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The role of school psychologists in bullying interventions in year four of New Jersey Anti-Bullying Bill of Rights Act

Amanda Brady

**THE ROLE OF SCHOOL PSYCHOLOGISTS IN BULLYING INTERVENTIONS
IN YEAR FOUR OF NEW JERSEY ANTI-BULLYING BILL OF RIGHTS ACT**

by

Amanda R. Brady

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Abstract

Amanda Brady
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Terri Allen, Ph.D.
Master of Arts in School Psychology

Within education, bullying has been a prominent topic of discussion with regard to its effects on students and schools. In order to investigate the specific role of school psychologists in Harassment, Intimidation, and Bullying (HIB) initiatives, this study (a) analyzes the HIB roles of school psychologists and (b) the factors that influence their involvement in advocating HIB initiatives after the New Jersey Anti-Bullying Bill of Rights Act was passed in 2010. A survey was distributed to about 1,000 school psychologists in New Jersey and asked about demographics, specific roles regarding HIB initiatives, factors that affect their involvement, and satisfaction with their current role. It was predicted that the majority of school psychologists would hold a leadership role, while expertise, time, and administrative support would be influential factors. Results indicated that although more participants were involved in HIB initiatives, many were still not and the majority was not involved in leadership roles. In addition, expertise, time, and satisfaction did not differ across involvement groups, while administrative support did differ between groups. Overall, understanding the factors that affect school psychologists' role in HIB initiatives will assist in the effort to understand how to better utilize their skills in anti-bullying interventions.

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Chapter 1

Introduction

Need for Study

School-based bullying has been a topic of concern throughout social development research. Starting with elementary school and lasting into high school, and in some cases throughout adulthood, research on bullying has focused on the effects and intervention efforts that can help decrease bullying incidents. Unfortunately in 2013, according to the Youth Risk Behavior Surveillance conducted by the Centers of Disease Control and Prevention (2014), 19.6 percent of youth and young adults have been bullied on school property. Although there are more interventions that have been put in place in recent years, bullying is still a nationwide epidemic that needs to continue to be addressed.

Furthermore, advocates for increased effective bullying interventions, such as Essex (2011), argue that many situations that end in unfortunate consequences could have been prevented with proper intervention and that schools are liable to provide a safe environment to students. In order to do so, states such as New Jersey, enacted laws that focused on reporting procedures and changes to school structure that would help to decrease incidents of bullying. It is common knowledge that school authorities are usually involved in cases of bullying; however, the role of the school psychologist in such matters is assumed, but not definite even after passing of legislation. With the resources and knowledge that a school psychologist obtains throughout their education and experience, it is necessary to assess their involvement with bullying, especially after laws like the New Jersey Anti-Bullying Bill of Rights Act were enacted.

Purpose

According to the National Association of School Psychologists (n.d.), a school psychologist's purpose includes improving academic achievement, promoting positive behavioral development, advocating for a healthy school climate, conducting school wide assessment, and collaborating with families and colleagues to help improve the academic, social, and emotional development of students. With these types of responsibilities, bullying is highly likely to come into play in a school psychologist's career. In addition, NASP (2015) advocates for intensive efforts to provide safe environments to students by coordinating strategies that promote resilience within students; they clearly indicated that school psychologists are expected to play a central role with regard to these issues.

Moreover, researchers Diamanduros, Downs, and Jenkins (2008) suggested that promoting awareness and psychological impact, assessing prevalence and severity, implementing prevention programs, and collaborating with colleagues towards developing school strategies are intervention parameters that school psychologists should actively be involved with regard to anti-bully efforts. Therefore, the purpose of this study is to assess the leadership roles of school psychologists in anti-bullying interventions in schools and the factors that influence their involvement four years after the New Jersey Anti-Bullying Bill of Rights Act.

Hypotheses

In turn, based on a school psychologist's professional role, it is hypothesized that:

Hypothesis 1: The majority of school psychologists possess a role in anti-bullying interventions and initiatives.

Hypothesis 2: The majority of school psychologists hold a leadership role in anti-bullying interventions and initiatives.

Hypothesis 3: Influential factors on HIB involvement include expertise/training, time, and administrative support.

Hypothesis 4: School psychologists that hold a role in anti-bullying interventions will be more satisfied with their role than those who are not involved.

Operational Definitions

The conclusions of this study were made on the understanding of these operational definitions:

Bullying: "a person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself" (Olweus & Limber, 2007).

HIB (Harassment, Intimidation, and Bullying): "any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either 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, that takes place on school property, at any school sponsored function, on a school bus, or off school grounds as provided for in section 16 of P.L.2010, c.122 (C.18A:37-15.3), that substantially disrupts or interferes with the orderly operation of the school or the rights of other students" (New Jersey Anti-Bullying Bill of Rights Act, 2010).

Leadership role: identified by involvement as an Anti-Bullying Specialist or an Anti-Bullying Coordinator

Anti-Bullying Specialist: a trained individual within each school, which includes a previously employed school counselor or a school psychologist who chairs the school safety team, leads investigations, and act as the official for identifying, preventing, and addressing incidents of bullying within the school (New Jersey Anti-Bullying Bill of Rights Act, 2010).

Anti-Bullying Coordinator: an individual appointed by coordinating school district policies, communicate with the Anti-Bullying Specialist and other personnel to respond, prevent, and identify incidents, organize data, and any other responsibilities initiated by the superintendent (New Jersey Anti-Bullying Bill of Rights Act, 2010).

Assumptions and Limitations

First, it is assumed that bullying was a problematic situation in all of the participants' schools. Second, all participants that completed the study and were included in the results were assumed to be currently practicing school psychologists in New Jersey.

Moreover, there are some limitations that need to be taken into consideration after analyzing the results. For example, the responses from surveys are taken from New Jersey; other states, and even countries, may not have yielded the same results. In addition, the school psychologist population that was targeted included only those who were currently a member of the New Jersey Association of School Psychologists or whose emails were displayed publicly on school websites; it is possible that participants

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were retired or were no longer practicing in a school setting. Overall, self-reporting was also a limitations as well as sample size.

Overview

Furthermore, in order to evaluate the hypotheses for this study, a review of the literature is necessary in order to understand the background information concerning bullying and the various factors that come into play that may be evident in the results obtained from the survey. The following literature review was conducted in comparison with the NASP's (2010) practice model, which outlined the ten domains of practice that school psychologists are expected to provide services within. Afterwards, the procedure for distributing the survey entitled "The Role of School Psychologists Regarding the Implementation of the Anti-Bullying Bill of Rights Act" was explained as well as the results of the research hypotheses.

For the purposes of the literature review, all ten domains of the service delivery model were explained in light of anti-bullying involvement and interventions within the school system. As discussed by Nastasi, Pluymert, Varjas, and Bernstein (1998), it is essential to have clear descriptions of the domains of involvement by school psychologists, so that future professionals are able to utilize those guidelines and evidence-based practices in their own careers.

Chapter 2

Literature Review

Introduction

In consideration of the school psychology practice model, there is a certain amount of responsibility that school psychologists need to instill within their careers. NASP (2010) explained that the ten domains of practice are should be utilized in order to improve outcomes for schools and students. The intent of this practice model was to provide an assessment and reference to school psychologists' skills, which are at times underutilized within the schools. These concepts can be applied to the role of school psychologists in anti-bullying intervention and legislation since the model is used to assist schools in supporting positive social behavior, assisting with establishing positive school climates, strengthening collaboration, and improving assessment and accountability procedures, which are all applicable to a school psychologist's role in anti-bullying initiatives (NASP, n.d.). Therefore, in order to comprehend a school psychologist's involvement in anti-bullying, a review of the practice model is beneficial.

Definitions of bullying. There has been debate throughout the research about developing a clear and universal definition of bullying. For example, Espelage and Swearer (2003) claimed that one of the most challenging issues of developing a bullying intervention program is creating the definition. For the purposes of this study, bullying is when an individual is "exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself" (Olweus & Limber, 2007, p. xii).

With this definition, and others throughout the literature, there are three major aspects of bullying that seem to remain consistent with each interpretation. These components include aggressive behavior, repeated occurrences, and an imbalance of power (Olweus & Limber, 2007). In other words, repeated aggressive behavior results in negative actions toward a victim; the actions are unwanted by the victim and they display a power imbalance between the two individuals. Therefore, although there are many definitions of bullying, there are consistent focuses that are essential, in order to encompass the full meaning of bullying.

General Components of Service Delivery

Domain 1: Data-based decision making and accountability. In relation to the research and program evaluation foundation of the school psychology service delivery, school psychologists have the ability to conduct assessments and evaluate the needs and improvements that need to be completed within an already existing system (NASP, 2010). Bradshaw, Waasdorp, O'Brennan, and Gulemetova (2013) supported this domain by explaining that conducting assessments, in order to understand what aspects of training need to be focused upon, should be a main responsibility of school psychologists within anti-bullying action plans.

To support, Sherer and Nickerson (2010) conducted a survey of NASP members currently working in school settings at the time. The survey's purpose was to find frequent anti-bullying strategies implemented in schools, the interventions school psychologists thought were the least and most effective, the areas school psychologists believed needed the most improvement, and the barriers of intervention strategies perceived by school psychologists. The results indicated that the most effective strategies

perceived by school psychologists were school-wide behavior plans, modifying schedules, and immediate responses. The least effective strategies were avoidance of contact with the bullies and victims, zero tolerance policies, and written anti-bullying policies. In addition, areas of improvement included staff education and training, reporting systems, and support plans. Finally, barriers included lack of time, lack of trained staff, and little support from teachers. Interestingly, the interventions that were rated effective were not the interventions that were used in schools. For example, although school psychologists rated schoolwide approaches more effective, most of the interventions used in schools were involving just the bully and the victim.

In addition, O'Malley (2009) conducted a study to assess school psychologists' perceptions of importance of the variety of bullying interventions. The most available interventions were zero tolerance, communication, and school climate interventions along with small group social skills training. The availability of interventions decreased as the level became more focused on a one-on-one intervention. These findings suggest that primary intervention, such as general school climate and staff education were more available than secondary interventions (school-to-home communication, social skills training, etc.), and tertiary interventions, like focused peer interventions. The results also indicated that the interventions rated most effective were not consistently available in the schools. For example, social integration activities, parent training, friendship interventions were rated as important as well, but were the least available in schools as bullying interventions. Therefore, within data-based decision making, school psychologists have a unique perspective of bullying interventions concerning what is necessary.

