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**THE ROLE OF SCHOOL PSYCHOLOGISTS REGARDING THE  
IMPLEMENTATION OF THE ANTI-BULLYING BILL OF RIGHTS ACT**

by  
John P. Kowalczyk

A Thesis

Submitted to the  
Department of Educational Services, Administration and Higher Education  
In partial fulfillment of the requirement  
For the degree of  
Master of Arts in School Psychology  
at  
Rowan University  
April 12, 2012

Thesis Chair: Terri Allen, Ph.D.

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## **Acknowledgements**

I would like express my deepest appreciation to my advisor, Terri Allen, for her unending guidance and support through this process; her insight and vision certainly made this project possible. I would also like to acknowledge Dr. Roberta Dihoff for her assistance and guidance with data analysis. Finally, I would like to thank Maurice Elias for his helpful comments on my initial development for my thesis proposal and study.

## **Abstract**

John P. Kowalczyk  
THE ROLE OF SCHOOL PSYCHOLOGISTS REGARDING THE  
IMPLEMENTATION OF THE ANTI-BULLYING BILL OF RIGHTS ACT  
2011/12  
Terri Allen, Ph.D.  
Master of Arts in School Psychology

Current school psychologists in New Jersey were contacted in order to determine the attitudes, roles, and approaches of different school psychologists in relation to the new HIB (Harassment, Intimidation, and Bullying) legislation for all New Jersey Public Schools. This study gauged school psychologists' level of involvement in implementing the new legislation and their overall roles with regard to maintaining a safe and positive school climate. The survey, which was sent via email to school psychologists across the state, asked questions about their perceived roles in schools, the time they spent on various obligations during the workday, their involvement with the implementation of the HIB legislation in their schools, and their interactions with other staff members, students, or parents regarding the HIB legislation.

Overall, the findings suggest that the majority of New Jersey school psychologists were involved with the implementation of the HIB legislation at some level. The findings suggest that time limitations and pressures from administration are playing a part in guiding the school psychologist's perspective of his or her role with regard to HIB legislation. Ultimately, it seems as though these outside factors and the widening role of the school psychologist have impacted their abilities to be fully involved with legislation such as the HIB policy. As a result, the vital skill set that school psychologists bring to the school setting is perhaps not being utilized to its fullest potential because of time restrictions and other mediating factors.

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## **Chapter 1**

### **Introduction**

#### **1.1 Statement of Needs**

The 2011-2012 academic school year is the first year for full implementation of the Anti-Bullying Bill of Rights Act across New Jersey. Due to the HIB legislation's far-reaching effects for both staff and students, it is necessary to understand the impact that it has had on all stakeholders and it is also necessary to understand how the legislation has logistically translated into implementation in school districts across the state. School psychologists have and likely will continue to play a key role in the implementation of HIB legislation. This study is needed to assess the level of involvement school psychologists are playing in the law's implementation, their perceptions about their role, and their level of satisfaction with their current roles.

#### **1.2 Statement of Purpose**

The purpose of this study is to determine the attitudes, roles, and approaches of different school psychologists in relation to the new HIB (Harassment, Intimidation, and Bullying) legislation for all New Jersey Public Schools. This study will gauge school psychologists' level of involvement in implementing the new legislation and their overall roles with regard to maintaining a safe and positive school climate.

#### **1.3 Research Questions**

1. Given their training and involvement with anti-bullying legislation and other safe school initiatives in the past, are school psychologists involved with the implementation of HIB legislation in their respective school settings?



2. Are a majority of these school psychologists holding leadership positions for HIB implementation (e.g., anti-bullying coordinator or anti-bullying specialist) or are they involved in training staff or handling HIB incidents among students?
3. Does a school psychologist's case load determine his or her level of involvement with the HIB implementation in his or her setting?
4. Do characteristics of the professional setting, specifically district size, affect the school psychologist's level of involvement with HIB implementation?
5. Is there a correlation between the school psychologist's level of involvement with HIB implementation and his or her satisfaction with his or her current role?

#### **1.4 Operational Definitions**

**Bullying:** broadly defined as intentional and repeated acts of a threatening or demeaning nature that occur through direct verbal (e.g., threatening, name calling), direct physical (e.g., hitting, kicking), and indirect (e.g., spreading rumors, influencing relationships, cyber bullying) means and that typically occur in situations in which there is a power or status difference (Olweus, 1993).

**HIB as defined by the Anti-Bullying Bill of Rights Act:** “any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or series of incidents, that:

- is reasonably perceived as being motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation,

gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic,

- takes place on school property, at any school-sponsored function, or off school grounds as provided for in section 16 of P.L. 2010, c 122,
- substantially disrupts or interferes with the orderly operation of the school or the rights of other students, and that:
  - A reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property;
  - Has the effect of insulting or demeaning any student or group of students; or
  - Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student" (NJDOE, 2011b, p. 14-15)

**School Safety Committee:** According to the Anti-Bullying Bill of Rights Act, the school safety committee is to be chaired by the anti-bullying specialist and should consist of the school principal, a parent of a student enrolled in the school, a teacher of the school, and other members who are determined by the school principal. The responsibilities of the committee may include reviewing complaints that have been reported to the principal, collaborating with the district anti-bullying coordinator, and strengthening school climate and related policies.

**Anti-Bullying Specialist:** The law requires that the anti-bullying specialist should be the school counselor, the school psychologist, or any other employed professional who

has a similar background or training. However, the anti-bullying specialist does not necessarily have to be an individual employed in one of these positions. The anti-bullying specialist's duties include serving as chair of the school safety committee and leading HIB-related investigations.

**Anti-Bullying Coordinator:** The district anti-bullying coordinator, who is appointed by the superintendent of the school district, does not have to hold a specific qualification for the position other than being an employee for the district.

Responsibilities of the district anti-bullying coordinator include collaborating with the school anti-bullying specialists, improving and coordinating district policies, and providing incident related data with the superintendent to the New Jersey Department of Education.

### **1.5 Assumptions**

With the new HIB legislation enacted in New Jersey and based on the extensive background and training that school psychologists receive to handle HIB situations among students, it is assumed that school psychologists are highly qualified for leading roles in the implementation of the HIB policy in districts throughout the state.

### **1.6 Limitations**

The findings within this study were confined by staff participation, sample size, and the duration. The study relied on self-reported data through an electronic survey sent to 557 currently practicing school psychologists across New Jersey.

## **Chapter 2**

### **Literature Review**

#### **2.1 The Evolving Role of the School Psychologist**

Over the last several decades, the profession of school psychology has undergone many changes in terms of professional activities, services, and overall roles. These changes have been impacted directly and indirectly by many factors. Firstly, fundamental reform in the profession has resulted from the development of the National Association of School Psychologists (NASP) Standards and revisions to the Blueprint series of School Psychology. Federal laws such as the No Child Left Behind Act of 2001 (NCLB) and Individuals with Disabilities Education Improvement Act of 2004 (IDEA) emphasized education reform through their focus on accountability, thereby affecting the roles of school psychologists through the promotion of evidence-based practices and data collection and analysis (Canter, 2006). Likewise, the 1999 Surgeon General's Report on Child Mental Health brought issues of childhood mental health and well-being to the forefront. This affected practices in school psychology by legitimizing the need for mental health services for children and reinforcing the importance of primary prevention and early intervention programs.

The development and implementation of new approaches have also impacted the school psychologist's daily responsibilities and overall role in the school setting. As the research suggests, traditionally, the school psychologist's main focus and role were primarily concerned with diagnostic assessment and treatment of individuals (Canter, 2006). Merrell, Ervin, and Gimpel (2006) explain that school psychologists primarily concern themselves with assessment, consultation, and intervention (in Diamanduros et

al., 2008). During the 80s and 90s, this traditional model began to be challenged by many leaders within the field and practitioners were increasingly encouraged to expand upon their services. Services to gain more attention were those such as consultation, intervention, prevention, and organizational change (Cherame & Sutter, 1993; Knoff & Curtis, 1996; Reschly, 1988 in Nastasi et al., 1998). The role of the school psychologist also includes responsibility for helping to maintain a safe and positive school climate in addition to promoting wellness and resilience among all students by helping to implement prevention and intervention programs. The recent HIB legislation is a testament to this goal as it intends to maintain a safe and positive school climate for all learners and to protect children from bullying in and out of the classroom. Specifically, the implementation of methodologies such as functional behavior assessment (FBA), response to intervention (RTI), and positive behavior support (PBS) have helped to expand the services provided by school psychologists (Canter, 2006).

In addition, the school psychologist is no longer simply a special education “gatekeeper,” who determines whether or not a student is eligible for special education services, but is now an individual who provides a broader array of services to a wide-ranging population, both classified and non-classified students (Canter, 2006). Because the link between academic success and mental health has come under greater focus in both federal and state legislation, the promotion of mental health is greatly considered. The accountability required of school districts as a result of high-stakes testing and the increasing emphasis on standardized test scores has promoted the importance of certain skills and competencies for mental, social, and emotional well-being. This directly impacts the role the school psychologist plays.

## **2.2 Bullying Prevention and Intervention Programs in Schools**

Research suggests that nearly 1 in 3 students are regularly involved in bullying (Newman et al., 2005). Bullying is a wide-spread problem, found in schools around the world and one that crosses racial, ethnic, and socioeconomic lines (Carney & Merrell, 2001; Merrell et al., 2008). The psychological ill-effects that result from instances of harassment, intimidation, and bullying (HIB) can be devastating for students.

