

Primary Research

Joe Coles, Rachel's Challenge Bullying Consultant Interview *Conducted Nov. 7, 2012 by Kelsey Balzli*

Kelsey: Thanks again for taking the time to speak with me today. I have quite a few questions, and we'll begin with one of the most basic. What's the best part of working with Rachel's Challenge?

Joe: I'll give you a quick background. I was a teacher/ coach a long time ago. Most of my background was as a school counselor. And in Kansas they had service centers where you serve at schools in your area and help them launch certain programs for students. That's where I got involved with anti-bullying and program consulting, just helping schools build programs or implement ones that already existed. The school called and asked "Would you do some program on anti-bullying?" I started going out on my own and talking to students, even though I was under this service center's restrictions on what to charge schools for my programs. Some of the fees were higher than what schools could afford. I knew if I worked on my own that I could adjust that. I spoke at a few conferences, and Daryl Scott (Rachel's father) heard me and wanted me to join RC.

What drove me to Rachel's Challenge and why I like working with them is that they have such a strong media team. Their media team can produce some incredible things that will make this program more understandable, and reach out to people. You find something you would do for free, but you go make a living out of it. I do that every day. Rachel's Challenge gave me the ability to reach more people in a better way.

Kelsey: Well, that is great. In your research, which age group do you find has the largest, most severe bullying problem?

Joe: Middle school, and statistics proves that. **They say 7-9th grade is usually hit the hardest. Fourth thru 6th is the second worse.** I think it happens more because kids are on the internet all the time at a younger age. They are used to watching people beating each other up and ripping them apart that it becomes a natural thing. It becomes a bad habit, and after talking to a lot of kids, some of them don't even know that they are doing it. Those middle grades are pretty tough, I think.

Kelsey: That's what we have found, too. What are your thoughts on cyber bullying?



Joe: What I see now is that the targets...it used to be that if I could go home, I felt safe. Now, even if the kids turn the computer off, they get obsessed by "what are those people saying about me?" or if they will get ripped on sites like Facebook. On the other side of the computer, it's easier to rip somebody. The things we have to teach to help stop bullying or deal with bullying, the two words I have used the most, Kelsey, include empathy. We have to get people to actually feel empathy or bullying will continue whipping each other. The other word I try to teach is resiliency-knowing that we aren't going to stop everybody, we aren't going to stop every situation, but these are ways we can face it. Those are two big words I use. I don't believe there's bullies in school. I believe there are people with bullying behavior in school and if we understand that's a behavior, we can change behaviors from a whole other perspective rather than say "oh, that person's a bully." Now that's a behavior, and you can change your behavior. We can help you change your behavior.

Kelsey: Right. So you're saying it's more like kids going to therapy or talking with that child, working with that child to address it?

Joe: The first step is to recognize that you have that behavior. None of us can change anything negative that we do unless we recognize you're doing it. So many of us don't realize what we are doing and have convinced ourselves otherwise. The other thing before I forget is one of the tactics I've used that schools tell me is different than most is when I was in North Carolina at this district that had 32 schools, all their key people were there. The administrators chose me to work with them because I've been a principal, I've been a counselor, and what staff tell me is unique about me when I speak to students is I focus on what bullying is not, not what it is. Principals and parents want to call everything bullying. If you look at that powerpoint I sent you, we talked about what bullying isn't.

First, we talked about what bullying is. **It has to be intentional, it has to be repeated, planned, and there has to be an imbalance of power.** Then we get into what bullying isn't. It isn't normal peer conflict. **Unless it's intentional, repeated, and there's an imbalance of power, it's just normal peer conflict.** But the key is to get parents to stop the normal peer conflict before it turns into bullying.

The other thing I really try to explain is that cliques are a huge form of bullying that we ignore. But most of my program focuses on a strategy that's different. I used to say "Oh, that kid is over there by himself, being bullied because no one has included him." And then I had a little girl tell me who was by herself one day that "No, Mr. Coles, we like being by ourselves." So we say that cliques leaving somebody out is not bullying unless it's intentional and repeated. If they are intentionally leaving that person out and repeatedly leaving that person out, then it turns into bullying.

Kelsey: Ok, great. Well, what research sources did you use to kickstart your consulting initiatives related to anti-bullying? What research kicked it off? Was it a combination of



secondary research or primary research?