Domain 2: Consultation and collaboration. Furthermore, school psychologists have the experience of being the liaison of collaboration efforts between the community, parents, students, and staff (NASP, 2010). In practice, the modeling of appropriate and effective collaboration strategies should be displayed in order to foster a positive school climate and staff connectedness. To support, Elinoff, Chafouleas, and Sassu (2004) advocated that school psychologists are in a position to communicate and unite efforts between students, parents, and staff. School psychologists have the knowledge of appropriate resources within the community and the school, school policies and procedures, and strategies that can be shared amongst staff (Speight & Vera, 2009). Their skills in communication, collaboration, problem assessment, and organization are reasons why school psychologist should be involved in anti-bullying interventions.

Staff connectedness. Within the definition and studies completed involving bullying, staff connectedness seems to be a common theme that is referenced as a prevention tool. For example, O'Brennan, Waasdorp, and Bradshaw (2014) conducted a study that evaluated the different dimensions of school staff connectedness, their perceptions of connectedness, and how it related to a willingness to intervene in bullying situations. The different areas of connectedness addressed included personal, student-staff, staff-administration, and staff-staff relationships. A national survey was conducted and their results indicated that personal, student, and staff connectedness were predictors of the staff members' willingness to intervene in bullying situations only when bullying policies and programs were also implemented. In addition, higher levels of staff connectedness were related to comfort intervening in special population bullying situations. However, staff relationships with administration were not predictive of a

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willingness to intervene in bullying situations with any student population. Interestingly, bullying policies and easiness of bullying intervention approaches were not correlated with comfort intervening. Therefore, within the school climate, school psychologists can support the collaboration, or connectedness, among staff which fosters a positive school climate.

Student-Level Services

Domain 3 and 4: Interventions and instructional support to develop academic skills and social skills. With regard to student-focused interventions, school psychologists need to utilize their knowledge on diversity to tailor instructional curricula to students' needs (NASP, 2010). In addition, understanding the influences of biological, social, and cultural components is essential to continue to foster academic and social skills. The relation between academic and social skills needs to be evaluated, especially with regard to anti-bullying intervention and instruction, to properly implement student services. In order to do so, a comprehensive review of the effects of bullying, student-focused bullying interventions and the differences between perspectives of social groups in the school concerning bullying is necessary.

Effects of bullying. Bullies, victims, and bystanders are all directly and indirectly affected by victimization in various ways. For example, Olweus and Limber (2007) explained that students that are bullied can become depressed and develop a low self-esteem. In addition, victims can physically suffer from symptoms such as stomachaches and headaches, while starting to score low in academic achievement and suicidal ideation may last into the future. On the other hand, bullies show signs of antisocial behavior that

usually lasts beyond school-age. Finally, bystanders begin to feel more afraid, powerless, and guilty when witnessing bullying in schools (Olweus & Limber, 2007).

To support this evidence, research by Rueger and Jenkins (2014) explained some of the reasons behind the negative effects of bullying. The purpose of their study was to consider the frequency of peer victimization in relation to the psychological adjustment capabilities of the victims. In addition, the researchers also used both of these factors to determine if there was a correlation between psychological adjustment and academic adjustment. Gender differences were also researched with regard to what type of victimization was more common and any differences in psychological and academic adjustment. In order to obtain results, middle school students (seventh and eighth grade) were surveyed twice throughout a school year and their academic data was analyzed to assess academic adjustment. In general, girls had higher levels of anxiety, depression, and low self-esteem, but exhibited better attitudes concerning school with higher grade point averages than boys. Their results also indicated that middle school boys experienced more physical and verbal victimization, while girls experienced more relational, or social, aggression. However, after victimization, girls experienced higher anxiety and academic maladjustment than boys. Interestingly, when the researchers analyzed if there were indirect effects on academic adjustment after victimization, there were no gender differences. Overall, this study found that peer victimization can have poor effects on anxiety, self-esteem, depression, and academic achievement and that victimization affects academic adjustment indirectly through its direct effect on psychological adjustment, regardless of gender. Although these results were obtained from a population of one particular middle school, the results still provide important considerations on the effects

of bullying. Overall, school psychologists can use the effects that bullying can have on bullies, victims, and bystanders to tailor student-level intervention strategies.

Student-focused bullying interventions. In contrast to whole school approaches like the Olweus Bullying Prevention Program, there are interventions that target more specific populations within a school. As far as student-focused interventions, Manifestation Determinations and Functional Behavior Assessments can be utilized to determine whether a disability affects a student's understanding of the consequences of bullying or whether an intervention is working, respectively (Knoster, 2000). In addition, implementing social-emotional skills to students, including empathy, emotion management, social problem solving, and social competence can facilitate student-level interventions (Smith & Low, 2013).

For example, Barhight, Hubbard, and Hyde (2013) suggested that interventions that target bystander reactions can be helpful in reducing bullying as well. Given that bystander reactions can indirectly influence bullying, addressing the seriousness of the issues and assisting students in recognizing the detrimental effect it has on other students may help to decrease the rate of bullying. To support, Polanin, Espelage, and Pigott (2012) conducted a review of bystander intervention literature. The results indicated that the bystander programs increased intervention behavior, but did not increase the level of empathy of bystanders. Although the results were inconclusive due to the small number of studies evaluated, this evidence still can be considered when developing an intervention plan. Furthermore, another meta-analysis of bullying interventions found that more intensive programs are more effective, including parent meetings, consistent discipline, and playground supervision for elementary age students, but peers working

with peers increased victimization (Ttofi & Farrington, 2011). Overall, bullying decreased by 20 to 23 percent and victimization decreased by 11 to 20 percent when more intensive programs were implemented. The authors suggested that interventions need to include other factors, such as the family (Ttofi & Farrington, 2011).

Interestingly, results obtained from a meta-analysis completed by Merrell, Gueldner, Ross, and Isava (2008) also showed that many school bullying interventions were in small groups and individual classrooms, rather than the whole-school. Their meta-analysis revealed that there was some evidence that supported the effectiveness of bullying interventions in improving social competency, self-esteem, peer acceptance, teacher knowledge of practices, efficacy for skills, and reducing participation of students in bullying. However, the correlations were too weak to be meaningful and concerns were raised by the authors with respect to indirect measures of reports of bullying, even though more direct measures seem to produce more negative effects. Merrell et al. (2008) explained that it should not be expected that bullying interventions will dramatically decrease the prevalence of bullying even though they seem to target important aspects of interventions, such as awareness, knowledge, and efficacy in dealing with the situations. In addition, the studies that were used in the meta-analysis seemed to have been limited by issues, questions, and measures that affected the ability to determine if there was a significant difference. Therefore, although there is evidence that bullying interventions at the individual level produce some evidence of reduced bullying; the results can be skewed due to improper measures implemented by schools. Overall, it seems apparent that student-level services in bullying interventions are as important as school-wide.

Domain 5: Schoolwide practices to promote learning. With the knowledge of the structure of school systems and the accessibility of resources available to students and staff, school psychologists are able to determine which schoolwide strategies are appropriate (NASP, 2010). Current intervention strategies for anti-bullying include a basic behavioral intervention that the whole school needs to be involved.

For example, Tilly (2008) explained the steps that can be taken to implement a behavioral intervention within a school environment. For example, steps can include identifying if there is a substantial problem, creating hypotheses as to why the problem is happening, testing to discover what can be done about the problem, and evaluating if the intervention was effective. The author also provided a three-tier model for school-based service delivery regarding a behavioral intervention system. The first tier involves universal interventions, which involve all settings and all students; this tier is preventative and proactive in nature (Tilly, 2008). The second tier involves targeted group interventions for those students that are at-risk and is characterized with high efficiency and rapid responses. Finally, the third tier is even more intensive and individualized and is when individual students are assessed and specifically targeted for intervention (Tilly, 2008).

Allen (2010) discussed how interventions can have four main components. A study was conducted of a high school that implemented a school-wide intervention involving reporting, the actual intervention and follow-up process, continuum of responses, and the intervention team. The reporting form could be completed in-person or anonymously; the intervention process itself included the receipt of the complaint, preliminary activities, intervention activities, resolution, and a follow-up process.

Continuum of responses included strategies such as environmental modifications, family and student meetings, student support or traditional interventions that involve investigation and discipline. The results indicated that students at high risk for involvement in aggressive behavior benefited most from early detection and behavior support within this bullying intervention.

One such program that pinpoints virtually all of these points is the Olweus Bullying Prevention Program. Olweus and Limber (2007) explained that this program is used "to improve peer relations and make the school a safer and more positive place for students to learn and develop" at all school levels (p. 1). The goals of the program include reducing existing bullying problems, prevention strategies, and achievement of better student relationships. In order to achieve these goals, there are four areas that are used to increase awareness and involvement of professional staff; these areas include school-level, classroom-level, individual-level, and community-level. By targeting all of these areas, the Olweus Bullying Prevention Program has an average bullying reduction rate of 20 to 70 percent with regard to student reports of being bullied, being the bully, reductions in general antisocial behavior, and an overall improved school social climate (Olweus & Limber, 2007). Overall, with the knowledge of resources and school-wide systems, school psychologists can be involved with implementing and choosing appropriate interventions.

School climate. In order to understand how bullying prevention programs work, it is necessary to understand the broad context of the situation, which in this case would be the school climate and how harsh discipline can create a negative school climate (Low & Ryzin, 2014; Cordeiro & Cunningham, 2013). The National School Climate Center

(2014) defined school climate as "the quality and character of school life." In addition, school climate involves patterns of experiences of school life of students, staff, and parents as well as "norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures" (The National School Climate Center, 2014). Therefore, a positive school climate is when individuals associated with a school are supportive, engaged, respectful, collaborative, and place high importance on the benefits of learning. In addition, when implementing bullying intervention strategies it is beneficial for individuals involved to express warmth and positive involvement. Firm limits for unacceptable behaviors, consistent nonhostile consequences, and functioning as positive role models are also important to implement (The National School Climate Center, 2014). Espelage, Polanin, and Low (2014) also suggested that school psychologists should be playing an active role in improving the school climate through identifying and measuring areas that need addressing.

