Peer-To-Peer Support Group Program

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Abstract

Bullying in schools is one of the many social issues children struggle with. Often bullying has a detrimental physical and emotional effect to the victims with the worse effect being depression and even suicide. There is limited support for victims of bullying and research has shown consequences of bullying can cause severe behavior problems that include anxiety, struggling with self-esteem, eating disorders, and depression. A needs assessment will be conducted to determine if the needs match the needs indicated by other researchers such as the community lacking safe places, programs that offer support, and lack in defending victims of bullying. With the permission of the schools and the support of the stakeholders, the Peer-To-Peer Support Program can be started in the Chattanooga area. The program connects older peers that had experienced bullying and connects them with younger peers currently experiencing bullying. The older peers will receive information that will be helpful with their outreach for the younger peer. The goal of the program is for the younger bullied victims to receive emotional support and for them to learn the ability to deprive bullying behaviors from emotionally controlling them

Peer-To-Peer Support Group Program

Background of the Problem

The social problem the team decided to focus on is school bullying and the hardships children go through as a result. There are not enough strict laws and there is little enforcement of the current laws to prevent bullying. Bullying has gained a significant amount of attention over the last decade (Gladden, R.M., Vivolvo-Kantor, A.M., Hamburger, M.E., & Lumpkin, C.D., 2014). There is limited support for victims of bullying (NCES, 2019). One out of every five students report being bullied (National Center for Educational Statistics [NCES], 2019). 41% of students who report being bullied expect the bullying to continue (NCES, 2019). School systems report bullying incidents occur at least once a week (Centers for Disease Control and Prevention, 20). School-based prevention programs reduce bullying by 25% (Feder & McCallion, 2013).

Over 20% of a school's student body experiences bullying daily (National Center for Educational Statistics [NCES], 2020; Seldin & Yanez, 2019). Students who are bullied are at a higher risk of experiencing depression like symptoms and self-harming behaviors (Centers for Disease Control & Prevention [CDC], 2020). This leads to poor academic performance and physical health symptoms due to stress (CDC, 2020; Gianluca & Pozzoli, 2013). Students who are bullied are 2.6 times more likely to attempt suicide (Gini & Espelege, 2014). Bullying in high school results in lower enrollment, which affects school funding (CDC, 2020). The key areas the group will be focusing on are the needs of bullied victims, other supports might be successful, and providing bullying and anti-bullying education to address bullying.

The target population are children in the school system that are bullied. They can range from 5 years of age to 18 years old. The school systems will primarily be in the public school system. The population of children that are victims of bullying largely vary but are not limited to

them being low income, physically disabled, have few friends, "loners," struggling academically, succeeding academically, racial minorities, and members of LGBT. (U.S. Department of Health and Human Services, 2021).

Tennessee State Code title 49, chapter 6, part 45, are bullying and harassment laws that are implemented in the state (Department of Education, 2020). These laws require every school district to have a policy on prohibiting bullying, must have procedures for investigating reports, and encourage schools to form a bullying prevention task force and other initiatives involving community resources. Current Tennessee laws that target bullying are from Tennessee code 49-6-4501 through code 49-6-4206

Hamilton County in Tennessee uses a program called Olweus Bullying Prevention Program (OBPP). OBPP trains a specific team of staff for addressing bullying. Their training can expand to the entire school staff, the students, and the school community. The trainers are provided by STARS. STARS interactive training program is called MOVE2STAND (Hamilton County Schools, 2022). This is a 4-hour educational event that is aimed at creating empathy and helping students understand the impact bullying has.

There are multiple counties in East Tennessee, such as, Bedford, Bradley, Coffee, Dickson, Hamilton, Marion, Montgomery, Rutherford, and Stewart counties (Centerstone of Tennessee, 2018), that participate in the Violence and Bullying Prevention program that aims to help children build empathy, receive resiliency education, learn impulse control, decision making skills, and anger management. Children learning those skills had the risk of children participating in violent and bullying behavior decreases.

The target and specific need is peer support from those that have experienced bullying and can empathize and encourage victims of bullying that their lives have the potential of getting

better. With bullying victims receiving support from those who experienced bullying, the hope is suicide cases relating to bullying will drop significantly.

Uniqueness of the Program and Program Need

Identify and describe program

The hope is to have a program that connects young, bullied students with older peers that have experienced being victims of bullying. The goal is for the older peer to provide mentorship and encouragement to the young victim. A residual effect of the program can also minimize or prevent physical or mental self harm. The older peer will be either an upperclassman in high school or a young college student. This program will be a non profit that screens the participants and manages the connections. The program can also provide recognition to the schools that participate with it.

Environmental Scan

The general area of where the main organization will operate from will be in Hamilton County, more specifically in the Chattanooga area. There are several high schools in the Chattanooga area and a university where the group can get volunteers to be the mentors. There are just as many schools where the program services can be offered. The specific building location will depend on the program's budget and lease.

Chattanooga is a large diverse city. According to the U.S. Census, 60.7% are Caucasian, 31% are African American, 2.9% are asian, and 6.9% are hispanic. There are 17.6% of residents that live in poverty (2021). With the difference in culture in the population, there is risk of bullying among students (Wong, C. T., et al., 2013).

A bullying prevention program exists in Hamilton County schools. The county uses a program called Olweus Bullying Prevention Program (OBPP). The OBPP trains a specific team

of staff for addressing bullying. Their training can expand to the entire school staff, the students, and the community. The trainers are provided by STARS. STARS interactive training program is called MOVE2STAND (M2S). This is a 4-hour educational event that is aimed at creating empathy and helping students understand the impact bullying has.

Uniqueness

This project is unique in that it provides victims of bullying with the opportunity to be mentored by older peers. The older peers will be able to use their experience of bullying to relate on a personal level with the victim and provide encouragement and support. The older peers have lived past being bullied and have come out as survivors. They should have an optimistic perspective that a younger victim may not see at the moment. This peer program can also provide a sense of security for the victim since they are paired with an older friend.

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Literature Review and Evidence-Based Practices

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Research on the Social Problem

Bullying has a detrimental physical and emotional effect to the victims with the worse effect being depression or suicide (Wong, C.-T., et al., 2013). Researchers spend their resources finding the influences in school and outside that are encouraging bullying. Some researchers came to finding the school itself harbors risks factors that encourages bullying. Some findings list large school areas (Bowes, L., et al., 2009), their building layout designs, or sparse supervision schedules (Garland, et al., 2017). Absent policies in deterring bullying have a connection with high amounts of bullying cases (Bibou-Nakou, I., et al., 2012) encourages opportunities for bullying to occur. Researchers found factors outside of school settings, such as neighbor problems, forms of abuse in families (Bowes, L., et al., 2009), inadequate social interactions in the community (Bibou-Nakou, I., et al., 2012), and drugs (Garland, T. S., et al.,

2017). Several behaviors have been found in to cause bullying, such as boredom (Cunningham, C. E., et al., 2010), Intolerance of diversity and cultures, and wanting a higher social status (Wong, C.-T., et al., 2013; Bibou-Nakou, I., et al., 2012). Researchers have found bullying victims themselves have characteristic that invites bullying such as sexual orientation (Garland, T. S., et al., 2017), being vulnerable, annoying, atypical, and lacking social skills (Wong, C.-T., et al., 2013).

