

The purpose of this study was to ascertain the extent to which students in a rural Arkansas school district felt that bullying existed in their school. One hundred seventh grade students and 150 eighth grade students in a middle school were surveyed by a Likert questionnaire of ten items. Measures were taken to insure that students of all demographics including special needs students could answer the question with anonymity and with privacy. Results showed that in this rural school, mental/emotional bullying took place to a greater degree than physical bullying. Only 24% admitted to having ever bullied anyone but 58% admitted to having been bullied. Probably coincidental to the study, within days the Arkansas Legislature enacted legislation making bullying a crime and mandating anti-bullying posters be put up in every school district in the state.

Student Beliefs on the Existence of Bullying at a
Small, Rural School in North Central Arkansas

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Byra Ramsey

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Introduction

The 1998-1999 school shootings in Jonesboro, Arkansas and Littleton, Colorado had one major thing in common, bullying. In both cases, the perpetrators claimed to have been harassed and threatened by other students, at school, for an extended period of time prior to taking up weapons and seeking revenge (Rouche & Bower, 2001). As a result of these shootings, the National Threat Assessment Center (NTAC) of the United States Secret Service did a study of school shootings going back as far as 1974. The study included thirty-seven school shootings in twenty-six different states. It was found that in over two-thirds of the cases that were studied, the attackers claimed to have experienced prolonged, severe bullying, which culminated in their aggressive attacks (Vossekuil, Reddy, Fein, Borum, & Modzelesk, 2002).

In his article, *Failing at Kindness: Why Fear of Violence Endangers Children* (2000), Daniel Perlstein points out that bullying often goes unnoticed by teachers and administrators. Bob Chase (2001), President of the National Education Association, agrees and states that educators as well as parents must cease to insist that bullying is just a part of growing up and begin to listen to the children that are on the receiving end of the harmful behavior. Although the vast majority of bullying incidents do not end in a lethal manner, they can, and often do have devastating effects. Children who are targets of bullies often develop a fear of attending school, being alone in the halls or in the bathrooms, develop low self-esteem, show signs of physical illness due to stress, and often become depressed and withdrawn (Chase, 2001). Jerry Wiener, M.D., and past President of the American Academy of Child and Adolescent Psychiatry, told the 2001 Congressional Children's Caucus that bullying can lead the targeted child to develop psychiatric disorders which often have serious life long effects (American

Academy of Child and Adolescent Psychiatry, 2001). Correspondingly, bullies develop anti-social and criminal behaviors which manifest themselves in the fact that bullies are six times more likely to be convicted of a crime by age twenty-four, and five times more likely to have a serious criminal record by age thirty. It is for these reasons that early identification and intervention are imperative for all concerned, the bystanders, the one being bullied, and the one doing the bullying.

In a letter included in a report by the National Center for the Analysis of Violent Crime, Janet Reno (Attorney General 1993-2001) states, “We must continue to search for those crucial behavioral and environmental indicators which suggest that a threat of school violence may be real” (FBI, 2003, ¶ 3). In order to do this, teachers, administrators, and parents must first recognize that there is a problem. According to Berry Weinhold (2000), bullying is the most prevalent form of violence in American society. He states that it is at the center of workplace violence, hate crimes, domestic violence, child abuse, and even road rage. Weinhold says, “Bullying is everywhere and schools are a primary breeding ground” (p. 29).

Statement of the Problem

The purpose of this study is to ascertain to what extent students feel bullying exists at a small, rural school in North Central Arkansas. In this study, it is defined in this way, “Bullying may be carried out through physical, verbal, or indirect means . . . it is aggressive behavior or intentional harming, it is carried out repeatedly and over time, and it occurs within an interpersonal relationship characterized by an imbalance of power” (Beal, 2003, p. 1, 8).

