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Bullying in Schools: The Relationship between Educational Staff Burnout and Staff Response to Bullying

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BULLYING IN SCHOOLS: THE RELATIONSHIP BETWEEN EDUCATIONAL STAFF
BURNOUT AND STAFF RESPONSE TO BULLYING

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
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Doctor of Philosophy

in

The Department of Psychology

by

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ABSTRACT

Bullying among school-aged youth is associated with negative short- and long-term consequences. Research suggests that teachers can be influential in reducing bullying but that they often do little to address it. Occupational burnout is high among educators and can significantly affect students' motivation, learning, and feelings of support. The current study examines the effect of occupational burnout on educational staff's likelihood of responding to bullies and victims of physical, verbal, relational, and cyber bullying. Participants ($N = 109$) were administrators, teachers, and other school staff serving secondary-level students. Overall, most participants reported experiencing low levels of burnout, viewed bullying as severe, and were likely to respond to bullies and victims of bullying. Typical responses to bullies of all types of bullying included indicating that the behavior was intolerable, sending to higher authority, and contacting parents, while responses to victims of each type of bullying typically involved providing comfort, contacting parents, and referring to a school counselor. Results of hierarchical multiple regression analyses revealed that perceived severity of the bullying incident significantly positively predicted likelihood of responding to both the bully and the victim of each type bullying. Occupational burnout was not predictive of likelihood of responding more so than perceived severity, but trends were identified. The implications, limitations, and areas for future research are discussed.

INTRODUCTION

Bullying Among Youth

Adolescents around the world are physically, emotionally, and relationally threatened and tormented by their peers. In fact, in the United States, approximately 28% of youth aged 12-18 reported being bullied at school during 2010-2011 (Robers, Kemp, Rathbun, Morgan, & Snyder, 2014), indicating that nearly one in three adolescents are bullied at school. Of that group, 36% reported being bullied *at least* once per month, with 8% being bullied nearly every day and 9% experiencing bullying once or twice per week (Robers et al. 2014). As well, approximately 31% of youth have admitted to bullying others *at least* once per month (Bradshaw, Sawyer, & O'Brennen, 2007). In an analysis of data from a national survey, Hammons and Renshaw (2015) found that approximately 32% of youth in grades 5-10 reported being *both* a bully and a victim. Moreover, according to Bradshaw and colleagues (2007), nearly 71% of students have witnessed bullying at their school within the last month. Given the high percentage of youth that are involved in bullying, more attention should be concerted to this area, and efforts should be made to diminish the public health crisis and negative effects that have resulted.

Bullying has been defined as an intentional, malicious form of proactive aggression. It is distinct from other aggressive behavior in that it occurs between individuals of similar ages and is repetitive and characterized by an imbalance of power, either actual or perceived, in which the victim is defenseless (Arseneault, Bowes, & Shakoor, 2010; Olweus, 1995; Solberg & Olweus, 2003; U.S. Department of Health & Human Services, n.d.). A power imbalance may be due to lack of competency or resources to defend oneself such as age, physical characteristics, or cognitive, intellectual, and social status differences, among others factors (Arseneault et al., 2010; Swearer, Espelage, & Napolitano, 2009).

Bullying can be *physical* (e.g., hitting, pushing, tripping, spitting, destroying another's property), *verbal or emotional* (e.g., teasing, taunting, threatening another), and/or *relational or social* (e.g., exclusion, spreading rumors). *Cyber bullying* occurs through the use of technology (e.g., social media, mobile devices) and primarily involves verbal or relational aggression (Cook, Williams, Guerra, Kim, & Sadek, 2010; U.S. Department of Health & Human Services, n.d.; Williams & Guerra, 2007). The most common forms of bullying are verbal, particularly as it relates to making fun of another, and relational, specifically as it pertains to subjecting another to rumors (Robers et al., 2014). Bullying can take place in various locations at school. Based on a national survey, students in grades 6-12 reported being bullied most commonly in the school hallway, their classroom, or outside on school grounds, respectively (Robers et al., 2014).

Bullying peaks during major school transitions, such as from elementary school to middle school, as children and adolescents begin to navigate peer groups (Pellegrini & Long, 2002; Swearer et al., 2009). Pellegrini and Long (2002) suggest that youth bully as a means of achieving dominance, power, and social status within new peer groups. Middle school in particular is the time in which bullying significantly increases (Nansel et al., 2001; Swearer et al., 2009), although it occurs in elementary and high schools as well (Bradshaw et al., 2007; Gruber & Fineran, 2007). Despite common beliefs that bullying is a "phase" or "part of growing up", the literature has documented the presence of bullying across developmental periods, such as in the adult workplace, which indicates that it is a problem occurring throughout the lifespan (Swearer et al., 2009). As such, bullying should no longer be considered a time-limited normality of childhood. Further investigation of this phenomenon and its implications is merited.

Bullying as a group process. Bullying has been considered a group process in which peers are involved in the initiation, exacerbation, maintenance, and sometimes reconciliation of bullying behavior. A bully-victim continuum exists that differentiates the various roles in which individuals may be involved in bullying. Major markers on the continuum include the bully, victim, bully-victim, and bystander. Haynie and colleagues (2001) and Unnever (2005) found that there are psychosocial and behavioral differences between bullies, victims, and bully-victims, supporting the idea that each of these roles are distinct from one another. Research suggests that children and adolescents do not play the same role over time but rather shift amongst these roles throughout their development and in various situations (Swearer & Cary, 2003; Swearer et al., 2009). The most commonly recognized roles are the bully and the victim. A *bully* is characterized as the perpetrator of the aggressive act. Bullies are often described as aggressive and domineering (Olweus, 1995; Schwartz et al., 1998), and they exhibit positive attitudes towards aggression (Lagerspetz, Bjorkqvist, Berts, & King, 1982). A *victim* is identified as the target of the aggressive act. Victims of bullying are often selected due to their submissiveness, insecurity, physical weakness, and rejection by peers (Hodges & Perry, 1999; Olweus, 1995; Salmivalli, 2010; Schwartz et al., 1998; Veenstra, Lindenberg, Munniksma, Dijkstra, 2010).

The roles of the bully-victim and bystander are fairly novel. The term *bully-victim* is used to distinguish an individual who is both a bully and a victim of bullying (Swearer et al., 2009). Bully-victims are a distinct group from non-victimized bullies and non-bully victims (Salmivalli, 2010). They often have poor emotional and behavioral regulation, engage in both proactive and reactive aggression, and are disliked and rejected by peers (Georgiou &

Stavrinides, 2008; Haynie et al., 2001; Salmivalli & Nieminen, 2002; Schwartz, Proctor, & Chien, 2001).

A *bystander* is an individual who is involved in bullying, but neither as a bully nor as a victim (Twemlow, Fonagy, & Sacco, 2004). Salmivalli and colleagues classified bystanders as assistants of the bully, reinforcers of the bully, defenders of the victim, or an outsider (Salmivalli, Lagerspetz, Björkqvist, Österman, & Kaukiainen, 1996). *Assistants of the bully* directly assist the bully in the aggressive behavior (Salmivalli, 2010), such as by holding the victim down while the bully kicks the victim. *Reinforcers of the bully* create an audience and provide verbal and/or non-verbal feedback (e.g., laughing, using a phone to video record the aggressive act) to the bully, thus, encouraging and exacerbating the aggressive behavior (Salmivalli, 2010). Assistants and reinforcers of the bully are likely to have pro-bullying attitudes and to lack empathy towards victims (Salmivalli & Voeten, 2004). Bystanders may also be *defenders of the victim* who intervene in the bullying behavior to reduce the aggressive attacks as well as to comfort and provide support to the victim (Salmivalli, 2010). These individuals are often well-liked by peers and exhibit positive characteristics such as empathy, self-efficacy, and friendliness (Caravita, Di Blasio, & Salmivalli, 2009; Gini, Albiero, Benelli, & Altoè, 2008; Pöyhönen, Juvonen, & Salmivalli, 2010; Salmivalli et al., 1996; Tani, Greenman, Schneider, & Fregso, 2003). Finally, *outsiders* are those who withdraw from bullying incidents and choose to be uninvolved (Salmivalli, 2010). These individuals often have empathy for the victim but lack self-efficacy to defend them (Gini et al., 2008).

A social-ecological perspective on bullying. The social-ecological perspective has been applied to our conceptualization of bullying behavior (Swearer & Doll, 2001; Swearer & Espelage, 2004; Swearer et al., 2012). Ecological systems theory, or social-ecological theory as

it pertains to child development, posits that children and adolescents are shaped by their interactions with multiple processes occurring at different levels and in different contexts (Bronfenbrenner, 1977, 1979). Scholars have utilized this theory to understand how various stressors, such as exposure to community violence and poor family structure, can impact adolescents in other contexts of their development and adjustment (Copeland-Linder, Lambert, & Ialongo, 2010). Swearer and Espelage (2004) argue that bullying is best understood by using this perspective to consider the influence of individual (e.g., age, gender, psychological functioning, attitudes towards bullying), family (e.g., social support, parenting practices), peer (e.g., social support, social status), school (e.g., school climate, sense of belonging), and community, societal, and cultural contexts. Factors within each of these contexts should be considered when assessing and conceptualizing bullying, evaluating the risks and outcomes of engagement in bullying, and determining effective prevention and intervention approaches.

Risk factors. Risk factors associated with bullying participation involve the interaction between an individual and his or her environment including family, peer, school, community, and societal influences (Swearer Napolitano, 2011). With regard to individual risk factors, a study by Swearer et al. (2012) found that delinquency was one of the strongest predictors of bullying perpetration followed by alcohol and drug use. Relatedly, Espelage and Holt (2001) reported that students with increased levels of aggression are also more likely to be perpetrators. In terms of victimization, children and adolescents often report being bullied simply due to being different from the normative group (Swearer Napolitano, 2011), such as differences in their appearance, sexual orientation, and other distinguishing features (e.g., race, body size, clothing; Davis & Nixon, 2010; Katz-Wise & Hyde, 2012; Kosciw, Greytek, Palmer, & Boesen, 2014; Swearer & Cary, 2003) as well as due to the presence of eccentricities and disabilities (e.g.,

Autism Spectrum Disorder; Hanish et al., 2013; Little, 2002; Son, Parish, & Peterson, 2012). Victimized youth also tend to be more passive, emotionally reactive, anxious, and lonely (Graham, Bellmore, & Mize, 2006). Bully-victims have overall behavioral and emotional dysregulation (Schwartz et al., 2001).

Family members also play an important role in bullying. For example, individuals within a family system may model behavior associated with bullying such as poor emotional regulation and conflict resolution skills (Swearer et al., 2009). When children have poor role models, they learn negative coping strategies to deal with emotions and difficult situations (Swearer et al., 2009). As such, parental aggression and substance use increase adolescents' risk for involvement in bullying (Swearer et al., 2012). In addition, children and adolescents who have families with frequent conflict, low support, warmth, and cohesion, poor organization and structure, and little monitoring and whose parents encourage aggression and use punitive discipline techniques are at risk for becoming bullying perpetrators (Baldry & Farrington, 2000; Cook et al., 2010; Duncan, 2011; Georgiou & Stavrinides, 2013; Stevens, De Bourdeaudhuij, & Van Oost, 2002). In contrast, youth from families with less affectionate and unsupportive parents and those with frequent conflict and violence are more likely to be victims of bullying (Mohr, 2006). Bully-victims often come from families with domestic violence, uninvolved parents, low parental support and affection, inconsistent discipline, and overall negative environments (Duncan, 2011; Lereya, Samara, & Wolke, 2013; Mohr, 2006).

Within the realm of peer influence, children and adolescents befriend peers who have similar behaviors, attitudes, and interests, suggesting that youth who bully tend to befriend and associate with other youth who bully (Espelage, Holt, & Henkel, 2003; Swearer et al., 2009). As children develop, they attempt to establish dominance and high status within their peer groups

and may use bullying as a means to establish control over their peers (Pellegrini, 2002; Pellegrini & Long, 2002; Salmivalli & Peets, 2008; Swearer et al., 2009). Moreover, children and adolescents who are aggressive and bully others are sometimes viewed as “cool” and popular by their peers, and, thus, other students want to associate with them (Farmer, Estell, Bishop, O’Neil, & Cairns, 2003; Rodkin, Farmer, Pearl, & Van Acker, 2000; Rodkin, Farmer, Pearl, & Van Acker, 2006; Swearer et al., 2009). In contrast, children and adolescents who are rejected by their peers and have few friends are at risk for becoming a victim of bullying (Ladd & Troop-Gordon, 2003; Salmivalli, 2010).

School-related factors may also put youth at risk for involvement in bullying. For example, negative school climate, less adult monitoring, supervision, and structure, low feelings of school belongingness, and poorer teacher-student relationships are associated with increased bullying behavior at school (Cook et al., 2010; Doll, Song, Champion, & Jones, 2011; Kasen, Johnson, Chen, Crawford, & Cohen, 2011; Swearer et al., 2012). Teacher attitudes are also associated with bullying, as teachers may feel that “kids will be kids” and choose to ignore bullying, or that bullying is harmless to students, although attitudes such as these have been shown to result in higher rates of bullying (Holt, Keyes, & Koenig, 2011; Swearer et al., 2009).

Finally, community and societal factors that increase students’ risk of involvement in bullying perpetration and victimization include living in unsafe and violent neighborhoods as well as a global intolerance for certain prejudices and behaviors, such as homophobia, sexism, classism, and racism (Cook et al., 2010; Swearer et al., 2012; Swearer Napolitano, 2011).