Depression, anxiety, and low self-esteem may be experienced as well as physical ailments such as upset stomach, headaches, and dizziness (NJDOE, 2011a).

Additionally, the likelihood of problematic behaviors such as violence, suicide, and school avoidance can all increase directly as a result of HIB. Of course, as a byproduct of the above mentioned problems, academic achievement abilities suffer as well. Due to the well-documented ill effects and prevalence of school violence and bullying, NASP (2006) recommends that school psychologists take an increasingly significant role in mental health promotion and resiliency as well as violence prevention programs in order to build social emotional competencies in students as well as creating environments of safe and civil schools (in Diamanduros et al., 2008).

Swearer et al. (2010) provide an overview of the research that has been conducted on bullying in the school setting. Key components that are addressed are the link between bullying and academic achievement, bullying and its affect on the school climate, bullying as it relates to group and individual functioning, and school-based anti-bullying programs and initiatives. Although the links between peer victimization and poor achievement are unclear, Swearer et al. (2010) suggest that such correlations exist, citing research which has shown that school-based initiatives to prevent bullying have

positively impacted student achievement. They also note that climates are increasingly important to consider in understanding school bullying due to the decrease in supervision from elementary, to middle, and to secondary schools.

A barrier exists between research and practice due to a lack of consensus in defining bullying, thereby creating inconsistencies in measuring bullying incidents (Swearer et al., 2010). In addition, to measure intervention outcomes, the majority of programs rely on anonymous self reports. This presents a problem because it is unclear of just how precise this method of measurement is for detecting changes in bullying over time. Merrell et al. (2008) echoes this concern. One of the largest studies on success rates with bullying prevention and intervention programs, Merrell et al. (2008) found that the goals of the majority of these programs are not being met. That is, bullying-related behaviors overall were not significantly decreased by the implementation of these programs; however, knowledge, attitudes, and self-perceptions were impacted by them. Overall, meta-analytical research suggests that the effectiveness of bullying prevention programs are inconsistent and fall short of their desired outcomes (Merrell et al., 2008; Smith et al., 2004).

There are a variety of bullying prevention and intervention programs, but some of the most well-known evidence-based programs include Providing Alternative Thinking Strategies (PATHS), the Olweus Bullying Prevention Program, and Second Step. PATHS is a model program for elementary students that is used for bullying and violence prevention. As the underlying theoretical framework of the curriculum is social and emotional learning, this program focuses on child development and acquisition of particular competencies and skills in order to reduce the likelihood of bullying and

violence. These skills and competencies cover concepts of social and emotional intelligence in areas such as managing and regulating emotions, social problem solving, perspective taking, and stress reduction. This curriculum is designed to aide teachers in both regular education classrooms as well as when working with special-needs students (Morelli & Greenberg, 2011).

Second Step, similar to the PATHS curriculum, is a violence prevention program that is theoretically based upon social and emotional learning. Available for students from preschool through eighth grade, this program aims to reduce aggression and impulsivity of students as well as increase resilience and social competence. Social decision making, problem-solving skills, empathy skills, coping strategies, and anger management are some of its components (Committee for Children, 2010). The Olweus Bullying Prevention Program is similar to both Second Step and the PATHS curriculum; however, Olweus' program emphasizes a school-wide approach which considers ecological systems with use of multi-systemic approach (e.g., individual, classroom, school, community) to target bullying behaviors (Hazelden Foundation, 2011).

Prior to the implementation of the Anti-Bullying Bill of Rights Act, eligible school districts across the state of New Jersey were recruited to participate in a social-emotional learning (SEL) initiative referred to as Developing Safe and Civil Schools (DSACS). This initiative, which began in 2008, was designed to aid low performing non-Abbott school districts in their efforts to strengthen SEL conditions throughout their schools. This coordinated approach to social-emotional and character development (SECD) was sponsored by the New Jersey Department of Education and was lead by Dr. Maurice Elias of Rutgers University (NJDOE, 2009; RUCAP, n.d.). The design of the



initiative allowed for schools to receive training and support at no cost in order to organize various resources (e.g., programs and services) to maximize efficiency and effectiveness, and ultimately, to create strong SEL conditions.

DSACS's approach works to increase consistent and formalized efforts that are coordinated within individual schools and across school districts. A prominent feature of the project was an anonymous survey that was used to gauge school climate to improve SEL conditions. The initiative also aligned itself with New Jersey legislation. According to the DSACS website through the Rutgers Center for Applied Psychology (RUCAP, n.d.), "The DSACS initiative is aligned with and can assist districts in meeting the requirements of N.J.A.C. 6A-16-7.1, Code of student conduct; the New Jersey Quality Single Accountability Continuum (NJQSAC), which is the States school monitoring system; and the requirements of N.J.A.C. 6A:16-3, Comprehensive Alcohol, Tobacco and Other Drug Abuse Programs, N.J.A.C. 6A:16-7.9, Intimidation, harassment and bullying, and N.J.A.C. 6A:16-7.8, Attendance, which includes the requirements for addressing unexcused student absences and student truancies."

New Jersey Positive Behavior Support in Schools (NJPBSIS) is another initiative in New Jersey that has impacted schools throughout the state to address the social-behavioral needs of all students, including those who are classified with special needs. The initiative is a result of the collaboration between the New Jersey State Department of Education, the Office of Special Education, The Boggs Center at UMDNJ-Robert Wood Johnson Medical School, and New Jersey's University Center for Excellence in Developmental Disabilities Education, Research, & Service. Funding for PBSIS was provided through the I.D.E.A. 2004 Part B Funds, and the initiative provides staff

training and technical assistance for school employees in order to create environments that help shape and encourage positive social behaviors at various levels (e.g., school-wide, classroom, and the individual) with the use of current validated research practices. This multi-tiered intervention model is referred to as a school-wide positive behavior support and includes three tiers. Tier 1, Universal Interventions, promotes a positive school climate by “teaching and reinforcing a consistent set of behavioral expectations for all students, staff, and settings school-wide” (NJPBSIS, 2012). Tier 2, Secondary Interventions, “that provide function-based interventions through small group and individually tailored strategies for students with repeated behavior problems,” and Tier 3, Tertiary Interventions, utilizes a “function-based problem solving process to conduct assessment and design individualized support plans for students with disabilities who have the most intensive needs” (PBSIS, 2012). In doing so, school staff preparation is enhanced to meet the needs of the students who benefit from the prevention and promotion efforts of the individual behavior support.

Although the school psychologist’s theoretical role would encompass the development and implementation of such programs in the school setting, Nastasi et al. (1998) explains that the actual involvement of the school psychologist in these programs and the teacher training needed prior to their implementation is not well-documented. Even though the mental health specialists in the school should have an active role in these duties, it is unclear as to the level of involvement that they actually have. By 2008, Diamanduros et al. explain that school psychologists have in fact taken an active role in the implantation of various bullying prevention and intervention programs in accordance with NASP’s seventh domain of professional practice; however, there is still a lack of

research on how school psychologists are involved in incidents of cyberbullying. Therefore, with a lack of documentation concerning the actual role that school psychologists play in bullying prevention implicates that their theoretical duties may or may not be fulfilled and that their knowledge of such issues may not be utilized by the school to their potential. In addition, NASP (2010) notes that although the organization has outlined standards for the role and duties of school psychologists for over 30 years, the actual roles and duties of these professionals varies greatly across the country and from school to school.

### **2.3 The HIB Bill of Rights and its Impact on New Jersey Schools**

In New Jersey on November 22, 2010, the “Anti-Bullying Bill of Rights Act” was passed by both houses of the New Jersey State Legislature. The legislation was then signed by Governor Chris Christie on January 5, 2011, and the new provisions of the law took effect in the 2011-2012 school year. This legislation takes the place of previous anti-bullying laws from 2002 (NJDOE, 2011a).

No additional employment positions are necessary under the guidelines of the law; however, it requires schools to develop a “School Safety Committee” as well as to assign an “Anti-Bullying Specialist” and “District Anti-Bullying Coordinator” among district employees. The law states that the school safety committee is to be chaired by the anti-bullying specialist and should consist of the school principal, a parent of a student enrolled in the school, a teacher of the school, and other members who are determined by the school principal. The responsibilities of the committee may include reviewing complaints that have been reported to the principal, collaborating with the district anti-bullying coordinator, and strengthening school climate and related policies.

The law requires that the anti-bullying specialist should be the school counselor, the school psychologist, or any other employed professional who has a similar background or training. However, the anti-bullying specialist does not necessarily have to be an individual employed in one of these positions. The anti-bullying specialist's duties include serving as chair of the school safety committee and leading HIB-related investigations. The district anti-bullying coordinator, who is appointed by the superintendent of the school district, does not have to hold a specific qualification for the position other than being an employee for the district. Responsibilities of the district anti-bullying coordinator include collaborating with the school anti-bullying specialists, improving and coordinating district policies, and providing incident related data with the superintendent to the New Jersey Department of Education (NJDOE, 2011a).

## **Chapter 3**

### **Methodology**

#### **3.1 Procedure**

Current school psychologists in New Jersey were contacted via email, requesting their participation in the survey. The survey was sent to 557 New Jersey school psychologists. Their names and email addresses were gathered through a systematic search of websites for all public school districts that were listed in the New Jersey Department of Education's School Directory. The survey, created through SurveyMonkey.com, asked questions about their perceived roles in schools, the time they spent on various obligations during the workday, their involvement with the implementation of the HIB legislation in their schools, and their interactions with other staff members, students, or parents regarding the HIB legislation. Participants gave consent for the anonymous usage of their survey responses by completing the survey questions and submitting them for review. The survey consisted of 25 questions.