Review of Related Literature

Although some people still believe that bullying is simply a right of passage or even an experience that will make one grow stronger, an increasing amount of evidence suggests that bullying is not in any way beneficial to the victim or the perpetrator and should not be tolerated in any form in United State's schools (Espelage, Bosworth, & Simon, 2000; Graham & Juvonen, 2002; Haynie, Nasel, & Eitel, 2001; National Institute of Health, 2001; Remboldt, 1998). The school environment should be welcoming to all students. This generally means that the school should be well organized, foster a sense of safety, and be conducive to learning and teaching (Peterson, 2001). According to Ma (2001), bullying does exactly the opposite in making positive school environments. Bullying causes an atmosphere of fear and intimidation, which often makes it difficult, if not impossible, for many students to function in a productive way.

One can find many different definitions of bullying, but most of them agree that bullying is comprised of several behaviors both direct and indirect (American Medical Association, 2002; Beal, 2003; Dennis & Satcher, 1999; Ericson, 2001; & Matusova, 2000). Beal (2003) divides bullying into three categories, physical, emotional, and social. All three of these categories include both verbal and non-verbal behaviors. Physical bullying involves harm to another's property or body. Some examples of this might be taunting, threatening physical harm, practicing extortion, destroying property, pushing/shoving, tripping, or initiating fights. Emotional bullying causes harm to another's self-esteem. It can include insulting remarks, name-calling, teasing about possessions, clothes, or socioeconomic standing, giving dirty looks, insulting gestures, defacing schoolwork, and ostracizing peers. Social bullying includes anything that causes harm to another person's group acceptance.

Some actions used to accomplish bullying include gossiping, spreading rumors, teasing publicly about clothes, etc., an individual's appearance, insulting race or gender, excluding individuals from the group, playing mean tricks, and arranging public humiliation (Beal, 2003).

In addition, it has been shown that gender often plays a role in bullying. Boys are more likely to utilize direct methods that reflect a power-based social struggle, while girls tend to utilize indirect methods that are just as damaging, using such strategies as spreading rumors and social isolation (Banks, 1997; Ma, 2001). Whether the bullying is direct or indirect, most experts agree that the key element is that harassment and/or intimidation occurs repeatedly and over time and is accompanied by a real or perceived imbalance of power (Banks; Beal, 2003; Metzler, 2001; Weinhold, 2000; Wessler, 2000).

There have been a number of studies and reports that have found approximately 15% of the students are either bullied regularly or are instigators of bullying behavior (Banks, 1997). The National Institute of Child Health and Human Development conducted a study of 15,686 students in grades six through ten. This study found that 10.6% of the students said they had experienced some form of bullying (National Institute of Health, 2001). In a survey conducted for the Metropolitan Life Insurance Company, which involved students, teachers, and law enforcement officers, 49% of public school students who were surveyed said that in the last year they had been pushed, shoved, grabbed, or slapped while at school. Furthermore, 60% of the students who were surveyed reported that they had someone verbally assault them while at school (Metropolitan Life, 1999). Even more disturbing, Kagan (2001) reported that one in three students claim that they do not feel safe at school

because of incidents related to bullying. Kagan's study also revealed that it has been estimated that as a result of this fear, up to 160,000 students skip school each day.

Research indicates that most bullies and victims display very different characteristics which can carry over into adulthood. Bullies tend to show a need to feel powerful. They seem to gain satisfaction from intimidation and the infliction of harm on their victim. They often try to defend themselves by claiming that they were provoked by their victim (Banks, 1997). Bullies have also been found to exhibit a great deal of hostility, domineering attitudes, and aggression. They show no empathy toward their victims, and contrary to popular belief, bullies tend to have very little anxiety or insecurity (Haynie, Nasel, & Eitel, 2001; Ma, 2001). Their behaviors escalate throughout grade school, climaxing in middle school (Harris & Petrie, 2001), and then begin to decrease in high school where many of them tend to drop out (Ma, 2001). In addition, bullies are at an increased risk of becoming involved in delinquency, adult crime, and alcohol or drug abuse (Ericson, 2001; Haynie, Nasel, & Eitel). Bullies are 300% more likely than the average person to abuse their spouses, 200% more likely to abuse their own children, and 75% more likely to go through a divorce (Beal, 2003).

