisocial and aggressive behaviors are less likely to occur in students who experience a sense of belonging or connectedness in their families, schools and communities (Jenson, Brisson, Bender & Williford, 2013; Orpinas & Horne, 2006). Recognizing that students need to feel that teachers and staff care for and respect them in order to experience connection and belonging to their school environment, Orpinas and Horne recommend that school staff "plan activities that increase their connectedness with students ... and teach students how to solve problems without aggression" (2006). As teachers intentionally show their care for students, they model how to care, which
students then imitate in how they relate to one another, which in turn decreases the likelihood of bullying.

In addition to creating a positive school climate, Orpinas and Horne assert that promoting the development of the students' social competence skills is the second and equally important component to the School Social Competence Development and Bullying Prevention Model (SSCDBPM). A broad term encompassing many skills and abilities, Orpinas and Horne refer to social competence as possessing "the skills used to make positive decisions, solve conflicts without violence, plan for the future, resist negative peer pressure, make friends, and enjoy being around people from different cultures" (2006). For the student component of the SSCDBPM, they have identified six elements: awareness, emotions, cognitions, character, social skills, mental health and learning abilities. While all of these areas have significant impact on the students' development, the authors suggest that teachers may choose to focus on certain areas to better address specific student's needs. As mental health and learning abilities tend to require more intensive interventions, that element is not easily addressed by a group intervention. The remaining five elements, however, are all relevant areas that can be attended to through group process.

To begin with, Orpinas and Horne assert that awareness is essential. This aspect of the model is educational in nature, as students learn to recognize different types of bullying patterns and increase in their understanding of bullying as unacceptable behavior. According to Orpinas and Horne, "Although most children acknowledge that physical aggression is considered unacceptable bullying behavior, many do not identify teasing as improper behavior ... children simply were not aware that starting or passing along a malicious rumor, repeating derogatory statements to others, or excluding someone from a game are all considered bullying behaviors"
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(2006). Through increasing students' ability to recognize the various forms of bullying, they can begin to differentiate between bullying and normal peer conflict. This can then lead to antibullying values and the opportunity to apply problem solving skills. Additionally, through this awareness function students are given the appropriate vocabulary for bullying (i.e. the types of bullies, victims and bystanders), which can help to normalize their personal experiences with bullying and free them from fear of alone in their experiences.

When students learn to recognize bullying behaviors it is also necessary for them to learn how to identify the emotions they experience before, after and during bullying situations. The SSCDBPM recognizes that without an understanding of their own and other's emotion, students lack the ability to consciously choose their reactions to such negative feelings as anger or rejection. Thus, emotional intelligence is a foundational aspect of the socially competent student. As Orpinas and Horne state, "recognizing and handling emotions is important not only in bullying prevention but also in helping students develop competent social skills" (2006).

Further studies suggest that when dealing consistent proactive aggressors, interventions should primarily be targeted at helping "proactive aggressors to develop a level of empathy for others that effectively restricts their willingness to hurt others for personal gain. The ability to empathize with others has been directly related to the acquisition of pro-social behaviors and the prevention of aggressive ones" (McAdams & Schmidt, 2007). As students who bully are commonly recognized as also lacking empathy skills and emotional intelligence, educating students about emotions is integral to bully prevention and intervention.

The third element of the SSCDBPM student component is working with students on their cognitions. Of specific relevance to social competence and bully prevention in the area of cognition is problem solving (Orpinas & Horne, 2006). The authors recommend that teachers
not only explain the step-by-step process of solving conflicts, but also that "teachers can reinforce that conflicts are a normal part of life, that solving them can lead to personal growth, and that unresolved conflicts tend to fester and may escalate into aggression, resulting in negative outcomes" (Orpinas & Horne, 2006). The most effective problem solving models, according to the authors, are those that are broken down into simple and more easily remembered language, such as "SCIDDLER," which stands for: Stop, Calm Down, Identify the problem and your feelings about it, Decide among your choices, Do it, Look back, Evaluate (Orpinas & Horne, 2006). Giving students the opportunity to practice such problem solving models and having the models visibly posted throughout the school allow for students to more easily choose to take those steps in a moment of conflict.