To support, Gage, Prykanowski, and Larson (2014) conducted a research study with a purpose of discovering what school climate factors correlated with students' reports of bullying. Surveys were given to students in elementary and middle schools, as well as teacher and administration. The survey assessed norms and values in place that were expected to make individuals in the school to feel safe, foster collaboration between students, staff, and parents, and to find if there was emphasis on the benefits of learning. The results indicated that although elementary school students were more at risk for victimization, a positive school climate predicted a decreased risk in victimization. However, the factors within school climate that helped to decrease victimization differed depending on grade level. For example, in elementary school, the teachers had a direct

impact on students' reports of victimization; fostering positive and respectful

relationships with adults in school was the main climate factor that decreased bullying

reports in elementary school. In middle schools, students reported less cases of

victimization, but the reports were based on peer supportive relationships rather than

adult relationships. Overall, it appeared that educational staff in elementary schools

should focus on fostering relationships with others in the school, while secondary schools

should focus on fostering respectful relationships with students and their peers.

Therefore, this study showed a clear association between school climate and

victimization and that working towards a positive school climate should be a focus of

intervention strategies.

Domain 6: Preventive and responsive services. In relation to current anti-

bullying interventions, school psychologists also need to be aware of crisis-related action

plans that need to be taken into consideration. Specific plans towards fostering healthy

mental health practices can vary depending on the multi-tiered preventive and responsive

approaches (NASP, 2010).

In order to comprehend the different proactive and reactive strategies, an

understanding of the literature concerning anti-bullying policies and laws is necessary. To

start, a broad outlook on policies was expressed by Sarre and Langos (2013) whom

described modern policy as having a tendency to focus on responding to crime using

reactive strategies more so than proactive strategies. The reasoning behind the

discrepancy between reactive and proactive strategies is that reactive measures are more

easily quantified since it is possible to measure an increase or decrease in a behavior,

rather than trying to measure how effective an intervention will be before it is

implemented. Unfortunately, this causes policies to be situational-focused rather than targeting a broader social domain (Sarre & Langos, 2013). Therefore, these policies may reflect a more reactive approach rather than a proactive approach.

Currently, schools across the United States have bullying prevention and intervention strategies that involve schoolwide approaches and are taking a stance to implement more proactive rather than reactive approaches (Elinoff, Chafouleas, & Sassu 2004). For example, NASP (2014) outlined important aspects of prevention and intervention strategies focused on bullying that should be implemented in all schools. First, training the entire school staff in behavioral bullying intervention and facilitating more socioemotional interactions should be integrated in schoolwide approaches. In addition, this training can also assist schools in developing safety and crisis teams that can respond to situations of victimization. Furthermore, all school authorities should be familiar with school and state policies that provide clear guidelines for interventions, and use evidence-based social skills curricula to teach students proper ways to resolve conflicts.

Domain 7: Family-school collaboration services. School psychologists have the responsibility of acting as a liaison between families and individuals within the school, whether it be students or staff (NASP, 2010). Understanding the research behind the effects of family relationships and a student's psychological well-being and progress is necessary even within the anti-bullying effort. School psychologists should be able to assist in the education and collaboration between teachers, parents, and students, in order to implement programs that help individuals within the school to understand detection strategies and improve self-efficacy in intervening in bullying situations. In addition,

dispersing information and educating parents on talking to their children about bullying would also fall under the school psychologist's responsibility in bullying (Bradshaw, Sawyer, and O'Brennan, 2007).

Eppler and Weir (2009) discussed that the responsibility of the school psychologist, and school counselor, in completing a family assessment is to ultimately create a relationship with families that helps to bring about change. In doing so, the perspectives of the caregivers can be compared with those of school professionals to discover the root cause of an issue and to more properly determine which services would work well with the family. Eppler and Weir (2009) also explained that family assessment, including interviews and genograms, would help to summarize the background information of families and help tailor assessment tools towards the diverse characteristics of the family. With bullying interventions, school psychologists are able to use family assessments to create a relationship with the family and the school to encourage more anti-bullying behaviors in both environments.

To support, Christenson, Hurley, and Sheridan (1997) conducted a study that evaluated parents' and school psychologists' opinions on the involvement of parents in activities with their children. Their results indicated that parents desired to be more involved with their child's success and the best way of being involved was through the communication of information and meetings with the school psychologist. However, school psychologists rated activities lower in feasibility for 94 percent of the activities. The least available way to be involved with their child's school was through home visits or financially integrated services (Christenson et al., 1997). With results such as these,

school psychologists can assist parents with setting realistic goals for their children and increase positive attitudes about school.

More specifically related to bullying behaviors, Rodkin and Hodges (2003) discussed the question of how parents can impact the bullying behaviors that are expressed by their children in school and that maintain the bully-victim relationships. These types of family influences can greatly contribute to the poor quality of peer relationships that their children from within school. Their implications for school psychologists involved understanding the possibility of family influences impacting bullying behaviors, but also that the way students behave may affect the type of discipline that their parents are inclined to utilize. Rodkin and Hodges (2003) explained that school psychologists need to understand that parent attachment styles to their children can affect their bullying or anti-bullying behaviors in school. In order to find out this information, it is essential to form a family-school collaboration effort.

Finally, Waasdorp, Bradshaw, and Duong (2011) surveyed parents in order to understand the connection between parents' perspectives of the school and their response to their child being bullied. Their findings indicated that the majority of parents were likely to react if their child was being victimized; the most common way reported was by talking with their child. Interestingly, non-white parents were less likely to intervene and act when they heard their child was being victimized, which suggested a cultural component (Waasdorp et al., 2011). In addition, parents of older children were more likely to intervene and those parents whom viewed the school as having a more positive school climate were less likely to contact a school professional since they believed that the proper interventions were taken place. In some cases, parents were more likely to

believe that the interventions already in place in the school were effective as opposed to parents that had older children (Waasdorp et al., 2011). Overall, it is essential that school psychologists form relationships between families and the school in order to understand family background that could be maintaining a student's bullying behavior and to show parents a positive school climate as an encourager to become involved.

Foundations of Service Delivery

Domain 8: Diversity in development and learning. NASP (2010) explained that school psychologists have the responsibility to understand the diverse characteristics of individuals based on factors, such as context and culture. With this understanding, school psychologists are better able to provide and advocate for services that assist a diverse population of students, schools, and families. In relation to anti-bullying, school psychologists need to comprehend the contextual definitions of bullying and the types of bullying that can be demonstrated by individuals within a school. In turn, school psychologists should be able to identify the definitions and types of bullying as well as the individual characteristics elicited by bullies, victims, and bystanders. In doing so, school psychologists would be more efficient in advocating for social justice within the school system and the community.

Types of bullying. In order to understand the diversity of individuals involved in bullying and the diversity in bullying itself, there are four main domains of bullying that have been addressed throughout the research: verbal, physical, social (relational), and electronic (NASP, 2014). Verbal bullying includes verbal insults, racist and sexist remarks or jokes, threats, and any form of abusive language. Physical bullying includes any aggression that is physical in nature, such as hitting, punching, pinching, spitting, etc.

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However, this type of bullying also includes destruction or the taking possession of another individual's property. Social, or relational, aggression involves spreading rumors and isolating other individuals, while electronic bullying is any type of bullying elicited through electronic devices and mediums (NASP, 2014). With regard to sex, boys are more physically aggressive are more likely to use physical bullying, while girls are typically prone to use verbal aggression; however, both boys and girls use relational aggression which only increases with age.

   Characteristics of bullies. To continue, there are characteristics of bullies, victims, and bystanders that seem to be universal across the physical, verbal, relational, and electronic categories of bullying. For example, Robison (2014) outlined considerations involving attributes of bullies and victims within a National Association of School Psychologists issue of the *Communique*. For example, Robison (2014) described bullies as having a more positive perspective on violence and aggression. In addition, they usually lack empathy and have a disposition toward a desire for power. Finally, bullies tend to deny their participation in bullying when questioned by authorities. These findings also correlate with Stassen Berger (2009) who agreed that bullies lack empathy and are skilled at avoiding detection by adults. However, the author also stated that most bullies are not socially rejected and usually have a close group of friends (Stassen Berger, 2009). Therefore, bullies have a social perspective and they use this perspective to assist them in understanding which victims will not resist harassment. For example, school-age boys that are bullies are often physically larger than their classmates and tend to target weaker boys, while school-age girls target girls that are shy. Finally, genetic predisposition to bullying is related to the disposition towards power and aggression that

Robison (2014) and Stassen Berger (2009) discussed. Genetic predisposition towards aggression can lead to bullying behaviors if reinforced through interactions with the environment. Overall, bullies have a disposition towards aggression as well a lack of empathy and a social understanding that helps them target victims.

       Characteristics of victims. On the other hand, Robison (2014) explained that victims of bullying usually have not developed the social skills needed in comparison to their peers. For example, they may be isolated amongst social groups in school and possess a low level of self-esteem. In addition, it is possible that after being victimized they generally lose interest in school and will most likely struggle academically. Given these characteristics of victims, they are usually targeted by bullies based on their emotional vulnerability and social isolation (Stassen Berger, 2009). Stassen Berger (2009) also explained that developing friendships usually helps victims to overcome being a target, but unfortunately bullies simply continue on to another victim that has not developed the necessary self-esteem.

       Characteristics of bystanders. Finally, the behaviors of bystanders also need to be considered since they can have a significant impact on a bullying situation. For example, Barhight et al. (2013) explained that cheering or ignoring victimization can encourage the individual to continue bullying. On the other hand, defending another student and notifying an adult could end the situation (Barhight et al., 2013). Interestingly, the study conducted by Barhight et al. (2013) indicated that bystanders that are more emotional (possessing more levels of fear, sadness, and anger) are more likely to display an increase in heart rate while viewing videos depicting victimization, in contrast to an unemotional group. Therefore, bystanders that were more physiological and emotionally reactive were

more likely to intervene while witnessing a bullying incident. Understanding these components can assist school psychologists in understanding which bullying interventions would best work for students.

Bullying and diverse populations. It is common knowledge that anyone, regardless of race, sexual identity, and abilities, can be subject to bullying. However, it is possible that some groups may be more at risk than others. For example, ethnicity can be risk factors for bullying, especially when a particular ethnicity is a minority in a certain school. For example, Felix and You (2011) surveyed over 160,000 students across 528 schools in California in order to focus on ethnicity percentages in each schools and whether or not it affected the bullying incidents of minority groups. Their results indicated that Native American students were more likely to be bullied physically compared to all other ethnicities, followed by African American students. Interestingly, Asian/Pacific Islander and Hispanic students were bullied less than their White counterparts; however, Asian/Pacific Islanders and African Americans were more likely to report that the cause of their victimization was their ethnic identity. Felix and You (2011) also found that if the percentage of a given ethnicity in a school increased, the prevalence of victimization decreased for that ethnicity. In addition, greater diversity within a school also served as a protective factor against school-wide bullying incidents. Although this study was a sufficient example of how bullying can be influenced by student ethnicity, it is possible that different results could have been yielded in different geographical locations. However, the generalizable findings from this study could be used as further research for other states, such as New Jersey.

