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Bullying and Development

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Abstract

This capstone project looks into the developmental aspects behind bullying. Cyberbullying, suicide and long term effects are presented along with how schools have been handling bullying within the classroom. Adding a personal touch, to show a prime example of how one can overcome substantial obstacles and see the light at the end of the tunnel. This project also looks in depth of the effects of cyberbullying as it has increased over the years with the strong use of technology. Additional information was gathered by conducting an interview with teachers from a Bay Area elementary school along with a high school student in order to gain another perspective of the situation. By working closely with schools to slowly prevent bullying, it will gain awareness and help stop these long term effects from arising.

Bullying and Development

Bullying is a form of aggression that is used to inflict harm towards others. With bullying, there are many side affects that it could potentially cause. Rigby and Slee (1999) mentioned that "Bullying has the potential to result in severe psychological, social and mental health problems in both the bullied and the bully." Bullying can have long terms affects for everyone involved and with the heightened use of technology, it only continues to grow.

I personally grew up being bullied for around 5 years. From fourth grade to eighth grade, almost every day I was bullied by the girls in my small elementary school class. Before I was bullied, I was this different, wild young girl who did not give a care in the world. As I started to get older, the girls in my school started to not like that I was "different" from them and decided to make fun of me for that. They would make fun of the way I talked, dressed or what dolls I liked to play with. Once I started getting to be 11 and 12, the bullying just got worse. My personality did a complete 180 and I became this more sheltered and guarded girl who hid from being her true self. I became troubled and thought that life was not going to get any better. The bullying would go on during school, after school through AIM (AOL Instant Messaging) and at sport events. It never stopped. The bullying messed with my head so much that at one point I was suicidal and had to be taken to a psychologist.

In eighth grade, my mind slowly started to change. In 2004, I was put into martial arts by my parents in hopes that it would help me build self-confidence. After a few months I slowly started to feel like my old self again. I learned to let go of any anger and learned how to use my words to speak up for myself against my bullies. I know that I was extremely lucky to be able to have karate and my family to help me through an extremely difficult time. I made a second family with my karate friends that I am still very close with today.

Even though I was very lucky to be able to climb out of my depression and suicidal state, I know that some people are not so lucky. Bullying is a serious threat to young children and teens. Bullying is something that people should not take lightly and that the darker effects of bullying need to be shown some light in order for more people to understand how serious the issue is.

Literature Review: The Problem

In recent years, there have been many news stories about young kids committing suicide because of how they were treated in school and that they felt they had no way out. Klomek, Sourander and Gould (2011) stated that bullying has grown significantly within the western world and is increasingly showing horrible consequences. Many young children, all the way up to teens, experience depression, suicidal thoughts and suicide attempts from the endless amounts of bullying. There have been studies that show that young girls who have been involved in some form of bullying, are more likely to have suicidal thoughts compared to boys (Klomek et al., 2011). Yet in another study, similar evidence was found among boys as they were more likely to cause self-harm if they were being bullied at school. By understanding that both girls and boys mentally are traumatized by the events of bullying, it gains more attention to the idea that there is a serious problem.

Annually, between 20% and 50% of young children are bullied with verbal bullying taking over due to the availability of texting and the internet (Hertz, Donato & Wright, 2013). Many children who are bullied are reported to be more depressed and anxious than children who weren't bullied. Most of the children who are bullied also have a low performance in school due to the fact that their minds are on the playground and how they will avoid being bullied. With long term affects of bullying, comes the suicidal thoughts. After years of bullying many children

feel that there is no way out and they need to end it all. There has been research done on both ends, the bully and the perpetrator. One study has shown that suicidal thoughts were highest amongst those who were bullied yet another study has shown that the strength of bullying and suicidal thoughts were highest amongst the perpetrator due to high amounts of depression (Hertz et al., 2013).

Suicide, to many kids, seems like the only way to stop bullying because many of these young children are in such a deep depression they don't see the light at the end of the tunnel.

Cyberbullying

With it being 2016, there is a new form of bullying that is skyrocketing. Cyberbullying has become a way for kids to hide behind a computer or phone and make fun of one's peers. The research for cyberbullying is still growing as the use of social media between young children continues to grow and grow everyday. Schacter, Greenberg and Juvonen (2016) stated that many young children are less likely to intervene when it comes to cyberbullying compared to offline bullying. The online platform gives the bullies a whole new way to entice their prey. With most bullying happening in open chatrooms or public forums, there are hundreds of witnesses with long standing proof. Perpetrators are also able to manipulate things and make them the way they want the world to see them, like photos. For example, manipulating photos with Photoshop to distort an image is a form of cyberbullying. In the film, *A Walk to Remember,* a group of jealous girls modify a picture of a fellow classmate with the intent to harm using Photoshop.