#### **3.2 Participants**

The study included a sample size of 110 New Jersey school psychologists who were employed in one or more public schools. 98 participants identified themselves as school psychologist, 8 as holding non-supervisory coordinator roles, and 4 as holding supervisory or administrative roles in their districts. 26 of participants were male and 84 were female. 3 participant(s) held a Master's degree, 35 held a Master's degree plus additional credits, 38 held the Educational Specialist's degree, and 34 held a doctoral degree. Additionally, 43 participants held the NASP Nationally Certified School Psychologist (NCSP) credential.

### **3.3 Design**

An online survey was distributed to participants via email. This design was selected for optimal convenience for the participants so that they could quickly answer the questions of the survey and send back the results instantaneously. The online survey application (SurveyMonkey.com) also offered the ability to quickly gather and organize data.

Analysis of the quantitative data identified (1) demographic characteristics of participants; (2) the level of involvement in HIB implementation of all school psychologists surveyed; (3) the level of satisfaction with role for those participants involved in implementation of HIB; (4) the level of satisfaction with role for those participants not involved in implementation of HIB; (5) attitudes and perceptions regarding the role of the school psychologist for those participants not currently involved in HIB implementation. Quantitative data was analyzed via frequency distributions and cross tabulation of variables with graphical exploration of the distributions.

### **3.4 Materials**

The survey, developed by the researcher, which was distributed to participants using SurveyMonkey.com was used to gain insight about their perceived roles in schools, the time they spend on various obligations during the workday, their involvement with the implementation of the HIB legislation in their schools, and their interactions with other staff members, students, or parents regarding the HIB legislation. The survey was organized into four sections. All participants responded to sections one and two, and depending on their responses, participants were then directed to either section three or four to answer additional questions.

In the first section, Demographics and Professional Role, participants were asked to indicate their professional title. Choices included School Psychologist, School Psychologist/Coordinator of CST or Special Services (non-supervisory role), and School Psychologist/Director of Special Services (supervisor/administrator role). Participants were also asked to identify their sex (male or female), their highest degree attained (masters, masters+, educational specialist, doctoral degree), their years in practice since certification (0-5, 5-10, 10-15, 15-20, 20+ years), and their years in practice at their current professional setting (0-5, 5-10, 10-15, 15-20, 20+ years).

Participants were also asked whether or not they had a Nationally Certified School Psychologist (NCSP) credential. Participants were then asked to select from a list of seven options for an accurate description of their primary employment setting (e.g., single school in a public school district, multiple schools in a public school district, private special education school, etc.). They were also asked about the size of their school district (very small – less than 600, small – 600-1300, moderate – 1300-3999, large 4000-7999, very large – at least 8000), its location (rural, urban, or suburban), and the grade levels for students with whom they work.

Participants were then asked about their responsibilities in addition to serving as the school psychologist. Options included I&RS Committee Chair, 504 Coordinator, Case Manager, and/or CST Coordinator. They were also asked to identify their primary responsibilities within their role as school psychologists during the average work week (e.g., psychological evaluations, counseling, consultation, etc.). If participants identified Case Manager as part of their responsibilities, they were then asked to identify their caseload (0-20, 21-40, 41-60, 61-80, 81+).

Section two, The School Psychologist's Role Regarding HIB Legislation, began by asking participants to identify the option that best described their role to determine their level of involvement. Participants could select from the following options: member of the school safety team, anti-bullying specialist, anti-bullying coordinator, providing direct support services (e.g., counseling), provide indirect support services (e.g., consultation or resource person), I am not involved or only minimally involved (i.e., only participate in activities that all school staff are required to attend or if an IEP change is required), or participants could fill in their own response by selecting the "other" option. If participants selected any of the first five options, they qualified as being "involved" with the implementation of the HIB legislation at their schools. Involved participants were directed to section three, Specific Role Regarding HIB Legislation. If participants selected the sixth option, they were deemed "not involved" and directed to section four, Perceptions of the Role of School Psychologist Regarding HIB Legislation.

In section three, the Specific Role Regarding HIB Legislation, participants, who had been determined to be "involved" with the HIB policy at their schools, were asked to identify their provision of services and to select all options that they conducted, attended, or provided in implementing the legislation at their school. Options included the following: provide direct intervention services following an incident, facilitate specific training programs for staff to reduce HIB-related behaviors, facilitate general programs to enhance school climate (e.g., PBS), facilitate parent training, provide counseling services for groups, provide ongoing counseling services for individual students, provide consultation/support services, conduct a manifestation determination meeting and/or functional behavioral assessment (FBA), attend in-district staff in-service training, attend



out of district training specific to HIB. An open-ended “other” option was also provided to participants. For the next question, participants were then asked about their level of involvement in terms of their provision of services from the last question. They were asked to rate their level of involvement on a scale with options that included: never involved, rarely involved, sometimes involved, often involved, or almost always involved.

Involved participants were then asked to identify the parties that they were likely to work with after a HIB incident had been reported. Options included the bully, the victim, both, or neither. They were also asked if they only consulted with those students who are classified for special education after a HIB incident has been reported. They could answer yes, no, or write in a response in the “other” option.

Involved participants were also asked about their perceptions of the school psychologist’s role in working with special education and general education students regarding the HIB policies. They could select from three options: the school psychologist’s role is to work only with students classified eligible for special education; the school psychologist’s role is to work mostly with students classified eligible for special education; the school psychologist’s role is to work with any student, special or general education. An open-ended “other” option was also provided.

Involved participants were then asked to rank their satisfaction with their role regarding the HIB policy by responding to four different statements with definitely disagree, disagree, agree, or definitely agree. The four statements were as follows: I am satisfied with my role in my district in the implementation of the Anti-Bullying Bill of Rights Act; I would like to be more involved but feel I do not have the expertise/training

required; I would like to be more involved but feel I do not have the time given my other responsibilities; I would like to be more involved but feel that district administration does not view it as my role. Participants were also provided with an open-ended section to provide additional comments.

Section four, Perceptions of the Role of School Psychologists Regarding HIB Legislation, was only for those participants, who were identified as “not involved” in section two of the survey. These participants were asked to select the activities or services that they believed to be within the role of the school psychologist with regard to the HIB legislation. They were provided with a list of ten options: provide direct intervention services following an incident, facilitate specific training programs for staff to reduce HIB related behaviors, facilitate general programs to enhance school climate (e.g., PBS), facilitate parent training, provide counseling services for groups, provide ongoing counseling services for individual students, provide consultation/support services, conduct a manifestation determination meeting and/or functional behavioral assessment (FBA), attend in-district staff in-service training, attend out of district training specific to HIB. An open-ended “other” option was also provided to participants. For the next question, participants were then asked about their perceptions of the school psychologist’s level of involvement in terms of the provision of services from the last question. They were asked to rate their perceptions on a scale with options that included: never involved, rarely involved, sometimes involved, often involved, or almost always involved.

Participants, who were deemed “not involved” with the implementation of the HIB policy at their school, were then asked to identify the parties that they perceived as

likely for the school psychologist to work with after a HIB incident had been reported. Options included the bully, the victim, both, or neither. They were also asked about their perceptions of the school psychologist's role in working with special education and general education students regarding the HIB policies. They could select from three options: the school psychologist's role is to work only with students classified eligible for special education; the school psychologist's role is to work mostly with students classified eligible for special education; the school psychologist's role is to work with any student, special or general education. An open-ended "other" option was also provided.

These participants were then asked to rank their perceptions of the following statements on a scale ranging from definitely disagree to definitely agree. The statements were as follows: I am satisfied with my role in my district in the implementation of the Anti-Bullying Bill of Rights Act; I would like to be more involved but feel I do not have the expertise/training required; I would like to be more involved but feel I do not have the time given my other responsibilities; I would like to be more involved but feel that district administration does not view it as my role.

## **Chapter 4**

### **Findings**

#### **Demographics and Professional Role**

89.1% of participants identified themselves as school psychologist, 7.3% as holding non-supervisory roles, and 3.6% as holding supervisory or administrative roles in their districts. 23.6% of participants were male and 76.4% were female.

Participants reported on their highest degree attained, revealing that 2.7% held a master's degree, 31.8% held a master's degree and other graduate credits, 34.5% held an educational specialist's degree, and 30.9% held a doctoral degree in their field. When asked whether participants had a NASP Nationally Certified School Psychologist (NCSP) credential, 60.6% reported that they had not obtained the credential, and 39.4% reported that they did in fact attain the credential.

The majority of participants (26.4%) had spent 0-5 years in practice since certification in school psychology. 22.7% had 5-10 years experience in the field, whereas 20% reported having 10-15 years, 11.8% reported having 15-20 years, and 19.1% reported having 20 or more years in service. The majority of participants (38.2%) had spent 0-5 years in their current setting of employment. 25.5% had 5-10 years experience in their current setting, and 19.1% reported having 10-15 years, 12.7% reported having 15-20 years, and 4.5% reported having 20 or more years in their current settings.

