ACCEPTABILITY OF BEHAVIORAL BULLY INTERVENTIONS:
MEXICAN DESCENT AND WHITE AMERICAN ELEMENTARY
SCHOOL STUDENTS' RATINGS OF ASSERTIVENESS
AND SEEKING ADULT HELP SKILLS

by

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ABSTRACT

Acceptability of Behavioral Bully Interventions: Mexican Descent and White American Elementary School Students’ Ratings of Assertiveness and Seeking Adult Help Skills

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Research has demonstrated the effectiveness of school-based interventions for children to use to deal with being bullied. However, the research has not looked at the effectiveness of these interventions for Latino students. These students come to school with different cultural experiences and values. In theory, treatment that is evaluated as acceptable and potentially effective is more likely to be used. This study investigated and compare the treatment acceptability ratings of White American (n = 87) and Mexican descent (n = 28) students for two intervention skills that are often taught in bully intervention programs: assertiveness and seeking help from an adult. Students were taught each skill in an analog group setting and asked to rate the acceptability of each skill. Results showed that White American students had a higher acceptability rating of the assertiveness skill than the Mexican descent students. White American females rated
the assertiveness skill higher than Mexican descent males, and rated the skill of seeking adult help higher than White American males. No differences in treatment acceptability were found between the groups of students for the intervention on seeking help from adults. Similar barriers to implementation were reported by both Mexican descent and White American students. Finally, no relationship was found between the Mexican descent students’ acculturation level and treatment acceptability ratings. Implications of these findings for school-based practice and research are discussed.
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CHAPTER I

INTRODUCTION

An increased awareness of bullying prevalence and its adverse outcomes has compelled schools to incorporate or plan to incorporate schoolwide bully intervention programs. It is estimated that 1 in 10 children are repeatedly and persistently experiencing physical, verbal, or psychological abuse by their peers (Olweus, 1994). Researchers have established that peer victimization is associated with poor social and emotional adjustment including anxiety, depression, withdrawal, aggression, loneliness, and poor peer relationships (Hawker & Boulton, 2000; Nansel et al., 2001). These behaviors often disrupt a student’s learning process, resulting in academic problems, a negative attitude towards school, and consequently, school avoidance (Boulton & Underwood, 1992). Thus, implementing interventions that help students deal appropriately with bullying is important in preventing later adverse outcomes for these individuals.

A small but growing body of research literature on schoolwide approaches to control and intervene with bullying has shown that these approaches have reduced the incidence of bully behaviors by 17% to 50% (Carney & Merrell, 2001; Olweus, 1993). In almost all programs, school personnel invest time and resources in implementing rules and consequences against bullying, frequent assessment of bully incidences, and supervising bully “hot spots” (Carney & Merrell; Newman-Carlson & Horne, 2004). However, students also generally play an important role in bully intervention programs. These programs generally teach students to not tolerate bullying that happens to
themselves or others, how to assertively stop bullying that is experienced by themselves or by others, and how to get adult assistance.

However, significant challenges confront schools when selecting skills to be taught that all students will find useful and selecting interventions that will support all students. For a bully intervention to be effective, the intervention must be used by both adults and students. An intervention will more likely be used if it is socially reasonable, acceptable, and capable of being delivered within the resources and skills of all students. This is referred to in the literature as treatment acceptability (Elliot, Witt, Galvin, & Moe, 1986). Regardless of whether an intervention is potentially effective, if the student does not participate because the intervention is not socially acceptable, it will not bring about the desired change. Evaluation of the acceptability by a consumer of an intervention can serve to be a critical indication of the potential effectiveness that the treatment can have (Elliot, Witt, Kratochwill, & Stoiber, 2002).

Many schoolwide bully intervention programs exist but few have been empirically supported and even fewer have considered its acceptability, use, and effect on diverse student populations with cultural differences in tradition and values (Furlong, Morison, & Grief, 2003). Thus, bully intervention programs are being implemented with components that have proven to be effective primarily without making a distinction for differences due to ethnicity and are currently employed by schools based on the assumption that these treatment programs will be acceptable and used by all ethnicities to stop bullying.

The Latino population is one of the fastest growing ethnic minority populations in the United States (U.S.) schools, but they have been neglected in research of the
effectiveness of schoolwide programs. Assessing the acceptability of interventions for Latino populations is important because many Latino students report experiencing bullying at the same or higher level than White students (Seals & Young, 2003). Latinos also have a higher drop out rate than their African American or White American counterparts (Davisón Avilés, Guerro, & Berajas Howarth, 1999; U.S. Census Bureau, 2002) that is in part influenced by lack of school connectedness and negative school based experiences (Martinez, DeGarmo, & Eddy, 2004). Recent studies suggest that students who perceive strong social support at school report less victimization or internal distress when bullied (Davidson & , Demaray, 2007; Demaray & Malecki, 2003). Thus, there is an increasing need to address the specific needs of the Latino students who are experiencing bullying, as the Latino population in the U.S. continues to grow.

Research has demonstrated that Latinos have cultural values and styles of socialization characteristics and strategies that differ from the White American culture that may influence acceptability of treatments differently than treatment acceptability of consumers from other ethnicities. For example, Latinos places a greater value on conformity to authority than on autonomy, collectivism (i.e., emphasizing the group rather than the individual), a higher premium on respect for authority (respeto), and an emphasis on behaviors that lead to harmonious social relationships (simpatía; Marin & Marin, 1991; Roosa, Morgan-Lopez, Cree, & Specter, 2004). The importance of family (familismo) and communication and supportive actions that demonstrate a connection with family and others are greatly valued in Latino culture (personalismo). Moreover,
gender characteristics, *marianismo* and *machismo* (Cauce & Domenech-Rodriguez, 2002), support distinct male and female qualities and roles in Latino culture.

Currently, it is not known if these ethnic-based cultural differences influence the acceptability of the bully interventions that have been based on White (largely European-American) values. Therefore, there is a need to determine the acceptability of such schoolwide programs specifically with Latino populations. Acceptability of a treatment can be an important way of predicting the likelihood that the treatment appropriately matches their traditions and values and thought to produce the desired effects (Eckert & Hintze, 2000). Furthermore, the measurement of treatment acceptability has largely been conducted with adults, rather than children, who are primary participants of bully interventions (Elliot, 1986).

This study was intended to further examine the extent that students consider schoolwide bully interventions to be fair, reasonable, and appropriate and the extent that interventions ratings differ between Latino and White American students. Specifically, students learned to use and then rated the treatment acceptability of two basic components of bully intervention, assertiveness and soliciting adult help, that are intended to prevent negative outcomes of violence such as school avoidance, anger-related behavior, and poor social and emotional adjustment (Committee for Children, 1991; Merrell et al., 2004; Richardson & Evans, 1997).
CHAPTER II

REVIEW OF LITERATURE

The purpose of this literature review is to summarize the empirical literature concerning bullying interventions, student treatment acceptability of interventions, and an overview of culturally specific beliefs and values of Latino students, which may contribute to Latino students perceiving bully interventions differently than their White counterparts. A systematic review was conducted using electronic databases, ERIC and PSYCINFO, to locate primary research. Review and journal articles were reviewed containing empirically based studies published from 1978 until the present that focused on schoolwide bully intervention programs, children’s treatment acceptability of school interventions, and unique Latino values and beliefs.

School Bully Intervention Programs

Bullying is a pervasive problem in elementary and secondary schools throughout the industrialized world (Roland & Munthe, 1989; Smith et al., 1996). Being a victim to bullying is associated with multiple negative outcomes including anxiety, depression, withdrawal, aggression, loneliness, and poor peer relationships (Hawker & Boulton, 200; Nansel et al., 2001). These behaviors often disrupt a student’s learning process, resulting in academic problems, a negative attitude towards school, and, consequently, school avoidance (Boulton & Underwood, 1992). Thus, implementing interventions that help students deal appropriately with bullying, is important in preventing later adverse outcomes for these individuals.
There are a number of schoolwide programs that have been developed that are intended to help intervene with bullying (Carney & Merrell, 2001). Effective bully intervention programs generally employ similar approaches. One common approach involves promoting adult support to reduce bully opportunities, and thus to keep schools safe. Olweus (1997) has conducted several studies showing up to a 50% reduction in bullying when adults in schools are trained to assess bully situations, increase supervision, set firm negative consequences for bullying, and talks with bullies and victims.

In addition to adult support, many schoolwide programs include individual interpersonal social competence training as a means to avoid bully situations and provide peer support. One such program is Second Step: A Violence Prevention Program (Committee for Children, 1997), a program with different levels developed for preschool-to eighth-grade students. Second Step focuses on developing empathy, social problem solving, assertiveness, and anger management, to help students deal with problematic situations, through the use of instruction, modeling, role-plays, cueing, and reinforcement. Subsequent studies have shown positive results of Second Step with increases in prosocial areas and decreases in negative bullying behaviors such as physical and verbal aggression (Frey, Nolen, Van Svhojack-Edstrong, & Hirschstein, 2001; Grossman et al. 1997; McMahon & Washburn, 2003; McMahon, Washburn, Felix, Yakin, & Childrey, 2000; Orpinas et al., 1995; Taub, 2001;).

Kochenderfer and Ladd (1997) specifically examined the effects of social support with young children on bully intervention and found that the coping strategy of “having a friend help” was associated with a reduction of bully victimization, while “fighting back”
was associated with continued victimization (assessed 5-6 months later). Additionally, help-seeking behaviors (telling a teacher or getting a friend’s help) was a strategy used more by students whose victimization decreased over time (Kochenderfer & Ladd).

In a recent study, student opinion of the effectiveness of strategies to stop bullying was also assessed. Camodeca and Goossens (2005) demonstrated that seventh- and eighth-grade victims and witnesses to bullying report that they would choose to use assertiveness strategies (confronting the bully) significantly more often than acting nonchalant or retaliation strategies when attempting to stop a bully, whereas bullies preferred retaliation and did not rate assertiveness or being nonchalant as effective strategies. Interestingly, victims were most likely to choose retaliation overall and were more likely to choose retaliation when put in a hypothetical bullying witness situation rather than a hypothetical victim situation when compared to nonvictims’ ratings of similar situations. The researchers hypothesized that this difference in choosing to retaliate may be likely due to a sense of helplessness that may occur only when in the victim role. The results demonstrated overall that the students appeared to endorse the importance of confronting bullies in a positive and assertive manner. However, studies report that most victims tend to be passive and submissive in bully situations suggesting the need to learn how to effectively use assertiveness strategies with support (Carney & Merrell, 2001).

In general, studies have demonstrated the effectiveness of adult support and teaching children the skills necessary to deal with being victims of bullying on the reduction of bullying. Two important skills that students learn to use and have been shown to effectively minimize victimization are assertively standing up for oneself and
seeking help from an adult. While there have been positive developments in the area of bullying interventions, programs do not eliminate *all* bully behaviors, which may be due to poor adherence to program procedures. Currently, many schools are providing programs, but the degree of implementation of effective components by adults and students in schools is unclear and few programs have been carefully evaluated (Furlong et al., 2003). Thus, there is still much that needs to be studied to assess and possibly enhance students' acceptance and use of skills that effectively stop victimization or develop peer and adult support to defend bullying (Smith, 2004).

**Treatment Acceptability**

Although students play an important intervention role to help reduce and prevent bullying experiences, these interventions can only be effective if the intervention is received and performed by the intended recipient of the intervention (victims), or the intervention agent (adults and victim peer supporters). While bullying interventions have been shown to reduce bullying, these interventions will not enable students to reduce or cope with bullying for themselves or others if the students do not participate in fulfilling their part of the program. One proposed important indicator of how well an intervention will be received is a measurement of the participants' acceptability of a treatment (Eckert & Hintze, 2000; Kazdin, 1980b).

Treatment acceptability was introduced by Kazdin (1980a) as a specific component from Wolf’s (1978) social validity theory. Social validity is the social significance of the target behavior(s) and the social appropriateness of the treatment procedures (Wolf) that results in socially functional change in the natural environment.
Kazdin further defined treatment acceptability as “the perceived appropriateness of treatment procedures by potential consumers.”

Elliot and Witt (1985) proposed that treatment acceptability measures the likelihood that the participant judges the treatment as being fair, reasonable, or appropriate for a consumer to use. Elliot and Witt further expanded the importance of treatment acceptability by linking the potential influence of treatment acceptability on the use, effectiveness, and integrity of a treatment. In their model, depicted in Figure 1, these components have a sequential and reciprocal relationship. As one component increases, the other components, in turn, increase. If the person administering or receiving an intervention feels that the intervention is reasonable, fair, and fitting with their needs, then they are more likely to use or participate in the intervention. High treatment acceptability ratings may predict when an individual will most likely participate in the treatment and is more likely to use the treatment with high integrity after training that is needed to ultimately produce the desired change. A used intervention that products the desired effect may incluence continued acceptance and use of the treatment over time and in other settings or situations. Alternatively, if the person dislikes an intervention, then the intervention will not be used and resources have been wasted to try to teach and implement an unacceptable treatment.

Although consideration of treatment acceptability is not the only factor in treatment efficacy, it can be an important way of predicting the likelihood that the treatment is acceptable to traditions and values of an ethnicity and thought to produce the desired effects. Theroretically, acceptability of a treatment before it is used may enhance an individual’s motivation to learn how to use an effective intervention and acceptability
Figure 1. Hypothetical model of factors that influence treatment acceptability (Taken from Elliot, 1986).

after using the intervention will maintain the continued use of the intervention over time. The consumer of a school-based intervention can include treatment agents such as teacher, parent, or a peer who is an assistant in the implementation of the treatment or the recipient of the treatment and treatment outcomes. To date, most studies that have investigated treatment acceptability for school-based interventions have solicited feedback from treatment agents such as parents or teachers on treatments for individual student interventions exhibiting problem behaviors (Elliot et al., 2002). Research indicates that involving students in decisions that have a direct effect on their lives is beneficial (Elliot, 1986; Taylor, Adelmans, & Kaser-Boyd, 1983), yet few studies have examined children’s acceptability ratings of treatment options that parents or teachers are asking them to use. Because bullying often occurs when or where adults are not present, students are key consumers of bully interventions who will be carrying out the methods of intervention, and not just adults.
A few areas related to treatment acceptability (Calvert & Johnston, 1990; Eckert & Hintze, 2000; Miltenberger, 1990) have been investigated with children including type of behavior interventions being rated, and characteristics of the rater (e.g., gender and race). The type of intervention preferred is the most studied area of treatment childhood acceptability ratings. An early study by Elliot and colleagues (1986) asked 23 mainstream sixth-grade students to rate various traditional interventions on a children’s version of a treatment acceptability rating scale, the Children’s Intervention Rating Profile (CIRP; Elliot & Witt, 1985). After reading a written hypothetical case of a boy exhibiting a behavior problem, students generally rated punitive consequential interventions for the boy’s inappropriate behaviors as more acceptable than positive consequential interventions for appropriate behaviors. That is, going to the principal’s office, missing recess, or a brief time out were rated as more acceptable than verbal praise or earning rewards. Results also indicated that the students’ acceptance ratings depended on the way teachers presented interventions. For verbal interventions, private teacher-student reprimands interactions were rated as more acceptable than public- or group-administered reprimands, although praise was equally accepted whether given towards the group or an individual. For loss or reward of privileges, students preferred that teachers reward the group rather than the individual for appropriate behavior but remove privileges only for individuals’ misbehavior instead of the group’s loss of recess.

