12-2016

Professional Development on Bullying and Impacts on Social and Emotional Growth of Elementary School Students

Nicolas M. Salgado
California State University, Monterey Bay

Follow this and additional works at: https://digitalcommons.csumb.edu/caps_thes_all

Professional Development on Bullying and Impacts on Social and Emotional Growth of
Elementary School Students

Nicolas Salgado

Liberal Studies Department

California State University Monterey Bay

Abstract

Bullying in elementary schools is a social and emotional issue that affect many young children in today's society. Professional development for teachers on bullying today is not effective because they lack the proper training. After interviewing elementary school teachers and researching literature reviews, research supports that professional development on bullying is not benefiting students socially and emotionally. Unfortunately, without the proper professional development training, the student's needs cannot be met. To solve this issue, there are three possible solutions that could be used. Those three solutions include enhancing teacher professional development, improve disciplinary actions, and provide information/resources for students. Due to my research, the best solution to use is enhancing teacher professional development. This option would provide teachers with the necessary resources that can help elementary school students.

Professional Development on Bullying

Bullying is a recurring issue in our society today that has affected many elementary students socially and emotionally. Carrera, DePalma, and Lameiras (2011) describe, "The term "bullying" that is currently widely used in the English-speaking academic community was first introduced in 1978 by the Norwegian psychologist Dan Olweus, who defined it as a subtype of violent behavior that is produced when a student is repeatedly exposed over a prolonged period of time to negative actions carried out by another student or group of students" (p. 480). Many of these students cannot stand up for themselves, which then, causes them to become constant victims of this violence. I was bullied in elementary school, and let me tell you, it was something that took me years to cope with and finally overcome. I never told my parents about the struggles I was having at school and the torment I received throughout elementary school. My interest in this topic developed when I began my service learning which is required for a few courses for Liberal Studies. I noticed that every student has different social, emotional, and educational levels. Some students may be ahead, some behind, and some in between. There are many different types of bullying. Jan and Husain (2015) state multiple forms of bullying such as, "...Insults, name-calling, and nicknames, and hitting, direct aggression, theft, threats, and social exclusion or isolation" (p.43). Children are made fun of on many levels whether it is reading, writing, talking, etc.

As a future teacher, I believe it is very important to help students strive in all these categories and eventually, reach their full potential not just on a student basis, but as an individual as well. Many prevention programs fail to address the reasons behind bullying and the demographic and cultural characteristics of the students (Morrow, Hooker & Cate, 2015). I want to research if there are programs that inform elementary students on bullying and the negative

effects it can have on their peers. Also, I want to research the potential impacts of these programs on elementary students. Jacobsen and Bauman (2007) state, "These researchers reported that 29.9% of students reported moderate or frequent involvement in bullying--13% as bullies, 10.6% as victims, and 6.3% as both bullies and victims" (p.1). Teachers have the responsibility to help students develop healthy relationships with their peers. My area of concentration is both the social and emotional effects of bullying on elementary students.

The primary question I propose to seek the answer to in my research is: **How does professional development on bullying impact elementary school students socially and emotionally?**

Secondary or related research questions:

What is bullying? How many types of bullying are there? Why has bullying become a big concern for school districts?

What does research say about the impacts of bullying on elementary school student?

Are there professional development workshops on bullying available for teachers at the school district? If there are, what are they? And how are they implemented at the school district level?

How does this impact elementary school students socially according to personnel? To what extent, how does this impact students emotionally?

Literature Review

Social and Emotional Effects

Elementary school children are affected in two significant ways when it comes to bullying. Jan and Husain (2015) state, "The most common and frequent forms of bullying according to these researchers are: insults, name-calling and nicknames, hitting, direct

aggression, theft, threats, and social exclusion or isolation. *The Journal of Child Development* research findings of Crick & Grotpeter (1995) also confirm that hitting, direct and indirect aggression in the form of verbal abuse, gestures threats, and destruction of property are considered major forms of bullying" (p. 710). These actions stated above can critically affect a student and it can be very difficult to overcome these harsh cruelties. Elementary age children are still developing socially and emotionally. When they are being bullied, they tend to exclude and isolate themselves from the rest of the children. Bullying as a socializing practice can be viewed as aggressive behavior such as physical aggression and verbal aggression. The socializing power process is valued where the victim is observed to show deviation in both appearance and behavior (Jan and Husain, 2015). Bullies who make themselves appear intimidating and superior over others can most likely feel the need to do whatever they want when it comes to verbal and physical aggression towards another person who is perceived weaker.