On the other end of the spectrum are the victims. Students who have been victimized are usually loners, have low self-esteem, cry easily, lack friendship building skills, and show high levels of anxiety and insecurity. They rarely, if ever, defend themselves when confronted by a bully and are usually cautious, thoughtful, and quiet. They may seem more withdrawn or depressed than other students (Haynie, Nasel, & Eitel, 2001; Ma, 2001). Victims may also be what Beal (2003) calls, provocative. This group tends to have children/students who are ADHD or children with other learning disorders who may tease or interfere with other students and do not know when to stop (Beal, 2003). All victims are at an

increased risk of developing serious psychiatric problems such as depression, eating disorders, anxiety disorders, and suicidal tendencies (Wiener, 2001).

One other group, seldom mentioned in research, is the bystanders. According to the National Education Association, bystanders can experience deep feelings of anger and helplessness. They develop fear of going to certain areas of the school and have nightmares about becoming the next target. Perhaps worst of all, bystanders can experience extreme guilt and anxiety for not having had the courage to take action to help individuals who they saw being bullied (National Bullying Awareness, 2003).

According to research done by Dorothea Ross (Chase, 2001), victims often do not report having been bullied to their teachers or parents because they feel too ashamed or are afraid of reprisal. They may also have had experiences where the teachers or administrators did very little or nothing at all to remedy the problem, this only exacerbates the problem of student bullying.

Given the fact that bullying has been found to be so prevalent in schools, combined with the negative and far-reaching effects on both bullies and victims, there is a pressing need for early identification and intervention by school authorities. According to Beal (2003) Chase (2001), Ma (2001) and Wiener (2001), there are a number of anti-bullying programs that have been documented as having positive results with students, parents, teachers, and administrators. Three of the anti-bullying programs that have been highly recommended and can be explored on the Internet are: (a) No Bullying Program (Hazeldon Foundation, 2003), (b) The Safe Child-Take a Stand Program (Coalition for Children, Inc., 2000), and (c) Olweus Bullying Prevention Program (Olweus, Ph.D. (2003). Although, each of these programs has its own approach to implementing an anti-bullying program, all the programs

appear to incorporate similar components such as: a) surveys must be completed to bring awareness to the school community about the bullying problem, and b) parental involvement is a necessity.

Research Question

Research indicates that early identification and intervention are imperative in countering the negative effects of bullying for both the victim and the bully. In order to institute a program that could be a positive step toward intervention, one must first ascertain whether or not bullying is a problem in each school. Questions must be answered such as the one for this study, “How prevalent do students, in a small, rural middle school in North Central Arkansas, feel that bullying is present?”

Method

Participants

The participants in this study consisted of the entire population of middle school students from a small, rural school district in North Central Arkansas. To participate in this study, students had to have parents/guardians sign permission slips. The middle school is comprised of students in grades seven and eight. The school district serves 1,764 students with approximately 17% of the students enrolled in the middle school. There is a total population in the middle school of 141 seventh grade students and 150 eighth grade students.

In this district, 43% of the student population paid for their lunches, 13% received reduced-price lunches, and 44% qualified for free lunches. The middle school's student population was 85% Caucasian, 11% Hispanic, 3% African American, and 1% Asian. Forty-eight percent of the students were female and 52% of the students were male. Regular classroom instruction was given to 76% of the middle school population, while 13% of the population received special education instruction, 9% were identified as gifted and talented, and 2% received other special instruction.

Instrument

A Likert-type survey with six questions was used to measure students' feelings regarding the extent bullying exists at their school. The answers on the rating scale ranged from "1" to "5", depending on the student's response. The survey also contained four open-ended questions to which students could respond in their own words. The first part of the survey was concerned with demographics (see Appendix D).