Moreover, during any adolescent's experience, gender identity and sexual orientation is a common psychosocial development stage (Stassen Berger, 2009). McCabe, Rubinson, Dragowski, and Elizalde-Utnick (2013) explained LGBTQ youth as a vulnerable population with regard to bullying in school settings; this is also confirmed by an overwhelming majority of 85.4 percent of surveyed LGBTQ youth indicated they were verbally harassed in the past year (Kosciw, Greytak, Palmer, & Boesen, 2014). Due to the higher rate of bullying in LGBTQ youth, the importance of teachers, school psychologists, and counselors intervening cannot be minimized. McCabe et al. (2013) found a variance between these educators' willingness to intervene with attitudes toward LGBTQ advocacy being the most influential factor, followed by a subjective norm of what would be expected by others. Overall, educators, including school psychologists, have the obligation to provide a supportive environment for all students, regardless of the student's sexual identity or orientation.

With regard to varying abilities, Bear et al. (2015) investigated the variation of bullying incidents between students with disabilities and students without disabilities throughout the research. Their results indicated that bullying prevalence varies according to the type of disability; students with emotional disturbance are more likely to be bullied than students with Autism Spectrum Disorders and children without disabilities. Although this study used parent ratings to assess the level of bullying, not the students', this study still provided a useful summary of how students with disabilities are more at risk and the reasons for why this occurs (i.e. variations of the definitions of bullying and when the prevalence cutoff). Within the realm of education for students with disabilities, special education students are more likely to be bullied than their general education

counterparts (Hartley, Bauman, Nixon, & Davis, 2015). More specifically Hartley et al. (2015) surveyed 31 schools across 12 states and found that special education students experienced more physical and emotional harassment. The researchers also noted that more incidents lead to more psychological distress; however, students with disabilities and/or students enrolled in special education may already have preexisting distress, which can make the consequences even more severe. In conclusion, school psychologists should recognize how bullying may appear differently in diverse populations as well as use general characteristics of victims, bullies, and bystanders to understand the various risk factors that could influence the prevalence of bullying incidents.

Domain 9: Research and program evaluation. The ninth domain within the foundations of service delivery involves research and program evaluation (NASP, 2010). School psychologists are trained in the processes of designing research procedures, data collection, and using statistical analyses to evaluate the effectiveness of a given intervention. For anti-bullying interventions and practices, school psychologists are expected to be obtain data concerning what is effective and ineffective in reducing bullying in schools as well as pinpointing which areas under these services need improvement or more emphasis (NASP, 2010).

Current research. For example, Swearer, Espelage, Vaillancourt, and Hymel (2010) discussed five reasons why interventions related to bullying are unsuccessful. First, many interventions rely on self-report, which can be an inaccurate measure of detecting change. In addition, many interventions are not theoretically-based and fail to address domains where the behavior is maintained, such as families and peers. Furthermore, interventions fail to consider ever-changing demographics and,

interestingly, the authors stated that interventions should target the small population that needs the intervention instead of the whole school, which is in contrast to Stassen Berger's (2009) claim that unsuccessful efforts often have a narrow focus.

To support, Ferguson, San Miguel, Kilburn, and Sanchez (2007) conducted a meta-analysis of bullying interventions that found that they are generally ineffective and this may reflect the policies that are being implemented. As far as the results that were obtained, Ferguson et al. (2007) provided suggestions as to why the current bullying interventions at the time were ineffective. For example, bullies have more incentive to bully than not to bully since interventions encourage students to eliminate any social dominance they possess, it seems that the interventions do not target bullies' motivations properly. In addition, it appeared that interventions were targeting low-risk population during a time of decreased violence, instead of being used for more high-risk populations in a time of increased violence (Ferguson et al., 2007). However, it is important to consider that interventions obviously promote awareness of the situation, which may lead to more reports of incidents, which may seem like incidents are increasing (Smith, Schneider, Smith, & Ananiadou, 2004). School psychologists need to integrate research such as this into a comprehensive view that evaluates anti-bullying program intervention.

Student and staff perceptions of bullying. The discussion of program evaluation in research has also led to the consideration of staff and student perceptions of aggression, victimization, and willingness to intervene. For example, Espelage et al. (2014) conducted a study to discover how staff perceptions of the school climate correlated with students reports of bullying. Sixth grade students were surveyed to measure the frequency of bullying, physical aggression, peer victimization, and

willingness to intervene. On the other hand, staff was surveyed on the frequency of student intervention, staff intervention, perceptions of aggression as a problem, the school's commitment to bullying prevention, and positive teacher-student interactions. The results indicated that greater perceptions of staff intervention by students were associated with a higher probability of students intervening in those situations, but did not result in lower bullying. In addition, when staff viewed aggression as an issue, students reported more situations of bullying and were less likely to intervene. Perceptions of school administration support correlated with less reports of bullying, aggression, and more willingness to intervene by students. Interestingly, the research finding concerning administrative support is in contrast with O'Brennan et al.'s (2014) study that found that staff and administration connectedness did not result in comfort with intervening in bullying situations. However, overall, staff perceptions of the school environment correlated with students' perceptions of bullying.

Moreover, Bradshaw et al. (2007) conducted a study in order to address the discrepancies between staff and student perceptions concerning bullying and victimization at school. Their results indicated that the school staff continually underestimated the prevalence of bullying and victimization at their school, but both the students and the staff were equally concerned. With regard to perceptions of bullies, staff members were more likely to view the bullies as feared and popular. In addition, students believed that staff made the bullying situation worse when they intervened even though staff felt that they had effective strategies (Bradshaw et al., 2007).

Frisén, Jonsson, and Persson (2007) distributed a survey to adolescents, in order to understand the adolescent view of who the victims are, how bullies are perceived, what

is important for intervention, and where there are any perceptual differences between the different parts. A common reason for bullying was difference in appearance, individual behavior, and bully characteristics and low self-esteem and feeling "cool" were reasons why bullying occurred. The best way to stop bullying, according to adolescents, had to involve the victim and the bully; surprisingly, only 14 percent of adolescents said that it was important to involve an adult. Finally, the most common reason for bullying to cease is because the bully matures or there are peers that defend the individuals who is being bullied. Although this study was conducted outside the United States, there are still important considerations that should be applied when designing interventions. School psychologists are able to utilize their research skills in order to understand the research not only involving current interventions, but also to take into account the perspectives of students and staff to see which programs are an appropriate fit. In other words, utilizing research to guide decision making is essential and it is important to confirm that this is what is being done.

Domain 10: Legal, ethical, and professional practice. In relation to social justice advocacy, school psychologists have to be educated not only on appropriate ethical decisions within their career, but also on the policies and legislation that can affect a school system (NASP, 2010). For example, anti-bullying legislation within the specific state in with they practice can have a prominent impact on the procedures issued by chosen interventions. Overall, school psychologists should be knowledgeable on anti-bullying policies and legislation and model these ethical behaviors and attitudes to others.

Anti-Bullying policies and legislation. To continue, Kueny and Zirkel (2012) conducted a study of anti-bullying literature, in order to evaluate the necessary

components that a proper anti-bullying law should address. For example, a law addressing bullying should have a definition, an active policy, notice system, reporting, investigation and consequences. Their results indicated that as of the year 2010, there were forty-three states that had specific regulations on bullying, which shows an increase in activity in addressing bullying through legislation in the United States. In addition, the key components of definition, active policy, notice system, reporting, and investigation and consequences varied widely across state legislation; some states put more emphasis on certain components while other did not address them entirely. Finally, they discovered that the laws focused more on prevention rather than response strategies. In other words, laws focus more on the definition, policy, and notice portions of the law rather than the reporting, investigation, and consequences portion. For example, the results obtained by Kueny and Zirkel (2012) indicated that twenty-four states did not have a definition regarding a distinct behavior and an imbalance of power was most often missed from the definition. In addition, some states did not have a policy or notice requirement and only minority required training for staff in understanding strategies for response. In addition, majority of states did not require staff to report suspicious acts of bullying and slightly more than half did not require investigation following filed reports. Furthermore, half do not mention outcomes for the students involved with regard to consequences. Although the amount of laws had increased across the states, it was apparent that they lacked strength and incentive to encourage individuals involved in anti-bullying interventions to act (Kueny & Zirkel, 2012). Overall, the laws enacted across states in 2010 seemed to be lacking enforcement and implementation, while varying widely with regard to components of an effective policy.

In addition, the literature also provided implications for developing anti-bullying policies. Ferguson et al. (2007) claimed that focusing on statistically significant results should not be the focus of policy formation. Instead, policy makers should focus on the actual effects that intervention strategies have on a population. Therefore, when results are gathered from studies on intervention strategies, the result of the overall intervention being statistically significant should not be the only driving force for writing the policy; the individual components of the effects of the intervention should be taken into consideration. In order to do so, policies and practice should include supporting awareness about roles and encourage prosocial activity as well as have the curriculum target bystander attitudes and behaviors (Polanin et al., 2012). Overall, states vary widely with regard to anti-bullying policies and understanding implications for these policies will help to create a more comprehensive outlook on current bullying interventions.

New Jersey Anti-Bullying Bill of Rights Act. The main focus of this study was to evaluate the role of school psychologists four years after the implementation of the New Jersey Anti-Bullying Bill of Rights Act (2010). The New Jersey Education Association (NJEA) (2014) summarized the law by first explaining that all school employees are required to report an act of bullying and that an investigation should begin to take place no more than one day after the incident; the administrators are required to inform the parents and carry out these deadlines. In addition, school districts are required to report the frequency of incidents to the Department of Education and a professional development initiative needs to be in place for all school employees, including definitions, procedures, roles, due process rights, best practices information concerning resources, etc. every two hours in each professional development period (NJEA, 2014;

New Jersey Department of Education, 2011). Administration is also responsible in

selecting an individual to be the anti-bullying specialist, who can include school

psychologists, and the specialist must have a "safety team" in place to encourage a

positive school climate and intervene when necessary. Critiques of this legislation

involve its implication of the mandatory reporting requirement, vagueness concerning

consequences for avoidance of incidents, and the requirement of the safety team,

specialist, and coordinator without consideration the school or grade level (Norgard,

2014). Overall, school psychologists need to be aware of policy making processing and

state legislation in order to maintain a positive environment for students.