Orpinas and Horne take an innovative stance on the connection between character education (the fourth element of the student component of the SSCDBPM) and bullying prevention. The authors posit that research and evidence "cannot explain why students who are not violent do not necessarily possess competent social skills and why students who have social skills do not always use them for positive purposes" (Orpinas & Horne, 2006). A student's character is defined here as "their internal sense of what is right and just," and the authors suggest that it is a key difference between aggressive and non-aggressive students. As 18th century English writer Samuel Johnson is cited as saying, "Integrity without knowledge is weak and useless, and knowledge without integrity is dangerous and dreadful" (Orpinas & Horne, 2006). Thus, while character education may not be the first step towards promoting student's social competence, it is certainly not a step to be skipped.

Using social skills interventions to alleviate aggression is a relatively new concept, though a small number of recent studies are showing support for its effectiveness (Coleman,
2011). Not only does the teaching of social skills promote the positive behavior of each student, but it also increases the quality of peer-to-peer relationships and impacts the overall school climate (Orpinas & Horne, 2006). As the final element of the student component of the SSCDBPM, social skills training draws from each of the previous four elements to strengthen students interpersonal skills and prevent bullying before it begins. Specific social skills Orpinas and Horne recommend school staff to focus on in order to prevent bullying include conflict resolution, emotional management, character education, showing concern and respect, verbal communication, listening and academic skills (2006).

Other bully prevention models, such as the Youth Matters prevention program, apply similar concepts as the SSCDBPM. Youth Matters has proven to be effective in working with older elementary school students to prevent aggression caused by the middle school transition stage (Jenson, Brisson, Bender, & Williford, 2013). Based on the Social Development Model, YM operates on the idea that four factors inhibit the development of antisocial behaviors in children. These factors, which are also found in the Orpinas and Horne model, are bonding, belief in the shared values and norms, external constraints, and social cognitive and emotional skills. Like many current bullying prevention models, research on the basis of the model and its effectiveness is readily found, but the steps and structure of the program are only available for sale.

In addition to the systemically focused School Social Competence Development and Bullying Prevention Model, Orpinas and Horne recommend a more researched intervention for persistent bullies and their classmates called Aggression Replacement Training (ART). Developed by Goldstein, Glick and Gibbs in 1998, the ART model fits well with the SSCDBPM as it argues that "all aggressive behavior, whether in school or elsewhere, is a function of both
internal and external influences. Counselors must address these influences to effectively reduce problem behavior" (Orpinas & Horne, 2006). Additional commonalities that make ART an ideal partner program for the SSCDBPM is its assertion that aggressive behavior, including bullying, is the response to the combination of a student's behavioral, emotional and cognitive experience, as well as its psychoeducational group model that incorporates both aggressive and non-aggressive students in a classroom setting. By including students with diverse abilities and skill sets, aggressive students "may learn from more skilled children, receive support for positive behaviors, role-play new behaviors, and be challenged to change their irresponsible behaviors" (Oprinas & Horne, 2006)

In light of the three components that Goldstein and his colleagues attribute to aggressive behavior, (behavioral, cognitive and emotional experiences), ART's overarching model includes three levels of intervention: social skills training, anger management and moral reasoning. While the ART program is designed to run for as long as necessary to address the specific needs of the students, a minimum of three 45 minutes sessions a week for 10 weeks, (each session giving focus to one of the three levels of intervention) is recommended.

At the skill streaming level of ART, it is important that the facilitator demonstrates how to use the skill to introduce it to the students, and walks them through the skill in a step-by-step process. Additionally, facilitators need to impress upon the students why that particular skill - of the 50 prosocial skills that ART addresses - is of importance. ART also requires that students have the opportunity to try the skills out through role playing, and to receive feedback and encouragement for their effort. Finally, it is essential for facilitators to guide the students through applying the skill in a variety of settings so that the knowledge is not compartmentalized to one area of the student's life (Orpinas & Horne, 2006).
ART is one of many therapies that stresses the importance of developing moral reasoning. In their article on remediating with proactively aggressive students, McAdams and Schmidt reflect that

First, a concern for others appears to occur as the result of a developmental process through which moral reasoning (i.e., a sense of “conscience”) has, over time, become an intrinsic, regulating factor in behavioral responses (Arsenio & Lemerise, 2004). Research suggests that moral behavior in children is not acquired automatically; rather, it is initially and mainly influenced by others’ instruction, supervision, correction, establishment of rewards and punishments, and modeling (2007).