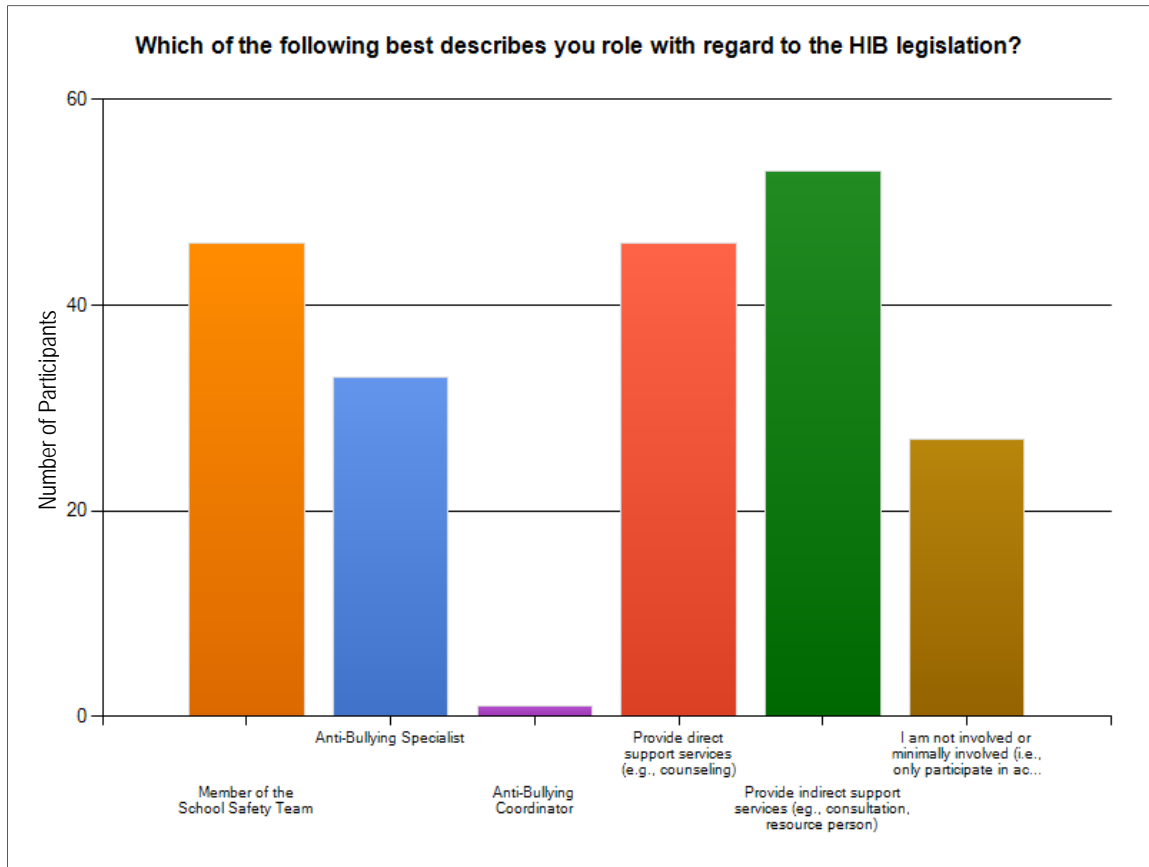
All participants reported that their primary employment setting was in one or more public schools. 45.5% reported that they worked in a single school in a public school district. The majority of respondents (52.7%) report that they work in multiple schools in a public school district, and 1.8% reported working in more than one public

school district. The size of school districts in which the participants reported working varied in size, with the majority (37%) reporting that they worked in a moderately sized district with a student body between 1300 and 3999 students. The rest of the district sizes reported by the participants are as follows: 12% very small (less than 600 students), 15.7% small (600-1300 students), 20.4% large (4000 to 7999 students), and 14.8% very large (8000 students or more).

The demographics for the respondents' primary employment settings are as follows: 8.3% urban, 81.7% suburban, and 10.1% rural. When asked to describe the grade levels for the student populations with whom the participants worked, 50.5% reported working with students in pre-school through second grade. 60.4% reported working with grades 3-5, 51.5% reported working with grades 6-8, and 31.7% worked with grades 9-12.

### **The Role of the School Psychologist in HIB Initiatives**

42.2% of respondents describe their role as being a member of the School Safety Team with regard to the HIB legislation. 30.3% identified themselves as the Anti-Bullying Specialist, and 0.9% of respondents identified themselves as the Anti-Bullying Coordinator. Additionally, 48.6% of participants reported that they provide indirect support services in their districts (e.g., consultation, serving as a resource person). 24.8% of participants reported that they were not involved or minimally involved (i.e., only participated in activities that all school staff are required to attend or if an IEP change is required) with the implementation of the HIB legislation and their schools. Therefore, 76.2% of participants were involved with HIB implementation in some capacity. Figure 1 presents a representation of participants' various roles regarding the HIB legislation.



*Figure 1.* Participant responses to question regarding their role with the implementation of the HIB legislation.

**Those Involved: The School Psychologist’s Role Regarding HIB**

Those participants that indicated that they were involved with the implementation of the HIB legislation at their district were then directed to section three of the survey, The Specific Role Regarding HIB Legislation. They were asked to identify their provision of services and to select all options that they conducted, attended, or provided in implementing the legislation at their school. 66.3% of participants indicated that they provide direct intervention services following an incident. 32.5% of participants facilitate specific training programs for staff to reduce HIB-related behaviors. 52.5% of participants facilitate general programs to enhance school climate (e.g., PBS). 25% of

respondents facilitate parent training. 45% provide counseling services for groups while 67.5% provide ongoing counseling services for individual students. 83.8% of respondents provide consultation/support services and 70% conduct manifestation determination meetings and/or functional behavioral assessments (FBA). 90% of respondents attend in-district staff in-service training, while only 46.3% attend out of district training specific to HIB. Four participants also provided responses in the open-ended section provided. An additional six participants did not respond to the question.

For the next question, participants were asked about their level of involvement in terms of their provision of services from the last question. They were asked to rate their level of involvement on a scale with options that included: never involved, rarely involved, sometimes involved, often involved, or almost always involved. The majority of respondents (37.8%) reported that they are sometimes involved with providing direct intervention services following an incident. The majority of participants (40.5%) report that they are never involved in facilitating specific training programs for staff to reduce HIB-related behaviors. A small majority (26.6%) of respondents say that they are never involved in facilitating general programs to enhance school climate (e.g., PBS) while 24.1% of respondents reported being often involved. A majority of respondents (51.3%) report that they are never involved with facilitating parent training, and a majority of 32.9% also report that they are never involved with providing counseling services for groups. A majority of participants (26.8%) report being either sometimes involved or always involved with providing ongoing counseling services for individual students. A majority of participants (38.3%) report that they are often involved in providing consultation support services. 23.8% of participants report that they are either sometimes

involved or almost always involved with conducting manifestation determination meetings and/or functional behavioral assessments (FBA). 54.3% of respondents report that they almost always are involved with attending in-district staff in-service training. A majority of respondents (31.3%) also report that they are never involved with attending out of district training specific to HIB. Four respondents answer the open-ended “other” option and an additional four skipped the question. See figure 2 for a distribution of data on the participants’ levels of involvement.