In further research, 1.5 million school aged adolescents have encountered bullying and 25% of public schools have reported bullying or reported an act of violence to the police (Jeong & Lee, 2013). In other studies it has shown not only physical bullying has been an issue but also cyber bullying. Research has shown that 14.3% of rumors are started online, and 8.4% on cell phones (Donegan, 2012). In other data collected it was shown the prevalence of how bullying occurs between genders. Females were bullied at 72% while males had the average of 81% of being bullied or becoming a bully. (Hoover, 1992). While doing more research the group has found at least 49% of the average children globally has reported bullying daily and 23% have reported it has happened more then once. The statistics for this is unimaginable. Not only has this been reported by 71% of children has witnessed bullying first hand (Morin, 2019). Another factor that plays into bullying is financially. Over 32% of students who qualified for free lunches reported bullying, or being talked down to for their financial status. (Davis & Nixon, 2010) Finally the last statistics showed that over nine out of ten members of the LGBTQ have been affected by bullying (Boyland, et al., 2016).

Childhood bullying can have a lingering effect on the victim's well-being and it can last well into their adulthood (Dantchev, et al., 2019). The situation may not improve for the victim if they are experiencing bullying from their sibling. Researchers have found peer bullying is at par

will sibling bullying, and with the victim possibly never experience a safe place from the torment of bullying, the constant victimization of bullying likely prolong the effects of bullying (Dantchev, et al., 2019) The consequence of bullying during childhood can become severe behavior problems that include anxiety, struggling with self-esteems, eating disorders, and depression. (Delara, 2019) Some adults develop psychopathic personalities and aggressive behaviors (Farrell & Vailancourt, 2021). Childhood interventions for reducing bullying can be helpful with lowering mental health problems on adults. Adults with a history of being victims in childhood bullying have had more severe mental health problems than non-victim adults (Wang, et al., 2018).

Research on Interventions for the Social Problem

As teen suicide continues to become an increasing problem, bullying intervention programs are being adopted throughout the world (Li Y., & Shi, J. 2018). Due to the severity of the negative impact of bullying, interventions are crucial to improve the quality of life of students (Yeager et al., 2015). Studies suggest that there are correlations between variables that account for prevention or a reduction in acts of bullying (Farrel et al., 2018). Several anti-bullying programs have been tested out in schools where bullying commonly takes place (Farrel et al., 2018). These programs proved effective in preventing and reducing traditional bullying by 19-20% (Farrel et al., 2018). A 10-15% reduction in cyberbullying was documented (Farrel et al., 2018). A program called OBPP has been researched by two studies that analyzed the effects of anti-bullying programs. One study utilized a controlled trial with ten middle schools. The findings proved its effectiveness in combating bullying. The second study's participants were a population of 210 schools in Pennsylvania (Cunningham, C. E., et al., 2010).

The duration of this study lasted two years. This study found the program to be effective as well (Bauer, Lozano, & Rivera, 2007).

Interventions focused on reducing stigma are being carried out in the educational system. Researcher Aboud identified two types of interventions for youths that are theory-based (2012). The first is interventions based on Mischel-Cognitive Theory. Second, interventions informed by contact theory (Kroneman et al., 2019). Interventions vary depending on the age group. Peer-led interventions prove to be more promising for secondary school students. Behaviors and attitudes are more likely to change if the adolescent receives positive feedback from peers than they would if offered from adults (Wye, et al., 2006). In No Trap!, reduction was shown to be more effective when the leaders were volunteers versus nominated by their classmates. The program studied 7 to 10th grade. Sixth grade was excluded due to the developmental stage making that age group not appropriate for being a group leader. First two years of high school where bullying is prevalent and drop out rates are higher (Zambuto et al, 2022). A cluster quasi-experimental controlled trial was used within the No Trap program. The researchers compared three conditions: 1. Students in classes in which none of the peer educators were immigrants 2. Students in classes in which at least one peer educator was an immigrant, and 3. Students in classes that do not participate in the program (control group). First 14 schools that accepted the invitation to participate in the experiment. Those groups were then compared to 8 schools with the same provinces and curriculum (control schools). The study had 100% participation and response. Two data collections were conducted pretest and posttest. 1,570 participants, in 74 classes of 22 schools. 61% in middle school and 40% in high school. Using the Florence Bullying and Victimization Scales to ask how often they had experienced acts of bullying in the previous couple of months.

The results of this study suggests that a peer-led program would be more effective when the peer educators have had some experience in the problem. This gives the educator a deeper understanding and may feel more compelled to counteract the problem. The students in the support groups' confidence and self-esteem improved once they experienced that they were very important to someone and that they made a positive impact on someone else's life. They felt chosen, which improved their self-esteem. This study found that bullying stopped once the victims received assistance from the support group. The students' experience at school changed and they felt safer, and had made healthy friendships. Both the victims and the support group reported and improved emotional well being after receiving or giving help. The support group members said that they had a sense of pride and accomplishment due to the support they gave, and the healthy relationships they formed (Zambuto, Stefanelli, Palladino, Benedetta, Nocentini, & Mesinin, 2022).

Another study revealed that long term results were obtained by interventions using peer support (Kvarme, L. Aabo, L.S., & Saeteren, B. 2013). The sample size was 19 children between 12-13 years old. Six student interviews were conducted with the three bullied victims. Three focus group interviews were conducted with the support groups. The bullying victims reported that they were not bullied anymore after they received help from the students in the support group. Those improvements remained after three months. Their lives at school changed for the better. The students reported that they felt safer. They reported feeling happier due to the new friends they had made. Students in the support group reported they had pride in the fact that they accomplished something meaningful.

Another theory is that bullying could be reduced by changing the structure of the physical environment, reducing the number of students in high risk settings, and separating older

and younger students. Several groups suggested that relationships are improved by teaching social skills, rather than simply telling students not to bully: "Most people respond better to positive things than negative things... if you teach them to be a good citizen it would end up helping them more over their entire life than just telling them not to bully" (Cunningham, C. E., et al., 2010).

How To Incorporate Research

Researchers will use research data from our literature to review to show the severity bullying has on children in schools to gain support for our program. Data will be used to produce the evidence from the research to determine which interventions to implement in our program that are evidence-based. The current program plan is to facilitate peer-to-peer mentorship for victims of bullying in school, and the researchers want to make sure our program has data to support our efforts, and that the community is confident the researchers are not wasting effort and resources on a program that isn't guaranteed to have a positive outcome.

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Problem Statement

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Researchers discovered that peer led programs have been successful at reducing bullying and that know that reducing stigma by teaching social skills strengthens peer relationships. However, it is unknown why many interventions have a small reduction in bullying cases. More research needs to be done on new types of intervention programs to explore more solutions to help with reducing bullying.

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Needs Assessment Research Plan

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The research team has conducted research to ensure that the program will be evidence-based to ensure its interventions are effective. The data gathered, supports the team's plan and the research

provides a foundation for the development of the program. The information gained from the research provides practical strategies for assisting the planners to develop an effective program.