Oprinas & Horne cite that the moral development training aspect of ART has been developed from the work of Kohlberg, whose model has proven to be successful for the past three decades as it has expanded to be inclusive of diversity and gender. Research has shown that Kohlberg's model has proven "to be an effective intervention for reducing antisocial behavior that normally would have required school disciplinary actions or police contacts" (Orpinas & Horne, 2006). Directly correlating with character development and cognitions, the moral reasoning component of ART effectively addresses essential qualities of an effective bullying prevention and intervention model.
Proposal

Based on the literature reviewed, it is proposed that an antibullying group is necessary to enhance the overall health and well-being of Oyler community students. The following is a proposal including: group description and logistics, ethical obligations, leadership style, interventions, session summaries, and assessment.

Recruitment

Before selecting a program, educators should assess whether the curriculum is relevant to the school’s students. Also, educators should make sure that the program does not inadvertently promote biased or stereotyped view of a particular group of students. Educators will need to assess whether the program requires modifications to make it culturally relevant (Orpinas & Horne 2006). Having parents involved in bullying prevention is just as important as having the students practicing bullying prevention. It is important to engage the community and have them involved in the process. In order to get the community involved, we will be creating informative flyers to let parents know about the psycho-educational counseling group that we will be having. We will be recruiting 7th graders and 6th graders as well as 8th graders, who can serve as a mentor towards the other students.

Group Membership
The group membership will be an open group where anyone can feel free to join the group whenever they so please. We want members to be able to talk about what’s upsetting them with bullying and voice their ideas on how to prevent bullying in the school and the community.

**Size of group**

The group setting is primarily different than a typical group size. The size of our group membership will resemble classroom settings of 20-30 students. Students with a wide range of skills and developmental abilities within middle school grades will learn from each other (Orpinas & Horne 2006).

**Number of Sessions and Frequency of Meetings**

The group will meet for a total of 10 times for 45 to 50 minutes max due to the age of the students involved (Sink, Edwards, Eppler, 2012). This equates to once a week over the entirety of one academic semester. “The Aggression Replacement Therapy intervention is planned to take as long as necessary, but a minimum of 10 weeks is recommended” (Orpinas & Horne 2006). The weekly meetings will help the students maintain and build on the information provided through this group.

**Expected Setting**

The group will be held in the mentoring room at Oyler School. This location was chosen due to the ability of the room to accommodate the size of the group, the location in the building is centrally located, easily accessible to all students while still giving the students a sense of privacy. We will work with administrators to confirm the reservation of this room for our
biweekly meeting times. Thus, resources needed for this group will be: meeting space, administrative involvement, weekly time, paper and access to printer, pens, and markers.

**Ethical Obligations**

In a group setting, we should clearly define the expectations of the group and the counseling relationship. Laying out the expectations up front for the group allows the students to have the choice if they want to continue participating. We want to also discuss confidentiality and what that looks like for the group leaders as well as all the members. For the counselor, it is imperative to also be able to properly assist diversity with the group, such as group members with special needs, cultural consideration and sexual orientation (Sink, Edwards, Eppler, 2012).

To ensure that every one involved is on the same page ACA standard A.2.b will be fulfilled as the counselors will create and print out an informational letter (Appendix C) for the parent(s)/guardian of the students. This letter will explain the intentions and goals for the group that their students may be involved in. The counselor contact information will be included in the letter to allow the parent(s)/guardian to get in touch if there are any questions or concerns. Not all families have consistent access to internet, so the most effective delivery system would be to send the letters home with the students.