Social justice advocacy. An understanding of social diversity and the

characteristics among bullies, victims, and bystanders is necessary to advocate for social

justice. For example, Rogers and O'Bryon (2008) explained that social justice advocacy

is the central feature in the school psychologist's role in anti-bullying interventions. With

social justice advocacy, addressing emotionally and socially accepted topics and polices

that already exist within the social framework need to be challenged. In addition, school

psychologists have the insight into understanding this type of resistance and being

involved in training programs and documenting efforts are all skills that can be used to

develop strategies for advocacy. Overall, Rogers and O'Bryon (2008) explained that

school psychologists play a role in assisting with social change.

To continue with the discussion of social justice, Shriberg et al. (2008) defined

social justice through a school psychology viewpoint, in order to understand the different

topics, strategies, and issues that can be addressed within the field. In order to do so, the

authors asked school psychologists what areas of social justice they were able to advocate

towards, most responses involved knowledge and action based domains. For example, providing information and resources to families, modeling advocacy behaviors to other staff, demonstrating responsibility for addressing such matters, willingness to differ in opinions, and the ability to address situations and practices that are barriers to social justices were the most common responses when school psychologists were surveyed. In addition, when asked about the barriers specifically, school psychologists most often claimed that the assessment and professional endorsement of social justice caused the most problems (Shriberg et al., 2008). Therefore, school psychologists are in a position to research the characteristics of students involved in bullying and use their knowledge of diversity in development and learning to advocate for social justice.

Chapter 3

Methodology

Participants

Participants of this study included school psychologists currently practicing in New Jersey school districts. They were selected by obtaining email lists from the New Jersey Association of School Psychologists and school districts email lists that were made public. In total, 1,011 school psychologists received the survey and out of this total 99 completed the survey.

Demographically, out of the 99 participants, 25% were male and 74.7% were female. 4% of participants attained a master's degree, 35.4% held a master's degree or more, 37.4% held an educational specialist degree, and 23.2% with a doctoral degree. In addition, 34.3% indicated that had a National Certified School Psychologist Credential, while 65.7% did not.

Materials

The materials included within this study included an online survey that was sent through public emails using Qualtrics (Appendix A). The survey was adapted from a research study completed by Dr. Terri Allen and John Kowalcyk's defended M.A. thesis from May 2012. The survey was entitled "The Role of School Psychologists Regarding the Implementation of the Anti-Bullying Bill of Rights Act" and asked questions regarding demographics, current roles in anti-bullying legislation, factors influencing their involvement, perceptions of a school psychologists' role in anti-bullying legislation and interventions, and satisfaction in their role of involvement. Overall, the survey consisted of 20 questions.

All participants answered the same demographic questions and a question about their involvement in HIB initiatives. If they selected that they were involved (i.e. selected one or more of the following: Member of the School Safety Team, Anti-Bullying Specialist, Anti-Bullying Coordinator, provide direct support services, provide indirect support services, other) they were directed to a part of the survey that asked to rate their involvement with specific roles. However, if participants indicated that they were not involved in HIB initiatives (i.e. selected "I am not involved or minimally involved with the implementation of HIB initiatives at my school") they were directed to a question asking what their perceptions were on the role of the school psychologists. Both groups then answered the same question that asked to rate how lack of expertise/training, lack of time, and lack administrative support influenced their level of involvement; both also rated their satisfaction with their role in HIB initiatives.

Demographic questions started by requiring participants to indicate their sex (male or female) and their highest degree attained (Masters, Masters +, Educational Specialist, or Doctoral degree). In addition, participants were asked how many years in practice (0 to 5, 5 to 10, 10 to 15, 15 to 20, or 20 or more) they have had since their certification as well as how many years they were in their current setting (same options as previous) and if they attained a Nationally Certified School Psychologist credential. Participants were also required to describe their primary employment setting with the ability to select multiple options (single school in a public school district, multiple schools in a public school district, more than one public school district, private or parochial school, public special education school, private special education school, educational consortium, and/or other), the size of their school district (less than 600, 600

to 1300, 1300 to 3999, 4000 to 7999, at least 8000, do not work in a school district, or other), and if their primary setting was urban, suburban, or rural. Participants indicated which grade levels they were more likely to work with (P to 2, 3 to 5, 6 to 8, 9 to 12, or other) and whether there responsibilities included IR&S committee chair, 504 coordinator, case manager, CST coordinator, and/or other. Average work week responsibilities included psychological evaluations, counseling, consultation, general case management, conferences for specific students, general CST meetings, paperwork, and/or other. Caseload options included 0 to 20, 20 to 40, 40 to 60, 60 to 80, 80 or more, or that they did not case manage any students.

Next, participants were able to check off all positions that best described their role with regard to HIB initiatives, including member of the School Safety Team, Anti-Bullying Specialist, Anti-Bullying Coordinator, providing direct support services (e.g., counseling), providing indirect support services (e.g., consultation, resource person), an "other" option, or that they were uninvolved or minimally involved in initiatives and were not able to select any of the other options.

If participants indicated that they were involved they were asked to rate more specific HIB responsibilities on a scale of "never involved," "rarely involved," "sometimes involved," or "often involved." They were required to rate if they provided direct intervention services, facilitated specific training programs, facilitated general programs for school climate, facilitated parent training, provided group counseling services, provided on-going counseling for individual students, provided consultation support services, conducted a Manifestation Determination Meeting and/or Functional Behavioral Assessment, attended in district in-service training, attended out of district

training, conducted an investigation of incidents, and completed written reports. Uninvolved participants were given the same options, but were asked if they perceived the role of the school psychologist to "never be involved," "rarely be involved," "sometimes be involved," "often be involved," or "almost always be involved."

Involved participants were also asked which parties they were more likely to work with after an incident (bully, victim, both, or neither), whether they only consult with incident involving special education students, and how they perceive the role as a school psychologist (work only with classified special education students, work mostly with classified special education students, or work with any student). Uninvolved participants answered the same question, but with what they believed was the role of the school psychologist.

Finally, all participants were asked to rank various statements on a scale consisting of "definitely disagree," "disagree," "agree," or "definitely agree." The statements included "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," and "I would like to be involved but feel that district administration does not view it as my role."

Design

Dependent variables included expertise/training, time, administrative support, and satisfaction, while the independent variable was the level of involvement. Participants were grouped as "Involved" or "Not Involved" group and comparisons were made by analyzing whether there was a difference amongst groups in their Likert rating of lack of

expertise/training, lack of time, lack of administrative support, and satisfaction. In order to do so, the information was coded so that when an option (i.e. "definitely disagree," "disagree," "agree," "definitely agree") on the Likert scale was selected after reading the statements, the response was coded as a 1, meaning "Yes" (2="No"). Independent sample Mann Whitney U tests using SPSS were used and frequency distributions as descriptive statistics were used to outline the answers for the demographic questions; demographic variables were also coded based on a "Yes" or "No" response.

Procedure

School psychologists practicing in New Jersey school districts were sent an email with an overview of the purpose and general background of the study. The emails were obtained through public school websites and the New Jersey Association of School Psychologists email list. The two lists were cross referenced to avoid any participants receiving the survey more than once and to avoid individuals who were not currently practicing from receiving the survey. In addition, it was explained that the information that was obtained from the survey would be kept in a secure location and kept confidential from other individuals that were not the principal investigator or the co-investigator.

Along with the direct survey link, the email also included a brief description and rationale of the purposes of the survey as well as contact information of both the principal and co-investigators. Once the survey was opened, the participant read information relating to the purposes of the survey, approximate time requirement, voluntary participation, minimal risk description, confidential assurance, and further contact information of investigators. Afterwards, participants were required to report if they were

eighteen years or older and that they voluntarily gave consent to participate in the survey. If they answered that they were not eighteen or over or did not voluntarily give consent, they were skipped to the end of the survey.

Moreover, there was minimal risk of harm to participants and the probability of a discomfort was not greater than ordinary daily activity. However, there may be a possibility of breach of confidential information that was collected due to the online collection of data. In order to address a breach of confidentiality, the collection of surveys were stored in a secure location using Rowan University's Qualtrics account. The answers were obtained through Qualtrics and are expected to be kept for six years after the completion of the study for possibility of any follow-up studies that may be completed.

Chapter 4

Results

Descriptive Demographic Statistics

Out of the 99 participants, 25% were male and 74.7% were female. 4% of participants attained a master's degree, 35.4% held a master's degree or more, 37.4% held an educational specialist degree, and 23.2% with a doctoral degree. In addition, 34.3% indicated that had a National Certified School Psychologist Credential, while 65.7% did not.

For length of years in practice since certification, 19.2% indicated 0 to 5 years, 22.2% with 5 to 10 years, 16.2% 10 to 15 years, 12.1% with 15 to 20 years, and 30.3% with 2 or more years. With years in current setting, 32.3% of participants had 0 to 5 years, 20.2% had 5 to 10 years, 26.3% had 10 to 15 years, 9.1% had 15 to 20 years, and 12.1% had 20 or more years.

With regard to the primary employment setting, 45.5% of participants indicated that they were in a single school in a public school district, 48.5% were in multiple schools in a public school district, 1% in more than 1 public school district, 2% in a public special education school, 1% in a private special education school, and 3% selected "other." In addition, 12.1% of participants worked in a school district that was less than 600 students, 20.2% with 600 to 1300, 40.4% in 1300 to 3999, 15.2% in 4000 to 7999, 11.1% in at least 8000, and 1% as I do not work in a school district. Moreover, 12.1% of participants indicated that their school setting was urban, 75.8% suburban, and 12.1% rural. 49.5% of participants worked with grade levels preschool through second

grade, 50.5% third through fifth grades, 40.4% sixth through eighth grades, 33.3% ninth through twelfth grades, and 12.1% selected the "other" option.

With regard to responsibilities, 16.2% identified themselves as an IR&S Committee chair, 6.1% as a 504 coordinator, 94.9% as a case manager, 18.2% as a CST coordinator, and 21.2% selected the "other" option. 75.8% of participants selected counseling as part of their average work week, 87.9% chose consultation, 97% general case management, 94.9% conferences for specific students, 79.8% for general CST department meetings, 94.9% paperwork, and 19.2% "other." Finally, with regard to caseload, 7.1% had 0 to 20 students, 29.3% 20 to 40, 38.4% 40 to 60, 14.1% 60 to 80, 8.1% 80 or more, and 3% did not case manage students.