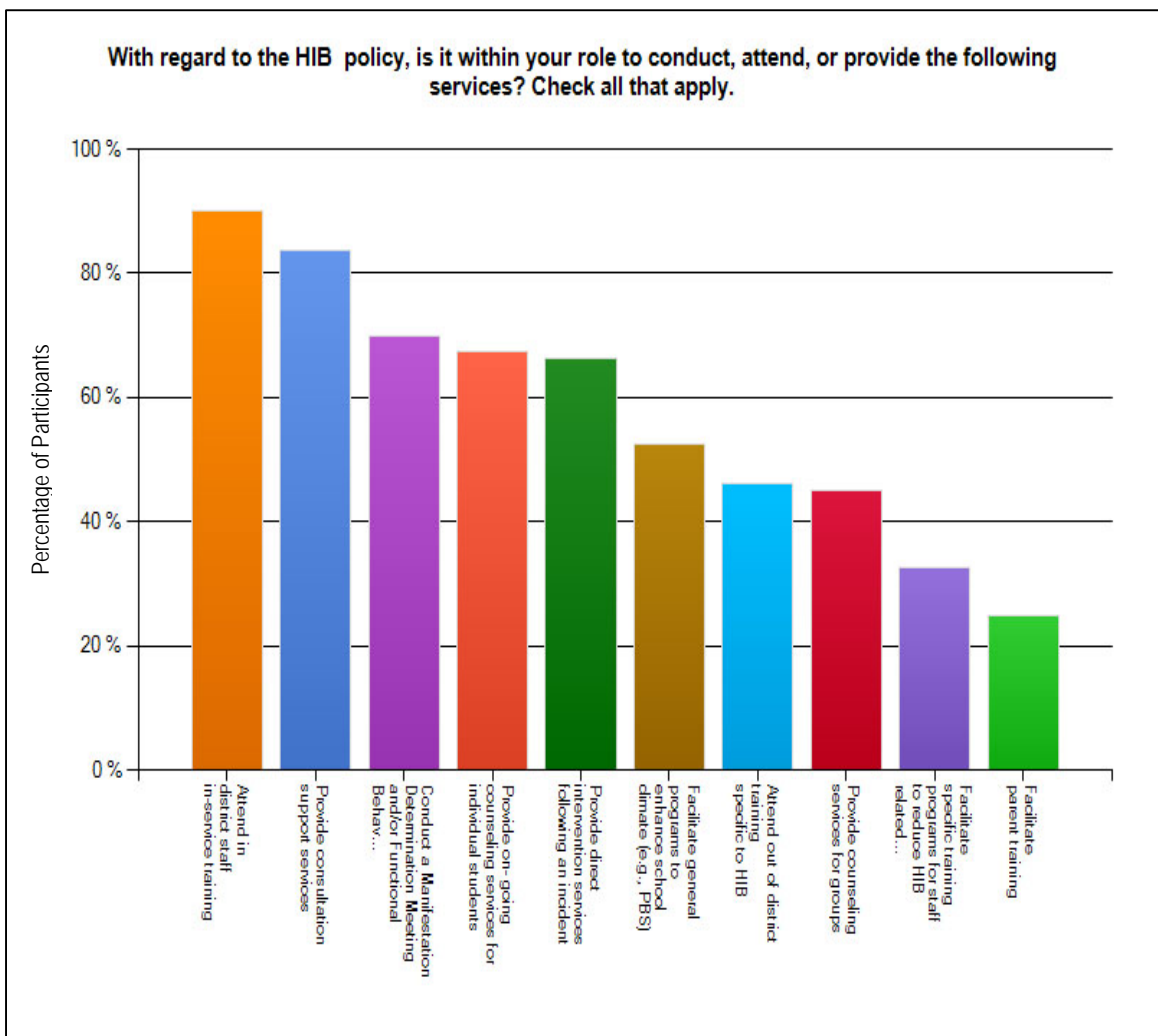


Figure 2: Involved participant responses to question regarding their overall level of involvement with implementation of HIB policies.



Involved participants were then asked to identify the parties that they were likely to work with after a HIB incident had been reported. 2.4% of respondents reported working with the bully. 7.3% reported working with the victim. 79.3% reported working with both the bully and the victim, and 11% report that they work with neither the bully nor the victim. Four participants skipped the question. When asked if they only consulted with those students who are classified for special education after a HIB incident has been reported, 38.3% reported that they only consulted with students classified for special education, while 61.7% reported that they worked with both special education and general education students. Ten participants chose to write in an answer in the optional comment section. Five participants skipped the question.

Involved participants were also asked about their perceptions of the school psychologist's role in working with special education and general education students regarding the HIB policies. 2.5% of respondents report that they believe the school psychologist's role is to work only with students classified eligible for special education. 38% of respondents report that they believe the school psychologist's role is to work mostly with students classified eligible for special education, and the majority of respondents (59.5%) report that they believe the school psychologist's role is to work with any student, special or general education. Fifteen respondents also chose to add comments in the optional comment section after this question. Seven participants skipped the question.

Involved participants were then asked to rank their satisfaction with their role regarding the HIB policy by responding to four different statements with definitely disagree, disagree, agree, or definitely agree. When responding to the statement "I am

satisfied with my role in my district in the implementation of the Anti-Bullying Bill of Rights Act,” 14.6% of respondents reported that they definitely disagreed and 19.5% disagreed. The majority of respondents (53.7%) agreed and 12.2% definitely agreed. When responding to “I would like to be more involved but feel I do not have the expertise/training required,” 40.7% responded that they definitely disagreed and 44.4% (the majority) responded that they disagreed. 13.6% responded that they agreed and 1.2% definitely agreed. When responding to “I would like to be more involved but feel I do not have the time given my other responsibilities,” 17.3% reported that they definitely disagreed and 7.4% reported that they disagreed. 33.3% of respondents reported that they agreed while the majority (42%) of respondents said that they definitely agreed. Finally, when participants were asked to respond to “I would like to be more involved but feel that district administration does not view it as my role,” the majority of respondents (40.7%) reported that they either definitely disagreed or disagreed with the statement. 13.6% agreed and 4.9% definitely agreed. Six participants provided a response to the open-ended section. Four participants skipped the question. See figure 3 for a visual representation of this data.

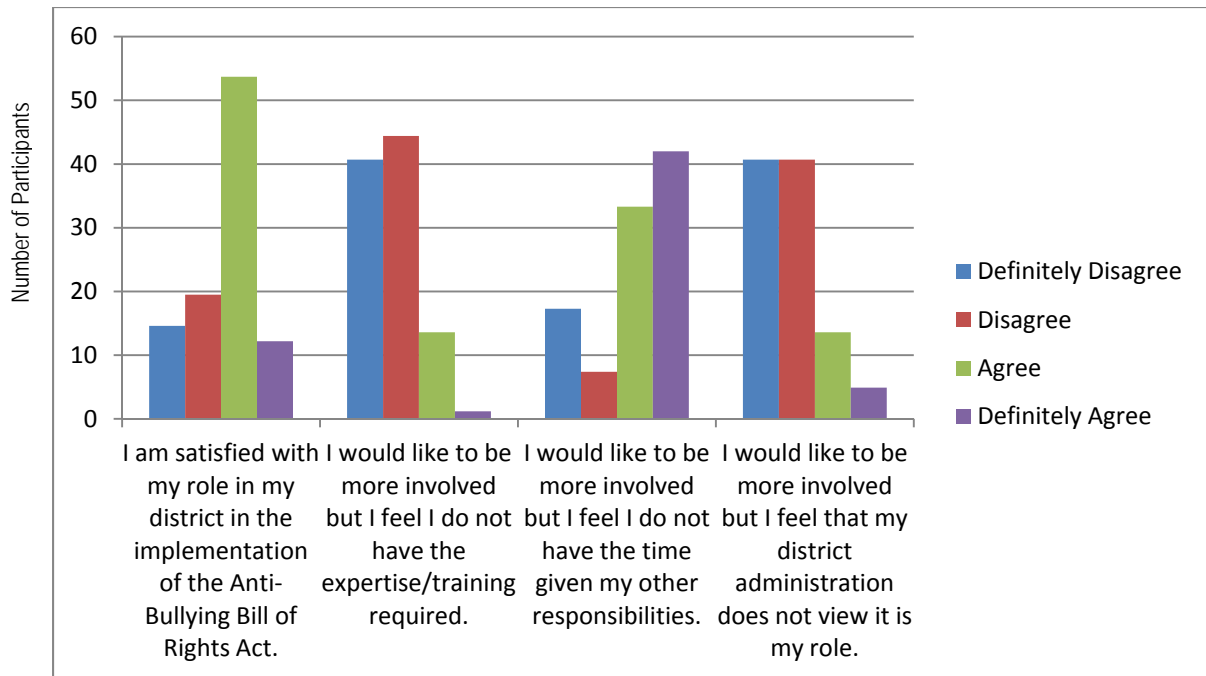


Figure 3. Involved participant responses to question regarding their level of satisfaction with their roles.

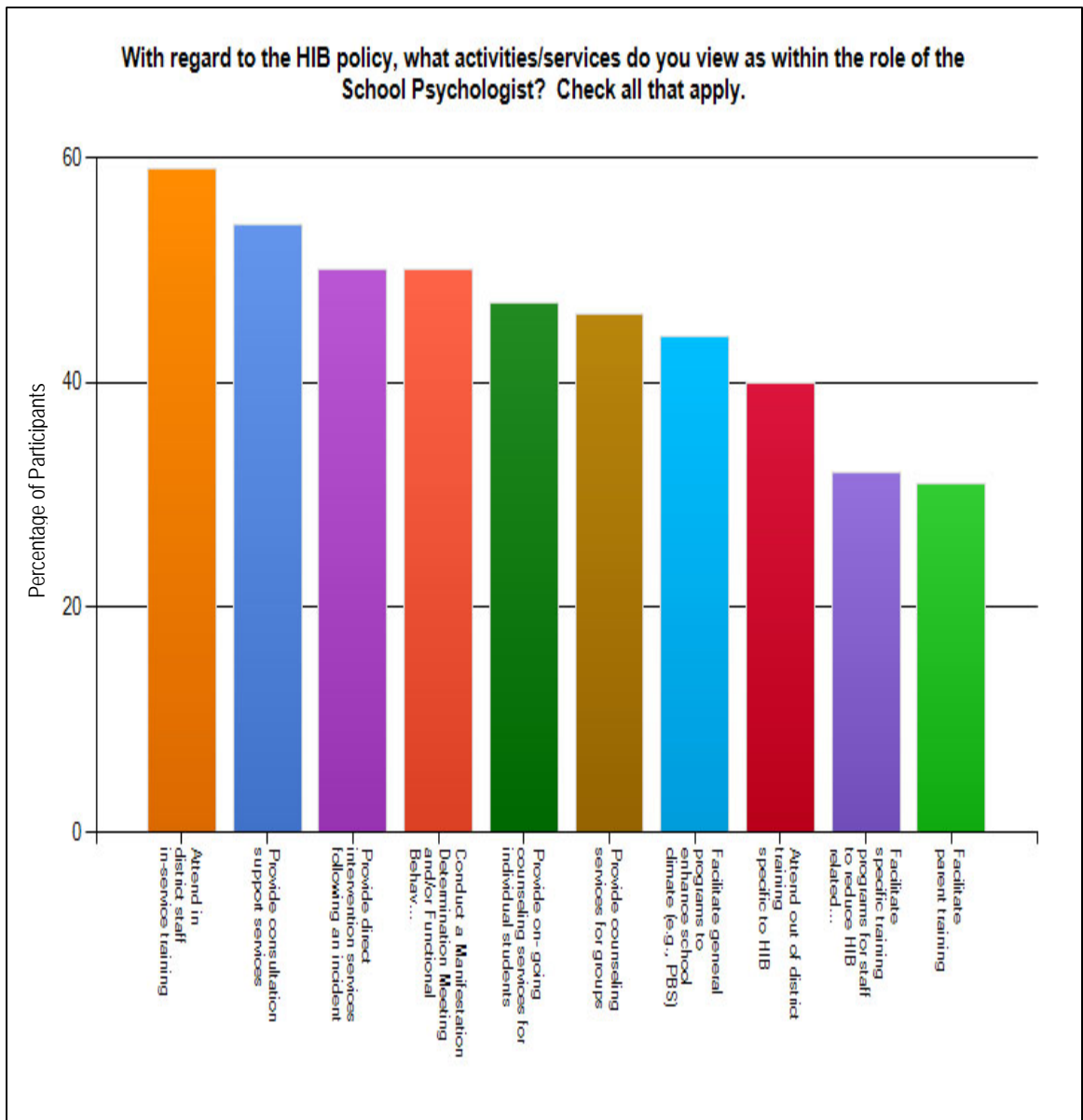
**Not Involved: Perceptions of Roles of School Psychologists Regarding HIB**