Joe: That's a great question. You know, the first school that asked me to do it, I just threw together some stuff I had gotten off the internet. I went through some seminar and anti-bullying training for four days and picked up a little here, a little there. But I can't really pinpoint it. I do believe a lot of it is kid-based. Kids just seem to trust and listen, and we just try to give them information. We try to develop the basics of recognizing what bullying behavior is. We try to get people on the same page of bullying behavior. And then we try to respond to it as different people because how I respond to bullying as a target is different than how I respond to it as a bystander, which is different than how I respond to it as a person with bullying behavior. I try to be very proactive. Rachel's Challenge, now that I'm learning more and more about it, is so proactive. As a matter of fact, Daryl Scott, last year, said to me "we have this summit, and it's in Dallas, TX, and it's in the summer." That's how I got involved--speaking to summits. The program's namesake, Rachel, was a person murdered at Columbine. There were 13 people murdered. Rachel was a junior, she was 17 years old. Craig was a freshman, and he is Daryl Scott's son. Two of the thirteen people murdered were Craig's best friends and they were laying under a table in the library and those two boys came in and shot both of Craig's friends. One of the boys murdered was an African American young man, one of the few in Columbine High School. The murderers threw racial slurs at him, and the last words he heard on this earth were racial slurs. They were getting ready to shoot Craig, and the sprinkler system comes on due to the smoke in the shooting. Otherwise, Daryl Scott would have lost two kids that day. Craig now speaks for us for about over a year now. Daryl told me this week that Craig had to drop out of school for a year and go through therapy. But he's a really good presenter. Last year at the summit, he talked about the boys who did the two killings. I try to say what they can do about it. Instead of asking "why" we try to deal with "what".

Kelsey: So why do you think bullying keeps occurring? I know you sort of touched on a lack of empathy and resiliency, but why do you think it's still so prevalent?

Joe: Well, it's a combination. **One is we tend to do what the people around us do.** That would be our parents. One of the topics I speak a lot about is teaching boys and girls differently. I have two daughters, and they had babies at the same time: boy, girl, girl, boy, girl, boy. And I started seeing the differences in personalities. That boy can't perform like that girl-kindergarten, first grade, second grade. Trying to teach a five-year-old boy to read is like teaching a three and half-year old girl to read. Typically what happens is, I start losing my self-esteem and I start acting out to hide my deficiencies, and then I get myself in the habit of acting out or bullying. That's one area, these are just my thoughts. I listen to so many parents, teachers, and administrators in school all the time, and they say "Oh, that kids dad had bullying behavior, so the kid doesn't know any different." **We have so many boys without positive male role models,** and that gets heavier and heavier as we



have more children born out of wedlock, **so television is their mentor.** And they're watching all this negative stuff on television. There's actually a guy, can't think of his name, but I heard him speak, and he's got all this research material with all the school shooters in the United States. They were all avid, avid video game players. They're learning these habits. Eric and Dillon, the two boys who shot up Columbine, were unique in their own ways. They were being bullied in school. They wore black trench coats, they did the gothic thing, they began the shootings through the side door of the school. That's where Rachel was sitting. It wasn't because they were looking for her.

To answer your question, I don't really know exactly. I think it's a combination, but the media's played into part of it, too. Bullying's always gone on, but I think the media's part of it. **I think we live in a world where it's easier to put people down than build people up. We constantly work on building people up. If a person has a negative habit, it needs to be replaced with a positive habit. So we need to teach our young kids (kindergarteners, first graders, second graders) positive habits.** And then we get into that critical age where they learn a lot of negative habits. **When they get to middle school, we have to change the negative habits to positive habits.** We can't just discipline a kid and say "quit bullying" because it doesn't work in most cases.

Kelsey: What do you think is the best approach in talking with parents about anti-bullying?

Joe: When we do a parent workshop, we try to get parents to recognize bullying and if their kid has that bullying behavior. But if their kid is that popular kid, then we get them to tell their kids to reach out to the kids that are the targets or the victims. If their kid is the target or the victim, they need to teach them some resiliency and how to stand up for themselves. We really talk to them a lot about developing a friend. **I've learned from kids that they can better develop resiliency if they have someone to talk to. If I can talk to you, and someone over here is bullying me, then I can take it because I have you to confide in and listen to me.** Some of the kids feel like they are on an island by themselves. At the Rachel's Challenge parent workshops, they are very proactive. They try to get to kids' hearts. A lot of Rachel's Challenge Stuff is not teaching what bullying is, anti-bullying. I literally teach what Rachel's Challenge is, so many stories, what Rachel has done, her theme of the chain reaction of kindness. One of their challenges is to eliminate prejudice. RC does it in a proactive way.