In a study conducted in Italian middle schools according to Baldry (2004) states, Results showed that, "overall, most children reported sympathetic attitudes towards victims of bullying. In particular, of the 1,379 Italian pupils recruited from primary and middle schools in two cities in the central and in the southern part of the country, girls tended to be more upset by bullying than boys, and the same applied for victims compared to bullies and bully/victims' (p.585). These findings are very important because we can gain another perspective in another country to understand the problems behind bullying. There are many children who are involved in group bullying. Group bullying is done because the child wants to gain some type of social status from others in the group to fit in. Jan and Husain (2015) state, "The ringleaders are responsible for prompting the aggression against the target, assistants are

considered followers who help the bully and engage in aggression against friends, reinforcers are those group members who provide attention to the bully and provide feedback about the bully's destructive behavior" (p.44). Bullying in a group process is just as detrimental to children who are bullied by an individual person. Crothers & Levinson (2004) state, "Four main factors were identified from the Multidimensional PVS: Physical Victimization, Verbal Victimization, Social Manipulation, and Attacks on Property, all of which were found to have significant correlations with self-reports of being bullied" (p.500). Groups tend to encourage others and can be more aggressive because of their peers overlooking the situation.

Professional Development

Findings from several studies indicate that the inclusion of relational victimization in our examination of peer harassment provides unique information in the prediction of social-emotional functioning, such as children's internalizing difficulties (depression, social anxiety, and social avoidance) and peer status (acceptance and rejection), above and beyond that accounted for by physical victimization (Cullerton-Sen and Crick, 2005, p.148). As stated earlier, this information provided gives a better consensus of the overall effects, physically and emotionally on children. Bullying can send children into a dark place whether it is depression, social anxiety, or social avoidance. Cullerton-Sen and Crick (2005) state, "The lack of research related to teacher reports of relational victimization may be due in part to teachers' general lack of awareness of such experiences among their students. In one study, teachers interviewed about girls' relational lives only to identify girls who were the targets of vicious rumors and reported that they were often not aware of exclusionary behaviors until it was very serious (e.g., such severe experiences of exclusion that the girls contemplated suicide" (p. 149). Bullying doesn't

just affect boys, but girls as well and it's necessary to present options to these students for their

own benefit.

Professional development is only effective when there is full support of the issue being

addressed and when it is taken seriously by the staff. Elementary school teachers need to

understand that their students at that age are very fragile socially and emotionally and by

informing them about the effects of bullying they can possibly help them identify if they are

currently being bullied. If they are being bullied, then they can get the necessary help. Cappella,

Hamre, Kim, Henry, Frazier, Atkins, Schoenwald (2012) state, "Schools in low-income

communities provide less consistent access to effective classroom interactions than schools in

middle-income communities. However, these interactions are amenable to change, as evidenced

by improved classroom interactions following a universal social-emotional and academic

learning program in urban schools. Moreover, the least effective classrooms and most struggling

students may benefit most from intervention" (p.598). School district income and money that are

to be spent on education are very crucial to educate these students on bullying.

Method and Procedures

To answer the proposed questions, I used peer reviewed journal articles regarding

bullying in elementary schools and teacher professional development/workshops implemented

about this issue. I will be exploring two main effects of bullying: social and emotional effects. I

will also be exploring professional development, primary stakeholders, and the three options

recommended to potentially reduce the bullying issue.

I used the educational database ERIC to help me research my topic. First, I typed in

"effects of bullying" The results were never ending, but they helped me gain more perspective of

whether I should narrow down my search. This led to me being more specific once I picked out some key terms and I went from there. I also found a couple news articles about my topic on the internet which gave me more specific information on my topic. Lastly, I interviewed two elementary school teachers (See Appendix A for Teacher Interview Questions) who provided me with substantial information of their knowledge of my topic. The next section describes the role of the participants and their role providing various perspectives on this issue.

Participants

I interviewed two elementary school teachers in the Hollister Unified School District. I did my service learning at the school they taught at. I developed a good relationship with these two teachers and they were happy to help with my Capstone paper. Both of these teachers are in their mid-thirties and also graduated at California State University Monterey Bay. The interview with Teacher A occurred on 10/13/16 and Teacher B, 10/14/16. These teachers added great information that enhanced the multiple perspectives of professional development on bullying. The next section identifies the materials used that helped make the research possible.