Social media has become the new playground for this generation. With websites like Twitter, Tumblr, and Facebook, kids are surrounded by places where people can make fun of and terrorize. Twitter has become a place where people can say whatever they want to their followers, who could be random people or their close friends. Many young kids today are using

this platform as a form of venting to where their hurtful words could be seen as bullying and taken the wrong way. With the internet it can also lead to being bullied by a complete stranger. With the heightened use of technology, most kids will not know who truly is the one behind the screen names. The kids hide behind screen names and use their power to send hateful comments, photos or videos to their peers.

There have been recent studies that show girls are more likely to gossip and spread rumors about each other online whereas guys are more likely to receive threats (Mishna, Saini, & Solomon, 2009). In 2011, there was a film released through ABC Family entitled *Cyberbullying* where it shows a teenage girl being called a "slut" and "whore" in open chat rooms. She becomes extremely depressed when her closest friends turn their backs on her, so she decides to post a video online saying that she can no longer live with herself. She eventually overcomes the attempted suicide, but it shows the effects that cyberbullying can have. She had her entire school calling her names and extreme verbal abuse. With how quickly word can spread online, it can be a trigger point.

Cyberbullying is just at the beginning of its tenure, its something that is extremely hard to control and growing at such a rapid pace. It has become the perpetrators playground for teasing and name calling. With how strong social media is today, no one is safe from the turmoil that can happen.

Long Term Effects

Bullying can carry long term effects for all parties involved. Goldblum and Espelage (2014) documented that "Students who bully others are more likely than their peers to engage in other high-risk behaviors, such as weapon carrying and substance abuse." Perpetrators are also in danger of long term effects from bullying others as many studies have shown issues ranging

from small convictions to violent crimes. Whereas the victims of bullying tend to have more

emotional and psychological effects overtime. Many children who are victims of bullying find

themselves as failures in life in terms that people are bullying them because they have failed

(Goldblum et al., 2014). Being a victim of bullying myself, I have noticed some minor long term

effects from it. Even though I obtained most of my self confidence back, I was never truly the

same "different" kid I was when I was younger. I was always afraid to go back to that place. As

most kids are, they are afraid to go back to the source of the bullying.

Many victims of bullying tend to spend years in therapy to help overcome the emotional

challenges and distress that they deal with in the adult lives. Bullying can play such a lasting

impression and can completely change one's personality.

Literature Review: Solutions

Bully prevention is a rather important step, as it helps students and young children feel

safe and secure in the school yard and online. Implementing programs within schools and

communities will help students feel safe to talk about how they feel along with feeling safe

around their fellow peers. Working with the children from a young age and not only just telling

them, but showing them how to help put a stop to bullying could in the long run, help prevent

bullying.

Having young children be aware of what exactly bullying is, helps in many ways. One,

they are able to identify bullying from the get go and could help put a stop to it. Second, they

will be able to understand what is going on around them and ask for support or help from an

adult figure. Finally, they will be able to carry what they learned and bring it into adulthood and

understand that there are many different types of bullies and bullying. With bullying taking over

and having effects such as social exclusion, harassment, threatening and many others, it can all

lead to negative effects socially and even academically. Implementing a program where students could feel safe while at school would be a key factor in helping prevent bullying (Nese, Horner, Dickey, Stiller & Tomlanovich, 2014).

There are some schools or community programs that are slowly starting to implement a bully prevention program. For example, the karate center that I trained at for 10 plus years added a bully prevention program to their curriculum about 6 years ago. They help teach young children on what they can do if they were to be a victim of bullying, or if they were to witness bullying. The instructors always tell the kids that using the words, "stop" and "no" are very powerful words when it comes to bullying. They teach the children not to engage in fighting because that will only make the situation worse. They have the kids step back and try to help stop the bullying from progressing. Having programs like the one at Adreneline Martial Arts (pseudonym), would help make a large improvement in schools and the local community. It could help kids learn to stand up for themselves and understand that bullying is wrong and needs to be stopped.