The population at Oyler is diverse, so the counselors need to be culturally educated and culturally aware of the Lower Price Hill community. Based on ACA standards A.4.b, which states that “counselors are aware of their own values, attitudes, beliefs, and behaviors and how these apply in a diverse society, and avoid imposing their values on clients,” as well as, A.2.c, “the ethical obligation of counselors to gain knowledge is reflected in the standard that requires
counselors to actively attempt to understand the diverse cultural backgrounds of the clients with whom they work,” will both be incredibly important to uphold in the group setting.

With a school group, confidentiality will be held to the highest standard that can be provided. The information and conversations that occur within the group will be kept confidentially, but with the group meeting in the school and including the students in the after school program the group members identities will not be guaranteed to remain confidential.

**Leadership style**

The most effective leadership style for the middle school psycho-educational group would be a combination of facilitator along with a democratic leadership style. The facilitator role encourages the students to get involved by expressing their thoughts and feelings. Throughout the group meetings the facilitator continues while creating a safe and accepting climate that allows challenges and controversy. The democratic leadership style allows students to be more involved in the decisions made within the group, which in turn increases the productivity and encourages more contributions from students. This combination should work to ensure the students feel their thoughts are heard and they are involved in the change that the group is trying to bring to Oyler.

**Sessions**

The structure of the sessions and overall group model is based on the research gathered from the Orpinas & Horne model, the Youth Matters program, Aggression Replacement Therapy, and article’s by McAdams & Schmidt, and Jenson, Brisson, Bender, & Williford as cited above. In applying the evidence from these sources, a psychoeducational and process
group program has been created. Using Banduras Social Cognitive Theory as the basis for the
group, the session activities reflect the principle of reciprocal determinism which states that “a
person’s cognitive characteristics, the environment that surrounds a person, and the person’s
behaviors are in continuous interaction” (Oprinas & Horne, 2006). Additionally, this group
intervention program embraces the social learning process through peer interactions, adult
modeling, and experimental role playing.

Four specific constructs of Social Cognitive Theory addressed through the group sessions
include behavioral capability (as displayed through teaching conflict resolution and
communication skills), self-efficacy (using role plays and breaking positive behaviors down into
step-by-step processes that students feel comfortable with), emotional coping responses
(teaching empathy skills and anger management), and outcome expectations (providing clear
consequences for aggressive behaviors that are applied systemically).

In the low intensity beginning stage of the group, the first session will focus on awareness
and education by introducing the topic of bullying to the students. As the session begins,
students will participate in a physically active ice breaker to warm up. Explanation of the group
will be given and the students and facilitators will work together to create group rules. As the
topic of bullying is introduced, specific detail will be given to teaching the vocabulary associated
with each role in a bullying situation (bully, victim, bystander and upstander), as well as the
different forms of bullying (aggressive, relational, cyber, etc.). Facilitators will act out specific
vignettes to demonstrate the roles and identify types of bullying. Wrapping up the session,
students will work in groups to complete a work sheet with scenarios on requiring them to
identify what they have learned.
The second session will increase slightly in intensity as it focuses on the character traits of respect and courage. The facilitators will model respectful speech and behavior in various vignettes. Students will then break into pairs or small groups to try out respectful words and actions based on prompts given to them by the facilitator. After coming back together and discussing what they experienced, students will make a chain of respect by writing on strips of paper behaviors and words that show respect. The strips of paper will then be assembled to make a chain. In closing, the topic of courage will also be introduced through telling the story of Nobel Peace Prize Candidate Irena Sendler, whose respect for the persecuted Jewish people in Poland led her to courageous actions. In discussing World-War II, the students will be asked to identify the bullies, victims, bystanders and upstanders in that situation.

As the group process continues to develop students’ on positive character and equip them to enter into healthy interpersonal relationships, emotional awareness will be introduced in the third session. This session will use an adapted form of the “Managing Anger” lesson by Toni Nagle-Smith. The structure is outlined in Appendix C. Specifically, this session addresses feelings of anger and emotional coping skills students can use when feeling angry.