Outcomes of bullying. The media and literature base on outcomes of bullying is extensive. Involvement in bullying is associated with severe, negative short-term and long-term consequences. Perpetrators of bullying often exhibit delinquent behaviors and conduct

problems, pro-violence attitudes, drug use, academic problems, reduced feelings of school belongingness, and suicidal thoughts or attempts (Espelage & Holt, 2001; Espelage & Holt, 2013; Haynie et al., 2001; Nansel et al., 2001). They are also more likely to experience somatic complaints (e.g., headaches, stomachaches) and sleep problems (Gini & Pozzoli, 2009; Kaltiala-Heino, Rimpelä, Rantanen, & Rimpelä, 2000; Srabstein, McCarter, Shao, & Huang, 2006). Bullying perpetration during adolescence has also been linked to low job status, violence and criminal activity, and substance abuse during adulthood (Farrington & Ttofi, 2011; Sourander et al., 2006; Ttofi, Farrington, Lösel, & Loeber, 2011).

Conversely, children and adolescents who are victims of bullying experience loneliness, negative self-esteem, anxiety, depression, somatic complaints, sleep difficulties, and poor school adjustment (Centers for Disease Control and Prevention, 2013; Espelage & Holt, 2001; Gini & Pozzoli, 2009; Hawker & Boulton, 2000; Haynie et al., 2001; Kaltiala-Heino et al., 2000; Nansel et al., 2001; Srabstein et al., 2006; Swearer, Song, Cary, Eagle, & Mickelson, 2001). They may also demonstrate poorer academic achievement and school avoidance (Nakamoto & Schwartz, 2010; Schwartz, Gorman, Nakamoto, & Toblin, 2005). Veritably, an estimated 160,000 children and adolescents in the United States are absent from school each day due to bullying or fears of being bullied (National Education Association, 2012). Victims of bullying are also more likely to engage in self-harm behavior and to exhibit suicidality (Kaminski & Fang, 2009; Klomek, Marrocco, Kleinman, Schonfeld, & Gould, 2008). In fact, youth who are victimized by peers are 2.4 times more likely to report suicidal ideation and 3.3 more likely to report suicidal attempts when compared to their non-bullied counterparts (Kaminski & Fang, 2009). Bullying victimization during adolescence is also related to increased risk for depression during adulthood (Bowes, Joinson, Wolke, & Lewis, 2015).

Bully-victims show the worst psychosocial functioning (Haynie et al., 2001; Hourbe, Tarquinio, Thuillier, & Hergott, 2006; Swearer et al., 2009). They exhibit similar outcomes as those of bullies and victims but to an even greater extent (Kaltiala-Heino et al., 2000). Bully-victims have been shown to demonstrate greater externalizing behaviors, more symptoms of depression, more suicidality, lower academic grades, and less academic engagement than their bully-only and victim-only counterparts (Espelage & Holt, 2013; Graham et al., 2006; Haynie et al., 2001; Swearer et al., 2001).

Taken together, it is clear that involvement in bullying is associated with serious, negative outcomes in a number of areas of functioning including psychological, social, and academic domains. Undoubtedly, increased efforts should be directed towards bullying and its deleterious effects. It is important to address the issue of bullying in an effort to prevent the presentation, maintenance, and exacerbation of these outcomes in youth.

Impact of Educational Staff

Although anti-bullying programs have shown positive effects for increasing students' knowledge about bullying and in changing their attitudes and beliefs of bullying, there have been few studies providing evidence of such programs resulting in actual changes in bullying behavior (Barbero, Hernández, Esteban, & García, 2012). For example, Vreeman and Carroll (2007) found that only a small number of anti-bullying programs for use with students actually resulted in decreases in bullying. Rather, they emphasize the importance of utilizing a whole-school approach to addressing bullying. As Vreeman and Carroll (2007) explain, "failing to address the systemic issues and social environment related to bullying undermines success" (p. 86), suggesting that a whole-school approach to bullying prevention is more likely to be effective. It seems logical, then, to also focus research efforts on other methods of bullying prevention and

intervention. Some scholars suggest that teachers are essential in reducing bullying by the way in which they respond to such incidences (Kallestad & Olweus, 2003; Yoon & Bauman, 2014). In fact, Hektner & Swenson (2012) argue that bullying interventions should target teachers given their influence in reducing bullying behavior. Despite this, however, there has generally been a lack of research examining the role that teachers play in responding to bullying (Yoon & Bauman, 2014), and even less research has investigated the broader context of all school staff, including administrators and guidance counselors. The current study addresses this void by including such staff in the sample.

Intervening in bullying incidences. More than half of students who are bullied do not report it to adults (Petrosino, Guckenburg, DeVoe, & Hanson, 2010), and among those who do, the conflict is often unresolved. In fact, according to a study by Bradshaw and colleagues (2007), at least 50% of middle school and high school students felt that school staff did not follow-up on their reports of bullying and that the bullying situation worsened when teachers intervened. As well, students report having witnessed school staff altogether ignoring incidences of bullying without making any attempts to intervene (Bradshaw et al., 2007). In one study, over 70% of school staff admitted to witnessing bullying at their school (Bradshaw et al., 2007). Yet, Cohn and Canter (2003) found that many teachers believe that there is nothing wrong with bullying, and, thus, only a small percentage (4%) of teachers actually respond to such incidences. As stated by Batsche and Knoff (1994), “the response of school personnel to bullying is, at best, disappointing” and “it is clear that school personnel do relatively little to intervene in the bullying cycle at school” (p. 170). Yoon and Bauman (2014) indicate that, 20 years later, not much has changed.

The manner in which school staff intervene and respond to bullying is key to creating a positive school climate and lowering incidences of bullying. That is, teachers' responses to bullying serve to indirectly influence the greater school climate and the future behavior of bullies and victims through the way in which they communicate expectations and thereby discourage bullying behavior and promote prosocial behavior (Hektner & Swenson, 2012; Yoon & Bauman, 2014). For example, when teachers ignore incidences or reports of bullying, they convey the message that bullying is tolerated or that students cannot rely on teachers to assist or protect them (Yoon & Kerber, 2003).

In a study by Bauman and Yoon (2010), teachers watched video vignettes of student bullying and answered open-ended questions about how they would respond to the bullies and victims involved in those incidences. Bauman and Yoon (2010) coded and categorized teachers' responses and then rank-ordered the categories based on the frequency with which teachers endorsed using each type of response. They found that teachers are most likely to respond to *bullies* of physical aggression by disciplining the bully and then involving adult resources, helping the bully develop prosocial skills, and involving peers, respectively (Bauman & Yoon, 2010). In terms of responding to bullies of verbal aggression, teachers indicated that they would discipline the bully, help the bully develop prosocial skills, involve peers, and involve adult resources, respectively (Bauman & Yoon, 2010). Lastly, when responding to bullies of relational aggression, teachers reported that they are mostly likely to help them develop prosocial skills, and then discipline the bully, ignore them, and involve other adult resources, respectively (Bauman & Yoon, 2010). Bauman and Yoon (2010) also ranked teachers' responses to *victims* of physical, verbal, and relational aggression. Teachers indicated that they would respond to victims of physical aggression by helping the victim develop prosocial skills, working with the

victim, ignoring the victim, and involving peers, respectively (Bauman & Yoon, 2010). Among victims of verbal aggression, teachers reported using methods such as working with the victim, helping the victim develop prosocial skills, ignoring the victim, and reprimanding the victim, respectively (Bauman & Yoon, 2010). In terms of relational aggression, teachers endorsed that they would help the victim develop prosocial skills, work with the victim, involve peers, and ignore the victim, respectively (Bauman & Yoon, 2010).

Notably, in the study by Bauman and Yoon (2010), teachers endorsed ignoring and reprimanding the victim as methods of intervening in episodes of bullying. Combined with the findings from Cohn and Canter (2003), it is increasingly evident that more attention and research should be directed towards understanding what influences the likelihood that teachers respond to bullying and why teachers may choose certain methods of intervention, as well as the implications of their responses. The process by which school personnel respond to bullies and victims involved in bullying has not yet been well-formulated or understood (Yoon & Bauman, 2014; Yoon, Sulkowski, & Bauman, 2014).

Predictors of response to bullying. Yoon and Bauman (2014) and Yoon et al. (2014) posit that it is helpful to understand educators' response to bullying using the transactional theory of stress and coping (e.g., as described in Lazarus & Folkman, 1987). Based on this theory, Yoon and colleagues suggest that educators' responses to incidences of bullying are influenced by individual and situational factors that affect their appraisal of the situation and their options for a course of action.

Intrinsic characteristics such as empathy and perceived self-efficacy have been shown to influence whether teachers will respond to bullying (Bradshaw et al., 2007; Dedousis-Wallace & Shute, 2009; Hoppa, Yoon, & Bauman, 2010; Yoon & Kerber, 2003; Yoon, 2004). For example,

Yoon (2004) found that teachers with higher self-efficacy in behavior management reported that they were more likely to intervene in bullying. Teachers' beliefs about and attitudes towards bullying have also been shown to be predictors of their response to bullying (Yoon & Bauman, 2014). In a study by Troop-Gordon and Ladd (2015), the belief that bullying is a normality of school-aged children was related to more passive approaches to intervening with bullying.

One of the strongest predictors of teacher response to bullying is their perception of the seriousness of the bullying incident (Dedousis-Wallace & Shute, 2009; Yoon, 2004; Yoon & Bauman, 2014). In one study, teachers who perceived the bullying incident to be more serious often responded with more punitive consequences while teachers who perceived the incident to be less serious used non-punitive responses (Ellis & Shute, 2007). Perceived seriousness of bullying has often been viewed in terms of the type of bullying. That is, teachers that observe physical bullying often interpret the situation as more serious (Hazler, Miller, Carney, & Green, 2001), and, thus, are more likely to respond, while teachers who witness nonphysical bullying, especially relational, are less likely to intervene (Bauman & Del Rio, 2006; Bauman & Yoon, 2010; Jacobsen & Bauman, 2007; Yoon & Kerber, 2003).

Although individual and situational factors such as empathy, perceived self-efficacy, attitudes and beliefs about bullying, and the perceived seriousness of a bullying incident have been predictive of teacher response to bullying, it may be difficult to change inherent factors such as these. Therefore, other variables that may influence school staff's response to bullying should be considered.

Occupational burnout. Burnout is common among individuals in the helping profession (Blazer, 2010). These professionals, such as teachers and other school staff, not only experience stress related to the demands of routine job responsibilities but also with regard to the well-being

of those with whom they serve, which is an additional source of stress and burnout (Blazer, 2010). Teaching has been considered a high stress, challenging, and demanding profession, and burnout has been recognized as a serious problem amongst education professionals (Bivona, 2002; Haberman, 2004). Within the transactional theory of stress and coping, then, it is possible that occupational burnout may affect staff's appraisal of bullying situations as well as their response to such incidences.

Occupational burnout, as defined by Maslach (2003), is a response to chronic strain as a result of a mismatch between an individual and his or her job demands. There are three dimensions of burnout including feelings of emotional exhaustion, depersonalization, and lack of personal accomplishment, which are distinct but interrelated dimensions and indicators of burnout. Emotional exhaustion involves feeling that, physically and emotionally, resources are depleted and that one does not have the energy to give any more of themselves to others; it is feeling emotionally overextended (Maslach & Leiter, 1997; Maslach, Schaufeli, & Leiter, 2001). Exhaustion is a central characteristic of burnout, as it is the indicator that is most recognizable (Maslach et al., 2001). As well, it has been reported that teachers experience a high level of exhaustion when compared to other occupations (Maslach et al., 2001). Still, exhaustion alone is insufficient to capture the construct of burnout and its relationship to one's work (Maslach, 2003; Maslach et al., 2001). Burnout is also characterized by feelings of depersonalization or cynicism, which involves having negative attitudes and feelings about the work or the individuals with whom the professional works (Maslach & Leiter, 1997). This is observable in the way that a professional distances themselves from their work or the individuals they serve (Maslach & Leiter, 1997; Maslach et al., 2001). Finally, the third aspect that Maslach identified

as representative of burnout is a feeling of reduced accomplishment, efficacy, and competence in terms of a professional's work with the individuals they serve (Maslach et al., 2001).

Factors influencing burnout. As with most conditions, there are a number of contextual factors that increase the likelihood of experiencing symptoms of burnout. Maslach et al. (2001) argue that burnout is best understood from a job-person fit framework such that there is a mismatch or gap between an individual and the domains of the job environment, which ultimately leads to burnout. Individual characteristics, such as lower sense of control, openness to change, self-esteem, and self-efficacy, and greater external locus of control, are related to higher levels of burnout (Brown, 2012; Durr, 2008; Leithwood, Jantzi, & Steinbach, 2001; Maslach et al., 2001). Other factors, such as age, gender, and teaching experience have produced mixed results in terms of their relationship to burnout (e.g., Fisher, 2011; Leithwood et al., 2001; Maslach et al., 2001; Williams & Dikes, 2015; Zabel & Zabel, 2001). For example, some have shown that younger teachers experience lower burnout (Williams & Dikes, 2015), while others report that age is not significantly related to burnout (Fisher, 2011; Zabel & Zabel, 2001).

Within the school context, lack of support from and trustworthiness of colleagues and administrative staff are related to increased levels of burnout (Bivona, 2002; Leithwood et al., 2001; Timms, Graham, & Caltabiano, 2007). In addition, poor working conditions, such as inadequate staff, materials, equipment, and space (Hakanen, Bakker, & Schaufeli., 2006; Leithwood et al., 2001), and excessive job demands including large workloads, pressure to meet deadlines, and increased role demands outside of academic instruction, such as management of Individualized Education Plans (Grayson & Alvarez, 2008; Leithwood et al., 2001; Maslach et al., 2001), also increase the likelihood that teachers will experience symptoms of burnout. At the

community level, lack of parent and community support, such as support for school programs, is also associated with increased rates of burnout (Grayson & Alvarez, 2008).