In an effort to further our understanding of students’ rating of treatment types, Turco and Elliot (1986) investigated differences in student acceptance of praise compared to reprimands that were self-monitored, publicly or privately administered by teachers, or administered at home. They collected fifth-, seventh-, and ninth-grade
students' \((n = 146)\) CIRP acceptability ratings of eight different written vignettes of teacher-initiated interventions for classroom misbehavior. Results indicated that private teacher reprimands and self-monitored reprimands were rated as unacceptable but public reprimand by the teacher was rated as the least acceptable of all examined treatment methods. The students rated home-based praise as the most acceptable followed by self-monitored praise, public teacher praise, and reprimands given at home or privately by a teacher, respectively.

Goldberg and Shapiro (1995) examined the effect of group size and type of group contingency on sixth-grade students' ratings of treatment acceptability prior to and after using an intervention. In this study, group contingencies were administered either interdependently (for total group performance) or dependently (for selected group member's performance) using a response cost program for spelling performance and study activities to a group consisting of either eight or four students. Results indicated a student preference for the interdependent group contingency prior to intervention. However, there was no significant difference in type of group contingency preferred after treatment. The authors hypothesized that the change in intervention preference may have been influenced by a better understanding of intervention differences after experiencing intervention effects and, thus, students were able to make a more accurate judgment of which was more beneficial and acceptable. Because students' accepted both interventions, then teachers can decide which intervention is more efficient.

Elliot, Turco, and Gresham (1987) compared fifth-grade children's acceptability ratings to adults' (teacher's and school psychologists') ratings of three forms of group reward contingencies intended to treat disruptive classroom behavior: dependent (when
reinforcement for the group is made contingent upon behavior of selected group members), interdependent (when the same response requirements are in effect for the entire group and reinforcement is made contingent upon a specified level of group performance), and independent (when the same reinforcement contingencies are available for everyone in the group, but reinforcement for each individual is contingent upon his or her own behavior) group contingencies. The results indicated that the children rated all three forms of group contingencies as mildly acceptable, while teachers and psychologists rated the dependent form as unacceptable and the other two forms as acceptable. These results stress that differences between adults; and children’s treatment acceptability may exist that may potentially influence treatment usage and effectiveness.

Researchers have also investigated the influence of various rater characteristics on treatment acceptability. The study by Elliot, Turco, Evans, and Gresham (1984) is one of the few that has investigated the effects of children’s sex and racial-ethnic background on intervention acceptability ratings. When examining differences in African American and White fifth graders acceptability ratings of group contingencies as compared to individual contingencies on misbehaviors in the classroom, Elliot and colleagues (1986) found that African American students rated group contingency as more acceptable than did White students. Moreover, in both groups male students’ average rating of group contingencies was significantly more acceptable than the average rating of all female students. This study is limited in that it only looks at African American students compared to White students, and does not address other ethnicities.

The few studies examining the effect of treatment acceptability of interventions with children have been limited to interventions to reduce classroom disruptive behavior
problems. Based on these results, it appears that acceptability varies with the type of intervention and the characteristic of the rater. Differences between African American and White students acceptability of treatments found in Elliot and colleagues’ study (1984) suggests that some students may have different cultural or learning experiences that may influence acceptability ratings. Further, results indicate that children’s acceptability may differ from teachers (Elliot et al., 1987). The influence of factors that may affect children’s treatment acceptability of schoolwide programs such as cultural/ethnic background, social skills ability, remains to be discovered.

Latino Ethnic/Cultural Differences That May Influence Intervention Acceptability

Interventions are employed by schools to help all students develop strategies for overcoming school-related problems. There is an increasing need to address the specific school needs of the Latino population, as the Latino population in the United States continues to grow. U.S. Census reports for 2000 (U.S. Census, 2000) indicated that 12.5% of the U.S. population was Hispanic, with the percentage of Latinos in 2050 projected to be at 24.4%.

Bullying is prevalent in schools across the country, regardless of socioeconomic status or ethnicity. Latinos, like other ethnic groups in the United States, are not immune to bullying that so prevalently occurs in our schools (Nansel et al., 2002; Seals & Young, 2003). Because students experience bullying in their school careers, it is important to equip them with strategies that are effective to deal with being bullied. It is also
important to assure that the strategies that are currently taught to students are effective for Latino students, as has been demonstrated for students as a whole.

While the interventions that are being taught to Latino students are the same as those being taught to other students, there may be cultural differences due to their ethnic background and history that may make these interventions less appropriate for this population.

Research has delineated a number of Latinos’ cultural values and social practices that differ from the middle-class Anglo-/European-American majority’s values and ideals found in American schools. With these cultural values, it is important to recognize that these do not describe all members of the Latino community. While in general, Latino culture places greater value on collectivism (labeled a *sociocentric* society) and European-American culture places greater value on individuality (Harwood, Miller, & Irizarry, 1995; Sue & Sue, 2003), any given Latino individual may in reality be much more individualistic than a European-American individual that may be more collectivistic in nature. It is important to recognize that the label of sociocentric and individualistic on a society are end points of a continuum and do not represent a bidimensional model where a society strictly falls into one category or the other (Schweder & Bourne, 1991). As with all racial groups (or other types of groups), there is greater variability within a particular group than between groups. However the central tendency of a given culture may differ significantly from that of another culture that may influence the general acceptably of treatments between cultures (e.g., Mexican and Puerto Rican) of a particular ethnicity (Latino).
It is also important to note that many of these values are based on expert opinion, case studies, and anecdotal observations. While some have since received substantial empirical support (e.g., *familismo*), there is some ambiguity in how much empirical evidence exists that supports the existence or distinctiveness of these cultural values (Cauce & Domenech-Rodriguez, 2002).

Specific differences in Latino culture compared to European-American culture include, but may not be limited to, a greater value on conformity to authority than on autonomy, collectivism (i.e., emphasizing the group rather than the individual), a higher premium on respect for authority (*respeto*), and an emphasis on behaviors that lead to harmonious social relationships (*simpatia*; Applewhite, 1998; Marin & Marin, 1991; Roosa et al., 2004). Children are raised to be *bien educados* (well-mannered), tranquil *tranquilo* (tranquil), and respetuoso (respectful) towards adults and other children in social situations (Canino & Guarnaccia, 1997). Latinos also appear to enjoy greater face-to-face contact and physical touch with family members (*familismo*; Baca Zinn, 1994; Ramirez, 1990), and others (*personalismo*, Autshel, 2002).

Latino culture is collectivistic, in nature, compared to the traditional European-American individualistic approach (Sue & Sue, 2003). European-American children are raised to be independent, even from their parents, at an early age. These differences in culture may have implications for identification of problems. For example, a child is considered to have a problem, or even a DSM-IV disorder (*Diagnostic and Statistical Manual of Mental Disorders, 4th ed.*; American Psychiatric Association, 1994), if they have trouble separating from their parents at school age. In Latino culture, where familial relationships and interdependence is the norm, the classification of a separation or
anxiety disorder may not accurately apply to a child having trouble separating from his or her parents (Canino & Guarnaccia, 1997).

The literature also suggests that Latinos appear to have gender differences in personal characteristics such as *marianismo* and *machismo* (Cauce & Domenech-Rodriguez, 2002). *Marianismo* is the emphasis on the woman's role as mother, celebrating her self-sacrifice and suffering for her children that are fundamentally based on the Catholic ideal of the Virgin Mary. *Machismo* has been defined as an “exaggerated masculinity, physical prowess, and male chauvinism” (Baca Zinn, 1994, p. 74), but has been noted as an important mechanism to “enhance or maintain the continuation of Mexican family pride and respect” (Sánchez, 1999, p. 129). While sometimes viewed as negative characteristics, these gender differences in the traditional Latino family are viewed as important and helpful to the group as a whole as individuals each have their own role in the group: grandparents (wisdom), mother (abnegation), father (responsibility), children (obedience), and godparents (resourcefulness; Ruiz, 1995).

Cultural differences cited above underscore the importance of studying this group separately with relation to interventions. Griner and Smith (2006), in their meta-analytic review, underscored the importance of providing interventions that are tailored to the Latino population. Differences from White American culture in gender roles and social communication styles and values may translate into differences in the types of interventions that Latino students prefer to use to support themselves or others. As was noted above, Elliot (1986) already demonstrated that African American students rated group contingency as more acceptable than White American students. A similar, if not greater, difference in acceptability rating likely exists between Latino and White
American students, due to Latino culture’s greater emphasis on collectivistic, or group, functioning than European-American culture.

Research on schoolwide interventions, however, has failed to address Latino population specifically. Schoolwide bully-intervention programs that have been shown to be effective focus partly on teaching students to confront those that bully them and stand up for themselves and others being bullied. With the greater emphasis on *simpatia*, however, Latinos focus on maintaining a pleasant demeanor and repressing anger and aggression (Applewhite, 1998). They also place value on positive interpersonal interactions and being agreeable, and may have the belief that authority should not be questioned (Applewhite; Marin & Marin, 1991). With this emphasis on *simpatia*, however, Latino students may not feel comfortable carrying out assertiveness steps when confronting a bully situation. A Latino student that is being bullied, in an effort to avoid confrontation, may be more likely to try other methods of avoiding the bullying, or simply quietly deal with it. An assessment on treatment acceptability and side effects may provide directions on how these methods could be instructed, modified, or supported to enhance the acceptance and effectiveness of bully intervention strategies.

Gender differences, such as the characteristics of *marianismo* and *machismo*, may also play a role in the acceptability ratings of interventions. Bully interventions that focus on assertiveness training may not be as acceptable to young Latinas as their male counterparts. In general, young Latina girls may observe their mothers seeking to quietly suffer for her children and serve in a more submissive role to her husband (Cauce & Domenech-Rodríguez, 2002). While these rigid gender roles may not be as clearly
defined or followed today, and especially as these individuals are more exposed to the
dominant culture in the United States, there is still likely an effect on Latino culture.

A second component of bully intervention programs that have been shown to be
effective is seeking and eliciting effective adult support. The value of respeto, however,
(Canino & Guarnaccia, 1997) also may render these interventions less appropriately
tailored for Latino students. Latino children are taught to accept the instruction of adults
and may not feel comfortable initiating or following up on an adult’s help when being
bullied. However, the studies that have investigated the efficacy of bully intervention
programs have not investigated ethnic and cultural effects on the acceptability and
applicability of bully interventions for meeting the specific cultural needs with Latino
populations.

Summary and Research Questions

There are many children including minority children in our nation’s schools that
experience bullying on a frequent basis and may not have the skills necessary to deal
with these situations (Carney & Merrell, 2001). There are negative effects associated
with being a victim to bullying such as anxiety, depression, withdrawal, aggression,
loneliness, and poor peer relationships (Nansel et al., 2001). The adverse impact on
children who experience bullying establishes the need for school-based interventions that
stop and prevent bully experiences before bullying and victimization problems become
more severe.

A growing research literature provides evidence that schoolwide programs can
have a positive effect in decreasing bullying and helping students acquire the skills to
deal with bullying situations. While schoolwide bully intervention programs have been shown to be effective, the success of a schoolwide program depends not only on its potential efficacy but also on students' perceptions of the intervention program they are being asked to use. In theory, once an intervention is judged as an acceptable strategy for the problem and situation, the probability of using a potentially effective intervention is enhanced. Assessing the acceptability of bully interventions is important because it is often necessary for students to accept and use some type of method to stop bullying that frequently occurs in the absence of an adult.

Based on the studies reviewed, treatment acceptability research has demonstrated that children's acceptability ratings on interventions for behavior problems are influenced by many variables including the treatment type and characteristics of the rater. Knowledge about treatment acceptability provides important information about potential intervention use and effectiveness when selecting and designing treatments. Moreover, the acceptability of critical student-employed intervention steps may be different for Latino students who, as part of their ethnicity, have cultural values and practices that differ from the majority group upon which these interventions have been developed. Some of these specific values that may affect the appropriateness of bully interventions have been identified, including: personalismo, respeto, simpatía, marianismo, and machismo. The assessment for differences in intervention acceptability among students of different cultures may determine which acceptable aspects of bully intervention program should be accentuated and which unacceptable aspects should be modified to reduce bully problems for all students.
However, there is a limited amount of research assessing the influence of ethnicity and culture, and specifically Latino culture, on ratings of acceptability for bully intervention programs. The purpose of this study, then, is to investigate differences between White and Latino students' acceptability responses to two critical bully intervention strategies: assertiveness training and seeking adult support. It is hypothesized that Latino students will rate both intervention strategies of assertively confronting a bully and seeking help from an adult as less acceptable than their White counterparts rate these interventions. It is believed that the cultural differences described above, due to their ethnic background, will affect their comfort level and ratings of appropriateness of these skills. Related to this, it is also hypothesized that those students who rate themselves as more strongly acculturated as Mexican will have less acceptable ratings of the two skills. These results will help determine whether or not current interventions are perceived as an acceptable way to meet the specific needs of students from both ethnicities (White and Latino) as a way to handle bully experiences.

The following questions will be of interest in the study:

1. Is there a significant difference in the mean treatment acceptability scores for White and Latino students after learning to use assertiveness as a bully intervention strategy?

2. Is there a significant difference in the mean treatment acceptability scores for White and Latino students after learning to seek adult support as a bully intervention strategy?
3. Is there a difference in treatment acceptability scores for Latino or White male and female students after learning to use assertiveness as a bully intervention strategy?

4. Is there a difference in treatment acceptability scores for Latino or White male and female students after learning to how to seek adult support as a bully intervention strategy?

5. Is there a relationship between the level of student frequency ratings of bully experiences and student levels of treatment acceptably of a bully intervention strategy using assertiveness or eliciting adult support to intervene with bullying?