Kelsey: What is the best approach toward school faculty?

Joe: Rachel's Challenge has what they call a Chain Reaction of Kindness. Have you looked at that program?

Kelsey: I read a bit about it, yes.



Joe: That's the one where they walk across the line. They try to get people to understand people better. They do it with staff, and it's about getting the staff to understand themselves better. That's one of the reasons I'm with Rachel's Challenge is to help with the staff, and I'm a very big believer of it. When I first started doing this 10-15 years ago, I would work with kids. One of the things I'd teach kids is to report. NOT to "tell", because "tell" sounds like tattling, and tattling means that you're trying to get someone in trouble. **Reporting means you're trying to get someone out of trouble. I teach them to report. That way, they feel a little bit better because they don't feel like they are "snitching."** They think as a bystander, they don't want to be a "snitch". You are not a snitch, you are a reporter, and you're trying to that person out of trouble.

When they go to report to a staff member, the staff member doesn't do anything about it, those kids quit reporting. So, if we don't get the staff on the same page, it doesn't work. We have to get the parents, the staff, and the students. It's got to be a comprehensive program. Kelsey, over the years, I just believe that a major part of it is the staff getting involved. I used to be a coach, and some of those coaches sit at the back row and think this is all BS and whatever, but I tell them they are wrong, you know? I've been there as a coach, and that is part of it.

Kelsey: Can you tell me a little bit more about your work as a motivational speaker?

Joe: What I've tried to do, and this was the service center approach, I would have some of these schools that would say "Well, Joe, we're not the big school. We are a little school that's got just 100 kids in high school." And the next school would be one that has 1400 kids in high school. They would come to me and they would want me individualize whether is was bullying or some kids weren't motivated, or they'd want me to talk about sexual harassment or whatever issue. They wanted me to develop the motivational side. It was something I really enjoyed because I always looked at that aspect as a coach, and I know that the mental side of something is four times that of the physical. So if we can get people motivated, then we have a better chance of getting them to act on something. The motivation part is huge.

Now I did a lot of reading, I've heard a lot of speakers, and that's how I develop. Then I individualize that motivational speech to fit that particular event. The place I spoke at yesterday was a conference in Kansas. The person that heads that is a good friend of mine. So for several years, he would try to find a hot topic that principals wanted to hear. And I would research that, add the basics that I believe, and then put new things with my basics so when you're starting your motivational things, just get three or four things that you truly believe in, and then you develop a speech around that. Education is key. Relationships are key. Whatever I do, I center my motivational time around relationships, open communication, and reaching out to other people. And humility is a huge part of that. We've got so many people who are on this ego kick, and we have to teach about being humble.



We'll get our feet knocked out from underneath us if we think we are too cool. Those are my basics, so when you get into your motivational, you do what you truly believe. If you try to do what somebody else is saying, you will choke. But if you speak from your heart, you've got an advantage. Stick to your beliefs and go from there.

Kelsey: Now that we've talked about your work as a motivational speaker, what do you find are some of the most effective motivational tactics for kids?

Joe: That's so interesting because yesterday I heard three different people, and one of those three was me, speak three different ways, and I think each of them were effective in getting their message across. Then I had to do what Daryl Scott's message is later on in the day in his style, and it was one of the most difficult presentations I've ever had to do, but I grew so much from it. All of Daryl Scott's programs in Rachel's Challenge say that you have the program, but BE the message. He'll say "Today we are going to be talking about Rachel's Challenge, Rachel was the first student murdered at Columbine School.." Boom. He's got a high, intense video that gets everybody focused. Then he'll say "today, we'd love to talk about Columbine High School and how it was the deadliest school shooting in the history of the U.S. These 13 people were murdered" and he's got a picture of those 13 people. It's very scripted. He uses good timing, he doesn't raise his voice very high, but you could hear a pen drop the whole hour and a half he spoke.