Source of Data

The research group will use middle school and high school students ranging from ages 12 to 18 as sources of data. The reasoning for using students is that bullying is common among that population. The group will create its own survey questionnaire for the study so that the questions can focus on obtaining data for the research questions. Since there will be research participants under the legal adult age, consent and assent will be completed by the research participants and their parents/legal guardians prior to taking part of the study.

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Statement of Purpose

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The purpose of this study is to find the needs of middle school and hgh school students that are victims of bullying and students that resort to bullying. There is a list of possible needs for bullied school children in aspects of physical, mental & emotional, educational, social, and financial needs. Needs such as, but not limited to feeling safe or having safe places, feeling valued, having educational resources, the existence of social and afterschool programs, pantries and donation centers.

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Research Questions

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The research team developed three research questions to explore the needs of bullying victims. The first research question is, "What are the educational needs of middle and high school students that will help them become more culturally aware in the context of bullying?" The second research question is "What are the safety needs for high schools to protect them from bullying?" Finally, the third research question is "What are the educational needs of high school students that will help reduce bullying?"

Research Hypothesis

There are two hypotheses the research team developed. The first hypothesis is a null hypothesis. This hypothesis is that after school programs and educational programs that encourage awareness of differences do not decrease the rate of bullying in schools. The second hypothesis is an alternate hypothesis. This hypothesis is that the rate of bullying decreases in schools when after school programs and educational programs offer awareness of differences.

Research Variables

The research variables in this study are the independent variable (IV), the dependent variable (DV), controlled variable (CV), and the extraneous variable (EV). The IVs are social stigma, economic status, age, body image, disabilities, ignorance, bias/bigotry beliefs. academic scores, grade levels, sex, political beliefs/identity, and sexual orientation. The DVs are physical harm, verbal harassment, attacking social status/image, spreading rumors, pranks, humiliation, exclusion, and cyberbullying. The CVs are age, grade level, academic standing, gender, sex, sexual Orientation, and race. The EVs are the upbringing, social standing, and economic standing.

Methodology

The methodological approach for this research is quantitative. The reason being is that anonymous surveys make it easier for children to be open and honest about being bullied. The surveys allow the children to be objective when answering questions (Hoover, 2021).

Population and Sampling

Study Group Interested In

The research team is interested in having school children ages 12 to 18 participate in this study. The researchers will consider children over 18 years old if they are still a participating student. The goal is to find what the needs of bullied children are to help provide support for the victims and prevent bullying from occurring. This research study will be open for every student on campus so that there is a potential of gathering a large amount of data. The participants will include those that are victims of bullying, the bullies themselves, and students who witness bullying. The researchers are not limiting the study to those that can be deemed vulnerable to being bullied (i.e. physically impaired, culturally different, low social status, etc.). Every student will be encouraged to participate in this study so data is obtained from all perspectives.

Inclusion and exclusion criteria

For the selection process, the goal is to have 60 children participate in the study, or to have ten children from each grade from through 7th to 12th at minimum. The researchers will not exclude children from grades 7th through 12th. However, the researchers will exclude children from 6th grade and below from participating since their comprehension may not be as mature. English/ESL teachers will be asked to offer extra credit as an incentive for students that participate in the study. Consideration was given that English teachers can use this study as a reference when explaining research papers. Each student on the school campus is taught by an English or ESL teacher, and the goal is that through them all the students can be invited and included in the study.

Sample selecting process

In order to avoid the students having feelings of resentment which will cause them to be ambivalent in answering, the researchers will request the teachers to explain what the survey is and inform the students who wish to participate that they will be given extra credit for their class

for participating. The researchers are selecting students ages 12 -18 to ensure the students will easily comprehend the questions and be mature enough to answer them accurately. The researchers ask that students volunteer to increase the likelihood of getting truthful answers if they do not feel forced to do something they do not want to. The students will be resentful if forced and it is unethical. If students volunteer after they are informed of the topic, the hope is that they will have interest in the survey due to being invested in this subject.

Study Recruitment Process

The researchers will encourage the teachers to give extra credit as an incentive to encourage students to participate in the study. The researchers hope the teachers are willing to cooperate with providing the extra credit since this research process can be referenced when they explain research papers. The researchers will send flyers home with the students about the student, as well as posting information on social media accounts.

Rationale

Schools are one of the primary locations where bullying occurs. The researchers want middle and high school students to be the primary study group for our research since the researchers are focusing on developing a program for them.

The research team wants to determine what programs will be most effective for the school's needs in regard to preventing bullying and providing support for the victims of bullying.

The research team will encourage English teachers to offer extra credit as an incentive since all students in middle school and high school take some form of english. The researchers believe this will provide notice of our study to the entire school population. The research team will create an information packet containing flyers about the study with consent/assent forms and the packet will be sent home with every student. The research team will also post the flier on the

school's social media page. The researchers also believe teachers will encourage participation with this study since they can reference the study when teaching about research papers.

The research team thinks it is best to include a variety of students to participate in this study. The researchers believe that collecting data from students of different backgrounds and experiences will provide data from a variety of perspectives

Site Permission

To gain permission for the study at a private school, in this case, Collegedale Adventist Academy, The group must contact the principal first. An email explaining the study must be submitted along with an example of our consents/assents, methodology, and surveys attached. The principal alone is able to authorize the study if it is deemed appropriate.

Data Collection and Analysis Plan

The research team's goal in terms of data collection is to provide a safe environment where the participants can feel free to participate without being victimized. The survey portion of the study will be held in the library. This location has frequent foot traffic and it can help with not bringing attention to the participant when walking into the library taking in the survey. The participants will have the option to complete the survey in an open table or designated study room for the research. In order to protect a student from being labeled as the victim or bully, the research will be opened to the entire study body. To further help in preventing labeling of participants, extra credits will be provided for those participating. To further minimize the possibility of students being identified, the survey will not request for identifying features such as name and grades. Once a survey is complete, the participant will notify a research member. The research member will collect their survey and file it in a lockable filing box. The survey will

be stored in a different file from the consent/assent forms to help prevent identifying the participant of the survey.

The research team will be using quantitative data analysis to analyze numerical data. The descriptive analysis of the independent variables will be conducted and then the statistics are used to analyze the associations between the independent and dependent variables. Descriptive statistics will be used to organize, describe, and present the data so that it is concise and understandable. Each Independent variable will be dealt with individually and researchers will establish the common patterns found in the dependent variable. Researchers will then describe the sample as the individual variables through totals and percentages to give a picture of the characteristics of the sample. Descriptive analysis will be used to understand the extent of the occurrence of bullying such as the number of occurrences per week. Researchers will use descriptive statistics to evaluate the data in order to find commonalities or what is typical for a variable and what exceptions will exist for a dependent variable**.** The researchers will aggregate data to examine data quickly. The distribution of data will sum up the frequency of individual values. That will render a list of every value of a variable and the number of people who had each value. Researchers will then review the frequency that a response occurs. Researchers will also review the central tendency or the estimate of the typical responses. The mean will be the average responses. The median will be the midpoint, and the mode will be the most frequent response per variable.

Hopeful Results from Research Question

It is understood that lack of cultural awareness and acceptance can be a risk factor for bullying in school settings. Researchers believe the results of the first research question will show if the school's resources for cultural differences are effective with preventing bullying. The

researchers' goal is to learn from the data what possible routes can be made to prevent bullying because of cultural differences.