6. Is there a relationship between the level of Latino student acculturation ratings and student treatment acceptably levels using assertiveness and seeking help to intervene with bullying?
CHAPTER III

METHODS

School Setting

Four elementary schools in one urban school district in a Western state participated in this study. Specific school characteristics are presented in Table 1. Overall, the district was one in which mostly middle-class families lived and worked. The highest percentage of children who received free or reduced lunch was enrolled at School 1, where 43% received this benefit. School 4 was the highest socioeconomic status (SES) school with 27% of children receiving free or reduced lunch.

Table 1

Demographics of Participating Elementary Schools

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>School 1</th>
<th>School 2</th>
<th>School 3</th>
<th>School 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>763</td>
<td>712</td>
<td>791</td>
<td>733</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>51</td>
<td>51</td>
<td>53</td>
<td>52</td>
</tr>
<tr>
<td>Female</td>
<td>49</td>
<td>49</td>
<td>47</td>
<td>48</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>73</td>
<td>81</td>
<td>89</td>
<td>88</td>
</tr>
<tr>
<td>Latino/a</td>
<td>16</td>
<td>12</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>African American</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Free lunch</td>
<td>43</td>
<td>35</td>
<td>29</td>
<td>27</td>
</tr>
</tbody>
</table>
Participants

Students from Grades 3-6 at four elementary schools participated in this research. Those students whose parents provided permission (see Appendix A for the English version and Appendix B for the Spanish version), and who met the following criterion for inclusion in either a White group or a Latino group, were included in this study. Demographic characteristics of the students presented in Table 2 were obtained from a demographic form completed by a student’s parent. (See Appendix C for the English version and Appendix D for the Spanish version.) Students were included in the White group if the parent indicated on the demographic sheet that the student’s race was Caucasian, the parent and child were born in the United States, and the primary language was English. Students were initially included in the Latino group if the parent indicated on the demographic sheet that the student’s ethnicity was Latino (both parents were Latino with at least one being born in Mexico), and the child spoke English. Based on these criteria, there were 115 students who participated in the groups, with 87 White students and 28 Latino students.

To determine if there were differences on demographic characteristics between the White American and Mexican descent students, these two groups of students were compared for differences in grade level, school, gender, or diagnosed disorder using chi-square analysis. There was no significant difference between the two groups regarding grade level, $\chi^2(3, N = 115) = 1.69, p = .64$, or gender, $\chi^2(1, N = 115) = .16, p = .69$. However significantly more, $\chi^2(1, N = 90) = 21.12, p < .001$, White American students were reported by the parents as having a diagnosed disorder, $\chi^2(1, N = 115) = 3.92$,
Table 2

Participant Demographic Information

<table>
<thead>
<tr>
<th>Variable</th>
<th>Total sample (N = 115)</th>
<th>White (N = 87)</th>
<th>Latino (N = 28)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>62</td>
<td>54</td>
<td>46</td>
</tr>
<tr>
<td>Female</td>
<td>53</td>
<td>46</td>
<td>41</td>
</tr>
<tr>
<td>Disabilities</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Yes</td>
<td>11</td>
<td>10</td>
<td>11</td>
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<tr>
<td>No</td>
<td>104</td>
<td>90</td>
<td>76</td>
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<td>3</td>
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<td>18</td>
<td>16</td>
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</tr>
<tr>
<td>6</td>
<td>37</td>
<td>32</td>
<td>26</td>
</tr>
<tr>
<td>School</td>
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<tr>
<td>1</td>
<td>35</td>
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<td>12</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>43</td>
<td>37</td>
<td>39</td>
</tr>
</tbody>
</table>

p < .05. Reported disorders included: ADHD, Anxiety, Depression, and Bipolar Disorder.

Furthermore, there was a significant difference in the frequency distribution number of children in each group at each of the four schools, \( \chi^2 (3, N = 115) = 15.2, p = .002 \).

Specific demographic information is presented in Table 2.

Closer analysis of the demographics of the Mexican descent students indicated that approximately 11% \((n = 3)\) were born in Mexico, while the other 89% \((n = 25)\) were born in the United States. Approximately 82% of the fathers of these students were born in Mexico, and 18% \((n = 5)\) were born in another Latino country (i.e., Guatemalan or El
Salvador). Eighty-six percent of the mothers of these students were born in Mexico 
\(n = 24\), while 7% \(n = 2\) were born in the United States, and 7% \(n = 2\) were born in 
another Latino country (i.e., Honduras and Puerto Rico). Sixty-eight percent of the 
Mexican descent students had both parents who were born in Mexico.

Instruments

_Treatment Evaluation Inventory_

The Treatment Evaluation Inventory (TEI, Kazdin, 1980a; see Appendices G1, 
G2, and G3 for the TEI cover sheet and the modified TEIs for each skill), is a well-
researched and well-validated instrument for measuring consumers’ evaluations of the 
acceptability of various treatments that has been widely used (Calvert & Johnston, 1990). 
The TEI uses a 7-point Likert scale for fifteen items that screen for such areas as 
acceptability, how much the rater likes the treatment, the possibility of side effects, and 
fairness of the treatment. The TEI was shown to load highly on one factor, acceptability, 
with high loadings (from .61 to .95), accounting for 51% of the variance. It has also been 
demonstrated to have high internal consistency (with an overall alpha coefficient of .97).

Subsequent research has shown results that differ from Kazdin’s original findings 
(Calvert & Johnston, 1990; Kelley, Heffer, Gresham, & Elliot, 1989), calling in to 
question the construct validity of the TEI. The TEI has been used for the evaluation of 
acceptability of problem behaviors in general (in and out of the school setting). Despite 
the potential weaknesses of this measure, this seemed to be the most appropriate measure 
for the interest of this research. The CIRP (Witt & Elliot, 1985) has also been widely 
used in evaluating children’s acceptability ratings. However, the items in the CIRP seem
to relate more to ratings of interventions that teachers use with children, whereas the interventions of this study are ones that the children will learn from adults but will be expected to implement themselves. The TEI's items seemed to have a greater pertinence to the scope of this study. For the purposes of this study, the TEI was modified to be more appropriate to the language level of elementary school students and the scope of this study, and a few items were added to address specific interests of the present study. In addition the possible responses were paired down from a 7-point Likert system to a 5-point Likert system in order to simplify it to a level that, it was decided, would improve the likelihood that all participants would be able to understand it.

*Revised Olweus Bully/Victim Questionnaire*

A modified version of the Revised Olweus Bully/Victim Questionnaire was completed by students to screen for their current victim status (Olweus, 1996; see Appendix F). In addition to victim status, the questionnaire was used to determine types of bullying experienced, when and how often bullying is occurring, and students' reactions to bullying behaviors. Internal consistency reliabilities of this measure are reported to be above .80. The questionnaire is also significantly correlated with peer reports of bullying (Olweus), and children who score high on victimization on this scale also report problems such as depression, poor self-esteem, and peer rejection. Furthermore, scores on this measure distinguish between victims and nonvictims as judged by teachers and peers.
Acculturation Rating Scale for Mexican-Americans Revised

The Acculturation Rating Scale for Mexican-Americans Revised (ARSMA-II; Cuéllar, Arnold, & González, 1995; see Appendix E) is one of the most widely used acculturation scales to assess acculturation level used for Mexican Americans (Zane & Mak, 2003). The ARSMA-II consists of 30 self-report items on a 5-point Likert scale that assess for level of acculturation status on a Mexican Orientation Scale and an Anglo Orientation Scale. It includes 17 Mexican-oriented items and 13 Anglo-oriented items. An acculturation score is calculated for each student by subtracting their Mexican-oriented score from their Anglo-oriented score. The results of these are placed into one of five Levels: Level I (I very Mexican-oriented); Level II (Mexican oriented to approximately balanced bicultural); Level III (slightly Anglo-oriented bicultural); Level IV (strongly Anglo-oriented bicultural); Level V (very assimilated; Anglicized).

The ARSMA-II has been shown to have good psychometric properties (Cuéllar et al., 1995). Internal reliability (Chronbach alpha) for the Mexican Orientation Scale was .88 and .86 for the Anglo Orientation Scale. The ARSMA-II also shows good test-retest reliability (.96) and shows good concurrent validity with the original ARSMA (.89).

Bully Intervention Strategies

Two lessons for bully intervention were constructed to teach bully intervention skills that can be used to stop bullying that peers or the student themselves are experiencing including: assertive statements to stop bullying (named Standing Up for Yourself) and Seeking Adult Help. Lessons were selected and modified based on a
number of researched programs that have demonstrated that these principles are most effective in dealing with bullying situations (Merrell et al., 2004; Richardson & Evans, 1997). The rationale and format for the two lessons to be used in this study follows.

*Assertiveness Training*

The purpose of the assertiveness training is to teach students to stop bullying by assertively requesting that the bullying is stopped for themselves and others who are being bullied by a peer, and to calmly avoid further bullying by walking away. Assertiveness training is a strategy the student can use when they are in a safe setting that helps them show that they will not submissively be bullied. The students are taught to look calm and confident, briefly express what the student wants the bully to do (e.g., leave them alone), and calmly walk away from the bully. Appendix H1 (skill steps) and H2 (modeling) are the assertiveness lesson plan that will be taught to students, and Appendix H3 and H4 contain the students’ written copy of the definition and steps for the assertiveness lesson.

*Seeking Adult Help*

The purpose of the seeking adult help lesson is to teach students how to stop the bullying incident by seeking and following up on adult mediation. This strategy is recommended when a student does not feel safe or able to confront the bully directly or effectively. The students are taught to calmly explain to a mediator what the problem is, express their emotions and what the student would like the mediator to do to help, choose and carry out a plan of action, and evaluate the effectiveness of the mediation. Appendix
I1 (skill steps) and I2 (modeling) contain the instructor’s procedures for this lesson, and Appendix I3 contains the written copy of the lesson that will be given to students.

**Materials**

Written vignettes were provided to the students upon which to base their treatment acceptability ratings of the intervention. A separate vignette was given for the assertiveness skill in a safer situation and for the help-seeking skill for a more severe unsafe bully situation. Each vignette (see Appendices J and K) describes a hypothetical bully situation that the students may encounter followed by a description of an intervention that is applied to the bully problem. In each bully situation vignette, the student is bullied by an individual without any identifying information except for one vignette that identified the bully as “Daniel.” The name “Daniel” can be pronounced as an English or Spanish name but was generally pronounced in the English form by students who read the vignette out loud for the group.

**Procedures**

Approval was obtained from the Utah State University Institutional Review Board, the Davis Country School District research team, and the principals at each of the four elementary schools. Classes in the schools were visited by a researcher who explained the purposes of the group and gave each child an envelope to take home to their parents. Each envelope included a consent form with an explanation of the study (Appendix A and Appendix B), and a demographic form (Appendix C and D) to be
completed by the parent. Teachers were given bags of candy to provide to any student who returned the consent form signed, regardless of whether consent was given or not.

After student group inclusion was determined (see participant section), groups of 6 to 10 participants met with the principal investigator and between 2 and 5 research assistants in an area of the school that included the school counselor’s office, an unused classroom, an unused open/gym area, and a school pod (large hallway surrounded by multiple classrooms). Students were selected based on grade with the intent to not have more than a one- or two-grade separation between kids in the group. Students’ consent forms at a particular school were separated by ethnicity (Latino vs. White) and placed into grade levels in no particular order. Beyond this stratification, the groups were randomly assigned by making random selections of students’ consent forms from the piles of consent forms. Students’ forms were selected from White and Latino pools and from adjacent grades. Thus, third graders met with other third or fourth graders, and sixth graders met with other sixth and fifth graders, and so forth. Most groups were made up of a combination of Latino students and White students. However, a few groups did not have Latino students in the group because there were no more Latino students’ consent forms for the last groups at one of the schools.

Once the students for each particular group were pulled from their classrooms, the group of students was greeted by the researcher and given a brief explanation of the study as well as their right to participate or not participate in it. They were given a written assent form (Appendix L) containing a similar explanation of the study (Appendix M). and were asked to sign the assent form if they would like to participate. Students with both consent and assent forms signed were asked to complete the Revised Bully-Victim
Questionnaire and then the ARSMA-II to screen for level of acculturation. Both the White American and Mexican descent groups of students were asked to complete the ARSMA-II so that no students felt singled out during this time. In an effort to minimize students’ mistakes, the lead investigator and the research assistants observed the students and provided them with guidance on completing all questionnaires when it appeared that they were having trouble or if they asked a question regarding any procedures.

After all students completed the written assessments, the lead investigator, who directed and taught every group, began teaching the two lessons followed by intervention practice and acceptability ratings, as described below. The order in which the two skills lessons were presented was alternated from group to group in order to counterbalance any effects that one lesson might have on a subsequent lesson. Before the first skill was taught, a discussion of student rights and responsibilities was given and summarized (see Appendix N). Initial teaching included these basic steps to teach each skill: (a) discussing the rationale for intervention and the importance of the student roles to deal with bullying, (b) verbally teaching with written steps the intervention steps, and (c) modeling the steps with several examples. The lead investigator provided an explanation of the first skill being taught, allowing for some discussion of the rationale of each step to assure that the students understood the skill. The lead investigator then proceeded to model the skill along with students who volunteered to participate in the modeling. Research assistants also participated by modeling as an adult for the skill of Seeking Adult Help. The lead investigator would first give an example that included some mistakes, after which he asked the students to critique the role-play to discuss mistakes and how it could
be improved upon. This was followed by an example of how to use the skills properly and effectively and asking the students to verify if it was performed correctly.

Following this period of modeling, students were read a scenario of a bully situation where they were being bullied (Appendices O and P), while they read along in their own packets, after which the students were broken up into pairs to practice the skill. Each pair was assigned an adult research assistant to observe the pair and provide constructive feedback. The researcher that accompanied each pair re-read the situation out loud to the students and told them to practice the skill steps from the appropriate lesson to stop the bullying situation. One student at a time acted as the bully, while his or her partner practiced using the steps. Each student practiced using the skills and received feedback from the research assistant until 100% accuracy was reached for that student. To determine accuracy, the research assistant filled out a checklist to assure that each student used all of the steps in the practice (see Appendix Q and R). The pairs were allowed up to 5 minutes to practice the steps and demonstrate that they could use them with 100% accuracy. The research assistant played the part of the adult to whom the child would go for help when practicing the skill of Seeking Adult Help. In a few instances, students were placed in trios due to an odd number of students being present in the group. In these instances, one student would observe while the other two would practice the skill, each taking a turn in the rotation. Each student had his or her own packet that included the steps to the skills they learned, to which they could refer if necessary during the practice of the skills.

After each student demonstrated using the skill with 100% fidelity to the criteria, the students were gathered back to the larger group. The students were instructed on how
to complete the TEI by the lead investigator who explained how to do it and referred them to a page in their packets that showed them how to complete a sample item from the questionnaire. The lead investigator then read out loud, as the students followed along in their packets, a vignette of a student who was being bullied and effectively used the skill they had just learned (Appendices J and K). The students were then asked to complete the TEI for this skill, rating how acceptable they thought the intervention they just learned was for the problem situation proposed in the vignette.