School environment and Bullying

In order for schools to have a successful bully prevention program, the entire school would need to be on board and in support of the idea of change. If the surrounding environment doesn't change, it will be hard to find success in a program. Espelange, Polanin and Low (2014) stated that "School climate is based on patterns of people's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching, learning, leadership practices, and organizational structures." Many teacher's perceptions of the school or classroom environment deals with the attitudes of the students that walk through the doors everyday. Most of the time the teachers aren't made aware of what happens out on the playground or at home online.

Teachers tend to follow the moods of their students and judge from there what is going on. Most

bullying does not occur in the classroom, but away from authority figures.

       To have a successful bully prevention program, the school itself must change in support

of anti-bullying. Having a monthly lecture or class on bullying and the effects could, have a

strong, lasting effect on students. By having a class similar to what high school students have just

before prom, drunk driving, it would increase chances of preventing students from being bullied

and gaining a better understanding of bullying. They might be able to see and understand the

long term effects that it could initially have upon a person. Espelange and colleagues have

hypothesized a theory that if there were to have higher teacher involvement and intervention,

there would be less student reports of bullying with a greater chances of those students

intervening (Espelange et al 2014).

       There hasn't been much research or studies on the current success of bullying prevention

programs within schools. They do shed a light on the issue and bring a positive outlook to them.

Bully prevention programs have shown an increasingly amount of growth and support over the

years as it continues be a life line for victims of bullying (O'Brennan, Waasdorp & Bradshaw,

2014). Hopefully with more students going the distance and committing the ultimate ending,

schools and parents will start to realize that having a strong bully prevention program will help

stop these tragic events from happening and stop the wondering of what could have happened if

someone were to intervene.

Action Research

Research Questions

Within my Action Research Project, I wanted to help better understand what children are dealing with today in regards to bullying. Along with what ways teachers are helping to prevent bullying from happening within the classroom.

Action Project Significance

The significance of this project is to help gain a better understanding of what has been going on and what future educators could potentially do in order to help prevent bullying from happening.

Benefits of Action Project

There would be some benefits to the Action Project, one of which is gaining a better understanding and getting the perspective of a teacher and student who are witnesses to bullying everyday. Another benefit would be that I will be doing my research at the place that I was severely bullied at, and I can better understand the tools that teachers have now years later in order to help prevent bullying.

Context

The location where I performed my research is located in the heart of the Bay Area. Just around 10 minutes away from Facebook headquarters is a small private catholic elementary school. It has been recently renovated and has changed a lot since I was a student there from 1996-2005. The school is located within a wealthy area of the Bay Area, with top technology companies just minutes away. My connection to the school is rather extensive. Both of my parents went to this school (class of 1975 & 1979) along with all of my aunts and uncles on both sides of the family. My paternal grandfather was one of the founders for the school's annual carnival that has grown in popularity over the years. In the mid to late 1990s both my sister and I started attending the school that our family had such history with. We are still to this day the

only children of two past graduates to attend and graduate the school. Currently, both my mother and sister work with the school. My mother is the Kindergarten aide and has been there for 9 years and my sister is now working with the extended care program. Some of the faculty that are currently working there were present while I was a student at the school many years ago, including the vice-principal who was actually my Kindergarten teacher.

Researcher

The experiences that I have from my years at the school will help me sympathize and understand bullying on a more personal level. I was severely bullied at this school by my fellow students for many years. I was in a class with the same 30 kids from Kindergarten to eighth grade, and everyone really starts to figure each other out and know who are the strong willed kids, along with who are the more sensitive kids. I grew up being bullied and watching the girls make fun of me and a few others because we weren't like them or we didn't agree with what they were saying. Since I was put into that situation, I have a better understanding of what needs to be done and why due to the fact that my life completely changed from the experiences I had for those nine years.

Participants

The participants for in this action research project were two teachers from St. Mary (pseudonym) school. I also interviewed a 14-year-old girl named Brooke (pseudonym) about what they have experienced and seen in high school. I mainly wanted to do that because of some of the differences from elementary school to high school bullying.

I have already made contact with the potential participants. I have sent out an email to St. Mary and I am just waiting for a response. I have reached out to the parents of the adolescent girls, and one has already agreed for her daughter to participate.

Risks/Protections

  I made consent forms for the minor child as she is under the age of 18 and I also made consent forms for the teachers in order to respect their privacy as well (refer to Appendix B). I was able to interview all the participates during spring break to get their statements and thoughts on the issue. I personally interviewed the faculty at the school and FaceTimed the high school girl as she lives in the East Bay. I was able to come up with some brief interview question that made the process smoother (refer to Appendix A). There were some adlibbed questions during the interview that were based off the initial responses of the interviewee.