Outcomes of burnout. Teacher burnout has been shown to have significant negative consequences both for the teacher and the students whom they serve. Burnt-out teachers have increased rates of absenteeism and attrition (Maslach et al., 2001; Toppinen-Tanner, Ojajärvi, Väänänen, Kalimo, & Jäppinen, 2005), and decreased productivity, quality of work, effectiveness, satisfaction, and commitment (Maslach & Leiter, 1997; Maslach et al., 2001). Stress related primarily to the emotional exhaustion characteristic of burnout is also associated with health problems, including headaches, sleep problems and fatigue, and high blood pressure, and as well as more severe mental health and medical issues such as anxiety, depression, substance use, digestive disorders, cardiovascular diseases, respiratory problems, and musculoskeletal diseases (Armon, Melamed, Shirom, & Shapira, 2010; Maslach & Leiter, 1997; Maslach et al., 2001; Shin, Noh, Jang, Park, & Lee, 2013; Toppinen-Tanner et al., 2005).

Maslach and colleagues (2001) argue that burnout can be “contagious” and can disrupt job tasks. As such, teacher burnout also negatively impacts their students (Brunsting, Sreckovic, & Lane, 2014). Teachers experiencing stress and burnout often believe that they are unable to affect students’ lives or academic achievement, and, thus, do not see a purpose for continuing to care or put forth effort into their profession (Haberman, 2004). As expected, then, teacher burnout affects students’ motivation and learning (Zhang & Sapp, 2008). As well, individuals with high levels of burnout physically and psychologically withdraw from their job responsibilities (Maslach & Leiter, 1997; Maslach et al., 2001). Burnt-out teachers provide less emotional support, such as by feeling less sympathetic towards students, and physically distance themselves from students (Zhang & Sapp, 2008). A recent study found that teachers with high

levels of burnout were less likely to refer misbehaving students to out-of-school suspension, reflecting what could be a byproduct of teachers' withdrawal as it relates to symptoms of burnout, although other explanations are also plausible (Pas, Bradshaw, Hershfeldt, & Leaf, 2010). Still, it is clear that there are significant negative student outcomes associated with teacher burnout. Given that burnt-out teachers provide less emotional support to their students and are more distant, it is expected that they would be less likely to adequately attend to students' concerns about bullying.

To my knowledge, there is only one other study to date that has examined the influence of levels of burnout on teachers' likelihood of responding to incidences of bullying. In this study, Rice (2013) hypothesized that increased levels of burnout would be related to lower rates of responsiveness to bullying, but there were no significant findings. This study was limited in that there was a small ($N = 41$), homogenous sample size of Caucasian teachers from suburban elementary schools in Tennessee.

CURRENT STUDY

Although bullying prevention programs produce increases in students' knowledge of bullying and show positive effects in changing their attitudes and beliefs about bullying, such programs have little evidence showing actual changes and reductions in bullying behavior (Barbero et al., 2012). This finding merits exploration of other areas that may relate to reductions in bullying among school-aged children and adolescents. Teachers can indirectly influence future bullying behavior by communicating expectations through the way in which they respond to incidences of bullying (Hektner & Swenson, 2012; Kallestad & Olweus, 2003; Yoon & Bauman, 2014), but there is evidence to suggest that many teachers choose to ignore bullying behavior or to reprimand the victim (Bauman & Yoon, 2010; Cohn & Canter, 2003), neither of which is an effective strategy.

Although some inherent factors such as empathy and perceived self-efficacy are related to teacher response to bullying, modifying these factors in school staff may prove to be challenging and out of the realm of feasibility for school districts and administrators who wish to decrease rates of bullying at their schools. However, it may be relatively easier to alleviate stress, such as that attributed to occupational burnout. Occupational burnout is highly prevalent among educators given their job demands and additional responsibility for the welfare of their students. Teacher burnout can significantly affect students' outcomes, such as by providing less emotional support to students and by creating physical distance from students, which may relate to less attention directed towards incidences and reports of bullying. However, little research has examined the role of burnout in educator's response to bullying and method of intervening (Rice, 2013). Evidence-based interventions that address burnout, such as mindfulness training programs (Flook, Goldberg, Pinger, Bonus, & Davidson, 2013; Jennings, Frank, Snowberg,

Coccia, & Greenberg, 2013; Roeser et al., 2013) and cognitive-behavioral therapy (Cheek, Bradley, Parr, & Lan, 2003), are available and have been utilized with teachers who experience symptoms of burnout, suggesting that it is a feasible intervention for implementation as part of professional development. As such, if occupational burnout predicts likelihood of school staff responding to bullying, and stress reduction interventions are implemented, it is expected that bullying rates will decrease. Understanding factors that influence educational staff response to bullying will allow education officials and practitioners to better address bullying and to improve efforts to prevent the exacerbation of bullying. This will further aid researchers and practitioners in developing more effective prevention and intervention programs to decrease bullying among school-aged students and, subsequently, to reduce the negative short-term and long-term outcomes of bullying.

Most research on response to bullying has focused on teachers. To my knowledge, no other study has examined other school staff's responses to bullying. The current study capitalizes on the notion that teachers are essential to addressing bullying and addresses gaps in the literature by examining the effect that all school staff's burnout has on their response to bullying. The primary research question was: *To what extent does educational staff burnout predict likelihood of staff response to bullying?* This question was examined for bullies and victims of each type of bullying (i.e., physical, verbal, relational, and cyber). It was hypothesized that higher levels of burnout would predict a lower likelihood of responding to bullies and victims involved in physical, verbal, relational, and cyber bullying.

METHOD

Participants

Middle school and high school administrators (e.g., principals, vice-principals, deans of discipline), teachers (e.g., in general education, special education, special areas [e.g., art, physical education], intervention areas [e.g., reading coach]), and support staff (e.g., school resource officers, guidance counselors, social workers, speech and language therapists, school psychologists) serving students in 13 public, private, and independent schools in North Florida were recruited to participate in this study.

Of the 138 school staff members that opened the survey link, 25 participants dropped out and/or had missing data for one or more of the primary predictor variables; these participants were excluded from the analyses. One staff member declined to participate, while two others did not enter the password to begin the survey. The attrition rate was 20.3%. One participant completed the survey, but there was an administration error in which the participant was not administered the measure of burnout, which was part of the primary research question in this study; thus, this participant was excluded from the analyses. A total of 109 participants completed the survey and were included in the analyses. A G*Power 3.1.9.2 post-hoc power analysis (Faul, Erdfelder, Buchner, & Lang, 2009; Faul, Erdfelder, Lang, & Buchner, 2007) was conducted to determine the observed power in the current study. Using linear multiple regression (fixed model and R^2 increase) and the following parameters: $f^2 = 0.15$ (moderate); $\alpha = 0.05$; three control variables (i.e., [1] perceived seriousness of bullying incident, [2] attitudes towards bullying, and [3] empathy); and three tested predictors (i.e., emotional exhaustion, depersonalization, and personal accomplishment, each dimensions of burnout), the observed power in the current study was 0.93.

Participants ($N = 109$) were predominately female (82.6%) and Caucasian (90.8%). They ranged in age from 22 to 74 years old ($M = 44.17$, $SD = 12.34$). Regarding educational background, most participants had higher-education degrees, including Bachelor-level (42.2%), Master-level (40.4%), and Doctoral-level (8.3%) degrees. The majority of participants were teachers or instructional specialists (80%), while approximately 7% were administrators and nearly 12% served as other school staff (e.g., guidance counselor, paraprofessional, secretary). The participants in this study have worked in the education field for 1 to 47 years ($M = 16.35$, $SD = 11.23$). In terms of school demographics, most participants (96.3%) served students in general education, while 50.5% also served students with special education needs and 44% also served students with gifted education needs. Most participants primarily served Caucasian (99.1%) students, and 45.9% also served African-American students, 20.2% also served biracial students, and 17.4% also served Hispanic students. Participants worked at public (52.3%), private (40.4%), and independent/lab (7.3%) schools. Over half of the participants (56.9%) were from a rural school district, although many participants served a school in an urban school district (42.2%). Approximately 32% of participants worked for a Title I school in which there is a high percentage of students from low-income families.

Measures

Demographics questionnaire. Participants completed a brief demographic questionnaire (Appendix A), providing information about themselves regarding their age, sex, race, highest educational degree obtained, number of years in the education service, current role in education (e.g., principal, teacher, guidance counselor), and grade level(s) and type of students (i.e., general education, special education, gifted education) served. Participants also provided information about their school, such as school type (i.e., public, private, or independent), district

type (i.e., rural or urban), whether the school was considered to be a “Title I” school, and the races of students represented in their school.

Occupational burnout. The Maslach Burnout Inventory – Educators Survey (MBI-ES; not included in appendices due to copyright restrictions; however, permission to reproduce via a remote survey license was obtained), developed by Maslach, Jackson, and Schwab (1986, as cited in Maslach, Jackson, & Leiter, 1997), is a 22-item measure that assesses job-related burnout among educational staff. Items were rated based upon frequency of experiencing symptoms of burnout using a seven-point Likert scale ranging from 0 (*never*) to 6 (*every day*), with additional increments such as a few times per year, per month, and per week (Maslach et al., 1997). The MBI-ES contains three scales including *Emotional Exhaustion*, which consists of nine items wherein higher scores indicate more frequent feelings of emotional exhaustion and burnout, *Depersonalization*, which consists of five items wherein higher scores indicate more frequent feelings of depersonalization and burnout, and *Personal Accomplishment*, which consists of eight items wherein lower scores indicate less frequent feelings of personal accomplishment and, thus, greater feelings of burnout (Maslach et al., 1997). Specifically, Maslach et al. (1986), as cited in Maslach et al., 1997, defined “High” levels of Emotional Exhaustion as a score of 27 or more, “Moderate” levels to be indicated by a score of 17 to 26, and “Low” levels as a score between 0 and 16. Similarly, a “High” level of Depersonalization is indicated by a score of 14 or greater, “Moderate” level is defined as a score of 9 to 13, and “Low” level is indicated by a score of 0 to 8. Finally, “Low” levels of Personal Accomplishment is defined as scores of 0 to 30, “Moderate” levels are indicated by scores of 31 to 36, and “High” levels are indicated by scores of 37 or more.

Iwanicki and Schwab (1981) and Gold (1984) separately have demonstrated the reliability and construct validity of the MBI-ES and have provided support for the three-factor structure of the measure. They also found internal consistencies ranging from .75 to .90. The scores from each of the MBI- ES scales were used as independent predictor variables in the current study. In this study, the internal consistency, as estimated using Cronbach's alpha, for the Emotional Exhaustion scale ($\alpha = .90$) was excellent, the Personal Accomplishment scale ($\alpha = .73$) was acceptable, and the Depersonalization scale ($\alpha = .68$) was questionable but neared acceptable.

Perceived severity and response to bullies and victims of bullying. Bush (2009) designed a measure to assess factors that influence teachers' responses to bullying in their schools, which was adapted for the current study (Appendix B). To my knowledge, no other well-established and psychometrically-sound measure has been developed to assess responses to bullying. Similar to Bush's (2009) measure, in the current study, participants were asked to rate their perception of the seriousness of the bullying incident, likelihood of responding to the incident, and typical responses in that situation. The measure was adapted in terms of wording, bullying scenarios, scale type (i.e., Bush [2009] used a percentage scale, while the current study used a Likert scale), separate questions to examine likelihood of responding to each the bully and the victim, typical response options and rating choice (i.e., Bush [2009] required participants to select only one item choice, while the current study asked participants to rank order their typical responses), and separate questions to examine typical responses towards the bully and the victim.

In the current study, participants were provided with eight unique vignettes that portrayed acts of bullying. The vignettes were developed based on previous examples (e.g., Bush, 2009; Yoon et al., 2014) and real-life media reports of bullying. For each type of bullying (i.e.,

physical, verbal, relational, and cyber), two vignettes were presented, each involving both a bully and a victim. The two scenarios for each type of bullying were combined, and the average ratings for perceived severity, likelihood of responding to the bully, and likelihood of responding to the victim for each category of bullying were utilized in analyses. The types of bullying were separated given the influence of type of bullying on responsiveness (e.g., Bauman & Del Rio, 2006; Bauman & Yoon, 2010; Hazler et al., 2001). The vignettes were designed to be unbiased, demonstrated by the use of a common unisex name and the absence of gender and race, as these factors could have confounded responses. Vignettes were presented to each participant in a random order to prevent participants from becoming “burnt out” while completing the survey and subsequently devoting less time considering and responding to a particular vignette.

For each vignette, participants rated their perception of the seriousness of the bullying incident on a seven-point Likert scale from 1 (*not at all severe*) to 7 (*very severe*). This measure of perceived severity was used as a control variable based on previous research indicating that perceived severity significantly predicts teachers’ likelihood of responding to bullying (e.g., Dedousis-Wallace & Shute, 2009; Yoon, 2004; Yoon & Bauman, 2014). Participants also rated the likelihood that they would respond to each the bully and the victim involved in that incident of bullying using a seven-point Likert scale from 1 (*very unlikely*) to 7 (*very likely*). These variables were used as the outcome measures. Lastly, for each vignette, participants ranked their top three typical responses to each the bully and the victim involved in that incident of bullying. In the work by Yoon et al. (2014), teachers provided responses to open-ended questions about how they would respond to specific incidents of bullying, which were then coded for both the bully and the victim. These codes are used as the response choices in this study. These questions were included to provide additional descriptive information about how

school staff respond to bullying. Altogether, taking into account ratings for perceived severity and likelihood of responding to both the bully and the victim across the eight bullying scenarios, the internal consistency was good ($\alpha = .89$).

Attitudes and perceptions of bullying. The Bully Survey Teacher Version (BYS-T; Appendix C; Swearer, 2003) assesses teachers' observations of, perceptions of, and attitudes towards bullying. Participants completed the 15-item Bully Attitudinal Scale (BAS) as part of the BYST regarding attitudes towards bullying. Items were rated on a five-point Likert scale ranging from 1 (*totally false*) to 5 (*totally true*) based on how much the participant felt each statement was true (Swearer, 2003). Total scores range from 15 to 75, wherein higher scores indicate greater pro-bullying attitudes, while lower scores indicate more prosocial attitudes (Swearer, 2003). The total score was used as a control variable of school staff's perceptions and attitudes towards bullying. There are currently no psychometrics available for the 15-item BAS of the BYST. In the current study, the internal consistency for this measure was .43.