Upon completion of the TEI, the students were then taught the other skill through the same process of instruction, discussion, and modeling, followed by paired-practice, as described above. They were then asked to complete the TEI for that skill.

The accuracy of lesson presentation was assured by having a research assistant complete a treatment integrity checklist (Appendix S) and indicate to the lead investigator if the lesson diverted from the lesson plan. All lessons were completed with fidelity according to this checklist.
CHAPTER IV

RESULTS

The results of the students’ treatment integrity and acceptability ratings are presented followed by student identified problems with the interventions. Finally, analyses of the relationship between acceptability ratings and the ratings of bullying experience and the relationship between acceptability ratings acculturation level are also presented.

Treatment Integrity Measure

The students’ treatment integrity for each of the two intervention strategies was monitored to ensure that the student learned how to implement each step correctly during the analog role playing session. All students implemented both interventions at 100% integrity levels within this time limit during role play, thereby ensuring that the participants conducted all intervention steps as planned.

Treatment Acceptability

Table 3 contains the mean scores and standard deviations for the Mexican descent and White American students’ total acceptability ratings of the intervention skills Standing Up for Yourself and Seeking Adult Help. Total scores on this assessment range from 16 as the lowest acceptability score (all items rated at lowest point on 5-point Likert scale), 80 as the highest acceptability scores (all items rated at lowest point on), and 48 as the mid-point score (all items rated in middle of scale). The results of a few items were
Table 3

*Mean Intervention Ratings on the Modified Treatment Evaluation Inventory*

<table>
<thead>
<tr>
<th>Intervention rated</th>
<th>Mexican Man (SD)</th>
<th>n</th>
<th>White Mean (SD)</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standing Up for Yourself</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>60.00 (12.50)</td>
<td>28</td>
<td>64.29 (8.87)</td>
<td>87</td>
</tr>
<tr>
<td>Male</td>
<td>59.00 (13.09)</td>
<td>16</td>
<td>62.33 (9.06)</td>
<td>46</td>
</tr>
<tr>
<td>Female</td>
<td>61.33 (12.09)</td>
<td>12</td>
<td>66.49 (8.20)</td>
<td>41</td>
</tr>
<tr>
<td>Seeking Adult Help</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>64.29 (8.09)</td>
<td>28</td>
<td>66.53 (8.81)</td>
<td>87</td>
</tr>
<tr>
<td>Male</td>
<td>63.31 (6.04)</td>
<td>16</td>
<td>64.20 (9.93)</td>
<td>46</td>
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<tr>
<td>Female</td>
<td>65.58 (10.37)</td>
<td>12</td>
<td>69.15 (6.53)</td>
<td>41</td>
</tr>
</tbody>
</table>

reversed in order to yield scores that were representative of a scale where a rating of 5 was the most positive rating for all items, where the item is stated in a negative manner (e.g., on the item stating “How likely is this skill to cause bad things to happen,” a response of “Not Likely,” coded as a value of 1, was changed to a value of 5). The mean ratings and standard deviations by White American and Mexican descent students’ on each item on the TEI scale for interventions Standing Up for Yourself and Seeking Adult Help are contained in Tables 4 and 5, respectively. As can be seen by looking at the mean ratings for each skill by gender and ethnicity, the variable of ethnicity appears to have a greater pull on the overall mean scores for the skill of Standing Up for Yourself with White American males and females representing the highest mean scores across the four groups of ethnicity by gender. For the skill of Seeking Adult Help, gender has a greater pull with females across both ethnic groups representing the highest acceptability ratings.
Table 4

Mean Rating on Modified Treatment Evaluation Inventory Items for the Standing Up for Yourself Intervention

<table>
<thead>
<tr>
<th>Item</th>
<th>Mexican (n = 28) Mean (SD)</th>
<th>White (n = 87) Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How likely do you feel that this skill, of standing up to a bully, will be okay for you to use?</td>
<td>4.07 (1.15)</td>
<td>4.21 (0.97)</td>
</tr>
<tr>
<td>How likely would you use this skill if you saw another student being bullied?</td>
<td>3.96 (1.10)</td>
<td>4.08 (1.04)</td>
</tr>
<tr>
<td>If all of the students in your school had to use this skill, how likely would other students rate this skill as good?</td>
<td>4.25 (1.14)</td>
<td>4.11 (1.00)</td>
</tr>
<tr>
<td>How likely are you to think of other better ways to handle this bully problem?</td>
<td>2.21 (1.20)</td>
<td>2.78 (1.34)</td>
</tr>
<tr>
<td>How likely is this skill to be fair?</td>
<td>4.32 (0.86)</td>
<td>4.33 (0.88)</td>
</tr>
<tr>
<td>How uncomfortable would you likely feel when using this skill?</td>
<td>2.82 (1.44)</td>
<td>3.54 (1.29)</td>
</tr>
<tr>
<td>Are you likely to feel comfortable using this skill when the bully is a girl?</td>
<td>3.61 (1.59)</td>
<td>3.93 (1.31)</td>
</tr>
<tr>
<td>Are you likely to feel comfortable using this skill when the bully is a boy?</td>
<td>3.75 (1.46)</td>
<td>4.18 (1.05)</td>
</tr>
<tr>
<td>How likely are you to enjoy the steps used in this skill?</td>
<td>4.00 (1.31)</td>
<td>3.92 (1.13)</td>
</tr>
<tr>
<td>Overall, are your general feelings towards using this skill likely to be good?</td>
<td>4.29 (0.94)</td>
<td>4.18 (1.02)</td>
</tr>
<tr>
<td>How likely would it be good for other students to use this skill?</td>
<td>4.04 (1.17)</td>
<td>4.33 (0.94)</td>
</tr>
<tr>
<td>How likely is this skill to be a good way for students to handle a bully problem?</td>
<td>4.25 (1.11)</td>
<td>4.55 (0.83)</td>
</tr>
<tr>
<td>How helpful is this skill likely to be?</td>
<td>4.25 (1.00)</td>
<td>4.41 (0.93)</td>
</tr>
<tr>
<td>How likely will this skill make things better for you for a long time?</td>
<td>3.86 (1.27)</td>
<td>4.05 (1.03)</td>
</tr>
<tr>
<td>How likely is it that bad things will happen to you when trying to use this to confront a bully?</td>
<td>2.64 (1.50)</td>
<td>3.44 (1.32)</td>
</tr>
<tr>
<td>How likely is this skill to cause bad things to happen?</td>
<td>3.68 (1.44)</td>
<td>4.23 (1.06)</td>
</tr>
</tbody>
</table>

Note. Ratings were provided based on the following scale: 1 = not likely, 2 = sort of likely, 3 = likely, 4 = more likely, 5 = very likely.
### Table 5

**Mean Rating on the Modified Treatment Evaluation Inventory Items on the Seeking Adult Help Intervention**

<table>
<thead>
<tr>
<th>Item</th>
<th>Mexican $(n = 28)$ Mean (SD)</th>
<th>White $(n = 87)$ Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How likely do you feel that this skill, of seeking help from an adult, will be okay for you to use?</td>
<td>4.50 (0.75)</td>
<td>4.51 (0.91)</td>
</tr>
<tr>
<td>How likely would you use this skill if you saw another student being bullied?</td>
<td>4.00 (1.09)</td>
<td>4.17 (0.94)</td>
</tr>
<tr>
<td>If all of the students in your school had to use this skill, how likely would other students rate this skill as good?</td>
<td>4.54 (0.74)</td>
<td>4.36 (0.91)</td>
</tr>
<tr>
<td>How likely are you to think of other better ways to handle this bully problem?</td>
<td>2.14 (1.24)</td>
<td>2.82 (1.32)</td>
</tr>
<tr>
<td>How likely is this skill to be fair?</td>
<td>4.54 (0.64)</td>
<td>4.51 (0.73)</td>
</tr>
<tr>
<td>How uncomfortable would you likely feel when using this skill?</td>
<td>3.25 (1.40)</td>
<td>3.77 (1.29)</td>
</tr>
<tr>
<td>Are you likely to feel comfortable using this skill when the bully is a girl?</td>
<td>3.89 (1.62)</td>
<td>3.92 (1.37)</td>
</tr>
<tr>
<td>Are you likely to feel comfortable using this skill when the bully is a boy?</td>
<td>4.04 (1.40)</td>
<td>4.22 (1.05)</td>
</tr>
<tr>
<td>How likely are you to enjoy the steps used in this skill?</td>
<td>4.18 (1.12)</td>
<td>4.10 (1.10)</td>
</tr>
<tr>
<td>Overall, are your general feelings towards using this skill likely to be good?</td>
<td>4.00 (1.22)</td>
<td>4.21 (0.97)</td>
</tr>
<tr>
<td>How likely would it be good for other students to use this skill?</td>
<td>4.71 (0.60)</td>
<td>4.57 (0.76)</td>
</tr>
<tr>
<td>How likely is this skill to be a good way for students to handle a bully problem?</td>
<td>4.39 (0.74)</td>
<td>4.57 (0.77)</td>
</tr>
<tr>
<td>How helpful is this skill likely to be?</td>
<td>4.39 (0.74)</td>
<td>4.54 (0.74)</td>
</tr>
<tr>
<td>How likely will this skill make things better for you for a long time?</td>
<td>4.25 (1.04)</td>
<td>4.32 (0.91)</td>
</tr>
<tr>
<td>How likely is it that bad things will happen to you when trying to use this to fix a bullying problem?</td>
<td>3.61 (1.42)</td>
<td>3.87 (1.31)</td>
</tr>
<tr>
<td>How likely is this skill to cause bad things to happen?</td>
<td>3.86 (1.43)</td>
<td>4.07 (1.25)</td>
</tr>
</tbody>
</table>

*Note. Ratings were provided based on the following scale: 1 = not likely, 2 = sort of likely, 3 = likely, 4 = more likely, 5 = very likely.*
To determine if there were differences between ethnic groups on treatment acceptability of the two bully intervention strategies, two independent t tests were conducted for both skills taught to the White American and Mexican descent groups. Results indicated that White American students had a significantly higher acceptability rating than Mexican descent students for the Standing Up for Yourself intervention, \( t(113) = 2.00, p = .04 \). However, there was not a significant difference between White American and Mexican descent students for the acceptability rating of the Seeking Adult Help intervention, \( t(113), = 1.20, p = .24 \). To determine the magnitude of this effect between White American and Mexican descent students, an effect size was calculated, using Cohen’s \( d \), yielding a moderate effect size between groups \( (d = .40) \) for Standing Up for Yourself, and a small effect size \( (d = .26) \) for Seeking Adult Help (Cohen, 1988).

To determine if there were differences between genders on treatment acceptability of two bully intervention treatments, a one-way analysis of variance (ANOVA) was completed for each treatment to assess the impact of gender (male and female for each cultural group) on levels of acceptability ratings. Figure 2 shows the comparison of mean rating scores for the two skills across the four groups. Using an alpha level of .05, results of the one-way ANOVA on the groups’ ratings of the skill of Standing Up for Yourself indicated that the difference between the groups was significant, \( F (3, 111) = 2.81, p = .04 \). In order to determine differences between pairs of groups, a Tukey’s honestly significant difference (HSD) post-hoc comparison was used. Results indicated that White American females had a significantly higher acceptability rating than Mexican descent males for the Standing Up for Yourself intervention,
Figure 2. Mean comparisons across groups’ ratings of skills on Modified TEI.

\( p = .05; ES = .69 \). For group differences on ratings of the skill of Seeking Adult Help, the one-way ANOVA yielded a result that was significant, \( F(3, 111) = 3.17, p = .03 \), using an alpha level of .05. For this intervention a Turkey’s HSD post-hoc comparison indicated that White American females had a significantly higher acceptability rating than White American males (\( f = .036; ES = .59 \)). Though the White American females’ ratings on both skills were higher than the ratings by the other groups, no other significant differences were found on either skill.

Problems with Intervention Use

Chi-square analysis was used to examine differences between the ethnic groups on endorsed items stating reasons why they would find the bully intervention of Standing Up for Yourself unacceptable at the end of the TEI questionnaire. As shown in Table 6, there were no differences on any of the endorsed items between the two groups of students. Moreover, a review of the frequency data suggest that there were only a couple of items that were endorsed as reasons why the Standing Up For Yourself intervention
Table 6

Chi-Square and Frequency Data for Standing Up for Yourself

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage of White American students</th>
<th>Percentage of Mexican descent students</th>
<th>$\chi^2$</th>
<th>df</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>I might make the bully madder.</td>
<td>60</td>
<td>61</td>
<td>.01</td>
<td>1</td>
<td>.93</td>
</tr>
<tr>
<td>It would make me feel uncomfortable.</td>
<td>35</td>
<td>29</td>
<td>.34</td>
<td>1</td>
<td>.56</td>
</tr>
<tr>
<td>I might lose friends for doing this.</td>
<td>18</td>
<td>18</td>
<td>&lt;.01</td>
<td>1</td>
<td>.95</td>
</tr>
<tr>
<td>I might make them get in trouble for doing this.</td>
<td>43</td>
<td>32</td>
<td>.95</td>
<td>1</td>
<td>.33</td>
</tr>
<tr>
<td>I would be too angry.</td>
<td>13</td>
<td>4</td>
<td>1.87</td>
<td>1</td>
<td>.17</td>
</tr>
<tr>
<td>Others would laugh at me or join the bully.</td>
<td>45</td>
<td>36</td>
<td>.72</td>
<td>1</td>
<td>.40</td>
</tr>
<tr>
<td>There wouldn’t be any problems from using this skill.</td>
<td>21</td>
<td>14</td>
<td>.36</td>
<td>1</td>
<td>.55</td>
</tr>
</tbody>
</table>

would be difficult to do by at least 35% of the White American children and Mexican descent children including “I might make the bully madder,” and “Others would laugh at me or join the bully.” Twenty percent or less of the participants in both groups did not endorse any problems and endorsed the item stating “there wouldn’t be any problems” from using the skill. Additional problems that were hand written by students for the skill of Standing Up for Yourself included: Getting physically hurt (punched, beat up, hit) by the bully ($n = 3$); “You would be called more names” ($n = 1$); “People wouldn’t like me anymore” ($n = 1$); and “They will keep doing it anyway” ($n = 1$).
As shown in Table 7, there were also no significant differences found on any of the endorsed items between the White American and Mexican descent students for the intervention of Seeking Adult Help. There were three items marked as reasons why this skill would be difficult to do by at least 35% of the White American children and 35% of the Mexican descent children, including: “I might make the bully madder,” “It would make me feel uncomfortable,” and “Others would laugh at me or join the bully.” Twenty-five percent or less of the participants in both groups did not endorse any problems and endorsed the item stating “there wouldn’t be any problems” from using the skill. Additional problems that were listed by students included: Getting beat up by the bully \((n = 2)\); the bully continuing to bully the student \((n = 2)\); “They will call me a tattle tale” \((n = 1)\); “I might think everyone is a bully” \((n = 1)\); and “Might hurt me before I get to a teacher” \((n = 1)\).