Procedure

This survey was designed to be completed during the fall semester of 2003. The research proposal was submitted to the Arkansas Tech University Ethics Committee for approval. This approval was received and a parental/guardian permission slip was given to every student by their Program for Affective Learning (PAL) teacher on a Friday morning. The permission slips were returned to the PAL teacher by the following Monday morning. From there, the PAL teachers returned the slips to the researcher through inter-school mail. The researcher made a list for each PAL teacher of students that would be allowed to participate in the survey. The survey that contained a disclosure statement was dispensed to the PAL teachers through the inter-school mail. The PAL teachers distributed the survey to their students. Before the students completed the surveys, each teacher read a cover letter to the students explaining the purpose of the survey, giving assurance of anonymity, and stressing the importance of answering truthfully. The survey took only a few minutes to complete. Special needs students who required assistance with reading or understanding the survey were assisted by a teacher or student aide in a manner that ensured privacy of the student's answers. When students completed the survey, the PAL teachers gathered the survey forms, placed them into a manila envelope, sealed the envelope, and then returned the envelope to the researcher through inter-school mail.

Design and Analysis

The research design for this study was a descriptive survey design. A Likert-type survey was used to identify the extent that students felt bullying existed in their school. The questions were also designed to provide information on how many students had experienced physical bullying, how many students had experienced verbal or emotional bullying, how

many students were present and witnessed other students being bullied, and how many students were the ones doing the bullying. Each item on the Likert-type survey was totaled to show the over all ratings of the students, and analyzed to show the percentage of responders for each item on the survey as shown in Table 1.

Table 1

Item	ED	SW	SM	SY	N
1. How often do children hit, kick, or shove you?	6%	11%	10%	15%	58%
2. How often do kids say nasty things to you?	14%	15%	13%	18%	40%
3. How often do you spend lunch alone because nobody wants to talk to you?	3%	0%	1%	4%	92%
4. I see other kids get picked on.	36%	20%	16%	18%	10%
5. I am bullied at school.	2%	4%	12%	12%	70%
6. I have bullied others at school.	0%	5%	4%	15%	76%

*ED = Every Day

*SW = Several times a week

*SM = Several times a month

*SY = Several times a year

*N = Never

Responses to the open-ended questions were studied and grouped into “like” categories. Responses were analyzed to show the percentage of responders on each item, as shown below in Table 2.

Table 2

Item	Yes	No	Mad	Sad	Neutral
1. Have you ever bullied someone, maybe just a little for fun? Explain	53%	47%	N/A	N/A	N/A
2. Have you ever been bullied? Explain how it made you feel.	58%	41%	34%	51%	14%
3. Have you ever seen someone else being bullied? Explain how it made you feel.	94%	6%	22%	65%	13%
4. If you have not had any one of the above things happen to you, have you ever heard of someone being bullied? Explain.	88%	12%	N/A	N/A	N/A

Results

By examining the items in Table 1, items number one, two, and three were concerned with determining to what degree physical versus mental/emotional bullying was known to have taken place. The results of these items showed that mental/emotional bullying took place at a greater degree than physical bullying.

Item number four in Table 1 was concerned with determining the number of students who witnessed acts of bullying. Number four showed that a significant number of students see other children bullied on a regular basis. The number of students who saw others being

bullied every day was 36%, several times a week was 20%, several times a month was 16%, several times a year was 18%, and only 10% of respondents said they had never seen other students being bullied. This corresponded closely to the number of respondents to item number 3, Table 2, which at 94% showed that a vast majority of respondents had witnessed others being bullied. Item number 4, Table 2, also supported these results with 88% of students responding by stating that they had heard of others being bullied.

Item number five, Table 1, simply asked if the students had ever been bullied at school. A surprising number of students, 70%, responded by stating that they had never been bullied at school. After further examination of the survey results, we came to the conclusion that there could be two different reasons for these discrepancies. First, it could be that the majority of the students being bullied did not participate in the survey. Second, some students answered in the affirmative to being hit, kicked, or shoved at school, as well as to having nasty things said to them. Conversely, these same students answered that they had never been bullied, prompting us to suspect that they may not have a clear understanding of what bullying is. Furthermore, the majority of those responding to item number 2, Table 2, 58% admitted to having been bullied.

