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Impact of Bullying Prevention Training on the Knowledge, Attitude, and Behavior of Pre-Education Majors (Future Trainers)

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Impact of Bullying Prevention Training on the Knowledge, Attitude, and Behavior of

Pre-education Majors (Future Trainers)

by

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A dissertation submitted in partial fulfillment
of the requirements for the degree of
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Dedication

I dedicate this dissertation to my mother who has been there for me my entire life. This entire process would not have happened without your love, support, help, and most of all, transportation! I would also like to dedicate this dissertation to my husband who has supported me emotionally, financially, psychologically, and lovingly. Thank you for supporting me through very difficult times and encouraging me when I wanted to give up. I would also like to dedicate this dissertation to my father. You have demonstrated hard work, determination, and attention to detail in everything you do. You have been a true example and inspiration for me. As far as family, I would finally like to thank my brothers, Lawrence and Emanuel, my sister, Constance, my sister-in-law, Katie, and my cousin (sister), Rashida. All of you have supported me and kept me going when I wanted to quit. Thank you so much for being there for me! There have been many people that have helped me through this journey and if I forget to mention you I sincerely apologize in advance. I would like to thank my major professor, Dr. Carlos Zalaquett. You have been a true inspiration, support, and mentor throughout my entire graduate career. Thank you for always having faith in me and always inspiring me to do my best in all I do. I would like to thank Dr. Herbert Exum. I would not have made it through the first year of my program without your support and I thank you for continuing to support me throughout my graduate career. Finally, I would like to thank my friends and colleagues,

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Abstract

Bullying is a persistent problem that negatively affects the academic performance, and the psychological, social, and emotional well-being of targeted students. Research indicates most bullying is prejudice-based. Bullying and prejudice reduction interventions used in school systems encourage empathy towards the target student to reduce these behaviors, and current national and international interventions recommend focusing on bullies, targets (or victims), and bystanders. Interventions are conducted by individuals (trainers) trained to implement such programs, a model known as train-the-trainer. Teachers and pre-education majors usually volunteer to become trainers. Effectiveness of interventions may depend on the trainees' knowledge, empathy, and adherence to the program. Research reports that the impact of the training on the trainer significantly impacts its implementation and effectiveness. Yet, the impact of the training on the trainer is rarely the focus of research. The Bullying Amongst Diverse Populations (BADP) training was conducted to study its impact on the trainees. The results show the BADP training had an overall positive impact on participants' knowledge of and skills to respond to situations involving bullying and prejudice, sense of efficacy, and likelihood to intervene. Pre- and post-test assessments demonstrate reductions on prejudicial attitudes and increments in participants' defender roles. Implications for future research are discussed and implications for university and K-12 administrators, counselor educators, school counselors, and program coordinators of teacher education programs are also reviewed.

Chapter One: Introduction

Background of Study

Bullying is a pervasive and serious issue affecting students attending U.S. schools (American Medical Association Alliance, 2010; Duncan, 2011). Bullying behaviors include aggressive behaviors such as repetitive, physical, and psychological harm on one or more students that creates an intimidating school environment and seems to interfere with school performance, participation, or both (Glew, Fan, Katon, Rivara, & Kernic, 2005; Ladd, 1990; Nansel et al., 2001; Rothon, Head, Klineberg, & Stansfeld, 2011; Wentzel & Caldwell, 1997; Wentzel & Asher, 1995). Schools began noticing this problem after Olweus (1978) published his seminal work in the U.S. Despite this early awareness, research on bullying in the United States is less abundant than in other countries (Bauman & Del Rio, 2005). Some of the first research studies on bullying in the U.S. occurred in the 90s (Hoover Oliver, & Hazler, 1992). Advancing research in this area is important because statistics suggest that bullying is more prevalent in the U.S. than in other European countries (Hoover et al., 1992). The majority of research indicates that between 30% and 60% of American schoolchildren report being bullied (Olweus, 2005; Pack, White, Raczynski, & Wang, 2011; Sommers-Flanagan & Sommers-Flanagan, 2006). Few studies provide estimates outside this range, including 20% (Committee for Children, n.d.) of schoolchildren and 90% (Hazler, Hoover, & Oliver, 1992) of schoolchildren. Per the Statistics on Bullying (National Center for Education

[NCE], 2007), approximately 31.7% of youth ages 12 – 18 have reported experiencing some form of bullying, approximately 3.7% of youth ages 12 – 18 have reported experiencing cyberbullying. Approximately 11% of adolescents who report being bullied and 19% of those who reported experiencing cyberbullying feared being attacked at school. Recently, bullying has been addressed by the U.S. Department of Education, which led in March 10, 2010, to the first federally sponsored conference on bullying prevention in the U.S. (Duncan, 2011). In addition, bullying has been a focus of many news stories due to teens and college students committing suicide as a consequence of being bullying and cyberbullied by their peers (James, 2009; March, 2011).

Bullying has been recognized as a school problem in several countries around the world, but international research studies report significant variability of this aggressive behavior between countries (Nansel et al., 2001). According to UNICEF (Fondo de las Naciones Unidas para la Infancia) Argentina and FLASCO (the Latin-American School of Social Studies), bullying is a growing problem in schools in Argentina and other Latin American countries (D'Angelo & Fernández, 2011).

Bully victims or targets may be singled out due to different sociocultural characteristics such as race (Zhou, Peverely, Xin, Huang, & Wang, 2003), age, disability (Frederickson, 2010), sexual orientation (Berlan, Corliss, Field, Goodman, & Austin, 2010), gender (Owens, Daly, & Slee, 2005), religion (Craig, 2004: Holcomb, 2002), weight (Curtis, 2008), and other sociocultural characteristics (Craig, 2004). Bullying may also occur due to the bully perceiving the victim as weaker (Craig, 2004; Olweus, 1993; Zhou et al., 2003).

Olweus (1993) defined bullying as a harmful, intentional, repetitive act committed by a dominant or powerful individual on a weaker or less powerful individual. Olweus and Limber (2010) has listed the following forms of bullying: "physical, verbal, and cyber bullying, which is intimidation over the internet or cell phone via text message, email, or through social media outlets" (p. 124). More recently, he has included forms of bullying due to race and sexual orientation (Olweus, 2011). The Florida Department of Education (FLDOE) defines bullying as "systematically and chronically inflicting physical hurt or psychological distress on one or more students or school employees" (FLDOE, 2011, para. b). To clarify their definition, the FLDOE offered the following description of bullying as "unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to: teasing, social exclusion, threatening, intimidation, stalking, physical violence, theft, sexual, religious, or racial/ethnic harassment, public humiliation, and destruction of property" (FLDOE, 2011, para.b).

Bullying can be divided into various forms: Two primary forms are overt and covert. Overt bullying is defined as direct acts of aggression, including threats of bodily harm, hitting, kicking, punching, and name-calling. Covert bullying can exist in relational, indirect, social, and aggressive forms and can include using social networks to harm, socially exclude, and spread rumors about someone, and other acts specifically

directed at damaging a target's relationship (Crick, 1995; Lagerspetz, Bjorkqvist, & Peltonen, 1988; Musher-Eizenman et al., 2004; Underwood, 2003).

Overall, bullying may impact the immediate and long-term psychological, social, and emotional well-being of the victims. Also, this aggressive behavior can have long lasting effects in the victims (Olweus, 1984), their parents (Olweus, 2011; Pepler, Jiang, Craig, & Connolly, 2008), the bullies (Farrington, 1993), and the peers (Craig, Henderson, & Murphy, 2000; El-Sheik et al., 1993). In addition to affecting a victim on the individual level, bullying can significantly impact the school environment and have violent results (Athanasiades & Deliyanni-Kouimtzis, 2010). In a study conducted by Meyer-Adams and Connor (2008), students' negative perception of the school's psychosocial environment (being put down by teachers, teachers' caring about students, etc.) was correlated with students bringing weapons to school and being more likely to avoid school. Bullying behaviors were also found to be predictors of negative psychosocial environment at school (Meyer-Adams & Connor, 2008). Teachers can increase or decrease the effect of bullying and aggression on the school environment by their behavior. Cheng (2003) found teachers' empathy toward withdrawn students and aversion toward aggression promoted a school environment that was intolerant of aggression. However, a study conducted by Boulton (1997) found that over time, empathy toward victims of bullies decreased amongst teachers. These findings may indicate the negative effects of bullying on the school environment as a whole including students and teachers.

The following sections of this chapter present an introduction and overview of bullying and prejudice, and a review of bullying prevention, prejudice reduction, and

bystander-centered interventions. The chapter concludes with the statement of the problem, definition of major terms, and limitations and delimitations of the study.

        Bullying and prejudice. Similar to bullying, prejudice has various forms. Prejudice is divided into blatant and subtle forms. Blatant prejudice is defined as "opposition to intimate contact with the outgroup or perceived threat from or rejection from the outgroup" (Pettigrew & Meertens, 1995, p. 58). Subtle prejudice is defined as "the exaggeration of cultural differences, denial of positive emotions, and the deference of defense of traditional values" (Pettigrew & Meertens, 1995, p. 58). Both forms of prejudice can have negative effects on the perpetrator and the victim. Research shows that adolescent victims of prejudice report lowered self-esteem, academic achievement, self-evaluations, ethnic/racial identity, racial attitudes toward their peers, and mental health (Chakraborty & McKenzie, 2003; Spencer, 1999; Steele, 1997).

        Research suggests that bullying, prejudice, and discrimination are interconnected. An example of this phenomenon can be observed by the way bullies select their victims. A study conducted by Joscelyne and Holttum (2006) on bullying perception during preadolescence found that children attributed bullies' selection of their targets to the physical characteristics of the victim. Additionally, children in the study attributed the bully to perceive the victim as weak and deserving of maltreatment due to their differences from the majority. Another example of the relationship of bullying and prejudice was demonstrated in a study conducted by Curtis (2008), who found that bullies selected their victims based on weight. Adolescents that suffer from obesity frequently report being victims of bullying at school and report bullying as one of the main obstacles to their attainment of a healthy lifestyle. Students with special needs (Carter & Spencer,

2006; Monchy, Pijl & Zandberg, 2004) and lesbian, gay, bisexual, and transgender students also report higher levels of bullying than their peers (Biddulph, 2006). Bullying on the basis of race, ethnicity, gender, sexual orientation, religious affiliation, weight, or disability are all forms of bullying based on prejudicial attitudes and beliefs.

Research studies investigating bullying based on prejudice outlines the lasting effects of bullying on psychological and emotional well-being and academic performance. In a study conducted by Parkin, Fishbeim, and Ritchey (2006), a weak correlation was found between bullying and prejudice. However, there was a positive correlation between bullying and discrimination and between prejudice and discrimination. Results indicated that prejudice did not have a direct correlation with bullying; however, prejudice did have an indirect effect on bullying when moderated by personality traits (Parkin, Fishbein, & Ritchey, 2006). Overall, research supports the conceptualization that there is a relationship between bullying, discrimination, and prejudice.

Bullying based on prejudice significantly affects adolescent emotional, social, and psychological development. According to Wessler and De Andrade (2006), many diverse students reported being victims of bullying based on prejudice. Students reported experiencing racial slurs, racist jokes, sexist jokes, unwanted sexual advances, stereotypes, and harassment regarding religious affiliation and sexual orientation. Students also reported feeling fearful, uncomfortable, and ostracized as these behaviors took place. Some students reported wanting to drop out of school or fight back. The harassment also had a negative effect on their academic performance. These racially or culturally based behaviors often took place in conjunctions with physical harassment. The

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results of this study are similar to those found in bullying literature which indicates the importance of further research into bullying amongst diverse populations.

Bullying amongst diverse populations. Research suggests there is a relationship between bullying and prejudice. Bullying may be based on the physical, social, or cultural characteristics of individuals. Similarly, prejudicial attitudes can be the basis of covert and overt acts of aggression. A survey conducted in an ethnically diverse elementary school found that 83% of the students had experienced some form of bullying due to prejudice (C. Zalaquett, personal communication, December 4, 2011). Ishiyama (2006) suggested integrating elements of bullying reduction curricula into the Anti-discrimination Response Training (A.R.T.) program. Based on this research and observations, a program addressing prejudice and bullying reduction was developed.

Bullying Amongst Diverse Populations (BADP) is based on the prejudice reduction curriculum of the Anti-Discrimination Response Training (A.R.T.) program. The A.R.T. program was developed by Ishiyama in 2006. The A.R.T. program uses a witness-centered (active bystander) approach to prejudice reduction, bullying prevention, and anti-discrimination education. The program is based on a community of responsibility model. The program does not focus on the bully or the victim; in contrast, it focuses on all participants as bystanders or witnesses to incidents involving bullying, prejudice, and discrimination. BADP combines bullying and prejudice reduction interventions and approaches bullying as a result of prejudicial attitudes and discriminatory behavior. Participants are trained to respond to bullying and prejudice and become active witnesses in a variety of ways including role play, group discussion, personal experiences, and classroom instruction.

The aim of this study was to contribute to existing research regarding efficacy of bystander-centered approaches to bullying by impacting pre-education majors' empathy, prejudicial attitudes, knowledge and skills to intervene in situations involving bullying and prejudice, and experiences and intervention in situations involving bullying and prejudice.

Bullying interventions. Bullying intervention programs, whether focused on the reduction of bullying or prejudice, are typically conducted by a trainer or researcher. Researchers often use teachers and other school personnel to implement their interventions. Teachers are asked to integrate components of the bullying and prejudice reduction programs into their curriculum (Hanewinkel & Knaack, 1993; Melton et al., 1998; Olweus, 1993; Pepler et al., 1994; Rahey & Craig, 2002; Twemlow, Fonagy, & Sacco, 2004; Whitney et al., 1994). In order to implement the components of these interventions, teachers must be trained, commonly referred to as a train-the-trainer model. There have been a significant number of interventions specifically aimed at training the trainer to reduce bullying in the classroom (Alsaker & Valkanover, 2001; Salmivalli, Kaukiainen, & Voeten, 2005). One of the most widely researched interventions for bullying in the U.S. and abroad is the Olweus Bullying Prevention Program (Black & Washington, 2007; Black & Jackson, 2007; Melton et al., 1998; Olweus, 1991, 1997, 2005).

The first bullying intervention initiated on a large scale occurred in Norway in 1983 (Melton et al., 1998). After conducting an analysis of 16 different bullying interventions in 10 countries, Baldry and Farrington (2007) discovered 8 bullying interventions that provided desirable results. In the U.S., several sources have reviewed

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various bullying interventions, and some researchers have conducted meta-analyses to determine bullying intervention effectiveness (Rigby, 2002; Ruiz, 2005; Smith, Ananiadou, & Cowie, 2003). Smith and associates (2004) studied the effect sizes of 14 whole school based bullying prevention programs and reported medium, small, negative and negligible effect sizes (intervention effect ranged from -.07 to .29). Vreeman and Carroll (2007) reviewed the reported outcomes of 26 school based bullying intervention programs. Overall, both studies reported that bullying interventions with high implementation and involvement from school personnel seemed to produce better results than low implementation interventions. None of the studies made comparisons between bullying intervention programs to determine which intervention demonstrates higher effectiveness.

Prejudice reduction interventions. The need for prejudice reduction training, multicultural education, and/or diversity appreciation training has been expressed for some time (Arredondo et al., 1996; Kiselica & Maben, 1999; Kiselica, 1999; Locke & Faubert, 1999; Pedersen, 1994, 1999; Sue, Arredondo, & McDavis, 1992; Sue et al., 1982). In 2000, the U.S. Department of Justice published a bulletin identifying racial prejudice as a predictor of violence amongst youth (Hawkins et al., 2000). A study included in the bulletin indicated that African American students exposed to racial prejudice were more likely to commit acts of violence than those who were not (McCord & Ensminger, 1995). As a result of these findings, prejudice reduction became the focus of many research studies and intervention efforts.

Paluck and Green (2009) conducted an analysis of a variety of prejudice reduction programs and their effectiveness. The analysis of experimental research included studies

conducted in the laboratory and studies conducted in the field. Approaches to prejudice reduction included the intergroup approach and the Contact Hypothesis approach. Results demonstrated a decrease in group boundaries (participant prejudicial attitudes decreased); however, neither approach demonstrated a significant impact on out-group bias (Mullen, Migdal, & Hewstone, 2001; Vescio, Judd, & Kwan, 2004). The authors hypothesized that out-group bias may not have been impacted because it was not the focus of the prejudice reduction programs. These results denote the importance of investigating the impact of an intervention aimed at reducing out-group bias and bullying based on prejudice. Similar to bullying interventions, prejudice reduction interventions require train-the-trainer workshops. Additionally, the trainers of these programs are most often teachers (Aboud & Levy, 1999; Paluck & Green, 2009).

The bystander approach to interventions. Interventions developed to decrease bullying and prejudice are often aimed at reducing the prevalence of the behavior between the victim and the bully. Few national or international research programs have studied bullying or prejudice from the point of view of the bystander or witness to these behaviors. A study conducted by Rivers and associates (2009) found that in a sample of high school students in the United Kingdom, witnessing bullying was found to have a serious effect on the mental health of student witnesses. Their results suggest that the impact of witnessing is more harmful to mental health than the mental health effects of being involved in the bullying as the bully or a victim. By witnessing bullying, bystanders may experience covictimization or psychological revictimization, may fear being bullied themselves, or may experience cognitive dissonance due to the incongruence between their desire to intervene and their inaction. These factors may

account for the higher levels of mental health effects found in witnesses (D'Augelli, Pilkington, & Hershberger, 2002).

Witness groups may consist of defenders (those who stand up for the victim) and passive bystanders (those who watch the bullying without taking any action) (Salmivalli, 1999). Defenders are a unique group of bystanders that attempt to stop bullying and comfort the victim (Po¨yho¨nen & Salmivalli, 2008). Student defenders are an example of a group of bystanders whom may not suffer some of the negative consequences of bullying when compared to the impact on other witnesses. Research regarding the effects of witnessing and the results of Salmivalli and associates (1996) research on participant roles denote a need to study interventions aimed at bystanders or witness groups (Craig & Pepler, 1997). Research of this kind is important because participants' roles are stable in the absence of effective interventions and may remain stable throughout adulthood (Hörmann & Schäfer, 2009; Salmivalli, Lappalainen, & Lagerspetz, 1998; Strohmeier, Wagner, Spiel, & Eye, 2010).

Impact of training on pre-service teachers. The aforementioned studies have researched the effects of the bully prevention program on the participants or trainees, which are often students in K-12. Few researchers have focused on the effects of training on the teacher or trainer. The impact of train-the-training programs on the participants—future trainers—remains unknown. Clinical and counseling studies demonstrate that the attitudes and beliefs of the future trainer largely affect the outcome of program applications. A clinician's belief in a treatment's success often predicts the treatment's efficacy (Mazza, 2011). Therefore, it is important to research the impact of the bullying prevention training on the teacher or trainers. Furthering our understanding of how the

training impacts the trainers will help advance knowledge in this area and will help determine what training modifications could be made to increase teacher's effectiveness when implementing interventions.

A study conducted by Craig and associates (2000), found that specific characteristics prevalent in prospective teachers made them more likely to recognize and intervene in a bullying situation. Some of these characteristics included empathy, gender, and possessing knowledge of various forms of bullying behaviors. The study also found that prospective teachers reported being more likely to intervene in a bullying situation if they witnessed it. However, their likelihood of intervention was significantly impacted by whether or not they deemed witnessed interaction as bullying. The level of aggression displayed in the interaction impacted the participants' labeling of the interaction as bullying (Craig et al., 2000). Participants were less likely to label interactions involving social exclusion and covert bullying behaviors as bullying. This research study demonstrated a need for further exploration of the impact of bullying intervention training on the participants (pre-education majors and school personnel). The authors stated a need for trainings that impacted the prospective teachers' knowledge of various bullying behaviors, their empathy, and their ability to recognize bullying (Craig et al., 2000).

In 2002, the American Medical Association (AMA) conducted an Educational Forum on Adolescent Health (2002). The focus of the forum was bullying. A small portion of the forum discussed adults as witnesses of bullying and summarized that adults in the school system, including administrators and teachers, overestimated their knowledge of and intervention in bullying incidents (AMA, 2002). In a study conducted

by Harris, Petrie, and Willoughby (2002), approximately 75% of the ninth graders surveyed in the study reported witnessing bullying. However, only 4% reported they had conveyed their knowledge of bullying incidents to a teacher or administrator. Most students indicated they reported bullying to a friend or their mother. Forty four percent of the students surveyed indicated they did not know if their teachers were interested in stopping bullying incidents in the school (Harris, Petrie, & Willoughby, 2002).

The results of these studies indicate a deficit between teachers' perceptions of their knowledge of and intervention in bullying incidents and students' perceptions of teacher and administrator intervention. Although reporting bullying incidents is often a part of bullying interventions, research indicates that students are unlikely to report to school personnel due to fear of retaliation, the bullying getting worse, or the perception that nothing will improve (Harris et al., 2002). Students seem to be interested in reporting bullying; however, it seems they must feel as if teachers are equally as interested in bullying intervention and prevention. There seems to be a need for teachers to be trained in methods to use to intervene in incidents involving bullying and prejudice. Additionally, it is important to understand the impact these interventions have on teachers to determine which characteristics must be impacted to increase their defending behavior of victims of bullying (actively intervening in and preventing bullying) and possibly change their role in bullying situations.

Defenders are defined as individuals who comfort the victim, attempt to make others stop bullying behaviors, are clearly anti-bully, and often side with the victim (Salmivalli, 1999). Defenders are found to possess specific characteristics such as empathy, self-efficacy, and self-awareness (Gini, Albiero, Benelli, & Altoe, 2007; Gini,

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Albiero, Benelli, & Altoe, 2008). Clarkson (1996) found several characteristics necessary for bystanders to become defenders, including the ability to notice that a bullying situation is occurring, which requires self-awareness or knowing oneself and one's feelings and motivation; the ability to interpret the situation, which requires empathy; choosing a method of assistance, which requires one's ability to manage their feelings; and finally, engaging with the problem, which requires social skills and self-efficacy (Anti-Bullying Alliance, 2006; Clarkson, 1996). Research conducted by Barchia and Bussey (2011) found that defenders' intervention in bullying situations was attributed to their belief in the ability of teachers and students to stop bullying.

In addition to the role of defender, Salmivalli (1998) has developed a variety participant roles students' display when involved in a bullying incident. These participant roles are outsider, victim, bully reinforcer, and bully assistant. Participant roles were found to be stable over time in the absence of intervention (Salmivalli, Lagerspetz, Björkqvist, Österman, & Kaukiainen, 1996). Bullying, reinforcing, and assisting behaviors were found to be moderately stable in boys and defending behavior in girls. Similar to participant roles, research has found stability in bully/victim roles as well. McDougall, Vaillancourt, and Hymel (2008) conducted research regarding the stability of bully/victim roles into adulthood and found a larger percentage of bullies retain their characteristics later in life than victims. Research has demonstrated some stability in bully/victim and participant roles in children and adolescents. However, few research studies have analyzed the stability of the participant roles of adults trained to be trainers. A deficit in the research demonstrates a need to investigate the possibility of transitioning trainers from passive bystanders, or outsiders, to active witnesses, or defenders.

Empathy has been found to be important in establishing social competence and possessing the ability to recognize and care about the feelings of the victim (Albiero, Matricardi, Speltri, & Toso, 2009). The role of empathy in bullying has been researched from several viewpoints including levels of empathy in bullies, types of empathy responsible for defending behaviors, levels of empathy toward victims of bullies, and empathy and participant roles. Research conducted on the development of empathy and aggression has found some causal relationships between low empathy and aggression (Arsenio & Lemerise, 2001; Eisenberg & Fabes, 1998; Minde, 1992; Rigby, 1996). These findings were based on the premise that the development of empathy aides in the depletion of aggressive behaviors (Feshbach, 1978). Further research into the relationship between aggression and empathy has found that the development of empathy or the lack thereof has been correlated with bullying behaviors. Development of empathy seems to prohibit bullying behaviors because the individual is connected to and can understand how their actions affect others (Zhou et al., 2002). Therefore, research has expressed the need for an empathy-building component in interventions aimed at reducing bullying behaviors (Manger, Eikeland, & Asbjornsen, 2001). Research has found empathy to be one of the primary characteristics to be correlated to participant intervention in bullying interactions. Additionally, research has demonstrated the importance of identifying and operationalizing empathy when measuring it in relation to bullying and defending behaviors (Gini et al., 2007). An example of the operationalization of empathy are the differences between cognitive and affective empathy. Both types of empathy contribute to bullying in varying ways. Cognitive empathy refers to an individual's perspective taking abilities (Davis, 1994). Cognitive empathy allows an individual to detach and

analyze a situation from someone else's point of view (Gini et al., 2007; Gini et al., 2008). Affective empathy allows an individual to feel someone else's pain (Batson et al., 1989; Eisenber & Fabes, 1998). Although individuals who bully have been found to have low levels of empathy overall, they have been found to have higher levels of cognitive empathy than affective empathy (Björkqvist, Österman, & Kaukiainen, 2000; Randall, 1997; Stavrinides, Georgiou, & Theofanous, 2010). Bullies are able to understand how their victims feel; however, they do not share their victim's feelings. Bullies may use their cognitive empathy to manipulate and control their victim. Affective empathy has been found to be closely associated characteristic of individuals who display defending behavior and is the focus of this study (Gini et al., 2007). Empathy has been found to be integral in the decision of prospective teachers and school counselors to intervene. Research found that teachers and counselors were less likely to intervene in bullying situations when they harbored low levels of empathy for the victim (Craig et al., 2000; Jacobson & Bauman, 2007).

