

Solutions for Bullying: A Workshop for Pre-service Teachers

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### **Abstract**

Studies show that teachers lack training and confidence when it comes to intervening effectively in bullying situations. The goal of this study is to respond to the appeals of pre-service teachers for more formal training on bullying, including prevention and intervention strategies. A two-hour PREVNet workshop that provides information on bullying, bullying prevention and bullying intervention is offered in four Canadian Teacher Education classes. Two unique questionnaires, each consisting of simulated bullying incidents in a school context and a set of teacher interventions, were developed, piloted with a group of experienced teachers, and used to assess the effect of the workshop on teachers' reported interventions in bullying situations. The results of a series of repeated measures ANOVAs reveal a marginally significant effect of the workshop on pre-service teachers' reported interventions (N = 66), with the greatest improvements revealed in participants' responses to children who bully. Additionally, pre-service teachers' interventions are consistently appropriate in nature, and generally more appropriate when they are asked to deal with incidents regarding victimized children who respond aggressively and victimized children who bully others, than with victimized children who respond passively to their bullying.

### **Statement of the Research Problem**

“When left unchecked, bullies can destroy lives” (p. F1), comments Anderssen, a journalist from the Globe and Mail, in view of the recent suicides of several youth in the United States who had suffered experiences of homophobic victimization initiated by their peers (The Globe and Mail, 2010). These acts were not isolated incidents; according to the Public Health Agency of Canada, 39% of Canadian children and youth in Grades 6 to 10 report that they have been targets of victimization at least once in the past six weeks, 36% admit to having bullied their peers, and 20% report that they have been victimized and have also initiated acts of bullying (Craig & Edge, 2008). The World Health Organization indicates that Canada ranks 26<sup>th</sup> out of 35 countries for the proportion of children and youth who bully and 27<sup>th</sup> in terms of the proportion of children and youth who are victimized (the 35<sup>th</sup> country rating highest for frequency of bullying) (Craig & Edge). This is a fact that many consider to be completely unacceptable in a society that prides itself on its tolerant and democratic practices (The Globe and Mail).

Bullying is a universal phenomenon, and several studies have led authors to conclude that the characteristics and repercussions of bullying are comparable across countries (Borntrager, Davis, Bernstein, & Gorman, 2009). Acts of bullying are generally defined as: intentional physical and verbal acts that are harmful to victims, acts that are repeated over time, and acts that involve a difference in power between the victim and bully (a difference in power might involve ease of verbal expression, social and emotional confidence, or physical size) (Craig & Pepler, 2003; Hazler & Miller, 2001). In addition, children may employ direct or indirect aggression in their victimization of others. Direct aggression is overt in nature (pushing, hitting, kicking,

physical intimidation, and threats), while indirect aggression is more subtle and manipulative, hampering victims in their interpersonal relationships (e.g., spreading rumours or excluding them from a group of peers) (Bjorkqvist, Lagerspetz, & Kaukianen, 1992; Côté, Vaillancourt, Barker, Nagan, & Tremblay, 2007).

Several studies have explored the negative impact that bullying can have on the psychological wellbeing of children who are victimized. It has been found that children who are victimized exhibit a greater number of symptoms of depression and suicidal thoughts than children who are not involved in bullying (Klomek et al., 2009; Roland, 2002; Storch et al., 2004). A disturbing finding is that the odds are much higher that an individual who was bullied during childhood will attempt to commit suicide later in life than an individual who was not, and that the odds vary by sex. Girls who have been victimized are at a greater risk for suicide than boys, with an adjusted odds ratio of 5.2 (after controlling for conduct and depression symptoms) (Klomek et al.).

It might come as a surprise for some that bullying has many harmful consequences not only for its victims but for all parties involved. Anxiety, depression, and psychosomatic complaints are frequently exhibited by children who initiate acts of bullying as well as by those who are victimized and who bully others (Kaltaila-Heino, Rimpela, Rantanen, & Rimpela, 2000). Substance abuse and disordered eating have also been observed among youth who are involved in bullying incidents (Kaltaila-Heino et al.). Children who experience victimization and who also display bullying behaviours towards their peers merit particular attention, as according to several authors they run the highest risk (even more-so than children who are only victimized) of developing symptoms of depression. They also suffer from the highest level of suicidal ideation

(Conners-Burrow, Johnson, Whiteside-Mansell, McKelvey, & Gargus, 2009; Roland, 2002) and are at a greater risk for engaging in acts such as homicides (Anderson et al., 2001). In fact, students who commit an act of homicide in their school are two times more likely to have a personal history of victimization, than their victims (Anderson et al.). This evidence raises significant concerns regarding children who respond to their personal experiences of victimization through violence.

It is promising to note that teachers can play a significant role in protecting children who are victimized from the development of mental health issues, particularly in cases where support is lacking from a child's parents (Conners-Burrow et al., 2009). However, it has also been observed that teachers feel less sympathetic towards certain children when they are victimized (Mishna, Scarcello, Pepler, & Wiener, 2005). "Bully-victims" (children who are bullied and also bully others) and "aggressive victims" (children who react aggressively to the bullying they experience) are frequently seen by teachers as children who deserve the bullying they receive from their peers (Olweus, 2001). In addition, when teachers are asked to identify bullying situations in which they would intervene directly, they are more likely to choose situations in which a victimized child demonstrates observable signs of distress (Blain-Arcaro, Smith, Cunningham, Vaillancourt, & Rimas, 2011).

The present study puts forth the idea that there is a significant need to build on these findings and explore whether teachers' views of how they might deal with bullying vary according to the way in which victimized children respond to their bullying. They may be less inclined to favour interventions that aim to protect and support victimized children who react to being bullied with aggression or by bullying others, because they

display behavioural characteristics that one might not typically associate with being victimized (for example aggression rather than passivity).

As teachers (both pre-service and experienced) generally express feeling inadequate in their attempts to intervene in bullying incidents and feel that they are lacking the knowledge necessary to do so (Blain-Arcaro et al., 2011; Beran, 2006; Mishna et al., 2005), a Teacher Education program is viewed as an ideal context in which the difficulties they report might be addressed. The objective of this study is to assess a workshop offered to students enrolled in an eight-month consecutive Teacher Education program leading to a BEd degree. The workshop is designed to inform pre-service teachers of the different roles that children adopt in bullying incidents, the types of problematic behaviours that victimized children may exhibit, the psychological repercussions of bullying on the children involved, as well as effective intervention approaches that are proposed by researchers in the field.

## **Literature Review**

### **Bullies and Victims**

The scholarship pertaining to bullying and victimization displays an expanded conceptualization of children's roles in bullying situations, reflecting the overlap that exists between the categories of victims and bullies. According to Salmivalli (1999), "participant roles –as roles in general –arise in social interactions and are determined by both individual behavioural dispositions and the expectations of others" (p. 454). In this view, bullying is an issue of children engaging in problematic relationships with each other rather than children who are "bullies" and "victims" as a function of some stable character traits (PREVNet, 2010). While children who engage in bullying behaviours

adopt roles as active perpetrators in the victimization of others, children who are victimized are bullied repeatedly by other children (Salmivalli). However, these roles (as roles in general, suggests Salmivalli) are not fixed; a child may adopt the role of a bully in one relationship, but may be regularly victimized in another.

Olweus (2003) has enlarged previous conceptualizations of victims and bullies in order to acknowledge a group of children he has termed “bully-victims”. The primary difference between this group of children and other children who are victimized lies in their behavioural responses to victimization. Bully-victims, in contrast to “passive victims”, display bullying behaviours towards other children. Other behavioural characteristics, notably internalizing and externalizing behaviours, have been found to distinguish these children from children who experience victimization but who do not bully others. Passive victims, representing 80-85% of all children who are victimized, exhibit significant levels of internalizing behaviours (e.g., social withdrawal, somatic complaints, depression, and anxiety) while externalizing behaviours (e.g., a combination of delinquent and aggressive behaviour) are most commonly observed in bully-victims (Olweus, 2003). The latter have, in addition, been known to exhibit high levels of internalizing behaviours as well (Kumpulainen et al., 1998; Meagher, Arnold, Doctoroff, & Fisher, 2009).

Kochenderfer-Ladd and Ladd (2010) have further broadened the way that victims and bullies are perceived by adding yet another group of children who are commonly implicated in bullying situations. “Aggressive victims” are children who display aggression that is reactive in nature. The aggression they display is not calculated but rather an emotional and spontaneous reaction to a situation. Bully-victims appear like

bullies, to be more proactive, strategic and goal-oriented in their use of aggression.

Although the aggression that bully-victims display may indeed be a reaction to personal experiences of victimization, it can be seen as an intentional attempt to raise one's social status in a peer group (Kochenderfer-Ladd & Ladd).

Pellegrini (2002) suggests that "dominance should be considered in relation to some outcome, not as an end in its own right" (p. 28). He continues by explaining that some forms of aggression such as bullying are not merely disruptive, nor do they necessarily alienate others. They serve an important function in children and adolescents' social groups by allowing certain individuals to acquire positions of dominance and by keeping others in ones that are subordinate. Aggression and dominance are speculated to be vehicles through which preferential access to resources is obtained. Individuals who do not succeed in acquiring dominant positions in social circles find it difficult to challenge those who do and consequently, hierarchies are maintained (Pellegrini). This view strengthens the perspective by which differences exist between the nature of the behaviours exhibited by aggressive victims and bully-victims. The aggression exhibited by aggressive victims may constitute disruptive and dysregulated responses to situations, whereas the aggression exhibited by bully-victims may be a calculated tool by which social means are attained.

In a study conducted by Toblin, Schwartz, Gorman, and Abou-ezzeddine (2005), 240 fourth and fifth grade students in the United States and their teachers were invited to complete questionnaires that aimed to assess several aspects of psychological, emotional, social, and academic functioning. The authors observed that aggressive victims demonstrated the highest level of impulsivity, emotion dysregulation, and hyperactivity

compared to other children who were involved in bullying incidents and to those who were not. It would appear once more that the emotionally-charged behaviour displayed by aggressive victims or “ineffective aggressors”, “high conflict victims” and “provocative victims” (as referred to by researchers in the field) may arise from the difficulty they experience in regulating their anger rather than a calculated move to attain power (Kochenderfer-Ladd & Ladd, 2010).

While all children who are victimized by their peers are at risk for the development of a multitude of mental health problems, there is growing concern for children who exhibit attributes of bully-victims and aggressive victims. According to a comparative study conducted by Kaltaila-Heino et al. (2000), in which 17, 643 adolescents from schools in Finland were surveyed about several mental health issues, bully-victims represented the most at-risk group for the development of mental health problems, such as anxiety, depression, and psychosomatic symptoms. Several authors support this finding, suggesting that bully-victims are more at risk for the development of depression and suicidal ideation than passive victims and bullies (Connors-Burrow et al. 2009; Roland, 2002). Aggressive victims have also been known to experience more severe and persistent forms of maltreatment by other children and suffer from greater levels of impairment in self-regulation, than other children who are victimized (Toblin et al., 2005).

## **Teachers and Bullying**

### **Bullying prevention programs.**

The evaluation of school-wide bullying prevention programs has unfortunately not allowed researchers to conclude that bullying prevention programs are effective in

significantly reducing rates of bullying (Merrell, Gueldner, Ross, & Isava, 2008; Smith, Schneider, Smith, & Ananiadou, 2004). The results of a meta-analysis carried out by Smith et al. (2004), covering 14 quantitative studies, suggest that there is a strong need to determine how and when prevention programs should be carried out. The authors observe that substantial modifications are often made to the original programs from which prevention programs are modeled and researchers often supply staff in schools with insufficient descriptions of the types of interventions they are promoting, making it difficult for staff to replicate them accurately (Smith et al., 2004).

Merrell et al. (2008) have supported the findings made by Smith et al. (2004), observing through a second meta-analysis involving 16 studies led in several European nations and in the United States, that while bullying prevention programs may positively influence the attitudes children possess regarding bullying, bullying behaviours do not appear to diminish as a result of these programs. On a more promising note however is their finding that bullying prevention programs in schools may be related to an increase in teachers' knowledge of effective strategies and feelings of competence with respect to implementing such strategies. The authors suggest that prevention programs may at least ameliorate the way that teachers respond to bullying incidents in their schools.

### **Teachers' attitudes.**

Connors-Burrow et al. (2009) conducted a cross-sectional study that has allowed researchers in the field to draw important conclusions on the role of teachers in protecting victimized children, specifically from the development of symptoms of depression. The results of the study, which were obtained empirically through questionnaires distributed to 977 students in Grades 5, 9, and 11 in a rural community in the southern United States,

indicate that particularly in cases where a child does not receive sufficient support from his/her parents/guardians, support from teachers is associated with a decrease in symptoms of depression. PREVNet (2011) further highlights the role of adults regarding bullying, stating that “the responsibility to protect children from all forms of abuse, including bullying, is the responsibility of parents, teachers, and other adults in the community who are in contact with children and youth” (p. 2).

In order to provide adequate support to a child, teachers must be able to recognize bullying situations and be able to intervene appropriately. Unfortunately, according to Bauman and Hurley (2005), teachers generally have attitudes that may not favour the use of effective interventions. For example, of the 95 teachers surveyed anonymously in their study, Bauman and Hurley discovered that while 88% of teachers believed they were very effective in preventing serious bullying incidents, 71% believed that students in their school felt unsafe sometimes or more often, only 20% believed there to be adequate supervision on the playground, only 23% believed that teachers can almost always prevent bullying from taking place, and 40% believed that corporal punishment was a viable option with respect to improving their students’ behaviour.

Although substantial research still needs to be conducted in order to determine what appropriate teacher interventions might look like in incidents of bullying, the attitudes described above appear to signal potential “red flags” that are important to consider. The participants’ belief that teachers effectively prevent serious acts of bullying, is in contradiction to the observation that students feel unsafe a significant proportion of their time at school. In addition, their beliefs about bullying seem to disregard the importance of supervision on school grounds (particularly on playgrounds

where bullying often takes place) in allowing staff to pick up on and intervene in bullying. Finally, the belief that corporal punishment is an appropriate way of disciplining students directly opposes the stance taken by researchers. PREVNet's (2007) position is that "if our interactions are critical, demeaning, or aggressive, how can we expect the children around us to behave any better?" (p. 2).

Kochenderfer-Ladd and Pelletier (2008) observed that certain beliefs held by teachers about bullying influence the strategies they employ when trying to deal with bullying incidents. Beliefs about assertiveness (that bullying results from a lack of assertiveness on the part of a child who is victimized) and the perception that bullying is normative in nature (that bullying is a normal part of child development) were measured in a sample of 34 second and fourth grade teachers. Teachers who believed that children who are victimized lack the ability to be assertive had a tendency to suggest that these children stand up for themselves when a bullying incident took place (correlation of 0.54 for boys and 0.61 for girls). In addition, teachers who held the belief that bullying is normative often expected the children involved in a bullying incident to resolve the conflict themselves or chose to simply separate students (correlation of 0.28 for boys and 0.27 for girls). These beliefs are contrary to what is now commonly accepted about bullying: that bullying is often so devastating for children who are victimized because in fact they are unable to defend themselves and because over time they become increasingly more powerless (PREVNet, 2007).