Empathy. The Interpersonal Reactivity Index (IRI; Davis, 1980, 1983; Appendix D) is a 28-item measure that assesses empathy. The scale is comprised of four subscales: Perspective-Taking, Fantasy, Empathic Concern, and Personal Distress, each consisting of seven items. Research by Nomura and Akai (2012) suggests that the Fantasy scale may not be necessary, as it assesses empathy towards fictional characters, and may measure a construct different than empathy towards nonfictional individuals. As such, in the current study, the Fantasy scale was excluded. The remaining 21 items were rated on a five-point Likert scale ranging from 0 (*does not describe me well*) to 4 (*describes me very well*) (Davis, 1980). Scores range from 0 to 84, wherein higher scores indicate greater levels of empathy. The IRI demonstrates satisfactory internal consistency, ranging from .70 to .78, and test-retest reliability, ranging from .61 to .81

(Davis, 1980). It has also been shown to exhibit adequate convergent and divergent validity (Davis, 1983). An overall empathy score was derived and used as a control variable, given previous research indicating that empathy predicts teachers' likelihood of responding to bullying (Dedousis-Wallace & Shute, 2009; Yoon & Kerber, 2003; Yoon, 2004). The internal consistency in the current sample was .73, which is acceptable.

Procedure

The current study was approved by the Louisiana State University Institutional Review Board (Appendix E). Five school districts in North Florida were selected for participant recruitment. Individual school and/or school district procedures for research participation were followed. For example, some school districts required the completion of a formal research request, while others were satisfied with requesting participation and communicating via email. Following district approval, school principals or school research coordinators were contacted by the researcher to discuss the purpose and benefits of the study, as well as the potential for recruiting participants from that particular school. For consenting schools, the school's point-person distributed a letter of participation (Appendix F) via email to administrators, teachers, and support staff. The letter explained the purpose and benefits of the study and contained the link to the survey administration website.

School administrators, teachers, and support staff completed the survey via Qualtrics, an online survey software, during August and September of 2015. Upon opening the survey website, an introduction message (Appendix G) was presented. Participants were then directed to the consent form (Appendix H), which outlined the purpose of the study, voluntary nature of participation, and confidentiality of responses, and were asked to read and then indicate whether they agreed or declined to participate in the study. A forced validation response option was

utilized in the survey in which participants were required to select whether they agreed or declined to participate and could not move forward without a response. Skip logic was also applied in which participants who declined to participate in the survey were automatically directed to the end-of-survey debriefing webpage (Appendix I), and those that agreed to participate were directed to the first page of the survey. Throughout the demographic questionnaire, a request validation procedure was utilized to prompt participants if they did not answer a question, but participants were given the option to continue without answering (i.e., decline to answer) or to return to the page and answer the missing item(s). Throughout the remainder of the survey, a forced validation procedure was applied in which participants were required to respond to each item and could not move forward without doing so. This was implemented to prevent missing data. Administration time varied, as some participants completed the survey across several days. Based on the 138 participants that opened the survey link, the mode administration time was 27 minutes. Consideration should be used when interpreting this administration time, however, as this number also includes participants that eventually dropped out of the survey.

Once the survey was completed, participants were directed to a debriefing webpage, (Appendix I, as noted previously), that included information about the benefits of the study as well as resources to address bullying in their schools and symptoms of occupational burnout. Data from this study is stored on a password-protected computer as well as in password-protected files. No identifying information was collected or therefore linked to the participants' responses.

RESULTS

Missing Data

Due to administration error, the first ten participants were not administered the last six items on the Interpersonal Reactivity Index. Thus, a mean substitution procedure was utilized.

Descriptive Statistics

Table 1 outlines descriptive information about the independent control and predictor variables as well as the dependent outcome variables. In terms of perceived severity, on average, educators felt that each type of the bullying was “severe” to “very severe”. Participants generally had lower pro-bullying attitudes ($M = 22.06$, $SD = 3.65$, range = 16 to 33) and exhibited moderate to high levels of empathy ($M = 53.57$, $SD = 7.73$, range = 35 to 73).

Considering the levels of burnout defined by Maslach et al. (1986), as cited in Maslach et al. (1997) and described above, on average, participants felt low levels of emotional exhaustion ($M = 13.47$, $SD = 9.44$, range = 0 to 40) and depersonalization ($M = 3.45$, $SD = 4.02$, range = 0 to 20), and high levels of personal accomplishment ($M = 41.83$, $SD = 5.07$, range = 25 to 48), suggesting minimal feelings of burnout. However, participants in this sample experienced a range of burnout levels. The majority of participants (65.1%) experienced low levels of emotional exhaustion, while 23.9% experienced moderate and 11% experienced high levels of emotional exhaustion. Likewise, the majority of participants (89%) experienced low levels of depersonalization, while 8.3% experienced moderate and 2.8% experienced high levels of depersonalization. With regard to personal accomplishment, most participants (88.1%) felt high levels of personal accomplishment, while 8.3% experienced moderate and 3.7% experienced low levels of personal accomplishment. Based on likelihood of response, participants were, on

average, “likely” to “very likely” to respond to both the bully and the victim across all types of bullying.

Table 1. Means, Standard Deviations (SD), and Ranges for Independent and Dependent Variables

Variable	Mean (SD)	Range
Perceived Severity		
Physical	6.34 (0.64)	4 to 7
Verbal	6.62 (0.54)	4 to 7
Relational	6.20 (0.64)	4.5 to 7
Cyber	6.69 (0.48)	2 to 7
Attitudes Towards Bullying	22.06 (3.65)	16 to 33
Empathy	53.57 (7.73)	35 to 73
Occupational Burnout		
Emotional Exhaustion	13.47 (9.44)	0 to 40
Depersonalization	3.45 (4.02)	0 to 20
Personal Accomplishment	41.83 (5.07)	25 to 48
Likelihood of Responding to Bully		
Physical	6.73 (0.53)	4 to 7
Verbal	6.72 (0.68)	3 to 7
Relational	6.63 (0.67)	3.5 to 7
Cyber	6.48 (1.0)	1 to 7
Likelihood of Responding to Victim		
Physical	6.66 (0.66)	4 to 7
Verbal	6.72 (0.62)	3.5 to 7
Relational	6.61 (0.68)	4 to 7
Cyber	6.46 (0.96)	2 to 7

The most common responses to the bully of all types of bullying were to first indicate that the behavior is intolerable or to send to a higher authority (e.g., principal, dean of discipline), and then to contact parents and refer the student to a school counselor, respectively. The most common responses to the victim of all types of bullying were to first comfort the victim and then to contact parents and refer the student to a school counselor, respectively.

Table 2 outlines the correlations between the control and predictor variables, as well as with the outcome variables. There were significant positive correlations between perceived severity across each type of bullying, with the exception of perceived severity of verbal and cyber bullying, which were not significantly correlated. Likelihood of responding to the bully was significantly correlated with likelihood of responding to the victim across bullying types. As well, perceived severity was significantly correlated with likelihood of responding to each the bully and the victim across certain bullying types. Attitudes towards bullying, empathy, and dimensions of burnout were largely not correlated with bullying severity or likelihood of responding, with a few exceptions, as outlined in the table.

Hierarchical Multiple Regression Analyses

Hierarchical multiple regression analyses were conducted to predict the influence of occupational burnout (independent variable) on the likelihood of educational staff responding (dependent variable) to bullies and victims involved in bullying. A hierarchical approach was used given that previous research has suggested that various factors influence response to bullying. Predictors identified in the research to be related to the outcome variable were entered in order of their significance in predicting the outcome (Field, 2009). That is, perceived severity of the bullying incident, attitudes towards bullying, and empathy were entered into block one, respectively. The predictor variables were entered in block two, which included the three dimensions of burnout: Emotional exhaustion, depersonalization, and personal accomplishment. Maslach and colleagues (2001) suggest that the dimensions of burnout present in a sequential manner beginning first with emotional exhaustion and then depersonalization, and finally, personal accomplishment. As such, these factors were entered respectively.

Table 2. Correlations of Control, Predictor, and Outcome Variables

Variables	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.
1. Severity-Physical	1																
2. Severity-Verbal	.349**	1															
3. Severity-Relational	.666**	.283**	1														
4. Severity-Cyber	.530**	0.17	.434**	1													
5. Attitudes Towards Bullying	-0.062	0.053	-0.14	-0.006	1												
6. Empathy	0.128	0.051	0.185	.223*	-.225*	1											
7. Emotional Exhaustion	-0.01	0.07	0.001	0.016	0.099	0.025	1										
8. Depersonalization	-0.053	0.024	-0.016	0.018	0.136	-0.039	.677**	1									
9. Personal Accomplishment	0.097	-0.073	0.02	0.126	-0.054	.200*	-.445**	-.329**	1								
10. Likelihood-Bully-Physical	.482**	.288**	.372**	.299**	0.036	0.082	-0.076	-0.13	0.12	1							
11. Likelihood-Bully-Verbal	0.165	.531**	0.178	.204*	-0.048	0.176	0.074	0.02	-0.007	.467**	1						
12. Likelihood-Bully-Relational	.242*	0.122	.339**	.211*	-.194*	0.166	-0.003	-0.112	0.103	.620**	.489**	1					
13. Likelihood-Bully-Cyber	0.187	0.131	.226*	.358**	-0.18	.252**	0.102	-0.042	0.032	.283**	.581**	.361**	1				
14. Likelihood-Victim-Physical	.510**	.192*	.392**	.286**	-0.037	0.167	-0.056	-0.1	0.141	.864**	.367**	.593**	.286**	1			
15. Likelihood-Victim-Verbal	.302**	.376**	.256**	.195*	-0.083	.223*	-0.084	-.202*	0.057	.570**	.679**	.593**	.422**	.529**	1		
16. Likelihood-Victim-Relational	.216*	0.148	.341**	0.188	-0.154	.202*	-0.076	-0.155	0.172	.537**	.454**	.867**	.320**	.530**	.630**	1	
17. Likelihood-Victim-Cyber	0.14	0.093	0.183	.272**	-.208*	.247**	0.094	-0.04	0.028	.268**	.547**	.459**	.909**	.256**	.493**	.418**	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Collinearity diagnostics were conducted for each regression to assess the presence of multicollinearity between predictor variables in the model. Variance inflation factors (VIF) did not exceed 10.00, and tolerance values were above 0.2, suggesting no multicollinearity concerns based on guidelines described in Field (2009).

Physical bullying. Hierarchical multiple regression analyses were conducted to predict the likelihood of staff responding to each the bully and victim involved in physical bullying (i.e., destroying property and harming the student) based on the dimensions of occupational burnout (i.e., emotional exhaustion, depersonalization, and personal accomplishment). The results are displayed in Table 3.

Table 3. Hierarchical Multiple Regression Analyses Predicting Likelihood of Responding to Each the Bully and the Victim of Physical Bullying From Dimensions of Occupational Burnout

Predictors	Likelihood of Responding to the Bully		Likelihood of Responding to the Victim	
	β	Sr^2	β	Sr^2
Model 1				
Perceived Severity	.482***	.228	.498***	.244
Attitudes Towards Bullying	.075	.005	.018	.000
Empathy	.037	.001	.107	.011
R ²	.238		.271	
F	10.95***		13.04***	
Model 2				
Emotional Exhaustion	.014	.000	.014	.000
Depersonalization	-.111	.006	-.063	.002
Personal Accomplishment	.043	.001	.061	.003
ΔR^2	.015		.008	
ΔF	.661		.382	

*** $p \leq .001$

In evaluating the predictive effects of burnout on staff response to the bully of physical bullying, Model 1 indicated that perceived severity of the bullying incident, attitudes towards bullying, and empathy significantly contributed to the regression model, $F(3, 105) = 10.95, p < .001$, and accounted for 23.8% of the variance in likelihood of responding to the bully. In particular, perceived severity of the bullying incident significantly positively predicted likelihood

of responding to the bully, $t = 5.611$, $p < .001$, indicating that as the incident is perceived as more severe, the educator is more likely to respond. This is consistent with prior research. Neither of the other two control factors significantly predicted likelihood of response. Introducing dimensions of burnout (Model 2) only explained an additional 1.5% of the variation in likelihood of responding to the bully, and, thus, did not significantly predict the likelihood of responding to the bully of physical aggression, $\Delta F(3, 102) = 0.661$, $p = .578$.

In determining whether dimensions of educator burnout predicted the likelihood of responding to the victim of physical bullying, perceived severity of the bullying incident, attitudes towards bullying, and empathy (Model 1) were found to significantly contribute to the regression model, $F(3, 105) = 13.036$, $p < .001$, and accounted for 27.1% of the variance in likelihood of responding to the victim. Upon examining the individual predictor variables, perceived severity of the bullying incident significantly positively predicted the likelihood of responding to the victim, $t = 5.924$, $p < .001$, indicating that as the incident is perceived as more severe, school staff are more likely to respond. Dimensions of burnout (Model 2) did not significantly predict the likelihood of responding to the victim of physical aggression, $\Delta F(3, 102) = .382$, $p = .766$, as they explained only an additional 0.8% of the variance in likelihood of responding to the victim.

Verbal bullying. To determine the effects of occupational burnout on the likelihood of staff responding to each the bully and victim involved in verbal bullying (i.e., name-calling and threatening), hierarchical multiple regression analyses were conducted. The results are outlined in Table 4.