Materials

I created interview questions for the two elementary school teachers (See Appendix A). These questions focused on professional development for teachers and the social and emotional effects it has on students. Also, the questions focus on personal experiences the teachers had with their students who have been victims of bullying. I wanted to understand the actions of these teachers based on the minimal professional development they've had. Lastly, I wanted to understand if the students are given the proper support as victims of bullying.

Procedure

I drove to the elementary school on two different days (10/13/16 and 10/14/16), where I interviewed the two teachers. I arrived during the end of instruction when the teachers were available. The Teacher and I sat down in her class and I began asking her questions. When we were finished, I shook her hand and told her how much I appreciated her help.

Primary Stakeholders

There are many problems that bullying creates in schools. Later on, there will be an explanation of the three options that can potentially lower the rates of bullying in elementary schools. There are three groups of people directly affected: students, parents, and teachers. These perspectives will be thoroughly explained to help us understand this issue.

Students. Students as victims, bullies and onlookers are all primary stakeholders in the problem of school bullying. As mentioned before, for victims, bullying causes schools to be a place of bad behavior instead of learning. For bullies, their disturbing behavior frequently leads to other social problems. For onlookers, they also become afraid (Crothers & Levinson, 2004). For witnesses/onlookers, there may be initial feelings of fear, but speaking up and informing an adult about the situation will benefit the victim as well as the witnesses.

Parents. Parents want the best education provided for their children. Parents send their children to school, expecting them to be safe while they head to work. School is a place of knowledge, learning, friendship and safety. This is what parents expect when their children attend public school. Our children should respect their teachers' and try to learn as much as possible from them. Parents would like their children to come home and tell them about their day with a smile on their face. They do not want to see their children sad and crying. This is what bullying can do

to children. Mentally and psychologically, a child will dread going to school because of a bully. Parents want their child to feel safe and eager to attend school. They do not want their child to drop out of school and give up. ((Tsiantis, Beratis, Stefanakou, et al., 2013). Parents who want their children to fight when bullied, may not be the best solution to the problem.

Teachers. Educators' obligations are to educate, create a fun and safe classroom environment and increase higher and substantial learning throughout the school year. Teachers' goals are to want all their students to succeed and reach their fullest potential. Students should feel safe and enjoy learning. If there is bullying or signs of bullying occurring in the classroom, the teacher should act in a professional manner and find a solution to the problem. If the bullying occurs in the classroom, that is as far as it should go. The bullying in the classroom should be resolved immediately.

Options to Prevent Bullying. Three options that can prevent bullying in public schools are educating students on bullying, providing better disciplinary action towards bullying and providing counseling for victims of bullying and bullies. The four criteria that will be used to evaluate each option are stakeholder appeal, cost effectiveness, time implemented and success rate.

Option 1- Enhance Professional Development about Bullying

One option to prevent bullying is to educate students about bullying. Students should be able to identify language that is associated with bullying and be educated on what are effective ways to stand up to bullying. A recent study conducted provides insight on a clinical bullying prevention program in schools. This program has been used in Europe and in the United States.

A common element of these programs is teacher training, which aims at increasing knowledge about bullying and strengthening skills for tackling the phenomenon. Most programs follow a curriculum-based approach, in which relevant prevention and intervention actions are applied within the classroom by teachers (Tsiantis, Beratis, Stefanakou, et al., 2013). This program will not only educate the students, but teachers as well. Teachers need to understand the signs of bullying and to prevent bullying from occurring at a more extreme level. Results varied in parts of Europe from five to fifty percent (Tsiantis, Beratis, Syngelaki, et al., 2013). The data collected results in a successful anti bullying intervention programs in schools. The disadvantages to this program are that it can be expensive and it would take time to implement. The advantages are that students are being educated and also, teachers and parents would understand what effects bullying can have on their children.

Implementing professional development on bullying varies based on school districts. Implementing these programs into schools can be difficult especially when teachers are trying to get through a lesson or two to stay on top of the curriculum. Many of these prevention programs don't address the broader social ecology of school bullying, especially pertaining to demographic and cultural characteristics (Morrow, Hooker, & Cate 2015). School districts that provide professional development need to address all these variables to make it more effective. Also, going into elementary schools and analyzing the current professional development programs is crucial to understand the school's obligation and commitment to make their students feel safer. Yoon and Bauman (2014) state, "A recent national study by the National Education Association suggested that a majority of teachers reported a need for additional training regarding how to intervene effectively in all forms of bullying" (p. 309). Teachers need extra information on approaching this issue and to understand their student's situation.