There is a prevalence of bullying unsupervised areas. The research team intends to find with the second research question the gaps with the school's supervision or community programs that take away safe places for students and that allow the possibility of bullying. Once the data is determined, researchers can search for solutions to help prevent bullying by creating safe spaces for students.

Finally, with the third research question, the intention is that the results will show what awareness-based interventions, if any that the school offers, will be effective in reducing bullying. It is expected that the data will identify which style of programming, reducing stigma, or promoting positive learning, will have an effect in reducing bullying.

Ethical Considerations

Identifying sample

Confidentiality is part of the research ethics, and it will be upheld and respected in this study. Sensitive or identifiable information will not be included during our data collection process. During the process of the study, the researchers will be respectful to the participants and demonstrate integrity. To minimize the risk to benefit ratio, our open sampling method will not single out specific participants for the study. This means that students that identify as bullies, bully victims, or neither of the two groups can participate in the study. Our plan was to identify the study to the students as data collection on bullying where everyone can participate. The names of the study participants will be on the consent and assent forms, and therefore those forms will be kept in a lockable filing box that does not have identifiable marks. The box will

only be recognized by the researchers. The box will be stored in a lockable room that does not have heavy traffic.

Data Collection

There are two locations of interests that will serve for areas of data collection. One area is the library, and the other is a classroom. A preferred classroom would be the English teacher's since our plan is for the teacher to offer extra credit to the students as an incentive to participate. While data collection occurs, there may be some questions on the survey that may trigger emotional reactions. The principal researcher that is experienced with high school counseling and mental health to engage, assess, treat, and evaluate the situation. For participant's safety, they can be relocated to the school's counseling room where recommendations for a session can be made and for parents to be contacted. There is no reasonable possibility for physical harm to occur during data collection. When the participants are done completing the survey, their forms will be stored in the same lockable filing box, but in a separate file from the consent/assent forms to prevent identifying participant answers. A member of the research team will be observing the location where the data will be collected. If a participant wishes to stop participating in the exam at any time, they may withdraw without a penalty.

Because of the location, it will be difficult for participants and other students to identify those that are partaking of the study. The goal is that the extra credit incentive masks the reason why a student chose to participate in the study. Researchers also plan to spread the desks/tables to prevent other participants from seeing each other's answers.

Analyzing/Storing Data

When analyzing data, the researchers will gather and sort the data from the surveys in an empty classroom of their department at the university. The consent/assent forms will be kept

separate and in the lockable filling fox while the surveys are being looked at. The data will be analyzed and sorted to only provide aggregated information so that the information cannot be used to identify a participant. The surveys will be placed back in the lockable filing box and stored in a lockable room that has little traffic. By the design of the survey, the data collected will not have personal identifiable information.

<p align="center">**Program Goals and Objectives**</p>

The target population for this program is middle school and highschool students. The final direct recipients of this program are middle school and high school students who are negatively impacted by bullying.

Scope of activity

Volunteers will provide peer support to students in the form of counseling and education to the victims and perpetrators of bullying. The mentors will also serve as liaisons between students and faculty/staff in receiving education and support about bullying and anti-bullying. The mentors will provide the services throughout the school year, giving each student weekly check ins and opportunities to be seen as needed. With the available funds, a structure will be developed that will provide incentives for older peers to volunteers and students to participate. The structure will include a meet and greet event for the first day of the program so the peers can have the opportunity to interact. Each following week, for the first four to six weeks, a free event for the participant and volunteer will be scheduled. Such events can be free entrances to a community event or college event.

The desired results will be that the students will learn coping skills for bullying and learn better ways to respond to it from the peer-to-peer support program. Parents will start to see their childs' quality of life gradually improve. The universities will receive acknowledgement for

providing enhanced learning opportunities and experiences for their students. Greater

Chattanooga Sports and Events Committee will provide education and support to members of the

community by holding events that bring awareness about bullying and educate citizens on the

impact of bullying and successful interventions. Faculty and staff will gain knowledge of

bullying and anti-bullying materials to incorporate it into their teachings.

Intermediate outcomes for students will be that there will be a decrease in bullying

activity. Parents will see a decline in self-harming and other behavioral problems.

Universities will be acknowledged for enhancing the learning opportunities of their

students. a more positive and tolerant environment will be established within the school. Greater

Chattanooga Sports and Events Committee will receive notoriety for facilitating this event and

will gain ideas for future events. Faculty and staff will be able to give more attention to

education due to a decrease in disciplinary action.

The projected final outcomes for students will be that they become stronger emotionally

by learning coping skills and effective ways of deterring negative impact of bullying. Students

who are the perpetrator will become more self-aware and learn alternative behaviors as well as

the impact bullying will have on a students life and future. The cycle of bullying will be broken

before this behavior continues into adulthood. The victims will learn coping skills that will

benefit them in many other aspects of life and is a skill that will be utilized for the duration of

their lives. These students can learn how to mentor others and share the skills they have learned.

Parents will no longer witness the control bullying has on their children emotionally. Mentors

will gain experience and skills that will serve them in their career. Greater Chattanooga Sports

and Events Committee will gain awareness of the issue of bullying and be more informed on

how to identify it, be mindful of it and intervene. Hosting these events will improve connections

with the citizens of this community. The learning environment will be more productive and faculty and staff will be better informed on how to effectively handle bullying in the future as well as gain mindfulness.

Stakeholders Analysis

Students between the ages of 12 to 18 are of critical level priority as a stakeholder and critical in the potential impact for the functioning of the program. Their main interests are to gain safety and support from bullying while in the program. Potential reactions can range from timidness to excitement about joining the program and having a chance to make a new connection with someone they can relate to. They can also have a sense of relief with the idea of having emotional support for being bullied.

Parents with children enrolled in middle and/or high school are of a high level priority as a stakeholder and have a high impact for the functioning of the program. The interests parents have for the program are likely to be safety and support for their children. Parents may have skepticism over the program's functioning or of the older peer. They expect the program will boost their child's mental health. The parents may expect a positive outcome since someone different can provide support for their child

Middle and high school employees that have an involvement with students through any form of supervision, such as teachers, couches, counselors, have a medium level of priority and a medium level in potential impact for the program. Their interest will be that they will be able to focus on teaching or other job requirements since providing support to bullied students will be provided by the program.

Active school board members and school administration have a high level of priority and a high level in potential impact for the program. Their interests is to approve and provide

programming in the schools that can have a positive impact on their students' mental health. Their interests are also supporting programs that can give a positive image that will help with reelection for the member. The board members have been timid with supporting the program due to potential expenses being added to their budget. Their expectation for the program is that the program can boost mental health for their students while simultaneously creating a good image for themselves. Due to the nature of this program, it is not anticipated that it will have an effect outside of the school system.

Colleges and universities have students that are willing and able to participate in community service have a critical level of priority and a critical level of potential impact for the program. Their interest is for their students to have community involvement and potentially recruit students through this new program. Their fears are the possible liabilities with their students being involved in programs outside of the college. Since the volunteers are still students, their expectation from the program is to be a well structured program.