Item number six was concerned with determining the number of students who felt that they themselves had been bullies. Only 24% admitted to ever having bullied someone at school and 76% stated that they had never bullied other students. However, when the item was rephrased as a question (see item 1 in Table 2) 53% of the respondents admitted to having bullied others as they stated, "just for fun." After looking at the results of the survey, we came to the following conclusion regarding the particular school where the survey was conducted; school bullying is at a level significant enough to be considered a problem.

Conclusions and Recommendations

As a result of this research, it was suggested to the administration that they implement an anti-bullying program in the school. There are several programs that have been successfully used in schools across the United States. Three programs that are highly recommended and readily available on the Internet are: (a) No Bullying Program, (b) The Safe Child-Take a Stand Program, and (c) the Olweus Bullying Prevention Program.

As mentioned in all the programs above, parents need to be committed to supporting the school, as well as their child, in the effort to rid the school of bullying behaviors. This means that the parents will need to encourage their child to report any bullying behaviors they themselves experience or incidents he/she sees happen to others. Parents should also be expected to refrain from defending any bullying behavior exhibited by their child. Another part in an anti-bullying program should include students, teachers, and administrators who work together to develop class rules that are consistent with creating a non-threatening environment. Students should be taught how to resolve conflict without belittling someone or becoming violent. Teachers and administrators need to be committed to working with students who are bullied, as well as the bullies themselves. For an anti-bullying program to be successful, they must be ongoing. There cannot simply be a couple of assemblies that address the problem of bullying and then that be all that is done to address the problem. Parents, teachers and students must be committed to an ongoing, consistent anti-bullying program with heavy involvement by the administration (Healthy Choices, 2001).

Some other aspects of this research that might be interesting to pursue in the future are: (a) determining the number of female bullies versus male bullies (b) determining the number of bullied students from special education classes, ESL classes, and resource room

classes, versus the number of students bullied from regular education classes; and (c) bullying as it is related to race and/or socioeconomic background.

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Appendix A

Proposal Letter and Proposal

Arkansas Tech University

TO: Chair, Human Subjects Committee

c/o Department Head and Dean

FROM: Student: Carol L. Patterson

Faculty Sponsor: Dr. Byra L. Ramsey

Department: Education

RE: Review of enclosed research proposal by the Human Subjects Committee

DATE: September 25, 2003

PROJECT TITLE: Student Beliefs on the Existence of Bullying at a Small Rural School in North Central Arkansas

The faculty committee listed below has reviewed the attached proposal

Name: Dr. Byra L. Ramsey Signature

Name: Dr. Sid Womack Signature.

Date:

On behalf of the student we request

Expedited review (no more than minimal risk)

Full review process (More than minimal risk)

Proposal for Graduate Research Project

Carol L. Patterson, Graduate Student

Title: Student Beliefs on the Existence of Bullying at a Small, Rural School in North
Central Arkansas

The purpose of this study is to ascertain to what extent students feel bullying exists at a small rural school in North Central Arkansas. Research indicates that early identification and intervention is imperative in countering the negative effects of bullying for both the victim and the bully. In order to institute a program that will do this, one must first ascertain whether or not bullying is a problem in the school. Written permission for the study will be obtained from the school's principal prior to beginning the study.

The participants in this study will consist of the entire population of middle school students from a small, rural school district in North Central Arkansas. The middle school is comprised of students in grades seven and eight. The school district serves 1,764 students with approximately 25% in the middle school. Written permission in the form of a permission slip will first be obtained from the students' parents/guardians in order for them to participate in the study.

A Likert type scale survey will be used to measure students' feelings as to what extent bullying exists at their school. The scale will rate answers from "1" to "5" depending on student response.