In sum, these options provided to prevent bullying in public schools will not be one hundred percent successful, but it is important to provide help to as many students as possible with this crucial issue. In the next section, I will explain options 2 and 3 in greater detail and provide a chart that will visually show each option which will be weighed by the four criteria. This chart will show the effectiveness of each option, and which option will be the most beneficial to the primary stakeholders.

Option 2- Disciplinary Actions Towards Bullying

The next section addresses Option 2, providing better disciplinary action towards bullying. Better disciplinary actions would include counseling once or twice a week and reflection of actions. This can be done to prevent the actions from happening again before considering suspending the student. There are many cases where two students fight over something at school, one punches the other. The disciplinary action is sitting on a bench and the two students thinking about their actions. According to Vermeire (2010), "The policy should further require teachers and school staff to intervene, when it is safe to do so, or take immediate steps to get additional aid to intervene in any incident of bullying the witness" (p. 8). As stated in the background, students who were bullied or witnessed a bullying incident, can speak up and let school officials know what had occurred. Students who have been bullied and do not speak up, can put themselves in greater harm to hurt themselves such as depression, cutting oneself, and possibly suicide. The on lookers or witnesses of bullying, who do not speak up can potentially not just hurt themselves, but the bully will not be punished for their actions.

The advantages of providing better disciplinary action are stakeholders appeal would be satisfied and time implemented. Suspensions or expulsion are examples of current disciplinary actions. These disciplinary actions that are currently being used in Northern California schools,

are helping with the fight against bullying. The time it would take to implement new disciplinary actions towards bullying would not take long. This would not take long to implement because schools need improved disciplinary actions, especially actions that can be effective and make a greater impact on the safety of the students.

The disadvantages to providing better disciplinary actions are cost effectiveness and success rate. Every time a student is suspended for bullying, or for some other reason, it costs the schools a lot of money. Bullying not only affects the victims, but it also affects truancy and dropout rates. Philips (2015) states, "Based on conversations with school administrators nationwide, we calculated an average cost of approximately $170 of combined staff time per incident that leads to a suspension. Assuming each suspension results in three days out of school (the average length of one suspension), there is a $120 loss of ADA funds per suspension ($40 ADA multiplied by three days). Combining the $170 cost with the $120 loss leads to an average negative financial impact of $290" (para 7). This is a mind-blowing statistic. Would it be worth the money spent knowing that the bully is not at school for a few kids and the victim(s) are safe? When looking at the success rate, it doesn't get any better. Philips (2015) explains that, "For example, if a school has 1,000 students and a truancy rate of 6% (the national average), 60 students will be truant at least 9 times per year, resulting in 540 days of lost ADA funding. The average ADA rate is $40/day. When multiplying that rate by the 540 missed days, it's staggering to see that our sample high school would lose $21,600 per year due to truancy" (para 6).Not only are schools losing money when suspending bullies, but they are also losing money when the victims don't show up to school because they feel safer at home. This is where counseling becomes essential to guide bullying victims through this difficult time in their lives.

Option 3- Information on Counseling

Lastly, Option 3 will consist of information on counseling for bullies and their victims. Recommendations given to California schools pertaining to bullying are providing counseling by school teachers or school counseling victims and training for offenders (Vermeire, 2010, p.9). The bullies would get help and can express why they feel the need to hurt other students. Counselors can then find a solution or recommend a certain treatment that will benefit the bullies' well-being. The victims would be giving advice to the victims and help them stand up for themselves in a non-violent manner. Another recommendation is providing teachers and school administration on inclusive school environments (Vermeire, 2010, p.10). These recommendations could possibly benefit both bullies and their victims.

Teachers are mandated reporters who have to document issues such as bullying and take it through the necessary channels. Cappella, Hamre, Kim, Henry, Frazier, Atkins, & Schoenwald, (2012) state, "Aggressive behaviors and peer problems are lower in classrooms with better behavior management, teacher responsiveness, and social and instructional climate" (p. 598). Mainstreaming children with behavioral and emotional problems into another classroom can help meet the student's needs. Sometimes students with aggressive behavior need to seek other help from a school psychologist and even the principal to understand and properly address the problem.

The advantages to this option are that it satisfies stakeholder appeal, time implemented and success rate. With the proper training to teachers and school administrators, they will know how to handle a situation. It would take some time to implement these recommendations, but once they are, they can provide positive results.