  In regards to protection, I have changed the name of the school, yet changing it to a similar name in order to get the type of school across. I have also not mentioned the direct location of the young girls and where they attend school. When referencing them, I will be using different names.

Instruments and Data Collection Tools

  For the interviews, I used the Voice Memo app on my phone in order to record the teachers responses for better play back. With the high schooler, I Facetimed her on my laptop and used the Voice Memo app on my phone to record the audio for play back purposes.

<center>**Action Project Solution**</center>

Action Research Results

  During my time exploring solutions through my Action Research Project, I learned about the different bully programs from the teachers I interviewed had implemented along with other schools that the teachers have taught at as well. I learned the steps that these teachers take in order to prevent bullying within their classroom and on the playground as well. I was able to speak with an elementary school teacher along with a middle school teacher. I was also able to

talk to a high school girl and got her input about being surrounded by bullying in the high school world and social media.

With my first interview, I interviewed a first grade teacher about her experience with bullying. She has been working at the elementary school for 10 years and she mentioned that over the years she has noticed that the bullying has gotten more prevalent, and starting even younger now. While I was talking with her, she mentioned that she noticed that it is mainly the young girls who are doing most of the bullying and that there is usually a leader with several followers, very similar to *Mean Girls* and The Plastics. Girls tend to involve themselves with emotional bullying, and try to emotionally harm their peers with words. With the research from my literature review and after talking with this teacher, it seems to be very common for girls to be the leaders of the bullying whereas boys do more physical bullying.

Six years ago at the elementary school, they started a program called "No Bully" that was branched out of San Francisco. The program was a two-year process with the staff first coming together to analyze the issue regarding bullying at the school and coming up with an action plan surrounding the issues that they had at the time. Second, was implementing the program and working with fixing the bullying issues and problems that were brought on throughout the school year. They had a focus on the four types of bullying; physical, verbal, relational and cyberbullying. Verbal bullying occurs more with young children and involves using hateful and threatening comments towards one another. Verbal bullying is more prevalent with girls whereas physical bullying is more prevalent with boys, as they tend to use their strength instead of their words to threaten others. Mrs. Jones (pseudonym) mentioned many of the boys in her class were not into the bullying as much as the girls were. She mentioned how one little girl was being

completely left out during recess and lunch so she brought all the girls together to make sure that they all played together and included everyone.

In terms of bringing up the fact about bullying with the class, Mrs. Jones mentioned how she likes to address the issue whole class first so that a few people are not excluded. She wants to bring the fact that bullying is happening in the class to everyone's attention whether they listen to it or not. Mrs. Jones has had parents come up to her when students are too worried or nervous to come up themselves and speak with her about bullying. Mrs. Jones was extremely helpful in informing me about first grade bullying and what has been going on in her classroom and what she has witnessed around the school. She even gave me a heads up about the upper grades and how cyberbullying is in full affect.

After talking with he 7th grade teacher, I learned that cyberbullying plays such a huge role on these kids lives. With many of the students already having cell phones and social media accounts, cyberbullying is the new way to attack their peers instead of face to face. The school does have a strict no cell phone policy that everyone must adhere by in order to protect the kids, at least while they are on campus. They also have social media sites like Facebook and Twitter blocked on all iPads and laptops on the school campus to help encourage students to focus on schooling and not social media. Within the upper grades as well, girls are more known as being the bullies or being bullied than the boys. With young girls being influenced by films like *Mean Girls*, they look up to characters like Regina George or Cady Heron when in reality they are making it seem like a normal right of passage for young girls. The backstabbing and gossiping in order to cause harm is what brings bullying to a whole new level. In the film *Mean Girls,* social media was basically non-existent and the bullying problem was rather large. 10 years later the bullying has taken on a new form with social media and texting. Mrs. Smith (pseudonym)

explained to me how many of the girls will say bad things about other kids in the class on this social media site called ask.fm, where kids can ask their peers questions anonymously about personal aspects of each others lives. It has become a dangerous tool that can target certain kids and can cause deep harm to those being affected.