**Bully Questionnaire and Treatment Acceptability**

Figure 3 contains the percentages of White American and Mexican descent students’ ratings of being a victim of bullying as measured by the item on the Revised Olweus Bully/Victim Questionnaire that states, “Other students at my school bullied me.” This item was considered to be a good summary statement of being bullied. The students’ ratings were considered to represent being a victim of bullying if they marked *sometimes, often, or very often*, on this item, as opposed to *never, or rarely*.

Figure 4 contains the percentage of students’ self-ratings of being a bully according to the item on the Revised Olweus Bully-Victimization Questionnaire that
Table 7

*Chi-Square and Frequency Data for Seeking Adult Help*

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage of White American students</th>
<th>Percentage of Mexican descent students</th>
<th>$\chi^2$</th>
<th>df</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>I might make the bully madder.</td>
<td>47</td>
<td>54</td>
<td>.35</td>
<td>1</td>
<td>.55</td>
</tr>
<tr>
<td>It might make adults think differently about me.</td>
<td>44</td>
<td>43</td>
<td>.01</td>
<td>1</td>
<td>.94</td>
</tr>
<tr>
<td>It would make me feel uncomfortable.</td>
<td>32</td>
<td>25</td>
<td>.5</td>
<td>1</td>
<td>.47</td>
</tr>
<tr>
<td>I might lose friends for doing this.</td>
<td>26</td>
<td>21</td>
<td>.28</td>
<td>1</td>
<td>.60</td>
</tr>
<tr>
<td>I might get in trouble for doing this.</td>
<td>17</td>
<td>21</td>
<td>.28</td>
<td>1</td>
<td>.62</td>
</tr>
<tr>
<td>There wouldn’t be any problems from using this skill.</td>
<td>25</td>
<td>18</td>
<td>.30</td>
<td>1</td>
<td>.58</td>
</tr>
</tbody>
</table>

*Figure 3. Percentages of Olweus ratings of victimization by ethnicity.*
Figure 4. Percentages of Olweus ratings of bullying by ethnicity.

that stated, "I called others mean names, made fun of, or teased others in a hurtful way at my school," which was considered to be a good overall rating of being a bully.

Only three of the seven White American students who rated themselves as bullies at least sometimes also rated themselves as being a victim at least sometimes. For the Mexican descent students, two of the five students who rated themselves as bullies at least sometimes, also rated themselves as being a victim at least sometimes.

Table 8 contains the comparison of means and standard deviations for White American and Mexican descent students' ratings on the Olweus questionnaire items on bullying behaviors experienced by the rater and bullying behaviors exhibited to others by the raters. To determine if there were differences between White American and Mexican descent students on types of reported bullying experiences, independent t tests were conducted on each bully and victim behavior items. Results indicated that White American students had a significantly higher rating on experiencing being hit, kicked,
Table 8

Mean Rating on Items from the Revised Olweus Bully/Victim Questionnaire

<table>
<thead>
<tr>
<th>Item</th>
<th>Mexican descent (n = 28) Mean (SD)</th>
<th>White American (n - 87) Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Victim experiences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was called mean names, was made fun of, or taught in a hurtful way by students at my school.</td>
<td>2.36 (1.28)</td>
<td>2.72 (1.23)</td>
</tr>
<tr>
<td>Students at my school: left me out of things on purpose, kept me out of their group of friends, or completely ignored me.</td>
<td>2.29 (1.18)</td>
<td>2.45 (1.23)</td>
</tr>
<tr>
<td>I was hit, kicked, pushed, shoved around, or locked indoors by students at my school.</td>
<td>1.43 (.74)</td>
<td>1.91 (1.07)</td>
</tr>
<tr>
<td>Other students at my school have told lies about me and have tried to make others dislike me.</td>
<td>2.36 (1.19)</td>
<td>2.55 (1.23)</td>
</tr>
<tr>
<td>Other students at my school bullied me.</td>
<td>2.14 (1.11)</td>
<td>2.60 (1.23)</td>
</tr>
<tr>
<td>Victim sum score</td>
<td>10.57 (4.32)</td>
<td>12.23 (4.56)</td>
</tr>
<tr>
<td><strong>Bully experiences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I called others mean names, made fun of, or teased others in a hurtful way at my school.</td>
<td>1.57 (.79)</td>
<td>1.49 (.68)</td>
</tr>
</tbody>
</table>

pushed, shoved around, or locked indoors by other students than Mexican descent students, $t(13) = -2.20, p = .03$.

The relationship between the acceptability ratings of the two skills and the victim and bullying items was examined using Pearson product-moment correlation coefficient. These correlations and their significance levels are represented in Table 9. When
Table 9

Correlations Between Scores on the Revised Olweus Bully/Victim Questionnaire Items and Modified Treatment Evaluation Inventory Scale for Standing Up and Seeking Adult Help

<table>
<thead>
<tr>
<th>Items</th>
<th>Stand Up for Yourself</th>
<th>Seeking Adult Help</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>White (n = 87)</td>
<td>Mexican (n = 28)</td>
</tr>
<tr>
<td>Victim experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was called mean names, was made fun of, or teased in a hurtful way by students at my school.</td>
<td>(r = -.08)</td>
<td>(r = .08)</td>
</tr>
<tr>
<td></td>
<td>(p = .47)</td>
<td>(p = .70)</td>
</tr>
<tr>
<td>Students at my school: left me out of things on purpose, kept me out of their group of friends, or completely ignored me.</td>
<td>(r = -.06)</td>
<td>(r = -.06)</td>
</tr>
<tr>
<td></td>
<td>(p = .57)</td>
<td>(p = .71)</td>
</tr>
<tr>
<td>I was hit, kicked, pushed, shoved around, or locked indoors by students at my school.</td>
<td>(r = -.01)</td>
<td>(r = -.02)</td>
</tr>
<tr>
<td></td>
<td>(p = .90)</td>
<td>(p = .94)</td>
</tr>
<tr>
<td>Other students at my school told lies or spread false rumors about me and tried to make others dislike me.</td>
<td>(r = -.09)</td>
<td>(r = .05)</td>
</tr>
<tr>
<td></td>
<td>(p = .42)</td>
<td>(p = .81)</td>
</tr>
<tr>
<td>Other students at my school bullied me.</td>
<td>(r = -.15)</td>
<td>(r = -.07)</td>
</tr>
<tr>
<td></td>
<td>(p = .17)</td>
<td>(p = .71)</td>
</tr>
</tbody>
</table>

Bully behavior

|                                                                       |                       |                     |                     |
| I called others mean names, made fun of, or teased others in a hurtful way at my school. | \(r = -.43^*\)     | \(r = -.05\)       | \(r = -.36^*\)     | \(r = -.28\)         |
|                                                                       | \(p = .00\)         | \(p = .80\)        | \(p = .00\)        | \(p = .15\)          |

^Correlation is significant at the .05 level.
comparing the relationship between bully and treatment acceptability separately for each cultural group (White American and Mexican descent), a few significant correlations were obtained. First, high-rated levels of frequent experiences having other students spreading rumors and lies about them endorsed by Mexican descent students was associated with lower acceptability ratings of the Seeking Adult Help intervention, $r = -.48, n = 28, p = .01$. Second, White American students who rated themselves as frequently bullying others endorsed lower acceptability rating scores for the Standing Up for Yourself, $r = -.43, n = 87, p < .001$, and the Seeking Adult Help intervention, $r = -.36, n = 87, p = .001$. Significant relationships were not found between intervention acceptability and any other bully or victim items.

Acculturation and Treatment Acceptability

The mean rating score on the 30-item scale for the Mexican descent students was 0.6 ($SD = .61$). The mean acculturation level was 3.04 ($SD = .51$) where -4 is completely Mexican-oriented, and 4 is the completely Anglo-oriented. All Mexican descent students' scores placed them in Levels II through IV with 3 students (10.7%) in Level II (Mexican oriented to approximately balanced bicultural), 21 (75%) in Level III (slightly Anglo-oriented bicultural) and 4 (14.3%) in Level IV (strongly Anglo-oriented bicultural). None of the Mexican descent students fell in either Level I (very Mexican-oriented) or Level V (very assimilated; Anglicized).

The White American students’ results on the ARSMA-II yielded a mean raw rating score of 3.15 ($SD = .53$), with all White American students falling in Level V of acculturation on the scale. This findings showing that White American students
appropriately fell into the Very assimilated Anglo-orientated range result further validates use of this scale as a screener for assessing acculturation level.

The relationship between the acceptability of the two interventions and acculturation for the Mexican descent students was examined using Pearson product-moment correlation coefficient between the scores on the TEI and the ARSMA-II. There was not a significant correlation between the two measures on the Standing Up for Yourself intervention, $r = .05, n = 28, p = .80$, or the Seeking Adult Help intervention, $r = .15, n = 28, p = .45$. 
CHAPTER V

DISCUSSION

Results

The degree to which schoolwide educational practices that have been proven to be supportive for White students will be equally supportive for Latino students has not been well studied. This is also the case for schoolwide bully intervention programs. Bullying occurs in all schools and can have long-lasting damaging effects on academic performance and social well-being (Nansel et al., 2001) if bullying intervention strategies are not effective or used with fidelity. For the interventions to be effective they must be used. Students who have higher treatment acceptability of an intervention are more likely to use the intervention (Elliot et al., 1986, 2002). Cultural differences between Latino and White students may influence treatment acceptability. A student’s decision to engage in a particular behavior is influenced by his/her values and beliefs toward the consequential effects of the implementation of the behavior and the perceived evaluation of the behavior effects. Thus it is important that we further investigate if strategies taught in schoolwide bully intervention programs are teaching Latino students strategies that they perceive as an acceptable and effective way to deal with bullies. The present study furthers the treatment acceptability research by comparing the acceptability ratings of Latino students to those of White students of bully strategies commonly taught to students, specifically “Standing Up for Yourself,” and “Seeking Adult Help.”

Results from this study indicated that Mexican descent students rated the skill of Standing Up for Yourself less favorably than the White American students. This lower
acceptability may suggest that Mexican descent students may not be as comfortable confronting the bully as White American students or find the intervention effective for bullying situations. Mexican culture places greater emphasis on behaviors that lead to harmonious social relationships, often referred to as *simpatia*. That is, within the Latino culture, there is an inclination to avoid conflict and confrontation and put emphasis on a pleasant demeanor and positive interactions (Marin & Marin, 1991). One plausible explanation for the consistent lower mean scores for Mexican descent students on items asking about perceived comfort level when using this skill may possibly be that the Mexican descent students may not have been as comfortable confronting the bully as they may have preferred to "not make waves" and deal with the situation in a less confrontational manner. However, students were taught how to conduct this intervention when confronting a bully on their own. It is possible that other strategies such as a greater focus on group confrontation may be more acceptable for students who prefer to use behaviors that maintain harmony. In fact, the Mexican descent students rated the item asking about use of the Standing Up skill when seeing other students being bullied at a similar high acceptability level as the White American students.

The ratings on the skill of Seeking Adult Help were favorable for both the Mexican descent and White American students, with ratings that fell above a score that would represent an average rating of a 4 out of 5 (with 5 being the most positive rating). This suggests that this skill may be equally appropriate for both Latino and White students.

The difference between the two groups' ratings on the skill of Standing Up for yourself, as was discussed, was significant. Despite this difference in acceptability
ratings the data suggest that this skill may still be appropriate for Latino students to use in a situation where they are being bullied. While the ratings by the Mexican descent students were significantly lower than those of the White American students, the scores were still favorable. Results for the Mexican descent students' ratings fell at or above a score that would represent an average rating of a 4 out of 5 (with 5 being the most positive rating) for both skills. While it is possible that there may be more acceptable skills that could be used by either Whites or Latinos, the results of this study do not support the cessation of using the skills with either group.

With regards to the other skill taught, Seeking Adult Help, there was not a significant difference between the two groups' ratings. Latinos tend to stress the importance of respeto that involves respectful behavior toward others based on age, gender, and authority (Arredondo et al., 1996). Because respeto involves differential behaviors towards adults, it was hypothesized that there may be differences between Latinos and White student in the attitudes or expectations that influence student acceptability for asking for adult support in bullying situations. The Mexican descent students might not feel comfortable being direct with an adult in seeking help or may worry about adult perceptions of the seeking help behaviors. The data from this study, however, did not support this hypothesis. Due to high acceptability scores, perhaps both groups of students felt that seeking adult help resulted in positive support that will most likely effectively intervene with bullying or stop future bullying. While this does not support the original hypothesis, this is an important finding that proposes the idea that the skill of Seeking Adult Help may be an appropriate, and possibly effective strategy to teach Latino students. Most bully interventions encourage victims to seek adult support
to help resolve a bully situation (Glover, Gough, Johnson, & Cartwright, 2000; Kochenderfer & Ladd, 1997), and study students rated the method fairly high.

Interestingly, both groups of students in this study rated that they are more likely to think of other ways to handle the bully problem. This finding is consistent with prior survey studies indicating that a small percentage of victims of bullying report bullying to an adult (Hunter, Boyle, & Warden, 2004). Hunter and colleagues reported that very few surveyed bullying victims and peer-aggression victims report telling adults. Most victims who do seek support report telling a friend followed by a family member, while very few reported telling a teacher about a bully problem. Twenty-four percent of the surveyed victims who reported that they had told someone about their bullying experience reported that telling someone was the best strategy to stop bullying, but only 3% reported telling teachers as a helpful strategy. Clearly, more research is needed to investigate what and why students feel other strategies would be more effective or how to make teacher support more effective for all students in school settings.

There were only two significant differences found between gender and cultural groups on each of the interventions. Specifically, White females rated the skill of Standing Up for Yourself more favorably than Mexican descent males, and also rated the skill of Seeking Adult Help more favorably than White American males. In both cultural groups, the mean ratings of the females for both skills were more acceptable than their male counterparts within their culture. It is difficult to determine, based on these results, the reason for this difference between genders across both cultures. However, differences between males and females in prior findings indicates that males are more likely to retaliate to bullying with fighting behaviors (Kochenderfer & Ladd, 1997), whereas
females may be more apt to use a strategy to improve the situation rather than physically
fight back.