The disadvantages to this option are that not all schools provide counseling and training for teachers. Counseling can be very costly outside of the school. For example, Utterly Global, a youth empowerment group, charges $150 which ranges from kindergarten, all through high school (Utterly Global, 2015). Even though the cost may be high, it may be beneficial to the bullies and their victims. The success rate is not stated in this article. The success rate can fluctuate depending on how severe bully or victim problem is.

More **** Equals Better Option

Options 1-3	Cost Effectiveness	Time Implemented	Success Rate	Stakeholder Appeal
Educating students	***	****	***	****
Better disciplinary actions for bullying	**	**	**	****
Provide counseling for bullies and victims	***	**	***	****

Results and Finding

According to a personal interview with a school teacher A (questions in Appendix A), she said, "Most of the time it's a student who needs extra attention and love. It's also that they are jealous. The bully thinks it makes them feel better about themselves, but it doesn't. Usually, I talk to students and listen to their complaints. I then discuss the matter with the bully. I tend to see if it happens a couple of times with that same person (bully) to make sure it is bullying. Then I see if the bully picks on the same kid or everyone. I make bullies write about how they could have handled the situation differently. I also call parents. If it continues to happen they lose recess time, and then it goes to the office to take it further" (Personal Communication, 10/13/16). Teacher A later explains what the anti-bullying program the school implements once a month to inform students about the causes and effects of this issue. According to Teacher A, "The last couple years we had a bully curriculum that was implemented in our classrooms for 30 minutes each week. I think it was helpful to cut down on bullying and to help kids realize that something that was an accident and happened once isn't a bully. I do see lots of kids, even my own, who tend to say they are bullied when that wasn't the case. I feel that bullying is different in every district. Each school has a way to deal with it. We have a school plan to help us" (Personal Communication, 10/13/16). As the teacher said above, it all depends on the other school districts and what they are doing to implement anti-bullying curriculum into the classroom.

In an interview with Teacher B, she says that they haven't received any professional development on bullying. Teacher B then states, "Give us options on different programs and what has statistically proven to work. I don't just want it to stop for the kids being bullied, but want the bully to feel better about themselves" (Teacher B, Personal Communication, 14

October, 2016). Both the victims and the bullies need the necessary help to support them with their current situations.

Recommendation

After assessing and weighing the advantages and disadvantages of the three options, the best option would be Option 1, educating students about bullying. Educating students about bullying should start at a young age. The justification of educating students about bullying will help these students understand what to do when they encounter a bullying situation. They can take the necessary steps that will protect them from any harm. This option satisfies cost effectiveness, stakeholder appeal, success rate, and time implemented.

The second option that would be chosen after the primary option is option 3, providing counseling for bullies and their victims. This option satisfies stakeholder appeal, and success rate. In making this recommendation two concessions must be addressed. It would take a while to implement counseling in schools and for the bullies and victims. Also, this option would cost a lot of money to implement. Lastly, option 3, which is better disciplinary actions for bullying in schools satisfies stakeholder appeal, but time implemented, cost effectiveness and success rate would not be satisfied. There is not enough evidence to conclude that this option is a viable one. All of the options listed are applicable options which all require more research and money to understand the advantages and disadvantages of each option. It's possible that if we put our mind to assessing this invert issue, it can be make a definite impact in time.

Problems and Limitations

Some of the limitations I encountered for the completion of my paper were not being able to get an interview with the principal and school psychologist. I emailed the principal and school

psychologist for an interview. They responded and said they would be willing to answer questions if I emailed them. I never heard back from them after a couple of weeks of sending them. I interviewed two elementary school teachers who provided helpful information on my topic. Also, when our class did not meet for a whole month, my lack of energy to my paper began to arise. I am taking sixteen units this semester and I spent more of my time and energy on other class assignments then my paper. My whole thought process was to complete my assignments from my other classes to give myself more time to complete my paper. This plan backfired quickly because I put so much time and energy in these other assignments, so by the time it came to my paper, I didn't have much energy left.

Conclusion

In regards of my primary research question: How does professional development on bullying impact elementary school students socially and emotionally, the issue is clear. This paper has addressed the problem of bullying in public schools, who is impacted and to suggest three options, weighed by four criteria. This issue needs to be addressed because bullying impacts the ability for schools to provide a positive learning environment. There are many innocent students being bullied and they don't know how to handle that situation properly. In order to prevent bullying, teachers and school administrators need to address bullying at a young age and provide proper criteria of the actions to take when encountering a situation such as bullying.