The last keynote was marine colonel. He never had a video, no powerpoint, no visual. What I've found is that boys learn visually. Boys learn by doing, yeah, but attention span is a big part of when you do motivational speaking. The attention span of a high school kid is about 12 -15 minutes. The attention span of a middle school kid is about 10-12 minutes. The attention span of an elementary school kid is about one minute per year of age. An attention span of adults is about like a middle school kid, 10-12 minutes. When I'm working with high school kids, every 12 to 15 minutes, I change it up. I either have them stand or find a partner, or I show them a video, or I have them sit and talk. It really has made a huge difference. Well, this guy, this colonel, had this dynamic voice. His voice was "boom". For an hour and a half, he talked, but he read a poem he pulled out of his pocket on a piece of paper. He had another saying he pulled out of his pocket. Other than that, he stood in front of hundreds of school administrators for an hour and half and everyone walked away thinking "wow".

The third speaker was me. I used a powerpoint, I used funny videos, I did my serious part, I was constantly moving all over the auditorium. That works for me. But what I'm telling you is there were three approaches I think were effective. So, you gotta be you is what I'm saying. I couldn't do what that last guy did. He never had any script. I could talk all day on my bullying stuff, matter-of-fact, I had a two day training a while back. I mean, all day long for two days. There were a couple hundred teachers. I can give them a lot of information, but



this guy was unbelievable.

On my evaluations yesterday, the way that Daryl has me do them, they were good. I feed off of the audience. The audience would sit there, and this was being filmed for Rachel's Challenge, and the film crew told me "Joe, you had that audience," but I didn't feel it. The morning I was doing my workshop, I could feel it because everyone was smiling, everyone was involved. You could just see it. You just have to be you and know what works and adjust. I use a statement: "If you wanna be extraordinary, the first thing you gotta do is quit being ordinary." And so you just have to step out of your comfort zone. And yesterday it worked.

Kelsey: What age group do you think is most receptive to the anti-bullying campaigns, especially Rachel's Challenge?

Joe: I've just been with Rachel's Challenge since May, and I haven't done some of the kid things yet. What they tell me is that the high school group gets that "aha!" moment. Cliques may have been so huge in middle school, the popular groups, etc. Once the kids get up to be juniors or seniors, they realize "Hey, you know what? It's ok for me to be me." We've got so many people trying to be somebody else rather than themselves. What we've gotta teach kids is it's cool to be you. I think that the high school kids finally get that. The most receptive would be those high school kids.

I do a lot of leadership trainings and I get these high school kids to reach out to these other high school kids, and middle school kids to reach out to other middle school kids. Usually the high school kids feel a little bit more secure to do that and be mentors and I believe I can tell them to do something or a principal can tell them. **But when a peer tells them or asks them for role models, that's huge. We have to teach these kids to step up and be leaders and know that they can make a difference with other kids.** That's what Rachel did.

Kelsey: Well, for the Bateman team, this interview is really part of our research for the Bateman competition and sort of seeing what areas in Tuscaloosa we need to target. Competition aside, we want to make this campaign sustainable. We want this to last way beyond competition. We want this to last for years. What we want to do is really reach the community next semester when our events have to be implemented. This semester is all about research and targeting the right people. During our events next semester, would you be open to being a key speaker for one of our events if we were to nail one down?

Joe: Yeah, I'd be really open to that. You are going in the right direction, Kelsey. The key word is sustainability. And Daryl and I were just talking about it. RC keeps its sustainability because of its different programs. We get the kids in the talk, the assembly type event. Then they have Rachel's Club where they teach kids in the afternoon and they pick so many kids and give them tools to use throughout the rest of the year to help other kids. Then they have other



programs at the school like Chain Reaction. You'll see it in that booklet I gave you, that's my 15 years of research. What we tried to do was the school assembly, then created a leadership group, and then listed committees they could form. One is a new student committee where new students come to your school and you figure out how you will reach out to them. One is a positive note committee where you make a box full of positives and none of the negatives. The people in this committee will go in and get the positive notes each week and distribute them. One is a positive poster committee, one is a community involvement, and the kids doing this gives us sustainability.

You're right on the right page. What I find is schools can't afford to bring me in regularly. So you have to give them the tools You teach them how to build the house.

Kelsey: Are there any sources that you have that you use in your research or any other contacts we should reach out to regarding RC for more information or to get a different perspective?

Joe: I would look on Oweyus and get on their website. It's an expensive program, but it's research based. *The other thing I was going to say, Kelsey, what you guys really need to recommend is a pre and post survey. When you go into a school, have a pre survey and a post survey. That's what makes you sustainable. When you have data that proves that when you came in, here's what the bullying situation was in the school.* There's a sample survey in that booklet I gave you, a couple of them. Then you do a post survey, and you find a significant difference and show that difference over four years or five years. That automatically makes you research-based. Then the schools have money saved to put toward a research-based program. A guy that was a counselor for the state department of education talked with me yesterday and said "Joe, you need to make sure Rachel's Challenge is research based. Make sure you include the surveys in with your presentations to prove that you are making a difference, and that's a huge selling point for people

Kelsey: Those are all of my questions. Would you be available for a follow up email if I have more questions?