Research has demonstrated that students with high levels of self-efficacy are more likely to stand up to a bully. General self-efficacy has been considered to be an important characteristic responsible for defending behavior in students (Pöyhönen, Juvonen, & Salmivalli, 2010). However, some research has questioned the use of a global measure of self-efficacy in bullying research. More specifically, Gini et al. (2008) found social self-efficacy to be the key component that distinguished students that exhibited defending behavior from passive bystanders. Social self-efficacy was defined as "a student's perception of being confident in social situations" (Gini et al., 2008, p. 145). Adolescents were found to be more likely to intervene if they knew what to do and were provided

with the skills to intervene; however, if they felt other bystanders were more competent, they were less likely to intervene (Beaman, Barnes, Klentz, & McQuirk, 1978; Cramer, McMaster, Bartell, & Dragna, 1988). Pöyhönen, Juvonen, & Salmivalli (2010) report conflicting research regarding the importance of social self-efficacy in identifying defenders. The authors highlight the importance of operationalizing and researching the existence of social self-efficacy rather than measuring general self-efficacy. Therefore, efficacy based on the participants' confidence in the ability to intervene in situations involving bullying and prejudice was investigated in this study.

An additional characteristic that is important to analyze when investigating the impact of training in bullying and prejudice reduction on trainers are prejudicial attitudes. Although research has demonstrated that empathy can mediate prejudice by reducing anxiety related to contact with outgroups and reducing perceived dissimilarity, participants with high levels of prejudice toward outgroups may in turn find it difficult to harbor empathy toward the victim (Stephan & Finlay, 2002). According to Weiten (2001), attitudes have three components: "cognitive—beliefs held toward an object; affective—emotional feelings stimulated by thoughts of the object; and behavioral— predispositions to act in certain ways toward an object" (p. 670). Prejudicial attitudes, for the purposes of this study, were defined as the beliefs, emotional feelings stimulated, and predispositions to act in certain way toward racial minorities, women, and various cultural groups including individuals with disabilities, sexual minorities, and/or obese individuals.

Summary

The purpose of this research was to study the effect of bullying prevention training on a sample of participants interested in working in school settings. The sample of this study consisted of pre-education majors. This is an important set of participants because they are pursuing an academic plan that will capacitate them to work in a school setting. As indicated by Craig et al. (2000), there is a need to study the impact of bullying intervention training on participants, especially prospective teachers and school personnel. There is a need to identify and use trainings that impacted the prospective teachers' knowledge of various bullying behaviors, empathy, and their ability to recognize bullying (Craig et al., 2000). It is important to understand prospective educators' beliefs about bullying and prejudicial attitudes because their beliefs and attitudes may influence if they will intervene, how they will intervene, and how successful their interventions will be in bullying situations. Furthermore, a study conducted by Hoy, Smith, and Sweetland (2002) found that one of the markers that determined student perceptions of the school's climate was their view of how much their teachers cared about their well-being. A supportive school climate fosters an increase in the reports of bullying (Eliot, Cornell, Gregory, & Fan, 2010). Although pre-education majors may impact the climate of their school, research has not focused on this particular group.

Statement of the Problem

Research and practice suggests that bullying and prejudice reduction interventions can be combined due to prejudice and aggression being inter-correlated. Studies demonstrate the importance of training teachers and highlight training-the-trainer as a

necessary step in the process of delivering these programs in schools. In spite of these findings, there is scarce research on the impact of train-the-trainer interventions on the future trainer (pre-education majors). It is important to train future teachers to prepare them to contribute significantly to establishing a positive school climate (Eliot, Gregory, Cornell, & Fan, 2010). Understanding an intervention's impact on prospective teachers' may help increase understanding of the effects of such interventions.

Bullying Amongst Diverse Populations (BADP) provides a program aimed at combining prejudice reduction and bullying reduction in one program. It is essential to investigate the impact of BADP on the empathy, knowledge, and skills of participants trained to respond to situations involving bullying and prejudice. Additionally, it is important to study BADP's impact on their participant roles, efficacy, prejudicial attitudes, and likelihood to intervene to understand the impact of training on the trainer. According to Craig et al. (2000), these variables contribute significantly to the likelihood that pre-service teachers will be able to recognize various forms of bullying, intervene in bullying situations, and empathize with the victim. Therefore, understanding the impact of BADP on pre-education majors may aide in determining the likelihood of their intervention or role in situations involving various forms of bullying and prejudice. The overall aim of this study was to investigate the impact of the training on pre-education majors and to train participants to transition from passive bystanders to active witnesses.

Significance of the Problem

Research has demonstrated the contribution of empathy, participant roles, knowledge of various forms of bullying and prejudice to defending behaviors and the potential for prospective teachers to intervene in bullying situations (Craig et al., 2000;

Gini et al., 2007; Salmivalli, 1996, 1999). Thus, this study investigated the impact of BADP on empathy, participant roles, knowledge of various forms bullying and prejudice, efficacy, and prejudicial attitudes of pre-education majors. In spite of these factors' contribution, few research studies have focused on understanding how pre-education majors change due to participation in the train-the-trainer programs that emphasize bullying and prejudice reduction.

According to the FLDOE (2011), all students and school employees have the right to be in an educational setting that is safe, secure, and free from harassment and bullying of any kind. Prospective teachers must be prepared to aid in fostering a safe, positive environment for students. Research investigating the impact of BADP on pre-education majors' empathy, participant roles, and knowledge of various forms of bullying and prejudice, and prejudicial attitudes could help improve train-the-trainer programs and increase program effectiveness. Also, this research may be useful for district and school administrators, teacher preparation programs, school counseling programs, training school administrators, school counselors, and teachers, and mental health programs interested in implementing interventions that will impact the training and the trainee.

Purpose of the Study

The purpose of this dissertation was to investigate the impact of BADP on the following characteristics of pre-education majors: (1) empathy and prejudicial attitudes; (2) knowledge of and skills to respond to various forms of bullying and prejudice; (3) efficacy and likelihood to intervene in situations involving bullying and prejudice; (4) frequency of recognition of and interventions in situations involving bullying and/or prejudice; (5) participant roles; and (6) any correlations between changes in knowledge,

skills, efficacy, likelihood to intervene, empathy, and prejudicial attitudes and changes in the recognition of and intervention in situations involving bullying, prejudice, or both.

BADP based on the A.R.T. program was chosen as an intervention in this study because it combines bullying prevention and prejudice reduction programs and has been successful in increasing trainees or students' knowledge of prejudice, increasing self-efficacy related to intervening in situations involving bullying based on prejudice, and increasing empathy toward victims of bullying and prejudice. The BADP program also uses a comprehensive approach that integrates a focus on bystanders.

BADP addresses both bullying and prejudice reduction. In addition, Ishu Ishiyama (2006), the creator of the A.R.T., suggested the use of A.R.T. as a bullying reduction program and recommended using the intervention as a training tool for pre-service teachers and counselors. Furthermore, a service application of BADP as an extra credit opportunity for pre-service teachers, received positive feedback indicating the program was informative, applicable, and relevant for reducing aggressive behaviors in schools. The researcher reviewed the training manual and all accompanying materials including vignettes and PowerPoint materials. Elements of bullying reduction were integrated into the curricula. The intervention will include a review of various forms of bullying and prejudice, demonstrations using short videos to show the impact of bullying and prejudice on the victim, a review of the various roles of the bystander, the role of the active witness, introduction of the various methods of intervention when the participant witnesses situations involving bullying and/or prejudice, and group work and role plays using the methods of intervention.

Conceptual Framework

The conceptual framework of this research providing the motivation for this study is that BADP will impact the empathy levels, prejudicial attitudes, knowledge of and skills to intervene in situations of bullying and prejudice, efficacy, likelihood to intervene, participant roles, and experiencing and intervening in situations involving bullying and prejudice of pre-education majors. The theoretical constructs of Self-Efficacy Theory, Social Identity Theory, and the Socio-ecological Model guided this research inquiry. Contact Hypothesis will be discussed as well.

Pre-education majors whom identify themselves to be less likely to intervene in situations involving bullying differ from defenders of victims of bullying in levels of knowledge and ability to recognize bullying and prejudice, their participant roles, prejudicial attitudes, and empathy. Bystander focused bullying interventions have had a positive impact on participant empathy and self-efficacy. Self-efficacy has been proven to be a multi-dimensional concept and will not be studied directly in this dissertation. However, it will serve as a theoretical explanation of changes observed in the frequency of interventions to reduce bullying and prejudice reported by study participants.

According to Self-Efficacy Theory (Bandura, 1977), to determine whether perceived self-efficacy will transition into behavioral changes, four sources or types of interventions may be performed: verbal persuasion, vicarious experiences, performance accomplishments, and physiological states. BADP is considered an intervention that includes performance accomplishments, often attributed to changes in self-efficacy. Based on the Self-Efficacy Theory, it can be assumed that BADP should increase the frequency participants' recognize and intervene in situations which demonstrate bullying

and/or prejudice by increasing their efficacy expectations by exposing them to mock situations involving bullying and prejudice that are similar to situations they may encounter in their environment (Bandura, 1977). Although general self-efficacy will not be studied directly in this research, efficacy as it relates to participants' perceived confidence in intervening in situations involving bullying and prejudice was investigated.

According to the Social Identity Theory (SIT), there are two categories that may explain the development of positive social identity in participants: psychological distinctiveness and comparison. Positive social identity can be developed by participants' comparison of themselves to other groups and developing distinctiveness (Hogg, 2006).

The Socio-ecological Model is based on Bronfenbrenner's (1979) Ecological Systems Theory and has been utilized as the theoretical framework for whole school bullying interventions (Batsche & Porter, 2004). Bullying and victimization cannot be viewed on the student level alone. The contributions of teachers, administrators, the school's bullying policy, and other school key holders must be considered as well. The constructs of Socio-ecological Model illustrate the importance of training teachers to become an integral component to promote an anti-bullying, anti-prejudice school environment. The research conducted in this dissertation study acknowledges the importance of a comprehensive approach. The implementation of a comprehensive approach is beyond the scope of this research but will remain an aspirational goal for future research.

Contact Hypothesis (Allport, 1954) describes prejudice, discrimination, and stereotyping as common occurrences in society. The theoretical constructs of Contact Hypothesis would denote that if participants are brought together in an intervention that

places them on equal status, share common goals, provide acquaintance potential (allows participants to get to know each other), and are supported by authorities, a reduction in the aforementioned variables should occur. Contact Hypothesis has been used in many prejudice reduction research studies (Levy-Paluck & Green, 2009). However, research studies using this approach have not found a significant reduction in out-group bias. Therefore, Contact Hypothesis may not be used as a primary theoretical approach for this study.

Research Questions

Based on the literature review, the following research questions guided the inquiry of this study**:**

RQ1:   To what extent, if any, does BADP impact empathy in pre-education majors?

RQ2:   To what extent, if any, does BADP impact prejudicial attitudes in pre-education majors?

RQ3:   To what extent, if any, does BADP impact pre-education majors' participant roles?

RQ4:   To what extent, if any, does BADP impact pre-education majors' knowledge of and perceived skills to respond to bullying and prejudice, efficacy, and likelihood to intervene in situations involving bullying and prejudice?

RQ5:   To what extent, if any, does BADP impacts the frequency of observed experiences and reported interventions in situations involving bullying and prejudice?

RQ6:   Is there a relationship between pre-education majors' empathy, knowledge of bullying and prejudice, skills to respond to bullying and prejudice, efficacy,

likelihood to intervene, prejudicial attitudes, frequency of experiences of

situations involving bullying and prejudice, or frequency of reported intervention

in situations involving bullying and prejudice?

RQ7:   Does gender and ethnicity moderate the impact of BADP on pre-education

majors' empathy, knowledge of bullying and prejudice, skills to respond to

bullying and prejudice, efficacy, likelihood to intervene, prejudicial attitudes,

frequency of experiences of situations involving bullying and prejudice, or

frequency of reported intervention in situations involving bullying and prejudice?

Definition of Major Terms

Affective empathy. The ability to appreciate the emotional consequences of

one's behaviors on other people's feelings and share the feelings of others (Arsenio and

Lemerise, 2001; Eisenberg and Fabes, 1998).

Anti-discrimination Response Training Program (A.R.T.). A.R.T. is a

program originally developed by Ishu Ishiyama (2006). The program uses vignettes,

experiential actives, role play, skill building exercises, and a commitment to intervene as

a collective method to teach participants to become active witnesses to incidents based on

prejudice, including bullying and discrimination (Ishiyama, 2006).

Bullying. Bullying is a harmful, intentional, repetitive act committed by a

dominant or powerful individual on a weaker or less powerful individual. The three major

components of bullying are (a) an aggressive behavior that involves unwanted, negative

actions, (b) a pattern of behavior repeated over time, and (c) an imbalance of power or

strength. There are various types of bullying, including physical bullying (overt) such as

hitting and kicking; verbal bullying such as using derogatory language; bullying (covert)

through the spreading of lies and rumors; bullying based on prejudice such as race, ethnicity, gender, sexual orientation, disability, weight, etc.; bullying by taking resources such as clothing or money; cyberbullying via social networks, texts, or email; and bullying through social exclusion or isolation (Olweus, 2011). FLDOE (2011) adds incidents involving dehumanizing gestures, stalking, and the act of creating a hostile environment. Additionally, Batsche and Porter (2006) indicated in order to be considered bullying, the bullying or victimization action must occur 2-3 times a month.

Bullying Amongst Diverse Populations (BADP). An intervention created by the researcher which is a bystander-centered approach to bullying and discrimination based on the curriculum of the A.R.T. program. For the purposes of this study, the researcher incorporated activates that were included in previous bystander interventions such as skill building, recognizing bullying and discriminatory behaviors, requesting a commitment to intervene, and role modeling (Lanier, Elliott, Martin, & Kapadia, 1998; Christy & Voight, 1994).

Cognitive empathy. Cognitive empathy refers to an individual's perspective taking abilities and allows an individual to detach and analyze a situation from someone else's point of view (Davis, 1994; Gini et al., 2007).

Defenders. Defenders are bystanders who are willing to stop bullying, support the victim, and report bullying incidents (Salmivalli, 1996). Defenders will be identified by self-reporting of defending behaviors on the BADP assessment.

Discrimination. Negative behaviors towards out-groups (Romero & Roberts, 1998).

Participant roles. Six participant roles are identified in the research literature: bully, bully reinforcer, bully assistant, victim, defender, and outsider (Salmivalli, 1996). High correlations are observed between the bully, bully assistant, and bully reinforcer roles. Consequently, for the purposes of this study the researcher will segment participant roles into four categories: pro-bully (which will include bully, bully reinforce, and bully assistant), victim, defender, and outsider.

Prejudice. Prejudice can be defined a negative belief and attitude about an outgroup or stereotype that allows individuals to categorically reject groups of people based on specific characteristics such as race, gender, sexual orientation, etc. (Romero & Roberts, 2003).

Prejudice reduction. A causal pathway from an intervention to a reduced level of prejudice (Levy Paluck & Green, 2009).

Prejudicial attitudes. Attitudes underlying discriminatory behaviors (Ponterotto & Pedersen, 1993). These attitudes are measured by the Quick Discrimination Index (QDI).

Reporting of Bullying Behaviors. Pre-education majors reporting of witnessing bullying incidents based prejudice. Reporting will be assessed by questions on the BADP assessing frequencies of experiences and interventions in situations involving bullying and prejudice.

Scope and Delineation of Study

Bullying has been recognized as a problem in the U.S. This issue has been compounded by the increase in suicide due to bullying (Barr, 2010; WorldNow, 2011; Inbar, 2009; Katz, 2010; Staglin, 2010; Wiener-Bronner, 2010). Bullying and prejudice

reduction interventions are conducted by trainers. Teachers are often trained to conduct interventions in the classroom setting or integrate the bullying curricula into their lesson plans. There are many research studies investigating the impact of these interventions on students; however, there are few studies investigating the impact of these interventions on teachers. Teacher training is an important component of most bullying interventions because teachers are in the classroom and play a primary role in student interaction, student learning, and function as role models for student behavior (Nicolaides, Toda, & Smith, 2002). Therefore, it is important to investigate the intervention's impact on teachers to better understand how their knowledge, attitudes, and behaviors change as a result of their participation.

Many states have adopted anti-bullying policies that require teachers to take a leading role to prevent bullying in classrooms and school environments (Department of Education, 2011; Wright, 2004). Teachers will encounter increased responsibility regarding their role in bullying prevention and will find it increasingly difficult to cite ignorance as a reason for ignoring or failing to respond to bullying incidents. Failing to respond, may have legal ramifications if bullying results in the death of a child. Research has illustrated the serious consequences of bullying and the importance of the teacher's role. However, little has been done to understand how training the teacher impacts their knowledge, skills, attitudes, and behaviors. Research into the impact of these interventions may help predict intervention implementation success rates as research has demonstrated a participant's perception of the impact of an intervention may predict their success in implementing the intervention (Massa, 2011).

Many pre-service teachers understand bullying is an issue; however, they do not know how to deal with bullies or the parents of bullies (Nicolaides, Toda, & Smith, 2002). Empathy, knowledge, and skills to intervene when one witnesses bullying and prejudice are the characteristics and skills necessary for pre-service teachers to be able to provide a safe environment for students (Craig et al., 2000). Bullying interventions such as BADP may provide the knowledge and skills necessary for pre-service teachers to become a contributing member of their school environment's anti- bullying program. It is important to understand the impact BADP may have on pre-service teachers' empathy, prejudicial attitudes, knowledge and skills, and frequency of experience and intervention.

Pre-education majors will encounter situations involving bullying and /or prejudice at their future school sites. It is important to train them to recognize and intervene in situations involving bullying and prejudice to help maintain a positive school environment. The sample selection (volunteer sample selection), the focus of the study, the sample originating from one southeastern university, and the variables being researched (empathy, self-efficacy, knowledge and skills related to bullying and prejudice, efficacy, likelihood to intervene, and frequency of intervention), provide a narrow focus and limited applicability of the results of this study.

Overview of Dissertation Chapters

This dissertation consists of five chapters. Chapter 1 includes an introduction to the study, a review of the problem, significance of the study, and a brief preview of the research questions guiding the inquiry. Chapter 2 includes a literature review encompassing a historical background of bullying prevention and prejudice reduction programs. A review of the conceptual framework will also be provided. Chapter 3

includes the methodology of the study, study design, instruments to be utilized with a summary of their psychometric properties. Chapter 4 includes the results and Chapter 5 includes discussion, conclusions, limitations, and implications of the study to the field of counseling and education

Chapter Two: Literature Review

In this section, a review of the literature, background, and current status related to bullying and prejudice reduction interventions in schools will be presented. A review of the literature related to BADP and bystander-centered interventions will follow. In addition, a review of the literature related to bystander-centered interventions and their impact on empathy, prejudicial attitudes, and participant roles will be conducted. Finally, a review of the literature related to the impact of bystander-centered bullying and prejudice reduction interventions on pre-service teachers and a discussion of the potential impact of BADP on pre-service teachers will be presented.

Bullying and Prejudice Reduction Interventions in Schools

In this section, a review of the literature as it relates to bullying and prejudice reduction methods will be provided. Three approaches to bullying interventions and an overview of prejudice reduction methods will be discussed. Finally, a brief overview of Social Identity Theory, Self-Efficacy Theory, Socio-ecological Model, and Contact Hypothesis as they relate to this study will be reviewed.

Bullying interventions. There have been several different approaches to bullying intervention. Interventions have included the whole school approach, originated by Olweus (1993), the peer mediation approach, and the social skills approach. Each approach has demonstrated significant variability in overall effectiveness in reducing bullying behavior and victimization.

The whole school approach. One of the first large-scale bullying interventions

was developed by Dan Olweus (1993). The Olweus Bullying Prevention Program

focused on a whole school intervention encouraging all members of the school

community, including school personnel and parents, to be involved in decreasing

bullying behaviors. The Olweus Program was also one of the first programs to be

systematically evaluated to determine the overall effectiveness (Olweus, 1993).

Participants were trained to recognize bullying and school personnel were trained to

respond to bullying in a nonphysical manner. Pro-social skills training was integrated into

the curriculum. Individualized interventions are developed specifically for students

directly involved in bullying. An evaluation of the Olweus anti-bullying program in the

U.S. found the program to have a positive impact on student reported bullying behavior

(Limber et al., 2004; Melton et al., 1998), being bullied (Bauer et al., 2007), antisocial

involvement (Limber et al., 2004), physical bullying (Black & Jackson, 2007) and

propensities to report victimization to adults (Pagliocca et al., 2007). Limitations of these

findings are a lack of research studies involving diverse populations and longitudinal

analysis (Olweus & Limber, 2010). Additionally, most of the research studies cited were

conducted by the developer of the bullying intervention; therefore, these studies may

involve experimenter bias.

Peer mediation approach. The peer mediation approach was used due to

indications from past research that peer mediation had reduced fighting, increased

attendance, increased self-esteem, and increased leadership and problem solving skills

(Benson & Benson, 1993; Cutrona & Guerin, 1994). Cutrona and Guerin (1994) found

that the effects of the peer mediation program seemed to spread throughout the school

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affecting the behavior of adolescents not directly involved in the peer mediation program. Fast, Fanelli, and Salen (2003) utilized a peer mediation program developed by the Yale Child Studies Center (Han & Schnur, 1993) to train students to become peer mediators. As a part of the study, the authors selected students with 'negative' attributes, such as being highly aggressive and having had three or more referrals to the office including fighting with peers or teachers. Results indicated a significant increase in self-concept and a significant decrease in problem behavior. The intervention did not significantly impact aggression or impulsivity scores in students involved in the study, which was the initial aim of the study.

Social skills approach. Social skills training involves teaching students to interact positively with their peers and teachers and develop self-esteem. There has been some concern regarding the transferability of skills to different settings. However, social skills interventions have demonstrated some success (Morgan & Pearson, 1994; Nelson, 1996). Tierney and Dowd (2000) implemented social skills groups in three different schools consisting of 28 eighth grade girls. The goals of the study were to determine if involvement in a six-week group would impact participants' level of happiness, teachers' level of worry regarding the participants, and self-reported relationships with peers and teachers (Tierney & Dowd, 2000). Results indicated that girls involved in the group improved significantly in friendship skills, behavior, interactions with peers and teachers, and level of teacher concern.

Additional programs were developed in the following years. Some bullying prevention programs included a variety of components including anti-bullying policies, increased supervision, playground reorganization, targeted interventions, and curricular

activities (Smith, Schneider, Smith, & Anaiadou, 2004). However, each of these programs focused on either the bully or the victim. Very few studies focused on the bystander. Each of these interventions approached bullying utilizing a variety of different methods; however, in a meta-analyses none of the bullying interventions reported higher than a medium effect size regarding the reduction of bullying or victimization (highest effect size was between .30 - .49). Additionally, some of the interventions conducted longitudinal studies and found results did not seem to last over time (Salmivalli, Kaukiainen, & Voeten, 2005; Smith et al., 2004).

Prejudice reduction interventions. Prejudice is considered to be one of the components that contribute to harassment and bullying in schools (Dessel, 2010). For the purposes of this study, prejudice reduction was defined as a causal pathway from an intervention to a reduced level of prejudice (Levy, Paluck, & Green, 2009). Prejudice reduction is one of the necessary factors to ensure academic success among students from various ethnic backgrounds (McKown, 2005). Additionally, some of the underlying outcomes of prejudice such as discrimination, harassment, bullying, and violence cause prejudice to be a constant issue of concern for researchers.

Some of the earliest literature published on prejudice reduction was by Allport (1954) in his book *The Nature of Prejudice,* in which the Contact Hypothesis was introduced. The Contact Hypothesis states that two groups placed in a non-competitive environment in which they are considered to be equal in status, sharing goals, and sanctioned by authority to interact should lead to a reduction in prejudice among group members (Pettigrew & Tropp, 2006). Many prejudice reduction interventions are based

on the Contact Hypothesis or the theory of intergroup contact, which is loosely based on the Contact Hypothesis (Levy et al., 2009).

There are only a few programs within the U.S. that have focused on bystander training as an approach to reduce bullying, and even fewer programs have incorporated a prejudice reduction component. Prejudice is considered one of the significant factors that contribute to harassment and bullying in schools (Dessel, 2010). Most programs focus on bullying reduction or prejudice reduction; however, few have incorporated both objectives into a single training. Prejudice reduction programs and curriculum have been in existence for some time, though prejudice in the schools remain a topic of contention among educators (Loya & Cuevas, 2010). Prejudice has changed from the virulent forms to more subtle forms (Bigler & Liben, 2006; Davis & Smith, 1991; Devine & Elliot, 1995; Gaertner & Dovidio, 1986; McConahay, 1986; Sears, 1988). Subtle forms of prejudice can be equally as psychologically damaging as blatant forms of prejudice (Poteat & Espelage, 2007). Bullying in schools based on ethnic or cultural differences can create a school environment that may lead to high rates of absenteeism and short and long term psychological and emotional consequences for the bully and the victim (Whitted & Dupper, 2005). Additionally, bullying amongst diverse populations can lead to anxiety, depression, withdrawal, and suicide in victims and bystanders (Poteat & Espelage, 2007; Rivers & Noret, 2010).

Many interventions have attempted to address prejudice in the school system (Aboud & Fenwick, 1999). Interventions have utilized a variety of methods such as peer-to-peer conversations, experiential learning, and methods to help bystanders intervene when they hear racial remarks (Aboud & Fenwick, 1999; Loya & Cuevas, 2010).

Interventions have been conducted on each grade level including elementary, middle, high school, and college (Aboud & Joong, 2007; Loya & Cuevas, 2010). Although the method of the intervention may vary, the outcomes of many of the interventions are positive. An intervention conducted by Aboud and Doyle (1996) attempted to facilitate discussion about race among children between the ages of eight and eleven. Children were separated into two groups identified as *high-prejudice* and *low-prejudice*. The authors set out to analyze explanations that focused on principles known to be associated with low levels of prejudice. Children identified as high prejudice experienced significant positive shifts in racial attitudes on the Multiresponse Racial Attitude Measure (MRA). Students identified as low-prejudice did not demonstrate any shift in racial attitudes. At the completion of this study, the authors found it difficult to differentiate the high-prejudice children from the low-prejudice children by using their scores on the MRA (Aboud & Doyle, 1996).