Talking with these teachers and getting their personal input on what has been going on at the school and the steps that they personally take to help stop bullying was incredibly helpful. As bullying is still changing and something that is very hard to control, all the teachers are doing the absolute best that they can in order to help protect the children. They have gone through workshops and set up meetings with parents in order to help prevent this issue as much as possible. Getting the teachers on board to help stop bullying is just one step in the process, another step is talking with the kids themselves.

I was able to interview a 14-year-old girl who is a freshman in a public high school. She gave me some great information on what it is like to be a freshman in high school in 2016 compared to when I was a freshman in high school in 2005. I was able to ask her about the influence on social media in school and how it has affected relationships and friendships. What Brooke (pseudonym) mentioned to me was that the girls weren't so bad with bullying face to face, compared to the lower grades. The girls were very much hiding behind their phones through Instagram or ask.fm causing all the ridicule. After talking with Brooke I was really able to see how things have changed drastically since I was in high school and how social media plays an extremely large roll in bullying young kids today.

After interviewing the teachers and the high schooler, I did see some common themes between the two. The main one that I saw was that girls were the main culprits, with cliques of girls bullying one another (refer to Appendix C). Many references were made to the film *Mean*

Girls with how many of the girls are following in the Plastics footsteps when it came to bullying. It might not be physical, but all the emotional and verbal abuse that the victims are put through is very similar to what happened within the film. The teachers stated that the boys weren't really much of bullies as when compared to girls. Mrs. Jones mentioned this during our interview and she has tried to find ways in order for all the girls to play together and not leave anyone out alone on the playground. "I have this one group of girls that pick on one particular girl and leave her out at lunch just because they can" (K. Jones, personal communication, March 22, 2016). Having a teacher as involved as Mrs. Jones, helps the idea that bully elimination is possible.

Action Project Solution Options

After researching and analyzing everything that I have seen about bullying, I came across three really great programs that have been going on in order to help put a stop to bullying. One of these options is located in the Bay Area at a local Martial Arts studio entitled Adrenaline Martial Arts (pseudonym). At Adrenaline they advertise an anti-bullying program where they teach kids some fundamentals on what they could do when faced with bullying. They teach the kids on how they can say "no" and they will not be looked down upon for saying "no" to being involved. About every six months or so, they offer a Friday evening clinic for kids learn more about bullies and bullying in general. The things the young kids are taught is something that each child could take home and to school with them to really help make a small change in their community.

The second program I learned about was the "No Bully" program that has been implemented at St. Mary's (pseudonym). It's a great program that has given teachers the tools to handle bullying and how to help kids out of situations that could cause harm. With this program, teachers start to become more aware of what is going on with children in regards to bullying and ways to help prevent it. One of the teachers actually mentioned how she thought it would be a

great idea to open the seminar up to parents as well. Making parents aware of the bullying issues

within schools is a key factor as they can notice any signs at home and potentially help eliminate

those.

The third program that is similar to what I actually had as a child while dealing with

bullying is a program called "Free Zone." It is a program that I would love to be able to bring

into schools or community centers. Free Zone is a place where kids who are being left out or

feeling isolated can come together and be their true self. It works as a safe zone and a place

where children can be completely free to be who they are. Teachers can also recommend that

certain students go, just for an hour or so, during class time to get extra attention and space.

Giving students this option can help open so many doors for young kids.

Action Project Solution Description

Free Zone is a place where I want kids to feel safe and be able to be who they truly are. I

know from my experience at school, I was a completely different person as to who I was at

home. Free Zone will hopefully be able to bring that sense of home into a school setting and give

the kids a chance to really develop and become who they want to be. Free Zone is a place that is

located in a library or extended care for children to go to during recess or lunch and express

themselves in whatever way they want. It would be run by faculty members and during a certain

time of day, professionals can come in and talk to the kids and help them through and troubling

moments that happened or just to be a body to talk to and vent (refer to Appendix D). The

effects of bullying can really stay with a child throughout their entire life, and if they one small

step can help a few kids understand that being bullied should not change who they are, then I

have succeeded.

Bullying is something that is not going to go away within one day. It is probably something that will never go away, but it is something that needs to change. Kids ending their lives over being made fun of or having a horrible rumor spread about them is terrible. The thought that these kids feel like there is no way out is heartbreaking and more attention needs to be drawn to it. If creating a Free Zone, or something similar in schools for kids helps save one or two lives, then there is hope. Hope that children can understand that bullying is just temporary and life is worth fighting and living for.