Young adults that are actively enrolled in colleges and Universities have a critical level of priority and a critical level of potential impact for the program. Their interests in being involved in this program stem from personal needs to do good and help victims of bullying. They may also want to pursue outreach programs to accumulate community service hours. A fear of the program is that the college student may not make a connection with the young student. Their expectation is that the program will allow them to connect with a young individual and boost their negative emotions from being a victim of bullying.

Access and Method

The method the group plans to use to access stakeholders will vary depending on stakeholder. The most popular method will be sending fliers containing the program's information. They will

be sent to students in middle school, high school, and in colleges and they will also be sent to parents. Meetings will be scheduled with certain groups such as board members, school administration, and colleges. The group will use phone calls and email as a frequent and quick method to access stakeholders.

Stakeholder Engagement

The group will first contact via phone and schedule meetings with important stakeholders that have power over the program's functioning, such as board members, school administration, and colleges. During the meeting, one group member will establish communication via email with these stockholders to provide updates on the program's outcome to encourage their support. The group will then use fliers to engage with a majority of the stakeholders by sending them to the middle school, high school, and in colleges, and they will also be sent to parents. The group will also share fliers with board members, school administration, and college. The group plans to have a booth at events in schools and colleges to engage with the students.

Stakeholders with negative views on the program

There are not many stakeholders that have a negative view on or oppose the program since it is providing support for victims of bullying. However, there is a possibility that some parents may not see this program as a necessity. Parents who bullied other children when they were in school are likely to continue their bullying behavior into adulthood (Farrell & Vailancourt, 2021). This can mean that those parents may not see a problem with bullying and therefore may not support the program's case of providing support to victims of bullying. Another potential stakeholder that may hold negative views are board members of schools. Part of this can be their fear of the cost of a program and it raising the expense to being more than what can be budgeted.

SWOT Analysis

Strength

A strength that the group has are the many dedicated and knowledgeable professionals at the groups disposal. Southern Adventist University also has a lot of resources such as the library that is accessible to the group, which it provides resources the group can base their research off. The group communicates effectively and efficiently and the group has a clear direction for the program. There are a lot of technological resources the group can use such as phones and computers to analyze data, and communicate. The program the group is establishing has a minimal to no cost for its functioning

Weakness

Some weaknesses the program has is that there is essentially no funding to start this program. The program is dependent on volunteers for it to function. The program also does not have the means to create events for peers to interact with their assigned younger peers. Another weakness is this program does not generate income for its staff. The functioning of the program is dependent on volunteer hours from staff. This can cause strain to their lives in addition to having their own personal stressors to deal with. The program is led by a small group of three individuals, which makes it likely for them to be overworked and burnt out.

Opportunities

This is an opportune time for the creation of the peer-to-peer support program. Awareness of mental health has increased in the public and it has now become a more accepted, less stigmatized problem. On the government level, mental health is gaining bipartisan support and the Federal government has recognized the need for mental health by providing funds to schools to hire mental health workers. The location of the program will create an opportunity for participants. Hamilton County has lots of colleges, such as UT Chattanooga, Chattanooga

Community College, and Southern Adventist University, to pick volunteers from. Hamilton County also has a lot of middle schools and high schools as well. Another opportunity with Chattanooga is that it is a city that has lots of public spaces and events for the participants to interact. The biggest opportunity is that there is no competitor offering the same program as the peer-to-peer support for bullying victims.

Threats

The biggest threat the program faces is that its success is completely dependent on student participation. If not enough students volunteer for the program, there may not be enough individuals to partner with for the peer-to-peer support. Another threat is that the program deals with minors, and the decision for their involvement with the program solely depends on the parent's willingness to allow them to participate. For example, a child may want to participate, but they will not be able to if their parents do not allow them. The participant's schedule can be a threat as well. There is a possibility the schedule of the peers may not match, preventing them from meeting in person. The participant's behavior may also be a threat to the program's function. If the older peer is forced to volunteer for certain hours, they may be bitter about it and not provide support to the younger peer. This could lead to a huge liability since the program cannot control what the participants do, plus there is an increase of liability since the program will be working with minors.

Plan with the information from the SWOT Analysis

The strengths are the resources the leaders have that will help with the success of the program. The biggest strength is Southern Adventist University and its many resources. The group will use the university's library, knowledgeable professors, and office space to help with running the minimal to no cost program.

The weaknesses can destroy the program from within. The program leader will plan and be prepared with solutions for each weakness before the program officially starts. If the program leader is able to plan for each weakness, then the program can be prepped to overcome that weakness. For example, the program does not have funding. The program leader can search for free options that will benefit the function of the program. One option can be searching for free public events for the program's participants and volunteers to attend.

The best way the program can exploit the opportunities is by promoting the program publicly. Mental health is less stigmatized and accepted as a health concern. The public will be in favor of a program that helps children with emotional support. This can draw support from the community and increase the possibility of more participants and volunteers signing up for the program.

The program leader will plan diligently for each threat and communicate the program's mission to the community. The main threat is participation. If the program leader is able to have a schedule of events and the program's structure planned, it may be enough to convince older peers to volunteer and parents to allow their children to participate. Communicating the plan and the program's mission may be enough to convince those interested in the program to follow through and participate in the program.

Evaluation Plan

Data Collection Plan For Outputs

The students participating in the evaluation will be the data source. The data instrument that will be used will be provided by the program leaders. The method to measure the outputs for the program is by offering a program evaluation to all of the participants and volunteers. There will be ten to twelve questions asking various questions about bullying and bullying experiences. For

the participants, the evaluation will take place during a study hall hour where this will not take up any class time for these students. An email will be sent to the volunteers containing the evaluation. This process is connected to the program's overall evaluation plan to gather data about bullying and so the program can be able to process this feedback by being able to help the students' needs by incorporating the data that is given back to us through the program evaluation.

Data Collection Plan For Intermediate Outcomes

The direct data source are the participants and volunteers participating in the program evaluation. A program evaluation will be sent within the first four weeks of the program, one during the middle of the school year, and one towards the end. Once the data is collected, it will be sorted so that it reveals the outcome. The evaluations will indicate the program's outcome being a decrease in bullying cases and self-harming behaviors from the victims. Decreases in school involvement for bullying and reports from students and mentors will serve as tools to measure benchmarks. Mentors will report the progress they observe from the student's feedback. Students will report feedback to the mentors on their experiences in regard to observing progress. Faculty and staff will report a decrease in disciplinary action. Parents will report the behavioral changes they observe of their children and feedback from their children.

Objective statement

Among the student population of 1,248 from the local middle school and high school (target population), 86 students will enroll with their parent/guardian consent to participate in the Peer-to-Peer Support Program (output) and 81 (94%) of those students will keep meeting with their older peer throughout the school year. Cases of bullying and self harm will decrease amongst the school (intermediate outcome). It will lead to students being emotionally strong to deter any emotional degrading behaviors from bullies (long-term outcome).