Joe: Yes

(Thanks, closing salutations, end of interview)



Kristina McDonald, PhD. Interview

Conducted November 16, 2012 by Julia Gardial

McDonald: Ok, so a lot of the intervention work that's been done, in the past you can divide into, kind of, different orientations to try and decrease bullying behavior. Some of it's been social skills training, kind of the idea that these bullies don't have the social skills to deal the can use to...

Gardial: ...to deal with it.

McDonald: More popular today, I think is the idea that there are elements of school culture that promote bullying behavior or hinder bullying behavior. A lot of the interventions being done today focus more on school culture than in the past. They also kind of focus on dealing teaching kids what to do if...

So, and those programs, to kind of summarize the effectiveness of bullying programs is that they're all over the map, some are effective some are not. Some are effective if they're implemented in a specific way, but not in a different way. So there isn't a whole lot of consistency in knowing at the school level or in a school-based program what's going to work. So I have some material for you to read that kind of focuses on that.

Gardial: That's great

McDonald: But in general I would think that the most effective approach is to kind of to identify what the peer group as a whole can do. So the idea is that there are some rewards for bullies. They're rewarded in some way for their behavior. Either through increased social status or power, dominance, right. So if you take those rewards away and those rewards are rewarded through their peers. Their peers are the ones giving them the status. So if you take the reward away by taking how the peer group responds to it, or changing how the peer group responds to it, then you can, you know, decrease bullying.

So they've identified different roles of peers. So there are bystanders kids that are kind of watching it happen. There are reinforcers, kids that kind of laugh and go along with it and some way socially reward the kid for bullying. There are kids that join in with the bullying, join in the teasing. Then there are kids that are defenders that step in and say, "hey don't do that." So how do you increase more defenders?

Gardial: So you would say look more not at particular bullying practices but the practices of the peer group?

McDonald: Yeah, so there are some of the most effective interventions is done in Finland. It's called Kiva K-I-V-A and so they take a whole peer group approach, so I'll send you some info about that. And I think if I were designing my own intervention I'd look at the peer group



and the school culture. And making all kids feel responsible for one another and not letting this happen to your peers, stepping up, you're all responsible. That kind of idea.

Gardial: I was looking at Dr. Lochman's studies that he's done and he did some stuff with both kids and parents.

McDonald: So he, he does interventions for aggressive behavior. So aggression is a lot different than bullying. You can be an aggressive kid, which means you hit or push or you yell and tease. But bullying is defined as there being a power imbalance. You know, there's one kid that has more power. Power can be defined in different ways. Maybe he's bigger maybe he has more social resources, more status and he's picking on somebody who has less power. And it's continued, it's repetitive over time. So aggression, you can be an aggressive kid and constantly lash out at other people but it doesn't mean that you're constantly doing it to the same kid.

So you can learn a lot from Dr. Lochman's research about why are kids aggressive. Kids are aggressive because they have certain...they might come from families where coercive forms of discipline are used, they get attention for bad behavior, they have social-cognitive biases like they think other kids are meaning to harm them when some things are maybe accidental or ambiguous. They think that there are more positive outcomes for aggressive behavior to help them get what they want. They'll stop subversive treatment by peers. So there are all sorts of reasons why kids might be aggressive. And some of that can lend to bullying, like bullies think they're going to get what they want by being aggressive. But it's a little bit different. I would say that all bullies are aggressive, but not all aggressive kids are bullies.

Gardial: Ok, that's good to know, actually. That definitely puts a scope on my reading. He sent me like a hundred or some research and I was like 'ok, this is going to be fun for the next month reading this...'

McDonald: Yeah. And I'll send you a really good...I have a good systematic review of bullying.

Gardial: So it's looking like what we're hopefully to do is go in, we're starting work on our IRB right now

McDonald: Oh, are you testing the effectiveness of your campaign?

Gardial: We are kind of leaning toward focus groups of, "what do you think of bullies and how would you..." you know, to kids. That I think will be good for the peer aspect of what you're talking about. Either that or like a panel discussion. That would be more led by the kids. So, would you say there's anything, like a specific way to try and lead that discussion to see what



they...and if you have no answers to that that's totally fine.