Another intervention was conducted using four cohorts of fifth grade children in an integrated school. The intervention used a teacher's guide and lesson plans of a book entitled *More Than Meets the Eye* (Bowers & Swanson, 1988) to conduct an 11-week program (Aboud & Fenwick, 1999). The activities included individual work, problem solving, dyadic discussion, and group work. The results were gathered by measuring individual differences by analyzing verbalized descriptions of similarities and differences between same-race pairs and perceived dissimilarity within race. Additionally, the authors utilized the MRA to determine any changes in racial attitudes (Aboud & Fenwick, 1999). Similar to the previous intervention, the results denoted that the intervention worked well with students identified as high prejudice; however, the

intervention had little to no effect on the individual differences and MRA scores of the low prejudice students (Aboud & Fenwick, 1999).

Both of these studies measured the effects of interventions on the student. Evaluations of these interventions and other programs in countries around the world such as Australia, Belgium, Britain, Canada, Norway, and the United States either do not report or inconsistently report a decline in the number of children who report bullying and being bullied (Pepler et al., 2004). In order to stimulate change in the school environment, children must demonstrate a shift in racial attitude and their perception of their ability to be able to react behaviorally against witnessed racial inequities. This information illustrates the importance of utilizing an intervention that demonstrates effectiveness in shifting the perceptions of the bystander.

Bullying Amongst Diverse Populations (BADP)

BADP is based on the Anti-discrimination Response Training (A.R.T.) Program, a program developed by Ishu Ishiyama (2006) in Canada. A.R.T. has not been conducted in the United States to date. The program's primary objectives are to reduce prejudice and teach anti-discrimination education in an experiential learning format. The program is taught in a mid-size group format (12 – 24 participants) and is based on Ishiyama's (2006) Active Witnessing Model, incorporating social learning theory, social skills training, sociocultural competency expansion models, group based experiential learning models, and moral development theory. The conceptual Active Witnessing Model has four stages: dis-witnessing, passive witnessing, active witnessing and ethical witnessing with social action. Most multicultural training programs aim to move participants from the first to the second stage. In contrast, the A.R.T. program aims to move participants

from the third to the fourth stage. The objectives of the program are (1) to increase the awareness of prejudicial remarks and discriminating situations and empathy for the victims of discrimination, (2) to increase awareness of optional and refined responses and actions as witnesses, (3) to increase skills and effectiveness in using the Active Witnessing Model, and (4) to provide positive reinforcement of participants' social responsibility and ethical commitment to fight discrimination and prejudice of any kind. In Ishiyama's (2006) A.R.T. manual, the program was used with a group of adults and high school students using a pre- and post-test methodology. Results indicated significant changes in the following areas: (1) knowing how to recognize and fight racial discrimination, (2) having practical skills (i.e., active witnessing skills) for responding to racism situations, (3) feeling socially responsible to act on racism situations, (4) being aware of the racism history in Canada, (5) being able to contribute to community, school, and/or workplace to fight racism, and (6) having self-confidence (i.e., self-efficacy) in dealing with racist situations (Ishiyama, 2006).

In the implications section of the manual, Ishiyama (2006) recommended a modification of the program to train trainers to implement bystander-centered bullying prevention programs. In the process of researching transitioning A.R.T. into a bystander-centered bullying prevention program, the author encountered research related to the impact of race on bystander behavior. In a study conducted by Kunstman and Plant (2008), the effect of the race of the victim on the speed of help received from bystanders in emergency situations was investigated. Race significantly impacted bystander-helping behaviors. The authors conducted a second study to determine the variables affecting the variations in response times. Study participants perceived emergencies involving Black

victims as less severe than emergencies involving White victims (Kunstman & Plant, 2008). The results of this study indicated a need to keep the prejudice reduction component from A.R.T. as a part of BADP and integrate bullying prevention.

A.R.T. curriculum was used as a template for BADP curriculum. BADP uses the Active Witnessing Model (Ishiyama, 2006) to train trainers in the four levels of witnessing. BADP uses the A.R.T. curriculum to teach trainers the connection between prejudice, discrimination, and bullying and the categories of active witnessing responses to bullying and prejudice. Both BADP and A.R.T. have not been used in the US, however both curricula are considered bystander-centered interventions.

The Bystander Approach to Bullying Interventions

Research related to the bystander effect and prejudice is minimal; however, there is significant research on the bystander and bullying in the school environment (Cowie & Sharp, 1994; Pepler et al., 1994; Salmivalli, 1999; Salmivalli et al., 1996; Stevens, Van Oost, & De Bourdeaudhuij, 2000; Sutton & Smith, 1999). In a study conducted with a group of college students to determine the participants' responses and reactions to racial comments, approximately 80% of the participants responded after the second racial comment (Aboud & Fenwick, 1999). However, results demonstrated that the participants responded because they felt personally offended. The study also found that ethnic majority participants rated the psychological harm caused by the comments higher than ethnic minority participants. Participants whom were reluctant to intervene stated that they felt as if their intervention would not "do any good" (Aboud & Fenwick, 1999, p. 781). The authors did not conduct research to determine what effects the intervention may have had on the college environment.

Twemlow, Fonagy, and Sacco (2004) designed interventions to focus on the bystander effect to create a more peaceful school environment. Many schools have strict anti-bullying policies and anti-discrimination policies; however, the mere existence of these policies does little to negate bullying and name calling. Most incidents involving name calling and racial epithets occur in unsupervised areas, which make it difficult for administration to apply these policies (Twemlow et al., 2004). This information denotes a need for witnesses of these behaviors to feel as if they can intervene and stop these behaviors from occurring. Past research on bystander behavior demonstrates a need to train the bystander to move them from the passive witnessing stage to the active witnessing stage (Ishiyama, 2006). Training bystanders as active witnesses gives them the tools they need when they witness an event of racial inequality, discrimination, or injustice.

The impact of bystander-centered bullying interventions on bullying and prejudice. There has been a call to action in the research for bystander-centered interventions (AMAA, 2010). In a study conducted by Gini et al. (2008), bystander behavior significantly affected participants' perceptions of the victim and their sense of safety at school. Implications of the study were to incorporate bystander-focused interventions in schools rather than continuing to focus on the bully and the victim. Another study conducted by Trach, Hymel, Waterhouse, & Neale (2010) analyzing bystander responses to bullying found that, as students grow older, they opt for more indirect responses to bullying such as distracting the bully. Younger children were more likely to directly intervene. Implications of this study were to employ more bystander-focused interventions in schools.

Research has demonstrated a need for bystander-centered interventions; however, very few interventions bystanders have been researched to date. In the Netherlands, researchers have been placing an increased focus on the relationship between the peer group and bullying. Salmivalli (1996) initiated research into this area by introducing her Participant Role Questionnaire. The participant role approach to bullying assumes that every student has a role in the bullying incidents that may occur in a school. There are six participant roles: bully, bully reinforcer, bully assistant, victim, defender, and outsider. Salmivalli, Kaukiainen and Voeten (2005) conducted an intervention utilizing the participant roles approach in an elementary school. The overall aim of the intervention was to target bystanders who play a role in the bullying process by either encouraging it or silently witnessing it. The intervention was implemented in 48 different classrooms in 16 different Flemish schools. Forty-eight teachers participated in a yearlong training on the participant role approach to bullying. The teachers were responsible for integrating the method into the curriculum. The participant role approach was used as an intervention in which teachers participated in a yearlong training and the implementation of the intervention was studied longitudinally (Salmivalli, Kaukiainen, & Voeten, 2005). Teacher training included (1) feedback about the situation in their own classes, based on the pre-intervention data collected in October, 1999; (2) facts about bullying, including research findings on the phenomenon and its mechanisms; (3) information about alternative methods of intervening in bullying individual, class, and school level, with emphasis on class-level interventions; (4) freedom to discuss and share experiences about effective ways of intervening, and to plan further interventions; and (5) consultation on individual cases they found difficult to deal with (Salmivalli, Kaukiainen, & Voeten,

2005). The intervention was evaluated at three different time points: pre-intervention, six months into the intervention, and twelve months into the intervention. At the completion of the intervention, bullying in the low implementation schools had decreased by 47% and by 80% in the high implementation schools. In Grade 5, bullying had decreased by 36% in the high implementation schools; unfortunately, there was a slight increase in the low implementation schools. Peer victimization decreased across grades. Self-efficacy increased across grades. In Grade 4, there was statistically significant decrease in bully assisting and reinforcing. In Grade 5, there was a statistically significant increase in defending as demonstrated by self-reports. Some drawbacks of this study were only five out of 16 schools were considered high implementation schools. The authors also discussed the need for highly trained professionals to implement the technique.

A study conducted by Twemlow et al. (2004), focused on activating the helpful and altruistic roles of the bystander. The authors discuss an interesting phenomenon of teachers bullying students, students bullying teachers, and the role of the bystander. In order to address this issue the authors employed a bystander-focused intervention that included a Positive Climate Campaign, a Classroom Management Plan, a Physical Education Program, and an Adult Mentorship and Peer Mentorship program. Explanations of each of these programs can be found in the article. Teachers were used to implement the intervention and periodic checkups were instituted to ensure the interventions were carried out correctly. The intervention was implemented at three different time periods over a period of 10 years. Overall results were "an increase in academic scores, a decrease in victimization of children by self-report and peer nomination, an increase in helpful bystander behavior towards each other, an increase in

reflectiveness, and an enhancement of helpful bystander role in ameliorating the bullying process" (Twemlow et al., 2004, p. 228). Teachers reported they had less to do during recess because children seemed to work out their own problems using the techniques they had learned. This program was also conducted in elementary schools. The authors stated the intervention was conducted in elementary schools due to empirical evidence of bullying interventions being most effective during the primary years. Similar to the previous research study, this intervention demonstrated an increase in self-efficacy amongst participants in the experimental school. Participants were also able to resolve issues on their own with very little adult intervention.

In a study conducted by Stevens, Van Oost, and De Bourdeaudhuij (2000), a bystander-centered intervention was conducted in primary and secondary schools. The intervention aimed to increase student interventions and attempts to solve bully/victim conflicts and change peer attitudes toward the victim. The impact of the intervention was analyzed at two different time periods to determine the duration of the impact. For primary and secondary students, researched noted a significant change in the number of students reporting bullying behavior, their attitudes toward the victims, and their attempts to get involved to help solve bully/victim conflicts. These changes remained during the first post-test; however, in the secondary school population, changes had significantly diminished upon the second post-test. Changes remained in the primary school population, though they were somewhat diminished. Results of the study indicated the intervention seemed to be more effective in primary school environment than secondary school environments.

The impact of bystander-centered approaches to reducing bullying and prejudice on empathy, prejudicial attitudes, and participant roles. Smith and associates (2004) state many of the interventions currently being implemented to reduce bullying do not produce sustained positive impact in the school environment. Most of these interventions are adult led and implemented by school personnel. In a study conducted by Pack, White, Raczynski, and Wang (2011), a program was created called the Safe School Ambassadors program. In this program students were selected to be part of a student-centered bystander education program called Community Matters. Through the Community Matters approach, leaders with the most perceived social influence are identified, selected, and recruited to become Safe School Ambassadors (SSA). The program was evaluated over a two-year period. The impact of the program, as reported by school administrators, was found to have a significant positive impact on the following: "(a) school discipline data (e.g., office referrals, detentions, suspensions), overall social-emotional climate (e.g., feeling in halls, lunch, other common areas; tension between cliques), (c) staff morale (e.g., fewer classroom discipline incidents allows teachers to focus on teaching, teacher retention), (d) school budget/finances (e.g., costs for vandalism, suspension processing), and (e) learning and achievement (i.e. grades, test scores, student interest in learning)" (Pack et al., 2011, p. 132). Ambassadors demonstrated increases in empathy, self-confidence, willingness to intervene, leadership, communication, and tolerance. Ambassadors' comments reflected participant role change. A school principal quoted one of the ambassadors stating the following, "I used to be the one picking on other kids and starting fights, but now I am the one out there

protecting the kids from guys that are like I used to be" (Pack et al., 2011, p. 130). These comments indicated a shift in perceived shift in participant role from bully to defender.

This study demonstrates the impact of bystander-centered interventions on student empathy, prejudicial attitudes, and participant role. Results indicated the SSA program had a positive impact on the students selected to be SSAs, their friends, the administration, and the overall school environment. These findings illustrate the assumptions of the Socio-ecological Model. Several studies have discussed bullying as socio-ecological phenomena (Espelage & Swearer, 2004; Garbarino & deLara, 2002; Olweus, 1993). These studies demonstrate the assumption that the manipulation of one element of the school environment can positively or negatively impact the environment as a whole.

Based on Social Identity Theory's (SIT) categories of psychological distinctiveness and comparison, BADP participants may achieve positive social identity by comparing themselves to other groups (Hogg, 2006). By increasing the participants' knowledge and skills to respond to bullying and prejudice, participants may perceive themselves to possess characteristics that make them distinct from other groups. In order to increase their level of distinction, participants may be encouraged to use the training they have received. This may result in an increase in experiences and interventions in situations involving bullying and prejudice.

Self-Efficacy Theory assumes that by impacting participant's perceptions or beliefs that they can intervene in situations involving bullying and prejudice, an increase in interventions into bullying situations will be demonstrated in the results. In order to further influence these results, BADP must influence participant knowledge and skills,

lead participants' through mock situations to help demonstrate their ability to handle these situations, and measure participants' level of perceived ability to intervene (Bandura, 1977).

 Summary

Research demonstrates bystander-centered interventions may reduce bullying behaviors and victimization, and increase empathy, knowledge, and skills to recognize and intervene in situations involving bullying and prejudice in students (Salmivalli et al., 2005; Twemlow et al., 2004). Training and prejudice reduction programs are effective in impacting the students who participate in them. Each of these trainings is provided by trained professionals, usually teachers or pre-service teachers who participated in train-the-trainer programs. Little is known of the impact of these trainings on the trainer. A literature review using PsyInfo, EBSCO Host, Academic Search Premiere, Wilson, Web of Knowledge, and ScienceDirect databases failed to find studies using interventions similar to BADP. Furthermore, there was a lack of research studies focusing on the impact of training on the trainer. As observed in the literature review, teachers are an integral part of bullying and prejudice reduction interventions. However, little is known about the impact of train-the-trainer bullying and prejudice reduction intervention programs on teachers' knowledge, attitudes, or behaviors. Research has demonstrated that an interventions impact on participant empathy may predict participant effectiveness in implementing the intervention. Finally, changes in empathy, knowledge, and skills to intervene in situations involving bullying and prejudice, participant role, and prejudicial attitudes seemed to play key roles in the successful implementation of bullying and prejudice reduction interventions.

Chapter Three: Methodology

In this chapter, the research questions and corresponding null hypotheses, structure, and design of the study will be presented. Additionally, a description of the sample, instruments used, data collection methods, and procedures will be discussed. Finally, a review of the data analysis, sample size explanation, and a discussion of the limitations of the study will be provided.

Research Questions and Null Hypotheses

Below are the research questions and null hypotheses used to guide this inquiry:

RQ1: To what extent, if any, does BADP impact empathy in pre-education majors?

$H1_o$: BADP does not impact empathy in pre-education majors.

$H1_a$: BADP impacts empathy in pre-education majors.

RQ2: To what extent, if any, does BADP impact prejudicial attitudes in pre-education majors?

$H2o$: BADP does not impact prejudicial attitudes in pre-education majors.

$H2a$: BADP impacts prejudicial attitudes in pre-education majors.

RQ3: To what extent, if any, does BADP impact pre-education majors' participant role?

$H3_o$: BADP does not impact pre-education majors' participant roles.

$H3_a$: BADP impacts pre-education majors' participant roles.

RQ4: To what extent, if any, does BADP impact pre-education majors' knowledge of and skills to respond to bullying and prejudice, efficacy, or likelihood to intervene?

> $H4_o$: BADP does not impact pre-education majors' knowledge of and skills to respond to bullying and prejudice, efficacy, or likelihood to intervene.

> $H4_a$: BADP impacts pre-education majors' knowledge of and skills to respond to bullying and prejudice, efficacy, or likelihood to intervene.

RQ5: Does BADP impact the frequency of experiences and reported interventions in situations involving bullying and prejudice?

> $H5_o$: BADP does not impact the frequency of experiences and reported interventions in situations involving bullying and prejudice.

> $H5_a$: BADP impacts the frequency of experiences and reported interventions in situations involving bullying and prejudice.

RQ6: Is there a relationship between pre-education majors' empathy, knowledge of bullying and prejudice, skills to respond to bullying and prejudice, efficacy, likelihood to intervene, prejudicial attitudes, frequency of experiences of situations involving bullying and prejudice, or frequency of reported intervention in situations involving bullying and prejudice?

> $H6_o$: There is no relationship between pre-education majors' empathy, knowledge of bullying and prejudice, skills to respond to bullying and prejudice, efficacy, likelihood to intervene, prejudicial attitudes, frequency of experiences of situations involving bullying and prejudice, or frequency of reported intervention in situations involving bullying and prejudice.

H6_a: There is a relationship between pre-education majors' empathy, knowledge of bullying and prejudice, skills to respond to bullying and prejudice, efficacy, likelihood to intervene, prejudicial attitudes, frequency of experiences of situations involving bullying and prejudice, or frequency of reported intervention in situations involving bullying and prejudice.

RQ7: Does gender and ethnicity moderate the impact of BADP on pre-education majors' empathy, knowledge of bullying and prejudice, skills to respond to bullying and prejudice, efficacy, likelihood to intervene, prejudicial attitudes, frequency of experiences of situations involving bullying and prejudice, or frequency of reported intervention in situations involving bullying and prejudice?

H7_o: Gender and ethnicity does not moderate the impact of BADP on pre-education majors' empathy, knowledge of bullying and prejudice, skills to respond to bullying and prejudice, efficacy, likelihood to intervene, prejudicial attitudes, frequency of experiences of situations involving bullying and prejudice, or frequency of reported intervention in situations involving bullying and prejudice.

H7_a: Gender and ethnicity moderates the impact of BADP on pre-education majors' empathy, knowledge of bullying and prejudice, skills to respond to bullying and prejudice, efficacy, likelihood to intervene, prejudicial attitudes, frequency of experiences of situations involving bullying and prejudice, or frequency of reported intervention in situation involving bullying and prejudice.

Research Design

A quantitative research design was used in this study. In order to summarize and assimilate the data, a descriptive statistical approach was used (Agrestri & Finlay, 2009). The impact of BADP was determined by administering a pre, post, and two-month follow-up measurement to participants in the control and treatment groups. In the study, the impact of BADP (predictor variable) on nine outcome measures was determined by measuring the outcomes before, immediately after, and two months after the treatment. Approximately 32% ($n = 55$) of the participants were exposed to the treatment on September 10th, 2011; 22% ($n = 37$) of the participants were exposed to the treatment on September 17th, 2011; and 47% (n = 81) of the participants were in the control group. Additional demographic information can be reviewed in Table 3.1. Participants of the treatment group were able to choose to participate in the first or second treatment. Participants enrolled in the first or second treatment were the treatment group. Participants in the control group completed the assessments only. Survey administration was as follows: (a) Control group: The survey was administered through SurveyMonkey. The survey was administered at three time points during the semester, from September 2-9, 2011, September 11-16, 2011, and November 11-18, 2011; (b) Experimental group: The survey was administered via SurveyMonkey and paper/pencil administration. The survey was administered at three different time points during the semester, September 2-9, 2011 (SurveyMonkey), immediately following each intervention on September 10, 2011 and September 17, 2011 (paper/pencil), and from November 11-16, 2011 (SurveyMonkey). In order to preserve the anonymity of the study participants, participants were asked to create a code by the following prompt in the survey:

- Please create your code using the following information:

- Your first initial

- Your mother's middle initial

- Your birth year

- The last four digits of the phone number of someone close to you (please choose a number you will remember)

Your code will look something like this: sc19865798. Please keep this code somewhere special. You will be asked for this code each time you take an assessment. We will not have this code on file, so if you forget it, we will not be able to provide it for you. This is being done to protect your identity.

Please place your code in the space below.

Permission was obtained from the Institutional Review Board prior to data collection. Participants received credit for participating in the study by sending the final page of the survey via email. The final page of the survey did not include any of the participant's identifying information.

Agrestri and Finlay (2009) state it is difficult to control for confounding variables. In the study, the confounding variables were academic performance, socio-economic status, previous exposure to bullying or prejudice reduction interventions, required classroom observations, and involvement in a Diversity in Education course. In order to control for the variance in academic performance and socio-economic status, these factors may be accounted for in the randomization process (Guba, 1961). This was not applied in this study because all students were offered the training. In order to control for the Diversity in Education course and classroom observations, the treatment was applied

early in the semester, post-intervention, and at the end of the semester. Finally, the participants were asked to report any involvement in bullying or prejudice reduction interventions.

Sample

The study population consisted of pre-education majors (university students taking introduction to education courses in the College of Education) in the United States. Participants recruited from three sections of an Introduction to the Teaching Profession course were offered the treatment as an extra credit opportunity. Participants recruited from three sections of the Introduction to Diversity in Education course were offered the treatment as an optional assignment to fulfill one of their course requirements. A total of 450 students were enrolled in both courses. Approximately 266 students volunteered to participate in the study; however, only 172 participants completed their assessments at all three time points (return rate: 67%). Only assessments that were completed at all three time points were included in the data analysis. Participants volunteered to take part in the treatment. The demographic attributes of the participants were 73.84% (n = 127) Caucasian, 13.37% (n = 23) Hispanic, 5.81% (n = 10) African American, 4.07% (n = 7) Other, and 2.33% (n = 4) Asian-American. Additional demographic attributes of the participants are presented in Table 3.1. Participants who signed up for either of the treatment sessions were the treatment group. The group of participants that signed up for the assessments only were the control group. A priori and post hoc power analysis was conducted using the software package, GPower (Buchner, Faul, & Erdfelder, 1992). The priori power analysis indicated a sample size of 58 would provide adequate power in this

study when using an effect size of .70 and a repeated measures analysis of variance. A sample size of 172 was used for the post hoc analysis with a repeated measures analysis of variance equation. The alpha level used for the analysis was $p < .05$. The post hoc analyses revealed the statistical exceeded .98 for the detection of a moderate to large effect size.

Table 3.1

Sample Demographics

Demographics	*n*	%
Group		
Control	81	47.09%
Experimental	91	52.91%
Gender		
Female	155	90.12%
Male	17	9.88%
Ethnicity*		
Caucasian	127	73.84%
Hispanic	23	13.37%
African-American	10	5.81%
Other	7	4.07%
Asian-American	4	2.33%
Year		
Freshmen	27	15.70%
Sophomore	84	48.84%
Junior	49	28.49%
Senior	12	6.98%
Class		
Introduction to the Teaching Profession	64	37.21%
Introduction to Diversity in Education	80	46.51%
Both	28	16.28%
Previous Courses		
Course in Bullying	0	0.00%
Course in Multiculturalism	14	8.14%
Both	3	1.74%
None	155	90.12%

Note. *One person did not report their ethnicity.

Procedure

Students participated in the Bullying Amongst Diverse Populations (BADP) training on a Saturday. BADP is an 8-hour training. For the first four hours of the training, the participants completed the following tasks: view videos of the stories of victims of bullying that were reported in the news; review the definition of bullying, prejudice, and discrimination; review the correlation between bullying, prejudice, and discrimination; and are introduced to the Active Witnessing Model. During the second half of the training, participants learn the Active Witnessing Model; learn methods to respond to bullying and prejudice; practice responding to bullying and prejudice; and role-play. Finally, participants work in groups to develop their own lessons to help students respond to bullying and prejudice depending upon the grade level they plan on teaching. The training was presented by using a PowerPoint and handouts.

The researcher in this study also served as the facilitator of both trainings. In order to control for experimenter bias the following steps were employed: (a) The initial assessment was completed on SurveyMonkey. Participants reviewed the Informed Consent document from the Institutional Review Board (IRB), created their own code which they were not allowed to reveal to the researcher, and completed the first assessment; (b) Participants in the treatment group were instructed to bring their code with them to the training to ensure that their first and second assessments could be compiled for data analysis; (c) At the completion of the training, the researcher left the room and had another member of the research team distribute and collect the assessments to prevent undue influence on the assessment process by the researcher. Participants were instructed to place their code on the assessment and no other identifying information.

These procedures prevented the researcher from being able to identify the participants during data analysis.

All participants completed the following assessments: the BADP Assessment; Basic Empathy Scale; Quick Discrimination Inventory; and Bullying and Prejudice Experiences and Interventions Checklist. All instruments were administered within the pre, post, and two-month follow-up timeline. Participants were also encouraged to answer truthfully and complete each scale to avoid missing data.

Instruments

Demographic information. Demographic information collected on the survey included gender, ethnicity, previous participation in a bullying or prejudice reduction intervention, and previous participation in BADP.

BADP assessment. The BADP pre and post assessment is based on the original assessment used in the Antidiscrimination Response Training (A.R.T.) pre and post assessment. The A.R.T. pre and post assessment was developed by Ishiyama to evaluate the impact of the A.R.T. training on the participants. The areas assessed using the instrument were knowing how to fight racism (FIGHT), skills for responding to situations (SKILLS), awareness of racism (KNOW), social responsibility (SOCRESP), contribution to community, and self-efficacy. Ishiyama (2006) performed a factor analysis and determined the reliability of the instrument. The factor analysis identified a three-factor model which included the FIGHT, SKILLS, and SOCRESP scales. Cronbach alpha scores for each scale (a = .91, a= .90, a= .76 respectively) were sufficient. The remaining scales (COMTY, EFFIC, and KNOW) were found to have insufficient reliability.