Model 1 indicated that perceived severity of the bullying incident, attitudes towards bullying, and empathy significantly contributed to the regression model, $F(3, 105) = 15.46$, $p <$

.001, and accounted for 30.6% of the variance in likelihood of responding to the bully of verbal aggression. Perceived severity significantly positively predicted the likelihood of responding to the bully, $t = 6.458, p < .001$, suggesting that as the incident is perceived as more severe, educators are more likely to respond. Factors of burnout (Model 2) only explained an additional 0.2% of the variation in likelihood of responding to the bully, and, thus, did not significantly predict likelihood of responding to the bully of verbal aggression, $\Delta F(3, 102) = .097, p = .961$.

Table 4. Hierarchical Multiple Regression Analyses Predicting Likelihood of Responding to Each the Bully and the Victim of Verbal Bullying From Dimensions of Occupational Burnout

Predictors	Likelihood of Responding to the Bully		Likelihood of Responding to the Victim	
	β	Sr^2	β	Sr^2
Model 1				
Perceived Severity	.527***	.276	.369***	.135
Attitudes Towards Bullying	-.045	.002	-.060	.003
Empathy	.139	.018	.191*	.003
R ²		.306		.186
F		15.46***		8.02***
Model 2				
Emotional Exhaustion	.057	.002	.038	.000
Depersonalization	-.011	.000	-.230 ⁺	.028
Personal Accomplishment	.024	.000	-.015	.000
ΔR^2		.002		.040
ΔF		.097		1.77

*** $p \leq .001$ * $p \leq .05$ +Approached significance ($p = .057$)

In an analysis of the predictive effects of occupational burnout on staff response to the victim of verbal bullying, Model 1 showed that perceived severity of the bullying incident, attitudes towards bullying, and empathy significantly contributed to the regression model, $F(3, 105) = 8.021, p < .001$, accounting for 18.6% of the variance in likelihood of responding to the victim. Perceived severity of the bullying incident significantly positively predicted the likelihood of responding to the victim, $t = 4.180, p < .001$, suggesting that as the incident is perceived as more severe, school staff are more likely to respond. Empathy also significantly positively predicted likelihood of responding to the victim, $t = 2.111, p = .037$, suggesting that

educators with higher levels of empathy are more likely to respond to the victim of verbal aggression. These findings are consistent with prior research. Attitudes towards bullying did not significantly predict likelihood of response. Occupational burnout (Model 2) only explained an additional 4% of the variation in likelihood of responding to the bully and did not significantly predict the likelihood of responding to the victim of verbal aggression, $\Delta F(3, 102) = 1.77, p = .158$. Although including burnout in the model did not significantly predict likelihood of responding to the victim above and beyond that which is accounted for by the previous model, it should be noted that depersonalization, a dimension of burnout, approached significance for predicting the likelihood of responding to the victim, $t = -1.927, p = .057$, suggesting a trend in which educators with higher rates of depersonalization (i.e., burnout) are less likely to respond to the victim.

Relational bullying. Hierarchical multiple regression analyses were conducted to predict the likelihood of staff responding to each the bully and victim involved in relational bullying (i.e., exclusion and spreading rumors) based on dimensions of occupational burnout (i.e., emotional exhaustion, depersonalization, and personal accomplishment). The results are displayed in Table 5.

In evaluating the predictive effects of burnout on staff response to the bully of relational bullying, Model 1 indicated that perceived severity of the bullying incident, attitudes towards bullying, and empathy significantly contributed to the regression model, $F(3, 105) = 5.827, p = .001$, and accounted for 14.3% of the variation in likelihood of responding to the bully. Similar to other types of bullying, perceived severity of the bullying incident significantly positively predicted the likelihood of responding to the bully, $t = 3.311, p = .001$, indicating that as the incident is perceived as more severe, the educator is more likely to respond. However,

introducing dimensions of burnout (Model 2) only explained an additional 2.3% of the variation in likelihood of responding to the victim. As such, occupational burnout did not significantly predict the likelihood of responding to the bully of relational aggression, $\Delta F(3, 102) = .937, p = .426$.

Table 5. Hierarchical Multiple Regression Analyses Predicting Likelihood of Responding to Each the Bully and the Victim of Relational Bullying From Dimensions of Occupational Burnout

Predictors	Likelihood of Responding to the Bully		Likelihood of Responding to the Victim	
	β	Sr^2	β	Sr^2
Model 1				
Perceived Severity	.306***	.009	.306***	.089
Attitudes Towards Bullying	-.133	.017	-.083	.006
Empathy	.079	.006	.127	.015
R ²	.143		.143	
F	5.827***		5.827***	
Model 2				
Emotional Exhaustion	.165	.013	.094	.004
Depersonalization	-.168	.015	-.157	.013
Personal Accomplishment	.098	.007	.134	.014
ΔR^2	.023		.033	
ΔF	.937		1.346	

*** $p \leq .001$

To assess the impact of occupational burnout on staff response to the victim of relational bullying, results hierarchical multiple regression indicate that perceived severity of the bullying incident, attitudes towards bullying, and empathy (Model 1) significantly contributed to the regression model, $F(3, 105) = 5.827, p = .001$, and accounted for 14.3% of the variation in likelihood of responding to the victim. Perceived severity significantly positively predicted the likelihood of responding to the victim, $t = 3.310, p = .001$, indicating that as the incident is perceived as more severe, the educator is more likely to respond. Introducing dimensions of burnout (Model 2) only explained an additional 3.3% of the variation in likelihood of responding to the victim and did not significantly predict the likelihood of responding to the victim of relational aggression, $\Delta F(3, 102) = 1.346, p = .264$.

Cyber bullying. Hierarchical multiple regression analyses were conducted to predict the likelihood of staff responding to each the bully and victim involved in cyber bullying (i.e., via social media and text message) based on dimensions of occupational burnout (i.e., emotional exhaustion, depersonalization, and personal accomplishment). The results are displayed in Table 6. To determine whether occupational burnout significantly predicted the likelihood of staff responding to the bully of cyber bullying, analyses revealed that factors in Model 1, which included perceived severity of the bullying incident, attitudes towards bullying, and empathy, significantly contributed to the regression model, $F(3, 105) = 7.659, p < .001$, and accounted for 18% of the variation in likelihood of responding to the bully. Perceived severity of the bullying incident significantly positively predicted the likelihood of responding to the bully, $t = 3.58, p = .001$, indicating that as the incident is perceived as more severe, the educator is more likely to respond. Dimensions of burnout (Model 2) only explained an additional 2.8% of the variance in responsiveness. As expected, then, burnout did not significantly predict the likelihood of responding to the bully of cyber aggression, $\Delta F(3, 102) = 1.219, p = .307$. Although including burnout in the model did not significantly predict likelihood of responding to the victim above and beyond factors identified in the previous model, it should be noted that emotional exhaustion, a dimension of burnout, approached significance for predicting the likelihood of responding to the victim, $t = 1.779, p = .078$, suggesting a trend in which educators with higher rates of emotional exhaustion (i.e., burnout) are more likely to respond to the victim.

Finally, in evaluating the predictive effects of burnout on staff response to the victim of cyber bullying, Model 1 indicated that perceived severity of the bullying incident, attitudes towards bullying, and empathy significantly contributed to the regression model, $F(3, 105) = 5.621, p = .001$, and accounted for 13.8% of the variation in likelihood of responding to the

victim. Upon examining the individual predictor variables, perceived severity of the bullying incident significantly positively predicted the likelihood of responding to the bully, $t = 2.537$, $p = .013$, which suggests that as the incident is perceived as more severe, the educator is more likely

Table 6. Hierarchical Multiple Regression Analyses Predicting Likelihood of Responding to Each the Bully and the Victim of Cyber Bullying From Dimensions of Occupational Burnout

Predictors	Likelihood of Responding to the Bully		Likelihood of Responding to the Victim	
	β	Sr^2	β	Sr^2
Model 1				
Perceived Severity	.325***	.010	.236*	.053
Attitudes Towards Bullying	-.144	.020	-.172 ⁺	.028
Empathy	.148	.020	.155	.022
R ²	.180		.138	
F	7.659***		5.621***	
Model 2				
Emotional Exhaustion	.227 ⁺	.025	.211	.021
Depersonalization	-.177	.017	-.158	.013
Personal Accomplishment	-.001	.000	.002	.000
ΔR^2	.028		.024	
ΔF	1.219		.979	

*** $p \leq .001$ * $p \leq .05$ ⁺Approached significance

to respond. Attitudes towards bullying approached significance for predicting likelihood of responding to the victim, $t = -1.848$, $p = .067$, suggesting a trend in which educators with lower pro-bullying attitudes (i.e., higher anti-bullying attitudes) are more likely to respond to the victim of cyber aggression. Including dimensions of occupational burnout in Model 2 only explained an additional 2.4% of the variation in likelihood of responding to the victim. Therefore, burnout did not significantly predict the likelihood of responding to the victim of cyber aggression, $\Delta F(3, 102) = .979$, $p = .406$.

DISCUSSION

The negative effects of involvement in bullying are striking. Perpetrators of bullying are likely to engage in delinquent behaviors, such as drug use and criminal activities, to experience academic difficulties, and to have lower job statuses as adults (Centers for Disease Control and Prevention, 2013; Farrington & Ttofi, 2011; Haynie et al., 2001; Ttofi et al., 2011). Victims of bullying may experience low self-esteem, academic problems, and symptoms related to mental health concerns, such as anxiety, depression, and self-harm behavior (Centers for Disease Control and Prevention, 2013; Espelage & Holt, 2001; Haynie et al., 2001; Nakamoto & Schwartz, 2010; Nansel et al., 2001).

School staff are essential to managing bullying, as their responses can influence school climate and the future behavior of students (Hektner & Swenson, 2012; Kallestad & Olweus, 2003). Teachers' empathy, attitudes towards bullying, and perceptions of the seriousness of bullying incidences have been shown to predict responses to bullying (Dedousis-Wallace & Shute, 2009; Yoon & Bauman, 2014; Yoon, 2004).

This study builds upon prior research by evaluating the impact of occupational burnout on school staffs' response to bullies and victims involved in physical, verbal, relational, and cyber aggression. It was hypothesized that higher levels of burnout would predict a lower likelihood of response to bullying. In contrast to this hypothesis, however, hierarchical multiple regression analyses did not find dimensions of burnout to be significantly predictive of the likelihood that staff will respond to bullies or victims across various types of bullying, but a few trends were identified. On average, this sample of educators experienced low levels of burnout. Nevertheless, there was a trend for depersonalization to negatively predict likelihood of responding to the victim of verbal bullying. This suggests that educators experiencing higher

rates of depersonalization (i.e., higher levels of burnout) may be less likely to respond to the victim of name-calling or verbal threats. Given the presence of this trend in the expected direction, these results highlight the potential for burnout to affect staff response to bullying. It is possible that a sample of educators with greater levels of burnout would show stronger effects. If those effects were present, it would be worthwhile to assess whether evidence-based interventions that address burnout, such as mindfulness training programs (Flook et al., 2013; Jennings et al., 2013; Roeser et al., 2013) and cognitive-behavioral therapy (Cheek et al., 2003), implemented during faculty meetings and/or professional development days decrease burnout and result in an increase in staff's response to bullying.

There also was a trend for emotional exhaustion to positively predict the likelihood of responding to bullies who aggress via the internet, suggesting that higher levels of emotional exhaustion and burnout may predict a higher likelihood of responding to the bully. Interestingly, this finding is in the unexpected direction. It is possible that educators with higher levels of emotional exhaustion have a lower tolerance for misbehavior or difficult situations and are, thus, more likely to intervene. It would be interesting to evaluate the types of responses educators who are emotionally exhausted utilize to address cyber bullying. Given the hypothesis that educators with higher burnout would have a lower tolerance for misbehavior, it is expected that these educators would respond with more punitive consequences. Further investigation of this finding is warranted.

Consistent with prior research, the most significant predictor of likelihood of response was perceived severity. In general, participants viewed each of the bullying scenarios as being severe. This suggests that, as educators perceive bullying situations to be more severe, they are more likely to respond to the bully and the victim involved. Understanding the seriousness of

bullying may empower educators to see the importance of intervening, despite other factors that may otherwise influence their decision to do so. Yoon and Bauman (2014) argue that teacher trainings should highlight the seriousness of bullying to improve prevention and intervention efforts. The current study provides support for their argument.

Limitations

There are several limitations of this study. First, the sample is considered a convenience sample, as it was obtained in an area nearby the primary investigator, as well as in schools in which the primary investigator had contacts. Second, the time of data collection may also have been a confounding factor. Educational staff may have felt less burnt-out at the time of data collection, participants completed the survey at the beginning of the 2015-2016 school year, which may have skewed the results. Relatedly, there is likely a non-response bias in this study, suggesting that participants' responses in this study may differ from the potential responses of those who did not participate. It is quite possible that educators who are feeling high levels of burnout decided not to participate in this study, given that they were already feeling overwhelmed with their workload and job responsibilities.

Another limitation of this study involves the use of the Bully Survey Teacher Version, Bullying Attitude Scale, which showed a low level of internal consistency in this sample. There was no prior research on the scale during study development, though the scale was developed by a highly regarded scholar in the area of bullying research. Still, the results should be interpreted with caution, given this limitation.

The use of written vignettes in this study may also be viewed as a limitation. Yoon et al. (2014) argue that the use of written vignettes is limited in that they often lack characteristics that may influence true responses. In this study, participants were asked to imagine that they

witnessed or heard about various bullying situations. However, the vignettes were devoid of attributes that may be present during real-life situations (e.g., gender, race, facial expressions, voice intonation), that may otherwise affect educators' appraisal of the situation. Video vignettes and/or structured observations may prove to be a more authentic method for evaluating the percentage of participants that actually respond to bullying situations, as well as individual and contextual factors that may be related to their response.

Future Research

Future research should replicate this study utilizing a sample with higher levels of burnout. As noted, given the trend observed in this study, it is likely that the results of this study would have shown stronger effects and more significant outcomes had the sample included educational staff with greater levels of burnout. This may have been a function of the time of data collection or of the construct of burnout itself. Still, it would be interesting to evaluate the effects of occupational burnout on likelihood of response to bullying throughout the school year in a longitudinal study.