Proposed Program Resources

Human Resource and Support

There will be three groups involved in the Peer-to-Peer Support Program. They are the staff of the program, the students or younger peers, and the volunteers or older peers. The staff of the program will consist of three individuals, and they will not be required to attend additional training for the program. The students will not receive any additional training for being involved in the program. However, they will be given an envelope during the start of the program that contains their peer's information. That information will contain a picture of the peer along with their name, age, and occupation. The envelope will also have a paper of frequently asked questions with answers. The older peers will receive an envelope of their younger peers that contains a picture of the student along with their name, grade, and hobbies mentioned. The peers will also receive instructions to watch a YouTube video that explains briefly on Cognitive Behavioral Therapy (CBT). The envelope will also contain a paper of frequently asked questions about bullying victims and their expected tasks with answers on it. It will also have the program's staff contact information. The program staff will send emails weekly containing information that will be useful for the older peer. The information sent will be ideas for events when the peers interact, counseling suggestions, and potential barriers and how to overcome them.

Material Resources

The materials that will be used for this program will be as follows: The groups personal computers and software downloaded on the computers. The group will use their own personal vehicles to get to and from their work site. The group's personal cell phones will be implemented to keep in contact with each other and the mentors. The SAU library will be a resource material

for research due to this issue. Printers will be implemented to print off surveys and other research found by the group. Mentors will be able to use school computers to save counseling notes, but these notes will be password protected.

Proposed Sustainability Plan

The group will be dedicating time and effort into developing learning material during the first year of the program. After the first year, the learning material can be recycled during the following years, and it can be updated when new information on bullying and anti-bullying is available. The goal for the program's sustainability is for it to join Southern Adventist University as a club that is sponsored by the Social Work Department. With the program being under the department, it should receive a baseline of funding each year to cover the expenses of the structure of the program. Eventually the program will be led by the social work club under the guise of a professor. The success of the program's functioning should make it desirable for students of the social work department to be leaders in the program to gain work related experience for when they graduate. This desire, and the program's successful reputation, should keep a consistent flow of support and in running the program from students of the department.

Limitations

Write 1 paragrap

Conclusion - Is this something new that I would have to write? (lessons learned)

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Appendix A

Stakeholder Analysis Table

Stakeholder Analysis Matrix Template

Project Title: Peer To Peer Support Group

Date: November 2, 2022

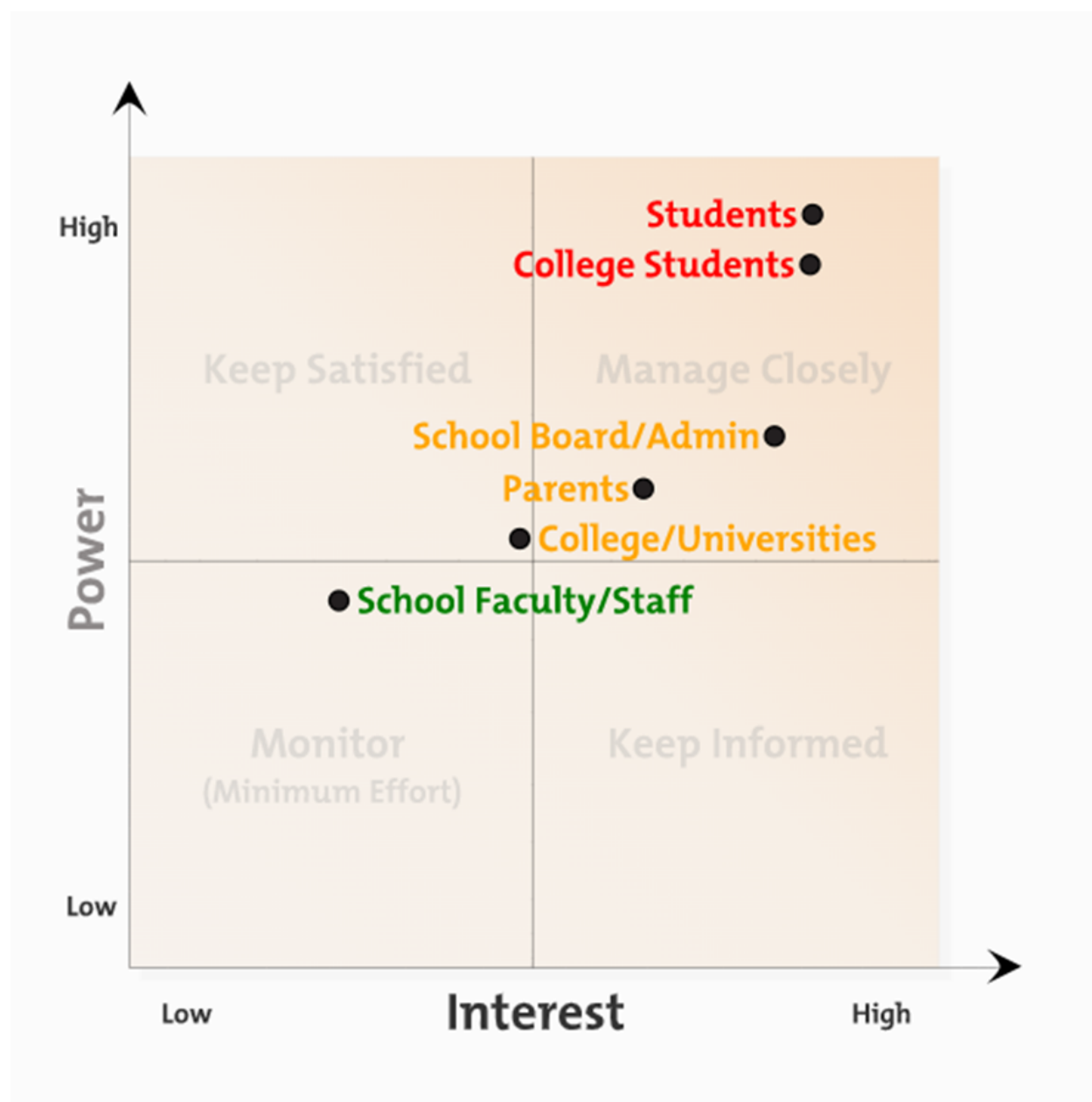Group Members: Abraham Navarro, Lauretta Roe, Mattie Steele

Stakeholder	Characteristics	Main Interest	Fears and expectations	Potential impact	Priority	Recommendations	Responsibility
Students	Ages 12-18; Enrolled in schools; Over 18 if still in school	Safety, Support	**Potential reaction:** Timidness of the program, Excitement, Relief **Expectation:** Forming new relationship/connections, having emotional support, having someone else to talk with that can relate.	Critical	Critical	Keep informed	Abraham
Parents	Have children enrolled in middle and high schools.	Safety and support for their children	**Potential reaction:** Trust issues/skepticisms in the program and the older peer. **Expectation:** Boost their child's mental health, A positive outcome with a different influence for their child.	High	High	Keep informed	Abraham
School Faculty/Staff	Have an involvement with school students in regards to some type of supervision	Focus on teaching and positive interaction with students	**Potential reaction:** It disturbs the teaching/planning time, Skepticism, Feel relief for bullied children. **Expectation:** Having some bullied students in class showing signs of hope; happier students in class	Medium	Medium	Keep informed	Lauretta
School Board/Admini stration	Active committee members.	Mental Health Impact on	**Potential reaction:** Fear of potential increase in spending.	high	High	Involve in planning	Laureta