Results indicated that White American students had a significantly higher rating on
experiencing being hit, kicked, pushed, shoved around, or locked indoors by other
students than Mexican descent students, which may account for the differences between
the White American female and male students. The significant differences between
genders, across both White American and Mexican cultures on the acceptability ratings
of the skills, should be researched further in order to determine whether these differences
are applicable in other settings as well as the reasons for this difference.

A number of specific problems with intervention use were identified by both
White and Latino students with no significant differences between cultural groups on any
item for either skill. On both skills, more than 40% of the students endorsed that the
strategy would make the bully more upset or mad, and approximately 30% of the
students reported feeling uncomfortable using the two skills. For the skill of Seeking
Adult Help, more than 40% of the students endorsed that this action may make adults
think differently about the person reporting the bullying. These findings have major
implications on the importance of educating educators on appropriate attitudes to have
and actions to take with students who are seeking help, and on peer support when
students attempt to appropriately stop bully situations.

A major concern about the use of the skill of Standing Up for Yourself was that
others would join in with the bully, make fun of the student standing up to the bullying,
or that person would get into more trouble by using the skill. Bully bystanders have the
potential to help a victim stand up to a bully. However, in an observational study, Craig
and Pepler (1997) found that 85% of observed bully episodes during recess occurred in the presence of other students, but only 11% of the present students took actions to help the victim of bullying. Yet another study revealed that peers reinforced bullying behavior in some form in 81% of bullying episodes observed by the researchers in a naturalistic setting (Craig & Pepler, 1995). These findings along with the findings in this study emphasize the need for effective intervention for bystanders to stop rather than support observed bullying of others. Although the Mexican descent students did not endorse different problem items than the White American students, the Mexican descent students perceived that bad things are more likely to happen as compared to the White American students when trying to use the Standing Up strategy to confront bullying. Future research should examine whether there are additional problems that were not identified on this survey or if other explanations such as perceived problem severity influenced this rating difference between the Mexican descent and White American students.

It is also important to note the level of bullying experienced by the participants in this study. On the majority of items, the White American and Mexican descent students endorsed similar levels of experience being bullied. The majority of the students (79%) reported that they never or rarely experienced physical bullying behavior. Approximately 20% of the students reported that they “often” or “very often” experienced name calling, having rumors spread about them, or being excluded. Approximately 25% of the students reported that they “sometimes” experienced these bully behaviors. The results of ratings on specific bullying items indicated that a significant difference was found between cultures for only physical bullying with more experiences reported by the White American students. These results suggest that bullying was occurring at the schools
warranting intervention but that the degree of bullying may be more severe when intervening with other school populations. Interestingly, 30% of the students reported that they “sometimes” and 1% reported that they “often” bullied other students.

Another interesting result of this study is that the White American students who rated themselves high as bullies rated both skills as less acceptable. Future research should study this in more depth to determine the reasons for this result. A student who bullies others may disfavor these strategies due to perceived ineffectiveness on their own bully behaviors or may find these actions to stop their bullying aversive. A related question is posed as to whether the bullies benefit from learning the skills as much as victims. One factor that confounds this question is that it is impossible to simply label a child as a victim or a bully. A portion of kids in this study who rated themselves as bullies also rated themselves as victims of bullying. Many kids who bully may also be victims of bullying themselves, so it is difficult to keep these experiences independent from each other in studying its relationship to other variables such as acceptability ratings of a particular bully intervention skill (Solberg, Olweus, & Endressen, 2007). Alternatively, students who rated themselves as being victims of bullying had similar ratings as students who reported lower victimization scores.

However, White American students who rated themselves higher as being a bully provided lower acceptability ratings of both skills. Results from Mexican descent students’ ratings did not demonstrate such a result (a correlation between rating themselves as bullies and the overall acceptability rating of the skills). However, Mexican descent students who endorsed the item relating to others “spreading rumors and lies” about the student, rated the skill of Seeking Adult Help as less acceptable. The
other items counted as "victim" items did not correlate with lower or higher acceptability scores of the skills.

Because the acculturation process involves adaptation of an immigrant group's cultural practices through interactions with the dominant culture (Autshel, 2002) there are individual differences in acculturation levels that may influence treatment acceptability. Although acculturation levels may influence student acceptability of the bully intervention procedures, there was not a significant relationship found between level of acculturation rating and either of the skills rated for the Mexican descent participants. These results may be limited however, as the sample size of Mexican descent students was not large enough to provide for further dissection into smaller groups of acculturation level for comparisons of differences. The ratings of the Mexican descent students placed them in Levels II through IV of Acculturation Level on the ARSMA-II with 3 students in Level II (Mexican-oriented to approximately balanced bicultural), 21 in Level III (slightly Anglo-oriented bicultural), and 4 in Level IV (strongly Anglo-oriented bicultural). It appears that the sample of Mexican descent students in this study represented kids who fell primarily in the middle range of acculturation level. Mexican descent students were selected to participate in this study to minimize cultural difference if multiple Latino populations were included. The results are thus intended to pertain specifically to this culture but findings may differ with other Latino cultures.

Limitations and Future Research

Several limitations in this study stand in the way of providing definitive answers
for the questions posed for this research. While there are many shared characteristics among Latino people, within the larger Latino culture are many subcultures with values and traditions unique to themselves. This study was limited to the Mexican culture in order to avoid confusing the results with other Latino cultures. It would be inaccurate and inappropriate to assume that other Latino cultures would have the exact same results as those represented here. Future research should study other Latino cultures, as all of these are represented to varying degree within the United States education system. In addition, there was a limited sample of students in third through sixth grades from a small geographic area in this study. Differences in school population also limit the generalization of the results. For example, the majority of students and teachers in these schools are White. Thus, the results may not apply in other school settings where the Latino population is the majority, and/or where the teachers themselves are of a different ethnicity. It would be interesting and important to know whether the results would be similar or not if the majority of students and/or teachers in the school were Latino, or of another cultural background.

A related area of study that would be important to address is the experience of bullying within and across ethnicities and cultures. Who is bullying whom? Is bullying primarily restricted within ethnic groups or is it more frequently carried out across ethnic and cultural lines? If it does transcend across these lines, to what extent is it related to prejudices related to these groups? A study of this may yield important results that could shed light on the type and target of bullying in schools where there is increasing diversity of ethnic and cultural groups attending school together and interacting with each other.

In addition, the results of this research are limited to two skills that are commonly used in schoolwide bully intervention programs and the results may or may not
generalize to other bully intervention skills that are used. Future research should look at
the acceptability of other interventions for bully prevention. Empathy training, in
particular, may be an area that would be important to study with regards to cultural
differences between the Latino and White population. Latino culture places value on
maintaining harmonious relationships and may be more inclined to help out another
individual being bullied. Further research is needed to study this theory.

In addition to being limited to two skills, students were taught and evaluated in a
small group analog setting that limits the ecological validity of the study. This study
represented a one-time assessment of students based on a fabricated vignette. While an
effort was made to help the students understand the skills fully (through discussion,
modeling, and practice of the skills), the assessments were not made based on use of the
skills in a real-life situation. The vignettes that were used as the situations in which the
students would use the skills were also developed with the intent of creating a life-like
situation that might really happen to the students. However, it was still not a real
experience and thus has inherent limitations in determining whether their evaluations
represent the students' true assessments of the skills. The students were in a safe
environment within the group. In a real situation, it is possible that they would provide
different analyses of the skills. It is difficult to determine whether all of the students had
a keen enough self-awareness to know how they would react using the skills in a real
situation. In addition, it is difficult to know whether, and how, students' evaluations of
the skills might change after repeated experience with a bully and with the skills. Future
research including longitudinal research, or a cross-sectional study, would be very
beneficial to this area of study. It would be important to study the actual use and
effectiveness of these skills for Latino cultures when applied in a school setting over time.

Another limitation of this study was the number of participants in the groups. As has been discussed, there were a number of areas that were theorized to provide statistically significant differences between groups that were not obtained. There was an observable difference between the mean acceptability ratings of the skill of Seeking Adult Help that did not yield a statistically significant difference. A larger sample size may have magnified this result. There was also an observable, but not statistically significant difference between White American and Mexican descent students’ ratings on the overall victimization and bullying rating on the Revised Olweus Bully/Victim Questionnaire that also may have yielded a statistically significant difference had the sample size been larger.

An increase in sample size may have yielded differences not only in the acceptability ratings of both skills and in the level of victimization and bullying experienced, but also in the type of bullying experienced. While there was a significant difference between the two cultural groups on one item of victimization, it would be important to further study the types of bullying and victimization experienced by Latino and White students. It is difficult to determine, based on the results of this study, whether there is a real difference in the type of bullying that occurs in these populations. A larger sample size could possibly have shed greater light on this.

Greater differences between genders between and across cultural groups may have also been found, had the sample size been larger. Research has demonstrated differences in types of bullying experienced and carried out by females and males (Crick & Nelson, 2002; Nansel et al., 2001; Olweus, 1991). Thus, it may be that the types of
interventions preferred are different for girls than boys in the school setting. The sample size in the study may have minimized these and other differences. Clearly, further research is needed to explore these areas.

Although students were given the opportunity to write in reasons why interventions might be a problem, only a few students spent time writing additional problems. It would be advantageous for intervention development to use additional qualitative methods (e.g., focus groups) to study in more depth the reasons that students did not accept the skills that are generally used to deal with bullies. The results provide, however, a good starting point for future theoretical development and research. This knowledge can be used to modify or develop interventions that will increase acceptability ratings of bully intervention strategies and the likelihood that a treatment will be implemented properly and followed more thoroughly for all students (Elliott & Witt, 1985; Kazdin, 1981).

Finally, it would be important in future research to study in greater depth the effect of acculturation level on acceptability ratings of these skills. The majority of the Mexican descent students in this study fell in the middle level of acculturation level. The population of Latino students in this country includes a wider scope of acculturation level than was represented in this research. Future research should include students that represent all acculturation levels. It would be important to compare the differences between these levels, an area that was unable to be addressed in this study due to low diversity between acculturation levels.
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APPENDICES
Appendix A:
INFORMED CONSENT

TiPS
Tips on Interventions for Peer Support

Dear Parents,

We are writing to request permission to include your child in a new program with Utah State University School Psychology Department that will teach and evaluate the effective ways that students can deal with bullying situations in their school. Your child would be working with Devin Healey, a Master's student, under the supervision of Dr. Donna Gilbertson, to practice skills on dealing with bullying. We are inviting children to participate in this study who experience bullying as well as those who do not experience it. Our goal of this research project is to study student's perception of the effectiveness and appropriateness of bully preventative skills.

Procedures
If you agree to allow your child to participate, you will be asked to complete some surveys (included with this form) regarding your child's your child. This will include basic information about your child, information regarding ethnicity, and bullying experience. Following this, your child may be selected to participate with 7 to 9 other children in a program designed to teach students how to deal with bullying experiences. All of the children within these groups will be taught specific skills that have been shown to be helpful in decreasing the occurrence of bullying in schools. Small groups of children will meet with a pair of study investigators at your child's school one time for about 40 minutes. Students will work with us during a period of the school day so that no student will miss academic course work.

Risks
There are no known serious risks associated with the programs being used in this study or the surveys we are asking you and your child to complete. However, because we ask about difficult peer situations (like bullying) your child may experience slight psychological discomfort from completing the surveys about himself/herself and his/her behavior. If any unforeseen risks are identified, we will immediately notify you of these.

Benefits
We feel this program will benefit your child by giving him/her the opportunity to learn and/or help others learn supportive behaviors to deal with bullying situations. Also, the information gained by this study could potentially help the researchers and school personnel to determine which programs children report are the most acceptable way for decreasing bullying in schools and the effectiveness of current bully intervention skills for children of different backgrounds.

Voluntary Nature of Participation and Right to Withdraw without Consequence
Participation in this research is entirely voluntary. You and your child may refuse to participate or withdraw from the study at any time without consequence.
Confidentiality: Information about you and your child will be kept confidential and will be available only to individuals directly involved in the project. You will be assigned a code number and only this number will be used when the data is stored in the computer. Public presentations of the results of this study will in no way identify you or your child. All data will be kept in a locked filing cabinet which will be accessible only by individuals directly involved in the project.
TIPS
Tips on Interventions for Peer Support

IRB Approval Statement
The Institutional Review Board (IRB) for the protection of human participants at Utah State University has reviewed and approved this research project. You can contact the IRB at (435) 797-1821 if you have more questions.

Copy of Consent
This package contains two copies of this Informed Consent Form. Please sign both and retain one copy for your files. Please return one signed copy with the packet of paper and pencil measures you complete.

Researcher Statement
I certify that the research study has been explained in writing to the individual or by my research assistant, and that the individual understands the nature and purpose as well as the possible risks and benefits associated with taking part in this research. Any questions that have been raised have been answered.

Donna M. Gilbertson, Ph.D.
Principal Investigator
(435) 797-2034

Devin Healey
Graduate Researcher
(801) 402-4418

Signature of Parent/Guardian: (please check one and sign if agreeing to participate)
___Yes, I am willing to have my son/daughter participate in this study. I have read this form and I understand the purpose of this project. I also understand the potential risks and benefits involved, and what to do and who to contact if I have any concerns. If I have other questions, I understand that I may contact the researchers at the phone numbers listed below by their signatures. By signing below I give my permission for my child to complete surveys and take part in the group intervention if he/she is chosen for this intervention. I am also giving permission for the researchers to request that one of my child’s teachers complete a brief behavioral survey on my child.

Signature of Parent/Guardian ________________________________ Date __________________

Printed Name of Parent/Guardian ________________________________

Printed Name of Student ________________________________

___ NO, I do NOT want to participate in this study and I do not want my child to participate
TIPS

Tips on Interventions for Peer Support

Student Assent: I understand that my parent(s) know about this group to learn ways to support classmates and that they have given permission for me to participate. I understand that it is my decision if I want to be in this study. If I do not want to be in this group or if I change my mind later and want to stop, no one will be upset. I can ask any questions anytime about this study now or later. By signing below, I agree to participate.

Student’s Signature: ____________________________
Appendix B:

CONSENTIMIENTO INFORMADO

TIPS
Sugerencias sobre Intervenciones de Apoyo entre Amigos

Estimados Padres.
Les escribimos para pedir su permiso que nos autorice incluir a su hijo/a en un nuevo programa del Departamento de Psicología Escolar de la Universidad Estatal de Utah que enseñará y evaluará maneras efectivas que los estudiantes puedan utilizar en situaciones de agresión (verbal o física), como cuando otros niños/as le molestan, fastidian o excluyen de juegos en la escuela. Su hijo/a trabajará con Devin Healey quien es estudiante de Maestría y que está bajo la supervisión de la Dra. Donna Gilbertson. Este proyecto incluye la práctica de habilidades y destrezas a utilizar en estas situaciones. Nosotros estamos invitando a todos los niños que participen en este estudio, ya sea que hayan tenido o no, experiencias de agresión (verbal o física), o cuando otros niños/as le molestan, fastidian o excluyen de juegos. Nuestro objetivo en este proyecto es estudiar si los estudiantes creen que las destrezas que les enseñamos ayudan a prevenir las situaciones problemáticas.