Conclusion

After spending the semester researching and studying more on bullying, I have learned that there is still so much that needs to be done within schools to help the growing generations learn from our mistakes and understand the circumstances that bullying can cause. What I intend to continue doing throughout my life, is to help people understand that making fun of someone might not seem like a huge deal at the time, but it can lead to severe long term effects that could seriously damage one's mindset and inner confidence. As I am not becoming a teacher and pursuing a career in the travel industry, yet I hope to be able to use my knowledge from this project to help the people within my life, like my future children and my friends. I hope that I can make a solid impact, even if its just a minor one.

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Appendix A

Interview Questions:

1. What has been your experience with bullying? Either as a teacher or as a student.

2. What does the school have in place to prevent bullying?

3. What do you as teachers do to protect students who have reported bullying?

4. How do you address cyberbullying? If it happens on campus or off campus?

5. Have students ever come up to you in regards to a bullying incident?

6. What kind of training does the staff have to recognize and address bullying?

7. How do you help support students and/or the parents of students that are being bullied?

8. Are there programs regarding bully prevention?

    ---Is the program Archdiocese wide?

9. What are the consequences for students who are caught bullying?

10. How is bullying handled within the classroom? On the playground?

11. Have students come up to you in regards to bullying done after school hours?

Appendix B

Consent Forms

100 Campus Center
Seaside, CA 93955-8001

**AUDIO/VIDEO SUPPLEMENTARY CONSENT FOR
HUMAN SUBJECT RESEARCH PARTICIPANTS**

PROJECT TITLE: [Liberal Studies Senior Capstone: Bullying and Development]

As part of this project, I will be making audio recordings of you during the research. Please indicate what uses of these tapes you are willing to permit by putting your initials next to the uses you agree to and sign the form at the end.

This choice is completely up to you. I will only use the tapes in ways you agree. In any use of the tapes, you will not be identified by name.

1. The tapes can be studied by the research team for use in the research project. _____

2. The tapes can be used for educational purposes. _____

Consent Statement

I have read the above descriptions and give my consent for the use of the tapes as indicated by my initials above. My questions have been answered to my satisfaction and I freely agree to participate in this study. I know that I can stop taping at any time.

I have been given a copy of this Consent Form.

_____   _____
Signature   Date

Signature of Researcher

In my judgment, the participant is voluntarily and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.

_____   _____
Signature of Researcher   Date

CALIFORNIA STATE UNIVERSITY
Monterey Bay

100 Campus Center
Seaside, CA 93955-8001

**CONSENT TO PARTICIPATE IN
HUMAN SUBJECT RESEARCH**

PROJECT TITLE: Liberal Studies Senior Capstone: Bullying and Development

I would like you to participate in a research study conducted by myself, Caitlin O'Hare, Liberal Studies degree candidate for my Senior Capstone research project to be used at California State University, Monterey Bay (CSUMB).

The purpose of this research is to study the affects of bullying and cyberbullying on young children.

You were selected as a participant in this study due to being on the front lines of bullying between young children.

The benefits of participating in this project include helping a Nativity School alumni complete a bachelor of arts degree with her final research project.

If you decide to participate in this research, you will be asked to participate in a short interview and talk about your experience either as a teacher or past student with bullying.

Any information that is obtained in connection with this study that can reveal your identity will remain confidential and will only be disclosed with your written or witnessed verbal permission or as required by law. Your name and location will not be directly mentioned within the research. Only the information given will be used to help the research already done. Any audio tapes will only be used to educational purposes and will be erased after the completion of the project.

Taking part in this project is entirely up to you. You can choose whether or not to be in the study. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you do not want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

If you want to know more about this research project or have questions or concerns, please call me at *650-814-4898* or you may email me at *cohare@csumb.edu*

The project has been reviewed and accepted by the Committee for Protection of Human Subjects (CPHS) California State University Monterey Bay's review board for research involving humans as subjects. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

If you have questions about CSUMB's guidelines and policies for human subject research, they're posted online at: http://spo.csumb.edu/guidelines. To speak with someone about human subjects, please contact the CPHS Chair, Dr. Chip Lenno, at (831) 582-4700, clenno@csumb.edu, or in person at CSU Monterey Bay, 100 Campus Center, Media Learning Center (Building 18) , Seaside CA 93955.

You will get a copy of this consent form. Thank you for considering participation.