Stakeholder Analysis Matrix Template

		students in their jurisdiction; Gain public support for reelection	**Expectation:** Boost in mental health for student; A successful program to help with the board members imagine				
Colleges & Universities	Provide incentives for community service or require community service hours from their students; Have student body/clubs that participate in community outreach	Community involvement; Potential recruitment to their institute	**Potential reaction:** Fears of possible liability concerns, Fear of drafting legal contracts and partnerships. Openness to an new opportunity to do an outreach, Openness to potential recruitment for potential students **Expectation:** A structured organization that offers community outreach opportunities to their students.	high	High	Keep Inform	Mattie
College Students	Actively enrolled in an academic institution	Personal need/feeling to help victims of bullying. Community service hours. Fulfilling academic requirements	**Potential reaction:** Possible lack of connection with younger peers. Timidness, Optimism. **Expectation:** Smooth communication with younger peer; participation in activities with peer; boost negative emotions of bullied victims	Critical	Critical	Keep Inform	Mattie

Appendix B

Stakeholder Power-Interest Grid

Appendix C

SWOT Analysis Matrix

Strengths

- Knowledgeable professionals at group's disposal
- Southern Adventist University has a lot of resources such as the library
- The group communicates effectively within themselves
- In possession of a lot of technological resources such as phones and computers to analyze data, and communicate
- The program has minimal to no cost for functioning

Weaknesses

- No funding available for the program
- Dependent on volunteer for its function
- Do not have the means to create events for volunteers and participants to interact
- The program does not generate income for the staff
- The program will be led by a small group of 3 staff

Opportunities

- Opportune time due to social circumstances with an increase in mental health awareness
- Mental health is stigmatized less
- Mental health is gaining bipartisan support
- Program location creates an opportunity for large number of participants and volunteers
- There is no competition for the program

Threats

- The success is dependent on the participants and volunteers
- Unequal number of participants and volunteers for pairing
- Schedule conflicts between the peers
- Minors are involved with the program
- Outside circumstances that influence behavior while being involved in the program

Appendix D

Logic Module

Inputs	Outputs		Outcomes (Impact)		
	Activities □	**Participants**	**Short Term** □	**Medium Term** □	**Long Term**
- Students in middle school/high school - College students - Institutes (college/university)	Peer-to-peer support groups	80 Children and 80 volunteers that experience bullying	90% of bullied victims will learn coping skills from older peer that provides support	-Bullying cases decrease by 80% in schools -Decline in self-harming behaviors and other behavioral problems related to bullying by 80%	100% of children become more emotionally resilient and bullying is reduce 0% in the schools
-Parents of middle schoolers/high schoolers -Greater Chattanooga Sports and Events Committee	Anti-bullying public events	-Parents that have children that have experienced bullying -Community member that get rid of bullying in schools	90% of parents will learn how to provide emotional support for their child	Parents with children experience a 90% decrease in bullying type incidents with their children in schools Parents see a 80% decline in their children experiencing self-harming behaviors and their behavior problem related to bullying.	100% of parents are able to educate their children about bullying and anti-bullying.
Faculty and Staff	Monitoring and providing education	School teachers/staff	Faculty and staff will gain experience and knowledge in bullying and anti-bullying to learn how to educate students.	Faculty and staff will include information concerning bullying and anti-bullying and incorporate it into their learning plan.	100% of children become more emotionally resilient and bullying is reduce 0% in the schools
Funding	Develop a structure for the program that encourages participation such as events, food, etc.	SAU Social Work Department	All materials are resources are purchase that are necessary for the program to start	All of the funding provided cover for the expenses of the first 4 to 6 weeks of the program's structure	Funding is received to cover the expenses for a full year's structure of the program
Materials	Managing the program	Program staff and SAU Students	The framework of the Peer-To-Peer Support Program is developed Educational materials are created for the volunteers	4-6 week structure is planned and developed for the program	A year-long structure is planned and developed for the program.

Appendix E

Team Citi Training Certificate

CITI PROGRAM

Completion Date 09-Sep-2022
Expiration Date N/A
Record ID 51213546

This is to certify that:

Abraham Navarro

Has completed the following CITI Program course:

Not valid for renewal of
certification through CME.

Responsible Conduct of Research
(Curriculum Group)
Responsible Conduct of Research
(Course Learner Group)
1 - RCR
(Stage)

Under requirements set by:

Southern Adventist University

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?wf48b3efc-9ce1-4787-9041-6d61a45bd8cc-51213546

CITI PROGRAM

Completion Date 02-Oct-2022
Expiration Date   N/A
Record ID   51865192

This is to certify that:

Lauretta Roe

Not valid for renewal of
certification through CME.

Has completed the following CITI Program course:

Responsible Conduct of Research
(Curriculum Group)
Responsible Conduct of Research
(Course Learner Group)
1 - RCR
(Stage)

Under requirements set by:

CITI

Mattie's Citi training

Appendix F

Consent and Assent Form

PARENTAL PERMISSION FORM
CONSENT FORM: Ages 18 and up
ASSENT FORM: Ages 14-18

Study Title: Identifying bullying in school settings

Principal Researcher: Abraham Navarro

The Research Team:

Name/Degree	Phone Number	E-mail
Abraham Navarro/B.S.W.	573-933-5097	anvarro@southern.edu
Mattie Steele/B.S.W.	426-920-1798	mattiesteele@southern.edu
Lauretta Roe/B.S.W	423-584-7007	laurettar@southern.edu

Clinical Research Center: (206) 987-3897

If you have questions about your rights as a research study participant, you can call the Institutional Review Board at (206) 987-7804.

24 hour Emergency Contact Number(s): Abraham Navarro; 573-933-5097

1. Researchers' Statement:

You have the option to take part in a research study. The goals of this form are to give you information about what would happen in the study if you choose to take part and to help you decide if you want to be in the study.

Feel free to take notes, write questions or highlight any part of this form.

Potential Participants 18 years and older: This is a consent form. It provides a summary of the information the research team will discuss with you. If you decide that you would like to take part in this research study, you would sign this form to confirm your decision. If you sign this form, you will receive a signed copy of this form for your records.

Potential Teen Participants: This form also serves as an assent form. That means that if you choose to take part in this research study, you would sign this form to confirm your choice. Your parent or guardian would also need to give their permission and sign this form for you to join the study.

Parents/Guardians: You have the option of having your child or teen join a research study. This is a parental permission form. It provides a summary of the information the research team will discuss with you. If you decide that your child can take part in this study, you would sign this form to confirm your decision. If you sign this form, you will receive a signed copy for your records.

The word **"you"** in this form refers to your child/teen.

2. What you should know about this study:

- This form explains what would happen if you join this research study.
- Please read it carefully. Take as much time as you need.
- Please ask the research team questions about anything that is not clear.
- You can ask questions about the study any time.
- If you choose not to be in the study, it will not affect your standing at your school.
- If you say 'Yes' now, you can still change your mind later.
- You can quit the study at anytime.
- You would not lose benefits or be penalized if you decide not to take part in the study or to quit the study later.

3. What is the goal of this study?

The goal of any research study is to answer questions. We (the research team listed on the front of this form and our staff) are doing this research study to answer three questions:

- What are the educational needs of middle and high school students that will help them become more culturally aware in the context of bullying?

- What are the safety needs for high schools to protect them from bullying?