A significant number of children who are victimized do not believe that the adults in their school protect them from bullying (Cunningham, 2007). Victimized children also report higher levels of general maltreatment by teachers at school (both emotional and

physical) than children who are not involved in bullying incidents (Khoury-Kassabri, 2009). Khoury-Kassabri led a study that surveyed 16,604 fourth to eleventh grade students attending 324 schools in Israel about the level of maltreatment that they believed they had experienced from staff in their school. The participants were presented with a list of eight aggressive behaviours and were asked to check off whether or not they had been on the receiving end of such behaviour from their teachers at least once in the past month. The results of the study revealed that children who were both victimized and who bullied others reported the highest level of staff maltreatment across groups, with a mean of 1.27 (more than one act of aggression in the past month) for physical maltreatment and a mean of 1.57 for emotional maltreatment. For children who were only victimized by others, the means were 0.69 and 1.05 respectively, and for children who only reported bullying others, the means were 0.84 and 1.28 respectively. The difference between the reported experiences of maltreatment across these groups suggests that children who are victimized and who bully others are treated with a greater degree of aggression by their teachers than other students.

One possibility for the differential treatment that may be given to children who are victimized and who bully others lies in the problematic nature of their behaviour. Schwartz (2000) found that teachers perceived these children as more impulsive, hyperactive, and more dysregulated with anger and irritability. Olweus (2001) reported that victimized children who bully are often seen by teachers and students as children who deserve the victimization they experience (Olweus, 2001). In addition, Mishna et al. (2005) found that teachers' ability to identify children who are being victimized depends on the extent to which the children in question match their personal assumptions about

the characteristics of victims. Several of the fourth and fifth grade teachers who participated in the study were surprised to discover that some of their students had reported being victimized by their peers. They assumed that victimized students would not seem to be well adjusted or assertive. One participant stated that difficulty concentrating or a drop in grades was a sign that he/she would have expected to see in a child who was being victimized. While this might be true of some children who are victimized, Mishna et al. emphasize the need to avoid harbouring stereotypical views of victimized children and for teachers to recognize that certain victim characteristics do not need to be present in bullying situations.

#### **Teachers' interventions.**

In order to explore teacher interventions in bullying situations, Yoon and Kerber (2003) conducted a study in which 94 elementary school teachers (experience ranging from one to 25 years) were presented with a modified version of the Bullying Attitude Questionnaire (Craig, Henderson, & Murphy, 2000). The questionnaire was comprised of 18 vignettes that described incidents of verbal bullying, physical bullying, and social exclusion. Participants were asked to rate each scenario on a Likert-type scale, indicating the seriousness of the situation, their feeling of empathy toward the victim, and the likelihood that they would intervene. Participants were also asked to explain in written responses how they would intervene. The answers to the qualitative portion were coded on an ordinal scale according to the level of involvement expressed by the participants in each given situation. Lower levels of involvement were perceived by the authors to be indirect and lenient approaches to punishing students who were initiating bullying behaviours, whereas direct forms of intervention were thought to demonstrate a

willingness on the part of teachers to deal with the situation at hand themselves, to implicate other parties (e.g., parents or administrators) and to employ direct disciplinary methods. Yoon and Kerber found that social exclusion was perceived less seriously by teachers than incidents involving verbal or physical aggression. Teachers' approaches to intervention in incidents of social exclusion were less frequent, and their interventions often indicated low levels of involvement. Teachers were also less sympathetic towards victims of social exclusion. The authors suggest that the implications of this are grave, as teachers' unwillingness to get involved in situations in which certain forms of bullying are taking place may indicate to the children who are bullying that their behaviour is permissible. In addition, it may give victimized children the impression that teachers are unable or unwilling to protect them.

In a subsequent study, Yoon (2004) explored factors that influence teacher interventions in bullying situations by adding a measure of "personal self-efficacy in behavioural management". Perceived seriousness was found to be the most significant variable in predicting the likelihood of teachers' interventions (correlation of 0.73) compared to the other two variables (correlation of 0.27 for teacher self-efficacy and 0.55 for empathy toward victims). The authors also observed that the three teacher variables did not predict the level of involvement of teachers in the interventions they reported to the open-ended questions. This finding suggests that while teachers may be well-intentioned, the nature of their intervention strategies requires further investigation.

Marshall, Varjas, Meyers, Graybill, and Skoczylas (2009) have sought to better conceptualize teacher interventions in bullying situations via a descriptive study in which individual interviews were held with 30 fourth to eighth grade teachers. The participants

were asked questions pertaining to how they might deal with a variety of bullying incidents. Teacher responses were summarized in a two dimensional model that distinguished approaches to intervention on the basis of the intention of the intervention (the purpose of the response) and the level of involvement (the teacher's role in implementing the intervention strategy). Four distinct categories of teacher intervention approaches were proposed: constructive-direct (intent to support and direct involvement in implementing the strategy), constructive-indirect (intent to support and indirect involvement), punitive-direct (intent to punish and direct involvement), and punitive-indirect (intent to punish and indirect involvement). The authors unfortunately did not report on the frequency of each approach to intervention, which limits what we are able to conclude about teachers' preferred form of intervention in bullying incidents. There is great need for this type of exploration in future research to validate the model created by Marshall et al.

While several studies have been conducted that explore teachers' reported interventions in bullying scenarios, an inconsistency exists in the literature regarding which intervention approaches might be most appropriate and effective in dealing with bullying. In the creation of their "involvement" construct, Yoon and Kerber (2003) allude to the fact that interventions that are most involved, aiming to discipline and punish bullies, are most favourable (interventions such as administering time-outs or punishments were coded as higher on the involvement scale than leading a discussion about bullying with the whole class). They suggest that these interventions send appropriate messages to children, essentially that bullying will not be tolerated. Other researchers such as Olweus (2003) recommend interventions in bullying incidents that do

not aim to punish the children involved. He suggests that engaging children in a resolution process may be more beneficial to children who are victimized and also to those who bully.

**Restorative Justice.**

The present study proposes that the “Restorative Justice” model, which has been receiving increasing support by researchers in the field of bullying, may serve as a valuable conceptual base on which effective teacher interventions may be devised. With its origins in many aboriginal cultures worldwide, Restorative Justice seeks to heal both the offender and victim through an empowering process (for both parties) that encourages the reparation of harm (McCold & Wachtel, 2003). Within this framework, McCold and Wachtel have further defined a “Social Discipline Window” which conceptualizes the choices that individuals or societies are faced with when conflict arises, along two continuums: control and support (see Figure 1 for an illustration of the Social Discipline Window).

Control (limit-setting, discipline)	high	Support (encouragement, nurture)	
		low	high
	low	Punitive	Restorative
		Neglectful	Permissive

Figure 1. Social Discipline Window (McCold & Wachtel, 2003, p. 1).

Effective interventions may be viewed as those that are restorative, involving high levels of support and control. They aim to repair the relationship that has been harmed through a careful balance between clear limit-setting and the active assistance and support of others. Smith (2008) speaks of Restorative Justice as an important model that may inspire teachers in their management of problematic classroom behaviours: “This systemic outlook on social problems permits a broader consideration of reasons for the misbehaviour with the intent of understanding, not blaming, the children involved” (p. 137). Smith suggests that teachers can play a crucial role in initiating problem-solving conversations with students who may have been involved in a bullying incident. These conversations allow all parties to relay what they have experienced and how the events made them feel, to explore the impact of their behaviour and to establish, in collaboration with the teacher, any appropriate consequences or sanctions that might allow the wrongdoer(s) to make amends to the victimized child/children. Restorative Justice practices employed in the classroom may also serve a preventative function when it comes to bullying and other forms of interpersonal conflict: “a school climate founded on restorative principles offers valuable lessons to children involved in bullying about how to be responsible citizens” (p. 140).

The present study suggests that an understanding of restorative principles may help teachers deal with bullying and allow them to feel confident about their ability to handle interpersonal conflict in their classrooms. The latter implication is particularly important as teachers, both pre-service and experienced, generally report low levels of confidence in dealing with bullying situations. In a study conducted by Mishna et al. (2005), in which semi-structured interviews were conducted with 13 fourth and fifth

grade teachers, participants reported that they lacked knowledge particularly when it came to managing indirect types of bullying. The majority of these participating teachers claimed that they had not received any training on dealing with bullying in general and felt that it would be beneficial to them to do so. The results of a recent study by Blain-Arcaro et al. (2011) have also revealed that the majority of a large sample of Canadian teachers experience insecurities regarding how to manage bullying, and that while many have bullying prevention programs in place in their schools, few have received bullying prevention training. Furthermore, Nicolaides, Toda, and Smith (2002) observed through questionnaires administered to 270 pre-service teachers in England, that participants are not as confident in dealing with children who bully as with children who are victimized, and they view training on bullying prevention and intervention as essential components that should be integrated into Teacher Education programs.

### **Teacher Education.**

In a study conducted by Beran (2006), 514 students enrolled in a Teacher Education program in a Canadian university were recruited to fill out surveys pertaining to their attitudes towards bullying and their feelings regarding the preparation they had received to deal with these types of situations. Beran discovered that the majority of pre-service teachers who participated in the study felt quite concerned about bullying, however, the level of confidence they reported in dealing with bullying situations was quite low. The majority of the participants reported that they would like training on how to deal with bullying to be included in their university education (Beran, 2006). Beran suggests that the nature of bullying, as well as bullying intervention strategies, be explored in teacher training programs in order to improve pre-service teachers'

confidence in dealing with bullying situations. Novick and Isaacs (2010) support this notion, observing in a recent study that teachers are much more likely to investigate students' reports of bullying when they feel prepared to manage bullying incidents.

Benítez, García, and Fernández (2009) conducted a study involving a quasi-experimental pre-post research design, the objective of which was to evaluate the impact of a 60 hour-long bullying course offered within a Teacher Education program at a university in Spain. The authors recruited 106 pre-service teachers who were enrolled in the course to be part of the experimental group, and 93 pre-service teachers who were not and who had not been previously enrolled in the course, to be part of the control group. An adapted Spanish version of Nicolaides, Toda, and Smith's (2002) Questionnaire About Bullying in Schools, was administered during the pre-test and post-test conditions as an evaluation of the course. The authors discovered that the course had a very positive impact on pre-service teachers' knowledge of bullying. Specifically, these positive changes were observed with respect to pre-service teachers' knowledge of the definition of bullying and prevalence of bullying behaviours, and their attitudes towards the personal characteristics of victims and bullies, those of their families, and strategies that can be imparted to children to help them deal with their victimization. In addition, the course led to an increase in the experimental group's sense of self-efficacy in managing bullying. This study indicates that training on bullying can be extremely beneficial to pre-service teachers, when implemented within the curriculum that is taught in Teacher Education programs.

## **Theoretical Framework**

The framework that guides the present study stems from the “Ecological Systems Theory” proposed by Bronfenbrenner (Bronfenbrenner, 1979). According to Ecological Systems Theory, it is unreasonable to examine individuals in isolation of their social contexts. Individuals live in complex social environments, and the interactions between them and the people and objects in those contexts significantly influence their development. Schwartz et al. (2010) are among many who have adapted Bronfenbrenner’s theory in order to better reflect the types of environments inhabited by children. According to the conceptual framework they propose, infants are born into a world comprised of multiple environmental layers that play an enormous part in how they mature. The first environmental layer consists of the child’s family, neighbourhood, and later, his/her peer group and school environment. This layer or system involves “proximal processes”, in other words the immediate interactions between a child and others in an environment (as in parent-child relationships in the home). The second layer to be added consists of “distal processes”, societal beliefs and the cultural values that influence the social contexts previously described; those in which proximal processes are embedded.

When treating bullying, experts such as Schwartz, Kelly, Duong, and Badaly (2008) have widely embraced Bronfenbrenner’s Ecological Systems Theory as a guiding framework. Schwartz et al. use the example of a young boy who is experiencing victimization, to illustrate how a series of transactions occurring within and between the proximal and distal layers of his environment may be at play in the bullying that he experiences. Firstly, they speak of the boy’s behavioural characteristics, which may be

eliciting certain responses from his peers. The norms held by his peer group as well as his teachers' level of tolerance of bullying behaviours, also play a large role in the way he is treated by those around him. Finally, distal processes, which include the larger climate of his school (including class size and the demographic characteristics of students and staff), are discussed as background elements that will likely have an impact on his experiences of victimization.

As part of its philosophy, PREVNet (2010) stipulates that bullying is a relationship problem that requires relationship solutions. While children's individual disposition, strengths, and weaknesses may be at play in the bullying that they experience or initiate, it is likely that the relationships that they engage in with peers, family, school staff, and community members influence their involvement (PREVNet, 2010). PREVNet researchers have termed this a "binocular view" of bullying, where children are viewed both individually and within their environment, and where the role of adults and the larger community is given significant importance in their development. Ecological Systems Theory has been selected as the theoretical framework for the present study, as it highlights the impact that adults can have on children's social development and consequently, supports the need for teachers to be adequately trained to deal with bullying. In essence, Ecological Systems Theory serves to explain the reasons for which the questions explored in the present study, are relevant and important.

### **Study Rationale**

Research indicates that teachers' knowledge about bullying may be incomplete, and this is worrisome given the responsibility they have in protecting all children, including those who are involved in bullying situations. The primary objective of my

research is to evaluate whether a workshop offered to a group of Teacher Education students can improve their knowledge and understanding of bullying and bullying intervention. As individuals who find themselves on the front-line of children's social dynamics, teachers can play an immense role in assisting their students in the resolution of interpersonal conflict. There is a strong need for teachers to be properly trained to discern symptoms of distress in children, to understand the nature of the problem, and to intervene effectively in bullying situations as they arise.

### **Research Questions**

The primary research question that is explored in the present study is: what is the impact of a workshop on bullying (including prevention and intervention training) on pre-service teachers' knowledge about bullying and views regarding intervention? A secondary research question is also investigated: do teachers' perceptions of appropriate interventions in bullying incidents vary as a function of how victimized children respond to their bullying? Based on previous research, I hypothesized that 1) a workshop on bullying would lead to changes in their knowledge about bullying as reflected in their decisions about intervening in specific hypothetical incidents and 2) pre-service teachers' proposed actions would vary according to whether the child being victimized in a scenario responded passively or aggressively to the bullying.

## **Methodology**

### **Research Design**

The present study consists of a quantitative controlled pre-post experimental design. A workshop was offered to all students enrolled in four Teacher Education classes at the University of Ottawa. All students were also invited to participate in the

research component of this study, which involved completing two questionnaires that were developed by the researcher in the first phase of the study. The first questionnaire was administered as the pre-test and the second was administered as the post-test. The four classes were randomly assigned to a control or an experimental condition. Students from the two classes assigned to the experimental group who wished to participate in the research component of the study received the pre-test prior to participating in the workshop, and the post-test immediately following the training. Students from the two classes assigned to the control group who wished to participate in the research component of the study received both the pre-test and the post-test prior to participating in the workshop. The results of the pre-test and the post-test were compared across groups in order to assess the impact of the intervention program.

### **Participants**

After having obtained the approval of the Ethics Committee of the University of Ottawa, the participants of this study were recruited from the Teacher Education program at the Faculty of Education, University of Ottawa (see Appendix A for a copy of the Ethics Committee's approval letter for this study). The University of Ottawa's Teacher Education program is a consecutive program; all candidates must have completed at least an undergraduate degree from a university in order to enrol. Successful fulfillment of the program requirements involves completing 36 credits over an eight-month period. Included in these 36 credits are two four-week teaching placements, mandatory courses, one optional course for students in the primary-junior and junior-intermediate panels of the Teacher Education program, and two optional courses for students in the intermediate-senior panel.