In order to adapt the original instrument to measure the dimensions investigated in this dissertation, the wording of the questions were modified to address both prejudice and bullying. In the BADP assessment, the questions originally worded to assess knowledge of racism were revised to assess knowledge of prejudice and bullying (e.g. A.R.T. question: Your knowledge of different ways to fight racism; BADP question: Your knowledge of different ways to respond to bullying). Questions in the SKILLS scale were not revised due to their relevancy to the study topic. The BADP assessment has been divided into the following sections: knowledge, skills, efficacy, and likelihood of intervention, perceived participant role, frequency of experiences and intervention in situations involving bullying and prejudice. The knowledge, skills, feelings and attitudes, and likelihood of intervention sections were assessed on a 7-point Likert scale (1: not at all; 2: a little; 3: somewhat; 4: moderately; 5: quite; 6: very much; 7: extremely high). Participant role was assessed by the participant self-identifying their role. Frequency of experiences and intervention in situations involving bullying and prejudice was assessed on a 7-point Likert scale (0: Never or almost never; 1: Once a month; 2: 2-3 times a month; 3: About once a week; 4: About 2-3 times a week; 5: 4-7 times a week.) Some examples of questions included in the BADP were as follows: Please rate your knowledge of bullying. Please rate your knowledge of different types of bullying. Please rate your knowledge of different ways of addressing bullying. Frequency of Experiences and Interventions were evaluated by having participants respond to statements such as: Please evaluate how often you have experienced the following: Someone kicking, hitting, punching, or physically harming someone else; Someone calling someone inappropriate names. An analysis conducted to determine the Crombach alpha of each of the scales

derived from the A.R.T. assessment found the internal consistency reliability scores to be

as follows: Knowledge, $\alpha = .73$, Skills, $\alpha = .74$, Efficacy, $\alpha = .66$, and Intervene,

$\alpha = .66$.

Quick discrimination inventory. The Quick Discrimination Inventory (QDI)

was developed by Ponterotto (1995). The QDI assesses racial attitudes toward minorities

and women. The inventory consists of three subscales: Cognitive Racial Attitudes,

Affective Racial Attitudes, and Cognitive Gender Attitudes (Ponterotto, 1995). The

inventory consists of 30 items assessing the participant's level of agreement with each

item on a 5-point Likert scale ranging from 1= Strongly Disagree to 5= Strongly Agree.

Test-retest reliability was reported by Ponterotto and associates administering the

inventory to three small college samples. Reliability scores were reported for each

subscale (Subscale 1 = .90, Subscale 2 = .82, Subscale 3 = .81). Median Cronbach alphas

were as follows: QDI total, a = .88, Subscale 1, a = .85, Subscale 2, a = .77, and Subscale

3, a = .71. Convergent validity was found with a variety of different measures including

the Oklahoma Racial Attitude Scale and the Attitude Toward Gay Males Scale

(Ponterotto et al., 1995). Some examples of statements on the QDI to be evaluated are as

follows: It is as easy for women to succeed in business as it is for men. I feel I could

develop an intimate relationship with someone from another race.

Basic empathy scale. The Basic Empathy Scale (BES) was slightly revised as a

part of this study. The scale was developed by Darrick Jolliffe and David P. Farrington

(2006). The scale measures affective and cognitive empathy. Affective empathy, for the

purposes of this scale, is defined as an individual's ability to be emotionally congruent

with another individual. Cognitive empathy is defined as an individual's ability to

understand another individual's emotions. The BES consists of 20 items measured on a 5-point Likert scale that ranges from 1 (strongly disagree) to 5 (strongly agree). The scale consists of two subscales: the Affective Empathy subscale and the Cognitive Empathy subscale. The total BES score includes the scores of each subscale combined. The Cronbach alpha values of the cognitive and affective scale was $\alpha = .79$ and $\alpha = .85$ respectively. The scales were also found to have significant factorial validity and convergent validity (Jolliffe & Farrington, 2006).

The BES was administered pre, post-treatment, and at follow-up for the treatment and control groups. Some examples of some of the statements to be evaluated on the BES are as follows: My friend's emotions don't affect me much. After being with a friend who is sad about something, I usually feel sad.

Data Analysis

Data analysis for the study was conducted by entering the collected data into SAS. T-tests were conducted to determine statistical significance of the data. The data was summarized utilizing descriptive statistics such as frequencies, means, medians, and standard deviations (Agrestri & Finlay, 2009). Measures of center are provided by reporting means. Medians, reports of the number of data points that fall in specific categories, are provided by reporting frequencies. Variances are provided by reporting the standard deviations (Agrestri & Finlay, 2009). The treatment group had to be split into two separate groups due to the demand for the training. The first training was held on September 10, 2011 and the second training was held on September 17, 2011. Due to adverse weather conditions, the power went out during the first training that affected the mode of delivery. Due to the differences in mode of delivery and the weeklong difference

between training dates, a series of repeated measures ANOVAs were conducted to

determine if there were any differences between the treatment groups on the BADP

assessment's subscales. The results are reported in Table 3.2. The results of the ANOVAs

did not yield any statistically significant results, indicating there were no differences

between the treatment group that participated in the training on September 10, 2011 and

the treatment group that participated in the training on September 17, 2011 ($F(1,171) =$

0.95), $p < .3311$. The treatment sample was pooled for analysis as a result of these analyses

Additionally, there were no statistically significant differences found in empathy within

subjects ($F(1,171) = 2.13$), $p < .1204$. An analysis of the treatment group's scores on the

Basic Empathy Scale and Quick Discrimination Index indicated no statistically

significant differences between groups.

Table 3.2

BADP Questionnaire's Repeated Measures ANOVA, Between Subjects Differences in

Mode of Delivery for Treatment Group

Subscale	Source	df	F
Knowledge	group	1	1.28
	error	90	
Skills	group	1	0.08
	error	90	
Efficacy	group	1	0.38
	error	90	
Likelihood to Intervene	group	1	0.15
	error	90	

Research Questions

The following research questions have been categorized by the proposed data analysis method that were used.

Repeated measures analysis of variance (ANOVA): Research questions 1, 2, 4, and 5.

RQ1: To what extent, if any, does BADP impact empathy in pre-education majors?

   H1o: BADP does not impact empathy in pre-education majors.

   H1a: BADP impacts empathy in pre-education majors.

RQ2: To what extent, if any, does BADP impact prejudicial attitudes in pre-education majors?

   H2o: BADP does not impact prejudicial attitudes in pre-education majors.

   H2a: BADP impacts prejudicial attitudes in pre-education majors.

RQ4: To what extent, if any, does BADP impact pre-education majors' knowledge of and skills to respond to bullying and prejudice, efficacy, and likelihood to intervene in bullying and prejudice?

   $H4_o$:   BADP does not impact pre-education majors' knowledge of and skills to respond to bullying and prejudice, efficacy, and likelihood to intervene in bullying and prejudice.

   $H4_a$:   BADP impacts pre-education majors' knowledge of and skills to respond to bullying and prejudice, efficacy, and likelihood to intervene in bullying and prejudice.

RQ5: Does BADP impact the frequency of experiences and reported interventions in situations involving bullying and prejudice?

H5$_o$:   BADP does not impact the frequency of experiences and reported

interventions in situations involving bullying and prejudice.

H5$_a$:   BADP impacts the frequency of experiences and reported interventions in

situations involving bullying and prejudice.

Due to the continuous (interval) nature of the variables measured by the BADP

Assessment, Basic Empathy Scale, and Quick Discrimination Index, research questions 1,

2, 4, and 5 were investigated using a series of repeated measures ANOVAs. Comparisons

of the BADP and control group were conducted at all three time points. Group

membership functioned as the independent variable. The dependent variables measured

by the scales are affective and cognitive empathy (Basic Empathy Scale); knowledge of

bullying and prejudice, skills necessary to respond to situations involving bullying and

prejudice, efficacy, and likelihood to intervene (BADP Assessment); prejudicial attitudes

(Quick Discrimination Index); and frequency of experiences involving bullying and

prejudice and reported interventions in situations involving bullying and prejudice

(BADP Assessment). Finally, an F-test and R^2 was used to determine the predictive

ability and variance of the independent variables in relation to the dependent variables

respectively.

Chi square test of independence: Research question 3.

RQ3:   To what extent, if any, does BADP impact pre-education majors' participant

roles?

H3$_o$:   BADP does not impact pre-education majors' participant roles.

H3$_a$:   BADP impacts pre-education majors' participant roles.

In order to study the relationship between participant role and participation in BADP, a Pearson chi-square test was conducted. A Pearson chi-square test determines the relationship between nominal variables (Agrestri & Finlay, 2009). The predictor variable was BADP and the criterion variable was participant role.

Pearson r correlation: Research question 6.

RQ6:   Is there a relationship between pre-education majors' empathy, knowledge of bullying and prejudice, skills to respond to bullying and prejudice, efficacy, likelihood to intervene, prejudicial attitudes, frequency of experiences of situations involving bullying and prejudice, or frequency of reported intervention in situations involving bullying and prejudice?

        $H6_o$:   There is no relationship between pre-education majors' empathy, knowledge of bullying and prejudice, skills to respond to bullying and prejudice, efficacy, likelihood to intervene, prejudicial attitudes, frequency of experiences of situations involving bullying and prejudice, or frequency of reported intervention in situations involving bullying and prejudice.

        $H6_a$:   There is a relationship between pre-education majors' empathy, knowledge of bullying and prejudice, skills to respond to bullying and prejudice, efficacy, likelihood to intervene, prejudicial attitudes, frequency of experiences of situations involving bullying and prejudice, or frequency of reported intervention in situations involving bullying and prejudice.

To examine research question 6, Pearson r correlations were conducted to assess if a relationships exist between pre-education majors' empathy, knowledge of bullying and prejudice, skills to respond to bullying and prejudice, efficacy, likelihood to

intervene, prejudicial attitudes, frequency of experiences of situations involving bullying

and prejudice, or frequency of reported intervention in situations involving bullying and

prejudice. Correlation is a statistical measure designed to determine the strength of the

relationship between variables (Pagano,1990). The Pearson correlation was the most

appropriate bivariate statistic to use when researching relationships that exist between

continuous variables. Scores were pulled from the QDI, the BADP Assessment, and the

BES. Correlation coefficients varied between -1 to 1 (negative linear relationship, no

linear relationship, or a positive linear relationship). Correlation coefficients vary from 0

(no relationship) to 1 (perfect linear relationship) or -1 (perfect negative linear

relationship). Cohen's (1992) standard was used to assess the strength or effect size with

.10 denoting a weak association, .30 demonstrating a moderate association, and .49

demonstrating a strong association.

Factorial analysis of variance (ANOVA): Research question 7.

RQ7: Does gender and ethnicity moderate the impact of BADP on pre-education

majors' empathy, knowledge of bullying and prejudice, skills to respond to

bullying and prejudice, efficacy, likelihood to intervene, prejudicial attitudes,

frequency of experiences of situations involving bullying and prejudice, or

frequency of reported intervention in situations involving bullying and prejudice?

H7$_o$: Gender and ethnicity does not moderate the impact of BADP on pre-

education majors' empathy, knowledge of bullying and prejudice, skills to

respond to bullying and prejudice, efficacy, likelihood to intervene,

prejudicial attitudes, frequency of experiences of situations involving

bullying and prejudice, or frequency of reported intervention in situations

involving bullying and prejudice.

H7$_a$:   Gender and ethnicity moderates the impact of BADP on pre-education

majors' empathy, knowledge of bullying and prejudice, skills to respond

to bullying and prejudice, efficacy, likelihood to intervene, prejudicial

attitudes, frequency of experiences of situations involving bullying and

prejudice, or frequency of reported intervention in situations involving

bullying and prejudice.

To determine if interaction effects exist between the independent variables (IV),

(gender, ethnicity, control or treatment group), and the dependent variables (DV)

(empathy scores, prejudicial attitude scores, scores on the knowledge subscale on the

BADP assessment, scores on the skills to intervene subscale on the BADP assessment,

scores on the efficacy subscale, scores on the likelihood to intervene subscale, scores on

the frequency of experiences subscale, and scores on the frequency to intervene subscale)

a series of factorial analysis of variance (ANOVAs) measures were conducted. The

factorial ANOVA is used to assess the interaction effects between an independent

variable and a dependent variable as a function of another dependent variable.

Limitations and Delimitations

The focus of the study was to assess the impact of BADP on pre-education

majors' empathy, efficacy, prejudicial attitudes, knowledge of bullying and prejudice,

skills in responding to bullying and prejudice, efficacy, likelihood to intervene, frequency

of experiencing situations involving bullying and prejudice, and frequency of

intervention into situations involving bullying and prejudice. The sample in this study

was pre-education majors' selected from two courses (six sections) in one southeastern university. The narrow scope of the study and research questions limits the generalizability and external validity of the conclusions and result of the study. Additional limitations are the self-report nature of the data and the adaptation of the A.R.T. assessment.

Chapter Four: Results

In the following chapter, the results of analyses will be concisely presented. A review of the demographic data, descriptive statistical data of the three instruments utilized in the study, and analyses of the data regarding the impact of group, gender, and ethnicity are reported. Data collected utilizing the Bullying Amongst Diverse Population (BADP) questionnaire, Quick Discrimination Inventory (QDI), and the Basic Empathy Scale will be reviewed and each of the hypotheses will be discussed. The chapter will conclude with a summary of the results.

Sample Demographics

Approximately 230 pre-assessments were completed; however, 172 participants completed the assessment at all three-time points (response rate = 74%). Participants were divided into two groups: The experimental group (n = 92) consisted of participants who opted to participate in the bullying prevention training on either September 10, 2011 or September 17, 2011. The control group (n = 81) consisted of participants who completed the assessments only at all three time points. The sample demographic information regarding gender, ethnicity, class, year, previous exposure, and group membership are reported in Table 3.1.

Although the gender demographics may appear to be significantly female, the demographics of this sample are similar to the demographics reported by United States Department of Education, National Center for Education Statistics (2011). In 2007/2008,

females represented 78% of the full time teaching profession in the U.S. As of 2011, approximately 84% of public school teachers were female and 84% were Caucasian (Feistritzer, 2011).

Descriptive Statistics

In Tables 4.1, 4.2, and 4.3, the means and standard deviations of each of the instruments are displayed by group (control vs. BADP), gender, and ethnicity. There were three additional demographic categories reported: class (participants reported if they were in the Introduction to Diversity in Education course only, the Introduction to the Teaching Profession course only, or both courses), year (Freshman, Sophomore, Junior, or Senior), and previous courses (participants reported their previous exposure to a course in multiculturalism, bullying, both, or neither). Some of the most significant differences in means were found on the BADP Questionnaire between pre-test ($M = 75.84$, $SD=20.38$) and post-test ($M= 121.84$, $SD = 11.51$), between the BADP group post-test ($M=121.84$, $SD = 11.51$) and control group post-test ($M = 81.16$, $SD = 21.05$), and between BADP group two-month follow-up ($M = 108.96$, $SD = 18.08$) and control group two-month follow-up ($M = 86.59$, $SD = 22.49$). Participants' scores based on gender varied slightly. The most significant variation in scores based on gender was on the Basic Empathy Scale at pre-test. Females ($M =79.46$, $SD = 8.59$) scored statistically higher than males ($M = 73.88$, $SD = 6.84$), $p <.02$. There were no statistically significant differences observed on any of the instruments based on ethnicity, year, or previous courses taken. The most significant variation of scores based on class was on the BADP assessment at post-test. Participants in Introduction to Diversity in Education only scored statistically significantly higher ($M= 105.30$, $SD =24.29$) than participants in both courses ($M=$

102.46, *SD* = 32.73), p < .05. However, participants in Introduction to the Teaching Profession only scored statistically significantly lower (*M* = 98.94, *SD* = 26.77) than participants in both courses (*M*= 102.46, *SD* = 32.73), p <.05.

Table 4.1

BADP Assessment – Total Score – Means and Standard Deviations

			Time 1		Time 2		Time 3	
Variable	Level	n	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Group	BADP	92	75.84	20.38	121.09	9	108.96	18.08
	Control	80	81.74	22.14	81.06	24.18	86.55	22.63
Gender	Male	17	81.77	18	99.88	29.07	105.59	15.8
	Female	155	78.23	21.72	102.75	26.54	97.76	23.73
Ethnicity	Caucasian	127	79.11	22.63	103.49	26.61	99.05	22.97
	African-Am	10	76.7	18.15	105.3	24.87	103	14.83
	Hispanic-Am	24	77	15.48	100.75	27.29	97.33	24.04
	Asian-Am	4	86.5	19.05	98.25	31.61	97.75	.4.94
	Other	7	72.57	23.25	88.29	30.04	87.43	29.31
Year	Freshmen	27	71.59	23.55	106.67	23.61	98	20.82
	Sophomore	84	78.71	19.82	104.75	25.83	100.74	22.01
	Junior	49	79.14	21.66	98.1	30.21	96.06	25.47
	Senior	12	91.08	21.78	94.92	23.18	94.42	27.21
Class	IDE	80	78.39	21.37	105.3	24.29	96.75	22.94
	ITP	64	81.33	21.96	98.94	26.77	98.38	24.07
	Both	28	72.86	19.37	102.46	32.73	104	21.54
Multi	Had a multicultural course	14	82	20.56	96.86	30.78	91.29	32.02
	Both	3	92.67	30.75	116	.6.93	113.33	5.51
	None	155	78	21.29	102.72	26.57	98.9	22.34

Table 4.2

QDI Assessment – Total Score – Means and Standard Deviations

			Time 1		Time 2		Time 3	
Level	Group	n	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Group	BADP	92	103.82	14.64	108.43	12.57	105	15.29
	Control	80	105.99	12.72	105.15	13.12	106.51	12.81
Gender	Male	17	105.06	14.91	105.18	12.81	100.53	15.59
	Female	155	104.8	13.71	107.1	12.93	106.27	13.94
Ethnicity	Caucasian	127	104.31	14.23	106.53	12.52	105.05	13.13
	African-Am	10	106.8	13.57	110.3	13.28	109.5	16.29
	Hispanic-Am	24	105.08	12.67	107.88	13.99	107.42	18.84
	Asian-Am	4	112.5	10.34	110.25	17.75	106.25	11.18
	Other	7	106	12.74	103.74	15.1	106	15.39
Year	Freshmen	27	101.93	14.36	104.96	13.09	105.26	13.92
	Sophomore	84	104.8	15	107.99	13.6	105.2	14.94
	Junior	49	106.41	12.47	107.31	12.34	106.76	14.23
	Senior	12	105.05	7.66	102.08	8.74	105.92	9.42
Class	IDE	80	105.78	11.91	107.79	11.49	107.1	12.88
	ITP	64	103.73	14.36	105.59	14.19	105.22	14.11
	Both	28	104.61	17.37	107.39	13.77	102.82	17.52
Prev exp.	Multicultural Course	14	105.43	11.11	107.14	11.44	104.21	13.27
	Both	3	99.67	7.02	102.67	7.37	98.33	11.37
	None	155	104.87	14.12	106.97	13.13	105.98	14.32

Table 4.3

Basic Empathy Scale – Total Score – Means and Standard Deviations

Level	group	n	Time 1 Mean	Time 1 Std Dev	Time 2 Mean	Time 2 Std Dev	Time 3 Mean	Time 3 Std Dev
Group	BADP	91	78.36	8.23	80.07	8.95	75.87	12.52
	Control	80	79.52	8.97	77.73	9.6	77.48	9.45
Gender	Male	17	73.88	6.84	75.94	8.24	73.24	10.43
	Female	154	79.46	8.59	79.31	9.38	76.99	11.23
Ethnicity	Caucasian	126	78.63	8.69	78.9	9.28	76.4	11.71
	African-Am	10	82.3	5.21	83.8	9.7	75.3	11.76
	Hispanic-Am	24	79.75	10.09	77.88	10.78	77.42	10.09
	Asian-Am	4	77.5	4.2	77.25	5.19	78.5	6.61
	Other	7	77	6.43	78.14	3.63	78.57	7.55
Year	Freshmen	26	80.54	7.72	80.69	9.25	78.19	8.19
	Sophomore	84	79.13	7.99	78.35	9.25	77.35	8.93
	Junior	49	77.82	8.44	79.22	8.31	73.94	14.48
	Senior	12	78.25	14.03	78.58	13.69	79.08	14.67
Class	IDE	80	78.49	9.61	79.96	9.61	77.1	9.11
	ITP	63	80.51	7.57	79.11	8.25	76.87	13.12
	Both	28	76.5	8.61	75.82	10.29	74.68	12.04
Prev. exp.	Multicultural Course	14	77.57	9.61	78.14	9.57	77.36	11.45
	Both	3	85	12.49	85.33	10.01	78.67	11.24
	None	154	78.91	8.42	78.92	9.29	76.51	11.23

Survey Questionnaires

The pre-test, post-test, and two-month follow-up test included three

questionnaires, the BADP Questionnaire, the Quick Discrimination Index, and the Basic

Empathy Scale. Participants completed the questionnaires at three different time points

utilizing SurveyMonkey or paper/pencil. The experimental group participants were asked

to complete a pre-test on SurveyMonkey between September 2, 2011 – September 9, 2011. Participants of the experimental group were asked to attend one BADP seminar on either September 10, 2011 or September 17, 2011. Immediately following the workshop, participants were asked to complete a paper/pencil post-test. Finally, participants of the experimental group were contacted two months later to complete a follow-up assessment on SurveyMonkey from November 11, 2011 – November 18, 2011. Control group participants completed the assessments only. At each time point, participants were allotted one week to complete the assessment, September 2, 2011 – September 9, 2011, September 11, 2011 – September 16, 2011, and November 11, 2011 – November 18, 2011.

Pre-test descriptive statistics.

BADP Questionnaire – pre-test. The BADP Questionnaire consisted of seven subscales. The subscales include: Knowledge of Bullying, Perceived Skills of Respond to Bullying, Efficacy to Respond, Likelihood to Intervene, Perceived Participant Role, Perceived Experiences of Bullying and Prejudice, and Perceived Intervention in Situations Involving Bullying and Prejudice.

Subscales of knowledge, skills, efficacy, and likelihood to intervene – pre-test. Four subscales asked participants to rank their knowledge, skills, efficacy, and likelihood to intervene on a 7-point Likert scale (1:not at all; 2: a little; 3: somewhat; 4: moderately; 5: quite; 6: very much; 7: extremely high). Means, standard deviations, minimum and maximum scores amongst the control and BADP groups are reported in Table 4.4. The control group means on all four subscales were slightly higher than the means of the experimental groups. The participant role subscale is rated on a nominal scale.

Table 4.4

Means and Standard Deviations of the Knowledge, Skills, Efficacy, and Intervention

Subscales of the BADP Questionnaire – Pre-Test

Group	Subscale	*N*	Mean	Std Dev	Min	Max
BADP	know	92	21.45	6.79	8.00	40.00
	skills	92	19.98	6.19	6.00	31.00
	eff	92	16.63	5.18	5.00	28.00
	interv	92	17.77	5.53	6.00	28.00
Control	know	81	22.33	7.93	6.00	40.00
	skills	81	21.56	7.04	7.00	35.00
	eff	81	18.37	5.71	7.00	28.00
	interv	81	19.58	5.57	4.00	28.00

Participant roles subscale – pre-test. Participants were asked to rate their

perceived participant role in situations involving bullying in the past and currently.

Participant roles were bully, victim, outsider, and defender. The past participant roles of

the control group and BADP group are reported in Table 4.5. Approximately 11.56% (*n*

= 20) of the control group reported being defenders, 20.81% (*n* = 36) reported being

outsiders, 1.16% (*n* = 2) reported they had been a bully in the past, and 13.29% (*n* = 23)

reported being victims of bullying. Approximately 10.98% (*n* = 19) of the BADP group

reported being a defender, 30.64% (*n* = 53) reported being an outsider, .58% (*n* = 1)

reported being a bully in the past, and 10.98% (*n* = 19) reported being a victim of

bullying in the past.

Current participant roles are reported in Table 4.6. Current participant roles reported by the control group were as follows: 20.81% ($n = 36$) reported being a defender, 24.86% ($n = 43$) reported being an outsider, .58% ($n = 1$) reported currently being bully, and .58% (n =1) reported currently being a victim of bullying. Current participant roles reported by the BADP group were as follows: No one in the BADP group reported being a bully, 18.5% ($n = 32$) reported being a defender, 34.1% ($n =58$) reported being an outsider, and .58% ($n = 1$) reported being a victim of bullying. The control group reported more defenders (20.81% vs. 18.5%) and fewer outsiders (24.86% vs. 34.1%) than the experimental group in current participant roles.

Reported experiences and intervention subscales – pre-test. Participants' reported experiences and intervention in situations involving bullying and prejudice were rated on a nominal scale of 0 to 5 (5: 4-7 times a week, 4: 2-3 times a week, 3: About once a week, 2: 2-3 times a month, 1: About once a month, 0: Never or almost never). Averages of participants' reported experiences of and interventions in situations involving bullying and prejudice are reported in Table 4.7. The experimental group reported more experiences of someone calling someone inappropriate names (2.96 vs. 2.31), using racial slurs (3.16 vs. 2.81), and treating someone differently due to socioeconomic status, disability or weight (2.26 vs. 1.96). Both groups reported similar rates of intervention.