- What are the educational needs of high school students that will help reduce bullying?

4. Why do I have the option of joining the study?

You have the option to take part in this research study because your child is between the ages of 12 and 18 and they are enrolled in a school. The researchers are also considering children over 18 years old if they are still a participating student.

5. How many people will take part in the study?

The research group hopes about 50 students will take part in this research study with Southern Adventist University.

6. If I agree to join this study, what would I need to do?

If you join the study, you would have a survey to complete. All the visits you would need to make, are listed in the chart below.

Explanation of Research Tests or Procedures:
The tests that would be done include:
- 12 question multiple choice survey

Research Study Visits:

Visit #	Procedures	Location	How much time the visit will take
Visit 1	• 12 question survey will be given to participant	**English classroom**	30-minute limit

7. How long would I be in the study?

If you choose to take part in all the study visits, you would be in the study between 1 to 30 minutes.

If you join the study, you can decide to stop **at anytime for any reason**. If you decided to stop, you would need to talk with the research present in the classroom, so you leave the study in a safe way.

8. What are the potential harms or risks if I join this study?

There are no physical harm or risk if you take part in this study

9. What are the potential benefits if I join this study?

Potential Benefits for You:

The research team does not expect this study to benefit you.

<u>**Potential Benefits for Others:**</u>

We hope to use information we get from this study to benefit others who are victims of bullying.

10. What other options do I have?

If you choose not to be in this study, you can:
- Resume to your normal everyday activities.

11. How would you keep my information confidential?

If you take part, we will make every effort to keep your information confidential.

We will not ask for identifying information during the study.

12. Would it cost me money to be in the study?

If you take part in this study, there would be no cost to you and no cost to your family.

13. What if I were injured because I joined the study?

If you were injured as the direct result of this research study, Southern Adventist University would provide treatment. We would refer you for treatment if needed.

You would NOT need to pay for this treatment and neither would your insurance company. This is the only compensation offered for study-related injuries. It is important that you tell the Principal Researcher Abraham, if you think that you have been injured as a result of taking part in this study. You can call him/her at 573-933-5097.

14. Would I be paid if I join this study?

You will not be paid to take part in this study.

15. Who do I contact if I have problems, questions or want more information?

❓ If I have questions or would like to know about …	📱 You can call …	☎ At …
• General study questions	Abraham Navarro	Phone: 573-933-5097

❓ If I have questions or would like to know about …	☎ You can call …	☎ At …
• Any research concerns or complaints		
• Your rights as a research participant	Institutional Review Board This is a group of scientists and community members who make sure research meet legal and ethical standards.	Phone: (206) 987-7804

16. If I join the study, can I stop?

Yes. Taking part in research is always a choice. If you decide to be in the study, you can change your mind at any time. We ask that you tell Abraham. You can contact this person by phone:573-933-5097

If you choose to leave the study, it will not affect your standing with your school and Southern Adventist University. You will not lose any benefits or be penalized if you choose to leave the study.

If you decide to stop participation in the study, the data collected until the time you withdraw will remain part of the study database and may not be removed. In addition, we will ask you if you want to provide further data collection from routine medical care.

17. What would my signature on this form mean?

Your signature on this form would mean:
- The research study was explained to you.
- You had a chance to ask all the questions you have at this time. All your questions have been answered in a way that is clear.
- You understand that the persons listed on this form will answer any other questions you may have about the study or your rights as a research study participant.
- **You have rights as a research participant. We will tell you about new information or changes to the study that may affect your health or your willingness to stay in the study.**
- By signing this consent form, you do not give up any of your legal rights. The researcher(s) or sponsor(s) are not relieved of any liability they may have.
  - If the person reading this form is a parent/guardian, you agree to have your child take part in this research study.

Please Note: If the person taking part in this research study is a foster child or a ward of the state, then please tell the researcher or their staff.

Printed Name of Research Participant

Signature of Research Participant (required if 14 years or older)

Date   _Time_

Printed Name of Parent or Legal Guardian

Signature of Parent or Legal Guardian

Date   _Time_

18. Researcher's Signature

I have fully explained the research study described by this form. I have answered the participant and/or parent/guardians questions and will answer any future questions to the best of my ability. I will tell the family and/or the person taking part in this research of any changes in the procedures or in the possible harms/possible benefits of the study that may affect their health or their willingness to stay in the study.

Printed Name of Researcher Obtaining Parental Permission or Consent

Signature of Researcher Obtaining Parental Permission or Consent

Date   _Time_

19. Interpreter Information

_____

Printed Name of Interpreter during initial presentation of study   *Date*

_____

Printed Name of Interpreter when translated form is presented (if applicable)   *Date*

Appendix G

Survey

Survey Questionnaire

1. How many times have you been bullied?
   - ☐ Never
   - ☐ Sometimes (1-2 days a week)
   - ☐ Regularly (2-3 days a week)
   - ☐ Almost everyday (4 or more days a week)

2. How were you bullied?
   - ☐ Physically
   - ☐ Name calling
   - ☐ Ignored
   - ☐ Getting things taken from you
   - ☐ No one talks to me
   - ☐ Other_____

3. Why do you think you have been bullied?
   - ☐ Looking different (skin color, race, culture differences)
   - ☐ Getting high grades
   - ☐ Getting low grades
   - ☐ Can't do physical things like others
   - ☐ Having no friends
   - ☐ I don't know
   - ☐ I was never bullied

4. How many kids have you bullied?
   - ☐ 0
   - ☐ 1-2
   - ☐ 3-5
   - ☐ 5-+

5. Where do you think bullying occurs the most?
   - ☐ Hallways
   - ☐ Busses
   - ☐ Lunchroom
   - ☐ Gymnasium
   - ☐ Field

☐ Classroom
☐ Social Media
☐ Bathroom
☐ Off campus
☐ Other_____

6. How many days have you missed school because you felt unsafe?
☐ 0
☐ 1-2
☐ 3-5
☐ 5+

7. What would make you feel safe at school?
☐ Having an older friend
☐ Knowing self defense
☐ Being in a classroom by yourself
☐ Participating in afterschool social activities
☐ Teacher supervision
☐ Bullying awareness programs
☐ Transportation with supervision
☐ Other_____

8. What reason have you bullied someone for?
☐ Looking different than others
☐ Getting good grades
☐ Getting low grades
☐ Physical disabilities
☐ Boredom
☐ Social status/popularity
☐ I am not a bully.

9. Who would you most likely feel comfortable talking to about your experience with bullying"
☐ An older peer
☐ Teachers
☐ Guidance counselors
☐ Parents
☐ Principal

☐ Other_____

10. Do you experience violence at home?
☐ days
☐ 1-2 days
☐ 3-5 days
☐ 5-+ days

11. How many days do you feel alone?
☐ 0 days
☐ 1-2 days
☐ 3-5 days
☐ 5-+ days

12. Have you talked to anyone about bullying?
☐ Yes
☐ No

13. Please select your gender
☐ Female
☐ Male
☐ Non-binary
☐ Transgender
☐ Other

14. Please select your ethnicity/race
☐ Black or African American
☐ Hispanic or Latino
☐ Asian/Asian American
☐ Native Hawaiian or Pacific Islander
☐ Another race
☐ Do not wish to disclose