In addition to all the strategies mentioned above, it is crucial that teachers have effective classroom management skills. For instance, teachers can place a student that could be a target of bullying closer to her or with a group of other children so the child will not be alone. Teachers can also modify the classroom setting that might be provoking students to bully others. It is a

good idea for teachers to have a confidential box in the classroom where students could write their concerns regarding bullying. There are students who are afraid to approach the problem in person because they think the bully might be coming after them. With education, children can learn what types of behavior are considered bullying behavior and what to do if they are being bullied. Students can learn ways how to help a classmate who is being bullied and learn what their responsibilities are as bystanders. With care and commitment, educators can redirect the behavior of the bullies into a positive one; students who are bullies need guidance and to have good role models in how to behave correctly. Teachers, can influence their students in positive ways and as educators it is our job to do our part in reducing this growing problem in our schools by learning about bullying and teaching about it to our students.

References

Baldry, A. C. (2004). What about bullying?' An experimental field study to understand students' attitudes towards bullying and victimization in Italian middle schools. *British Journal Of Educational Psychology*, *74*(4), 583-598.

Cappella, E., Hamre, B. K., Kim, H. Y., Henry, D. B., Frazier, S. L., Atkins, M. S. & Schoenwald, S. K. (2012). Teacher consultation and coaching within mental health practice: Classroom and child effects in urban elementary schools. *Journal Of Consulting And Clinical Psychology*, *80*(4), 597-610.

Carrera, M. V., DePalma, R., & Lameiras, M. (2011). Toward a more comprehensive understanding of bullying in school settings. *Educational Psychology Review*, *23*(4), 479-499.

Crick, N. R., & Grotpeter, J. K. (1995). Relational aggression, gender, and social-psychological adjustment. *Child Development*, *66*(3), 710-22.

Crothers, L. M. & Levinson, E. M. (2004). Assessment of bullying: A review of methods. *Journal of Counseling and Development.'JCD*, *82*, 4.

Cullerton-Sen, C, & Crick, N. (2005). Understanding the effects of physical and relational victimization: The utility of multiple perspectives in predicting social-emotional adjustment. *School Psychology Review*, *34*(2), 147-160.

Jacobsen, K. E. & Bauman, S. (2007). Bullying in schools: school counselors' responses to three types of bullying incidents. *Professional School Counseling*, *11*(1), 1-9.

Jan, A. & Husain, S. (2015). Bullying in elementary schools: Its causes and effects on students. *Journal of Education and Practice*, *6*(19), 43-56.

Morrow, M. T., Hooker, S. D., & Cate, R. L. (2015). Consultation in bullying prevention: An elementary school case study. *School Community Journal*, *25*(2), 85-111.

Philips, R. (2015). The financial costs of bullying, violence, and vandalism. *National Association of Secondary School Principals*. Retrieved September 10, 2016.

http://www.principals.org/Content.aspx?topic=The_Financial_Costs_of_Bullying_Violence_and_Vandalism

Tsiantis, A.J, Beratis, I. N, Syngelaski, E. M, Stefanajou, A, Asimopoulos, C, Sideridis, G,D, & Tsiantis, J. (2013). The effects of a clinical prevention program on bullying, victimization, and attitudes toward school of elementary school students. *Behavioral Disorders.* 38(4), 243-257.

Utterly Global. (2015). Evidence based programs pre-k to collegiate. Retrieved September 10, 2016.http://antibullyingprograms.org/Programs.html

Vermeire, T.D (2010). Discipline in california schools: legal requirements and positive school environments. *Ed Source*. Retrieved September 10, 2016. http://edsource.org/wp-content/uploads/discipline_in_california.pdf.

Yoon, J. & Bauman, S. (2014). Teachers: A critical but overlooked component of bullying prevention and intervention. *Theory Into Practice*, *53*(4), 308-314.

Appendix A
Teacher Interview Questions

1) Have you experienced your students being victims of bullying in the classroom? If so, what have you done to address this issue? If not, what would you do if you encountered this issue?

2) Are there professional development programs for teachers on bullying? If there are, what is the name of the program? Is it helpful? Why or Why not?

3) Do teachers get enough professional development on bullying? Why or why not?

4) As a teacher, what would you do to change the current professional development on bullying? Why?

5) If you've experienced your students being victims of bullying, what are the social and emotional impacts on those students that you've noticed?