Procedimiento
Si usted está de acuerdo en permitir que su hijo/a participe, le pediremos que llene algunos cuestionarios (adjuntos) en relación con su hijo/a como es información básica sobre su origen étnico y experiencias en situaciones de agresión (verbal o física), como cuando otros niños/as le molestan, fastidian o excluyen de juegos. Posteriormente, su hijo/a podría ser seleccionado para participar en un grupo de 7 a 9 niños en un programa diseñado para enseñar a los estudiantes cómo resolver estas situaciones. A todos los niños dentro de estos grupos se les enseñará habilidades específicas que han demostrado ser útiles para disminuir el número de situaciones de agresión (verbal o física), como cuando otros niños/as le molestan, fastidian o excluyen de juegos en la escuela. Grupos pequeños de niños se reunirán con dos capacitadores en la escuela de su hijo/a, en una sola ocasión y por 40 minutos. Los estudiantes trabajarán con nosotros durante una hora de escuela que no interfiera con su trabajo académico.

Riesgos
No existen riesgos graves conocidos relacionados con el programa que será usado en este estudio o con los cuestionarios que le pediremos que llenen a ustedes o sus hijos/as. Sin embargo, debido a que preguntaremos sobre situaciones difíciles entre compañeros (como son agresiones o peleas) su hijo/a podría sentir algo de incomodidad sociológica por llenar los cuestionarios acerca de sí mismo/a y su comportamiento. En caso que se identifiquen riesgos imprevistos, nosotros les notifiquemos a ustedes inmediatamente.

Beneficios
Nosotros creemos que este programa le beneficiará a su hijo/a ya que le dará la oportunidad de aprender y/o ayudar a otros a aprender comportamientos de apoyo para resolver situaciones de agresión o pelea. También, la información obtenida en este estudio puede potencialmente ayudar a los investigadores y personal de la escuela a determinar qué programas reportados por los
niños/as ofrecen el camino más aceptable para disminuir situaciones de agresiones (verbal o física), o cuando otros niños/as le molestan, fastidian o excluyen de juegos en la escuela y la efectividad que tienen las habilidades desarrolladas para situaciones de este tipo que se utilizan para niños/as de diferentes culturas.

**Naturaleza Voluntaria de su Participación y el Derecho a Retirarse sin Consecuencia alguna**

Su participación en este estudio de investigación es completamente voluntaria. Usted y su niño pueden rehusar o dejar de participar en este estudio en cualquier momento, sin consecuencia alguna.
TiPS
Sugerencias sobre Intervenciones de Apoyo entre Amigos

Confidencialidad
La información acerca de usted y su niño/a será mantenida de manera confidencial y estará disponible solo para personas involucradas directamente en el proyecto. Se le asignará un número de código, el mismo que se utilizará cada vez que se guarde información en la computadora. Presentaciones públicas de los resultados de este estudio no podrán de manera alguna identificarle a usted o a su hijo/a. Toda la información del estudio se mantendrá en un gabinete cerrado con llave que sólo será accesible para quienes estén involucrados directamente en el proyecto.

Declaración de Aprobación por el IRB
El Institutional Review Board IRB (Comité de Repaso Institucional) de la Universidad Estatal de Utah para la protección de los participantes revisó y aprobó este proyecto. Si usted tiene preguntas adicionales puede llamarles al número (435) 797-1821.

Copia de Consentimiento
Este paquete contiene dos copias del Consentimiento Informado. Por favor, firme las dos copias y guarde una de las mismas para sus registros. Sirvase enviarnos la otra copia firmada conjuntamente con el paquete de documentos (adjuntos) que usted ha llenado.

Declaración del Investigador
Yo certifico que se ha explicado este estudio al individuo por escrito o por mi asistente de investigación y que la persona entiende la naturaleza y propósito, así como también los posibles riesgos y beneficios asociados con la participación en este estudio. Todas las preguntas que han surgido han sido contestadas.

Donna M. Gilbertson, Ph.D.
Investigadora principal
(435) 797-2034

Devin Healey
Investigador estudiante graduado
(801) 402-4418
Appendix C:
Parent Packet

Demographic Information

Parent Information

1) Your gender (Check one): [ ] male [ ] female

2) Relationship to child (Check one):
   [ ] biological parent [ ] adoptive parent [ ] legal guardian [ ] step parent [ ] other

3) Highest level of education completed (Check one):
   [ ] did not complete high school [ ] completed high school
   [ ] completed some college [ ] completed college degree
   [ ] completed graduate/postgraduate education

4) Your child’s father’s native language:
   [ ] English [ ] Spanish [ ] other ________________

5) Current marital status (Check one):
   [ ] married [ ] never married [ ] separated/divorced [ ] widowed

Child Information

1) Child’s age: ________ Birth date (month/date/year):

2) Child’s grade level: ________

3) Child’s gender: [ ] male [ ] female

4) Your child’s ethnicity (Check one):
   [ ] Latino/a [ ] African American [ ] Caucasian
   [ ] Asian [ ] Native American [ ] Other __________________

5) Child’s mother’s ethnicity (Check one):
   [ ] Latino/a [ ] African American [ ] Caucasian
   [ ] Asian [ ] Native American [ ] Other __________________
6) Childs father's ethnicity (Check one):

[ ] Latino/a       [ ] African American       [ ] Caucasian
[ ] Asian          [ ] Native American       [ ] Other _______________________

7) Has your child ever been diagnosed with any psychological and/or behavioral disorders?

[ ] no [ ] yes (Please specify which ones: _________________________)

8) Your child's native language:

[ ] English       [ ] Spanish       [ ] other

9) What country was your child born in _________________________

10) What country was your child's father born in? _________________________

11) What country was your child's mother born in? _________________________

12) How often is English spoken at home?    [ ] Not at all    [ ] Some    [ ] Always

13) How many years has your child lived in an English speaking country? ______

14) Did your child speak English when he or she first entered school? 

[ ] Yes [ ] No

15) Did your child learn to speak English at school?    [ ] Yes [ ] No
Appendix D:

Parent Packet

Información Demográfica

Por favor conteste cada una de las siguientes preguntas:

Información del Padre/Madre

1) Género / Sexo: [ ] hombre [ ] mujer

2) Relación con su hijo: Yo soy su
   [ ] padre/madre biológico [ ] padre/madre adoptivo [ ] guardián
   [ ] padre/madre de crianza [ ] otro __________________________

3) Su más alto nivel de educación completada:
   [ ] menos de escuela secundaria [ ] escuela secundaria
   [ ] alguna universidad [ ] grado universitario [ ] postgrado

4) El lenguaje nativo del padre del niño:
   [ ] ingles [ ] español [ ] otro __________________________

5) Estado civil:
   [ ] casado [ ] nunca me he casado [ ] separado/divorciado [ ] viudo

Información del Niño(a)

1) Edad del niño: ______ Fecha de nacimiento del niño:___________(mes/día/año)

2) Grado escolar del niño: ______

3) Género / sexo del niño: [ ] hombre [ ] mujer

4) Grupo étnico del niño:
   [ ] Latino/a [ ] Afro Americano [ ] Blanco
   [ ] Asiático [ ] Indio [ ] Otro __________________________

5) Grupo étnico de la madre del niño:
   [ ] Latino/a [ ] Afro Americano [ ] Blanco
   [ ] Asiático [ ] Indio [ ] Otro __________________________

6) Grupo étnico del padre del niño:
   [ ] Latino/a [ ] Afro Americano [ ] Blanco
   [ ] Asiático [ ] Indio [ ] Otro __________________________
7) Su hijo(a) ¿ha sido diagnosticado con un desorden psicológico o conductual?
[ ] no [ ] sí Por favor especifique:

8) El lenguaje nativo del niño:
[ ] inglés [ ] español [ ] otro ____________

9) En qué país nació su niño?

10) En qué país nació el padre del niño?

11) En qué país nació la madre del niño?

12) Cuánto a menudo se habla el inglés en el hogar?
[ ] Nunca [ ] Algunas veces [ ] Siempre

13) Cuántos años ha vivido su niño en un país que habla inglés?

14) Habló inglés su niño al entrar en la escuela? [ ] Sí [ ] No

15) Aprendió hablar su niño el inglés en la escuela? [ ] Sí [ ] No
Appendix E:

ARSMA-II Survey

(for Latino students only)

Circle a number between 1 and 5 next to each item that best applies.

1 = *Not at all*
2 = *Not very often*
3 = *Moderately*
4 = *Very often*
5 = *Almost always*

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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<td>I speak Spanish</td>
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<tr>
<td>I speak English</td>
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<tr>
<td>I enjoy speaking Spanish</td>
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<td>I associate with Mexicans and/or Mexican Americans</td>
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<td>I enjoy listening to Spanish-language music</td>
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<td>I enjoy listening to English-language music</td>
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<td>I enjoy reading in Spanish</td>
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<td>I enjoy reading in English</td>
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<td>I write letters in Spanish</td>
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<td>I write letters in the English language</td>
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<td>My thinking is done in the English language</td>
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<tr>
<td>My thinking is done in the Spanish language</td>
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<tr>
<td>My contact with Mexico has been...</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>My contact with the USA has been...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My father identifies or identified himself as “Mexicano”</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My mother identifies or identified herself as “Mexicano”</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My friends, while I was growing up, were of Mexican origin</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My friends, while I was growing up, were of Anglo origin</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My family cooks Mexican foods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My friends now are of Anglo origin</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My friends now are of Mexican origin</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like to identify myself as an Anglo American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like to identify myself as a Mexican American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like to identify myself as a Mexican</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like to identify myself as an American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Cuellar, Arnold, Maldonado 1995

Note: ARMSA-II = Acculturation Rating Scale for Mexican Americans-II
Appendix F:

Student Packet

Revised Olweus Bully/Victim Questionnaire for Students

Below are questions about *your life at school*. Answer each question by filling the circle next to the answer that best describes how you feel or how you act at school. Mark one circle for each question.

Do not put your name on this survey. No one will know how you have answered these questions. If you want to ask us for help, raise your hand and we will come to your desk and talk to you in private.

Think about the questions like this: *Since school started this year, this feeling or behavior has ...*

<table>
<thead>
<tr>
<th>Answer</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEVER</td>
<td>never happened to me</td>
</tr>
<tr>
<td>RARELY</td>
<td>happened only once or twice to me</td>
</tr>
<tr>
<td>SOMETIMES</td>
<td>happened 2 or 3 times a month to me</td>
</tr>
<tr>
<td>OFTEN</td>
<td>happened about once each week to me</td>
</tr>
<tr>
<td>VERY OFTEN</td>
<td>happened several times each week to me</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes/Often</th>
<th>Very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I acted in a caring way toward students at my school.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>2. I was called mean names, was made fun of, or teased in a hurtful way by students at my school.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>3. I was shy around students at my school.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>4. I showed a good attitude toward students at my school.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>5. Students at my school: left me out of things on purpose, kept me out of their group of friends, or completely ignored me.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>6. I was hit, kicked, pushed, shoved around, or locked indoors by students at my school.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>7. When things at school made me frustrated or upset, I stayed calm.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>8. Other students at my school have told lies about me and have tried to make others dislike me.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>9. I got easily upset with students at my school (e.g., I cried pretty easily, or I could not calm down).</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>10. I have trouble keeping friends at my school.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td></td>
<td>11. Overall: I have good grades in my classes at school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td></td>
<td>12. I called others mean names, made fun of, or teased others in a hurtful way at my school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td></td>
<td>13. Other students at my school bullied me.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

Source: Olweus, 2001
Appendix G1:
Modified Treatment Evaluation Inventory

Cover Sheet

You will be asked to rate the skill that you just learned for a given situation. Pay close attention to the question and look at all of the options. Examples of two questions are below. Put an ‘X’ in one of the seven boxes that best agrees with your opinion. If your opinion falls somewhere between options, you can place it in one of the boxes between the options.

Example:

<table>
<thead>
<tr>
<th>Question</th>
<th>Not Likely</th>
<th>Sort of Likely</th>
<th>Likely</th>
<th>More Likely</th>
<th>Very Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>How likely are you to use the steps used in this skill?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>How likely is it that bad things could happen when using this strategy for this problem?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

Practice:

Complete this example:

The problem:

The ice cream was too hard to scoop out of the carton.

The solution:

I let it sit on the counter and set a timer for 30 minutes.

<table>
<thead>
<tr>
<th>Question</th>
<th>Not Likely</th>
<th>Sort of Likely</th>
<th>Likely</th>
<th>More Likely</th>
<th>Very Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>How likely are you to use the steps used in this example?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
Appendix G2:
Modified Treatment Evaluation Inventory
Evaluating Standing Up For Yourself Skill

Please fill in the circle that best describes your answer to each of these questions. For each question, think about the bully prevention problem and the prevention skill that was used to help stop bullying that you just read about in the above story. Make sure you read the questions and the possible answers carefully.

<table>
<thead>
<tr>
<th>Question</th>
<th>Not Likely</th>
<th>Sort of Likely</th>
<th>Likely</th>
<th>More Likely</th>
<th>Very Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>How likely do you feel that this skill, of standing up to a bully, will be okay?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>How likely would you be to use this skill if you saw another student being bullied?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>How likely would it be good for other students to use this skill?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>If all of the students in your school had to use this skill, how likely would other students rate this skill as good?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>How likely is this skill to be fair?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>How likely is this skill to be a good way for students to handle a bully problem?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>How likely are you to think of other ways to handle this bully problem?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>How likely is it that bad things will happen to you when trying to use this to confront a bully?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>How likely are you to enjoy the steps used in this skill?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>How helpful is this skill likely to be?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>How likely will this skill make things better for you for a long time?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>How likely is this skill to cause bad things to happen?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>How uncomfortable would you likely feel when using this skill?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Overall, are your general feelings towards this skill likely to be good?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Are you likely to feel comfortable using this skill when the bully is a girl?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Are you likely to feel comfortable using this skill when the bully is a boy?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
Why might this way of stopping a bully be a problem for you to use (check all that apply)?