Hypothesis One

When asked what best described their role in HIB initiatives, 35.4% selected member of the School Safety Team, 14.1% as the Anti-Bullying Specialist, 3% as Anti-Bullying Coordinator, 41.4% provided direct support services, 44.4% provided indirect support services, and 2% selected "other." However, 40.4% of school psychologists indicated that they were not involved or minimally involved (i.e., only participate in activities that all school staff are required to attend or if an IEP change is with the implementation of HIB initiatives). Overall, out of the 99 participants, 59.6% indicated that they were involved in some capacity and 40.4% were uninvolved in HIB initiatives. Figure 1 provides the percentages of participants across the different roles.
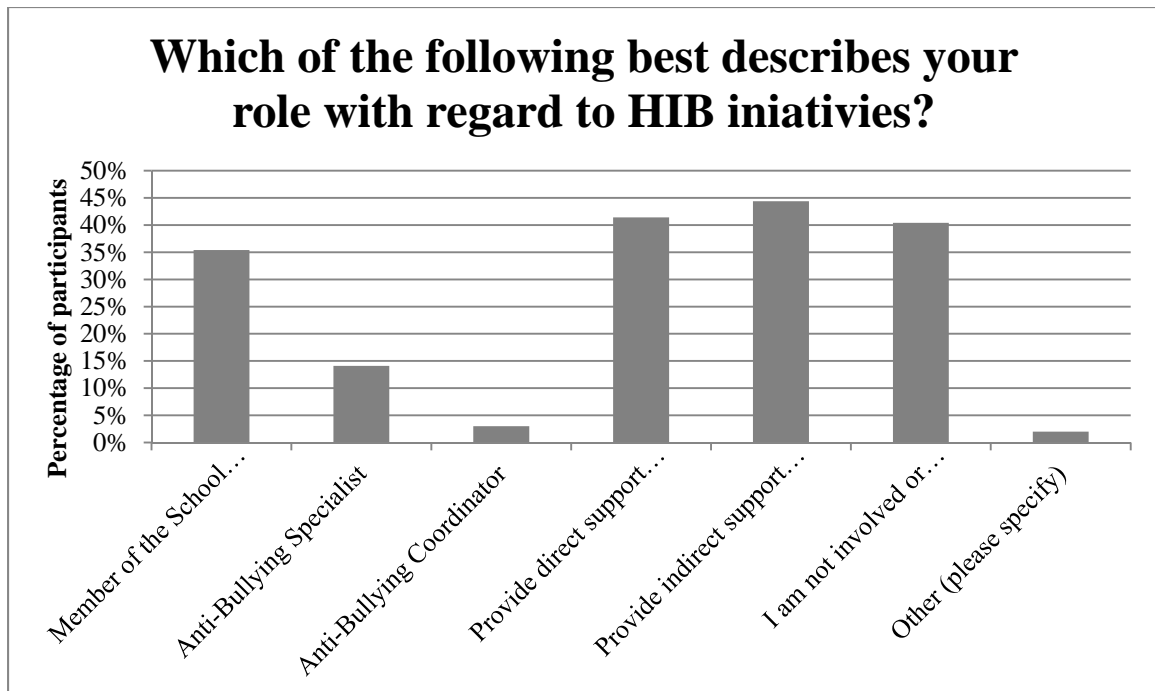
Which of the following best describes your role with regard to HIB iniativies?

Figure 1. Percentages of participants involved in various HIB roles.

Hypothesis Two

With evaluation of the roles described in Figure 1, frequency distributions were used in order to understand the percentage of participants that were involved in leadership role (i.e. Anti-Bullying Specialist and Anti-Bullying Coordinator). The results indicated that 74.6% were not involved in one or both of these leadership roles. Figure 2 illustrates the percentage of participants in leadership roles versus non-leadership roles or no involvement.

Percentage of Participants in Leadership Roles

■ Yes ■ No

25.4%

74.6%

Figure 2. Participants in leadership roles vs. non-leadership roles.

Specific Roles of Involved School Psychologists

Once participants indicated that they were involved in HIB initiatives they were required to rank the involvement in specific roles. The participants were required to rank there involvement by never involved, rarely involved, sometimes involved, or often involved. Figure 3 illustrates the percentages of participants that answered that they were involved with specific HIB roles. With direct intervention services following an incident, 45.8% indicated that they were sometimes involved and was also the majority, while another 45.8% were never involved with facilitating specific training programs for staff. 32.2$ were never involved with facilitating general programs to enhance the school climate, 6% were never involved with facilitating parent training, and 30.5% were never involved with providing counselling services to groups. In addition, 28.8% were sometimes involved with providing on-going counseling services for individual students, 33.9% sometimes involved with providing consultation support services, and 28.8% were sometimes involved with manifestation determination and/or functional behavior

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assessments. Finally, 35.6% were almost always involved with attending in district staff

in-service training, 33.9% never involved with out of district training specific to HIB,

44.1% never involved with conducting an investigation, and 44.1% never involved with
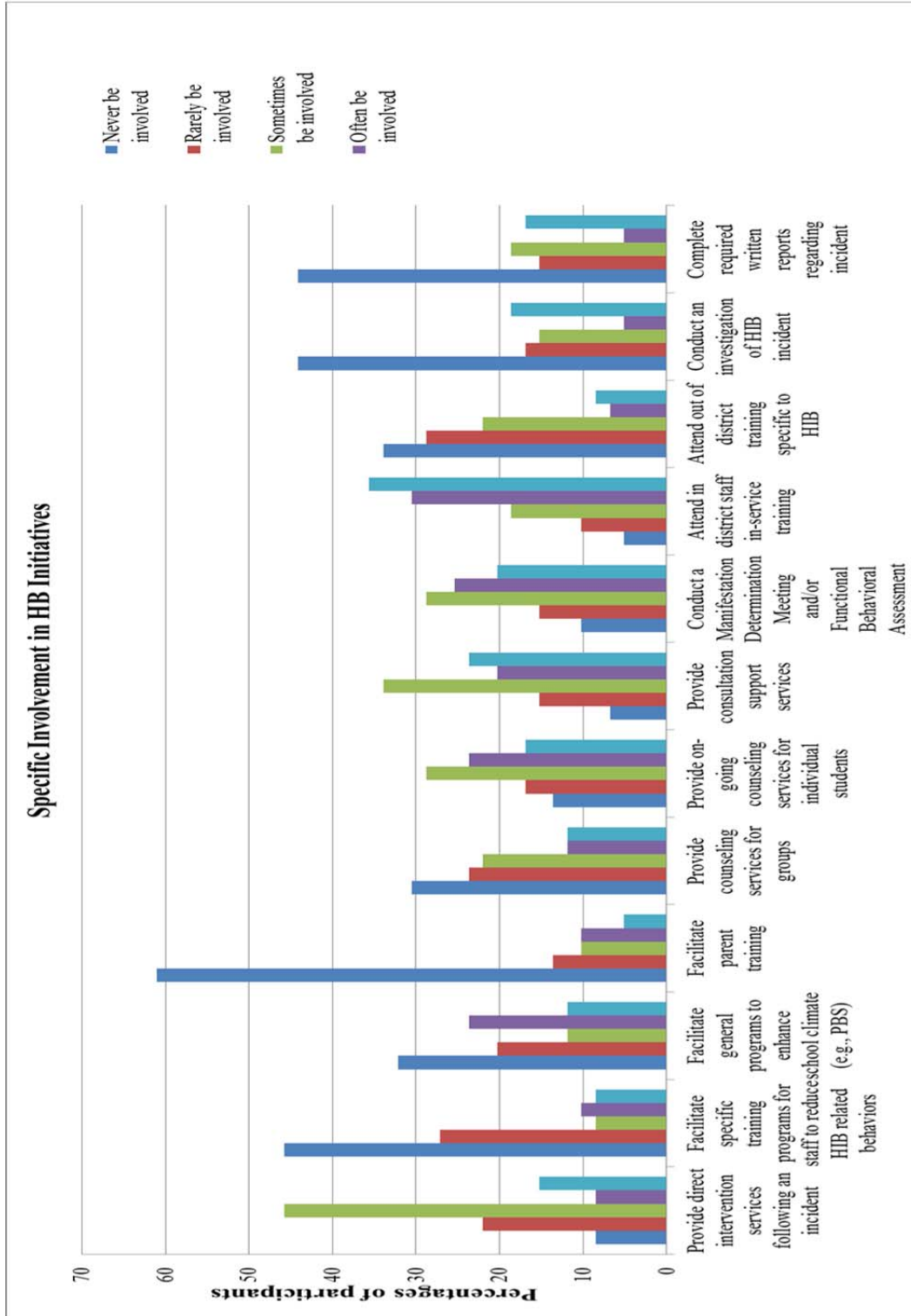
written reports.

Figure 3. Percentages of participants involved in specific HIB roles.