Table 4.5

Past Participant Roles

Group	Count	Participant Roles and Percentages				
Control	Role	Bully	Defender	Outsider	Victim	Total
	Frequency	2	20	36	23	81
	Percent	1.16	11.56	20.81	13.29	46.82
	Row	2.47	24.69	44.44	28.4	
	Column	66.67	51.28	40.45	54.76	
BADP						
	Frequency	1	19	53	19	92
	Percent	0.58	10.98	30.64	10.98	53.18
	Row	1.09	20.65	57.61	20.65	
	Column	33.33	48.72	59.55	45.24	
	Total	3	39	89	42	173
	Percent	1.74	22.54	51.45	24.27	100

Table 4.6

Current Participant Role Questionnaire

Group	Count	Participant role frequencies and percentages				
Control	Role	Bully	Defender	Outsider	Victim	Total
	Frequency	1	36	43	1	81
	Percent	0.58	20.81	24.86	0.58	46.82
	Row	1.23	44.44	53.09	1.23	
	Column	100	52.94	42.16	50	
BADP						
	Frequency	0	32	58	1	92
	Percent	0	18.5	34.1	0.58	53.18
	Row	0	34.78	64.13	1.09	
	Column	0	47.06	57.84	50	
	Total	1	68	101	2	173
	Percent	0.58	39.31	58.96	1.16	100

Table 4.7

Reported Experiences of and Interventions in Situations Involving Bullying and Prejudice

Subscale- Pre-test

	BADP		Control	
Questions	Experiences	Interventions	Experiences	Interventions
Someone calling someone inappropriate names.	2.96	1.78	2.31	1.68
Someone kicking, hitting, pushing someone else.	0.68	0.75	0.81	0.93
Someone excluding someone else from an activity or group.	2.38	1.40	2.05	1.57
Someone using racial slurs, stereotypes, or jokes.	3.16	1.52	2.81	1.68
Someone making someone feel bad about themselves.	2.60	1.74	2.48	1.85
Someone using technology (social networks, cell phone)	1.95	0.80	1.24	0.76

Someone making unwanted sexual advances on someone else.	1.42	0.93	1.35	0.81
Someone making fun of, or joking about someone's facial features or physical characteristics.	2.62	1.63	2.38	1.59
Someone treating someone else differently due to their disability, socioeconomic status, or weight.	2.26	1.47	1.96	1.42
Overall	2.23	1.34	1.93	1.36

Basic empathy scale – pre-test. Participants completed the Basic Empathy Scale (BES) that includes two subscales: cognitive empathy and affective empathy. The BES was rated on a 5-point Likert scale (1= Strongly Disagree, 5= Strongly Agree). Cognitive and affective empathy were slightly higher in the control group versus the experimental group. BES scores are reported in Table 4.8.

Table 4.8

Basic Empathy Scale – Means and Standard Deviations – Pre-test

Group	Subscale	*N*	Mean	Std Dev
BADP	cognitive	91	36.7	3.75
	affective	91	41.68	6.15
	total	91	77.41	11.5
Control	cognitive	81	37.1	4
	affective	81	42.33	6.01
	total	81	79.43	8.95

Quick discrimination index – pre-test. The Quick Discrimination Index (QDI) consists of three subscales: General (Cognitive) Attitudes Toward Racial Diversity/Multiculturalism, Affective Attitudes Toward More Personal Contact (Closeness) with Racial Diversity, and Attitudes Toward Women's Equity. Participants in the experimental and control group reported similar scores on all three subscales and total scores on the QDI. QDI scores are reported in Table 4.9.

Table 4.9

QDI Means and Standard Deviations – Pre-test

Group	Subscale	*N*	*Mean*	*Std Dev*	*Min*	*Max*
BADP	cognitive	92	29.83	4.04	16.00	39.00
	affective	92	25.97	5.60	7.00	35.00
	women	92	25.97	3.97	26.00	34.00
	total	92	104.12	14.90	62.00	134.00
Control	cognitive	81	30.02	4.76	15.00	41.00
	affective	81	26.11	4.94	13.00	35.00
	women	81	26.27	4.27	18.00	34.00
	total	81	105.98	12.65	78.00	128.00

Post-test descriptive statistics.

BADP Questionnaire – post-test. Participants of the experimental group completed the post-test immediately following the seminar. Participants of the control group were given a one-week period of time to complete the post-test on SurveyMonkey.

Subscales of knowledge, skills, efficacy, and likelihood to intervene – post-test. Table 4.10 report the means and standard deviations of four of the subscales included in the BADP Questionnaire: knowledge, skills, efficacy, and likelihood to intervene (interv). The most significant differences in means were on the knowledge subscale, (BADP = 39.02, Control = 23.42), and the skills subscale, (BADP = 31.48, Control = 20.67).

Table 4.10

BADP Questionnaire – Means and Standard Deviations – Post-test

Group	Subscale	*N*	Mean	*SD*	Min	Max
BADP	Know	92	39.02	3.43	25.00	42.00
	Skills	92	31.48	2.89	22.00	35.00
	Efficacy	92	25.45	2.4	18.00	28.00
	Interv	92	25.14	2.75	16.00	28.00
Control	Know	81	23.42	8.44	6.00	42.00
	Skills	81	20.67	7.4	5.00	35.00
	Efficacy	81	17.94	5.97	4.00	28.00
	Interv	81	19.14	5.01	4.00	28.00

Participant roles subscale – Post-test. Table 4.11 includes information regarding post-test participant roles. The most significant differences in participant roles are amongst the defender, (BADP: 78%, Control: 37%), of and outsider, (BADP: 20.88, Control: 59.26), participant roles.

Table 4.11

Current Participant Roles – Post-test

Group	Count	Participant Frequencies and Percentages				
Control		Bully	Defender	Outsider	Victim	Total
	Frequency	1	30	48	2	81
	Percent	0.58	17.44	27.91	1.16	47.09
	Row	1.23	37.04	59.26	2.47	
	Column	50	29.7	71.64	100	
BADP						
	Frequency	0	72	19	0	91
	Percent	0	41.28	11.05	0	52.91
	Row	0	78.02	20.88	0	
	Column	0	70.3	28.36	0	
	Total	1	101	67	2	172
	Percent	0.58	58.72	38.95	1.16	100

Reported experiences and interventions subscales – post-test. Table 4.12 includes information from the experiences and interventions subscale. The most significant differences in means were found between participants' experiences of someone excluding someone else from an activity or group, someone using technology to harass someone else, and someone else calling someone inappropriate names. The most significant differences found in means regarding interventions were in participants intervening in someone using technology to harass someone else.

Table 4.12

Reported Experiences of and Interventions in Situations Involving Bullying and Prejudice – Post-test.

	BADP		Control		Differences in Means	
Questions	Experiences	Interventions	Experiences	Interventions	Experiences	Interventions
Someone calling someone inappropriate names.	3.68	2.50	2.77	1.99	0.92	0.51
Someone kicking, hitting, pushing someone else.	1.33	1.25	0.91	1.00	0.41	0.25
Someone excluding someone else from an activity or group.	3.18	2.15	2.05	1.60	1.13[a]	0.55
Someone using racial slurs, stereotypes, or jokes.	3.71	2.31	2.75	1.68	0.96	0.63
Someone making someone feel bad about themselves.	3.10	2.42	2.51	2.01	0.59	0.41

Someone using technology (social networks, cell phone).	3.14	1.93	1.64	0.86	**1.50**[a]	**1.07**[b]
Someone making unwanted sexual advances on someone else.	1.78	1.38	1.21	0.95	0.57	0.43
Someone making fun of, or joking about someone's facial features or physical characteristics.	2.91	2.14	2.17	1.64	0.74	0.50
Someone treating someone else differently due to their disability, socioeconomic status, or weight.	2.63	2.01	1.94	1.40	0.69	0.62
Overall	2.83	2.01	1.99	1.46	0.84	0.55

[a] largest mean differences in experiences

[b] largest mean differences in interventions

Basic empathy scale – post-test. Results from the BES post-test are reported in Table 4.13. There were no significant differences in reported empathy on any of the subscale scores or the total empathy scores.

Table 4.13

Basic Empathy Scale – Means and Standard Deviations – Post-test

Group	Subscales	N	Mean	Std Dev	Min	Max
BADP	cognitive	92	37.21	3.96	18.00	45.00
	affective	92	42.74	6.43	23.00	55.00
	total	92	79.95	8.92	48.00	99.00
Control	cognitive	81	36.33	4.48	21.00	45.00
	affective	81	41.33	6.04	21.00	55.00
	total	81	77.67	9.56	42.00	100.00

Quick discrimination index – post-test. The information for the General (Cognitive) Attitudes Toward Racial Diversity/Multiculturalism, Affective Attitudes Toward More Personal Contact (Closeness) with Racial Diversity, and Attitudes Toward Women's Equity Subscales are reported in Table 4.14. The most significant difference is found amongst Total Social Attitudes scores, (BADP: 108.85, Control: 104.73).

Table 4.14

QDI – Means and Standard Deviations – Post-test

Group	Subscale	N	Mean	Std Dev	Min	Max
BADP	cognitive	92	31.32	3.37	21.00	39.00
	affective	92	26.62	5.51	11.00	35.00
	women	92	26.63	3.53	17.00	34.00
	total	92	109.05	12.84	73.00	137.00
Control	cognitive	81	30.12	4.54	18.00	45.00
	affective	81	25.63	4.65	12.00	34.00
	women	81	25.46	4.05	16.00	35.00
	total	81	104.73	12.68	74.00	135.00

Follow-up test descriptive statistics. Participants of the BADP group and the control group completed an assessment two months after the September 17, 2011 seminar. Participants were given a one-week period from November 11, 2011 to November 18, 2011 to complete the assessment on SurveyMonkey.

BADP Questionnaire – follow-up test.

Subscales of knowledge, skills, efficacy, and likelihood to intervene – follow-up test. The means and standard deviations of the knowledge, skills, efficacy, and likelihood to intervene subscales are reported in Table 4.15. The most significant differences were on the Knowledge, (BADP: 35.23, Control: 26.16), and Skills subscales, (BADP: 28.17, Control: 22.53).

Table 4.15

BADP Questionnaire Subscales – Means and Standard Deviations – Follow-up Test

Group	Subscale	N	Mean	Std Dev	Min	Max
BADP	know	92	35.23	5.91	18.00	42.00
	skills	92	28.17	5.30	15.00	35.00
	eff	92	22.96	4.33	12.00	28.00
	interv	92	22.60	4.17	11.00	28.00
Control	know	81	26.16	7.58	6.00	42.00
	skills	81	22.53	6.70	5.00	35.00
	eff	81	18.09	5.46	4.00	28.00
	interv	81	19.80	5.20	4.00	28.00

Participant role subscale - follow-up test. The percentages of the BADP and control group's reported current participant roles are in Table 4.16. The most significant difference in percentages were found in the Defender, (BADP: 63.04, Control: 49.38), and Outsider, (BADP: 34.78, Control: 46.91), participant roles.

Table 4.16

Current Participant Role – Follow-up Test

Group	Freq/ Percentage	Bully	Defender	Outsider	Victim	Total
BADP	Frequency	0	58	32	2	92
	Percent	0	33.53	18.5	1.16	53.18
	Row	0	63.04	34.78	2.17	
	Column	0	59.18	45.71	50	
Control	Frequency	1	40	38	2	81
	Percent	0.58	23.12	21.97	1.16	46.82
	Row	1.23	49.38	46.91	2.47	
	Column	100	40.82	54.29	50	
	Total Freq	1	98	70	4	
	Percent	0.58	56.65	40.46	2.31	

Reported experiences and interventions – follow-up test. The means of the participants of the BADP and control group's reported experiences of and interventions in situations involving bulling and prejudice are reported in Table 4.17. There were no significant differences in means.

Table 4.17

Reported Experiences of and Interventions in Situations involving Bullying and Prejudice

– Means – Follow-up Test

| | BADP | | Control | | Differences in Means | |
Questions	Exper-iences	Inter-ventions	Exper-iences	Inter-ventions	Exper-iences	Inter-ventions
Someone calling someone inappropriate names.	2.76	2.00	2.58	1.88	0.18	0.12
Someone kicking, hitting, pushing someone else.	0.87	1.04	0.98	1.04	-0.11	0.01
Someone excluding someone else from an activity or group.	2.23	1.86	2.05	1.54	0.18	0.32
Someone using racial slurs, stereotypes, or jokes.	2.92	1.96	2.73	1.68	0.19	0.28
Someone making someone feel bad about themselves.	2.27	1.93	2.42	1.68	-0.15	0.26

Someone using technology (social networks, cell phone).	1.75	1.23	1.59	0.98	0.16	0.25
Someone making unwanted sexual advances on someone else.	1.38	0.93	1.14	0.99	0.24	-0.05
Someone making fun of, or joking about someone's facial features or physical characteristics.	2.40	1.74	2.04	1.41	0.36[a]	0.33
Someone treating someone else differently due to their disability, socioeconomic status, or weight.	1.98	1.67	1.79	1.28	0.19	0.39[b]

[a] largest mean differences in experiences

[b] largest mean differences in interventions

Basic empathy scale – follow-up test. The means and standard deviations of the BADP and control group's responses to the Basic Empathy Scale are reported in Table 4.18. There were no significant differences in means.

Table 4.18

Basic Empathy Scale – Means and Standard Deviations – Follow-up Test

Group	Subscale	N	Mean	Std Dev	Min	Max
BADP	cognitive	92	35.68	4.61	18.00	45.00
	affective	92	40.77	6.56	17.00	55.00
	total	92	76.46	9.54	48.00	100.00
Control	cognitive	81	36.54	4.49	25.00	45.00
	affective	81	40.91	6.18	26.00	45.00
	total	81	77.46	9.39	54.00	100.00

Quick discrimination index – follow-up test. The means and standard deviations of the BADP and control group's racial attitudes are reported in Table 4.19. There were no significant differences in means.

Table 4.19

QDI – Means and Standard Deviations – Follow-up Test

Group	Subscale	N	Mean	Std Dev	Min	Max
BADP	cognitive	92	30.64	3.52	22.00	38.00
	affective	92	25.42	4.02	15.00	35.00
	women	92	25.58	3.38	18.00	34.00
	total	92	105.78	11.14	81.00	133.00
Control	cognitive	81	30.54	4.33	19.00	40.00
	affective	81	25.83	4.40	11.00	33.00
	women	81	25.64	4.10	16.00	35.00
	total	81	105.98	12.60	70.00	136.00

Hypotheses

There were three instruments used in this study as the dependent variables: BADP Questionnaire, Basic Empathy Scale, and the Quick Discrimination Index. These instruments were used in the analysis of the hypotheses. Participants were asked to complete these three instruments at three different time points. BADP and control group participants were given a one-week period to complete the assessments from September 2, 2011 – September 9, 2011 prior to the first seminar. BADP participants attended either a bullying seminar on September 10, 2011 or September 17, 2011 BADP participants were asked to complete a post-test immediately following the seminar. Control group participants were given a one-week period immediately following the September 10,

2011 seminar, September 11, 2011 – September 16, 2011, to complete the second

assessment. Both BADP and control group participants were given one week, November

12, 2011 – November 18, 2011, two months after the September 17, 2011 seminar.

Hypothesis 1. BADP impacts empathy in pre-education majors.

A pre-analysis of the total empathy scores of the Basic Empathy Scale using a

repeated measures analysis of variance (ANOVA) was conducted. The results of this

analysis are presented on Figure 4.1. The main effect of group membership (BADP vs.

Control) was not significant $F(1,170) = .01, p = $ n.s. However, the main effect of time was

significant $F(2,340) = 5.02, p < .01$ and the interaction effect of group and time was

significant $F(2,340) = 3.53, p < .03$. Time had a greater effect on BADP participants'
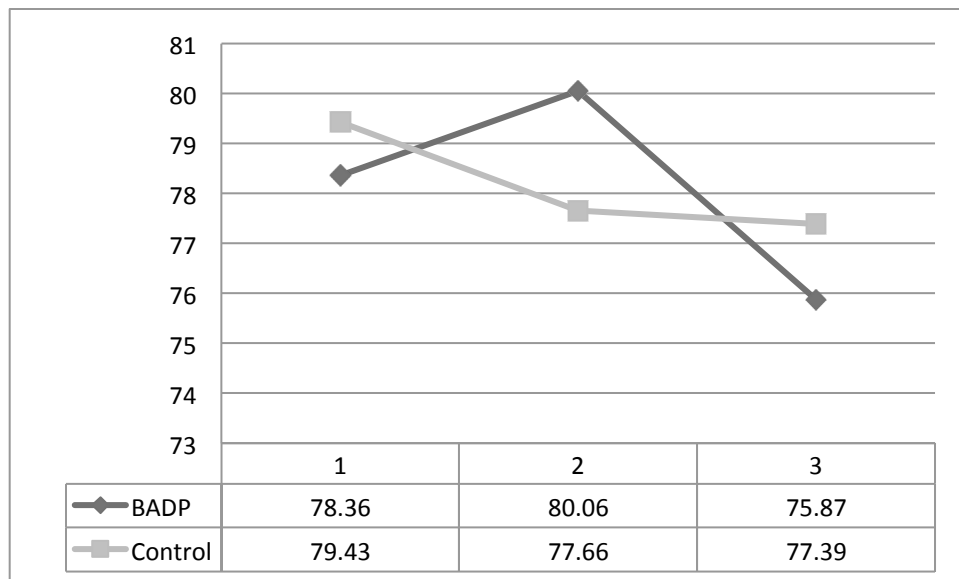
empathy scores than the control group.

	1	2	3
BADP	78.36	80.06	75.87
Control	79.43	77.66	77.39

Figure 4.1

Basic Empathy Scale Means

A regression analysis was used to test if the post-test results significantly predicted follow-up scores of the BADP group. The results of the regression analysis indicated the predictor explained 18% of the variance, $R^2 = .18$, $F(1,89) = 19.46$, $p < .0001$. It was found that the BADP group's post-test scores significantly predicted their follow-up scores ($\beta = .391$, $p < .001$).

Hypothesis 2. BADP impacts prejudicial attitudes in pre-education majors.

An analysis of the total scores of the Quick Discrimination Index (QDI) using a repeated measures analysis of variance (ANOVA) was conducted and results are presented in Figure 4.2. The main effect of group membership (BADP vs. Control) was not significant $F(1,174) = .14$, $p = $ n.s. The main effect of time was also not significant $F(2, 348) = 2.13$, $p = $ n.s. However, the interaction effect of time and group membership was significant $F(2,340) = 7.03$, $p < .001$. Post hoc Tukey HSD tests found that participants in the BADP reported significantly higher scores on the QDI on the post-test ($M = 108.85$, $SD = 12.73$) than the Control group ($M = 104.73$, $SD = 12.68$) all other comparisons were found to be not significant as depicted in Figure 4.2.

A regression analysis was conducted to determine pre-test scores and group membership could account for the proportion of the BADP group's post-test assessment scores' variability. The results of the regression analysis indicated QDI pre-test scores and group membership explained 66.03% of the variance, $R^2 = .6603$, $F(2,173)=19.46$, $p<.0001$. Group membership and pre-test scores were found to be statistically significant predictors of QDI post-test scores ($\beta = 5.4$, $p < .001$, $\beta = .744$, $p < .001$). The BADP group QDI post-test score would be 5.4 points higher than the control group. The null hypothesis can be rejected due to BADP having a statistically significant impact on participants' post-test scores,

however the impact of the intervention on post-test scores diminish by the two-month follow-up assessment.
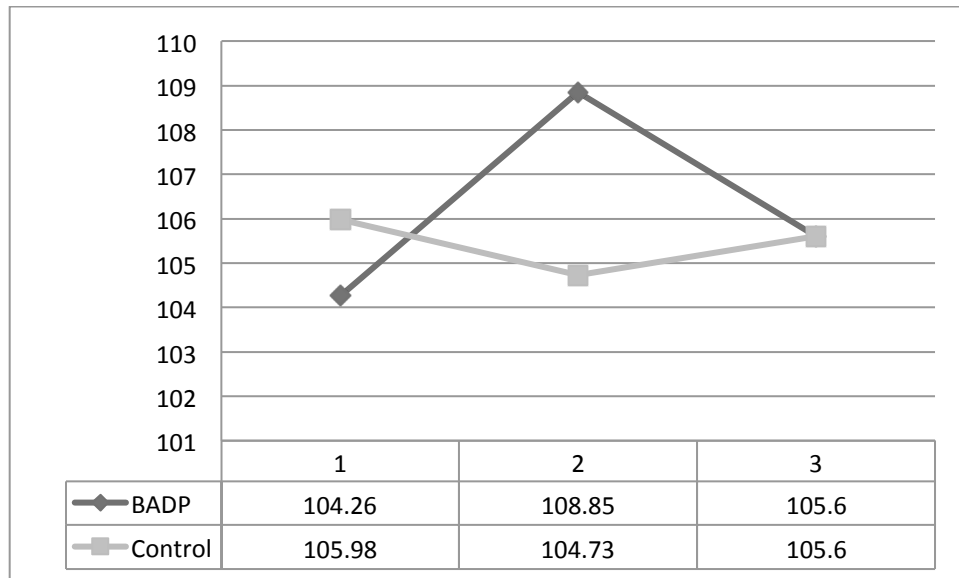
Figure 4.2

Quick Discrimination Index Means

Hypothesis 3. BADP impacts pre-education majors' participant roles. A series of chi square tests of independence were used to analyze the impact of BADP on participant roles. A chi square test of independence was conducted comparing the BADP group and control group results at three different time points; prior to the intervention, immediately following the intervention, and two-months after the intervention. A chi square test of the pre-test scores of both groups indicated there was no statistically significant difference in the group's reported participant roles, X^2 (3) = 3.06, p < .382. An analysis of the post-test scores indicated a statistically significant difference between group scores, X^2 (3) = 30.72, p < .0001. An analysis of the follow-up scores indicated no statistical significant

difference between group scores, $X^2(3) = 4.13$, $p < .247$. Percentages of participant roles are illustrated in Figure 4.3.
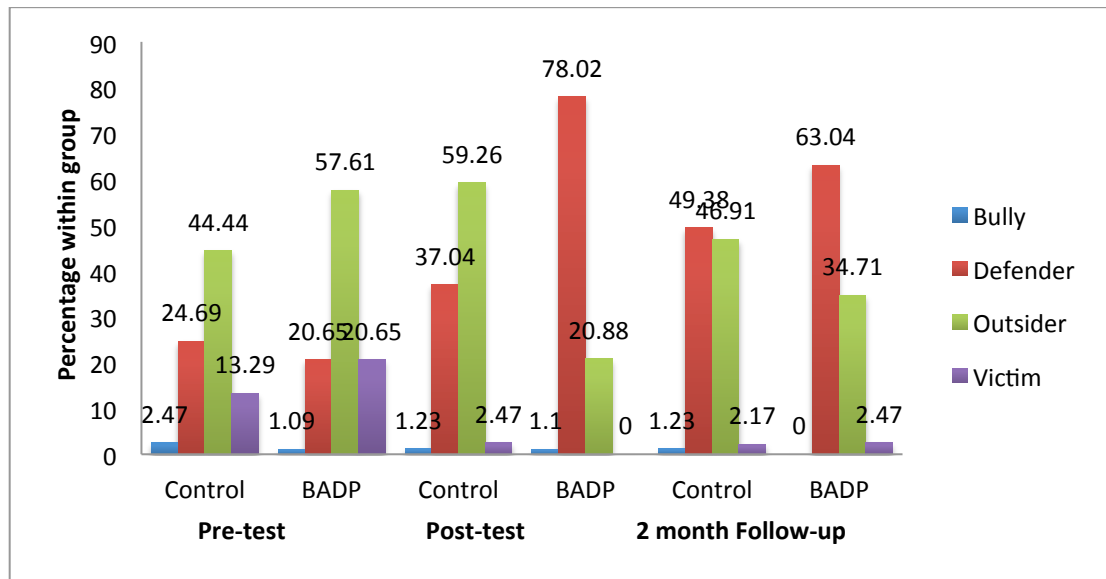
Figure 4.3

Participant Roles Within Groups at Three time Points

Hypothesis 4. BADP impacts pre-education majors' knowledge of and skills to respond to bullying and prejudice, efficacy, and likelihood to intervene.

Knowledge subscale. An analysis of the scores on the Knowledge subscale of the BADP Questionnaire was conducted using a repeated measures analysis of variance (ANOVA). The main effect of group membership (BADP vs. Control) was significant, $F(1,171) = 84.47$, $p < .0001$. The main effect of time and the interaction effect of group and time were also statistically significant, $F(2, 342) = 220.93$, $p < .0001$, $F(2,342) = 138.57$, $p < .0001$. Post hoc Tukey HSD tests found that participants in the BADP reported significantly higher scores on the Knowledge subscale on the post-test, ($M = 39.02$, $SD = 3.43$), than the Control group ($M = 23.42$, $SD = 8.44$), and on the follow-up test (BADP: $M = 35.23$, $SD =$

5.91, Control: $M = 26.16$, $SD = 7.58$). Figure 4.4 illustrates the means of the Knowledge

Subscale at each time point.

	1	2	3
BADP Knowledge	21.456	39.021	35.228
Control Knowledge	22.33	23.419	26.16
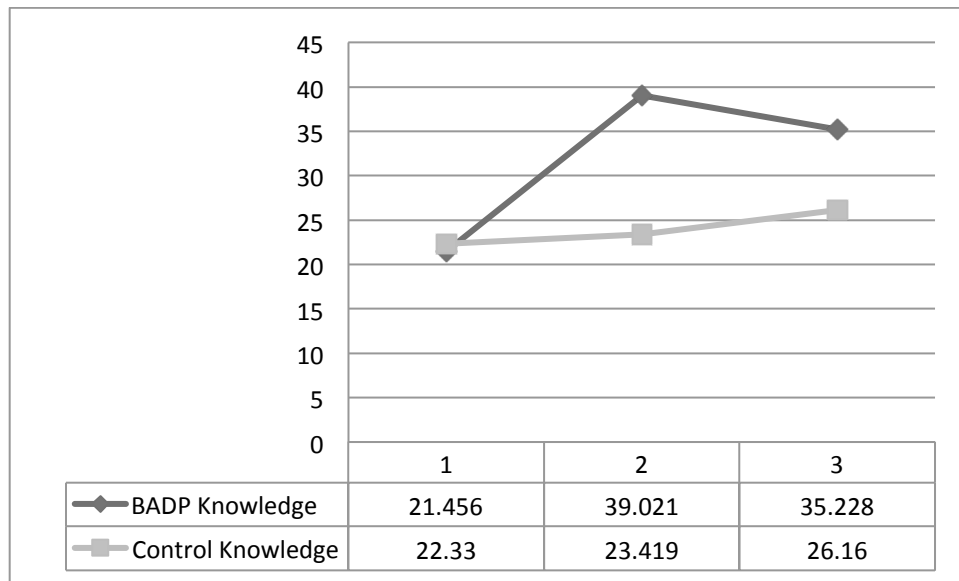
Figure 4.4. *Knowledge Subscale Means*

     Skills subscale. An analysis of the scores on the Skills subscale of the BADP

Questionnaire was conducted using a repeated measures analysis of variance (ANOVA).