A course called “Counselling Applications in School Contexts” is offered as an optional course that students may select, and it is from this course that participants were recruited. Four professors who were teaching the course in the winter semester of 2011 were approached by the researcher and were offered the opportunity to have her come to their class to present a workshop on bullying. All of the four professors accepted, as they had scheduled a unit on bullying in the course syllabus and found that it was an appropriate context in which to have a guest-speaker. In addition, the professors accepted that their students be invited to participate in the research component of this study. Enrolment in the four classes ranged from a low of 28 to a high of 39.

All teacher candidates enrolled in the Counselling Applications in School Contexts course were eligible to participate in the research component of this study. The final sample of the research component consisted of 66 participants (response rate of 49.0%), of which 53 were female and 13 were male. The majority of participants in this study were training to teach at the secondary level, with 60.6% enrolled in the intermediate-senior panel of the Teacher Education program. Of the remaining participants, 28.8% were training to teach at the elementary level and were enrolled in the primary-junior panel, and 10.6% of participants were training to teach at the intermediate level and were enrolled in the junior-intermediate panel. The ages of the participants ranged between 20 and 50 years of age. The majority of participants were in their early twenties, with 65.1% of the sample aged 20 to 25. Of the remaining sample, 13.6% were aged 25 to 30, 16.7% were aged 30 to 40, and one participant was aged 40 to 50. The vast majority of participants had enrolled in the Teacher Education program following their undergraduate studies, with 92.4% of the sample holding an undergraduate degree

as their highest degree. A master's degree was held by 4.5% of the sample. Two participants had obtained a graduate certificate or a doctoral degree. Finally, it is important to note that all participants had successfully completed one of the two practical components of the Teacher Education program, in schools within the Ottawa region.

Participation in the study was non-remunerated, however, upon completion of the post-test, students' participation codes were pooled together and four were drawn at random to receive \$100.00 gift cards to Chapters/Indigo. All participants were asked to provide their mailing address to the researcher if they wished to receive a summary of the results of the study and the Faculty of Education was equally offered the opportunity to receive the summary, which was delivered to the program director.

## **Measures**

### **Questionnaire development.**

In the first phase of the present study, two questionnaires were developed. The first questionnaire was administered to participants during the pre-test condition and the second questionnaire was administered during the post-test condition. The questionnaire that was distributed to participants in the pre-test condition included 6 questions pertaining to the demographic characteristics of the sample (see Appendix B for a copy of the pre-test, including the demographics portion of the questionnaire). Participants were asked to indicate, from several multiple-choice options, their gender, age, level of education, previous teaching experience, the panel of the teacher education program in which they were enrolled, and their previous exposure to formal and informal information, workshops or training on bullying or bullying prevention.

Both pre-test and post-test questionnaires included six written vignettes that described bullying incidents and some of the behavioural characteristics of the children involved (see Appendix C for a copy of the post-test questionnaire). The vignettes included 1-2 sentences describing the bullying incident itself, and 1-2 sentences outlining the behavioural responses of the children being victimized (see sample vignette in Figure 2). In each vignette, two children were named and presented as the protagonists in the scenario: a child who initiated an act of bullying and a child who was victimized. Several of the vignettes included references to other unnamed children in order to maximize the external validity of the vignettes. The behavioural responses of the child being victimized varied in each scenario, with respect to the bullying they experienced. In two of the six vignettes presented in each questionnaire, the victimized child exhibited a passive response after the bullying incident. In two subsequent vignettes, the victimized child behaved aggressively following the bullying incident. In the two remaining vignettes, the victimized child was depicted as a child who had previously bullied one or more children.

Katie is in Grade 7. One day as Katie is leaving the classroom for lunch, she laughs at a few students who had been having trouble understanding the morning's lesson, and calls them "retards". As you approach Katie, a girl in Grade 8 named Dominika yells "fatty" at Katie as she passes her in the hallway.

*Figure 2.* Sample vignette.

The descriptions of the incidents in each vignette illustrated a power difference between the victim and the bully, in order to adhere to the definition of bullying that has been widely accepted by researchers in the field. While the repetition of the negative act over time is also a typical component of the definition of bullying, it was not included in the vignettes so as to make the scenarios as externally valid as possible. Teachers often

only have access to immediate and observable behaviours at any given time, rather than the social histories of all children in the school environment.

The incidents that were illustrated all constituted indirect acts of bullying and were appropriate to the ages of the children involved in the scenarios. The rationale for illustrating indirect incidents of bullying exclusively is that teachers' views of direct and physical forms of bullying are fairly standard; they are more likely to believe that these acts merit intervention (Mishna et al., 2005). In addition, the "Keep our Kids Safe at School Act" which came into effect in Ontario in 2010, makes it mandatory for teachers and other staff to report incidents of physical aggression to their school principal. Of particular interest to the researcher, were incidents that were subtler in nature and those that might elicit a wider range of responses from participants. Two vignettes depicted incidents of spreading rumours or gossiping, two subsequent vignettes depicted incidents of name-calling or humiliation, and the two remaining vignettes depicted incidents of indirect intimidation (e.g., stealing or damaging a child's property). In the two vignettes that involved a child who was victimized and who had also bullied one or more children, a prior incident of name-calling or humiliation instigated by him/her, was mentioned.

As forms of bullying vary from elementary school to high school (Vaillancourt et al., 2008), the present study was limited to an exploration of teacher responses to bullying incidents occurring among children in junior and intermediate school groups, where rates of bullying tend to peak in childhood (Pepler, Craig, Yuile, & Connolly, 2004). This also allowed us to utilize the overlap of age groups covered between panels of the Teacher Education program (so as to ensure that participants were qualified to teach children in a portion of this age range). Therefore, the grades of the children depicted in the vignettes

ranged from Grade 4 to Grade 8. In addition, the names of the children included those that might be commonly attributed to a variety of ethnicities in order to portray the Canadian public school student body as accurately as possible.

The order of the vignettes within the questionnaires was counterbalanced, as were the names of the children depicted, yielding four different versions of each questionnaire. This controlled for the possibility that the order of the vignettes within the questionnaire as well as the names of the children depicted, may have an impact on participants' responses. Half of participants received questionnaires including one set of names, while the other half of participants received questionnaires with a second set of names. Similarly, the vignettes presented to half of the sample were in reversed order when compared to the other half of the sample.

One of the primary objectives of the questionnaire development phase was to create a strong measure that could assess the impact of the workshop and gain insight into teachers' views of bullying intervention in a variety of situations, while also developing a second and equivalent measure to be used as the post-test. After the vignettes for the pre-test were finalized, the researcher and the thesis supervisor created six vignettes for the post-test that were identical in structure, content and difficulty. Each vignette on the post-test was developed from a "sister" vignette from the pre-test, and was identical in length.

As in the pre-test, the vignettes included in the post-test depicted two situations involving a passive victim, two situations involving an aggressive victim, and two situations involving a bully-victim. The six vignettes also included two incidents of spreading rumours or gossiping, two incidents of name-calling or humiliation, two

incidents of indirect intimidation, and two secondary incidents of name-calling or humiliation for vignettes depicting victimized children who had instigated bullying. However, the bullying incident itself, and at times the context in which the bullying took place (e.g., classroom, schoolyard, hallway or cafeteria) were different to those in the pre-test. The goal was to control for any practice effects that might occur due to participants having the opportunity to complete the same questionnaire twice (see Figure 3 for an example of two “sister” vignettes). Vignettes were also counterbalanced for characters’ names and the order of the vignettes, in the same way as the pre-test.

Anton is in Grade 5 and Jenna is in Grade 6. One day during recess, a child informs you in the schoolyard that Jenna has spread a rumour about Anton. Jenna has been saying that Anton is poor and smells badly. You see Anton sitting alone in the corner of the schoolyard.	Samuel is in Grade 5 and Nadia is in Grade 6. One day during recess, a child approaches you in the schoolyard and shows you a text message she received that morning from Nadia. The message says, “Samuel is gay. Pass it on.” You see Samuel wandering about the schoolyard by himself.
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*Figure 3:* Two equivalent vignettes, pre-test and post-test, respectively.

Following the development of the vignettes, a set of response options was developed that was included directly after each vignette on both the pre-test and post-test. The response options were identical across vignettes and across conditions. Two objectives were envisaged in this phase of the questionnaire development: the response options were to be realistic (in terms of what teachers might be able to do when they witness an incident of bullying) and they needed to be exhaustive (capturing a full range of realistic teacher responses). In order to fulfill the latter criterion, response options were devised from McCold and Wachtel’s (2003) Social Discipline Window as well as from Smith’s (2008) suggestions for restorative interventions in the classroom.

The fulfillment of these two objectives yielded 15 distinct response options: six response options were considered punitive interventions, five were considered restorative interventions, two were considered permissive interventions, and two were considered neglectful interventions (see Figure 4 for an illustration of the response options, organized by type of intervention approach). The first 13 response options were repeated twice; first in a column labelled with the victimized child's name, and again in a second column labelled with the name of the child who was bullying. The last two response options were listed only once per vignette as they involved either the victimized child and his/her bully or the entire classroom (see Figure 5 for a complete sample of the response options as presented to participants). The participants in the present study were asked to choose from all of the 28 options presented, those that they would implement in the hypothetical scenario presented in each vignette. They were asked to select as many as they deemed to be appropriate in the situation. In addition, two spaces provided the participants with the chance to state in their own writing, for each of the children depicted, any additional interventions that they might apply that were not included in the response options.

Punitive	Restorative
<p>I would inform the principal about his/her behaviour and suggest a suspension.</p> <p>I would keep him/her in class during recess as punishment.</p> <p>I would tell him/her what he/she did was “wrong”.</p> <p>I would ask him/her to tell me which class rule(s) he/she broke.</p> <p>I would threaten to call his/her parents if it ever happens again.</p> <p>I would make him/her apologize in front the class for breaking the class rule(s).</p>	<p>I would speak with him/her to learn what happened, at an appropriate time.</p> <p>I would ensure that he/she makes amends (make it up) to the other student.</p> <p>I would ask him/her to explain how he/she believes his/her behaviour has made the other student feel.</p> <p>I would ask a child who witnessed the incident (but was not involved) to describe what he/she saw and how it made him/her feel.</p> <p>I would speak to the whole class about bullying and how it affects children, at an appropriate time.</p>
Neglectful	Permissive
<p>I would not interfere and return to my work.</p> <p>I would let both children work it out alone together.</p>	<p>I would apologize to him/her for the other student’s behaviour.</p> <p>I would tell him/her that I feel badly for him/her.</p>

*Figure 4:* Response options illustrated by intervention type.

Bullying Responses	Katie	Dominika
I would speak with her to learn what happened, at an appropriate time.	<input type="radio"/>	<input type="radio"/>
I would inform the principal about her behaviour and suggest a suspension.	<input type="radio"/>	<input type="radio"/>
I would keep her in class during recess, as punishment.	<input type="radio"/>	<input type="radio"/>
I would not interfere and return to my work.	<input type="radio"/>	<input type="radio"/>
I would apologize to her for the other student's behaviour.	<input type="radio"/>	<input type="radio"/>
I would ensure that she makes amends (make it up) to the other student.	<input type="radio"/>	<input type="radio"/>
I would ask her to explain how she believes her behaviour has made the other student feel.	<input type="radio"/>	<input type="radio"/>
I would tell her what she did was "wrong".	<input type="radio"/>	<input type="radio"/>
I would ask a child who witnessed the incident (but was not involved) to describe what he/she saw and how it made him/her feel.	<input type="radio"/>	<input type="radio"/>
I would ask her to tell me which class rule(s) she broke.	<input type="radio"/>	<input type="radio"/>
I would threaten to call her parents if it ever happens again.	<input type="radio"/>	<input type="radio"/>
I would tell her that I feel badly for her.	<input type="radio"/>	<input type="radio"/>
I would make her apologize in front the class for breaking the class rule(s).	<input type="radio"/>	<input type="radio"/>
I would let both children work it out alone together.	<input type="radio"/>	<input type="radio"/>
I would speak to the whole class about bullying and how it affects children, at an appropriate time.	<input type="radio"/>	<input type="radio"/>

Figure 5: Set of response options presented after each vignette.

The pre-test questionnaire was evaluated in a pilot study. A group of six experienced teachers from two public elementary schools in Ontario were recruited on a voluntary basis to participate in the pilot portion of the study. An information letter describing the objectives and the nature of the pilot study was distributed to the participants via email, as well as a copy of the pre-test questionnaire and a feedback questionnaire created for the purposes of the pilot study. On the feedback questionnaire, the participants were asked to provide quantitative responses to six questions (on 5-point Likert-type scales) pertaining to: the pertinence and clarity of the vignettes, the pertinence and clarity of the response options, and the ease of completing the questionnaire (see Appendices D and E for examples of the information letter and the feedback questionnaire distributed to one of the schools). Participants were also asked to select from a list of all the questionnaire items presented those that may have been confusing or problematic. Three subsequent questions asked participants to elaborate, in their own words, on anything that they felt should be altered or addressed either in the vignettes or in the response options. One final question allowed participants to express any final questions or concerns about the questionnaire.

One week following the distribution of the pilot study questionnaire, the student researcher went to collect the questionnaires and to meet with the pilot study participants. The purpose of the meeting was to provide a setting in which they might provide verbal feedback regarding what the task was like to complete. The participants verbally reiterated much of the information that they provided on both the quantitative and qualitative portions of the feedback questionnaire, and asked the student researcher to elaborate on the nature and the objectives of the study. Of primary concern to

participants was the length of the questionnaire (they found that it was quite long) as well as the format (they found that the response options were organized in a way that made it difficult to fill out). The information given by the pilot study participants was reviewed by the researcher and by the thesis supervisor, who is a subject domain expert (Dr. David Smith), and all feedback was taken into consideration in the revision of the questionnaire. Several changes were made following the pilot test, most of which related to format and to the ease of completing the questionnaires.

Once the measure was revised and consolidated, a panel of experts (including two professors and a post-doctoral fellow from the Faculty of Education who all had extensive knowledge of research in the field of bullying) was asked to create a valence for each of the response options presented within each of the scenarios (see Appendices B and C for pre-test and post-test questionnaires including scores attributed to items, in parentheses). A value of +1 was given to options deemed appropriate within a given scenario, a value of 0 was attributed to options considered to be neutral (neither particularly helpful nor detrimental), and a value of -1 was given to options deemed inappropriate. The experts were asked to consider each bullying scenario and attribute a valence for each of the 15 response options that followed. Victim and bully responses were considered and scored separately, yielding 28 different valences in total per questionnaire item. The set of response options was scored for each item in the questionnaire as the panel believed some responses to be more or less appropriate depending on the scenario depicted. Panel members first attributed valences individually, and the panel met at a later date to establish a consensus. The valences attributed to the responses served as a scoring key for the answers given on the pre-test and post-test.

In order to test the hypotheses that were postulated in the present study, responses were scored in a way that would yield three distinct totals: victim responses, bully responses and total responses. Valences were summed in each response column (victim, bully, and total) and were divided by the number of responses selected in the response column in order to determine item scores. Higher scores indicated a greater tendency to respond appropriately to the bullying scenarios. This resulted in three total scores per item: victim column (score/total number selected), bully column (score/total number selected), and total ((victim column score + bully column score + classroom score)/total number selected for the entire item). Dividing the response scores by the number of responses selected prevented the artificial inflation of scores simply as a function of participants selecting more responses. For example, an individual who may have selected seven responses of which three were considered appropriate may not necessarily be intervening more effectively than an individual who selected two interventions in total, of which both were deemed to be appropriate. The exclusive selection of appropriate responses yielded a score of 1 on an item, a score of 6 on the entire questionnaire, and a score of 2 when subdividing by victim subtype.