Perceptions of Not Involved Participants

Out of the participants that indicated that they were not involved in HIB initiatives at their school, the majority (45%) thought that school psychologists would sometimes be involved in provident direct intervention services following an incident. 37.5% selected sometimes be involved for facilitating specific training programs for staff, 32.5% selected sometimes be involved with facilitating programs to enhance the school climate, and 37.5% for parent training. In addition, sometimes be involved was selected by 40% for providing counseling services to groups and individual students. The majority (45%) thought that school psychologists would often be involved with providing consultation support services and 45% thought that they would almost always be involved with Manifestation Determination meetings and/or Functional Behavior Assessments. 37.5% selected often be involved with attending in district staff in-service training and 35% selected attending out of district training specific to HIB. Figure 4 illustrates percentages of participants that indicated their perceptions on various roles.
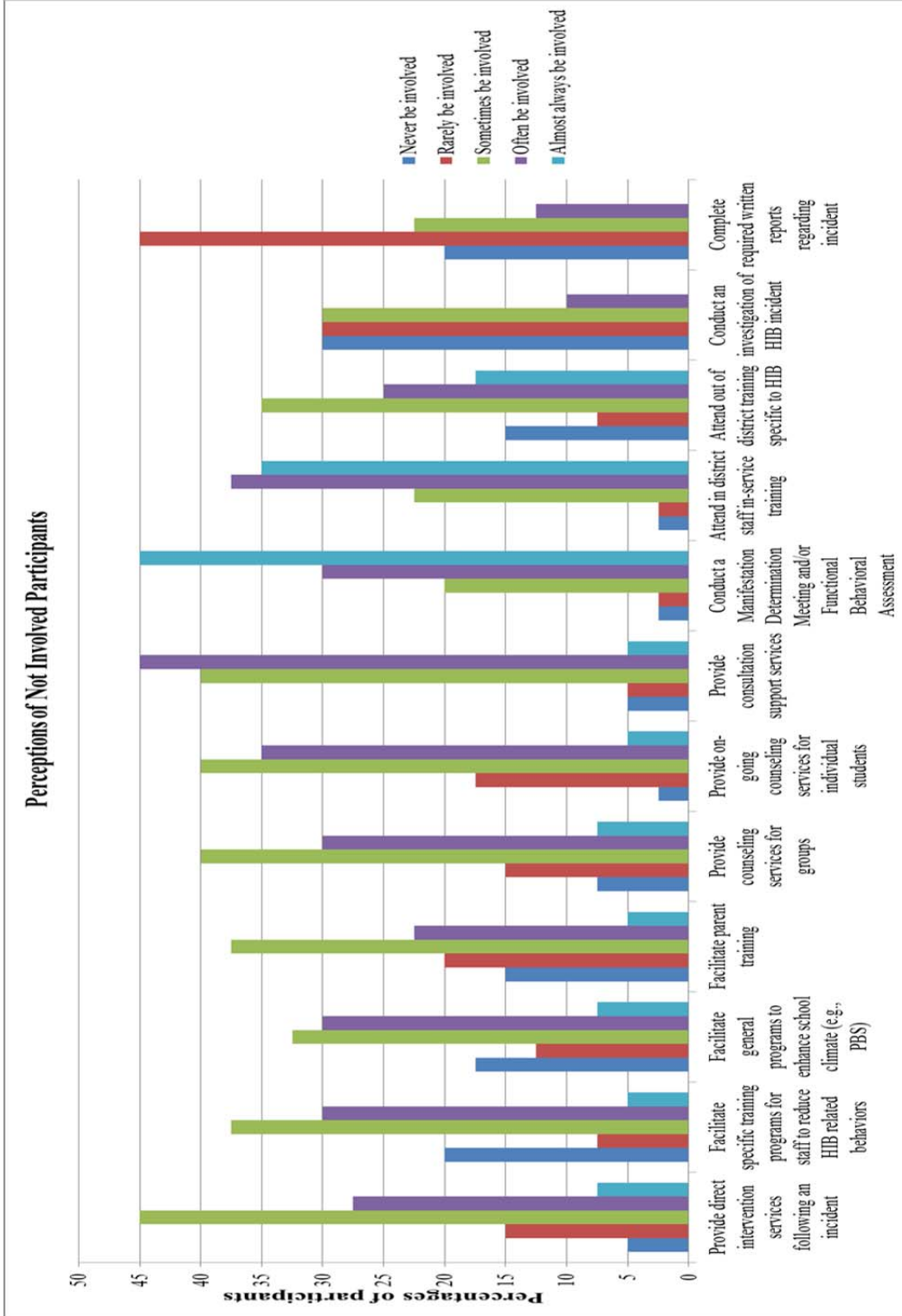
Figure 4. Percentages of not involved participant role perceptions.

Hypothesis Three

In order to understand the difference between the involved and uninvolved groups with regard to influential factors (i.e. expertise, time, and administrative support) nonparametric samples Mann-Whiney U Tests were conducted in order to compare Likert items across two groups that were not normally distributed (Laerd Statistics, 2013). The following data can be seen in Figure 5.

Lack of expertise/training. The original hypothesis was that the responses to the statement "I would like to be more involved but feel I do not have the expertise/training required" would be different between the involved and not involved groups of school psychologists. However, he results of the Mann-Whitney U test indicated that the mean response of involved school psychologists was not significantly different than the mean responses of not involved school psychologists (U=1139, Z=-.322, p=.747).

Lack of time. In addition, the statement "I would like to be more involved but feel I do not have the time given my other responsibilities" was also found to be insignificant across involvement groups. The perceived lack of time of the involved school psychologists and not involved school psychologists was analyzed using a Mann-Whitney U test. Results indicated that the mean lack of time score of involved school psychologists was not significantly different than the mean lack of time score for not involved school psychologists (U=1083.5, Z=-.732, p=.464).

Lack of administrative support. However, the statement "I would like to be more involved but feel that district administration does not view it as my role" was found to be significant across involved and not involved groups. Perceived lack of

administrative support of involved school psychologists and not involved school

psychologists was analyzed using a Mann Whitney U test and the results indicated that

the mean perception of lack of time was not significantly different between the two

groups (U=686, Z=-3.706, p=.000).

Hypothesis Four

An independent-samples Mann-Whitney U Test was also used to analyze the

satisfaction of the involved school psychologists and the not involved school

psychologists. Results indicated that the mean satisfaction score of involved school

psychologists was significantly different than the mean satisfaction score for not involved

school psychologists (U=1081, Z=-.817, p=.414).

Chapter 5

Discussion

Summary of Findings

The purpose of this study was to investigate the involvement of school psychologists four years after the passing of the New Jersey Anti-Bullying Bill of Rights Act. They results were obtained through the distribution of a survey distributed to over 1,000 school psychologists across New Jersey that asked questions regarding demographics and specific role of involvement. Specific roles were asked to participants that indicated that they were involved and perceptions of the role were asked of those who were not involved; every participant rated their satisfaction and roles that influenced their satisfaction.

The first hypothesis was that the majority of school psychologists would be involved in anti-bullying legislation and interventions. The results obtained from the survey distributed to over 1,000 school psychologists across New Jersey indicated that the majority of participants were involved in some capacity in anti-bullying initiatives. The majority provided indirect support services, which was closely followed by providing direct support services.

The second hypothesis was that the majority of participants not only were involved in HIB initiatives, but that they also held a leadership role. In other words, they indicated on the survey that they were the Anti-Bullying Specialist, the Anti-Bullying Coordinator, or both. The results indicated that the majority of participants that indicated involvement did not hold a leadership position.

The third hypothesis was that the factors influencing involvement would be expertise, time, and administrative support. In order to test this hypothesis, a comparison between uninvolved and involved groups was completed. The results indicated that there was no difference between groups that expertise or time influenced their involvement. However, the results did indicate that there was a difference between groups in their rankings of the perceptions of administrative support.

Finally, it was hypothesized that there would be a difference between groups in their satisfaction with their role in HIB initiatives. Unfortunately, the results indicated that there was no difference; in other words, even the participants that were uninvolved were satisfied with their current lack of anti-bullying advocacy with regard to roles.

General Components of Service Delivery

Domain 1: Data-based decision making and accountability. Bradshaw and Waasdorp (2009) specifically indicated that self-report surveys with regard to bullying can be helpful in depicted factors related to bullying data-based decision making. As previous research indicated, barriers to HIB interventions and initiatives were lack of time and lack of trained staff when school psychologists completed a survey (Sherer & Nickerson, 2010). This study, in a way, did not support this evidence. For example, the results indicated that there was no difference between involved and uninvolved groups of participants, meaning that lack of time and lack of expertise/training were not factors with involvement in HIB. Results also indicated the majority of school psychologists are almost always involved in attending in district staff in-service trainings, but are never involved with attending out of district training specific to HIB, while the uninvolved group indicated that they thought school psychologists are often or always involved with

trainings. Although this survey asked school psychologists about their own time and training and not that of other staff, it is possible that that is why the results of this study did not support previous research. However, it would be beneficial for future studies to elaborate on the intervention strategies that school psychologists believe are the most effective and which strategies are implemented based on their training in data-based decision making (O'Malley, 2009).

Domain 2: Consultation and collaboration. Within this domain, staff connectedness in terms of staff-administration relationships was addressed with this study. Interestingly, previous research indicated that staff relationships with administration were not a factor in influencing a willingness to intervene in bullying situations (O'Brennan et al., 2014). In contrast, this study's results indicated that there was a difference between involved and uninvolved groups with administrative support being a perceived factor in HIB involvement. In addition, most involved participants indicated that they were sometimes involved in providing consultation support services, while the majority of uninvolved participants viewed this as a role that school psychologists would often be involved. In future research, it would be beneficial to compare this study with other studies that have utilized the same survey to see if the support of administration is becoming a consistent factor.

Student-Level Services

Domain 3 and 4: Interventions and instructional support to develop academic skills and social skills. In addition, the results indicated that the majority of school psychologists were never involved with providing direct service interventions, such as counseling, after a bullying incident, although other research has supported the

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idea that small group interventions are most effective (Merrell et al., 2008). The majority

of participants were only sometimes involved when it came to providing on-going

counseling services with individual students as well as group counseling, even when it is

known that academic issues are a result of psychological maladjustment after incidents

and that individual and group counseling do help reduce aggression and bullying (Rueger

& Jerkins, 2014; Home, Stoddard, & Bell, 2007). However, it is important to understand

that the amount of counseling a school psychologist does depend on the school setting

(Fagan & Wise, 2007). Moreover, the small majority of involved participants were

sometimes or often involved in conducting Manifestation Determination and Functional

Behavior Assessments. Interestingly, the majority of uninvolved participants believed

that school psychologists in HIB initiatives are almost always involved with

Manifestation Determination and sometimes involved with on-going and group

counseling, which shows some variation across groups.

  Domain 5: Schoolwide practices to promote learning. However, although HIB

initiatives and interventions described by Ferguson et al. (2007) and Swearer et al. (2010)

were deemed unsuccessful, they can be successful when staff are reliable with

implementation, student roles are clarified, and effect sustainability is considered possible

(Nese, Horner, Dickey, Stiller, & Tomlanovic, 2014). Improving school climate is a

schoolwide practice that has evidence supporting its effectiveness (Olweus & Limber,

2007; Low & Ryzin, 2014). In addition, the majority of involved participants in this study

indicated that they were never involved in facilitating general programs to enhance

school climate, even though the majority of uninvolved participants indicated that they

believe that school psychologists are often or sometimes involved in enhancing the

school climate. However, since this study was specifically asking about involvement in school climate with regard to anti-bullying interventions, it is possible that the involved participants were involved with school climate in a different capacity.

Domain 6: Preventive and responsive services. The survey indicated that majority of participants were never involved with reactive procedures, such as conducting investigations of HIB incident and completing written reports) and proactive strategies (attending out of district training specific to HIB); perceptions of roles indicated similar results except that it is expected that involved school psychologists would sometimes be involved with attending out of district training specific to HIB and sometimes, rarely, or never be involved with conducting investigations or writing reports. Overall, previous literature discussed how bullying intervention procedures are normally reactive rather than proactive (Elinoff et al., 2004; Sarre & Langos, 2013). However, this study indicated that school psychologists are not involved or perceive it not to be their responsibility to be involved in the previously discussed proactive and reactive procedures, suggesting that participants may have viewed other strategies as more appropriate for their expertise.