The survey will contain questions concerning demographics such as: "What grade are you in?" and "Are you male or female?" The remaining questions will deal strictly with bully/victim behavior. An example is, "How often do kids kick, hit, or shove you? (Circle

one): “every day,” “3 or 4 times a week,” “3 or 4 times a month,” “3 or 4 times a year,” or “never.”

The study is designed to be completed in the fall 2003 school year. The survey will be dispensed to homeroom teachers through the inter-school mail. Teachers will then distribute the survey forms to their students. Each teacher will be given a cover letter to read to the students explaining the purpose of the survey, giving assurance of anonymity, and stressing the importance of answering truthfully. The survey should take no more than fifteen minutes to complete. Special needs students who may require assistance with reading or understanding the survey will be assisted by a teacher or student aid in a manner that will ensure privacy of the student’s answers. When students have completed the survey, teachers will gather the survey forms, place them into a manila envelope, seal the envelope, and then return it to the researcher through inter-school mail. There will not be any risk involved for the students. This research may be presented at conferences or published. There will be no risk involved for the students. This research may be presented at conferences or published.

Appendix B

Principal Letter and Disclosure Form

October 2, 2003

Avis Cotton, Principal
Dardanelle Middle School
Dardanelle, AR 72834

Dear Mrs. Cotton:

I am completing a research project for my Master's Degree at Arkansas Tech University (ATU). The purpose of this research project is to help me learn to design a research project, collect data, and report my findings in a professional paper.

Everyone connected with this research as well as the name of your school will remain anonymous unless you request that you and/or your school's name be used. The information that is gained in this research may be published.

This project provides an opportunity for graduate students to learn how to conduct action research projects. Your help in this matter will be greatly appreciated.

Sincerely,

Carol L. Patterson, Graduate Student
Arkansas Tech University
Russellville, AR 72802
(479) 967-2107
E-mail: stu4109@mail.atu.edu

DISCLOSURE FORM:
**Agreement for ATU Graduate Students to Conduct
 Action Research**

Please read the following disclosure: I am conducting research as a partial fulfillment for my Master's Degree at ATU. In this research, data will be collected through the use of a Likert-type survey. The survey information given will be completely anonymous. The results from this survey will be used to develop an action research paper that may be published.

1. Your school's participation in this research is voluntary and you may chose to stop the research at anytime.
2. Your name and/or the name of your school will remain anonymous unless you give written permission for them to be used in this project.
3. Children at your school will not be placed in any danger or caused any problems.

Primary Person Conducting the Research:

Carol L. Patterson
 45 Jacob Lane
 Russellville, AR 72802
 (479) 967-2107
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Thank you for your support.

Please sign to show that you have read the information provided above and agree to have graduate students conduct research in your school.

 Signature of the person agreeing for graduate students
 to collect data

 Date

 Signature of the person requesting permission to conduct
 this research

 Date

Appendix C

Permission Slip and Instruction Letter

Arkansas Tech University
 PARENT/GUARDIAN CONSENT FOR A MINOR'S PARTICIPATION
 IN A RESEARCH PROJECT

Dear Parent/Guardian:

I am requesting your child's participation in a research project entitled "Student Beliefs on the Existence of Bullying at a Small, Rural School in North Central Arkansas."

The purpose of this research is to ascertain to what extent students feel bullying exists in their school. Your child will be asked to fill out a short questionnaire that will have questions such as, "How often do kids kick, hit, or shove you?" I do not foresee that your child should experience any risks as a result of his/her participation in this project.

The identity of all participants will be kept confidential, as surveys will be completed anonymously. Data of this type will typically be aggregated and statistically analyzed. The results of this study may be used for educational and publication purposes.

You may choose to have your child participate or not participate. If you choose for your child to participate, your child may answer all or just some of the questions. Regardless of your decision, I appreciate your taking the time to consider letting your child be part of this important project.