### **Workshop.**

The intervention in the present study consisted of a workshop that was offered to students in four Teacher Education classes at the University of Ottawa. The workshop involved a PowerPoint presentation provided by PREVNet (2011) that was presented by the student researcher. It was designed to inform pre-service teachers of the different roles that children adopt in bullying incidents, the types of problematic behaviours that victimized children may exhibit, the psychological repercussions of bullying on all of the

children involved, as well as relationship-based solutions to bullying incidents in line with PREVNet's recommendations (2010). The workshop was highly interactive, including a short video clip, verbal examples provided by the presenter, and continuous input from those present. Students were asked to reflect on the different bullying behaviours they might encounter in a school environment, and whole-class discussions were facilitated regarding interventions that the students believed would be appropriate in dealing with them.

Three slides were added to the original presentation supplied by PREVNet: one that illustrated a bullying model based on relational and environmental factors (Smith, 2010), one that provided a link to a short video clip on the internet, and one that offered a visual representation of McCold and Wachtel's (2003) Social Discipline Window (see Appendix F for a copy of the PowerPoint slides used in the workshop). The Social Discipline Window was presented to students immediately following information on preventative measures that can be used in the classroom or school environment, social emotional learning opportunities, and the short video clip that depicted a bullying incident occurring amongst a group of children. The two continuums included in the window (control and support), were explained by the student researcher and students were invited as a class, to brainstorm interventions that they might apply in an incident of bullying for each of the four quadrants in the window: punitive, neglectful, permissive, and restorative. Particular emphasis was placed on devising interventions that might be considered restorative in nature. In addition, students were invited to share their thoughts on this way of conceptualizing bullying interventions.

**Procedure**

Four professors from the University of Ottawa's Faculty of Education were contacted by email and were offered the opportunity to have their students participate in a bullying workshop as well as in a research project. The four professors were the instructors of an optional Counselling Applications in School Contexts course for Teacher Education students. As the material that was to be presented adhered closely to the curriculum that was taught in their course, all students were required by their instructors to participate in the workshop. Students' participation in the research component of the study was voluntary.

Upon approval from the course instructors, the student researcher arrived in person to each of the four classes, fifteen minutes before the end of class, with paper copies of the information letter, the consent form and the pre-test questionnaire (see Appendices G and H for copies of the information letter and consent form). The pre-test questionnaire included a "code creation" page, where students were asked to create a unique code for their questionnaire; this allowed the student researcher to compare pre-tests and post-tests without knowing participants' names (see Appendix I). The student researcher spoke to each class about the workshop she would be presenting the following week, and briefly described the objectives of the research component of the study.

Students were invited to participate in a study that examined how pre-service teachers view intervention in bullying situations. They were informed that while their participation in the workshop was required, their participation in the research component of the study was voluntary. Individual envelopes containing the three documents were passed out to the students, and they were asked to return them if they wished, completed

or empty, to the course instructor or through intra-faculty mail by the following week. Approximately 20 minutes were allotted (the last ten minutes of class time and ten subsequent minutes after class time) for students who wished to complete the questionnaires immediately and return them to the student researcher.

One week following the distribution of pre-test questionnaires in each class, the bullying workshop was presented in each of the four classes during students' regular class time. All students who were present participated. The four classes were randomly assigned to the experimental and control conditions. In the two experimental classes, all students were asked to complete the post-test questionnaire immediately following the workshop and to return it immediately to the student researcher. Only questionnaires that had matching pre-test questionnaires were kept for the purpose of this study. Participants in the control group completed the post-test questionnaires in class immediately before the beginning of the workshop and submitted them to the student researcher.

## **Results**

### **Sample Characteristics**

Demographic information was collected on all participants in the pre-test condition in order to obtain an indication of some of the characteristics of the sample being studied. Two items were presented in the demographics questionnaire, which related to previous teaching experience and previous exposure to information, workshops, or training on bullying. Responses to these questions revealed that the large majority (85.6%) of the participants had previous teaching experience. Of these, a slight majority (56.2%) had paid teaching experience and the remainder (43.8%) had experience in non-paid positions (e.g., volunteering in a school).

Three sub-questions probed the nature of participants' previous teaching experience. Of the number of participants who had acquired prior teaching experience, close to half of them (48.3%) had been teaching on an occasional basis, close to one third (31.0%) had been teaching on a part-time basis, and approximately one fifth (20.7%) had been teaching full-time. Finally, close to half of participants' previous teaching experience (46.4%) had taken place over a period of under 12 months, for exactly one quarter of participants (25.0%) it had taken place over a period of one to three years, and just over one fifth of participants (21.4%) stated that their previous teaching experience had taken place over a period of three to five years. A small percentage (5.3%) had previous teaching experience that had spanned over a period of five to 10 years, and one participant stated that he/she had obtained previous teaching experience over a period of 10 years or more. These results suggest that prior to enrollment in the teacher education program at the University of Ottawa, over three quarters of pre-service teachers have acquired some teaching experience, and for over half of the sample, this experience is quite extensive (spanning over a period of one year or more).

A second item included in the demographics questionnaire asked participants to indicate whether they had acquired any previous knowledge about bullying or about bullying prevention. The results indicate that the vast majority (90.9%) of the sample had learned about bullying or bullying prevention, informally (e.g., by reading a book, by consulting on-line materials, or by speaking to an expert on bullying). Approximately half of the sample (53.0%) had received formal training on bullying or bullying prevention (e.g., through a specific workshop or course). Among those who had received formal bullying-related training, just under one fifth (19.0%) had received training in

bullying prevention, specifically. These results reveal that while the vast majority of pre-service teachers have acquired some knowledge of the nature of bullying and bullying prevention, only half of them have done so through formal means, and less than one fifth of participants with formal training have received training in bullying prevention.

In order to test for differences between the control and experimental groups on gender, previous teaching experience, and reported exposure to knowledge on bullying, all bi-variate combinations were analyzed with four chi-squared tests (see Table 1 for distribution of participants according to gender, experience and knowledge of bullying). Gender by group proved non-significant ( $p = .84$ ), as did experience by group ( $p = .82$ ), informal training by group ( $p = .63$ ), and formal training by group ( $p = .18$ ). The results reveal that both the control and experimental groups were equivalent with respect to gender, previous teaching experience, and exposure to bullying knowledge.

### **Intervention Tendencies**

In the first set of analyses in this study, we examined pre-service teachers' mean scores on the pre-test vignettes as a means of assessing their approach to dealing with bullying prior to exposure to the workshop. Means for total responses on the pre-test ranged from 4.18 (SD = 1.31) to 4.34 (SD = 1.31), indicating that participants selected a substantially higher number of appropriate interventions in dealing with the situations depicted than those that were inappropriate. Pre-service teachers appear to favour general interventions in bullying situations that are appropriate. Total scores were broken down into separate scores for responses to bullies and responses to victims. The means for victim scores were 4.10 (SD = 1.24) and 4.32 (SD = 1.27) for the control and experimental groups, respectively, and the means for bully scores were 4.16 (SD = 1.39)

Table 1

*Distribution of Participants in Control and Experimental Groups by Gender, Experience, Formal, and Informal Training (%)*

	Male	Female	Experienced	Non-experienced	Formal Training	Informal Training
Control (N = 39)	20.5%	79.5%	87.2%	12.8%	46.1%	92.3%
Experimental (N = 27)	18.5%	81.5%	85.2%	14.8%	62.9%	88.9%

and 4.28 (SD = 1.31). The results reveal that pre-service teachers' responses to victimized children and children who bully are generally similar and also lean towards being appropriate in nature.

Of particular interest to this study is an exploration of how pre-service teachers respond to bullying situations as a function of the behaviours exhibited by the victimized children involved. Participants' mean total scores, victim scores, and bully scores on the pre-test questionnaire items range from 1.30 (SD = 0.69) to 1.45 (SD = 0.53), from a possible maximum score of 2.00 as the pre-test included two items per type of victim (see Table 2 for pre-test means as a function of type of victim behaviour). Pre-service teachers' approaches to handling these situations appear to be more appropriate than inappropriate on the pre-test, regardless of the way in which victimized children respond to their experiences of bullying.

In order to determine if there is a statistically significant difference between participants' total scores on pre-test items depicting the three different types of victim responses, a one-way factorial repeated measures analysis of variance ANOVA was carried out. The alpha level was set at .05 for this test as well as for all subsequent analyses. The analysis was conducted on the total scores on the pre-test questionnaire items and type of victim behaviour (e.g., aggressive, passive, bully-victim) was entered as the within-subjects factor. The results reveal that there is in fact a difference between how pre-service teachers intervene in bullying incidents, as a function of the way in which victimized children behave,  $F(2, 126) = 3.65, p = .03$ .

Table 2

*Means and Standard Deviations for Pre-test Scores by Type of Victim Behaviour (N = 64)*

	Aggressive Victim		Passive Victim		Bully-victim	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Total Scores	1.44	0.47	1.33	0.47	1.44	0.47
Victim Scores	1.43	0.52	1.30	0.69	1.43	0.51
Bully Scores	1.45	0.53	1.35	0.54	1.36	0.52

Upon examination of Figure 6, it would appear that pre-service teachers' reported interventions vary according to type of victim behaviour, with a higher number of appropriate interventions for aggressive victims and bully-victims than for passive victims. In view of this result, the following objective became to explore the source of the difference within these total pre-test scores. A subsequent one-way repeated measures ANOVA was conducted on pre-test victim scores only, with type of victim behaviour as the within-subjects factor. The results did not reach statistical significance,  $F(2, 122) = 1.29, p = .28$ , indicating that there is no difference between the way in which pre-service teachers respond to children who are victimized as a function of their behavioural reactions to bullying.

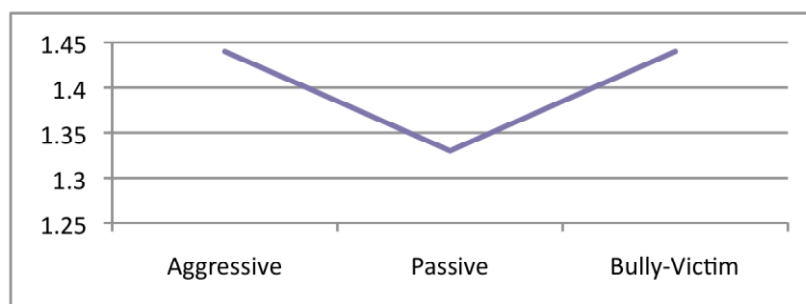


Figure 6. Total pre-test responses to different victim behaviours.

The following one-way repeated measures ANOVA sought to determine whether there was a statistically significant difference between pre-service teachers' interventions in bullying incidents on the pre-test as a function of the different types of victim behaviours depicted, for scores related specifically to bullies. The analysis was run on bully scores with type of victim behaviour representing the within-subjects factor. The results equally suggest that pre-service teachers do not alter their interventions with bullies depending on the responses of victimized children,  $F(2, 122) = 1.89, p = .16$ .

In view of the non-significance of the analyses conducted on victim and bully scores as a function of type of victim behaviour, a final one-way repeated measures ANOVA was performed on the two classroom response options presented to participants. The results of this analysis proved equally non-significant,  $F(1, 33) = 0.85$ ,  $p = .39$ , indicating that pre-service teachers' interventions in bullying situations vary according to the type of reaction displayed by victimized children, however only with respect to the totality of their interventions, and not with respect to victims, bullies, or classroom interventions when taken in isolation.

### **Impact of the Workshop**

The second set of analyses in this study centered on determining the impact of the workshop on pre-services teachers' responses to the bullying scenarios (see Table 3 for means, standard deviation, and number of participants by group and by condition). A  $2 \times 2$  repeated measures ANOVA was performed in order to determine if changes on questionnaire scores were statistically significant between the control and experimental groups. The objective of this analysis was to test for differences between pre-service teachers' total scores on the pre-workshop and post-workshop questionnaires. The first factor, Time, consisted of two levels (pre-test, post-test) and was entered as the within-subjects factor, while Group also included two levels (control, experimental) and was entered as the between-subjects factor. Marginal significance was found,  $F(1, 61) = 3.34$ ,  $p = .07$ . This suggests that the workshop may have led to changes in participants' responses to the bullying scenarios on the whole.

Table 3

*Means and Standard Deviations for Scores by Group and by Condition*

Condition	Control Group (N = 38)		Experimental Group (N = 25)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Pre-test				
Total Scores	4.18	1.31	4.34	1.31
Victim Scores	4.10	1.24	4.32	1.27
Bully Scores	4.16	1.39	4.28	1.31
Post-test				
Total Scores	4.00	1.38	4.60	1.21
Victim Scores	3.98	1.49	4.48	1.32
Bully Scores	3.92	1.45	4.55	1.48

As total scores on the questionnaires involved both responses to victims and responses to bullies, the objective of the subsequent two 2 x 2 repeated measures ANOVAs was to explore where the source of the change occurred. The results were examined for differences in participants' specific responses to victims and bullies from the pre-test to post-test conditions. The interaction of Time and Group for victim responses did not reach statistical significance,  $F(1, 59) = 0.81, p = .37$ . These results reveal that the differences between victim scores from pre-test to post-test conditions most likely resulted from chance rather than from the effect of the workshop. While the interaction of Time and Group for bully responses also proved non-significant, the results of the analysis,  $F(1, 59) = 2.924, p = .09$ , approached statistical significance, considerably.

The results of the interaction for bully responses prompted the execution of three final 2 x 2 repeated measures ANOVAs. The objective of these analyses was to investigate the source of change on the control and experimental groups' bully scores from pre-test to post-test; how participants responded to bullies in the pre-test and in the post-test was explored, as a function of the three types of victim behaviours portrayed in the scenarios (see Figures 7, 8, and 9). The first analysis related to responses to bullies in vignettes portraying passive victims. The interaction of time and group for responses to bullies in scenarios depicting passive victims did not reach statistical significance  $F(1, 62) = 2.84, p = .10$ . These results suggest that the workshop did not impact participants' responses to the bullies of passive victims. The second analysis examined the impact of the workshop on responses to bullies in vignettes portraying aggressive victims. The interaction of time and group proved non-significant,  $F(1, 61) = 1.18, p = .28$ . These

results equally suggest that participants' responses to the bullies of aggressive victims were not significantly influenced by the bullying workshop. The final analysis tested the impact of the workshop on responses to bullies in vignettes portraying bully-victims. The interaction of Time and Group did not reach statistical significance  $F(1, 63) = 1.50, p = .23$ , suggesting that the workshop did not have an impact on participants' responses to the bullies of bully-victims.

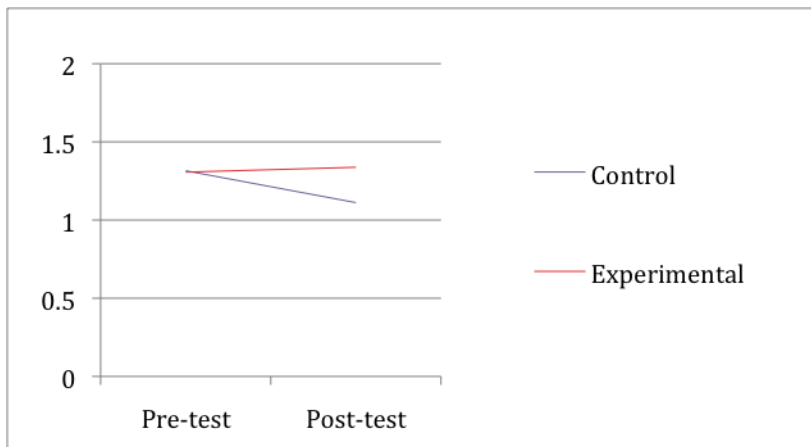


Figure 7. Responses to bullies as a function of victim subtype – Passive victims.