The main effect of group membership (BADP vs. Control) was significant, $F(1,171) = 43.99$,

$p < .0001$. The main effect of time and the interaction effect of group and time were also

statistically significant, $F(2, 342) = 76.20, p < .0001, F(2,342) = 89.47, p < .0001$. Post hoc

Tukey HSD tests found that participants in the BADP reported significantly higher scores

on the Skills subscale on the post-test ($M = 31.48$, $SD = 2.89$) than the Control group ($M =$

20.67, $SD = 7.4$), $p < .0001$ and on the follow-up test (BADP: $M = 28.17$, $SD = 5.3$, Control:

$M = 22.53$, $SD = 6.7$), $p < .0001$. Figure 4.5 illustrates the means of the Skills Subscale at

each time point

	1	2	3
BADP Skills	19.978	31.478	28.173
Control Skills	21.567	20.67	22.531
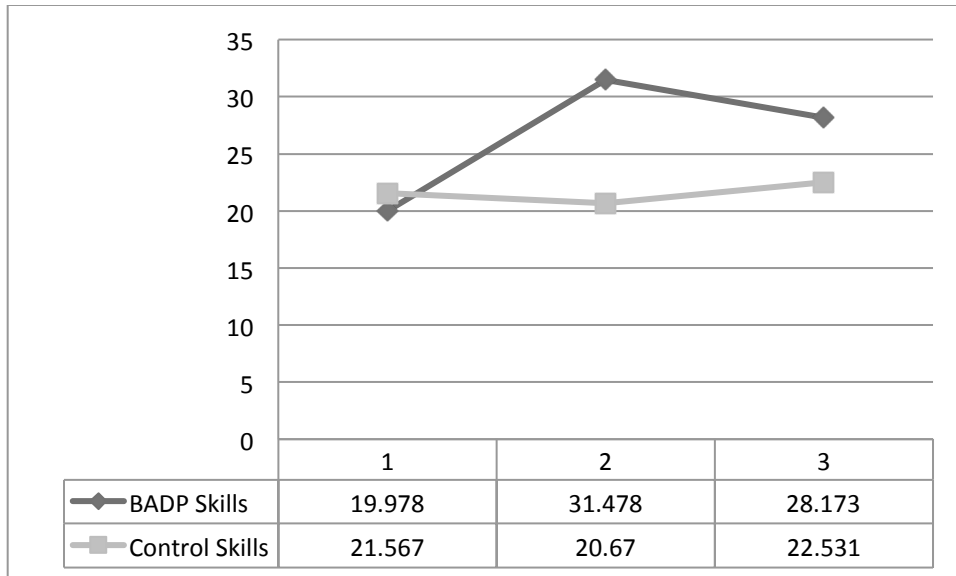
Figure 4.5. *Skills Subscale Means*

Efficacy subscale. An analysis of the scores on the Efficacy subscale of the BADP

Questionnaire was conducted using a repeated measures analysis of variance (ANOVA).

The main effect of group membership (BADP vs. Control) was significant, $F(1,171) = 34.47$,

$p < .0001$. The main effect of time, $F(2, 342) = 61.68$, $p < .0001$ and the interaction effect of

group and time, $F(2,342) = 74.69$, $p < .0001$ were also significant. Post hoc Tukey HSD tests

found that participants in the BADP group reported significantly lower scores on the

Efficacy subscale on the pre-test ($M = 16.63$, $SD = 5.18$) than the control group ($M = 18.37$,

$SD = 5.71$) p < .037. However, the BADP group performed significantly higher than the

control group on the post-test (BADP: $M = 25.43$, $SD = 2.4$, Control: $M = 17.94$, $SD = 5.97$),

$p < .0001$, and on the follow-up test (BADP: $M = 22.96$ $SD = 5.3$, Control: $M = 18.1$, $SD =$

5.46), p < .0001. Figure 4.6 illustrates the means of the Efficacy Subscale at each time

point.

	1	2	3
BADP Efficacy	16.63	25.44	22.956
Control Efficacy	18.37	17.938	18.1
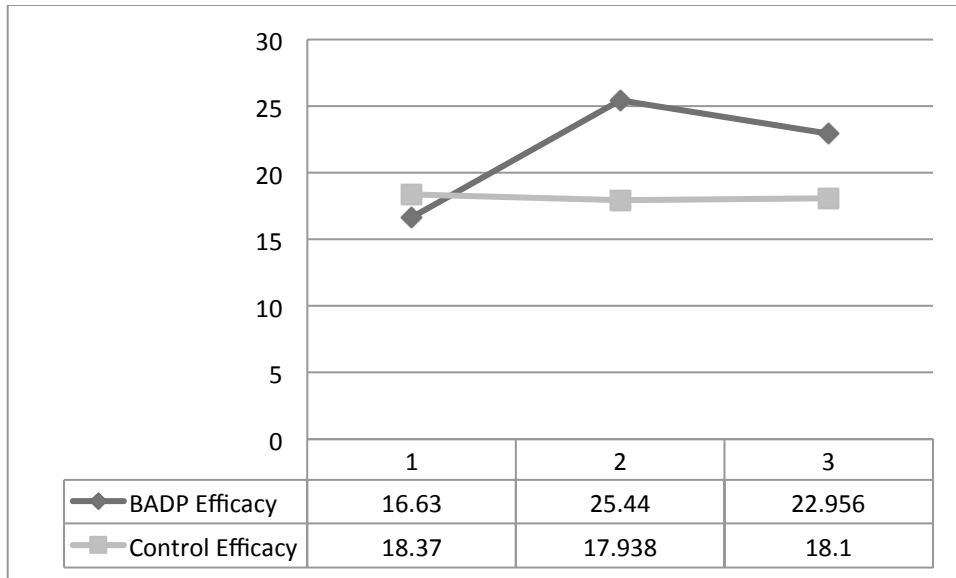
Figure 4.6. *Efficacy Subscale Means*

Likelihood to intervene subscale. An analysis of the scores on the Likelihood to Intervene subscale of the BADP Questionnaire was conducted using a repeated measures analysis of variance (ANOVA). The main effect of group membership (BADP vs. Control) was significant, $F(1,171) = 16.18$, $p < .0001$. The main effect of time and the interaction effect of group and time were also statistically significant, $F(2, 342) = 44.05$, $p < .0001$, $F(2,342) = 52.98$, $p < .0001$). Post hoc Tukey HSD tests found that participants in the BADP group reported significantly lower scores ($M = 17.77$, $SD = 5.53$) than the Control group ($M = 19.58$, $SD = 5.57$), p < .03, at pre-test. Participants reported significantly higher scores on the Likelihood to Intervene subscale on the post-test ($M = 25.43$, $SD = 2.4$) than the Control group ($M = 17.94$, $SD = 5.97$), p < .0001, and on the follow-up test (BADP: $M = 22.96$, $SD = 5.3$; Control: $M = 18.1$, $SD = 5.46$), p < .0001. Figure 4.7 illustrates the means of the Likelihood to Intervene Subscale at each time point. The within subjects and between subjects results of the BADP Questionnaire can be found on Tables 4.20 and 4.21.

	1	2	3
BADP Intervene	17.77	25.14	22.597
Control Intervene	19.58	19.13	19.802
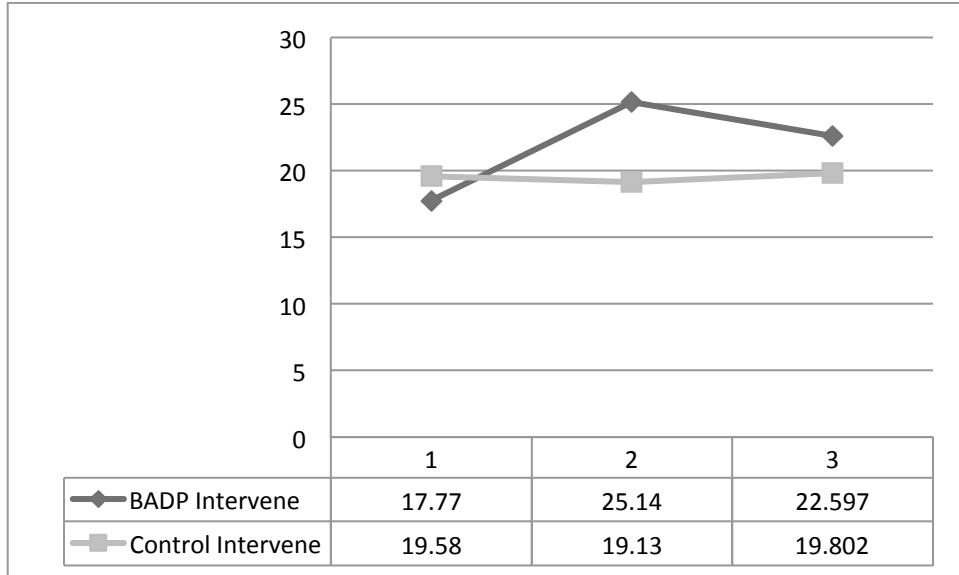
Figure 4.7. *Likelihood to Intervene Subscale Means*

Hypothesis 5. BADP impacts the frequency of experiences and reported interventions in situations involving bullying and prejudice.

Frequency of experiences and interventions subscale. An analysis of the scores on the Frequency of Experiences subscale of the BADP Questionnaire was conducted using a repeated measures analysis of variance (ANOVA). The main effect of group membership (BADP vs. Control) was significant, $F(1,171) = 10.33$, $p < .002$. The main effect of time and the interaction effect of group and time were also statistically significant, $F(2, 342) = 16.40$, $p < .0001$, $F(2,342) = 11.32$, $p < .0001$. Post hoc Tukey HSD tests found that participants in the BADP group reported statistically significant higher scores on the post-test (BADP: $M = 25.43$ $SD = 9.6$, Control: $M = 17.93$, $SD = 8.6$), $p < .0001$. However, there were no statistically significant results found between the BADP group and Control group on the pre-test or follow-up test. Figure 4.8 illustrates the means of the Frequency of Experiences Subscale at each time point.

An analysis of the scores on the Frequency of Interventions subscale of the BADP Questionnaire was conducted using a repeated measures analysis of variance (ANOVA). Although the main effect of group membership (BADP vs. Control) was not statistically significant, the p value was still significantly below 0.1, $F(1,171) = 10.33$, $p < .06$. The main effect of time and the interaction effect of group and time were also statistically significant, $F(2, 342) = 12.12$, $p < .0001$, $F(2,342) = 6.43$, $p < .002$. Post hoc Tukey HSD tests found that participants in the BADP group reported statistically significant higher scores on the post-test (BADP: $M = 18.18$, $SD = 10.02$, Control: $M = 13.13$, $SD = 9.59$), $p < .0012$. However, there were no statistically significant results found between the BADP group and Control group on the pre-test or follow-up test. Figure 4.9 illustrates the means of the Frequency of Interventions Subscale at each time point.

	Pretest	Posttest	Follow-up
BADP	20.01	25.43	18.48
Control	17.37	17.93	17.31
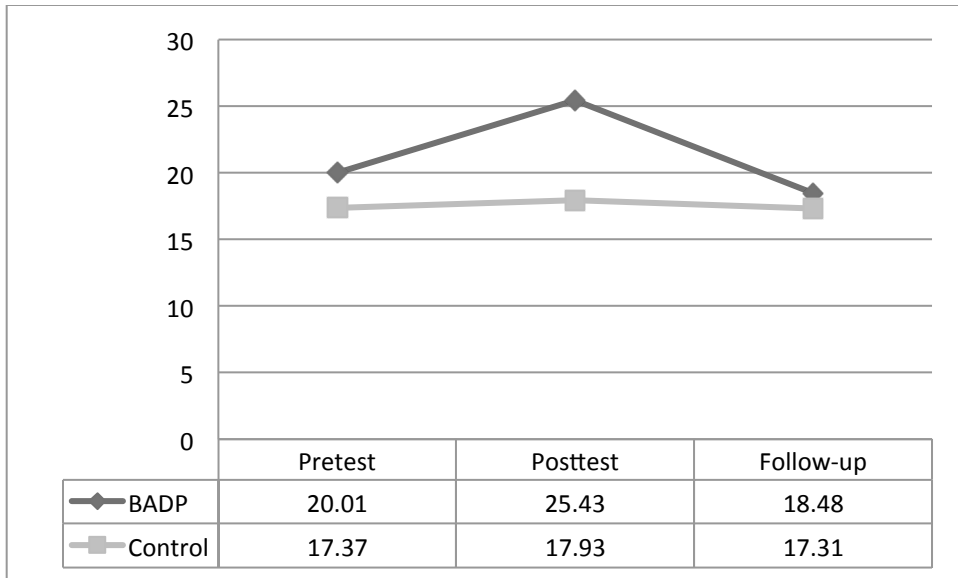
Figure 4.8. *Frequency of Experiences Subscale Means*

	Time 1	Time 2	Time 3
BADP	12	18.1	14.37
Control	12.2	13.14	12.47
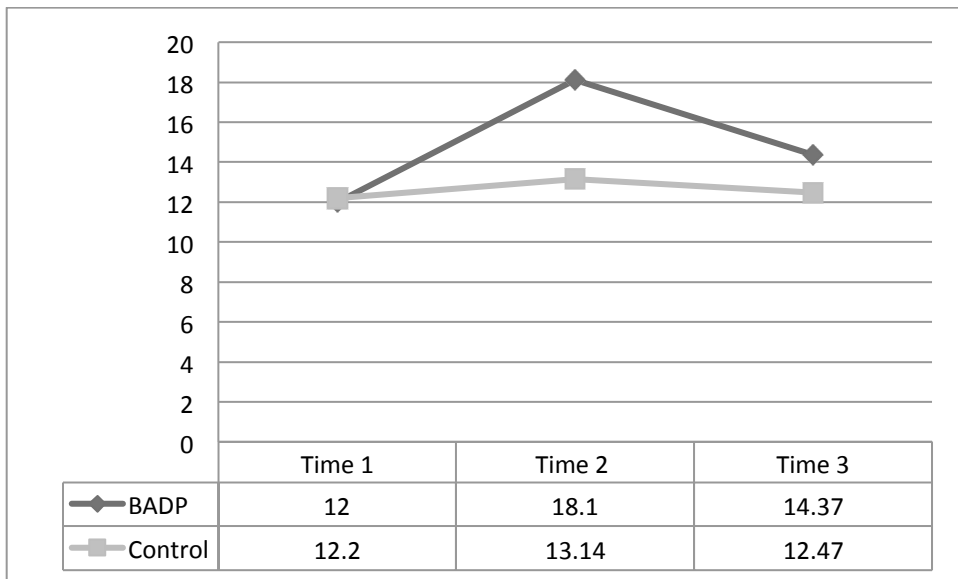
Figure 4.9. *Frequency of Interventions Subscale Means*

Table 4.20

Repeated Measures ANOVA BADP Questionnaire –

Between Subjects

Group	df	MS	F
Knowledge	1	8128.34	84.47**
Error	171	96.23	
Skills	1	3172.75	43.9**
Error	171	72.12	
Efficacy	1	1620.99	34.47**
Error	171	47.03	
Likelihood to Intervene	1	702.02	16.18**
Error	171	43.39	
Frequency of Experiences	1	1839.58	10.33*
Error	171	178.15	
Frequency of Interventions	1	629.52	3.44
Error	171	182.79	

*Note: *p < .05, **p < .001*

Table 4.21

Repeated Measures ANOVA – BADP

Questionnaire – Within Subjects

Subscales	Source	df	F
Knowledge	time	2	220.93**
	time*group	2	138.57**
	Error (time)	342	
Skills	time	2	76.2**
	time*group	2	89.47**
	Error (time)	342	
Efficacy	time	2	61.68**
	time*group	2	74.69**
	Error (time)	342	
Likelihood to Intervene	time	2	44.05**
	time*group	2	52.98**
	Error (time)	342	
Frequency of Experiences	time	2	16.4**
	time*group	2	11.32**
	Error (time)	342	
Frequency of Interventions	time	2	12.12**
	time*group	2	6.43*
	Error (time)	342	

Note: $*p < .05$, $**p < .001$

Hypothesis 6. There is a relationship between pre-education majors' empathy, knowledge of bullying and prejudice, skills to respond to bullying and prejudice, racial attitudes, frequency of experiences of situations involving bullying and prejudice, frequency of reported intervention in situations involving bullying and prejudice.

Relationship between variables – total sample. In order to analyze the strength of the relationship between pre-education majors' empathy, knowledge of bullying and prejudice, skills to respond to bullying and prejudice, efficacy, likelihood to intervene, racial attitudes, frequency of experiences of situations involving bullying and prejudice, and frequency of reported intervention in situations involving bullying and prejudice, a series of Pearson correlations were conducted. Correlations were computed among the four subscales of the BADP Questionnaire, the total scores of the Quick Discrimination Index, the total empathy scores of the Basic Empathy Scale, and the Frequency of Experiences and Interventions scale. Correlations were computed using the entire sample ($n = 170$), the BADP group only ($n = 91$), and the control group only ($n = 81$).

As illustrated in Table A1 (see Appendix for Tables A1, A2, and A3), correlational analyses of the total sample found statistically significant relationships between knowledge and skills, efficacy, and likelihood to intervene at pre-test, post-test, and follow-up. Results indicated a positive relationship between racial attitudes and likelihood to intervene subscale at pre-test, post-test, and follow-up. Also reported was a positive relationship between racial attitudes and skills and racial attitudes at post-test and follow-up. Additional significant, positive relationships were found between Frequency of Experiences and the knowledge, $r(168) = .38$, $p < .0001$; skills, $r(168) = .35$, $p < .0001$; efficacy, $r(168) = .31$, $p < .0001$; and likelihood to intervene, $r(168) = .30$, $p <$

.0001, subscales at post-test and Frequency of Experiences and Skills subscale at follow-up. There was a positive, statistically significant relationship between Frequency of Interventions and all four of the BADP Questionnaire subscales (Knowledge, Skills, Efficacy, Likelihood to Intervene) at all three time points. Results indicated an inverse relationship between Frequency of Interventions and Empathy, $r(168) = -.31$, $p < .02$, and prejudicial attitudes and Frequency of Interventions at pre-test, $r(168) = -.37$, $p < .0001$, as illustrated in Figure 4.10 and Figure 4.11 respectively.
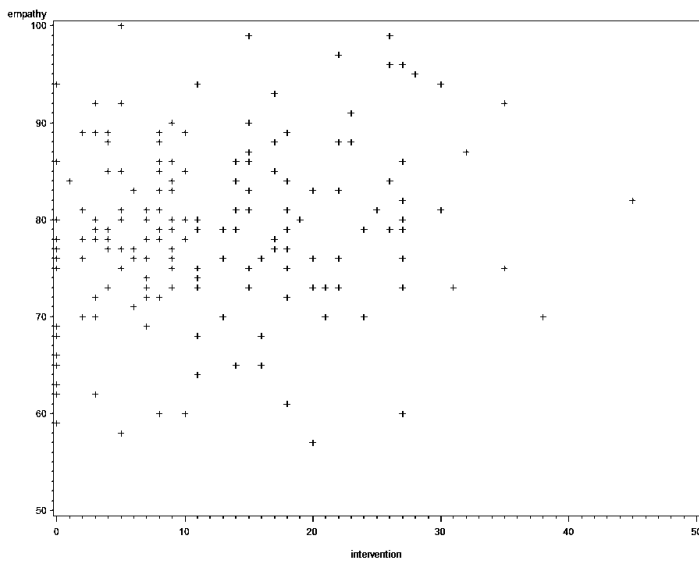
Figure 4.10. *Scatterplot of Pearson Correlation of Frequency of Intervention and Empathy of Total Sample at Pre-test*
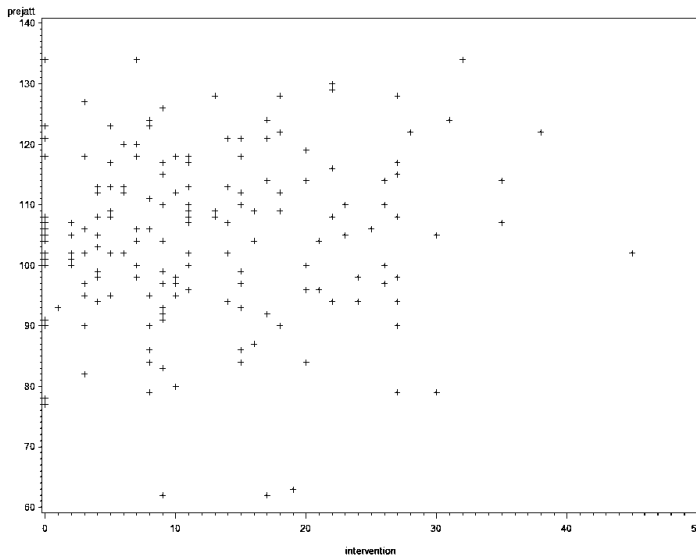
Figure 4.11. *Scatterplot of Pearson Correlation of Racial attitudes and Frequency of Intervention – BADP Sample only at Pre-test*

BADP group only. A correlational analyses of the BADP sample only found statistically significant relationships between several variables as illustrated in Table A2. Some of the strongest positive relationships amongst the BADP group were during the follow-up assessment. Results indicated a strong relationship between efficacy and likelihood to intervene at follow-up, $r(90) = +.87$, $p < .0001$, and efficacy and skills, $r(90) = .84$, $p < .0001$, subscales at follow-up. Pre-test results indicated strong relationships as well. The efficacy and skills subscales indicated some of the strongest pre-test relationships, $r(90) = +.77$, $p < .0001$. Additionally, skills and likelihood to intervene subscales indicated a strong positive relationship as well, $r(90) = +.72$, $p < .0001$. At pre-test, correlational analyses indicated a strong, negative relationship between racial attitudes and frequency of interventions, $r(90) = -.53$, $p < .0001$, as illustrated in Figure 4.10.

Some of the strongest, positive relationships at post-test were between the Frequency of Experiences and Frequency of Interventions, $r(90) = +.70$, $p < .0001$; skills

and efficacy subscales, $r(90) = + .66$, $p < .0001$; and the knowledge and skills subscales, $r(90) = + .64$, $p < .0001$.

Control group only. Correlational analyses of data indicated, overall, some of the strongest, positive relationships were between the skills and efficacy subscales at post-test, $r(79) = + .83$, $p < .0001$; and follow-up, $r(79) = +.84$, $p < .0001$, as illustrated in Table A3. Correlational analyses of pre-test results of the control group indicated some of the strongest, positive relationships were between the skills and efficacy subscales, $r(79) = + .79$, $p < .0001$; and the skills and knowledge subscales, $r(79) = +.70$, $p < .0001$. Some of the strongest, positive relationships indicated at post-test were between the Frequency of Experiences and Frequency of Interventions subscales, $r(79) = +.79$, $p < .0001$; likelihood to intervene and efficacy subscales, $r(79) = +.72$, $p < .0001$; and the knowledge and efficacy subscales, $r(79) = +.72$, $p < .0001$. Correlational analyses of the follow-up assessment indicated the strongest, positive relationships were between the knowledge and skills subscales, $r(79) = +.78$, $p < .0001$; the knowledge and efficacy subscales, $r(79) = +.77$, $p < .0001$; the skills and likelihood to intervene subscales, $r(79) = +.74$, $p < .0001$; and the efficacy and likelihood to intervene subscales, $r(79) = +.74$, $p < .0001$.

Hypothesis 7. Gender and ethnicity moderates the impact of BADP on pre-education majors' empathy, knowledge of bullying and prejudice, skills to respond to bullying and prejudice, efficacy, likelihood to intervene, prejudicial attitudes, frequency of experiences of situations involving bullying and prejudice, or frequency of reported intervention in situations involving bullying and prejudice. A series of three-way factorial ANOVAs were conducted utilizing gender, ethnicity, class, year, and previous exposure

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to a multicultural or bullying course as independent, categorical variables. The dependent variables in the analyses were the scores of the post-test, and follow-up test of each of the BADP Questionnaire subscales, the Basic Empathy Scale, and the Quick Discrimination Index. Results are reported below by instrument and time point and further illustrated in Table 4.22.

Basic empathy scale. A main effect of gender, $F(1, 171) = 7.13, p < .001$, was observed at pre-test. Results indicated that at pre-test, females $(M = 79.46, SD = 8.58)$ scored higher on the Basic Empathy Scale than males $(M = 73.88, SD = 6.84)$.

Quick discrimination index. An interaction effect of gender and group, $F(1, 171) = 5.44, p < .02$, was observed. Additionally, a main effect by class, $F(2, 171) = 3.60, p < .03$, and an interaction effect of class and group, $F(2, 171) = 5.07, p < .01$, were found at post-test. The interaction effect of gender and group indicated that men in the control group reported significantly lower scores than all other groups $(M = 85.54, SD = 23.14)$. The main effect indicated that participants enrolled in the Introduction to the Teaching Profession (ITP) course only $(M = 98.48, SD = 26.76)$ performed significantly lower on the QDI than participants enrolled in the Introduction to Diversity in Education (IDE) course only $(M = 105.53, SD = 24.43)$ or both courses $(M = 104.64, SD = 36.40)$. The interaction effect indicated that participants enrolled in both courses and enrolled in the control group reported significantly lower scores than any other group $(M = 57.62, SD = 25.32)$.

Skills subscale. There was a main effect of class at post-test, $F(2, 171) = 6.48, p < .002$; those in both courses $(M = 22.54, SD = 9.39)$ reported significantly lower scores than participants in IDE $(M = 26.76, SD = 7.42)$ or ITP only $(M = 27.21, SD = 7.36)$.

There was also an interaction effect of class and group indicating that the class effect was greater in the control group than in the BADP group. Participants enrolled in both courses and the control group performed significantly lower on the subscale than all other groups (M = 13.88, SD = 7.36).