Any questions about this research, or any related problems, may be directed to Carol L. Patterson, (479) 967-2107. The faculty sponsor is Byra L. Ramsey, Ph.D., (479) 964-0862, Arkansas Tech University.

Please sign your name below on the line that states your decision about your child taking part in this project. After signing the appropriate statement, return this part of the page to your child's PAL teacher.

I grant permission for my child, _____ to participate in this project.

I do not grant permission for my child, _____ to participate in this project.

 Parent/Guardian Signature

 Date

Dear PAL Teacher,

I am completing a research project for my Master's degree. In order to do this I must have parental permission for students to participate in my survey. Enclosed you will find permission slips to be distributed to your PAL students. Please keep the envelope and return all the slips you have received by Monday (10/13) to me through the inter-school mail. Your assistance in this matter is greatly appreciated.

Thank you so much,

Carol Patterson, ALE

Please read the instructions below to students prior to passing out permission slips.

Ms. Patterson, the ALE teacher, is completing her Master's degree at TECH. She wants to get the opinions of all the middle school students in a survey. In order to do this, she must have a permission slip from your parents or guardians. Please take these permission slips home and have your parent or guardian fill them out. Then please return them to your PAL teacher by Monday (10/18). If you turn your slip in by Monday your name will be entered in a drawing for a personal pan pizza from Pizza Hut. Just turn in your permission slip and your name will be entered in the drawing regardless of whether you will be participating in the survey or not.

Appendix D

Survey Form and Instruction Letter

Research Survey

Place an "X" in the blank that applies to you.I am in the 7th grade _____ I am in the 8th grade _____

I am a boy _____ I am a girl _____

Age: _____

Going home I: _____ walk _____ ride the bus
_____ ride with an adult _____ ride my bikeRace: check all that you feel
apply to you

_____ African America

_____ Hispanic

_____ Asian

_____ White

_____ Native American

_____ Other _____

Check only those that apply to you:

_____ I am in special education classes _____ I am in resource room classes

_____ I am an ESL student _____ I am in a regular education classroom

_____ I am a gifted and talented student

Place an "X" on the box that is most like what happens to you.**1. How often do children kick, hit, or shove you?**

Everyday	Several times a week	Several times a month	Several times a year	Never
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2. How often do kids say nasty things to you?

Everyday	Several times a week	Several times a month	Several times a year	Never
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3. How often do you spend lunch alone because nobody wants to talk with you?

Everyday	Several times a week	Several times a month	Several times a year	Never
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4. I see other kids get picked on

Everyday	Several times a week	Several times a month	Several times a year	Never
----------	----------------------	-----------------------	----------------------	-------

5. I am bullied at school

Everyday	Several times a week	Several times a month	Several times a year	Never
----------	----------------------	-----------------------	----------------------	-------

6. I have bullied others at school

Everyday	Several times a week	Several times a month	Several times a year	Never
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Dear PAL Teacher,

I am completing a research project for my Master's degree. My project is designed to determine to what degree students at Dardanelle Middle School feel that bullying is a problem. Enclosed you will find surveys that ask students to fill in answers to a number of demographic questions as well as questions concerned only with bullying. Students are **not** to place their name or any identifying marks on the survey. It is to be totally anonymous.

Please ensure that any students needing assistance in completing this survey are given help in a way that will keep their answers anonymous with concern to other students.

Please read the instructions below to students prior to passing out the surveys. It should take no more than a few minutes for the students to complete these survey forms. Please ensure that only the students that have returned a permission slip receive a survey form. When surveys are complete please gather them, place them into the manila envelope, and send them back to me through inter-school mail. Thank you very much for your assistance.

Sincerely,

Carol L. Patterson, ALE

Student Instructions

In a moment you will be asked to complete a survey about bullying. Please do not place your name on the survey forms. Your answers are to be completely anonymous so please be truthful with your answers. Please use a pencil to complete the survey so that if you make a mistake you can erase it completely and then mark your correct choice. Please do not talk or share information while completing this survey. Your truthful participation in this project is greatly appreciated.