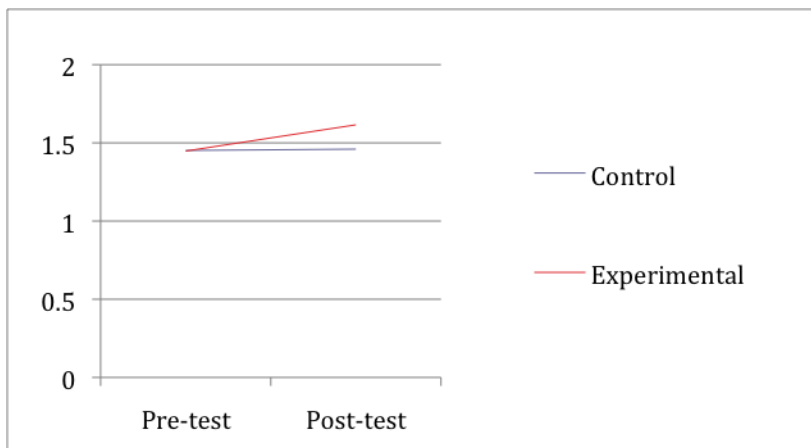


Figure 8. Responses to bullies as a function of victim subtype – Aggressive victims.

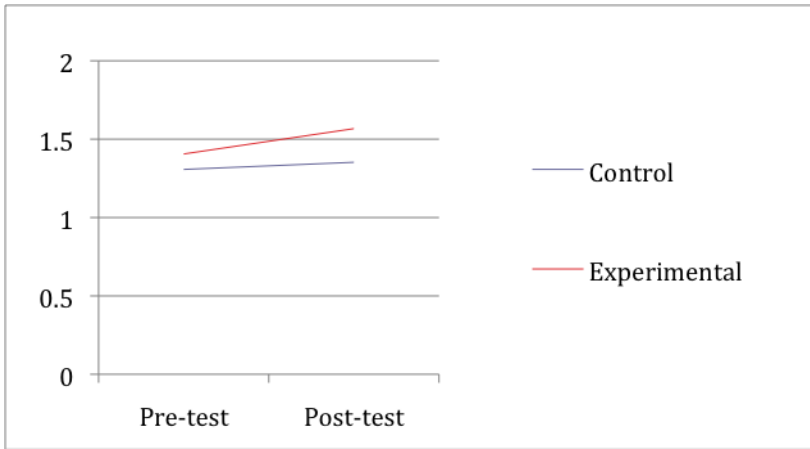


Figure 9. Responses to bullies as a function of victim subtypes –Bully-victims.

## **Discussion**

The primary objective of the present study was to evaluate the impact of a workshop on pre-service teachers' responses to simulated school bullying situations. A secondary objective involved exploring whether pre-service teachers' interventions vary as a function of victimized children's behavioural responses to the bullying they experience. Two unique questionnaires depicting hypothetical bullying situations were developed and piloted. Extensive development work, including consultation with a group of experienced teachers, contributed to the questionnaires' external validity. In addition, a presentation supplied by PREVNet (2010) was integrated into a workshop offered to four Teacher Education classes at the University of Ottawa.

### **Bullying Prevention Training**

The results of the present study reveal that while the majority of pre-service teachers have received some sort of formal training on bullying, less than one quarter of these students have received formal training on actual bullying prevention and intervention. The data for this study were collected in the last two weeks of students' coursework in the Teacher Education program; following the collection of demographic information, students did not receive additional training in bullying or bullying prevention. Therefore, our results suggest that in general, the large majority of Teacher Education students (if they did not participate in the workshop offered by the researcher) will start their careers with no formal training related to bullying prevention and intervention. This finding echoes observations made in the literature, whereby many teachers report that they have not received formal training in bullying prevention (Beran, 2006; Blain-Arcaro et al., 2011).

As this lack of training may be associated with a lack of confidence reported by teachers in dealing with bullying situations (Beran, 2006) and consequently a hesitance to intervene in bullying situations when they are reported by children (Novick & Isaacs, 2010), the results of the present study suggest that there is further cause for providing more formal and extensive training on bullying prevention and intervention for pre-service teachers. Spanish researchers (Benitez et al., 2009) observed marked improvements following the 60-hour course on bullying (which included a component on bullying prevention and intervention strategies) that the authors administered to a sample of pre-service teachers. The improvements observed were related to participants' knowledge of the phenomenon, their detection of characteristics of bullying incidents as well as those of the children involved, their strategies for addressing bullying, and their personal self-efficacy in facing such situations. Formal training of this type may be highly advantageous to pre-service teachers in Canadian Teacher Education programs.

### **Intervention Tendencies**

The first finding made in this study regarding teachers' reported intervention tendencies is that pre-service teachers generally opt for appropriate interventions over inappropriate interventions when managing hypothetical incidents of bullying, prior to participating in the workshop. Appropriate responses (as scored by a panel of experts) consistently fell within the restorative quadrant of McCold and Wachtel's (2003) Social Discipline Window, allowing us to conclude that pre-service teachers generally value the use of relationship-based and formative approaches to dealing with bullying situations. Such strategies may involve for example, leading a problem-solving conversation with the children involved in a bullying incident in an attempt to understand the children's

views of what occurred, encouraging the children to explore their feelings associated with the event and to speculate about the impact of their behaviour on others, and/or collaborating with them to establish appropriate consequences that would allow the wrongdoer(s) to make amends (Smith, 2008). Whether the positive intervention tendencies reported by participants will or will not entail the actual implementation of such interventions when responding to real-life bullying incidents in their future careers as teachers is unknown. However, it is promising to note that pre-service teachers' views are well aligned with those of researchers in the field regardless of whether or not they have received specific training on bullying, bullying prevention and intervention.

This is a positive finding that may have important implications for what the literature currently suggests about teachers' views of intervention strategies. The results of this study counter the discoveries made by Bauman and Hurley (2005) in particular, whereby participants generally expressed attitudes towards bullying that the researchers deemed unfavourable and likely to elicit ineffective interventions (among which was a belief that corporal punishment is an appropriate way of disciplining students). Perhaps the difference observed between the results of this study and the propositions made by Bauman and Hurley lies in the assumption that there is a direct relationship between specific attitudes and certain behaviours. It is possible that there is a difference between an individual's views of a school environment and his/her behavioural responses to incidents arising in that environment (even if these incidents are strictly hypothetical).

A large body of literature has sought to determine the role of both individual attributes and situational factors in predicting human behaviour. Ross and Nesbitt (1991) are among those who have done much work to demonstrate that our belief in the

importance of individual characteristics and traits in determining behaviour is largely inflated. This principle is now widely known as the “Fundamental Attribution Error”. Ross and Nesbitt state that “even scientists who are most concerned with assessing individual differences in personality would concede that our ability to predict how particular people will respond in particular situations is very limited” (p. 2). The authors speak of a ‘predictability ceiling’, a maximum statistical correlation of .30 that is observed between individual differences that are measured on a single trait and behavior in a new situation to which this trait is particularly relevant. They do not discount this correlation as negligible, however, they do highlight the fact that it is a maximum; reaching this ‘ceiling’ is rarely accomplished by researchers. Through references to numerous studies that have demonstrated the impact of contextual factors and the triviality of personality traits in predicting how we behave, the authors make a strong case for the power of situations (Ross & Nesbitt).

Icek Ajzen (1991) is equally of the belief that attitudes towards a phenomenon or behaviour are not solely responsible for individuals’ actual behaviour. In his “Theory of Planned Behaviour”, Ajzen acknowledges the complexity involved in predicting behaviour and proposes a model by which behaviour is preceded by individuals’ intentions and facilitated by the actual control they have over the execution of the behaviour in question. Intention is produced through the combination of individuals’ attitudes towards the behaviour (born from beliefs they possess about the behaviour), perceived subjective norms (arising from normative beliefs about the behaviour), and perceived control (fostered by beliefs that are held about control). While Ajzen’s theory suggests that personal attitudes do indeed account for a portion of individuals’ intentions

to behave a certain way, the actual display of a particular behaviour involves much more: perceptions of what is socially acceptable, perceptions of one's individual capacity to act on an intention, and the actual capacity to carry out an intention. He states "it may be argued that broad attitudes and personality traits have an impact on specific behaviors only indirectly by influencing some of the factors that are more closely linked to the behavior in question" (p. 181).

When it comes to bullying specifically, certain authors have concluded that the link between children's attitudes towards bullying and actual bullying behaviour is only moderate (Boulton, 1999; Salmivalli & Voeten, 2004). This would suggest that while children may report that they have negative attitudes towards bullying, they may still engage in bullying behaviours. In the same vein, unfavourable attitudes towards bullying among school personnel may not necessarily lead to inappropriate interventions. The present study is founded on the assumption that simulated scenarios may be more reflective of the reality that teachers experience day to day in their careers than survey-based measurements of attitudes. Consequently, they may be more accurate in predicting teachers' interventions in bullying incidents.

A second finding revealed by the results of this study is that there is little difference between how pre-service teachers generally respond to children who are victimized as well as to those who bully, prior to participating in the bullying workshop. Their responses to children who bully were, on the whole, as appropriate as their responses to victimized children. This discovery is equally positive, suggesting that children who bully are not generally met with a higher degree of punishment, than children who are victimized. Previous authors have observed that teacher trainees

experience insecurities as to how to deal with children who bully in particular (Nicolaidis, Toda, & Smith, 2002). The results of this study suggest that, while they may be lacking in confidence, pre-service teachers' actual reported interventions do not create cause for alarm; it would appear that pre-service teachers' views of bullying intervention with both victimized children and children who bully are highly compatible with restorative models of discipline, independent of additional training.

Another objective of this study was to determine if pre-service teachers' approaches to intervention in bullying incidents vary at pre-test as a function of the behavioural responses of the children being victimized. It was hypothesized that they would indeed vary, as several studies have reported that teachers treat victimized children who bully differently, than children who respond passively to the bullying they experience. Some have suggested that teachers may believe that children who are bullied and who bully others deserve the victimization they experience (Olweus, 2003), while others have observed that these children report higher levels of maltreatment by staff in their schools than passive victims and even bullies (Khoury-Kassabri, 2009). The results of this study confirm the hypothesis that was postulated, indicating that there is a significant difference between how pre-service teachers report that they would respond to bullying incidents involving victimized children who respond passively, victimized children who respond aggressively, and victimized children who bully. The findings reveal that pre-service teachers' responses to hypothetical bullying situations involving victimized children who respond aggressively and victimized children who bully, are more appropriate in nature than their responses to situations involving children who

respond passively to bullying. This finding has not been previously observed in the literature, and thus its implications for the field are important.

Additional analyses were conducted to clarify the source of the difference, yet they failed to reveal a clear explanation for the difference between pre-service teachers' responses to the different behaviours of victimized children. This means that any explanations to be offered are highly speculative. It is possible that teachers are more likely to "crack down" on the bullies of children who respond passively, accounting for responses that are less appropriate in nature. Perceiving victimized children as being perhaps less responsible for the bullying they experience, teachers' interventions may be focused on punishing the children who bully them.

A second interpretation to be offered may be that due to the frequently disruptive nature of aggressive victims' and bully-victims' behaviour to the school and classroom environment, teachers are more likely to be proactive in seeking appropriate interventions in bullying situations in which they are involved. Teachers have been found to perceive children who are victimized and who respond aggressively or by bullying others, as more impulsive, hyperactive, and more dysregulated with anger and irritability (Schwartz, 2000). Due to this, pre-service teachers may be more alert to the difficulties experienced by these children, anticipating the effect that their reaction to being bullied may have on other children.

Conversely, pre-service teachers may not demonstrate as much concern for children who are bullied and who respond passively; perhaps it is easier to turn a blind eye when children do not cry out. It has been observed that the level of distress displayed by children who are victimized is predictive of teachers' intentions to intervene in

bullying situations (Blain-Arcaro et al., 2011). Perhaps the distress displayed by these children is simply not blatant or disruptive enough to elicit action from the adults in their school environment. This may lead to neglectful responses on the part of their teachers.

In addition, Kochenderfer-Ladd and Pelletier (2008) proposed that teachers' interventions are influenced by their beliefs about the assertiveness of victimized children. If this proposition is indeed true, it is not difficult to imagine how pre-service teachers might hold the belief that victimized children who respond passively to their experiences of bullying simply need to be left to their own devices to develop the assertiveness they are lacking. This would also contribute to a higher frequency of neglectful, and consequently, inappropriate interventions. It would seem that further exploration of this negative finding is required.

### **Impact of the Workshop**

The primary objective of the present study was to determine whether a workshop on bullying and bullying intervention could have an impact on pre-service teachers' responses to hypothetical bullying situations. The results suggest that the workshop may have indeed led to changes in pre-service teachers' knowledge of how to respond appropriately to bullying situations. While only marginal in terms of statistical significance, the results of this study suggest that pre-service teachers' intervention responses become more appropriate as a result of this additional training. This finding lends preliminary support to the study's primary hypothesis, which was that a bullying workshop would lead to changes in pre-service teachers' knowledge of bullying and bullying intervention.

The discovery is well aligned with what previous authors have suggested and observed about the integration of bullying training into the curriculum that is taught in Teacher Education programs. Beran (2005) recommends the implementation of training on bullying and bullying intervention in order to combat insecurities that pre-service teachers report when confronted with incidents of bullying. Benítez, García, and Fernández (2009) put this notion to the test and discovered that pre-service teachers greatly benefited from a course on bullying, observing changes in their knowledge of bullying, their attitudes towards the children involved, and finally in their reported feelings of self-efficacy when dealing with bullying incidents. In addition, the authors remarked improvements regarding the participants' attitudes towards strategies that can be used to deal with bullying. Finally, Nicolaidis, Toda, and Smith (2002) observed that pre-service teachers placed much importance on obtaining knowledge of bullying prevention and intervention strategies, and viewed them as essential components of bullying training and Teacher Education programs in general. The findings of the present study support the idea that bullying training may be advantageous to pre-service teachers and may represent a potential pathway to determining solutions for the development of effective responses to bullying incidents.

In an effort to understand the sources of the changes produced by the workshop, pre-service teachers' responses to the victimized children and the children who bullied were analyzed separately. The results indicate that there was no change in participants' responses to the victimized children a result of the workshop and changes for the children who bullied were marginally significant; pre-services teachers' responses to the children who bullied became more appropriate following the workshop. The implications of this

are valuable with respect to our understanding of what pre-service teachers are able to learn from a workshop such as the one offered in this study. It has been found that teachers seem to have a well-developed sensitivity to victimized children and their distress (Blain-Arcaro et al., 2011). As a result of the present study, we may conclude that pre-service teachers are also able to increase their sensitivity towards children who bully when they have received a formal training opportunity in bullying, bullying prevention, and bullying intervention.