Sincerely,
Caitlin O'Hare; Liberal Studies B.A. Candidate

Consent Statement

I understand the procedures described. My questions have been answered to my satisfaction and I freely agree to participate in this study. I know what I will have to do and that I can stop at any time.

I have been given a copy of this Consent Form.

_____   _____
Signature   Date

Signature of Researcher

In my judgment, the participant is voluntarily and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.

_____   _____
Signature of Researcher   Date

100 Campus Center
Seaside, CA 93955-8001

**PARENTAL/LEGAL GUARDIAN CONSENT
FOR MINOR TO PARTICIPATE IN RESEARCH**

PROJECT TITLE: Liberal Studies Senior Capstone: Bullying and Development

I would like your child to participate in a research study conducted by myself, Caitlin O'Hare, Liberal Studies degree candidate for my Senior Capstone research project to be used at California State University, Monterey Bay (CSUMB).

The purpose of this research is to study the affects of bullying and cyberbullying on young children.

Your child was selected as a participant in this study because of her experience being in high school and being a witness and victim to bullying personally.

The benefits of your child's participation in this project include understanding and gaining more knowledge on bullying. Learning that it is okay to ask for help and that it is never their fault they are getting bullied.

If you decide to allow your child to participate in this research, she will be asked during an interview what her experience has been like in a public high school. If she has seen any bullying first hand, been a victim of bullying, or the bully herself. Along with what support or help she has lended to any victims of bullying.

Any information that is obtained in connection with this study and that can be identified with your child will remain confidential and will only be disclosed with your written or witnessed verbal permission or as required by law. Her name and location will not be directly mentioned within the research. Only the information given will be used to help the research that is already done. Any audio tapes will only be used for educational purposes and will be erased after the completion of the project.

Allowing your child to take part in this project is entirely up to you. You can choose whether or not to allow your child to participate. If you consent to your child's participation in this study, you may withdraw that consent at any time without consequences of any kind. Your child may also refuse to answer any questions she does not want to answer and still remain in the study. The investigator may withdraw your child from this research if circumstances arise which warrant doing so.

If you want to know more about this research project or have questions or concerns, please call me at *650-814-4898* or you may email me at *cohare@csumb.edu*

The project has been reviewed and accepted by the Committee for Protection of Human Subjects (CPHS) California State University Monterey Bay's review board for research involving humans as subjects. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

CSUMB·EDU

The California State University

Bakersfield ~ Channel Islands ~ Chico ~ Dominguez Hills ~ Fresno ~ Fullerton ~ Hayward ~ Humboldt ~ Long Beach ~ Los Angeles ~ Maritime Academy ~ Monterey Bay ~ Northridge ~ Pomona ~ Sacramento ~ San Bernardino ~ San Diego ~ San Francisco ~ San José ~ San Luis Obispo ~ San Marcos ~ Sonoma ~ Stanislaus

If you have questions about CSUMB's guidelines and policies for human subject research, they're posted online at: If you have questions about CSUMB's guidelines and policies for human subject research, they're posted online at: http://spo.csumb.edu/guidelines. To speak with someone about human subjects, please contact the CPHS Chair, Dr. Chip Lenno, at (831) 582-4700, clenno@csumb.edu, or in person at CSU Monterey Bay, 100 Campus Center, Media Learning Center (Building 18) , Seaside CA 93955.

You will get a copy of this consent form. Thank you for considering participation.

Sincerely,
Caitlin O'Hare; Liberal Studies B.A. Candidate

Parental Consent Statement

I have read the contents of this consent form. My questions have been answered to my satisfaction. I freely give my permission for my child to participate in this study. I know that I can withdraw my consent at any time.

I have been given a copy of this form.

_____   _____
Signature   Date

Signature of Researcher

In my judgment, the participant is voluntarily and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.

_____   _____
Signature of Researcher   Date

Appendix C

Common Themes	Different Perspectives
"Mean Girl" leader (One girl who takes over a small group)	Middle school more cyberbullying
Girls involved in emotional/verbal bullying	High school more physical and verbal bullying

Appendix D

Free Zone!

Open your Mind!

Come on in during recess or lunch and spread your creativity wings with many fun and engaging activities!

Free Zone Information

No Bullying!

There is absolutely no bullying allowed while present at Free Zone. **This will be strictly enforced.**

Open Mind!

Walk into Free Zone with an open mind. Free Zone is a place to get creative and express yourself.

Help is always here!

If you ever need someone to talk to, there is always someone present that you could open up to privately in our "quiet room" zone.