　　　　Likelihood to intervene subscale. There was a main effect of class at observed at post-test, $F(2, 171)$ = 3.64, $p < .03$. Those in both courses (M = 16.32, SD = 5.78) reported significantly lower scores than participants in IDE (M = 19.24, SD = 5.29) or ITP only (M = 19.89, SD = 5.78). There was also an interaction effect of class and group, $F(2, 171)$ = 3.78, $p < .03$, at post-test indicating that the class effect was greater in the control group than in the BADP group. Participants enrolled in both courses and the control group performed significantly lower on the subscale than all other groups (M = 16.16, SD = 5.48).

　　　　Efficacy subscale. There was a main effect of class at pre-test, $F(2, 171)$ = 3.41, $p < .04$. Those in both courses (M = 19.35, SD = 7.29) reported significantly lower scores than participants in IDE (M = 22.09, SD = 5.20) or ITP only (M = 22.05, SD = 5.92). There was also an interaction effect of class and group, $F(2, 171)$ = 3.78, $p < .03$, indicating that the class effect was greater in the control group than in the BADP group. Participants enrolled in both courses and the control group performed significantly lower on the subscale than all other groups (M = 13.38, SD = 7.27).

Table 4.22

Factorial ANOVA- Moderating Variables of All Scales/Subscales

Time point	Scale	Source	*df*	*F*
Pre-test	Empathy	gender	1	7.13**
	Likelihood			
	to Intervene	class	2	3.41*
Post-test	Skills	class	2	6.48**
	Skills	class*group	2	4.37**
	Efficacy	class	2	3.64*
	Efficacy	class*group	2	3.76*
	Likelihood			
	to Intervene	class*group	2	4.51**
	Knowledge	class	2	3.92*
	Frequency			
	of			
	Experiences	gender*group	1	7.20**
	QDI	class	2	3.60*
	QDI	class*group	2	5.07**
Follow-up	QDI	gender*group	1	5.44*
	Knowledge	gender	1	3.96*

Note: * p < .05, **p < .01

Knowledge subscale. A factorial analysis of variance of the knowledge subscales indicated similar results to previous subscales. A main effect of class was found at post-test as illustrated in Table 4.22. Additionally, a main effect of gender, $F(1, 171) = 3.96$, *p* < .05, at follow-up. Men ($M = 37.96$, $SD = 6.88$) reported significantly higher scores on the knowledge subscale than women ($M = 27.96$, $SD = 7.82$).

Frequency of experiences subscale. A factorial analysis of variance of the Frequency of Experiences subscales indicated an interaction effect of gender and group, $F(1, 171) = 7.20$, *p* < .01, at post-test as illustrated in Table 4.22. Men ($M = 12.22$, $SD = 10.55$) reported significantly lower fewer experiences than all other groups.

Summary and Conclusions

The results of this study indicate that regarding Hypothesis 1, BADP did not have a statistically significant impact on participant empathy from pre-test to post-test, or post-test to two-month follow-up. However, there was a significant interaction effect between time and group effects indicated that the group effect was greater in the BADP group than the Control group. For Hypothesis 2, BADP significantly impacted the racial attitudes of participants from pre-test to post-test. However, there was not a significant impact from post-test to two-month follow-up assessment. For Hypothesis 3, BADP significantly impacted participant roles from pre-test to post-test and from post-test to two-month follow-up. For Hypothesis 4, BADP had a significant impact on participants' knowledge of and skills to respond to bullying and prejudice from pre-test to post-test and from post-test to two-month follow-up. Additional subscales analyzed indicated that BADP had a significant impact on participant efficacy and likelihood to intervene subscales from pre-test to post-test and from post-test to two-month follow-up. For

Hypothesis 5, BADP had a significant impact on participants' frequency of experiences from pre-test to post-test and from post-test to two-month follow-up. BADP had a significant impact on frequency of reported interventions from pre-test to post-test. However, BADP did not have a significant impact on participants' frequency of reported interventions from post-test to two-month follow-up. For Hypothesis 6, there was a significant, positive relationship found between all four subscales of the BADP Questionnaire at all three time points. Significant positive relationships were found between the frequency of reported experiences and the frequency of reported interventions subscales at all three time points. At post-test, empathy had a significant relationship with all four subscales of the BADP Questionnaire and the frequency of reported experiences and reported interventions subscales. Racial attitudes had a significant, positive relationship with all four subscales of the BADP Questionnaire at post-test and two-month follow-up. Racial attitudes were found to have a significant inverse relationship with the frequency of reported interventions at pre-test. For Hypothesis 7, there were no significant main effects of gender or ethnicity on the post-test scores of any of the BADP Questionnaire subscales, the Basic Empathy Scale, and the Quick Discrimination Index. However, several interaction effects were found. Additional categorical variables were tested including class, year, and previous exposure to multicultural courses or bullying courses. Main effects were found amongst the additional categorical variables and are illustrated in Table 4.22. Class membership resulted in a significant main effect on the skills, efficacy, and knowledge post-tests indicating that participants in the IDE course only and the ITP course only performed reported significantly higher scores than participants of both courses. There were

interaction effects between class and group on the skills, efficacy, and likelihood to

intervene subscales at post-test indicating that class had a greater effect on the scores of

the control group than the scores of the BADP group.

Chapter Five: Summary, Discussion, and Conclusions

This dissertation study investigated the potential effect of BADP on pre-education majors' knowledge of and skills to respond to bullying and prejudice, efficacy, likelihood to intervene, frequency of reported experiences and reported interventions, empathy, and racial attitudes. Additionally, the relationships between all of the variables was investigated, and the impact of gender and ethnicity on all of these variables.

A summary of the study results, a discussion of the findings, and their relationship to the hypotheses and related literature are presented. The chapter concludes with limitations of the study and implications for future research will be presented.

Summary of the Results

Overall, analyses of the results indicated that BADP had a significant impact on participants' knowledge of and skills to respond to bullying and prejudice, efficacy, likelihood to intervene in situations involving bullying and prejudice, and frequency of reported experiences of situations involving bullying and prejudice from pre-test to post-test and post-test to two-month follow-up. Additionally, BADP had a significant impact on participants' racial attitudes and frequency of reported interventions and participant roles from pre-test to post-test. BADP did not have a significant impact on participants' empathy. Factorial analyses of variance found and post hoc Tukey test indicated that Asian Americans in the BADP group reported the most significant increase in frequency of reported interventions at post-test. The main effect of class was found to have an

impact on the knowledge, skills, and efficacy subscales and the QDI indicating that participants enrolled in both classes performed significantly lower on the subscales than participants in the IDE course only or the ITP course only. The interaction effect of class and group was found in the scores on the skills, efficacy, and likelihood to intervene subscales and the QDI which indicated that participants enrolled in both courses in the control group performed significantly lower on the subscales than participants enrolled in both courses in the BADP group.

Analyses of pre-test data indicated significant differences in group scores on the efficacy and likelihood to intervene subscales. On both scales, the control groups scored significantly higher on than the BADP groups on these scales. Although there was a significant variance in pre-test data on these scales, a repeated measure ANOVA was conducted instead of an analysis of covariance. The analysis of covariance would have provided a way to control for differences in pre-test scores; however, the test would not allow for a repeated measures format. Several tests to control for covariance would have significantly increased the possibility for Type I error. Therefore, a repeated measure ANOVA was selected due to its control for Type I error, fewer assumptions, and ability to control for variance in scores at each time point to determine significance of the variance of the entire model.

Discussion

The discussion will follow the sequence of the hypotheses.

Hypothesis 1. BADP will significantly impact pre-education majors' empathy. The null hypothesis was not rejected. Results indicated that BADP did not significantly impact participants' empathy at post-test or follow-up. However, participants of the

BADP group experienced a higher decrease in empathy than the control group. Research demonstrates mixed results regarding adults and empathy. Although research indicates adolescent changes in empathy as a result of participation in bullying interventions, these results may be difficult to replicate in adult populations due to developmental differences (Grühn, Rebucal, Diehl, Lumley, & Labouvie-Vief, 2008). Research has indicated a negative association between age and self-reported empathy (Helson, Jones, & Kwan, 2002; Schieman & Van Gundy, 2000). Additionally, a 12-year study of the stability of empathy in adults found empathy to be a stable construct over time that developed and was more likely to change from infancy to adolescence (Grühn, Rebucal, Diehl, Lumleydec, & Labouvie-Vief, 2008; Meltzoff, 2007). Although BADP did not impact participants' empathy significantly, there was a slight increase in mean scores from pretest to post-test, $p < .10$. Although statistically, p value of .101 would not usually be significant, the value poses clinical significance (Leung, 2001). The stability of the participants' empathy due to their developmental stage indicates that even a slight change in empathy may demonstrate clinical significance of the treatment.

An explanation of the results on the BES may have been the measure of global empathy. The Basic Empathy Scale measures cognitive and affective empathy globally; however, it does not account for possible increases in empathy toward a victim or bully. Previous researchers have used global measurements of empathy in bullying prevention research (Craig, Henderson, & Murphy, 2000). Although participants' global empathy may have remained stable, there was some evidence in the results that their empathy toward victims of bullying may have changed. For example, there were significant differences on the likelihood to intervene and participant role subscale at post-test. In a

study conducted by Yoon (2004), empathy toward the victim was investigated by allowing teachers to rank their sympathy toward the victim in several vignettes. Although this measure would not be appropriate for this study, it does illustrate a measure of empathy that may be more sensitive to small changes in empathy.

Hypothesis 2. Participants of the BADP group reported a significant increase in their scores on the QDI at post-test compared to the control group as indicated in Figure 4.1. These results are supported by research indicating that exposure to information regarding race and voluntary intergroup contact may impact prejudicial and racial attitudes (McClelland & Linnander, 2006).

The results indicated that participants of the BADP group experienced the largest increase in racial attitudes from pre-test to post-test. Although statistical significance was not found at the two-month follow-up, an increase in racial attitudes was still present. BADP participants' racial attitudes remained higher than pre-test.

There were no significant differences in racial attitudes based on gender or ethnicity. However, class membership was found to have effect on the scores. Participants who were enrolled in both courses reported significantly lower scores on the QDI than participants enrolled in one course. There was also a significant interaction effect of class and group, indicating a greater effect of class on the control group than on the BADP group. There were no significant differences in racial attitudes based on class at pre-test.

Hypothesis 3. The participant roles of the treatment group changed significantly as a result of participation in BADP. Results indicated a statistically significant difference at post-test; however, there was no statistically significant difference in frequencies

indicated at two-month follow-up. Approximately 78% of the treatment group identified as defenders at post-test compared to 21% at pre-test. An increase in defenders occurred in the control group as well (25% at pre-test, 37% at post-test). Although the chi-square analysis indicated no significant difference at the two-month follow-up, a significant proportion of participants of the treatment group continued to identify as defenders when compared to pre-test (pre-test, 21%; 2-month follow-up, 63%) as illustrated in Figure 4.1. An increase in defenders in the treatment group supports research on factors that may be correlated to an increase in intervention amongst prospective teachers. In a study conducted by Yoon (2004), a multiple regression was conducted entering empathy, self-efficacy, and perceived seriousness of the situation as predictor variables to determine if these factor significantly predicted teacher reports of likelihood to intervene. The model was statistically significant and indicated that the three variables accounted for 61% of the variance in the model. Results of the study indicated participants of the treatment group experienced an increase in knowledge, skills to respond to situations involving bullying and prejudice, efficacy, and likelihood to intervene. An increase in these variables would support a change in participant role. Knowledge and ability to recognize bullying would increase pre-education majors' ability to identify the seriousness of a situation involving bullying. An increase in skills and efficacy would support self-efficacy in situations involving bullying and prejudice and an increase in likelihood to intervene may support changes in empathy and an increase in defending behavior.

Although there is a slight increase in defending behavior in the control group, the stability of the participant roles over the semester supports research by Salmivalli et al. (1998). Salmivalli et al. indicated that unless participants took part in an intervention,

participant roles remained stable with only small changes. More recently, research into the stability of participant roles from elementary school, to high school, to college has also confirmed previous research (Chappell et al., 2006). The stability of the control group's defending behavior is illustrated in Figure 5.1.

	Pre-test	Post-test	2 mo. Follow-up
BADP	35	78	63
Control	44	37	39
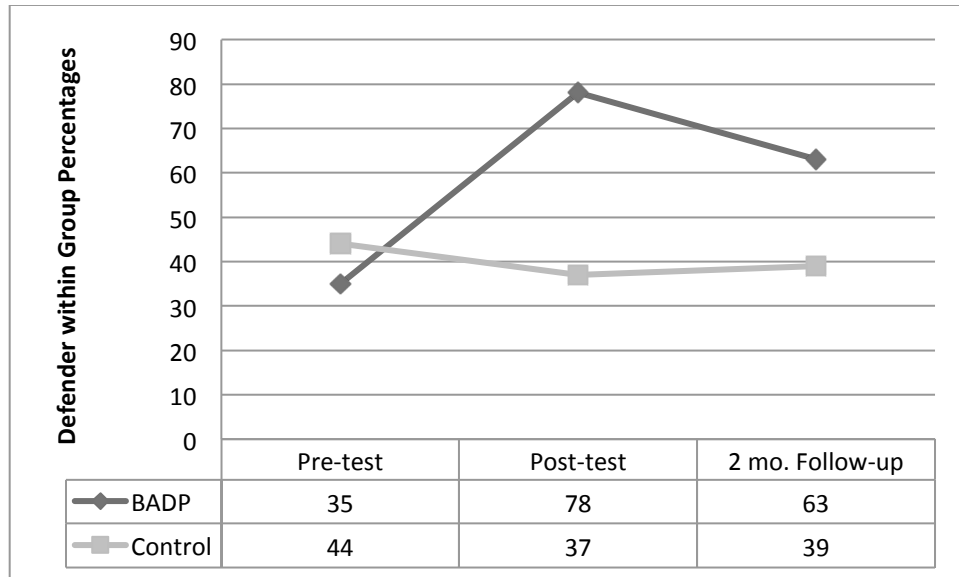
Figure 5.1. *Percentages of Defenders at Three Time Points*

This study also supports research regarding the stability of the outsider role in the absence of intervention (Hörmann & Schäfer, 2009; Salmivalli, Lappalainen, & Lagerspetz, 1998). Participants of the treatment group experienced a significant decrease in the outsider participant role from pre-test (58%) to post-test (21%) and an increase in the outsider role from post-test (21%) to two-month follow-up (35%). The control group, as illustrated in Figure 5.2, had fewer identified outsiders at pre-test than the treatment group, however at post-test, more participants in the control group identified as the outsider role. At two-month follow-up, the number of participants in the control group that identified as outsiders decreased; however, there was still a higher number of

outsiders than at pre-test. Participants that identified as victims seemed to decrease in frequency in both groups. Only one participant from the total sample identified as a bully. The participant role of this individual remained stable throughout the study.

Although there is very little research on participant roles in bullying and adults, studies on adolescents and children has found stability in participant roles over time. Research has also demonstrated a correlation between defending behavior and social self-efficacy (perceptions of self-efficacy in the domain of social interactions and interpersonal relationships) (Gini et al., 2008). These findings were supported in this study. Social self-efficacy was not specifically investigated in this study; however, efficacy in situations involving bullying and prejudice and participants' likelihood to intervene may illustrate participants' perceptions of their intent to intervene and their perception of their efficacy. A shift from outsider behavior to defending behavior in the treatment group may be explained by an increase in perceived efficacy and likelihood to intervene scores.

Hypothesis 4. Participants who received the BADP treatment showed a significant increase in scores on all four subscales of the BADP Questionnaire from pre-test to post-test and from post-test to two-month follow-up. The results support previous research indicating that participants' ability to label bullying and determine the seriousness of the bullying situation was correlated with an increase in their likelihood to intervene (Craig et al., 2000). Increases in the knowledge, skills to respond to bullying situations, efficacy, and likelihood to intervene scales were statistically significant, $p <$ .0001.

	Pre-test	Post-test	2 mo. Follow-up
BADP	64	21	35
Control	53	59	46
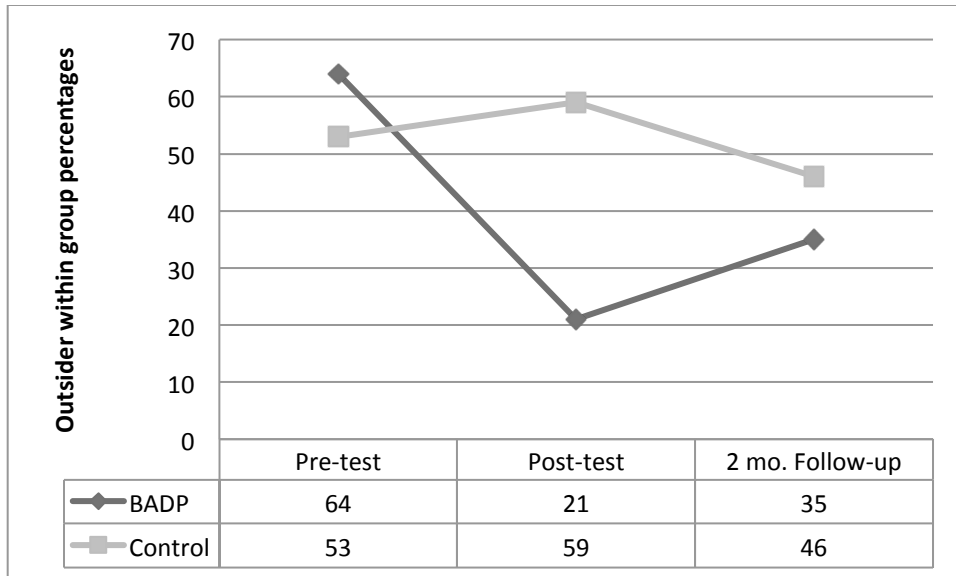
Figure 5.2. *Percentages of Outsiders at Three Time Points*

Results did not differ by gender or ethnicity. Participants in the treatment group scored significantly lower on the Efficacy and Likelihood to Intervene subscales at pre-test. The differences in pre-test scores may be indicative of volunteer sampling. A sample of volunteers may significantly threaten the external validity of the study because of the potential motives for participation in the study (Brown, 2000). Participants in the treatment group demonstrated less confidence in their ability to do something in situations involving bullying and prejudice (efficacy) and were less likely to intervene (likelihood to intervene) at pre-test. The participants reported deficit in these variables may have motivated them to participate in the treatment.

Although there were threats to external validity due to the sampling, the differences in pre-test scores did not involve selection bias, a common threat to internal validity (Brown, 2000). Participants of the treatment group began the study at a disadvantage due to lower scores on the Efficacy and Likelihood to Intervene subscales.

Therefore, they were not given an unfair advantage when compared to the pre-test scores of the control group.

These results indicate that the control group reported feeling more confident about their ability to do something about situations involving bullying and prejudice. They also indicated they would be more likely to intervene in situations involving bullying and prejudice than the treatment group at pre-test and felt bystanders had a responsibility to get involved as well. However, the control group reported similar levels of knowledge and skills to respond to bullying and prejudice. These results were not similar to published research at pre-test. However, at post-test, the treatment group experienced significant increases in scores on all four subscales. Similar to the research findings in the study conducted by Craig et al. (2000) on prospective teachers, an increase in knowledge had a strong correlation with an increase in skills, efficacy, and likelihood to intervene. The control group experienced a decrease in scores at post-test. All four subscales had strong correlations in the control group sample. A decrease in knowledge had a strong correlation with a decrease in skills, efficacy, and likelihood to intervene.

Contrary to previous research (Craig et al., 2006; Yoon, 2004), participants in the treatment group experienced statistically significant increases at post-test and two-month follow-up in knowledge, skills to respond to bullying and prejudice, likelihood to intervene, and efficacy in the absence of statistically significant changes in empathy. These results indicate the possibility for significant changes in these defending behaviors in the absence of significant changes in global empathy.

Hypothesis 5. Participants who received the BADP treatment reported a significant increase in experiences and interventions in bullying and prejudice from pre-

test to post-test. However, they did not experience a significant increase from post-test to two-month follow-up (see Figure 4.8 and 4.9).

An explanation of this phenomenon may be due to a disclaimer that had to be discussed in the training due to the status of the pre-education majors. Pre-education majors in the Introduction to Diversity in Education and Introduction to the Teaching Profession courses must observe in the classroom at least 15 hours per semester, per course. However, their observer status does not allow them to intervene in a manner that may be considered an actual intervention method taught in the training. At the completion of the training, participants inquired about the protocol to follow if they see something occurring in their host school. The protocol was to report the incident to the onsite administrator and the instructor of the course. However, the participants were told they were not allowed to intervene due to their observer status in the classroom. These intervention methods were not included in the questionnaire. Implications for future research would be to include methods of intervention that may be specific to the targeted population and setting in the questionnaire.

Another explanation of this phenomenon may be the location and characteristics of the administration of the BADP participants' school assignments. A study conducted by Whitney and Smith (2006) found that schools differed in the frequency of situations involving bullying based on location and the administrative and instructional presence on playgrounds and other areas where bullying most likely to occur. It is possible that schools that offered to host pre-education majors may have more instructional and administrative involvement and may be in more affluent locations. These factors may

have influenced the frequency of experiences, which may have influenced frequency of interventions.

It can be cautiously generalized that BADP significantly impact participants' frequency of reported experiences and interventions from pre-test to post-test. However, it would be recommended to collect the demographic information of the school assignments in future research. An additional recommendation would be to include reporting bullying and prejudice to site supervisors or instructors as a reported intervention.

Hypothesis 6. Some of the strong correlations between variables have been discussed previously in the chapter such as the strong correlations between all four subscales of the BADP Questionnaire and the strong correlation between frequency of experiences and interventions. Surprisingly, in a correlational analysis of the total sample, empathy demonstrated significant correlation with all four subscales of the BADP Questionnaire, prejudicial attitudes, and frequency of experiences at post-test, although empathy did not demonstrate any significant increases at post-test or at two-month follow-up. Although prejudicial attitudes had a significant negative relationship with empathy at pre-test in the total sample, a change to positive significance at post-test indicates an increase in the relationship between empathy and prejudicial attitudes as seen in Table A1.

In the treatment group, as seen in Table A2, the strength of the correlation between variables decreased from pre-test to post-test between all variables except between racial attitudes and knowledge, prejudicial attitudes and skills, and prejudicial

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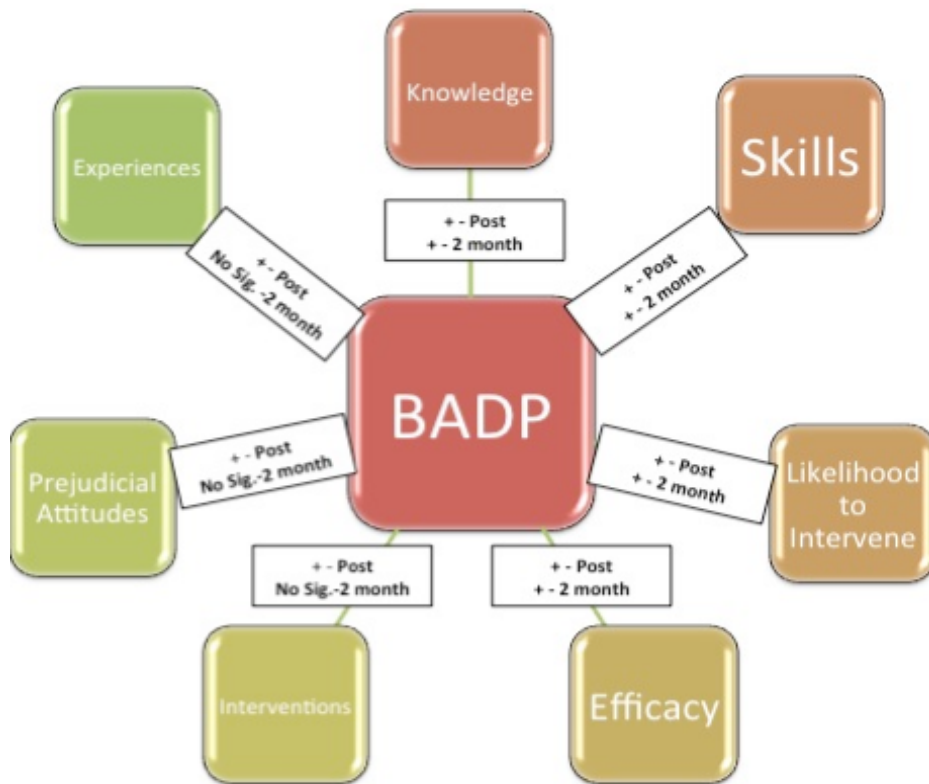
Figure 5.3. *Overview of Statistically Significant Variables Indicating Impact of BADP: Racial attitudes, Knowledge, Skills, Likelihood to Intervene, Efficacy, Experiences, and Interventions. Note.* A statistically significant increase in scores, Post = Post-test, 2 month = 2 month follow-up assessment. Empathy not pictured, not significant at any time point.

attitudes and efficacy. A decrease in the correlation coefficient indicates an increase in

the sampling variance as a result of the treatment (Shen, n.d.). However, at two-month

follow-up, correlation coefficients increased between all variables except between

frequency of interventions and the following variables: efficacy, likelihood to intervene,

and knowledge. Additional decreases in correlation coefficients were found between

empathy and prejudicial attitudes and empathy and experiences. A decrease in correlation

coefficients amongst these variables was expected at follow-up due to the frequency of

interventions, prejudicial attitudes, and empathy variables demonstrating no statistically

significant difference from control group at follow-up. In order to illustrate correlated variables that may have clinical significance, variables with correlation coefficients with a p value less than .10 were reported in Tables A1, A2, and A3 (Leung, 2001).

Although these results cannot be used to indicate causation, they suggest a strong correlation between most of the variables at pre-test, post-test, and two-month follow-up. Increases and decreases in variables can be hypothesized due to repeated measures analysis of variance conducted on each subscale. An interesting result was the increase in the correlation coefficients in the control group during post-test. Analyses of variance of each of the subscales of the BADP Questionnaire indicated a decrease in the mean scores of each subscale at post-test. An increase in correlation coefficient may indicate that as the score on one of the BADP subscales decreases, the score on the other subscale decreases as well. Knowledge and Skills, as seen on Table A3 for example, were strongly correlated, $r(171) = .83, p < .0001$, which indicated the variables accounted for approximately 69% of the variance. The strongest reported correlation was amongst the total sample between knowledge and skills subscales at post-test. Correlational analyses indicated the variables accounted for 81% of the variance in each subscale. The weakest significant correlation was amongst the Frequency of Experiences subscale and Basic Empathy Scale. Correlational analyses indicated the variables accounted for 1.7% of the variance with the subscale/scale scores.