Follow-up analyses were conducted in order to understand the global effect of the workshop. This involved contrasting participants' reported interventions with bullies and victims as a function of victimized children's responses to bullying. The results did not allow us to ascertain that the workshop had an impact on the manner in which pre-service teachers intervene in scenarios depicting different victim responses to bullying. Nonetheless, it is important to reiterate that the results of the pre-test and post-test revealed that across the board, pre-service teachers' reported interventions are consistently appropriate when dealing with varying responses in victimized children. While previous propositions have been made in the literature that children who are victimized and who bully others are treated poorly by school personnel, it is important to note that this finding was not observed in the present study (Khoury-Kassabri, 2009).

### **Conclusion**

Through the present study, it was found that pre-service teachers are on the right path to devising interventions to bullying incidents that are not strictly punitive to those who bully, but rather those that are appropriate, formative, and restorative in nature, taking into consideration the feelings and the intentions of all children involved. The

present study has also allowed the discovery that pre-service teachers' interventions in hypothetical bullying situations are on the whole, more appropriate when they are asked to respond to situations involving victimized children who display aggressive behaviours as well as to victimized children who bully others, than to those involving victimized children who respond passively to bullying. This finding highlights a need for pre-service teachers to be more alert to experiences of victimization involving children who do not display aggression or other disruptive and problematic behaviours. There is a need for them to be protected by the adults around them, and while punitive approaches to intervention with the children who bully them may be effective in the short term, an exploration of interventions that are more restorative in nature may be beneficial in the long term (PREVNet, 2010).

The primary objective of this study was to assess the impact of a workshop on bullying, bullying prevention, and bullying intervention on pre-service teachers' knowledge and views of appropriate bullying interventions. It was observed that a workshop on bullying offered within the context of a Teacher Education program may prove advantageous to pre-service teachers, particularly with respect to how they report dealing with children who bully. This finding echoes the recommendations of other authors, who state that pre-service teachers can benefit from additional training on bullying and bullying prevention (Beran, 2006; Blain-Arcaro et al., 2011; Nicolaidis et al., 2002). The present study puts forth the suggestion that bullying training become a compulsory component of Teacher Education programs in Canada.

## **Limitations**

Several limitations deserve to be mentioned when considering the findings of this study. The participation of pre-service teachers in this study was strictly voluntary, and this may have posed certain threats to the external validity of the study. The self-selection of participants may have contributed to a sample of students who are more concerned about bullying and more attuned to the phenomenon, and therefore a sample that is not necessarily representative of the larger population of pre-service teachers. In addition, all participants were enrolled in a Counselling Applications in School Contexts course, which is optional for Teacher Education students. One might imagine that the individuals enrolled in this course may also represent a category of pre-service teachers who are more sensitive to issues pertaining to children's mental health, more familiar with the notion of bullying, more committed to exploring effective intervention and prevention strategies, and consequently, that their understanding of bullying and appropriate interventions may be more thorough (these are some of the topics commonly covered in the course curriculum).

Furthermore, participants may have already received some instruction on the topics to be presented in the intervention, in their course. Several of the course instructors had asked their students to do readings on bullying after the pre-test and prior to the workshop. In addition, one class had already received substantial information on Restorative Justice principles and how they may be applied to a classroom setting. Consequently, anecdotal evidence suggests that the four classes from which participants were recruited may not have been equivalent. Nevertheless, the results of this study

reveal that there was no difference between groups regarding reported previous formal and informal bullying training.

A procedural limitation to the present study is also noteworthy. The curriculum that is taught in many Teacher Education courses is often substantial given that the courses run for a short period of time (in order to allow for approximately one month per semester in which students will be participating in teaching placements). As a result, the workshop could be no longer than two hours in length, allowing for limited coverage of the topic, which is essentially very broad and complex. In addition, due to the short timeframe that was offered to run the study, the post-test was administered immediately following the workshop for participants in the experimental condition. Participants may not have had sufficient time to properly consolidate the information presented.

It was not anticipated that the majority of this study's sample would be enrolled in the intermediate-senior panel of the Teacher Education program, and this represents an additional limitation. While the scenarios presented to participants on the questionnaires depicted children in junior and intermediate grades, anecdotal evidence suggests that in fact the majority of Teacher Education students enrolled in the intermediate-senior panel of the program express a preference for working with senior grades and are therefore placed in high schools for the duration of their practica. Due to the fact that the nature of bullying differs considerably with age (Vaillancourt et al., 2008), it is possible that many of the participants in this study may have lacked familiarity with the types of bullying portrayed in the scenarios as well as with the types of behaviours displayed by the scenarios' characters.

A final limitation is particularly noteworthy: the present study involved an investigation of pre-service teachers' hypothetical responses to bullying situations, rather than the exploration of the actual responses teachers display when faced with real-life bullying incidents at school. While the bullying scenarios presented to the participants were developed to maximize external validity, it is not possible to determine the degree to which the findings of the present study are applicable to actual practice.

### **Future Avenues for Exploration**

The present study builds on existing knowledge of teacher interventions in bullying situations. In addition, rarely have many of the concepts explored in this study, such as bullying, types of responses displayed by victimized children, and pre-service teachers' views of bullying intervention, been explored together. It has contributed to a greater understanding of how pre-service teachers relate to children's behaviours in bullying incidents, and the workshop and instruments developed to assess it may serve as valuable educational tools to be utilized in future pre-service teacher training programs. Nevertheless, several important directions for future research must be noted. Firstly, it would be beneficial to repeat the present study on a larger scale; increasing the sample size would increase study power. In addition, selecting participants from mandatory Teacher Education classes rather than an optional class, may ensure more equivalency among groups and a greater potential for obtaining a sample that is representative of the larger population. Consequently, the generalizability of results would be increased.

In the future, it would be beneficial to present participants with scenarios that are concordant with the experiences they have acquired in their practicum, as well as with their teaching career goals. Creating additional vignettes that illustrate bullying incidents

involving senior-level students would ensure the relevance of the scenarios presented to participants who have and will continue to undertake their practica in high schools. Developing separate and distinct age-appropriate questionnaires that are distributed to participants in each of the panels of the program, would also allow valuable information to be collected regarding differences in pre-service teachers' intervention approaches among the different panels.

Future research may also involve the allotment of more time in between the workshop and the post-test in order to allow for a more natural consolidation of the material that is presented. It would be equally interesting to determine if a longer workshop, carried out in several installments over a longer period of time, would lead to even greater learning and even higher post-test scores in the experimental condition. Attributing greater emphasis to a discussion of the different types of behavioural responses displayed by children who are victimized within the context of the workshop, may also allow for stronger conclusions to be made regarding what pre-service teachers can learn about intervention when dealing with these different types of responses.

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## Appendix A

## Ethics Approval Letter

File Number: 12-10-14

Date (mm/dd/yyyy): 02/23/2011



**Université d'Ottawa** **University of Ottawa**  
 Bureau d'éthique et d'intégrité de la recherche Office of Research Ethics and Integrity

**Ethics Approval Notice****Social Science and Humanities REB****Principal Investigator / Supervisor / Co-investigator(s) / Student(s)**

<u>First Name</u>	<u>Last Name</u>	<u>Affiliation</u>	<u>Role</u>
David	Smith	Education / Education	Supervisor
Lisa	Ihnat	Education / Education	Student Researcher

**File Number:** 12-10-14**Type of Project:** Master's Thesis**Title:** Solutions for Bullying: A Workshop on Bullying and Children's Mental Health for Pre-service Teachers

<b>Approval Date (mm/dd/yyyy)</b>	<b>Expiry Date (mm/dd/yyyy)</b>	<b>Approval Type</b>
02/23/2011	02/22/2012	Ia

**(Ia: Approval, Ib: Approval for initial stage only)****Special Conditions / Comments:**

N/A

## Appendix B

## Demographics Questionnaire

1. What is your gender?  
 Male  Female
2. What is your age?  
 20-25  25-30  30-40  
 40-50  50+
3. What is the highest level of education you have acquired to date?  
 Undergraduate degree (e.g. B.Ed., B.A.)  Graduate Certificate  
 Master's degree (e.g. M.Ed., M.A.)  Doctorate degree (e.g. D.Ed., Ph.D.)
- 4.a) Did you acquire any teaching experience prior to commencing your B.Ed. degree?  
 Yes  No
- b) What was the nature of your previous teaching experience?  
 Volunteering in a school  Tutoring in a school  Working as an Early Childhood Educator  
 Supply teaching  Working as an Educational Assistant  ESL/FSL teaching
- c) How often did it take place?  
 Full-time  Part-time  Occasionally
- d) Over how long a period did it take place?  
 1-6 months  6-12 months  12 months – 3 years  
 3-5 years  5-10 years  10 years +
5. In which panel of the Teacher Education program are you currently enrolled?  
 Primary-junior  Junior-intermediate  Intermediate-senior
6. Have you learned about bullying (as a topic) in the past? Please check off all that apply.
- |   | I learned about the nature of bullying | I received training in bullying prevention |
|---|--|--|
| Informally<br>(ie: reading a book, consulting on-line materials, speaking to an expert) | <input type="radio"/>                  | <input type="radio"/>                      |
| Formally<br>(ie: taking a workshop or a course)   | <input type="radio"/>                  | <input type="radio"/>                      |

## Bullying Scenarios Questionnaire –Part 1 (Pre-test)

**Instructions:** *Using the response options below, please indicate how you would respond to both of the children in the following 6 scenarios. You may choose as many responses as you wish from those listed below each scenario. You may notice that some scenarios involve more than two children. Please only indicate how you would respond to the two children in the scenario who are named. Listing “other” responses is optional.*

**Scenario 1**

Geneviève and Mark are in Grade 4. One day in class, you see Mark whispering to a friend, then pointing at Geneviève while laughing. Geneviève sees this, gets up and screams, “I hate you and this stupid school!” Geneviève storms out of the classroom without asking to leave and slams the door.

Bullying Responses	Geneviève	Mark
I would speak with him/her to learn what happened, at an appropriate time.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would inform the principal about his/her behaviour and suggest a suspension.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would keep him/her in class during recess as punishment.	<input type="radio"/> (0)	<input type="radio"/> (0)
I would not interfere and return to my work.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would apologize to him/her for the other student’s behaviour.	<input type="radio"/> (0)	<input type="radio"/> (0)
I would ensure that he/she make amends (make it up) to the other student.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would ask him/her to explain how he/she believes his/her behaviour has made the other student feel.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would tell him/her what he/she did was “wrong”.	<input type="radio"/> (0)	<input type="radio"/> (0)
I would ask a child who witnessed the incident (but was not involved) to describe what he/she saw and how it made him/her feel.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would ask him/her to tell me which class rule(s) he/she broke.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would threaten to call his/her parents if it ever happens again.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would tell him/her that I feel badly for him/her.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would make him/her apologize in front the class for breaking the class rule(s).	<input type="radio"/> (-1)	<input type="radio"/> (-1)

I would let both children work it out alone together.	<input type="radio"/> (-1)
I would speak to the whole class about bullying and how it affects children, at an appropriate time.	<input type="radio"/> (+1)

Other (Geneviève):

---

Other (Mark):

---

**Scenario 2**

Anton is in Grade 5 and Jenna is in Grade 6. One day during recess, a child informs you in the schoolyard that Jenna has spread a rumour about Anton. Jenna has been saying that Anton is poor and smells badly. You see Anton sitting alone in the corner of the schoolyard.

Bullying Responses	Anton	Jenna
I would speak with him/her to learn what happened, at an appropriate time.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would inform the principal about his/her behaviour and suggest a suspension.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would keep him/her in class during recess as punishment.	<input type="radio"/> (-1)	<input type="radio"/> (0)
I would not interfere and return to my work.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would apologize to him/her for the other student's behaviour.	<input type="radio"/> (0)	<input type="radio"/> (0)
I would ensure that he/she make amends (make it up) to the other student.	<input type="radio"/> (-1)	<input type="radio"/> (+1)
I would ask him/her to explain how he/she believes his/her behaviour has made the other student feel.	<input type="radio"/> (-1)	<input type="radio"/> (+1)
I would tell him/her what he/she did was "wrong".	<input type="radio"/> (-1)	<input type="radio"/> (0)
I would ask a child who witnessed the incident (but was not involved) to describe what he/she saw and how it made him/her feel.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would ask him/her to tell me which class rule(s) he/she broke.	<input type="radio"/> (-1)	<input type="radio"/> (+1)
I would threaten to call his/her parents if it ever happens again.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would tell him/her that I feel badly for him/her.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would make him/her apologize in front the class for breaking the class rule(s).	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would let both children work it out alone together.	<input type="radio"/> (-1)	
I would speak to the whole class about bullying and how it affects children, at an appropriate time.	<input type="radio"/> (+1)	

Other (Anton):

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Other (Jenna):

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**Scenario 3**

Isabelle is in Grade 8 and Natalia is in Grade 7. One day in the lunchroom, you see Isabelle intentionally knock Natalia's lunch to the floor. Natalia grabs a carton of milk from a nearby table and pours it into Isabelle's lap.

Bullying Responses	Natalia	Isabelle
I would speak with her to learn what happened, at an appropriate time.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would inform the principal about her behaviour and suggest a suspension.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would keep her in class during recess.	<input type="radio"/> (0)	<input type="radio"/> (0)
I would not interfere and return to my work.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would apologize to her for the other student's behaviour	<input type="radio"/> (0)	<input type="radio"/> (0)
I would ensure that she makes amends (make it up) to the other student.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would ask her to explain how she believes her behaviour has made the other student feel.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would tell her what she did was "wrong".	<input type="radio"/> (0)	<input type="radio"/> (0)
I would ask a child who witnessed the incident (but was not involved) to describe what he/she saw and how it made him/her feel.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would ask her to tell me which class rule(s) she broke.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I threaten to call her parents if it ever happens again.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would tell her that I feel badly for her.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would make her apologize in front the class for breaking the class rule(s).	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would let both children work it out alone together.	<input type="radio"/> (-1)	
I would speak to the whole class about bullying and how it affects children, at an appropriate time.	<input type="radio"/> (+1)	

Other (Natalia):

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Other (Isabelle):

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**Scenario 4**

Carl is in Grade 7 and spends his free time at school alone reading comic books. One day in the schoolyard, you see a Grade 8 boy named Jonathan, break away from a group of children and run over to Carl, grabbing his comic book and pitching it over the schoolyard fence as he runs away. Carl doesn't move from his spot, and he buries his head in his hands.

Bullying Responses	Carl	Jonathan
I would speak with him to learn what happened, at an appropriate time.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would inform the principal about his behaviour and suggest a suspension.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would keep him in class during recess as punishment.	<input type="radio"/> (-1)	<input type="radio"/> (0)
I would not interfere and return to my work.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would apologize to him for the other student's behaviour.	<input type="radio"/> (0)	<input type="radio"/> (0)
I would ensure that he make amends (make it up) to the other student.	<input type="radio"/> (-1)	<input type="radio"/> (+1)
I would ask him to explain how he believes his behaviour has made the other student feel.	<input type="radio"/> (-1)	<input type="radio"/> (+1)
I would tell him what he did was "wrong".	<input type="radio"/> (-1)	<input type="radio"/> (0)
I would ask a child who witnessed the incident (but was not involved) to describe what he saw and how it made him feel.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would ask him to tell me which class rule(s) he broke.	<input type="radio"/> (-1)	<input type="radio"/> (+1)
I would threaten to call his parents if it ever happens again.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would tell him that I feel badly for him.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would make him apologize in front the class for breaking the class rule(s).	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would let both children work it out alone together.	<input type="radio"/> (-1)	
I would speak to the whole class about bullying and how it affects children, at an appropriate time.	<input type="radio"/> (+1)	

Other (Carl):

---

Other (Jonathan):

---

**Scenario 5**

One day a quiet girl in your Grade 5 class, comes to you looking upset and tells you that Jose, a boy in your class called her a “bitch”. You turn to look at Jose and see another boy named Liam, taping a note to Jose’s back. It says, “I don’t have a dad, that’s why I’m sad”.