Those participants that indicated that they were not involved with the implementation of the HIB legislation in their districts were sent to section four of the survey, Perceptions of the Role of School Psychologists Regarding HIB Legislation. Participants were asked to select the activities or services that they believed to be within the role of the school psychologist with regard to the HIB legislation. 60% of respondents reported that they believed providing direct intervention services following an incident was within the role. 28% believed that facilitating specific training programs for staff to reduce HIB related behaviors was part of the school psychologist’s role. 48% believed that facilitating general programs to enhance school climate (e.g., PBS) to be within their role and believed that facilitating parent training as within their role. 56% of respondents believed that providing counseling services for groups and providing

ongoing counseling services for individual students was within the school psychologist's role. 72% believed that providing consultation or support services was part of the school psychologist's role. 64% believed that conducting manifestation determination meetings and/or functional behavioral assessments (FBA) was part of the role. 84% believe that attending in-district staff in-service training was part of the school psychologist's role, whereas only 40% believed that it was within the school psychologist's role to attend out of district training specific to HIB. Two participants skipped the question.

For the next question, participants were then asked about their perceptions of the role of the school psychologist's level of involvement in terms of the provision of services from the last question. They were asked to rate their perceptions of the role on a scale with options that included: never involved, rarely involved, sometimes involved, often involved, or almost always involved. 50% of respondents reported that they perceive the school psychologist's role is sometimes involved with providing direct intervention services following an incident. The majority of participants (29%) report that they believe the school psychologist's role is either never involved or sometimes involved in facilitating specific training programs for staff to reduce HIB-related behaviors. A majority (45%) of respondents say that they believe the school psychologist's role is one that involves in facilitating general programs to enhance school climate (e.g., PBS). A majority of respondents (30%) report that they believe the school psychologist's role is one that is never involved with facilitating parent training, and a majority of 41% also report that they believe the school psychologist's role is one that should sometimes be involved with providing counseling services for groups. A majority of participants (41%) report that the school psychologist's role is one that should be often

involved with providing ongoing counseling services for individual students. A majority of participants (48%) report that they believe the school psychologist's role should be one that is often involved in providing consultation support services. 39% of participants report that they believe the school psychologist's role is one that should often be involved with conducting manifestation determination meetings and/or functional behavioral assessments (FBA). 35% of respondents report that they believe it is within the school psychologist's role to be often involved or almost always involved with attending in-district staff in-service training. A majority of respondents (32%) also report that they believe the school psychologist's role should sometimes encompass involvement with attending out of district training specific to HIB. See figure 4 for a distribution of data on the participants' perceived levels of involvement for the school psychologist's role.

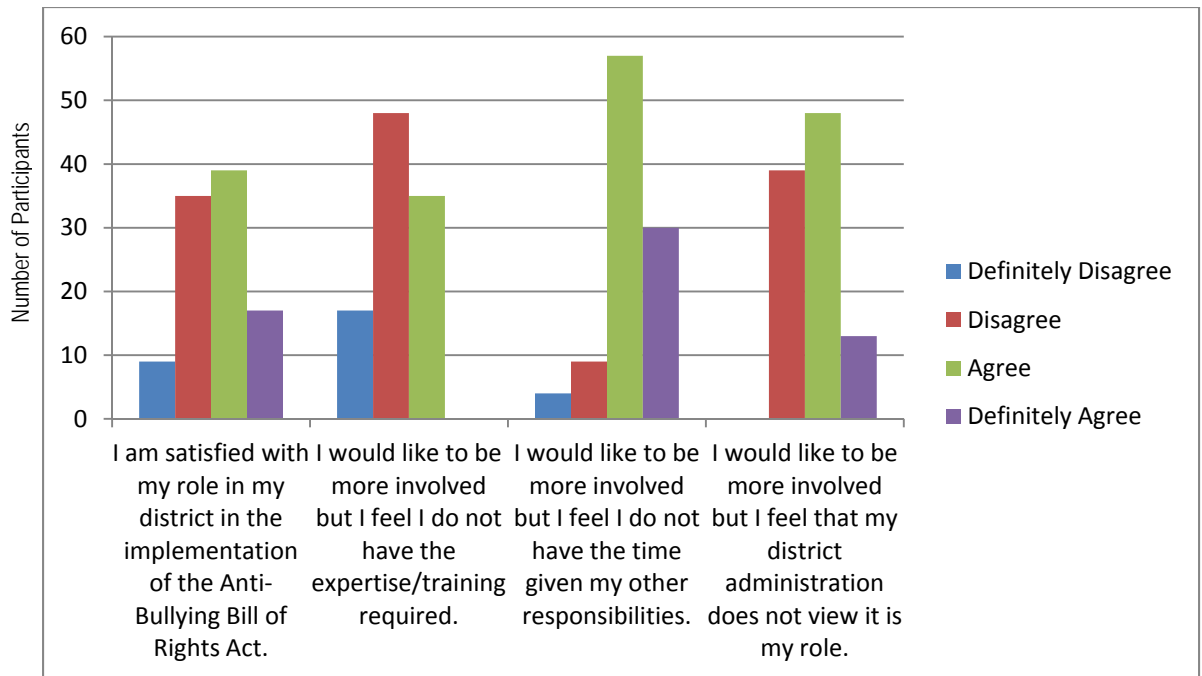


*Figure 4:* Not-involved participant responses to question regarding their perceptions of school psychologists' level of involvement regarding the HIB implementation.

Participants were then asked to identify the parties that they perceived as likely for the school psychologist to work with after a HIB incident had been reported. An overwhelming majority of 91% believed that it was within the school psychologist's role to work with both the victim and the bully after a HIB incident. Less than one percent (.08%) believed that it was not within the school psychologist's role to work with

students after a HIB-related incident. Two participants skipped this question. They were also asked about their perceptions of the school psychologist's role in working with special education and general education students regarding the HIB policies. 9% of respondents believed that the school psychologist's role is to work only with students classified eligible for special education. 39% believed that the school psychologist's role is to work mostly with students classified eligible for special education, and a majority of 57% believed that the school psychologist's role is to work with any student, special or general education.

These participants were then asked to rank their perceptions of the following statements on a scale ranging from definitely disagree to definitely agree. When responding to "I am satisfied with my role in my district in the implementation of the Anti-Bullying Bill of Rights Act," 9% reported that they definitely disagreed and 35% reported that they disagreed. 39% of respondents agreed and 17% reported that they definitely agreed. When asked to respond to the statement "I would like to be more involved but feel I do not have the expertise/training required," 17% report that they definitely disagreed and 48% disagreed. 35% of respondents reported that they agreed. When asked to respond to "I would like to be more involved but feel I do not have the time given my other responsibilities," 4% of respondents reported that they definitely disagreed and 9% disagreed. A majority of respondents agreed with the statement and 30% definitely agreed. Finally, participants were asked to respond to "I would like to be more involved but feel that district administration does not view it as my role." 39% reported that they disagreed with the statement, whereas 48% agreed and 13% definitely agreed. See figure 5 for a visual representation of this data.



*Figure 5.* Not-involved participant responses to question regarding their level of satisfaction with their roles.



## **Chapter 5**

### **Discussion**

#### **Overview of the Study**

With the recent implementation of the new HIB legislation in New Jersey, it is important that research be conducted about the roles of school psychologists with regard to the new legislation. The HIB legislation has far-reaching effects for all members of the school community. Therefore, it is necessary to understand the impact that it has had on both staff and students and to understand how the legislation is being put into practice. Based on their education and training, the school psychologist is well equipped to play a key role in the implementation of HIB legislation (Canter, 2006; Diamanduros et al., 2008; Nastasi et al., 1998). Because the HIB policy is so new, there is little research about the school psychologist's specific role with the legislation, and it is certainly a topic that needs further review.

Over the years, school psychologists' roles and the profession as a whole have changed significantly as pressures from new legislation or other initiatives have broadened the scope of the school psychologist's daily focus (Canter, 2006). This, paired with a greater emphasis on the importance of children's mental health and well-being, helped to shape the future of the profession. From a mental health perspective, the school psychologist's services have broadened beyond serving special education students in order to help the greater population of students with their overall mental health and well-being. Today, the school psychologist also adds to his or her responsibility the obligation of helping to maintain a positive and safe school environment for all staff and students (Canter, 2006). Programs such as PATHS, Second Step, and the Olweus Bullying

Prevention Program are nationally and even globally recognized for their effectiveness in decreasing HIB-related behaviors and promote a safe and positive school climate. A common theme throughout all of these programs is a focus on the development and competencies of social and emotional learning, and this is one of the key elements of the ever-expanding role for the school psychologist.