In replicating this study, a few things should be considered. First, a measure that more reliably assesses attitudes towards bullying should be utilized. Second, it would be helpful to include items assessing whether educators have observed similar bullying behavior at their school for each scenario. Finally, the use of video vignettes and/or structured observations in the school setting should be incorporated.

It may also be beneficial to determine whether occupational burnout relates to educators' likelihood of responding to bystanders and those who are bully-victims. Bystanders are also involved in bullying and may contribute to the maintenance and exacerbation of the aggressive act, particularly those who are assistants or reinforcers of the bully. Thus, school staff's response

to these individuals may too communicate expectations of behavior and influence the greater school climate. As well, it may be helpful to evaluate whether educational staff burnout is related to their response to a bully-victim. That is, does knowing that a student who is bullying others is also victimized change staff's likelihood or method of responding to that student when engaging in bullying behavior and vice versa? It may also be interesting to examine whether occupational burnout affects response type or method (e.g., negative or positive response, passive or active response, or other specific types of responses).

Finally, future research should evaluate whether there are mediators and moderators related to staff's response to bullying. For example, research may determine whether other factors are involved in the relationship between perceived severity of the bullying incident and likelihood of responding.

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APPENDIX A
DEMOGRAPHICS QUESTIONNAIRE

The following questions will ask you to provide demographic information about yourself. This information will be used to describe the sample of participants that complete the survey. You are not required to complete any items that you do not feel comfortable answering. You may be prompted at the end of this section to provide a response for any missing items, but you will be able to select the option to continue without answering if you purposefully chose not to answer certain items.

Age: _____

Sex:

- Male
- Female

Race:

- African American/Black
- American Indian/Alaskan Native
- Asian American/Pacific Islander
- Biracial
- Caucasian/White
- Hispanic/Latino
- Middle Eastern
- Other: _____

Highest Degree Obtained:

- Associate-Level Degree
- Bachelor-Level Degree
- Master-Level Degree
- Doctoral-Level Degree
- Other: _____

Number of Years in the Education Service (include the current school year): _____

Primary Role in Education Service:

- | | |
|--|--|
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Social Worker |
| <input type="checkbox"/> Instructional Specialist (e.g., Math Coach) | <input type="checkbox"/> Psychologist |
| <input type="checkbox"/> Principal | <input type="checkbox"/> Therapist (e.g., OT, PT, SLP) |
| <input type="checkbox"/> Assistant Principal | <input type="checkbox"/> School Resource Officer |
| <input type="checkbox"/> Dean | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Guidance Counselor | _____ |

Grade Level(s) Served (check all that apply):

- Sixth grade
- Seventh grade
- Eighth grade
- Ninth grade
- Tenth grade
- Eleventh grade
- Twelfth grade

Type of Students You Currently Serve (check all that apply):

- Students in the general education
- Students with special education needs
- Students with gifted education needs

The following questions will ask you to provide demographic information about your school. This information will be used to describe the type of schools that the participants serve. You are not required to complete any items that you do not feel comfortable answering. You may be prompted at the end of this section to provide a response for any missing items, but you will be able to select the option to continue without answering if you purposefully chose not to answer certain items.

School Type:

- Public
- Private
- Independent (Charter/Lab School)

District Type:

- Rural
- Urban

Is Your School Considered a “Title I” School?:

- Yes
- No

Majority Race(s) Represented in Your School (check all that apply):

- African American/Black
- American Indian/Alaskan Native
- Asian American/Pacific Islander
- Biracial
- Caucasian/White
- Hispanic/Latino
- Middle Eastern
- Other: _____

APPENDIX B
PERCEIVED SEVERITY AND RESPONSE TO BULLIES AND VICTIMS OF BULLYING

You will be provided with eight unique vignettes that portray acts of bullying. Following each vignette, there are five questions that ask about your feelings and responses to that scenario. Note that some of the scenarios may be offensive or distressing to you, as described in the consent form, but the intent of these vignettes is to reflect real-life incidences of bullying. Please read each vignette and answer each statement honestly, as this will provide valuable information. Remember, your responses are confidential.

A. Imagine that you witnessed or that a student reported to you the following scenario: *Sam likes to read and often carries around many books during the school day. While in the hallway this afternoon, Taylor intentionally bumps into Sam, knocking the books from Sam's arms. Taylor sarcastically says, "Oops!" The books fall on the floor, and Taylor kicks one of the books down the hallway. Taylor and friends walk away laughing. This happens quite frequently.*

1. Based on the vignette you just read, how **severe** do you feel the bullying incident was?
 - Not At All Severe
 - Not Severe
 - Somewhat Not Severe
 - Neutral
 - Somewhat Severe
 - Severe
 - Very Severe

2. How likely are you to **respond to the bully (Taylor)** involved in this type of behavior?
 - Very Unlikely
 - Unlikely
 - Somewhat Unlikely
 - Undecided
 - Somewhat Likely
 - Likely
 - Very Likely

3. How likely are you to **respond to the victim (Sam)** involved in this type of behavior?
 - Very Unlikely
 - Unlikely
 - Somewhat Unlikely
 - Undecided
 - Somewhat Likely
 - Likely
 - Very Likely

4. Based on your experience, how would you typically respond to the bully (Taylor) involved in this type of behavior? Please rank, in order, the top *three* actions you would take by typing the numbers 1, 2, and 3 in the appropriate boxes. Note that 1 indicates that it is the first action, 2 is the second option, and 3 is the third option.

- Would not respond
- Contact parents
- Indicate that the behavior is intolerable
- Peer mediation (e.g., peer counseling)
- Punish (e.g., detention)
- Refer to a school counselor
- Review rules with class
- Send to higher authority (e.g., dean, principal)
- Teach prosocial skills (e.g., appropriate ways to treat classmates)
- Teach the class a lesson
- Other: _____

5. Based on your experience, how would you typically respond to the victim (Sam) involved in this type of behavior? Please rank, in order, the top *three* actions you would take by typing the numbers 1, 2, and 3 in the appropriate boxes. Note that 1 indicates that it is the first action, 2 is the second option, and 3 is the third option.

- Would not respond
- Advise the victim to "be tough" or to "ignore people like that"
- Apologize
- Comfort, affirm, and encourage the victim (e.g., ask if okay, direct positive attention)
- Contact parents
- Find peer support for the victim
- Inquire and investigate (e.g., ask what happened, when, and by whom)
- Involve other teachers and staff
- Peer mediation (e.g., peer counseling)
- Refer to a school counselor
- Report to authority
- Reprimand
- Review rules with class
- Talk with the victim
- Teach prosocial skills (e.g., standing up for self, coping skills)
- Other: _____

B. Imagine that you witnessed or that a student reported to you the following scenario: *During Physical Education today, the class played a game of soccer. While running down the field with the ball, Jamie purposefully tripped Alex, making Alex fall flat on the ground. Alex's nose and lip were bleeding and began to swell. Jamie laughed and said, "Watch where you're going, four-eyes!" Alex went to the bench and sat down looking exhausted and defeated. Last week, Jamie pushed Alex down the last few steps of the staircase during a class transition. Alex's backpack spilled everywhere, and Alex had a sprained wrist. Jamie and friends frequently cause bodily harm to Alex at school.*

1. Based on the vignette you just read, how **severe** do you feel the bullying incident was?
 - Not At All Severe
 - Not Severe
 - Somewhat Not Severe
 - Neutral
 - Somewhat Severe
 - Severe
 - Very Severe

2. How likely are you to **respond to the bully (Jamie)** involved in this type of behavior?
 - Very Unlikely
 - Unlikely
 - Somewhat Unlikely
 - Undecided
 - Somewhat Likely
 - Likely
 - Very Likely

3. How likely are you to **respond to the victim (Alex)** involved in this type of behavior?
 - Very Unlikely
 - Unlikely
 - Somewhat Unlikely
 - Undecided
 - Somewhat Likely
 - Likely
 - Very Likely

4. Based on your experience, how would you typically **respond to the bully (Jamie)** involved in this type of behavior? Please rank, in order, the top *three* actions you would take by typing the numbers 1, 2, and 3 in the appropriate boxes. Note that 1 indicates that it is the first action, 2 is the second option, and 3 is the third option.
 - Would not respond
 - Contact parents
 - Indicate that the behavior is intolerable
 - Peer mediation (e.g., peer counseling)
 - Punish (e.g., detention)
 - Refer to a school counselor
 - Review rules with class
 - Send to higher authority (e.g., dean, principal)
 - Teach prosocial skills (e.g., appropriate ways to treat classmates)
 - Teach the class a lesson
 - Other: _____

5. Based on your experience, how would you typically **respond to the victim (Alex)** involved in this type of behavior? Please rank, in order, the top *three* actions you would take by typing the numbers 1, 2, and 3 in the appropriate boxes. Note that 1 indicates that it is the first action, 2 is the second option, and 3 is the third option.
- Would not respond
 - Advise the victim to "be tough" or to "ignore people like that"
 - Apologize
 - Comfort, affirm, and encourage the victim (e.g., ask if okay, direct positive attention)
 - Contact parents
 - Find peer support for the victim
 - Inquire and investigate (e.g., ask what happened, when, and by whom)
 - Involve other teachers and staff
 - Peer mediation (e.g., peer counseling)
 - Refer to a school counselor
 - Report to authority
 - Reprimand
 - Review rules with class
 - Talk with the victim
 - Teach prosocial skills (e.g., standing up for self, coping skills)
 - Other: _____

C. Imagine that you witnessed or that a student reported to you the following scenario: *Jordan dresses "differently" than the other students at school. Since the beginning of the school year, Corey has called Jordan names like "fag," "homo," and "queer" every time they passed each other in the hallway. Corey has made other sexual slurs and derogatory statements towards Jordan as well. Today, Corey saw Jordan walking out of the school after the bell rang and said, "Jordan! Are you a boy or a girl? I can't tell from what you're wearing!" Corey snickered and walked away.*

1. Based on the vignette you just read, how **severe** do you feel the bullying incident was?
 - Not At All Severe
 - Not Severe
 - Somewhat Not Severe
 - Neutral
 - Somewhat Severe
 - Severe
 - Very Severe

2. How likely are you to **respond to the bully (Corey)** involved in this type of behavior?
 - Very Unlikely
 - Unlikely
 - Somewhat Unlikely
 - Undecided
 - Somewhat Likely
 - Likely
 - Very Likely

3. How likely are you to **respond to the victim (Jordan)** involved in this type of behavior?
- Very Unlikely
 - Unlikely
 - Somewhat Unlikely
 - Undecided
 - Somewhat Likely
 - Likely
 - Very Likely
4. Based on your experience, how would you typically **respond to the bully (Corey)** involved in this type of behavior? Please rank, in order, the top *three* actions you would take by typing the numbers 1, 2, and 3 in the appropriate boxes. Note that 1 indicates that it is the first action, 2 is the second option, and 3 is the third option.
- Would not respond
 - Contact parents
 - Indicate that the behavior is intolerable
 - Peer mediation (e.g., peer counseling)
 - Punish (e.g., detention)
 - Refer to a school counselor
 - Review rules with class
 - Send to higher authority (e.g., dean, principal)
 - Teach prosocial skills (e.g., appropriate ways to treat classmates)
 - Teach the class a lesson
 - Other: _____
5. Based on your experience, how would you typically **respond to the victim (Jordan)** involved in this type of behavior? Please rank, in order, the top *three* actions you would take by typing the numbers 1, 2, and 3 in the appropriate boxes. Note that 1 indicates that it is the first action, 2 is the second option, and 3 is the third option.
- Would not respond
 - Advise the victim to "be tough" or to "ignore people like that"
 - Apologize
 - Comfort, affirm, and encourage the victim (e.g., ask if okay, direct positive attention)
 - Contact parents
 - Find peer support for the victim
 - Inquire and investigate (e.g., ask what happened, when, and by whom)
 - Involve other teachers and staff
 - Peer mediation (e.g., peer counseling)
 - Refer to a school counselor
 - Report to authority
 - Reprimand
 - Review rules with class
 - Talk with the victim
 - Teach prosocial skills (e.g., standing up for self, coping skills)
 - Other: _____

D. Imagine that you witnessed or that a student reported to you the following scenario: *After Casey began going out with Jesse's crush, Casey began receiving threatening messages from Jesse. Before school today, Jesse waited by the door and said to Casey, "Hope you took a good look in the mirror this morning because, when I'm done with you, you won't even be able to recognize yourself." Every day during the week prior, Casey found threatening messages on the outside of the locker, such as, "You're going to get it", "DIE!", and "Watch your back."*

1. Based on the vignette you just read, how **severe** do you feel the bullying incident was?
 - Not At All Severe
 - Not Severe
 - Somewhat Not Severe
 - Neutral
 - Somewhat Severe
 - Severe
 - Very Severe

2. How likely are you to **respond to the bully (Jesse)** involved in this type of behavior?
 - Very Unlikely
 - Unlikely
 - Somewhat Unlikely
 - Undecided
 - Somewhat Likely
 - Likely
 - Very Likely

3. How likely are you to **respond to the victim (Casey)** involved in this type of behavior?
 - Very Unlikely
 - Unlikely
 - Somewhat Unlikely
 - Undecided
 - Somewhat Likely
 - Likely
 - Very Likely

4. Based on your experience, how would you typically respond to the bully (Jesse) involved in this type of behavior? Please rank, in order, the top *three* actions you would take by typing the numbers 1, 2, and 3 in the appropriate boxes. Note that 1 indicates that it is the first action, 2 is the second option, and 3 is the third option.