In the fourth session, after students have begun to identify their emotions and how to handle them as well as to recognize other people’s emotions, the virtue of empathy will be introduced. This session will use the “Developing Empathy” lesson plan from the Southern Poverty Law Center. This lesson plan which includes self-evaluation and role playing can be found in Appendix D.

With the foundation of bullying awareness, character education, emotional coping and empathy for others, the group will be ready to enter into social skills training in the fifth session. Skills promoted through facilitator role-modeling, step-by-step instructions and student role-
playing include listening and speech. There are a variety of cognitive and/or behavioral activities that teach these skills. For example, the facilitator could start by giving each student a small tube of toothpaste and telling them to empty it onto a paper plate in front of them. Then the students would be instructed to put the toothpaste back into the tube. Just as the toothpaste cannot go back into the tube, neither can our words go back into our mouths. The facilitators would then model appropriate speech and assign the students into groups to try it themselves. At the end of the session, students will gather in a circle and create a web of compliments with yarn.

Continuing from the social skills training of the fifth session, the sixth session will introduce conflict resolution skills which will be taught through the SKITTLTE process of **Stop**, **Keep** calm, **Identify** the problem and your feelings about it, **Think** about your choices, **Take** action, **Look** back, and **Evaluate**. By the end of the session students will have created their own SKITTLTE posters to take home with them and hang in their room to remind them how to handle conflict. The example poster will look like a “Skittles” candy and students will be given a pack of “Skittles” to eat as they work on their posters.

In the final stage of the intervention will include four process group sessions, and will give the students an opportunity to collaborate with school leaders to create an antibullying policy for the school. Following the group model of appropriate exercise intensity outlined by Jones & Robinson (2000), these final sessions will decrease in emotional intensity and allow the students to apply the bullying awareness, character education, and social skills that they have learned in previous sessions to a team and school climate oriented project. The intention of this collaboration is to give students a voice, give school leaders an opportunity to model that bullying is unacceptable (Tracy, 2012), and as mentioned earlier, it is important that students feel a connection to the school community. Furthermore, creating a school antibullying policy will
positively impact the school climate. Gendron, Williams, & Guerra (2011) said, “The more the school climate is perceived as supportive, the lower will be the frequency of bullying.” Based on this information it is important that the students know school leaders are supportive. This support will be illustrated through the collaboration of the students and school leaders.

Based on antibullying policies from other Cincinnati public schools, three specific areas (Princeton City Schools, n.d.) needing to be addressed will be provided to the students and school leaders when making the policy. This will be based on the prior psycho-educational group interventions that the students have participated in.

The three areas to be addressed in the policy are:

1. Define bullying.
2. Write a mission statement, including who the policy pertains to and why it is important.
3. Establish antibullying school rules

In respecting the time of school leadership, they will only need to be present at the first and last of these four process group sessions. In the first session they will have the opportunity to invite the students into the collaboration and express to them their importance in the school community. In the last session, the students will present the antibullying policy to the school leadership, and a closing celebration will take place.

**Assessment**

Two pre and post surveys will be given to the students participating in the group at the beginning of the first session and at the end of the last session. These surveys will be given in order to measure progress from the beginning of the group sessions to the end. The first survey
(Appendix A) will measure the prior and post knowledge about bullying. The second survey (Appendix B) will measure prior and post self-worth. In the case of students who are unable to understand the one or more questions on the surveys, meaning of questions will be explained to them.
Appendix A

Bullying Pre-Post Test - 6th Grade

1. What is bullying?
   - A behavior that is repeated over time
   - Power imbalance between the bully and the one being bullied
   - Is against someone who is seen as less powerful
   - The intent to cause harm
   - All of the above

2. How do bullies bully?
   - Physical
   - Sexual
   - Verbal
   - Psychological or emotional
   - All of the above

3. I believe it is important to learn in a bully-free environment
   - Strongly agree
   - Agree
   - I don’t know
   - Disagree
   - Strongly disagree

4. I believe it is important to stop bullying
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree

5. A person comes up to you and starts talking bad about your mom and that person wants to fight you. What should you do to avoid conflict?
   - Get your friends to back you up
   - Fight back
   - Ignore them
   - Laugh at them for joking around
   - Start talking bad about their mom

6. Someone wanted to steal your boyfriend/girlfriend and decided to spread nasty rumors about you. You should…
   - Spread rumors back
   - Tell your friends that you hate that person
   - Make her cry by confronting her
   - Have an adult assess the situation
o Write a mean note and put it in her locker

7. Which of the following is an example of a person being assertive when they are being bullied?
   o Push and shove the person
   o Write rumors on the internet about them
   o Say, “Shut up, no one likes you either!”
   o Avoid them in the hallway and hope they would stop bothering you
   o Say, “I don’t like it when you tease me. Stop it!”