_____ I might make the bully madder.

_____ It would make me feel uncomfortable.

_____ I might lose friends for doing this.

_____ I might make them get in trouble for doing this.

_____ I would be too angry.

_____ Others would laugh at me or join the bully.

_____ There wouldn’t be any problems from using this skill.

Other reasons: ____________________________________________
Appendix G3:

Modified Treatment Evaluation Inventory

Evaluating Getting Help Skill

*Please fill in the circle that best describes your answer to each of these questions. For each question, think about the bully prevention problem and the prevention skill that was used to help stop bullying that you just read about in the above story. Make sure you read the questions and the possible answers carefully.*

<table>
<thead>
<tr>
<th>Question</th>
<th>Not Likely</th>
<th>Sort of Likely</th>
<th>Likely</th>
<th>More Likely</th>
<th>Very Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>How likely do you feel that this skill, of seeking help from an adult, will be okay?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>How likely would you be to use this skill if you saw another student being bullied?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>How likely would it be good for other students to use this skill?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>If all of the students in your school had to use this skill, how likely would other students rate this skill as good?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>How likely is this skill to be fair?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>How likely is this skill to be a good way for students to handle a bully problem?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>How likely are you to think of other ways to handle this bully problem?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>How likely is it that bad things will happen to you when trying to use this to fix a bullying problem?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>How likely are you to enjoy the steps used in this skill?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>How helpful is this skill likely to be?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>How likely will this skill make things better for you for a long time?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>How likely is this skill to cause bad things to happen?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>How uncomfortable would you likely feel when using this skill?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Overall, are your general feelings towards this skill likely to be good?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Are you likely to feel comfortable using this skill when the bully is a girl?</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Are you likely to feel comfortable using this skill when</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
the bully is a boy?

Why might this skill (seeking help from an adult) be a problem (check all that apply)?

_____ I might make the bully more mad.

_____ It might make adults think differently about me?

_____ It would make me feel uncomfortable.

_____ I might lose friends for doing this.

_____ I might get in trouble for doing this.

_____ There wouldn’t be any problems from using this skill.

Other reasons: ________________________

____________________________
Appendix H1:
Standing Up For Yourself Training
Trainer’s Copy

**STANDING UP FOR YOURSELF**

Standing up for your rights but respecting the rights of others by giving a direct, honest expression of what you feel and need.

Present and discuss rational of steps:

★ Be calm
★ Look confident by sitting up or standing straight, head up, and shoulders straight
★ Look the person in the eye
★ Speak firmly and confidently
★ Briefly say how you feel and why
  
  * I feel ____ when you ______ because __________.

★ Briefly tell the person what you need
  * I want you to __________
★ Walk away
Appendix H2:

How to Stand Up For Yourself

Trainer’s copy

I will point to a student who will give a put down to me and I will act out a response. Tell me if I’m using the above steps in a good way.

Modeling using steps less effectively:

1. Student provides put down such as “you have an ugly shirt” or “you’re dumb.”
   Trainer uses steps less effectively (e.g., leaves out a step or two: not looking person in eye, not speaking confidently, not walking away)

   How did I do? (Ask for feedback on mistakes made and how it could be done better).

Modeling using steps properly:

2. Student provides put down such as “you have an ugly shirt” or “you’re dumb.”
   Use steps the right way: “I feel upset when you tell me I’m because you are saying mean things that are not true. I need you to keep mean opinions to yourself when I am around” (walk away).

   How did I do? (Ask for feedback and discuss how steps were performed.)
Appendix H3:
Standing Up for Yourself Definition
Student Packet

Standing Up For Yourself as a way to stick up for your rights

**Standing Up For Yourself:** Stating your rights by giving an honest expression of what you feel and need.

**Why?** Someone wants to get what they need in a way that gets a solution without getting others angry.

**What happens?** If you speak calmly then it is clear what you want and others do not feel threatened by you.

**When is this useful?** This is a way to change most problems.
TIPS
Sugerencias sobre Intervenciones de Apoyo entre Amigos

Firma del padre/Representante: (Por favor marque una de las opciones y firme si está de acuerdo en participar)

___ Sí, yo estoy dispuesto en permitir que participe mi hijo/a en este estudio. He leído este documento y entiendo el propósito de este proyecto. También entiendo los potenciales riesgos y beneficios que esto implica, como también qué hacer y a quién puedo contactar si tengo alguna preocupación al respecto. Si tengo otras preguntas, entiendo que también puedo contactar a la Dra. Gilbertson o el Sr. Healy a través de los números de teléfono abajo indicados a continuación de las firmas. Por medio de mí firma, doy permiso para que mi hijo/a llene los cuestionarios (respectivos) y que participe en los grupos en caso de ser escogido. También doy permiso para que la maestra de mi hijo/a que llene un breve cuestionario sobre el comportamiento de mi hijo/a.

Firma del padre/representante ___________________________ Fecha ___________________________

Nombre escrito del padre/Representante ___________________________

Nombre escrito del estudiante ___________________________

___ NO quiero participar en este estudio y no quiero que mi niño/-a participe tampoco.
Asentimiento del estudiante
Entiendo que mi padre sabe acerca de este grupo para aprender maneras de ayudar a compañeros de mi clase y entiendo que mis padres han dado permiso que yo pueda participar. Entiendo que es mi decisión si quiero o no participar en este estudio. Si no quiero ser parte del grupo, o si luego decidido no participar y por tanto dejo de participar, nadie se enojará. Comprendo que puedo hacer cualquier pregunta acerca de este estudio en cualquier momento. Firmar abajo significa que estoy de acuerdo con participar.

Firma del Estudiante: __________________
Appendix H4:
Standing Up for Yourself Steps
Student Packet

HOW TO STAND UP FOR YOURSELF

★ Be calm

★ Look confident by sitting up or standing straight, head up, and shoulders straight

★ Look the person in the eye

★ Speak firmly and confidently

★ Briefly say how you feel and why
  I feel ____ when you _______ because ____________.

★ Briefly tell the person what you need
  I want you to ______________

★ Walk away
Appendix II:

Seeking Help From an Adult

Trainer’s Copy

**MAKING SURE YOU GET THE HELP YOU NEED**

Sometimes it’s best to stand up for yourself to a bully. In other situations, it may be best to defend your rights by getting help from an adult. Everyone needs help sometimes. Let’s practice some steps that you can follow to get help if you decide help is needed.

Present and discuss rational of steps:

★ Be calm and make eye contact.

★ “I have a problem and would like some help. This is what happened. ....”

★ State what you need and that you would like some help to get some ideas to get what you need.

   “I feel _____ when this happens because ______________.
   I need help to get what I need. I need ______________.
   I would you to help me brainstorm some ways that will help me change the situation and get what I need.”

★ Choose and use the best plan that you both agree on with help

★ Follow up with the other person.

   “Thank you for your help. With your help the problem is much better for me.”
   “The plan did not work. I tried to do this part of the plan. Should we revise the plan?”

★ Get help from another person if that person refuses to help
Appendix 12:
How to Seek Adult Help

Trainer’s copy

I will point to a student who will give a put down to me and I will act out a response. Tell me if I’m using the above steps in a good way.

Modeling using steps less effectively:

1. Student provides put down such as “I’m going to beat you up” or knocking books out of hand and saying “what are you going to do about that, nerd?”
   Trainer uses steps less effectively (e.g., leaves out a step or two: not speaking confidently, not returning to thank adult)

How did I do? (Ask for feedback on mistakes made and how it could be done better).

Modeling using steps properly:

2. Student provides put down such as “I’m going to beat you up” or knocking books out of hand and saying “what are you going to do about that, nerd?”
   Use steps the right way: Get help from an adult and carries out plan. Return to adult for follow up and to thank adult, or find another adult if that adult can’t/won’t help.

How did I do? (Ask for feedback and discuss how steps were performed.)
Appendix I3: Seeking Help lesson Student Packet

HOW TO SEEK ADULT HELP

★ Be calm and make eye contact.

★ “I have a problem and would like some help. This is what happened. ….”

★ State what you need and that you would like some help to get some ideas to get what you need.

“I feel ___ when this happens because ______________.
I need help to get what I need. I need ______________.
I would you to help me brainstorm some ways that will help me change the situation and get what I need.”

★ Choose and use the best plan that you both agree on with help

★ Follow up with the other person.

“Thank you for your help. With your help the problem is much better for me.”
“The plan did not work. I tried to do this part of the plan. Should we revise the plan?”

★ Get help from another person if that person refuses to help
Appendix J:

Standing Up for Yourself Vignette

During lunch, you are eating your lunch by yourself. A student comes over and sits at your table. Then the student makes fun of you by saying you don’t have any friends. The bully tells you it was because of the way you dress and because, they said “you probably don’t ever take a bath.” You decide this is a good time to confront the bully.

First you remember to be calm. Then you look confident by standing straight up and looking at the bully in the eye. You firmly say "I feel upset when you make fun of my clothes and say I don’t have friends because it’s very mean." You then tell the bully, "I want you to stop bothering me," and you get up and go eat your lunch at another table.
Appendix K:
Seeking Help Vignette

While you are walking to your next class, a boy named Daniel comes up behind you and hits your books out of your hand. Then Daniel kicks your books across the hall, and starts to make fun of you by saying you are a “loser,” and tells you that you are dumb. Then Daniel tells his friend to push you. You decide this is a good time to use the skill of seeking help from an adult.

You see a teacher down the hall and walk up to her. You remember to be calm and you look her in the eye and say “I have a problem and would like some help. This is what happened. Daniel knocked my books out of my hand and then told me I was a loser and I’m dumb.” Then, you say, “I feel hurt and scared when he does this because it’s mean and I’m scared he might hurt me. I need help from you. Can you either make him stop picking on me, or maybe could you walk with me to my class so he won’t bother me anymore?”

Then the teacher says, “Sure, I would love to help you. Why don’t I walk with you to your next class so they don’t bother you anymore.” The teacher then helps you pick up your books and walks by your side to your next class. When you get to the class, you turn to the teacher and say, “Thank you for your help. I am okay now” and you walk into your class.
Appendix L:

Student Assent Form

**TIPS**

Tips on Interventions for Peer Support

**Student Assent:** I understand that my parent(s) know about this group to learn ways to support classmates and that they have given permission for me to participate. I understand that it is my decision if I want to be in this study. If I do not want to be in this group or if I change my mind later and want to stop, no one will be upset. I can ask any questions anytime about this study now or later. By signing below, I agree to participate.

Student’s Signature: __________________________ Date: ______________
Appendix M:

Verbal Explanation of Study

What Are We Going to Talk About Today?

To make sure our school is safe for everyone, we are trying to find a way that we can teach students how to stop bullying at your school and other schools. First, we are going to ask you some questions about kids bullying kids. Bullying is really any kind of behavior that is done on purpose to hurt somebody. You can hurt someone in lots and lots of different ways. You can hurt them physically, like when you hit, kick, push, or pinch someone. Other bullying is not physical, but it still hurts. If someone teases, calls the other person names, leaves someone out of games to be mean to them, then that’s bullying too.

This isn’t a test or anything. You don’t have to put your name on this survey, since we want to keep your answers a secret. That means that nobody will know how you answered any of the questions.

So that we are sure that you understand the questions, we will read each question out loud to you as you answer each question. You can ask any questions you have now or any time later. It is up to you to decide if you want to answer any of these questions. If you choose not to do this no one will be upset.

Now, we’re going to talk about ways to deal with bullying
Appendix N:

Individual Rights and Responsibilities

**TEACH Individual Rights:**
Today, we are going to learn to use steps in a situation when it is important to stick up for yourself in a positive way and in a way that will be safe. An important step to knowing when and how to best stick up for yourself is knowing your individual rights and responsibilities.

Every student has certain rights. For example, everyone has the right to feel safe at school. It is also your responsibility to make sure that you do not make another student feel unsafe at school. We are going to talk about some skills you can use to make sure you feel safe and make sure others are safe as well.
Appendix O:

Vignette for Assertiveness Training Practice

During lunch, you are eating your lunch by yourself. Another student will come up to your table. This student will then make fun of you by saying you don't have any friends, and makes fun of your clothes. You will then decide to use the steps to confronting the bully.
Appendix P:

Vignette for Seeking Help Practice

While you are walking to your next class, a bully will come take one of your books. Then the bully will start to make fun of you by saying you are a “loser,” and tell you that you are dumb. Then the bully will tell you that they’re going to beat you up. You will then decide to use the steps to seeking help from a teacher.
Appendix Q:

Student Treatment Integrity Checklist

for Standing Up For Self Treatment

DATE: __________________________
Student 1 name: __________________________

HOW TO STAND UP FOR YOURSELF

S1

- ★ Look calm (body relaxed with little movement)
- ★ Look confident by sitting up or standing straight, head up, and shoulders straight
- ★ Look the person in the eye
- ★ Speak firmly and confidently
- ★ Briefly say how you feel and why
  
  I feel _____ when you _______ because __________.

- ★ Briefly tell the person what you need
  
  I want you to _______________.

- ★ Walk away
Appendix R:

Student Treatment Integrity Checklist

for Seeking Adult Support Treatment

DATE: __________________________
Student 1 name: ______________________

MAKING SURE YOU GET THE HELP YOU NEED

S1  ★ Be calm and make eye contact.
    ★ “I have a problem and would like some help. This is what happened. ....”
    ★ State what you need and that you would like some help to get some ideas to get what you need:
      I feel ______ when this happens because ________________.
      I need help to get what I need. I need ________________.
      I would you to help me brainstorm some ways that will help me change the situation and get what I need.”

    ★ Choose and use the best plan that you both agree on with help

    ★ Follow up with the other person.
      “Thank you for your help. With your help the problem is much better for me.”
      “The plan did not work. I tried to do this part of the plan. Should we revise the plan?”

    ★ Get help from another person if that person refuses to help
Appendix S:

Trainer Treatment Integrity Checklist

for Both Lessons

DATE: _______________________
Trainer name: ________________
Integrity Checker name: ________________

Pre-Lesson:
_____ ★ Verbal/written explanation of study
_____ ★ Verbal/written explanation of assent
_____ ★ Bully/Victim Questionnaire and ARSMA-II (for Latino groups)
_____ ★ Discussion of Rights

Assertiveness Lesson:
_____ ★ Define standing up for yourself
_____ ★ Teach 6 steps to assertiveness
_____ ★ Activity 1 (Modeling); 3 times

Post-Lesson:
_____ ★ Present written form of vignette
_____ ★ Read vignette out loud
_____ ★ Give TEI to each student to rate

Help-Seeking Lesson:
_____ ★ Define help-seeking
_____ ★ Teach 6 steps to assertiveness
_____ ★ Activity 1 (Modeling); 3 times

Post-Lesson:
_____ ★ Present written form of vignette
_____ ★ Read vignette out loud
_____ ★ Give TEI to each student to rate