- Would not respond
- Contact parents
- Indicate that the behavior is intolerable
- Peer mediation (e.g., peer counseling)
- Punish (e.g., detention)
- Refer to a school counselor
- Review rules with class
- Send to higher authority (e.g., dean, principal)
- Teach prosocial skills (e.g., appropriate ways to treat classmates)
- Teach the class a lesson
- Other: _____

5. Based on your experience, how would you typically respond to the victim (Casey) involved in this type of behavior? Please rank, in order, the top *three* actions you would take by typing the numbers 1, 2, and 3 in the appropriate boxes. Note that 1 indicates that it is the first action, 2 is the second option, and 3 is the third option.

- Would not respond
- Advise the victim to "be tough" or to "ignore people like that"
- Apologize
- Comfort, affirm, and encourage the victim (e.g., ask if okay, direct positive attention)
- Contact parents
- Find peer support for the victim
- Inquire and investigate (e.g., ask what happened, when, and by whom)
- Involve other teachers and staff
- Peer mediation (e.g., peer counseling)
- Refer to a school counselor
- Report to authority
- Reprimand
- Review rules with class
- Talk with the victim
- Teach prosocial skills (e.g., standing up for self, coping skills)
- Other: _____

E. Imagine that you witnessed or that a student reported to you the following scenario: *Students in an English class were told to get into four groups of five students each; there is an even number of students in the class. All of the students quickly created their groups, except Quinn. When Quinn walked up to the group with only four students, Morgan, said, "You're not working with us!" Quinn said, "This is the only group that doesn't have five students." Morgan said, "Too bad! Can't you take a hint? We don't want you in our group! Now, shoo!" Morgan and the other students laughed. Earlier this week, Quinn found an empty spot next to Morgan at the cafeteria table. When Quinn went to the table and set the tray down, Morgan immediately scooted to the empty place and said, "This seat is taken." Quinn*

said, "But no one was sitting here." Morgan retorted, "Go away! We don't want you here!" Morgan has done this many times with Quinn over the school year.

1. Based on the vignette you just read, how **severe** do you feel the bullying incident was?
 - Not At All Severe
 - Not Severe
 - Somewhat Not Severe
 - Neutral
 - Somewhat Severe
 - Severe
 - Very Severe

2. How likely are you to **respond to the bully (Morgan)** involved in this type of behavior?
 - Very Unlikely
 - Unlikely
 - Somewhat Unlikely
 - Undecided
 - Somewhat Likely
 - Likely
 - Very Likely

3. How likely are you to **respond to the victim (Quinn)** involved in this type of behavior?
 - Very Unlikely
 - Unlikely
 - Somewhat Unlikely
 - Undecided
 - Somewhat Likely
 - Likely
 - Very Likely

4. Based on your experience, how would you typically **respond to the bully (Morgan)** involved in this type of behavior? Please rank, in order, the top *three* actions you would take by typing the numbers 1, 2, and 3 in the appropriate boxes. Note that 1 indicates that it is the first action, 2 is the second option, and 3 is the third option.
 - Would not respond
 - Contact parents
 - Indicate that the behavior is intolerable
 - Peer mediation (e.g., peer counseling)
 - Punish (e.g., detention)
 - Refer to a school counselor
 - Review rules with class
 - Send to higher authority (e.g., dean, principal)
 - Teach prosocial skills (e.g., appropriate ways to treat classmates)
 - Teach the class a lesson
 - Other: _____

5. Based on your experience, how would you typically respond to the victim (Quinn) involved in this type of behavior? Please rank, in order, the top *three* actions you would take by typing the numbers 1, 2, and 3 in the appropriate boxes. Note that 1 indicates that it is the first action, 2 is the second option, and 3 is the third option.

- Would not respond
- Advise the victim to "be tough" or to "ignore people like that"
- Apologize
- Comfort, affirm, and encourage the victim (e.g., ask if okay, direct positive attention)
- Contact parents
- Find peer support for the victim
- Inquire and investigate (e.g., ask what happened, when, and by whom)
- Involve other teachers and staff
- Peer mediation (e.g., peer counseling)
- Refer to a school counselor
- Report to authority
- Reprimand
- Review rules with class
- Talk with the victim
- Teach prosocial skills (e.g., standing up for self, coping skills)
- Other: _____

F. Imagine that you witnessed or that a student reported to you the following scenario: *In Science, prior to the bell ringing signaling the start of class, Jo sees Dominique walk into the classroom. Jo says to another student loud enough for others to hear, "So, did you hear that Dominique hooked up with the teacher?! No wonder Dominique is getting A's on the tests. What a whore!" Jo and the other student start laughing. Jo then turns to another student and repeats the rumor. After class, Dominique notices that Jo and other students keep pointing and whispering in Dominique's direction. Dominique goes into the bathroom until the other students clear the hallway before going to the next class. This is not the first rumor that has been spread about Dominique. Last week, the rumor was that Dominique slept with several players on the soccer team.*

1. Based on the vignette you just read, how **severe** do you feel the bullying incident was?
- Not At All Severe
 - Not Severe
 - Somewhat Not Severe
 - Neutral
 - Somewhat Severe
 - Severe
 - Very Severe

2. How likely are you to **respond to the bully (Jo)** involved in this type of behavior?
- Very Unlikely
 - Unlikely
 - Somewhat Unlikely
 - Undecided
 - Somewhat Likely
 - Likely
 - Very Likely
3. How likely are you to **respond to the victim (Dominique)** involved in this type of behavior?
- Very Unlikely
 - Unlikely
 - Somewhat Unlikely
 - Undecided
 - Somewhat Likely
 - Likely
 - Very Likely
4. Based on your experience, how would you typically **respond to the bully (Jo)** involved in this type of behavior? Please rank, in order, the top *three* actions you would take by typing the numbers 1, 2, and 3 in the appropriate boxes. Note that 1 indicates that it is the first action, 2 is the second option, and 3 is the third option.
- Would not respond
 - Contact parents
 - Indicate that the behavior is intolerable
 - Peer mediation (e.g., peer counseling)
 - Punish (e.g., detention)
 - Refer to a school counselor
 - Review rules with class
 - Send to higher authority (e.g., dean, principal)
 - Teach prosocial skills (e.g., appropriate ways to treat classmates)
 - Teach the class a lesson
 - Other: _____

5. Based on your experience, how would you typically respond to the victim (**Dominique**) involved in this type of behavior? Please rank, in order, the top *three* actions you would take by typing the numbers 1, 2, and 3 in the appropriate boxes. Note that 1 indicates that it is the first action, 2 is the second option, and 3 is the third option.

- Would not respond
- Advise the victim to "be tough" or to "ignore people like that"
- Apologize
- Comfort, affirm, and encourage the victim (e.g., ask if okay, direct positive attention)
- Contact parents
- Find peer support for the victim
- Inquire and investigate (e.g., ask what happened, when, and by whom)
- Involve other teachers and staff
- Peer mediation (e.g., peer counseling)
- Refer to a school counselor
- Report to authority
- Reprimand
- Review rules with class
- Talk with the victim
- Teach prosocial skills (e.g., standing up for self, coping skills)
- Other: _____

G. Imagine that you witnessed or that a student reported to you the following scenario: *On Facebook, Angel created a group message with several other friends and Sky. In the message, Angel said, "Hey everyone! Let's meet at Joey's Diner for shakes after school tomorrow! Meet at 3:15 PM." Sky was excited to finally be included with Angel's group of the "popular" kids. Sky shows up at the diner and waited for 10 minutes, but no one showed. Sky waited for 15... 30... and 60 minutes, and, still, no one showed. Sky went home and messaged the group: "Hey! Not sure if something came up, but I didn't see anyone at the diner after school today." Angel writes back, "HAHA! What an idiot!!! Sky actually thought we wanted to be friends. No one likes you, Sky! Just go kill yourself." This is the third time this has happened.*

1. Based on the vignette you just read, how **severe** do you feel the bullying incident was?
- Not At All Severe
 - Not Severe
 - Somewhat Not Severe
 - Neutral
 - Somewhat Severe
 - Severe
 - Very Severe

2. How likely are you to **respond to the bully (Angel)** involved in this type of behavior?
- Very Unlikely
 - Unlikely
 - Somewhat Unlikely
 - Undecided
 - Somewhat Likely
 - Likely
 - Very Likely
3. How likely are you to **respond to the victim (Sky)** involved in this type of behavior?
- Very Unlikely
 - Unlikely
 - Somewhat Unlikely
 - Undecided
 - Somewhat Likely
 - Likely
 - Very Likely
4. Based on your experience, how would you typically **respond to the bully (Angel)** involved in this type of behavior? Please rank, in order, the top *three* actions you would take by typing the numbers 1, 2, and 3 in the appropriate boxes. Note that 1 indicates that it is the first action, 2 is the second option, and 3 is the third option.
- Would not respond
 - Contact parents
 - Indicate that the behavior is intolerable
 - Peer mediation (e.g., peer counseling)
 - Punish (e.g., detention)
 - Refer to a school counselor
 - Review rules with class
 - Send to higher authority (e.g., dean, principal)
 - Teach prosocial skills (e.g., appropriate ways to treat classmates)
 - Teach the class a lesson
 - Other: _____

5. Based on your experience, how would you typically **respond to the victim (Sky)** involved in this type of behavior? Please rank, in order, the top *three* actions you would take by typing the numbers 1, 2, and 3 in the appropriate boxes. Note that 1 indicates that it is the first action, 2 is the second option, and 3 is the third option.
- Would not respond
 - Advise the victim to "be tough" or to "ignore people like that"
 - Apologize
 - Comfort, affirm, and encourage the victim (e.g., ask if okay, direct positive attention)
 - Contact parents
 - Find peer support for the victim
 - Inquire and investigate (e.g., ask what happened, when, and by whom)
 - Involve other teachers and staff
 - Peer mediation (e.g., peer counseling)
 - Refer to a school counselor
 - Report to authority
 - Reprimand
 - Review rules with class
 - Talk with the victim
 - Teach prosocial skills (e.g., standing up for self, coping skills)
 - Other: _____

H. Imagine that you witnessed or that a student reported to you the following scenario: *While dating Payton, Reese sent a picture wearing only underwear. Once they broke up, Payton forwarded the picture to all of their classmates. Reese has received numerous text messages over the past month from classmates saying things like, "Do you want to hook up?", "You really need to lose weight!", "Where did you get your underwear? I want to get some too."*

1. Based on the vignette you just read, how **severe** do you feel the bullying incident was?
- Not At All Severe
 - Not Severe
 - Somewhat Not Severe
 - Neutral
 - Somewhat Severe
 - Severe
 - Very Severe
2. How likely are you to **respond to the bully (Payton)** involved in this type of behavior?
- Very Unlikely
 - Unlikely
 - Somewhat Unlikely
 - Undecided
 - Somewhat Likely
 - Likely
 - Very Likely

3. How likely are you to **respond to the victim (Reese)** involved in this type of behavior?
- Very Unlikely
 - Unlikely
 - Somewhat Unlikely
 - Undecided
 - Somewhat Likely
 - Likely
 - Very Likely
4. Based on your experience, how would you typically **respond to the bully (Payton)** involved in this type of behavior? Please rank, in order, the top *three* actions you would take by typing the numbers 1, 2, and 3 in the appropriate boxes. Note that 1 indicates that it is the first action, 2 is the second option, and 3 is the third option.
- Would not respond
 - Contact parents
 - Indicate that the behavior is intolerable
 - Peer mediation (e.g., peer counseling)
 - Punish (e.g., detention)
 - Refer to a school counselor
 - Review rules with class
 - Send to higher authority (e.g., dean, principal)
 - Teach prosocial skills (e.g., appropriate ways to treat classmates)
 - Teach the class a lesson
 - Other: _____
5. Based on your experience, how would you typically **respond to the victim (Reese)** involved in this type of behavior? Please rank, in order, the top *three* actions you would take by typing the numbers 1, 2, and 3 in the appropriate boxes. Note that 1 indicates that it is the first action, 2 is the second option, and 3 is the third option.
- Would not respond
 - Advise the victim to "be tough" or to "ignore people like that"
 - Apologize
 - Comfort, affirm, and encourage the victim (e.g., ask if okay, direct positive attention)
 - Contact parents
 - Find peer support for the victim
 - Inquire and investigate (e.g., ask what happened, when, and by whom)
 - Involve other teachers and staff
 - Peer mediation (e.g., peer counseling)
 - Refer to a school counselor
 - Report to authority
 - Reprimand
 - Review rules with class
 - Talk with the victim
 - Teach prosocial skills (e.g., standing up for self, coping skills)
 - Other: _____

APPENDIX C
THE BULLY SURVEY – TEACHER VERSION: BULLY ATTITUDINAL SCALE

You will be asked to respond to questions and statements about bullying. Please answer each statement honestly, as this will provide valuable information. Remember, your responses are confidential.

Bullying happens when someone hurts another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.

- Punching, shoving and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a group
- Teasing people in a mean way
- Getting certain people to “gang up” on others

	Totally False	Sort of False	Both True & False	Sort of True	Totally True
1. Most people who get bullied ask for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Bullying is a problem for kids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Bullies are popular.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I don't like bullies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am afraid of the bullies at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Bullying is good for wimpy kids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Bullies hurt kids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Bullies have a lot of friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I can understand why someone would bully other kids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I think bullies should be punished.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Bullies don't mean to hurt anybody.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Bullies make kids feel bad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I feel sorry for kids who are bullied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Being bullied is no big deal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. It's easier to bully someone if they don't know who you are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX D
INTERPERSONAL REACTIVITY INDEX

The following statements inquire about your thoughts and feelings in a variety of situations. For each item, indicate how well it describes you by choosing the appropriate indicator. Read each item carefully before responding. Please answer each statement honestly, as this will provide valuable information. Remember, your responses are confidential.