McDonald: I think starting out vague. You know, just asking them what they think or if they've had experiences or if they've seen it. You can describe an incident...I would, you know I don't think kids feel responsible for their peers. So if there's a way after you kind of get their general thoughts if there's a way to talk about, how they, like, if they ever see other kids respond and step in and what does that look like. You know it takes a lot of social skills to be able to do that effectively to be able to step in. **There's some research that shows that you have to be respected to be able to be effective to step in. So it might be making everybody feel responsible, but especially those pro-social leaders in your group. Letting them know they have a lot of power to stop that.** Because I think they're afraid. They're afraid that if they step in they become a target.

So the concept could be that you have to have some power and balance of your own, but in a positive way.

Yeah, or if multiple kids step in. You might be afraid to step in, but if you can get your friend to come step in with you. If more than one kid will step up. And that just speaks more to the responsibility of everybody again, like, you can't just let one kid take responsibility for stepping up, too.

Julia: That's interesting, because maybe part of our program could consist of, like teachers identifying the peer leaders and making a coalition of some sort trained to respond to these situations in a certain way, kind of like a mini training process.

McDonald: Maybe. I think that would be really interesting. I wonder if that's been part of these programs, because you would think that'd be a natural place to go, because they're trying to teach other kids to step up, but I wonder if they ever target specific kids. I'm not sure about that. Maybe in some of the stuff I'll send you you'll see if anybody mentions that.

Gardial: I'll definitely look for it. That's interesting.

McDonald: I don't know. I don't know if that would be...I wonder if they've done it. Then it could be that it's really effective, or it could be that...I don't know maybe those kids feel too much responsibility. So I don't know, we'll have to see.

Gardial: But it's an interesting concept.

McDonald: It is. The angels, the angels in the peer group.

Gardial: Yeah, get the good ones on board. So, I actually have some questions for you. You're involved with the center for prevention of youth behavioral problems, so how did you get



involved with that?

McDonald: I started here as a post-doc at the center, so working with John Lockman studying the social motivations of aggressive kids, so why they are aggressive. So I'm interested in like revenge and dominance goals and what kind of social cognitive processes make kids more dominance oriented or revenge oriented.

Gardial: So how do you measure that? How do you...?

McDonald: So there are different ways I have used. We ask kids to respond to short stories. You have been provoked by a peer, they've done such and such to you, and then we ask them several questions: what would you be thinking in this situation, what would you be feeling, what would your goals be? And so we have kids that consistently say they'd be trying to get back at the other kid or they'd try to show the other kid who's boss. And then kids that are consistently saying that we kind of say that they're revenge oriented or dominance oriented.

Other people kind of use more general questionnaires about, like, how important is it to you that other kids know you're in charge or something like that. So there are different ways to kind of measure that.

Gardial: Ok, so you kind of explained it earlier, but the youth behavior problems of aggression are different from bullying just because it's, like, more like a personality trait than it is social.

McDonald: Yeah, so there are different kinds of aggression. So we tend to think that some kids are reactively aggressive, which means that they are only aggressive when they are angered or upset. Other kids are more proactively aggressive which means that they're aggressive for a goal, so it's more cold blooded, than the reactive aggression's more hot, like in the moment. **So bullying is considered more of a proactively aggressive behavior, you know done for dominance or power.** It's not to say that those kids aren't reactively aggressive, but the behavior of bullying is more proactively aggressive. Does that make sense?

Gardial: Yes, yes it does. So how often do you work with the bullying instead of the aggressive side?

McDonald: I study more of the aggressive side.

Gardial: Just aggression? Ok. I'm guessing you've done extensive research on this, so what research have you done...



McDonald: On aggression? Yeah, I've studied the social cognitive processes, right? And that's like the goals and the expectations for aggression and I've also studied values that are associated with aggressive behaviors, so whether you value power or self-direction or hedonism and how those values are related to aggressive behavior. I've also studied the social consequences of aggressive behavior, so aggressive kids in childhood and elementary school tend to be disliked, not surprising. And then you see this kind of weird thing happen in junior high and high school where they're still disliked, but then there becomes this phenomenon that separates from being liked, you know? Kids are liked and considered popular in elementary school, it's kind of the same thing. But in junior high popularity and being liked can separate into different a phenomenon. So, the kids you might label "popular" in high school and junior high are not necessarily the kids that you necessarily think are nice people that you want to hang out with.