Program initiatives such as DSACS (RUCAP, n.d.), the massive media coverage of tragic bullying cases such as Tyler Clemente, and the recent HIB legislation suggest an increase in legislative pressure to continue to regulate the school psychologist's and other educational professional's role regarding harassment, intimidation, and bullying incidents among students. Although the HIB legislation is not legally defined as a required element of the school psychologist's role, it is certainly one that aligns itself with the evolution of the profession over the past thirty years.

Given their training and involvement with anti-bullying legislation and other safe school initiatives in the past, this study sought to determine whether school psychologists were involved with the implementation of HIB legislation in their respective school settings. Overall, the findings suggest that the majority of New Jersey school psychologists were involved with the implementation of the HIB legislation at some level. Most of the respondents to the survey reported that they provided indirect support services regarding the HIB legislation or were a part of the school safety team in their districts. A smaller percentage reported having a leadership role.

This study also sought to determine whether a majority of the New Jersey school psychologists polled were holding leadership positions for HIB implementation (e.g., anti-bullying coordinator or anti-bullying specialist) or were involved in training staff or

handling HIB incidents among students. There were far fewer school psychologists that reported holding leadership roles regarding HIB implementation than was anticipated by the researcher.

In addition, this study sought to determine whether the school psychologist's case load determined his or her level of involvement with the HIB implementation in his or her setting. The study also sought to determine whether the characteristics of the professional setting, specifically district size, affected the school psychologist's level of involvement with HIB implementation. These correlations or lack thereof are yet to be determined, and will be discussed further in the limitations section.

Finally, this study sought to determine whether a correlation existed between the school psychologist's level of involvement with HIB implementation and his or her satisfaction with his or her current role. With regard to those school psychologists that indicated they were involved with the implementation of HIB policies in their districts, the overwhelming majority reported being satisfied with their roles. The majority of respondents also believed that they had the required expertise and training for their roles in implementing the policy. The majority also strongly agreed that they would like to be more involved with the HIB implementation, but they do not have the time given their many other responsibilities. The overwhelming majority of the involved group also believed that their administration saw the implementation of HIB policies within their role as school psychologists.

For those school psychologists who were not involved with the HIB implementation in their districts, they were fairly equally split, with about half reporting that they were not satisfied with their lack of involvement and the other half reporting

that they were satisfied with not being involved. Most believed that they had the expertise and training to be involved with the implementation of HIB policies. The overwhelming majority reported that they would like to be more involved, but they feel that they do not have the time. The majority of the not involved group also believed that their administrations did not view HIB implementation as their role.

### **Explanations**

It is important to note that this study relied on self-reported data, and this is always susceptible to a degree of error (Crockett et al., 1987). It also may be argued that the results of this study include a non-representational sample size of 110 school psychologists throughout New Jersey. However, the overall findings suggest that time limitations and pressures from administration are playing a part in guiding the school psychologist's perspective of his or her role with regard to HIB legislation. Ultimately, it seems as though these outside factors and the widening role of the school psychologist have impacted their abilities to be fully involved with legislation such as the HIB policy. As a result, the vital skill set that school psychologists bring to the school setting is perhaps not being utilized to its fullest potential because of time restrictions and other mediating factors.

### **Integration with Past Literature**

Because the implementation of the HIB policy is so recent, there is no prior published research regarding the school psychologist's role. However, the study's findings are convergent with research on the general role of the school psychologist (Canter, 2006; Diamanduros et. al., 2008; Nastasi et. al., 1998).

Nastasi et al. (1998) describe the results of a study funded by NASP on the role of the school psychologist. They look ahead to the 21<sup>st</sup> century, where they suggest that the role of the school psychologist will take on an increasingly proactive role with helping to foster the overall mental health and wellbeing of students. Other more recent studies such as the work of Diamanduros et al. (2008) and Canter (2006) confirm the speculations made by Nastasi et al. (1998). Recent emphasis on bullying prevention and awareness on a national level and specifically in New Jersey with the HIB legislation also suggests that Nastasi et al. (1998) were correct in their predictions. This study's findings are certainly convergent. The results suggest that not only do most school psychologists feel that they are well equipped to deal with such issues, but many also feel that it is within their role to help their students with bullying issues.

Through a historical overview examining the role of the school psychologist, Canter (2006) explains that the role of the school psychologist continues to expand and change in many ways, including the expansion of a role beyond serving as a gatekeeper for special education services. This role is one that includes a focus on the overall mental health and wellbeing of students. By extension, Diamanduros et al. (2008) studied how advancements in technology and the use of the internet by students to bully others has also impacted the school psychologist's role in helping students cope with these new problems. They conclude that although the school psychologist is well equipped in aiding his or her students through these issues, he or she may not have time to take on additional responsibilities with the already long list of obligations that school psychologists have to attend to on a daily basis. The findings of this study are certainly convergent with the findings of Diamanduros et al. (2008) in that time and additional

responsibilities are key factors in determining the school psychologist's level of involvement with bullying prevention programs or initiatives.

### **Limitations**

One of the limitations of this study was the inability to electronically contact (i.e., email) all of the collected names of New Jersey school psychologists gathered for participation. As the list of names that were collected totaled 704 and was suspected that close to all current practicing school psychologists were included, almost 200 of them had no listed contact information of the respective school websites. For this reason, many school psychologists who may have participated in the study were not contacted due to a lack of contact information provided on the websites of their employment setting.

Furthermore, participation in the study was a limiting factor in gathering a complete representation of all New Jersey School Psychologists. Since only 20% of contacted New Jersey school psychologists actually responded to the survey, nearly 80% of those contacted did not participate. Though the demographics represent a sample size of diverse settings and district sizes, the information reported in this study is still mitigated by the smaller sample size.

### **Implications**

The implications of this study generally suggest that more research is needed on the role of the school psychologist regarding the HIB legislation. Some of the questions raised by this research involve the predictive factors that determine level of involvement, which was not directly examined in this study, but is certainly an issue that must be addressed in the future. Additionally, recent developments in the HIB legislation (i.e., funding for a continuation of the program in the next academic year) also affects the

findings as this first year was not directly funded at the district level. One must ask how this funding will affect those involved with implementing the HIB legislation, and specifically, the school psychologist's role.

### **Future Directions**

As stated earlier, further research is certainly needed on the topic of the school psychologist's role with regard to the implementation of the HIB legislation. Further research involving focus groups, additional surveys, and polling will be necessary in order to fully understand the dynamics of the school psychologist's role. In addition, now that the HIB legislation has been initiated in school districts for one academic year, further research is needed to see how and if the school psychologist's role will change in the coming years.

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## Appendix

### The Role of School Psychologists Regarding the Implementation of the Anti-Bullying Bill of Rights Act

#### 1. Role of School Psychologists in HIB Initiatives

The purpose of this survey is to determine the attitudes, roles, and approaches of different school psychologists in relation to the new HIB (Harassment, Intimidation, and Bullying) legislation for all New Jersey Public Schools. This study will gauge school psychologists' level of involvement in implementing the new legislation and their overall roles with regard to maintaining safe and positive school climates. The research, entitled "The Role of School Psychologists Regarding the Implementation of the Anti-Bullying Bill of Rights Act," is being conducted by John P. Kowalcyk of the School Psychology Department, Rowan University, in partial fulfillment of his M.A. degree in School Psychology. For this study, you will be required to answer some questions on your involvement in your school's implementation of the new HIB legislation. Your participation in the study should not exceed 15 minutes. There are no physical or psychological risks involved in this study, and you are free to withdraw your participation at any time without penalty.

The data collected in this study will be analyzed and submitted for possible publication in a research journal. Your responses will be anonymous and all the data gathered will be kept confidential. By taking this survey you agree that any information obtained from this study may be used in any way thought best for publication or education provided that you are in no way identified and your name is not used. Participation does not imply employment with the state of New Jersey, Rowan University, the principal investigator, or any other project facilitator. If you have any questions or problems concerning your participation in this study, please contact John P. Kowalcyk at (732) 546- 1095 or his faculty advisor, Dr. Terri Allen, [allente@rowan.edu](mailto:allente@rowan.edu).