Domain 7: Family-school collaboration services. Bradshaw et al. (2007) claimed that it is the school psychologist's responsibility to disperse information and educate parents about talking to their children about bullying. In contrast, the vast majority of participants indicated that they were either never involved in facilitating parent training or they perceived it as sometimes being a role of a school psychologist. However, it is necessary to consider that this responsibility may be made unavailable to practicing school psychologists due to administration and the job descriptions of other educational professionals.

Foundations of Service Delivery

  Domain 8: Diversity in development and learning. Due to the diversity

amongst bullies, victims, and bystanders it is important to take into consideration that

results obtained from this survey may yield different results due to differing school

cultures. In addition, school psychologists in other states with various percentages of

sexual orientations, ethnicities, and special education students could have received

different responses. Fortunately, the results of this survey indicated that the majority of

school psychologists in New Jersey are involved in some capacity with HIB initiatives. In

turn, further research can be completed in order to investigate involved school

psychologists considerations about diversity among bullies, victims, and bystanders as

well as if there are different rates of HIB between suburban, urban, and rural schools.

  Domain 9: Research and program evaluation. Espelage (2012) explained that

results of surveys should be explained to students and staff in order to implement a

bullying prevention program that is beneficial for the unique needs of a particular school.

Results from this study, and others in the future, could be used to assess the areas that

school psychologists are not being utilized and how they could contribute to programs.

For anti-bullying interventions, like the Olweus Bullying Program, it is important to take

into consideration teacher and school variables that may affect its implementation or

effectiveness, especially since research has also indicated that bullying interventions are

generally ineffective (Kallestad & Olweus, 2003; Ferguson, et al., 2007).

  Domain 10: Legal, ethical, and professional practice. Although there has been

varying degrees of coverage on the topic of bullying throughout state policies, it is a

direction forward that New Jersey implemented their own (Smith et al., 2012). Future

directions may involve the investigation of whether the New Jersey Anti-Bullying Bill of Rights Act contains information about specific forms of bullying, responsibilities of staff, peer support, and transference to other settings (Smith et al., 2012).

Explanation of Findings

Although 59.6 percent of school psychologists were involved with anti-bullying initiatives within this study, there are still 40.4 percent that were not involved. This hypothesis was investigated to be correct; however, it is possible that due to the small sample size that responded to online surveys that this may not be a proper representation of all school psychologists in New Jersey. In addition, it is still imperative that the number of involved school psychologists increases. This may indicate that involved school psychologists are more likely to answer surveys regarding HIB initiatives.

In addition, the majority was considered to be involved, there are additional explanations as to why the majority of involved school psychologists did not hold leadership positions. For example, although the New Jersey Anti-Bullying Bill of Rights Act requires an Anti-Bullying Specialist or an Anti-Bullying Coordinator within each school district, it is possible that schools across the state may define that role definitely and thus lead to different results. In turn, it is possible that the title of the specialist and coordinator may be more administrative and not include the particular practice roles of school psychologists. For example, Fagan and Wise (2007) discussed expert power, which can be explained in terms of involvement in HIB initiatives. The authors explained that expert power can be possible when administrative authority and power is absent; it is when school psychologists have knowledge pertaining to a specific topic, such as bullying. Therefore, although many school psychologists in this study indicated that they

were not involved in leadership roles, it is possible that they were consulted with regard to their expert power.

With regard to factors influencing involvement, expertise and time did not show variance across the involved and the uninvolved groups. Although time was expected to be an influential factor, the comprehensive model of service delivery within the ten domains of practice may have contributed to the lack of difference amongst groups with regard to expertise/training since all school psychologists are equipped with that knowledge.

Implications

The implications of these hypotheses include the idea that it is possible that school psychologists' knowledge and resources are not utilized within HIB initiatives of the field of education. Although this finding contradicts what was predicted, it gives a better understanding of the distribution of this population between not involved and involved groups. At the same time, the separation between special education and general education is also a factor; school psychologists are responsible to give more comprehensive services rather than just focusing on the special education population. With regard to influential factors, the study provided further insight into the fact that administrative support may interact with the likelihood that a school psychologist would actively advocate anti-bullying legislation through specific roles.

Limitations

Finally, limitations of these results and survey include common survey research issues, such as response rate and the honesty of participants (Picardi & Masick, 2014). In turn, since 99 participants completed the survey out of 1,000 it is necessary to take that

into consideration that the sample size may not have been a proper representation of the population. Individuals that were sent the survey but did not answer could have been greatly different from participants, but chose to not participants for other reasons, such as free time or lack of incentive (Picardi & Masick, 2014). In addition, wording issues of the survey could include misleading descriptions of some of the questions, or that it was not reiterated that all questions involved HIB initiatives and not general everyday responsibilities (Picardi & Masick, 2014). Reactivity of the knowledge that they were in a study may have influenced results (Campbell & Stanley, 1963). Finally, due to the various rating scales, participants could have rated questions to give responses that were perceived as favorable to the investigators.

Future Directions

This study is able to be applied to future research focused on various topics that are integrated within the ten domains of school psychologist service delivery. For example, researching the best interventions that school psychologists deem more appropriate would be a way to have their perspectives more involved within intervention strategies. In addition, additional surveys may yield results that show that administrative support is a consistent factor with regard to school psychologists' level of involvement in HIB initiatives. Although continued assessments on whether bullying interventions are effective, researching what works best for diverse populations may also be a beneficial topic of future research. Overall, school-based bullying is not a new phenomenon in New Jersey or other geographic locations, and will most likely continue to be a significant problem for students; future research should be focused on decreasing the prevalence for diverse populations of students.

Appendix

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

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

You are invited to participate in this online research survey entitled "The Role of School Psychologists Regarding the Implementation of the Anti-Bullying Bill of Rights Act. You are included in this survey because you are currently practicing as a school psychologist in a New Jersey school setting. The survey may take approximately 15 minutes to complete. Your participation is voluntary. If you do not wish to participate in this survey, do not respond to this online survey. Completing this survey indicates that you are voluntarily giving consent to participate in the survey. We expect the study to last until December of 2015. The purpose of this research study is to investigate the involvement of school psychologists in anti-bullying interventions implemented four years after the New Jersey Anti-Bullying Bill of Rights was passed. In addition, factors influencing involvement in anti-bullying initiatives are also addressed. Approximately 400 school psychologists in the state of New Jersey were sent this survey electronically. There are no risks or discomforts associated with this survey. There may be no direct benefit to you. However, by participating in this study, you may help us understand the current involvement of school psychologists in anti-bullying interventions and how legislation can be better directed towards improving implementation. Your response will be kept confidential. We will store the data in a secure computer file and the file will be destroyed once the data has been published. Any part of the research that is published as part of this study will not include your individual information. If you have any questions about the survey, you can contact Amanda Brady at 609-440-3585 or Dr. Terri Allen at allente@rowan.edu, but you do not have to give your personal identification. Please complete the following checkboxes. To participate in this survey, you must be 18 years or older.

❍ I am 18 years or older.
❍ I am NOT 18 years or older.
If I am NOT 18 years or older. Is Selected, Then Skip To End of Survey

Completing this survey indicates that you are voluntarily giving consent to participate in this survey.
❍ I voluntarily give my consent to participate in the survey.
❍ I do NOT voluntarily give my consent to participate in the survey.

What is your job tite?

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

Sex

❍ Male
❍ Female

What is your highest degree attained?

❍ Masters
❍ Masters +
❍ Educational Specialist
❍ Doctoral degree

Years in practice (since certification as school psychologist)

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

Years in practice in current setting

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

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

❍ Yes
❍ No

Which of the following best describes your primary employment settings?

- ❑ 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) _____

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) _____

Which of the following best describes your primary employment setting?

- ❍ Urban
- ❍ Suburban
- ❍ Rural

Which of the following best describes the grade levels for the students population(s) with whom you work (you may choose more than one)?

- ❑ P - 2
- ❑ 3 - 5
- ❑ 6 - 8
- ❑ 9 - 12
- ❑ Other (please specify) _____

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

- ❑ IR&S Committee Chair
- ❑ 504 Coordinator
- ❑ Case Manager
- ❑ CST Coordinator
- ❑ Other (please specify) _____

Which of the following encompass your responsibilities during the average work week? Check all that apply.
- ❑ Psychological Evaluation
- ❑ 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) _____

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.

Which of the following best describes your role with regard to the HIB initiatives?
- ❑ Member of the School Safety Team
- ❑ Anti-Bullying Specialist
- ❑ Anti-Bullying Coordinator
- ❑ Provide direct support services (e.g., counseling)
- ❑ Provide indirect support services (e.g., consultation, resource person)
- ❑ I am not involved or minimally involved (i.e., only participate in activities that all school staff are required to attend or if an IEP change is required) with the implementation of HIB initiatives at my school
- ❑ Other (please specify) _____

You have indicated that you are involved in implementation of HIB initiatives 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. 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
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 on-going counseling services for individual students	❍	❍	❍	❍	❍

Provide 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	❍	❍	❍	❍	❍
Conduct an investigation of HIB incident	❍	❍	❍	❍	❍
Complete required written reports regarding incident	❍	❍	❍	❍	❍

Which parties are you likely to work with after a HIB incident has been reported?
- ❍ the bully
- ❍ the victim
- ❍ both
- ❍ neither

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

❍ Yes
❍ No

Following an 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.

You have indicated that you are not involved in implementation of HIB initiatives but we are are interested in more information regarding perceptions of the role of the school psychologist. Even though you have indicated that you are minimally or not involved, which activities do you perceive as within the role of the school psychologist with regard to HIB initiatives. The school psychologist should:

	Never be involved	Rarely be involved	Sometimes be involved	Often be involved	Almost always be involved
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 on-going counseling services for individual students	❍	❍	❍	❍	❍
Provide 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	❍	❍	❍	❍	❍
Conduct an investigation of HIB incident	❍	❍	❍	❍	❍
Complete required written reports regarding incident	❍	❍	❍	❍	❍

Which parties do you feel the school psychologist may work with after a HIB incident has been reported?
- ❍ the bully
- ❍ the victim
- ❍ both
- ❍ neither

Following an 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.

Please rank the following statements below on a 1 •- 4 scale where 1 is Definitely Disagree and 4 is Definitely Agree.

	Definitely Disagree	Disagree	Agree	Definitely Agree
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.	❍	❍	❍	❍