8. If you tell a teacher, bullying usually stops
   o True
   o False

9. If you tell a teacher, bullying usually gets worse
   o True
   o False

10. Teachers see bullying go on and do nothing to stop it
    o True
    o False
Appendix B

Instructions

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

1. On the whole, I am satisfied with myself.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

2. At times I think I am no good at all.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

3. I feel that I have a number of good qualities.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

4. I am able to do things as well as most other people.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

5. I feel I do not have much to be proud of.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

6. I certainly feel useless at times.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

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7. I feel that I'm a person of worth, at least on an equal plane with others.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

8. I wish I could have more respect for myself.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

9. All in all, I am inclined to feel that I am a failure
10. I take a positive attitude toward myself.

**Scoring:**

Items 2, 5, 6, 8, 9 are reverse scored. Give “Strongly Disagree” 1 point, “Disagree” 2 points, “Agree” 3 points, and “Strongly Agree” 4 points. Sum scores for all ten items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem.
Appendix C

*Managing Anger* (Nagle-Smith, n.d.)

**I. Summary:** For grades 9-12. This lesson plan is designed to teach anger management and conflict resolution through the "I-Message" communication technique and other group activities.

**II. Objectives:**
- To help students see that conflict can become a positive situation
- To help students widen their vocabularies in reference to emotions
- To enable students to describe anger and its effects on them
- To transition students from inappropriate action when angry to more constructive behavior
- To give students options with which they can cope with their anger
- To give students communication tools to aid them in relationships

**III. Materials Needed:**
- Paper cup, grocery bag, and tape

**IV. Procedure:**
1. Begin the lesson by working with the class to compile a list of feelings: negative in one column, positive in another. You'll be referring to this list later.
2. Explain that today, the topic will be what happens when people get angry, and what they do as well as not do.
3. Ask the class to reflect on the last time that they were angry. Ask them to focus on where that anger came from. Do the angry feelings have synonyms, such as frustration, rage, disappointment, etc.?
4. Ask them to share, as best they can, what happened to them when they got angry. Examples: went to sleep, yelled at their dog, confronted someone, cried, punched a wall, irritated, flight or fight, etc.
5. Pair the students up and ask them now to share what they felt like when someone was angry at/with them. How did you know the other person was angry? What did they do in reaction to the other person's anger? Have each pair give a brief summary to the group. Record the main ideas on the blackboard.
6. Ask each pair to join with another pair. Ask the new foursomes to discuss if there's any one correct way to handle anger. Report back to the class. Record on the blackboard.
7. This is a good time to talk about inappropriate venues of venting anger, such as physical fighting, punching walls, etc. Keep in mind that often a physical fight is admired within certain peer groups, and often children are instructed by their parents and peers to only take so much before standing up for themselves physically. Listen and divert to more positive options, rather than challenging the method. Punching a wall and other physical manifestations of anger, if repeated constantly, is a mental health issue. The actual physical pain is a catharsis for the internal pain that the student has no idea how to
handle. Explain that this lesson is to help students have more options available to them when they feel trapped by their anger.

8. Explain that a game "Blowing Off Steam" is now in order to lighten up a very difficult discussion:
   - Use a table or four desks pulled together
   - You will need the paper cup, grocery bag, and tape
   - Have 6-8 students sit around the table. Place the cup at one end of the table. Tape the grocery bag at the other end. On command, the group must attempt to blow the cup into the grocery bag with no physical touching-- only air power.
   - Have them do it several times, until they've worked out a technique to do it quickly, and with much less frustration.
   - When finished, ask them why they think this game was chosen. Ask them if they were frustrated at all and if so, how did they go beyond that feeling. Hopefully there's been a little laughter.
   - Settle the group down and explain that the next part of the workshop is to offer alternative ways of dealing with anger.