#### 2. Demographics and Professional Role

##### 1. What is your job title?

- School Psychologist
- School Psychologist/Coordinator of CST or Special Services (Non-supervisory role)
- School Psychologist/Director of Special Services (Supervisor/Administrator role)

**2. Sex**

- Male
- Female

**3. What is your highest degree attained?**

- Masters
- Masters +
- Educational Specialist
- Doctoral degree

**4. Years in Practice (since certification as school psychologist)**

- 0-5
- 5-10
- 10-15
- 15-20
- 20+

**5. Years in Practice in Current Setting**

- 0-5
- 5-10
- 10-15
- 15-20
- 20+

**6. In addition to your NJ state certification, do you have the NASP Nationally Certified School Psychologist (NCSP) credential?**

- Yes
- No

**7. Which of the following best describes your primary employment setting?**

- Single school in a public school district
- Multiple schools in a public school district
- More than one public school district
- Private or parochial school (general education)
- Public special education school
- Private special education school
- Educational consortium (ESU, Intermediate Unit)
- Other (Please Specify) \_\_\_\_\_

**8. Which best describes the size of your school district?**

- Very Small – less than 600
- Small – 600-1300
- Moderate – 1300-3999
- Large – 4000-7999
- Very Large – at least 8000
- I do not work in a school district
- Other (Please Specify) \_\_\_\_\_

**9. Which of the following best describes your primary employment setting?**

- Urban
- Suburban
- Rural

**10. Which of the following best describes the grade levels for the student population(s) with whom you work? You may choose more than one.**

- P-2
- 3-5
- 6-8
- 9-12
- Other (Please Specify) \_\_\_\_\_

**11. Which of the following positions are a part of your responsibilities? Check all that apply.**

- IR&S Committee Chair
- Case Manager
- CST Coordinator
- Other: \_\_\_\_\_
- 504 Coordinator \_\_\_\_\_

**12. Which of the following encompass your responsibilities during the average work week? Check all that apply.**

- Psychological Evaluations
- Counseling
- Consultation
- General Case Management responsibilities
- Conferences re: specific students (i.e., evaluation plan, eligibility, IEP, Manifestation Determination, FBA)
- General CST or Special Education department meetings (staff)
- Paperwork (report writing, IEP development, etc.)
- Other (Please Specify) \_\_\_\_\_

**13. As a case manager, how many students that receive special education services are assigned to you, i.e., what is your current caseload?**

- 0-20
- 20-40
- 40-60
- 60-80
- 80+
- I do not case manage any special education students.

### 3. Role Regarding HIB Legislation

We are interested in your general role regarding the implementation of the Anti-Bullying Bill of Rights.

#### 1. Which of the following best describes your role with regard to the HIB legislation?

- |   |   |
|---|---|
| <input type="checkbox"/> Member of the School Safety Team                     | <input type="checkbox"/> Provide indirect support services<br>(e.g. consultation, resource person)  |
| <input type="checkbox"/> Anti-Bullying Specialist                             | <input type="checkbox"/> I am not involved or minimally involved (i.e.,<br>only participate in activities that all school staff are<br>required to attend or if an IEP change is required)<br>with the implementation of HIB legislation at my<br>school. |
| <input type="checkbox"/> Anti-Bullying Coordinator                            |   |
| <input type="checkbox"/> Provide direct support services<br>(e.g. counseling) | <input type="checkbox"/> Other: _____   |

### 4. Specific Role Regarding HIB Legislation

You have indicated that you are involved in the implementation of HIB legislation and we are interested in more information regarding your role. Please answer the next group of questions based on your specific activities and provision of services in the implementation of the Anti-Bullying Bill of Rights.

#### 1. With regard to the HIB policy, is it within your role to conduct, attend, or provide the following services? Check all that apply.

- |  |  |
|--|--|
| <input type="checkbox"/> Providing direct intervention services following an incident                    | <input type="checkbox"/> Providing counseling services for groups  |
| <input type="checkbox"/> Facilitate specific training programs for staff to reduce HIB related behaviors | <input type="checkbox"/> Providing on-going counseling services for individual students                        |
| <input type="checkbox"/> Facilitate general programs to enhance school climate (e.g., PBS)               | <input type="checkbox"/> Provide consultation support services   |
| <input type="checkbox"/> Facilitating parent training  | <input type="checkbox"/> Conduct a Manifestation Determination Meeting and/or Functional Behavioral Assessment |
|  | <input type="checkbox"/> Attend in-district staff in-service training  |
|  | <input type="checkbox"/> Attend out of district training specific to HIB                                       |
|  | <input type="checkbox"/> Other: _____  |



2. With regard to the HIB policy, what is your level of involvement in terms of your provision of services (as noted on previous question)?	Never Involved	Rarely Involved	Sometimes Involved	Often Involved	Almost Always Involved
Providing direct intervention services following an incident.	○	○	○	○	○
Facilitate specific training programs for staff to reduce HIB related behaviors.	○	○	○	○	○
Facilitate general programs to enhance school climate (e.g., PBS).	○	○	○	○	○
Facilitate parent training.	○	○	○	○	○
Provide counseling services for groups.	○	○	○	○	○
Provide on-going counseling services for individual students.	○	○	○	○	○
Providing consultation support services.	○	○	○	○	○
Conduct a Manifestation Determination Meeting and/or Functional Behavioral Assessment.	○	○	○	○	○
Attend in-district staff in-service training.	○	○	○	○	○
Attend out of district training specific to HIB.	○	○	○	○	○
Other (please specify)	○	○	○	○	○
<b>3. Which parties are you likely to work with after a HIB incident has been reported?</b> <input type="checkbox"/> the bully <input type="checkbox"/> the victim <input type="checkbox"/> both <input type="checkbox"/> neither					

**4. Do you only consult with those students that are classified for special education after a HIB incident has been reported?**

- Yes
- No
- Optional comment: \_\_\_\_\_

**5. Following a HIB incident, in terms of special education vs. general education students, how do you perceive the role of the school psychologist?**

- School Psychologist's role is to work only with students classified eligible for special education.
- School Psychologist's role is to work mostly with students classified eligible for special education.
- School Psychologist's role is to work with any student, special or general education.
- Optional comment: \_\_\_\_\_

<b>6. Please rank the following statements below on a 1-4 scale, where 1 is Definitely Disagree and 4 is Definitely Agree</b>	<b>Definitely Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Definitely Agree</b>
I am satisfied with my role in my district in the implementation of the Anti-Bullying Bill of Rights Act.	○	○	○	○
I would like to be more involved but feel I do not have the expertise/training required.	○	○	○	○
I would like to be more involved but feel I do not have the time given my other responsibilities.	○	○	○	○
I would like to be more involved but feel that district administration does not view it as my role.	○	○	○	○
Other (please describe):	○	○	○	○

## 5. Perceptions of the Role of School Psychologist Regarding HIB Legislation

Although you have indicated that you currently have minimal or no involvement with regard to HIB legislation, we would still like your opinion regarding the role of the School Psychologist. Please answer the next group of questions based on what you perceive as the role of the School Psychologist in the implementation of the Anti-Bullying Bill of Rights.

### 1. With regard to the HIB policy, what activities/services do you view as within the role of the School Psychologist? Check all that apply.

- |  |  |
|--|--|
| <input type="checkbox"/> Providing direct intervention services following an incident                    | <input type="checkbox"/> Providing counseling services for groups  |
| <input type="checkbox"/> Facilitate specific training programs for staff to reduce HIB related behaviors | <input type="checkbox"/> Providing on-going counseling services for individual students                        |
| <input type="checkbox"/> Facilitate general programs to enhance school climate (e.g., PBS)               | <input type="checkbox"/> Provide consultation support services   |
| <input type="checkbox"/> Facilitating parent training  | <input type="checkbox"/> Conduct a Manifestation Determination Meeting and/or Functional Behavioral Assessment |
|  | <input type="checkbox"/> Attend in-district staff in-service training  |
|  | <input type="checkbox"/> Attend out of district training specific to HIB                                       |
|  | <input type="checkbox"/> Other:  |

\_\_\_\_\_

<b>2. With regard to the HIB policy, what do you perceive as the school psychologist's level of involvement in terms of provision of services (as noted on previous question)?</b>	<b>Never Involved</b>	<b>Rarely Involved</b>	<b>Sometimes Involved</b>	<b>Often Involved</b>	<b>Almost Always Involved</b>
Providing direct intervention services following an incident.	○	○	○	○	○
Facilitate specific training programs for staff to reduce HIB related behaviors.	○	○	○	○	○
Facilitate general programs to enhance school climate (e.g., PBS).	○	○	○	○	○
Facilitate parent training.	○	○	○	○	○
Provide counseling services for groups.	○	○	○	○	○
Provide on-going counseling services for individual students.	○	○	○	○	○
Providing consultation support services.	○	○	○	○	○
Conduct a Manifestation Determination Meeting and/or Functional Behavioral Assessment.	○	○	○	○	○
Attend in-district staff in-service training.	○	○	○	○	○
Attend out of district training specific to HIB.	○	○	○	○	○
Other (please specify)	○	○	○	○	○
<b>3. Which parties are you likely to work with after a HIB incident has been reported?</b> <input type="checkbox"/> the bully <input type="checkbox"/> the victim <input type="checkbox"/> both <input type="checkbox"/> neither					

**4. Following a HIB incident, in terms of special education vs. general education students, how do you perceive the role of the school psychologist?**

- School Psychologist's role is to work only with students classified eligible for special education.
- School Psychologist's role is to work mostly with students classified eligible for special education.
- School Psychologist's role is to work with any student, special or general education.
- Optional comment: \_\_\_\_\_

<b>5. Please rank the following statements below on a 1-4 scale, where 1 is Definitely Disagree and 4 is Definitely Agree</b>	<b>Definitely Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Definitely Agree</b>
I am satisfied with my role in my district in the implementation of the Anti-Bullying Bill of Rights Act.	○	○	○	○
I would like to be more involved but feel I do not have the expertise/training required.	○	○	○	○
I would like to be more involved but feel I do not have the time given my other responsibilities.	○	○	○	○
I would like to be more involved but feel that district administration does not view it as my role.	○	○	○	○
Other (please describe):	○	○	○	○

**6. Thank You!**

Thank you for taking the time to complete the survey! Your day to day efforts in ensuring that “all children and youth attain optimal learning and mental health” (NASP, 2007) is acknowledged and appreciated.