	Does Not Describe Me Well	Does Not Really Describe Me	Neither	Sort of Describes Me	Describes Me Very Well
1. I often have tender, concerned feelings for people less fortunate than me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I sometimes find it difficult to see things from the "other guy's" point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Sometimes I don't feel very sorry for other people when they are having problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. In emergency situations, I feel apprehensive and ill-at-ease.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I try to look at everybody's side of a disagreement before I make a decision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. When I see someone being taken advantage of, I feel kind of protective towards them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I sometimes feel helpless when I am in the middle of a very emotional situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I sometimes try to understand my friends better by imagining how things look from their perspective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. When I see someone get hurt, I tend to remain calm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Other people's misfortunes do not usually disturb me a great deal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Does Not Describe Me Well	Does Not Really Describe Me	Neither	Sort of Describes Me	Describes Me Very Well
11. If I'm sure I'm right about something, I don't waste much time listening to other people's arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Being in a tense emotional situation scares me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. When I see someone being treated unfairly, I sometimes don't feel very much pity for them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I am usually pretty effective in dealing with emergencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I am often quite touched by things that I see happen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I believe that there are two sides to every question and try to look at them both.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I would describe myself as a pretty soft-hearted person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I tend to lose control during emergencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. When I'm upset at someone, I usually try to "put myself in his shoes" for a while.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. When I see someone who badly needs help in an emergency, I go to pieces.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Before criticizing somebody, I try to imagine how I would feel if I were in their place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**APPENDIX E
IRB APPROVAL**

ACTION ON PROTOCOL APPROVAL REQUEST



Institutional Review Board
Dr. Dennis Landin, Chair
130 David Boyd Hall
Baton Rouge, LA 70803
P: 225.578.8692
F: 225.578.5983
irb@lsu.edu | lsu.edu/irb

TO: Mary Lou Kelley
Psychology

FROM: Dennis Landin
Chair, Institutional Review Board

DATE: July 27, 2015

RE: IRB# 3626

TITLE: Bullying in Schools: The Relationship Between Educational Staff Burnout and Staff Response to Bullying

New Protocol/Modification/Continuation: New Protocol

Review type: Full Expedited **Review date:** 7/27/2015

Risk Factor: Minimal Uncertain Greater Than Minimal

Approved **Disapproved**

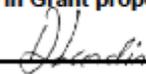
Approval Date: 7/27/2015 **Approval Expiration Date:** 7/26/2016

Re-review frequency: (annual unless otherwise stated)

Number of subjects approved: 125

LSU Proposal Number (if applicable):

Protocol Matches Scope of Work in Grant proposal: (if applicable) _____

By: Dennis Landin, Chairman 

PRINCIPAL INVESTIGATOR: PLEASE READ THE FOLLOWING –
Continuing approval is **CONDITIONAL** on:

1. Adherence to the approved protocol, familiarity with, and adherence to the ethical standards of the Belmont Report, and LSU's Assurance of Compliance with DHHS regulations for the protection of human subjects*
2. Prior approval of a change in protocol, including revision of the consent documents or an increase in the number of subjects over that approved.
3. Obtaining renewed approval (or submittal of a termination report), prior to the approval expiration date, upon request by the IRB office (irrespective of when the project actually begins); notification of project termination.
4. Retention of documentation of informed consent and study records for at least 3 years after the study ends.
5. Continuing attention to the physical and psychological well-being and informed consent of the individual participants, including notification of new information that might affect consent.
6. A prompt report to the IRB of any adverse event affecting a participant potentially arising from the study.
7. Notification of the IRB of a serious compliance failure.
8. **SPECIAL NOTE:**

**All investigators and support staff have access to copies of the Belmont Report, LSU's Assurance with DHHS, DHHS (45 CFR 46) and FDA regulations governing use of human subjects, and other relevant documents in print in this office or on our World Wide Web site at <http://www.lsu.edu/irb>*

APPENDIX F LETTER OF PARTICIPATION

Dear Educator,

My name is Kate Harrison, and I am a doctoral candidate in Clinical Psychology at Louisiana State University. As a final requisite of my doctoral program, I am inviting you to participate in my dissertation research study. I realize you are incredibly busy and, therefore, appreciate you taking the time to consider this invitation.

The National Center for Education Statistics (2014) reports that nearly 1 in 3 adolescents are involved in bullying, which is associated with serious negative outcomes such as academic problems, anxiety, and suicidal thoughts, as well as adult substance use, depression, and criminal behavior. Educational staff are essential in responding to bullying and in influencing the future behavior of those involved. As such, there is a need to better understand what influences staff's response to bullying. Occupational burnout is highly prevalent among educators and can significantly affect students' outcomes. *The purpose of this study is to explore whether occupational burnout contributes to educational staff's likelihood of responding to bullies and victims involved in physical, verbal, relational, and cyber aggression.*

Every effort will be made to keep your identity and responses confidential and private. No personal identifying or contact information will be collected in this survey that would specifically link to you, your responses, or your school/employer. Any results shared with schools officials, government agencies, and researchers will be anonymous and presented collectively.

Although you will not receive personal benefit from participating in this research study, your responses may help us understand more about factors that influence educational staff response to bullying, which will aid in improving prevention and intervention efforts. It is hoped that this study will shed light on ways to decrease bullying among school-aged students and, subsequently, to reduce the negative short-term and long-term outcomes of bullying. The survey is expected to take between 15 and 30 minutes to complete.

If you wish to participate in this study, please [click here](#) to go to the survey administration website. The password to the survey is: **lsu (all lowercase).**

Thank you for considering this invitation to participate. If you have any questions or concerns, please feel free to contact me or my major advisor, Dr. Mary Lou Kelley.

Sincerely,

Kate M. Harrison, M.A.
Doctoral Candidate, Clinical Psychology, LSU
Email: kharr54@lsu.edu
Ph: (727) 278-6276

Mary Lou Kelley, Ph.D.
Professor, Dept. of Psychology, LSU
Email: mkelley@lsu.edu
Ph: (225) 578-8745

APPENDIX G

SURVEY WEBSITE INTRODUCTION

Welcome to this research study! This study is investigating the effect of occupational burnout on educational staff response to bullies and victims involved in physical, verbal, relational, and cyber aggression.

You will be asked to respond to various statements and scenarios throughout this survey. The survey is expected to take between 15 and 30 minutes to complete, though many are able to complete it in 20-25 minutes. You may close your browser and resume the survey at a later time, if necessary. As well, there is a survey completion bar at the top of the page to indicate the percentage of the survey you have completed. The next screen will display a consent form, which outlines the purpose, benefits, and risks of the study, as well as your rights as a participant. Please carefully review the consent form and select whether you agree or decline to participate in this study.

Note that every effort will be made to keep your identity and responses confidential. No one other than the researchers will have access to your responses. As well, no personal identifying or contact information will be collected in this survey that would specifically link to you, your responses, or your school/employer.

Your time, effort, and responses are very much appreciated!

Thank you,

Kate Harrison
Clinical Psychology Doctoral Candidate
Louisiana State University

APPENDIX H CONSENT FORM

1. **Study Title:** Bullying in Schools: The Relationship Between Educational Staff Burnout and Staff Response to Bullying
2. **Performance Sites:** Public, private, and independent schools in North Florida.
3. **Researchers:** The following researchers are available for questions about the study.

Kate M. Harrison, M.A.
Doctoral Candidate*
Email: kharr54@lsu.edu
Ph: (727) 278-6276

Mary Lou Kelley, Ph.D.
Professor*
Email: mkelley@lsu.edu
Ph: (225) 578-8745

*Department of Psychology, Louisiana State University

4. **Description of the Study:** The National Center for Education Statistics (2014) reports that nearly 1 in 3 adolescents are involved in bullying, which is associated with serious negative outcomes such as academic problems, anxiety, and suicidal thoughts, as well as adult substance use, depression, and criminal behavior. Educational staff are essential in responding to bullying and in influencing the future behavior of those involved. As such, there is a need to better understand what influences staff's response to bullying. Occupational burnout is highly prevalent among educators and can significantly affect students' outcomes.
5. **Purpose of the Study:** The purpose of this study is to explore whether occupational burnout predicts educational staff's likelihood of responding to bullies and victims involved in physical, verbal, relational, and cyber aggression.
6. **Participant Selection:** Educational staff, including administrators, teachers, guidance counselors, and other support staff in public, private, and independent middle and high schools in North Florida will be recruited to participate in this study. Educational staff serving elementary schools will be excluded from this study, as bullying among elementary school-aged students is qualitatively different, whereas bullying among secondary students is similar. No other exclusion criteria are set forth.
7. **Study Procedures:** Superintendents from school districts in North Florida will be contacted by the researcher to discuss the purpose and benefits of the study as well as the potential for recruiting participants via schools within that district. A memo and/or email will be distributed or sent to school administrators, teachers, and support staff explaining the purpose and benefits of the study along with the researcher's contact information and a link to the questionnaire administration website. Superintendents may also be offered the potential of the primary researcher attending a staff/faculty meeting or in-service and administering the survey to consenting staff. Administration time is expected to be between 15 and 30 minutes. School administrators, teachers, and support staff who have conditions that prohibit

them from completing the survey on a computer will be given the option to complete the survey on paper format. Following data collection, participant responses will be stored in a password-protected file to ensure confidentiality.

8. **Compensation:** Although you will not receive personal benefit for taking part in this research study, your responses may help us understand more about factors that influence educational staff response to bullying.
9. **Benefits:** Understanding factors that influence the likelihood that educational staff will respond to bullying and why staff choose certain methods of intervention, as well as the implications of their responses, will allow education officials and practitioners to address bullying and to improve efforts to prevent the exacerbation of bullying. This will further aid researchers and practitioners in developing more effective prevention and intervention programs to decrease bullying among school-aged students and, subsequently, to reduce the negative short-term and long-term outcomes of bullying.
10. **Risks:** There are minimal risks involved in this study. You may find that some questions or vignettes are upsetting or stressful. However, it is not expected that the contents of the survey will elicit any more distress than you would experience on a typical day.
11. **Right to Refuse:** Participation in this study is strictly voluntary, which means *you* decide whether or not to take part in the study. You will become part of the study only if you agree to your participation. At any time, you may withdraw from the study without penalty or loss of any benefit to which you might otherwise be entitled. Please be aware that this research is not being conducted on behalf of your employer; therefore, you are not obligated to participate in this study. Regardless, your employer will not be aware of whether or not you participated in the study, and, thus, your decision to participate, decline, or withdraw from participation will have no effect on your status or relations with your employer.
12. **Right to Privacy:** Every effort will be made to keep your identity and responses confidential, unless disclosure is required by law. No one other than the researchers will have access to your individual responses. No information provided by you will be linked back to your employer, as there are no employee or institutional identifiers included in the survey. Please be aware that, while we will make every effort to safeguard your responses once received from the online survey company, given the nature of online surveys, as with anything involving the Internet, we can never guarantee the confidentiality of the data while still on the survey company's servers, or while en route to either them or us. It is also possible the data collected for research purposes may be used for informational, marketing, or internal reporting purposes by the survey company, depending on the company's Terms of Use and Privacy Policy. However, in accordance with the survey company's policies, your information will be confidential and personally unidentifiable. Results of this study may be presented or published in a research journal, but note that your information will be combined with information from other participants in the study, and information will be presented collectively. You will not be personally identified. At every phase of the study, data will be stored on a password-protected computer and in password-protected files.

If I have any questions about the study specifics, I understand that I may direct them to the investigators. If I have questions about participants' rights or other concerns, I can contact Dr. Dennis Landin, Chairman, LSU Institutional Review Board, at (225) 578-8692 or irb@lsu.edu. Further information can be found at www.lsu.edu/irb.

Please select the box indicating whether or not you would like to participate in this study.

I **AGREE to participate** in the study described above. I understand that selecting this option and clicking submit will serve as an electronic signature validating my agreement to participate in this study.

I **DECLINE to participate** in the study described above.

APPENDIX I DEBRIEFING

Thank you for participating in this research study! Your responses are essential to helping us understand influences on educational staff that may impact how they respond to bullying. Educational staff's methods of intervening with bullying may impact frequency and type of bullying. This information will allow administrators and teachers to improve efforts to prevent bullying.

In a national survey of middle school and high school students, it was found that nearly one in three adolescents has reportedly been bullied. Bullying can be physical, verbal, or relational, and it can also be done through social media (cyber). Bullying is associated with serious negative outcomes for youth, such as academic problems, anxiety, depression, conduct problems, substance use, and poor adult adjustment. If you feel that bullying is a problem at your school, you may be interested in the following resources:

Bullying Prevention and Intervention:

<http://www.nasponline.org/resources/principals/Bullying%20NASSP%20September%202003.pdf>

What Educators Can Do:

<http://www.stopbullying.gov/what-you-can-do/educators/>

How to Intervene:

<http://www.nea.org/home/53358.htm>

Occupational burnout is common amongst educators, given the routine job demands and additional concern for the well-being of the students served. We were concerned that occupational burnout might impact the ways teachers and administrators respond to bullying. Burnout is characterized as feeling emotionally overextended and no longer being able to give any more of yourself to others; feeling negatively towards the students served; and feeling ineffective. Burnout is a real condition that can result in health and mental health concerns for the educator as well as can affect the students served. If you are feeling burnt-out or stressed, the following resources may be helpful:

Coping With Burnout:

<http://www.schoolmentalhealth.org/Resources/Educ/CAMHPS/Coping%20with%20teacher%20burnout.pdf>

Getting Help:

<http://neahealthyfutures.org/get-informed/mental-health/getting-help/>

VITA

Katherine Harrison, a native of Safety Harbor, Florida, graduated Summa Cum Laude with a Bachelor of Science degree in Psychology and a minor in Statistics from the University of Central Florida in December of 2009. She began her graduate studies at Louisiana State University in August of 2010 and received her Master of Arts in Psychology in May of 2013. Katherine successfully completed her American Psychological Association-Accredited predoctoral internship at the Florida State University Multidisciplinary Evaluation & Consulting Center in July of 2015. After completion of her doctoral studies, she will continue working at the FSU Multidisciplinary Center as a postdoctoral resident. Katherine plans to continue her clinical work with children and adolescents in schools.