9. Go back to the list on the board and highlight anger management techniques that students view as productive. Examples include: going into room and listening to music, separating yourself to a quiet place, talking to a friend or adult, talking in a calm way to the person you're angry with, going for a walk, talking to your dog, etc.

10. Direct the class back to the video segment, which teaches something called the "I-Message." Explain that often we confront and accuse, rather than communicate, and all we accomplish is putting the other person on the defensive.

11. Explain the "I-Message" in the following way, perhaps written on the blackboard or an easel:
    I feel ____________________________________________ (be specific)
    When you ________________________________________
    (give details of the behavior or circumstances)
    Because ____________________________________________
    (this is the hard one: the "why")

12. Pair up students to do role-plays in front of the class using either real or fictitious disputes. Give each pair a little rehearsal time to define the dispute. Explain that this is only the beginning of a conversation. They should understand that when they're a little more clear of exactly why they're angry, the other person will also have a clearer picture.
Appendix D

*Developing Empathy* (The Southern Poverty Law Center)

**Objectives**
Activities will help students:
- understand empathy
- practice ways to be more understanding
- reflect on the effects of empathetic listening

**Essential Questions**
- What does it mean to put yourself in someone else’s shoes?
- How empathetic am I?
- How can I better show empathy toward others?

**Materials**
- *Are You Empathetic?*
  [http://www.tolerance.org/sites/default/files/general/are%20you%20empathetic.pdf](http://www.tolerance.org/sites/default/files/general/are%20you%20empathetic.pdf)
- *Someone Else’s Shoes*
  [http://www.tolerance.org/sites/default/files/general/someone%20else’s%20shoes.pdf](http://www.tolerance.org/sites/default/files/general/someone%20else’s%20shoes.pdf)

**Activities**
1. Can you think of a time—maybe during an argument with a friend or when the boy or girl you liked hurt your feelings—when you wished that someone understood how you felt? When we try to relate to what another person is going through, we’re being empathetic.
2. Do you think you’re an empathetic person? Respond to each statement on *Are You Empathetic?* with “yes” if it describes something you do or “no” if you don’t do what is described.
3. If you answered mostly “yes,” you probably do a good job of showing empathy toward other people. The statements you answered “no” to are things you could do to be more empathetic.
4. As a class, use *Are You Empathetic?* to discuss how you can follow the behaviors suggested to show empathy toward others:
   - One way you can try to imagine what it feels like being in someone else’s shoes is to ask yourself, “How would I feel in this situation?” How else can you try to understand how others feel?
   - When you listen to others, making eye contact, not interrupting the speaker, and asking follow-up questions can show that you’re making a genuine effort to understand what they’re going through. What other behaviors might show someone that you are being an empathetic listener?
• What can you do to be more attuned to other people’s feelings? For instance, when you talk to your friends, how many “you” questions do you ask compared to the number of “I” statements you make?

5. Now you are going to practice what you’ve learned about being empathetic. You will each receive one character card from Someone Else’s Shoes. You are going to complete the rest of the activity as this character, so take some time to think about how he or she feels in the given situation.

6. Pair up with a classmate (be sure your partner’s character card is different from yours; if you have the same character, you need to pair up with someone else). As your character, tell your partner about your situation. Your partner should practice being empathetic as he is listening to your story. Then, switch roles: practice being empathetic as your partner, as his character, tells you what he is experiencing.

7. With your partner, discuss how she showed empathy toward you, how it made you feel and what you wish she had done differently. Use statements like, “I could tell you were really listening to me because you maintained eye contact with me during the entire conversation, and that made me feel like you care.”

8. Everyone in the class should now stand. Go around the room, sharing something you learned about practicing empathy, sitting after you share. If someone else shares your thought, sit down. Continue around the room until everyone is sitting
References