Gardial: It's like a Regina George situation.

McDonald: Yes, right. So you see those things kind of separate and you see that those things kind of have some associations with aggressive behavior. So, I've studied the consequences of aggressive behavior for, you know, social status and friendships. Our aggressive kids, do they have lower quality friendships, things like that and it's complicated. So some kids are actually aggressive and pro-social, and it's a weird phenomenon, right? But you can think about kids that are more targeted in their aggressive behavior, maybe they're only aggressive to some people but nice to other people. Kids that are aggressive and pro-social seem to have fine friendships. But the kids that if you're aggressive and you don't have any kind of pro-social behaviors, you have trouble, right?

Gardial: Right, cause you're mean to everyone.

McDonald: Right. So it's an interesting social picture in junior high, especially. And you see those rewards for aggressive behavior in the bullying context, too, where kids either just let them get away with it or are afraid of them and let them do what they want.

Gardial: So this is interesting because we have a range of ages we can work with and we can go from 10 to 19 and any of the ages in between. So, would you say it would be more productive to start at the younger end, just because that phenomenon hasn't started yet?

McDonald: If you can have lasting effects, definitely. Yeah, I would start before the transition to junior high, but if you could, ideally keep it going through that transition. Because that transition to junior high is when you see the social hierarchies all shift and get shaken up. In elementary school you're with the same 25 to 30 kids every day, and because you're with them the whole day you tend to mostly get along with kids in your classroom. Then you go to junior high and you suddenly have different elementary schools all coming together



and you don't know certain kids and you go from having one teacher that knows you well to having 6 or 7 that barely know you and kids are really concerned, that's also when you see these heightened concerns about social status and social comparison and how do I look and do people like me. And so you see kind of a bump in aggressive behavior right after that transition.

Gardial: Just cause they're trying to find their place, basically?

McDonald: Yes. So I would start before the transition, and I know this is only for a few months but ideally continue whatever you're doing over that transition.

Gardial: We're trying to make it as sustainable as possible. I don't know if you're familiar with HALT? It's a program that started 2 or 3 years ago but only within Tuscaloosa county, and it's an anti-bullying program, essentially. And what we're seeing right now is they just aren't connecting with kids as well as they should be. So one of our goals, hopefully we'll be able to pair with them and they'll be our partner in this. So, one of our goals is to kind of create a campaign that they can continue that will appeal more to kids, and because they might have more resources in various levels of the system, maybe we're looking at kind of a 2-pronged approach that maybe we start from 9 to 11 and then go from 11 to 14, and have two different programs that are complimentary. Cause it would give us more opportunity to work with different ages.

McDonald: What you could do is have those two different programs but you could have those kids from middle school, if you could identify leaders that are considered "cool", but also pro-social. Cool, pro-social leaders. Sometimes cool and pro-social don't always go together, right? But if you can find kids that meet those criteria, have them deliver the intervention and the elementary school level. Because those kids look up to middle school. Have those middle schoolers come in and be like, "You've got to take responsibility for each other. Junior high's tough and you've got to get through it together, so you have to step up and make sure to not let your peers be bullied, and call the bullies out, don't let them get away with it!" You know?



Evaluative Research



To fully evaluate the success of the “I Can” campaign, the UA Bateman Team distributed post-surveys to students and faculty and held several post-campaign interviews. The interviews were conducted with counselors from each school, parents of students in the middle schools and staff from Tuscaloosa City Schools. Overall, TCS officials and faculty gave the UA Bateman Team an acing “grade” of 96 percent for professionalism. All but two reviews of the team’s communication reflected top quality, but the overall score of 86 percent was heavily affected by a single counselor with personal bias toward the HALT program in general.



Evaluative Research

Faculty Post Interview:

Vickie Brown, TCS Director of Student Services

March 12, 2013

What worked best in the “I Can” campaign?

I think the thing that worked best was the peer-to-peer relationship, because you all are closer to the students age. That makes the campaign very effective.

What didn’t work so well in the “I Can” campaign?

It was all good and hopefully we can expand to all the grades. The students in the elementary and high schools were asking their counselors when they got to have UA students come into their schools.

The additional awareness outside of TCS made all the difference. We were excited about the extra awareness, especially “Stand Strong Day” proclaimed by the mayor.

What would you change if this campaign went forward?