Bullying Responses	Jose	Liam
I would speak with him to learn what happened, at an appropriate time.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would inform the principal about his behaviour and suggest a suspension.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would keep him in class during recess as punishment.	<input type="radio"/> (0)	<input type="radio"/> (0)
I would not interfere and return to my work.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would apologize to him for the other student’s behaviour.	<input type="radio"/> (0)	<input type="radio"/> (0)
I would ensure that he make amends (make it up) to the other student.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would ask him to explain how he believes his behaviour has made the other student feel.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would tell him what he did was “wrong”.	<input type="radio"/> (0)	<input type="radio"/> (0)
I would ask a child who witnessed the incident (but was not involved) to describe what he saw and how it made him feel.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would ask him to tell me which class rule(s) he broke.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would threaten to call his parents if it ever happens again.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would tell him that I feel badly for him.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would make him apologize in front the class for breaking the class rule(s).	<input type="radio"/> (-1)	<input type="radio"/> (-1)

I would let both children work it out alone together.	<input type="radio"/> (-1)
I would speak to the whole class about bullying and how it affects children, at an appropriate time.	<input type="radio"/> (+1)

Other (Jose):

---

Other (Liam):

---

**Scenario 6**

Sarah is in Grade 7. One day as Sarah is leaving the classroom for lunch, she laughs at a few students who had been having trouble understanding the morning's lesson, and calls them "retards". As you approach Sarah, a girl in Grade 8 named Yasmine yells "fatty" at Sarah as she passes her in the hallway.

Bullying Responses	Sarah	Yasmine
I would speak with her to learn what happened, at an appropriate time.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would inform the principal about her behaviour and suggest a suspension.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would keep her in class during recess.	<input type="radio"/> (0)	<input type="radio"/> (0)
I would not interfere and return to my work.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would apologize to her for the other student's behaviour	<input type="radio"/> (0)	<input type="radio"/> (0)
I would ensure that she makes amends (make it up) to the other student.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would ask her to explain how she believes her behaviour has made the other student feel.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would tell her what she did was "wrong".	<input type="radio"/> (0)	<input type="radio"/> (0)
I would ask a child who witnessed the incident (but was not involved) to describe what he/she saw and how it made him/her feel.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would ask her to tell me which class rule(s) she broke.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I threaten to call her parents if it ever happens again.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would tell her that I feel badly for her.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would make her apologize in front the class for breaking the class rule(s).	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would let both children work it out alone together.	<input type="radio"/> (-1)	
I would speak to the whole class about bullying and how it affects children, at an appropriate time.	<input type="radio"/> (+1)	

Other (Sarah):

---

Other (Yasmine):

---

## Appendix C

## Bullying Scenarios Questionnaire –Part 2 (Post-test)

**Instructions:** *Using the response options below, please indicate how you would respond to both of the children in the following 6 scenarios. You may choose as many responses as you wish from those listed below each scenario. You may notice that some scenarios involve more than two children. Please only indicate how you would respond to the two children in the scenario who are named. Listing “other” responses is optional.*

**Scenario 1**

Arianne and Jeremy are in Grade 4. One day on the playground, you see Arianne approach a group of her classmates who are building a snowfort and whisper to them while pointing to Jeremy, and laughing. Jeremy sees this, runs towards them and kicks down their snowfort.

Bullying Responses	Jeremy	Arianne
I would speak with him/her to learn what happened, at an appropriate time.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would inform the principal about his/her behaviour and suggest a suspension.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would keep him/her in class during recess as punishment.	<input type="radio"/> (0)	<input type="radio"/> (0)
I would not interfere and return to my work.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would apologize to him/her for the other student’s behaviour.	<input type="radio"/> (0)	<input type="radio"/> (0)
I would ensure that he/she make amends (make it up) to the other student.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would ask him/her to explain how he/she believes his/her behaviour has made the other student feel.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would tell him/her what he/she did was “wrong”.	<input type="radio"/> (0)	<input type="radio"/> (0)
I would ask a child who witnessed the incident (but was not involved) to describe what he/she saw and how it made him/her feel.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would ask him/her to tell me which class rule(s) he/she broke.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would threaten to call his/her parents if it ever happens again.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would tell him/her that I feel badly for him/her.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would make him/her apologize in front the class for breaking the class rule(s).	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would let both children work it out alone together.	<input type="radio"/> (-1)	
I would speak to the whole class about bullying and how it affects children, at an appropriate time.	<input type="radio"/> (+1)	

Other (Jeremy):

---

Other (Arianne):

---

**Scenario 2**

Samuel is in Grade 5 and Nadia is in Grade 6. One day during recess, a child approaches you in the schoolyard and shows you a text message she received that morning from Nadia. The message says, "Samuel is gay. Pass it on." You see Samuel wandering about the schoolyard by himself.

Bullying Responses	Samuel	Nadia
I would speak with him/her to learn what happened, at an appropriate time.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would inform the principal about his/her behaviour and suggest a suspension.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would keep him/her in class during recess as punishment.	<input type="radio"/> (-1)	<input type="radio"/> (0)
I would not interfere and return to my work.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would apologize to him/her for the other student's behaviour.	<input type="radio"/> (0)	<input type="radio"/> (0)
I would ensure that he/she make amends (make it up) to the other student.	<input type="radio"/> (-1)	<input type="radio"/> (+1)
I would ask him/her to explain how he/she believes his/her behaviour has made the other student feel.	<input type="radio"/> (-1)	<input type="radio"/> (+1)
I would tell him/her what he/she did was "wrong".	<input type="radio"/> (-1)	<input type="radio"/> (0)
I would ask a child who witnessed the incident (but was not involved) to describe what he/she saw and how it made him/her feel.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would ask him/her to tell me which class rule(s) he/she broke.	<input type="radio"/> (-1)	<input type="radio"/> (+1)
I would threaten to call his/her parents if it ever happens again.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would tell him/her that I feel badly for him/her.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would make him/her apologize in front the class for breaking the class rule(s).	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would let both children work it out alone together.	<input type="radio"/> (-1)	
I would speak to the whole class about bullying and how it affects children, at an appropriate time.	<input type="radio"/> (+1)	

Other (Samuel):

---

Other (Nadia):

---

**Scenario 3**

Monika is in Grade 7. One day in the hallway, you see her reading a note that is taped to her locker. She runs toward Christine, a Grade 8 student, and spits at her. You read the note on her locker, which says, “You are invited to my party –NOT!!!” and is signed with the letter C.

Bullying Responses	Monika	Christine
I would speak with her to learn what happened, at an appropriate time.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would inform the principal about her behaviour and suggest a suspension.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would keep her in class during recess as punishment.	<input type="radio"/> (0)	<input type="radio"/> (0)
I would not interfere and return to my work.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would apologize to her for the other student’s behaviour	<input type="radio"/> (0)	<input type="radio"/> (0)
I would ensure that she makes amends (make it up) to the other student.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would ask her to explain how she believes her behaviour has made the other student feel.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would tell her what she did was “wrong”.	<input type="radio"/> (0)	<input type="radio"/> (0)
I would ask a child who witnessed the incident (but was not involved) to describe what he/she saw and how it made him/her feel.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would ask her to tell me which class rule(s) she broke.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would threaten to call her parents if it ever happens again.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would tell her that I feel badly for her.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would make her apologize in front the class for breaking the class rule(s).	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would let both children work it out alone together.	<input type="radio"/> (-1)	
I would speak to the whole class about bullying and how it affects children, at an appropriate time.	<input type="radio"/> (+1)	

Other (Monika):

---

Other (Christine):

---

**Scenario 4**

Lucas is in Grade 7 and spends his free time at school alone taking pictures of objects in the schoolyard with his new camera. One day during recess, a boy in Grade 8 named Arash, grabs the camera from Lucas and runs away with it. Lucas goes to the corner of the schoolyard and sits against the fence.

Bullying Responses	Lucas	Arash
I would speak with him to learn what happened, at an appropriate time.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would inform the principal about his behaviour and suggest a suspension.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would keep him in class during recess as punishment.	<input type="radio"/> (-1)	<input type="radio"/> (0)
I would not interfere and return to my work.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would apologize to him for the other student's behaviour.	<input type="radio"/> (0)	<input type="radio"/> (0)
I would ensure that he make amends (make it up) to the other student.	<input type="radio"/> (-1)	<input type="radio"/> (+1)
I would ask him to explain how he believes his behaviour has made the other student feel.	<input type="radio"/> (-1)	<input type="radio"/> (+1)
I would tell him what he did was "wrong".	<input type="radio"/> (-1)	<input type="radio"/> (0)
I would ask a child who witnessed the incident (but was not involved) to describe what he/she saw and how it made him/her feel.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would ask him to tell me which class rule(s) he broke.	<input type="radio"/> (-1)	<input type="radio"/> (+1)
I would threaten to call his parents if it ever happens again.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would tell him that I feel badly for him.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would make him apologize in front the class for breaking the class rule(s).	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would let both children work it out alone together.	<input type="radio"/> (-1)	
I would speak to the whole class about bullying and how it affects children, at an appropriate time.	<input type="radio"/> (+1)	

Other (Lucas):

---

Other (Arash):

---

**Scenario 5**

One day, a small girl in your class Grade 5 class comes to you crying, and tells you that Damien, another child in the class, has been threatening to break her i-pod. You turn to look at Damien and hear Adam, a boy who sits next to him, comment loudly, “Damien’s so stupid his parents should have called him ‘Dumb-ien’!”

Bullying Responses	Damien	Adam
I would speak with him to learn what happened, at an appropriate time.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would inform the principal about his behaviour and suggest a suspension.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would keep him in class during recess as punishment.	<input type="radio"/> (0)	<input type="radio"/> (0)
I would not interfere and return to my work.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would apologize to him for the other student’s behaviour.	<input type="radio"/> (0)	<input type="radio"/> (0)
I would ensure that he make amends (make it up) to the other student.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would ask him to explain how he believes his behaviour has made the other student feel.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would tell him what he did was “wrong”.	<input type="radio"/> (0)	<input type="radio"/> (0)
I would ask a child who witnessed the incident (but was not involved) to describe what he/she saw and how it made him/her feel.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would ask him to tell me which class rule(s) he broke.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would threaten to call his parents if it ever happens again.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would tell him that I feel badly for him.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would make him apologize in front the class for breaking the class rule(s).	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would let both children work it out alone together.	<input type="radio"/> (-1)	
I would speak to the whole class about bullying and how it affects children, at an appropriate time.	<input type="radio"/> (+1)	

Other (Damien):

---

Other (Adam):

---

**Scenario 6**

Katie is in Grade 7. One day as Katie is leaving the classroom for lunch, you hear her call another girl “Ugly Betty”. As you approach Katie, a girl in Grade 8 named Dominika, calls out to Katie in the hallway, shouting “With that outfit, you should be on ‘What Not to Wear’!”

Bullying Responses	Katie	Dominika
I would speak with her to learn what happened, at an appropriate time.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would inform the principal about her behaviour and suggest a suspension.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would keep her in class during recess as punishment.	<input type="radio"/> (0)	<input type="radio"/> (0)
I would not interfere and return to my work.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would apologize to her for the other student’s behaviour	<input type="radio"/> (0)	<input type="radio"/> (0)
I would ensure that she makes amends (make it up) to the other student.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would ask her to explain how she believes her behaviour has made the other student feel.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would tell her what she did was “wrong”.	<input type="radio"/> (0)	<input type="radio"/> (0)
I would ask a child who witnessed the incident (but was not involved) to describe what he/she saw and how it made him/her feel.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would ask her to tell me which class rule(s) she broke.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would threaten to call her parents if it ever happens again.	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would tell her that I feel badly for her.	<input type="radio"/> (+1)	<input type="radio"/> (+1)
I would make her apologize in front the class for breaking the class rule(s).	<input type="radio"/> (-1)	<input type="radio"/> (-1)
I would let both children work it out alone together.	<input type="radio"/> (-1)	
I would speak to the whole class about bullying and how it affects children, at an appropriate time.	<input type="radio"/> (+1)	

Other (Katie):

---

Other (Dominika):

---

## Appendix D

## Pilot Study Information Letter

February 4<sup>th</sup>, 2011

Dear Alpha Alternative School Staff,

Please accept my sincerest thanks for participating in this pilot study. My Master's thesis is entitled "Solutions for Bullying: A Workshop for Pre-Service Teachers" and the questionnaires you are being asked to review are very important instruments that will be used in my research. The purpose of this study is to determine whether pre-service teachers' views of appropriate responses to bullying situations change after they have received a workshop on bullying and children's mental health. The impact of the workshop will be assessed through two questionnaires; the first will be presented before the workshop and the second will be presented afterwards. Differences between the participants' responses on the first and second questionnaires will enable us to determine what they may or may not have learned through the workshop.

With your help, my thesis supervisor (Dr. David Smith) and I will be editing the questionnaires. We are certain that with your feedback, we will be able to make the instruments as relevant and realistic as possible. The information you provide will be kept confidential and will in no way be released to the public (e.g. through publication), as it will only be used in the development phase of the study.

You may choose to fill out each questionnaire as if you were a participant in the study, so that you can get a real feel for the questions. If however, you're quite pressed for time (as I'm sure many of you are), feel free to simply read over the bullying scenarios and one set of response options (they are identical from scenario to scenario) and let us know what you think.

The following page is entitled "Pilot Study Feedback" where you are invited to answer several multiple-choice questions and include any comments and/or suggestions. I will be passing by Alpha on Friday February 12<sup>th</sup> at lunchtime to pick up these sheets, and I'm looking very forward to seeing you. Please feel free to approach me with any questions or concerns, and you can also email me anytime.

All the best,

Lisa Ihnat  
MA Counselling Student, University of Ottawa

Appendix E

Pilot Study Feedback Questionnaire

1) How did you find the tasks you were asked to complete on questionnaires 1 and 2?

Very difficult 1----2----3----4----5 Very easy

2) How did you find the length of each questionnaire?

Very long 1----2----3----4----5 Very short

3) How did you find the instructions?

Very unclear 1----2----3----4----5 Very clear

4) How did you find the language overall?

Difficult to understand 1----2----3----4----5 Easy to understand

5) How did you find the bullying scenarios?

Very unrealistic 1----2----3----4----5 Very realistic

6) How did you find the list of response options following each scenario?

Very unrealistic 1----2----3----4----5 Very realistic

7) Did any particular scenario stand out to you as being confusing or problematic?

Questionnaire 1:

- Scenario 1
- Scenario 2
- Scenario 3
- Scenario 4
- Scenario 5
- Scenario 6

Questionnaire 2:

- Scenario 1
- Scenario 2
- Scenario 3
- Scenario 4
- Scenario 5
- Scenario 6

8) If you circled one or more of the scenarios listed in question 6, what did you find confusing or problematic about this/these scenarios?

---

---

---

9) Did any of the response options stand out to you as being confusing or problematic? (Please list it/them below)

---

---

---

10) If you listed any response option(s) in question 8, what did you find confusing or problematic about it/them?