These findings confirm the results of research conducted by Craig et al. (2006) which identified a correlation between empathy and likelihood to intervene. In the total sample there was a statistically significant correlation between these variables (p < .001). However, the results of the Craig study were contradicted in the correlational analysis of

the BADP group only. Although the BADP group's likelihood to intervene increased statistically significantly and remained statistically significantly higher at two-month follow-up, there was not a commiserate increase in empathy. In this study, empathy did not seem to be correlated with likelihood to intervene in the BADP group only.

Hypothesis 7. Factorial analyses of variance did not find ethnicity to have a main effect or interaction effect on the impact of BADP pre-education majors' empathy, knowledge of bullying and prejudice, skills to respond to bullying and prejudice, efficacy, likelihood to intervene, prejudicial attitudes, frequency of experiences of situations involving bullying and prejudice, or frequency of reported intervention in situations involving bullying and prejudice. At pre-test, the main effect of gender was found in the treatment group to be a significant moderating variable on the impact of BADP on empathy. Males in the treatment group were reported to have significantly lower empathy than females. An additional pre-test finding was the main effect of class. Class was found to be a significant moderator of responses on the Skills and Likelihood to Intervene subscales. Participants enrolled in both courses reported significantly lower scores on these subscales than participants enrolled in one course only.

Factorial analyses conducted on additional variables including class, year in school, and previous exposure to a multicultural or bullying course, found the main effect of class and the interaction effect of class and group to moderate BADP's impact on the QDI, Skills subscale, Efficacy subscale, Knowledge subscale, and the Likelihood to Intervene subscales. Analyses indicated that participants in the control group enrolled in both courses reported significantly lower scores on the Skills, Efficacy, and Likelihood to Intervene subscales and the QDI.

An explanation of the main effect of class and the interaction effect of class and group on several subscales may depend upon participant motivation to take part in the treatment. As discussed earlier, both courses offered extra credit or used the participation in the study as an optional assignment. At the beginning of the semester, participants enrolled in both courses may have assumed they would gain credit for both courses by participating in the treatment. Participants were notified in writing and via e-mail that they could only use participation in the treatment for one course, however several participants attempted to receive credit in both courses. Volunteer samples are considered a violation of assumption due to the impact of the participant's motivation to take part in the study on the results of the research (Brown, 2000). The results of the factorial analyses indicate this limitation may have had an impact on the responses of the participants enrolled in both courses.

An explanation of the main effect of gender on empathy at pre-test may be thoroughly supported by research. Research has indicated that in general, women are more empathetic than men (Batson et al., 1996; Gault & Sabini, 2000; Lennon & Eisenberg, 1987; Macaskill et al., 2002; Schieman & Van Gundy, 2000; Toussaint & Webb, 2005). As illustrated in Figure 5.4, empathy remained stable in female participants of the treatment group; however, empathy in males started out significantly lower at pre-test and were identical to female empathy at post-test. Males experienced a significant decrease in empathy from post-test to two-month follow-up.

	1	2	3
Males	74.8	79.33	70.77
Females	78.57	79.08	77.42
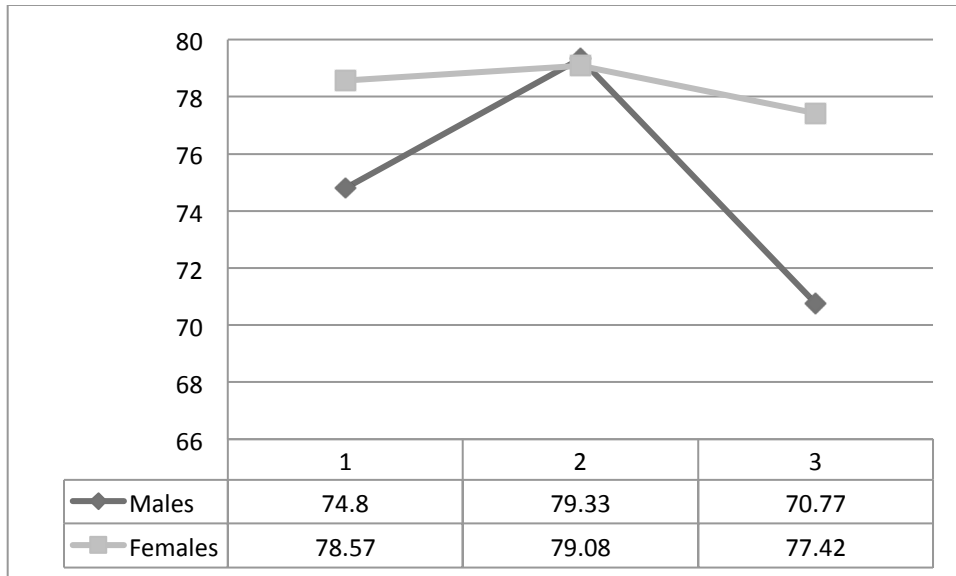
Figure 5.4. *Basic Empathy Scale – Means by Gender of the BADP Group*

The interaction effect of gender and group on the scores of participants on the Knowledge subscale at follow-up may be explained by the interaction effect of gender and group on the Frequency of Experiences subscale at post-test. Males in the experimental group reported more experiences of bullying and prejudice at post-test than females. Males in the experimental group also reported higher scores on the Knowledge subscale at two-month follow-up. However, males and females had similar reports of experiences at pre-test and similar levels of knowledge of bullying and prejudice at pre-test and post-test. The higher number of experiences reported by males after the treatment may have indicated a recognition of more situations that constitute bullying or prejudice. The increased number of experiences may have resulted in retention of knowledge.

Overall, results indicated that ethnicity did not moderate BADP's impact on any of the variables. Gender moderated the impact on empathy at pre-test, but did not moderate the impact of BADP on post-test scores or at two-month follow-up. Additional

variables were analyzed and indicated that the main effect of class and the interaction effect of class and group membership posed the most significant moderating effect on the subscales.

Conclusions, Limitations, and Implications for Future Research

Overall, BADP had a significant impact on the knowledge, skills, efficacy, and likelihood to intervene from pre-test to post-test and from post-test to two-month follow-up. Prejudicial attitudes and participant roles only indicated impact from pre-test to post-test, although a large number of participants from the treatment group remained defenders at two-month follow-up. BADP did not seem to have a significant impact on empathy at either time point, though participants of the treatment group did report a slight increase in empathy at post-test. Factorial analysis indicated that males in the treatment group experienced the most significant increase in empathy. Many of the variables were significantly correlated. Some negative correlations were indicated at pre-test between variables such as prejudicial attitudes and frequency of interventions and empathy and frequency of interventions. However, these negative correlations had disappeared by post-test.

Social Identity Theory's (SIT) categories of psychological distinctiveness and comparison were only partially confirmed in this study (Hogg, 2006). Although BADP participants experienced an increase in perceived knowledge and skills to respond to bullying and prejudice, efficacy, and likelihood to intervene, participants did not report an increase in experiences and interventions at two-month follow-up. Although participants may have been encouraged to use the training, they were not able to use the training in their assigned schools due to their observer status. Participants did

demonstrate a change due to the significant increase in their likelihood to intervene at two-month follow-up. The treatment may have helped the participants achieve positive social identity.

The concepts of Self-Efficacy Theory were also partially fulfilled. Participants were led through mock situations to help demonstrate their ability to handle these situations. Results indicated an increase in participant knowledge, skills, efficacy, and perceived ability to intervene (Bandura, 1977). An increase in intervention were reported at post-test; however, there was no significant difference of interventions reported at the two-month follow-up.

Limitations. In addition to the limitations discussed throughout the chapter, limitations regarding sampling may hinder the generalizability of this study. This study sampled undergraduate students from one university, in one city, in one state. Although efforts were made to include an ethnically diverse sample, the sample was primarily Caucasian, which is representative of the teaching profession as a whole. Although a factor analyses was conducted on the instrument BADP from which it was derived, additional factor analyses would need to be conducted to ensure the reliability and validity of modified instrument. The Institutional Research Board of the university required Informed Consent. Participants were notified of the nature of the study and their knowledge of the purpose of the study may have impacted the results overall.

Although results did not differ due to year in school, it is prudent to acknowledge that the sample consists of undergraduate students who may be considered an educated sample. The demographics of the sample may limit the generalizability of this study. Future research on participants from a variety of backgrounds, educational levels, and

ethnic groups is needed.

Implications for future research. Although BADP has demonstrated to have some impact on pre-education majors, it is relevant to note that these students were unable to put the skills they acquired from the training into action. The impact of the treatment experienced decay over the two-month period. Some results returned to previous levels such as empathy and racial attitudes overall and analyses of moderating variables indicated dependent upon gender or class, some participants' results were lower than at pre-test. A suggestion would be for researchers to implement booster sessions throughout the semester because several bullying prevention programs utilize booster sessions throughout the semester to attempt to maintain outcomes such as the Olweus Bullying Prevention Program and Steps to Respect (Committee for Children, 2001; Smith, Pepler, & Rigby, 2004; Olweus, 2011). Additionally, it is suggested that a study similar to this one be conducted with practicum or internship students or teachers and counselor educators currently working in school district who may be able to use their newly acquired skills. Although the use of volunteer samples is common in academia, a research study utilizing randomization would be interesting to determine the impact of the volunteer sample due to the moderating effect of class. Additional research should be conducted to investigate the integration of prejudice reduction and bullying prevention programs. This study demonstrates the possibility of impacting the knowledge of and skills to respond to bullying and racial attitudes simultaneously. Further research should be conducted to determine a structural equation model that may predict optimum impact of this program on both of these variables. A program of this nature would be useful in school districts, colleges, undergraduate, and graduate programs because all of the

educational institutions are hindered by time and budget constraints. Finally, research should be conducted that determines the correlation between the impact of training on the trainer and the impact of the trainer on the trainee.

University administrators, department chairs, program coordinators, professors, and instructors could use this research to outline the need for professional development opportunities for undergraduate education majors to teach skills in bullying prevention. Several workshops may be conducted throughout an undergraduate's educational career to continue to maintain the impact of the treatment. School counselors could use this study to support the importance of training in the school system. School counselors may also conduct a program similar to BADP to train their teachers and students to respond to bullying and prejudice. Counselor education programs and educational leadership programs may use this research as an indicator of the need for professional development opportunities that may be integrated into these programs to train school counselors and administrators how to prepare their staff to respond to bullying and prejudice.

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Appendices

Appendix A

Social Attitude Survey

Please respond to all items in the survey. Remember there are no right or wrong answers. The survey is completely anonymous, do not put your name on the survey. Please circle the appropriate number to the right.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. I do think it is more appropriate for the mother of a newborn baby, rather than the father, to stay home with the baby during the first year.	1	2	3	4	5
2. It is as easy for women to succeed in business as it is for men.	1	2	3	4	5
3. I really think affirmative action programs on college campuses constitute reverse discrimination.	1	2	3	4	5

4. I feel I could develop an intimate   1   2   3   4   5

    relationship with someone from a

    different race.

5. All Americans should learn to speak two   1   2   3   4   5

    languages.

6. I look forward to the day when a woman   1   2   3   4   5

    is President of the United States.

7. Generally speaking, men work harder than   1   2   3   4   5

    women.

8. My friendship network is very racially mixed.   1   2   3   4   5

9. I am against affirmative action programs   1   2   3   4   5

    in business.

10. Generally, men seem less concerned with   1   2   3   4   5

    building relationships than do women.

Appendix A (Continued)

11. I would feel O.K. about my son or daughter   1   2   3   4   5
    dating someone from a different race.

12. I was very happy when an African American   1   2   3   4   5
    person (Barack Obama) was elected President
    of the United States on November 4, 2008.

13. In the past few years there has been too   1   2   3   4   5
    much attention directed toward multicultural
    issues in education.

14. I think feminist perspectives should be an   1   2   3   4   5
    integral part of the higher education curriculum.

15. Most of my close friends are from my own   1   2   3   4   5
    racial group.

16. I feel somewhat more secure that a man   1   2   3   4   5
    rather than a woman, is currently President of
    the United States.

17. I think that it is (or would be) important for   1   2   3   4   5

     my children to attend schools that are racially

     mixed.

18. In the past few years there has been   1   2   3   4   5

     too much attention directed towards

     multicultural issues in business.

19. Overall, I think racial minorities in America   1   2   3   4   5

     complain too much about racial discrimination.

20. I feel (or would feel) very comfortable having   1   2   3   4   5

     a woman as my primary physician.

21. I think the President of the United States   1   2   3   4   5

     should make a concerted effort to appoint

     more women and racial minorities to the

     country's Supreme Court.

22. I think white people's racism toward racial   1   2   3   4   5

     minority groups still constitutes a major

     problem in America.

23. I think the school system, from elementary   1   2   3   4   5

     school through college, should encourage

     minority and immigrant children to learn

     and fully adopt traditional American values.

24. If I were to adopt a child, I would be   1   2   3   4   5

     happy to adopt a child of any race.

25. I think there is as much female physical   1   2   3   4   5

     violence towards men as there is male

     physical violence toward women.

26. I think the school system, from elementary   1   2   3   4   5

     school through college, should promote values

     representative of diverse cultures.

27. I believe that reading the autobiography   1   2   3   4   5

     of Malcolm X would be of value.

28. I would enjoy living in a neighborhood   1   2   3   4   5

     consisting of a racially diverse population

     (e.g., Asians, Blacks, Hispanics, Whites).

29. I think it is better if people marry within   1   2   3   4   5

their own race.

30. Women make too big of a deal out of sexual   1   2   3   4   5

harassment issues in the workplace.

Your code: _____ (First initial/Last initial and chosen number)

Appendix B

BADP Questionnaire

Please complete the following evaluation. Please answer as honestly as possible. Please circle

your answer. The following 7-point Likert-type scale to be used for the evaluation

1: not at all; 2: *a little;* 3: *somewhat;* 4: *moderately;* 5: *quite;* 6: *very much;* 7: *extremely high*

A. Your knowledge of ... :

1.	Bullying	1-2-3-4-5-6-7
2.	Different types of bullying	1-2-3-4-5-6-7
3.	Different ways of addressing bullying	1-2-3-4-5-6-7
4.	Different ways of addressing other forms of prejudice and discrimination	1-2-3-4-5-6-7
5.	What I can do when I witness bullying,	1-2-3-4-5-6-7
6.	What I can do when I witness other forms of prejudice and discrimination.	1-2-3-4-5-6-7

B. Your skills: (How good are your skills to act as a witness?)

1. Responding to bullying with some kind

    of action   1-2-3-4-5-6-7

2. Responding to other forms of prejudice and

    discrimination   1-2-3-4-5-6-7

3. Saying something to the offender   1-2-3-4-5-6-7

4. Saying something to the victim   1-2-3-4-5-6-7

5. Saying something to others   1-2-3-4-5-6-7

6. Doing something for our community,

    school, and/or workplace   1-2-3-4-5-6-7

C. Your feelings and attitudes: (I feel ...)

1. Confident that I can do something

    about bullying situations   1-2-3-4-5-6-7

2. Responsible to act in response to

    bullying situations   1-2-3-4-5-6-7

3. Confident that I can do something about

    situations involving prejudice and

    discrimination   1-2-3-4-5-6-7

Appendix B (continued)

4.   Responsible to act in response to

situations involving prejudice and

discrimination   1-2-3-4-5-6-7

D. Likelihood of intervention (How likely…)

1.   How likely are you to intervene when

you witness someone being bullied?   1-2-3-4-5-6-7

2.   How likely are you to intervene when

you witness situations involving prejudice

or discrimination?   1-2-3-4-5-6-7

3. "Bystanders should be actively involved in bullying situations."

How much would you agree with this?   1-2-3-4-5-6-7

4. "Bystanders should be actively involved in situations involving prejudice and

discrimination."

How much would you agree with this?   1-2-3-4-5-6-7

Please read the instructions on the next page.

Appendix B (continued)

Please use the following definition to answer the following questions.

Bullying is a harmful, intentional, repetitive act committed by a dominant or powerful individual on a weaker or less powerful individual. The three major components of bullying are: an aggressive behavior that involves unwanted, negative actions, a pattern of behavior repeated over time, and an imbalance of power or strength. There are various types of bullying including physical bullying (overt) such as hitting and kicking, verbal bullying such as using derogatory language, bullying (covert) through the spreading of lies and rumors, bullying based on prejudice such as race, ethnicity, gender, sexual orientation, disability, weight, etc.

1.   In the past, would you have considered yourself a: (Circle one)

    Bully   Defender   Outsider   Victim

2.   Currently, do you consider yourself a: (Circle one)

    Bully   Defender   Outsider   Victim

How often have you seen (experienced) people around you (in your community and workplace) do the following things over the past month <u>and intervened in some way</u>? (e.g. tell the person to stop, talk to the victim, identify what the person is doing as being wrong)

5: 4-7 times a week

4: 2-3 times a week

3: About once a week

2: 2-3 times a month

1: About once a month

0: Never or almost never

		Experienced	Intervened
1.	Someone calling someone inappropriate names.	0 1 2 3 4 5	0 1 2 3 4 5
2.	Someone kicking, hitting, pushing someone else.	0 1 2 3 4 5	0 1 2 3 4 5
3.	Someone excluding someone else from an activity or group.	0 1 2 3 4 5	0 1 2 3 4 5
4.	Someone using racial slurs, stereotypes, or jokes.	0 1 2 3 4 5	0 1 2 3 4 5
5.	Someone making someone feel bad about themselves.	0 1 2 3 4 5	0 1 2 3 4 5
6.	Someone using technology (social networks, cell phone)	0 1 2 3 4 5	0 1 2 3 4 5

Appendix B (continued)

The following are characteristics that may or may not apply to you. <u>Please tick one answer for each statement</u> to indicate how much you agree or disagree with each statement. Please answer as honestly as you can.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. My friend's emotions don't affect me much.	☐	☐	☐	☐	☐
2. After being with a friend who is sad about something, I usually feel sad.	☐	☐	☐	☐	☐
3. I can understand my friend's happiness when she/he does well at something.	☐	☐	☐	☐	☐
4. I get frightened when I watch characters in a good scary movie.	☐	☐	☐	☐	☐
5. I get caught up in other people's feelings easily.	☐	☐	☐	☐	☐
6. I find it hard to know when my friends are frightened.	☐	☐	☐	☐	☐
7. I don't become sad when I see other people crying.	☐	☐	☐	☐	☐

8. Other people's feelings don't
    bother me at all.   ☐   ☐   ☐   ☐   ☐

9. When someone is feeling 'down' I
    can usually understand how they ☐   ☐   ☐   ☐   ☐
    feel.

10. I can usually work out when my
    friends are scared.   ☐   ☐   ☐   ☐   ☐

11. I often become sad when watching
    sad things on TV or in films.   ☐   ☐   ☐   ☐   ☐

12. I can often understand how people
    are feeling even before they tell me. ☐   ☐   ☐   ☐   ☐

13. Seeing a person who has been
    angered has no effect on my   ☐   ☐   ☐   ☐   ☐
    feelings.

14. I can usually work out when people
    are cheerful   ☐   ☐   ☐   ☐   ☐

15. I tend to feel scared when I am with
    friends who are afraid.   ☐   ☐   ☐   ☐   ☐

16. I can usually realize quickly when a

    friend is angry. ☐ ☐ ☐ ☐ ☐

17. I often get swept up in my friend's

    feelings. ☐ ☐ ☐ ☐ ☐

18. My friend's unhappiness doesn't

    make me feel anything. ☐ ☐ ☐ ☐ ☐

19. I am not usually aware of my

    friend's feelings. ☐ ☐ ☐ ☐ ☐

20. I have trouble figuring out when

    my friends are happy. ☐ ☐ ☐ ☐ ☐

Appendix C: Table A1, A2, and A3

Table A1:

Pearson Correlation Matrix – Total Sample

Scales	Time	know	skills	efficacy	likelihood	Prejudicial	Experiences	Interventions	Empathy
know	pre	1.00							
	post	1.00							
	follow-up	1.00							
skills	pre	0.68***	1.00						
	post	0.90***	1.00						
	follow-up	0.82***	1.00						
efficacy	pre	0.58***	0.79***	1.00					
	post	0.83***	0.90***	1.00					
	follow-up	0.83***	0.87***	1.00					
likelihood	pre	0.45***	0.65***	0.62***	1.00				
	post	0.73***	0.77***	0.80***	1.00				
	follow-up	0.69***	0.77***	0.81***	1.00				
Prejudicial	pre	0.10	0.16**	0.13*	0.25**	1.00			
	post	0.25**	0.26**	0.26**	0.30***	1.00			
	follow-up	0.23**	0.27**	0.31***	0.40***	1.00			
Experiences	pre	0.07	0.07	0.09	-0.08	0.05	1.00		
	post	0.38***	0.35***	0.31***	0.30***	0.07	1.00		
	follow-up	0.13*	0.17**	0.14*	0.15*	-0.03	1.00		
Interventions	pre	0.17**	0.27**	0.22**	0.19**	~0.37***	0.21**	1.00	
	post	0.29***	0.29***	0.32***	0.30***	0.02	0.76***	1.00	
	follow-up	0.265**	0.35***	0.31***	0.31***	0.10	0.73***	1.00	
Empathy	pre	0.10	0.06	0.09	0.17**	0.48***	-0.01	~0.31***	1.00
	post	0.18**	0.14*	0.16**	0.18**	0.16**	0.13*	0.05	1.00
	follow-up	0.11	0.09	0.16**	0.21**	0.24**	0.07	0.07	1.00

Note: *p < .10, **p < .05, ***p <.0001

Appendix C cont'd

Table A2:

Pearson Correlation Matrix - BADP Group Only

Scales	Time	know	skills	efficacy	likelihood	Prejudicial	Experiences	Interventions	Empathy
know	pre	1.00							
	post	1.00							
	follow-up	1.00							
skills	pre	0.65***	1.00						
	post	0.64***	1.00						
	follow-up	0.76***	1.00						
efficacy	pre	0.57***	0.77***	1.00					
	post	0.50***	0.66***	1.00					
	follow-up	0.79***	0.84***	1.00					
likelihood	pre	0.52***	0.72***	0.65***	1.00				
	post	0.25**	0.42**	0.52***	1.00				
	follow-up	0.73***	0.77***	0.87***	1.00				
Prejudicial	pre	0.08	0.16*	0.08	0.27**	1.00			
	post	0.25**	0.19*	0.19*	0.23**	1.00			
	follow-up	0.33***	0.32**	0.34***	0.40***	1.00			
Experiences	pre	0.18*	0.16*	0.20*	0.06	0.15*	1.00		
	post	0.02	0.01	~0.02	0.07	~0.00	1.00		
	follow-up	0.04	0.03	0.08	0.06	0.03	1.00		
Interventions	pre	0.10	0.22**	0.15	0.15	~0.53***	0.04	1.00	
	post	-0.01*	0..04	0.09	0.10	0.05	0.70***	1.00	
	follow-up	0.24*	0.30***	0.29**	0.28**	0.18*	0.72***	1.00	
Empathy	pre	0.17*	0.03	0.01	0.12	0.56***	0.14	~0.48***	1.00
	post	0.12	0.03	0.01	0.10	0.03	0.13	~0.01	1.00
	follow-up	0.20*	0.17*	0.19*	0.19*	0.13	0.07	0.16*	1.00

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Appendix C cont'd

Table A3:

Pearson Correlation Matrix - Control Group Only

Scales	Time	know	skills	efficacy	likelihood	Prejudicial	Experiences	Interventions	Empathy
know	pre	1.00							
	post	1.00							
	follow-up	1.00							
skills	pre	0.70***	1.00						
	post	0.83***	1.00						
	follow-up	0.78***	1.00						
efficacy	pre	0.58***	0.79***	1.00					
	post	0.72***	0.83***	1.00					
	follow-up	0.77***	0.84***	1.00					
likelihood	pre	0.37**	0.57***	0.58**	1.00				
	post	0.59***	0.67***	0.72**	1.00				
	follow-up	0.63***	0.74***	0.74**	1.00				
Prejudicial	pre	0.13	0.14	0.17*	0.18*	1.00			
	post	0.20**	0.25**	0.23**	0.29**	1.00			
	follow-up	0.24**	0.28**	0.36***	0.47***	1.00			
Experiences	pre	0.05	0.11	0.12	~0.087	0.01	1.00		
	post	0.21	0.19	0.15	0.11	0.01	1.00		
	follow-up	0.19	0.28*	0.17*	0.22**	~0.12	1.00		
Interventions	pre	0.30**	0.40**	0.38***	0.32**	0.08	0.50***	1.00	
	post	0.28**	0.27**	0.31**	0.27**	~0.11	0.79***	1.00	
	follow-up	0.26**	0.38**	0.31**	0.31**	~0.00	0.74***	1.00	
Empathy	pre	-0.01	0.06	0.14	0.17**	0.24**	~0.09	0.11	1.00
	post	0.22*	0.14	0.19*	0.19*	0.27**	0.07	0.07	1.00
	follow-up	0.11	0.07	0.21**	0.27**	0.41***	0.07	~0.02	1.00

Note: *$p < .10$, **$p < .05$, ***$p < .0001$

About the Author

SeriaShia J. Chatters is a professional school counselor, licensed mental health counselor and professional program evaluator. She has had the opportunity to work in the middle school and high school settings and worked with children and adolescents in a runaway shelter. SeriaShia has taught courses in the Counselor Education Program at the University of South Florida and worked in a private practice setting. SeriaShia's research focus is implementing programs that promote the positive social, emotional, and psychological development of children and adolescents in school settings, the development and evaluation of evidence based programs, and counseling skills and techniques across the lifespan. You may contact the author at seriachatters@gmail.com.

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