---

---

---

11) Any additional comments and/or suggestions?

---

---


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Thank you very much for your participation!

Appendix F

PowerPoint Presentation Supplied by PREVNet (2010) with Minor Additions

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**An Introduction to Bullying at School**

**Lisa Ihnat  
University of Ottawa  
Wednesday March 9th, 2011**

THE NETWORKS OF CENTRES OF EXCELLENCE NEW INITIATIVE


**Bullying: A Relationship Problem that Requires Relationship Solutions**

Bullying is a relationship problem in which an individual or group uses **power aggressively** to cause **distress** to another.

- The child who bullies is learning to use power and aggression to control others.
- The child who is being victimized becomes trapped in an abusive relationship and needs help to stop the bullying.

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**Bullying and Power**


Children and youth acquire power through:

- Advantage in social status or popularity
- Advantage in size & strength, number of allies, age, skill
- Member of a socially defined dominant group (e.g., gender, race/ethnicity, wealth/class, sexual orientation, health/ability).



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**Myth: "Children who bully are all alike"**

Research shows diversity. The labels "bully" and "victim" are misleading and limiting.

Children and youth who bully *may* have

- not acquired the *skills, motivation, and understanding* necessary for healthy relationships, **or**
- serious problems with aggression and behavioural regulation, **or**
- highly developed social skills and bully to acquire and maintain social status.
- personally experienced victimization at home or at school.

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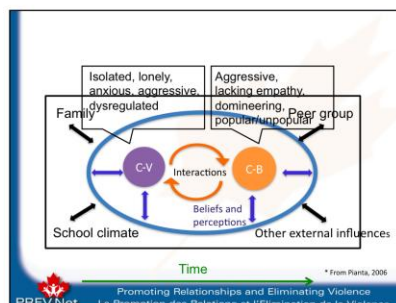
**Myth: "All children who are victimized are alike"**

Children and youth who are victimized may

- Simply be in the wrong place at the wrong time
- Be anxious, shy or socially inhibited
- Have few or no friends
- Have an exceptionality – research indicates children with physical, learning or behaviour challenges experience increased victimization
- Respond to victimization in ways that aggravate their victimization and that we wouldn't necessarily anticipate -ie: aggression, bullying behaviours.

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### Forms of Bullying

**Physical bullying**

**Verbal bullying**

**Social Aggression**, excluding others from the group, rolling of eyes, tossing of hair, ignoring and shunning, gossiping, spreading rumors, telling secrets, setting others up to look foolish, damaging friendships



**Cyberbullying**

- use of email, social network sites, cell phones, webcams, text messages, and internet sites, etc. to embarrass or humiliate, verbally harass, socially exclude, or threaten physical or psychological harm.

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### Cyberbullying is Devastating

- Takes away the feeling of safety from being at home
- Harsh and offensive – enables the person who is bullying to not see the pain in the other person
- Humiliating – the audience can be the *entire world, forever*
- “Virtually” anonymous – can hide identity or impersonate someone. Not knowing who is doing the bullying increases insecurity and social unease
- Seems inescapable - wired world allows individuals to contact others (both for positive and negative purposes) *at all times and in almost all places*

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### Homophobic Bullying in Canadian Schools

*LGBTQ students who believe their schools and/or school divisions have explicit anti-homophobia policies are*

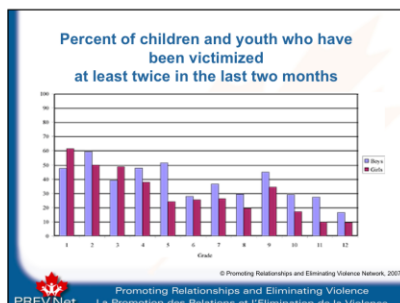
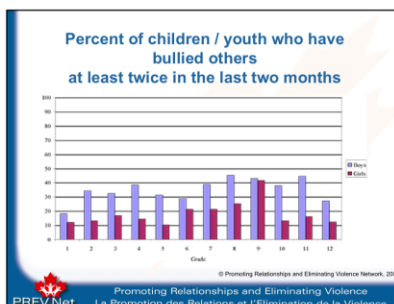
more likely than other LGBTQ students to:

- feel school community was supportive (50% vs. < 20%)
- hear fewer homophobic comments and to say staff intervene more often
- report homophobic incidents to staff and their parents
- feel attached to their school

less likely than other LGBTQ students to:

- have been verbally or physically harassed
- have had lies and rumours spread about them at school or on the Internet (40% vs. 57%)
- have had property stolen or damaged
- feel unsafe at school

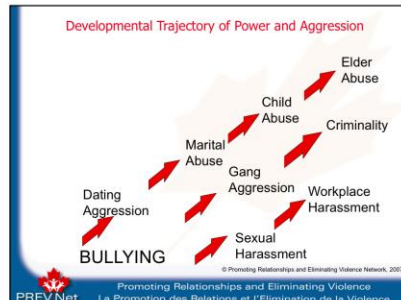
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### Canada on the World Stage

Source	Variable	Ranking
Organization for Economic Development	Reading	3 <sup>rd</sup> out of 41
	Math	7 <sup>th</sup> out of 41
	Science	11 <sup>th</sup> out of 41
World Health Organization	Victimization	27 <sup>th</sup> out of 35
	Bullying	26 <sup>th</sup> out of 35

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### Highlights of Observational Playground Research

- Bullying interaction occurs **once every 7 minutes**
- In 88% of bullying incidents, peers are present
- Children hide bullying
- Teachers rarely intervene (too few monitors on the playground, unable to identify the bullying)

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### Role of Peer Bystanders

- The **more** peers present, the **longer** the bullying episode
- When bystanders intervene, they are aggressive ½ the time appropriate ½ the time
- In the majority of episodes (57%), peer intervention stops bullying **within 10 seconds**, regardless of strategy

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### Implications of Playground Research

Shift young people from **standing by to standing up!**  
Teach **how** to intervene assertively

**Message to Students: Choose at least 1 of the 4 strategies depending on situation and comfort level**

1. **Walk away** – don't be part of the audience
2. **Support** the child/youth who is victimized
3. **Report** the bullying to a responsible adult
4. **Assertively tell** the child/youth who is bullying to stop

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### Social Emotional Learning (SEL) at School

Outside the family, school is the most pervasive socializing environment

A growing body of international research points to the importance of social emotional learning for

- Effective school and classroom management
- Academic achievement
- Career and life success
- Bullying prevention
- Mental health

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### Relationship Skills Critical Components of SEL

**Human rights:** understanding that everyone has the right to safety, dignity, & equity

**Self-awareness:** confidence, emotional and behavioural regulation, decision making

**Understanding others:** empathy, perspective taking, acceptance of differences

**Communication:** listening skills, assertiveness versus aggression, conflict resolution skills

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### Positive – **Caring & Nurturing** School Climate

- Increases students' sense of bonding to the school
- Decreases bullying & other antisocial behaviours
- Increases student retention & academic achievement

Positive Social Climate characterized by:

- Strong relationships among and between staff and students
- Discipline using formative (not punitive) consequences
- Engagement, recognition and leadership opportunities for students in a wide variety of activities

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### Recognize and Address Systemic Challenges

- Time Constraints
- Inflexible Schedules
- Pressures to cover core curriculum
- Limited supervision on the school yard

To address challenges:

- Champion positive school climate, bullying prevention and social emotional learning
- Integrate bullying prevention teaching units into core curriculum
- Recruit community volunteers & older students to supervise and work with younger students

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### Teachers as Role Models

- Reflect on your own use of power in relationships
- Treat students the way you want them to treat each other
- Help all students look valuable in the eyes of classmates
- Take action when bullying is observed or reported by a student

Tattling = Trying to get someone into trouble  
Reporting = Trying to get someone out of trouble

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[www.olweus.org/public/view\\_video?  
my\\_Video=bullying\\_scenario\\_daniel  
.flv&my\\_FeatureHold=default.jpg](http://www.olweus.org/public/view_video?my_Video=bullying_scenario_daniel.flv&my_FeatureHold=default.jpg)

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### A Model of Restorative Justice -how it can help teachers

↑ control (limit-setting, discipline)	TO punitive	WITH restorative
↓ support (encouragement, nurture) →	neglectful NOT	permissive FOR

\*McCold & Wachtel (2003)

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### Classroom: What Helps?

- Address bullying formally in a classroom discussion at the beginning of year
- Use teachable moments throughout the year
- Primary Grades: develop classroom rules about bullying with student input
- Middle and Secondary Grades: engage students in creating and communicating bullying prevention messages
- Find the connections that integrate bullying prevention messages into the curriculum (literature, history, art, drama, etc.)

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### Sample Classroom Activity

Bullying Myths: True?, False, or Quite

	True	False	Depends
Boys bully more than girls			
Bullies are insecure and have low self-esteem			
Bullies don't have friends			
Bullies have more power than their victims			
Bullying happens in all kinds of social groups, among children, teenagers, and adults			
Being more popular is one way bullies have more social power than victims			
Victims should ignore bullying behaviours			
Bullies don't really mean to hurt their victims, it's just a joke that's gone too far			
Victims can usually stop the bullying themselves if they fight back			

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### Attention to Group Dynamics

- Observe and monitor group dynamics and peer interactions
- Use problems that inevitably emerge as social emotional learning opportunities
- Assign students to partners, groups and teams, to avoid pain and embarrassment
- Assign seating plans and cooperative learning groups
  - To increase positive peer relationships and decrease cliques
  - Reshuffle frequently

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### Bullying Prevention on the Playground

- Adequate play structures and resources
- Inclusive and supervised playground activities for socially vulnerable students
- Enlist student volunteers, especially older students
- Recognize and reward students for positive peer behaviours such as treating others with respect, playing inclusively, and helping others

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### To Learn More:

Promoting Relationships and Eliminating Violence (PREVNet) [www.prevnet.ca](http://www.prevnet.ca)

- Authoritative information on bullying in Canada
- Extensive downloadable resources for teachers and school administrators
- Selective and comprehensive links to websites featuring Canadian school based programs

Collaborative for Academic, Social and Emotional Learning (CASEL) [www.casel.org](http://www.casel.org)

- USA site with comprehensive list of evidence based school programs and curriculum

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Thank you!  
Questions / Comments?




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### PREVNet Key Messages

1. Bullying is a relationship problem that requires relationship solutions.
2. Promoting a positive school climate reduces bullying and antisocial behaviour.
3. Teachers can teach relationship skills and educate hearts and minds!

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## Appendix G

## Invitation Letter and Description of the Research Project

**Solutions for Bullying: A Workshop for Pre-Service Teachers  
Description of Research Project**

This research project is being directed by:

Lisa Ihnat (Master's student)  
Faculty of Education, University of Ottawa  
Tel:           E-mail:

Under the supervision of Dr. David Smith  
Faculty of Education, University of Ottawa  
Tel:           E-mail:

The objective of this research project is to investigate the impact of an instructional module administered in the context of the teacher education program at the University of Ottawa, on pre-service teachers' reported interventions to bullying incidents. In other words, we are interested in investigating whether a workshop on bullying and children's mental health can influence the way that pre-service teachers such as yourself, view intervention in hypothetical bullying situations.

Participating in the research component of this study requires approximately 20 minutes of your personal time outside of class, at two different points in time, for a total of 40 minutes over the course of two weeks. You are being asked to complete several of the documents included in the envelope you have received: one of the attached consent forms (you may keep the second copy for your personal records), a form on which you are asked to create a unique code (this will enable us to identify you without knowing your name), and a questionnaire. These documents are being distributed to you in your regular classroom, on February 28th, 2011. A second envelope containing the form regarding code creation and a slightly modified questionnaire will be distributed to you on March 7th, 2011. Finally, a 2.5 hour instructional module will be administered during your regular class time, and in your classroom, on March \_\_, 2011. All of the experimental tasks (those included on the questionnaires) involve reading and assessing how you would respond to several written scenarios that describe hypothetical incidents of bullying.

Participation in this study presents no conceivable risks to your physical or psychological wellbeing. Certain measures have been taken to minimize any risks related to your participation in this study: 1) consent forms will be detached from the rest of the documents in your envelope and stored separately so that your name may not be matched with your questionnaires, 2) you are being asked to return the envelopes you received to myself in your classroom, on the day following the distribution of documents, regardless of whether or not you choose to complete them. This will assure that your participation

or your decision to not participate in the research component of this study, will remain anonymous to your peers and to your professor. Please be advised that you may choose not to return the envelope you received at all, at your own discretion. Participation in this study will have no impact on your performance in the course in which this study will be conducted.

There are several potential benefits to participating in this study: you will gain knowledge of bullying and children's mental health, you will gain experience analyzing problematic forms of conflict that often occur among children, and you will gain experience brainstorming solutions and planning effective interventions. In addition, the names of four participants (one from each participating class) will be drawn at random to receive gift cards in the amount of \$100.00. Finally, you will be enriching the researchers' understanding of how pre-service teachers view intervention in bullying incidents, and enabling their assessment of a module that may inspire the implementation of more intensive bullying training in future teacher education programs.

Please note that you are free to terminate your participation in this project at any time without fear of any negative consequences for you whatsoever. All information that you provide to the researcher will be treated in a strictly confidential manner. Moreover, your identity will remain anonymous; your name will not appear on any of the documents you will complete apart from this consent form. Only aggregate results from this study will be publicized. The raw data collected will be kept for five years following the publication of the results, in a locked cabinet in Dr. Smith's office at the Faculty of Education.

Please feel free to contact the master's student conducting this research at any time with questions and/or concerns about the study: \_\_\_\_\_ and /or the project supervisor, Dr. David Smith: \_\_\_\_\_.

You can also direct any questions or comments about the ethical conduct of the researcher to the Protocol Officer of the Social Sciences and Humanities Research Ethics Board at the University of Ottawa, (613) 562-5800, ext. 5841. You will be provided with a copy of this statement of informed consent for your own records.

## Appendix H

## Statement of Informed Consent

**Informed Consent**

I have read the letter describing the research project. I understand the purpose of the study and what is required of me. I have been informed that my participation is voluntary and that my identity will remain confidential. I agree to participate, and am aware that I may withdraw from the study at any time without any negative consequence. I am aware that there are two copies of this consent form, one of which I may keep.

I am aware that if I have any inquiries about the research project I can contact:

Lisa Ihnat: \_\_\_\_\_ and/or

Dr. David Smith: \_\_\_\_\_ .

I understand that if I have any concerns about the ethical conduct of this project, they may be addressed to the Protocol Officer of the Social Sciences and Humanities Research Ethics Board at the University of Ottawa, (613) 562-5800, ext. 5841.

I, \_\_\_\_\_, understand this statement of informed consent and agree to participate in this research project.

\_\_\_\_\_  
Participant's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness's signature

\_\_\_\_\_  
Date

If you wish to receive a summary of the findings of this study, which will be available after the second round of envelopes are collected, please write your full mailing address here:

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## Appendix I

## Code Creation Form

*In order to be able to compare the information you provide on the first and second questionnaires, we would like to be able to identify you without asking you to provide any personal information (such as your name, student number, etc.) on the documents we will be collecting. Please answer the following two questions below so that we may create a unique code for you.*

- 1) What are the first two letters of your mother's first name? \_\_\_\_\_
- 2) What are the last two numbers of your principal phone number? \_\_\_\_\_

*Your code is:*

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*(The answer to question 1 followed directly by the answer to question 2.)*

*\*Please write this code on every page of the questionnaire attached.*