The campaign was good, I received all positive feedback, no negative reports. As the next step I would implement this campaign in the other schools. When TCS first entered into this partnership we didn’t know how it would end up, but we worked together and it turned out to be a very successful program.

How would you describe the interaction between the UA Bateman team and the students?

The students were able to relate to the UA Bateman team, because they are younger. I think it went well and all the school counselors told me the same.

We were always informed beforehand and there were no surprises working with your team.

Professionalism of the Bateman Team. 1 2 3 4 **5**

Quality of communication of the Bateman Team. 1 2 3 4 **5**



Faculty Post Interview:

Lesley Bruinton, TCS Director of Public Relations

March 7, 2013

What aspects of the UA Bateman Team and the “I Can” campaign worked best?

Collaborating on the designs was a positive, because it was nice to get such a fresh and new perspective. It was “really cool to see someone else take the branding and use it in different way.”

The Bateman team was able to connect with the students in a way that the counselors were not able to. The middle school students related more to the college aged students and for that reason the campaign was successful. I think the highlight was sending the anti-bullying message from young people to young people.

What aspects of UA Bateman Team and the “I Can” campaign didn’t work?

Again after you guys were able to understand that it was a new program and you weren’t refreshing it, but implementing a phase 2. After that there were no downsides, only upsides.

What would you change or keep if this campaign went forward?

I hope it goes forward! The campaign went really well.

How would you describe the interaction between the Bateman team members and the students?

The students loved the level of excitement that the Bateman team brought in to the schools and there was always something to do with the activities provided. “This might be the one thing that these kids look back on and think ‘someone cared about me,” and that could change their behavior in ways such as the victim could become a leader.

Professionalism of the Bateman Team. 1 2 3 4 **5**

Quality of communication of the Bateman Team. 1 2 3 4 **5**



Faculty Post Interview:

Angie Morrison, Counselor at University Place Middle School

March 6, 2013

What aspects of the UA Bateman Team and the “I Can” campaign worked best?

The kids enjoyed the Mix ‘n’ Munch a lot. My favorite part was the skit and game you played with them. Some of the kids who are bullies in the school were cast in the victim role for the game and I could tell they didn’t like it at all. I was able to talk with them later and address how it felt to be “bullied.”

What aspects of UA Bateman Team and the “I Can” campaign didn’t work?

Maybe some details needed to be thought out a little more. Things like who’s markers were used for banner signings and things like that. Otherwise everything went great!

What would you change if this campaign went forward?

Maybe next time I’d only have 6th grade do the Mix ‘n’ Munch. We don’t really have that long for lunch and organizing all the kids took as long as we had to eat. I might also change the location. It’s hard to get kids out of their comfort zones when they’re in a place that they’re really familiar with. Next time maybe we’ll make a sack lunch and go have a picnic somewhere and have the groups play games. Almost like a mini field trip.

What would you keep if this campaign continued to run in TCS?

Definitely the banner signing. It was a wonderful way to re-commit the school to the pledge. Having y’all come in and do the activities and explaining things to them was great, too. It made the campaign so much more relatable for the students. You know, sometimes they get sick of just teachers and counselors telling them what to do.

How would you describe the interaction between the Bateman team members and the students?

Wonderful, excellent, really engaging and great. The students looked up to you guys. It was awesome to have some fresh faces and also the fact that y’all are so young. They relate well to you.

Professionalism of the Bateman Team. 1 2 3 4 **5**

Quality of communication of the Bateman Team. 1 2 3 4 **5**



*Faculty Post Interview:
Jane Coleman, Southview Guidance Counselor*

March 8, 2013

What aspects of the UA Bateman Team and the “I Can” campaign worked best?

The campaign was a great success. One of the best events was the Mix-n-Munch. The kids never thought about sitting with someone else. Turns out, they loved it.

What aspects of UA Bateman Team and the “I Can” campaign didn’t work?

I think the campaign went great, I would love to have more volunteers coming into the school though.

What would you change or keep if this campaign went forward?

I enjoyed the classroom lessons, but I would like to have a set curriculum to follow in the future. I also think it would be good to have bigger posters in the hallways.

What would you change or keep if this campaign went forward?

I love the banner signing. The kids loved it and it looked real good with all the different colors. Every time the students walked by they were reminded that they signed that pledge.

How would you describe the interaction between the Bateman team members and the students?

The kids loved the team. Even the teachers loved the team. We all knew that the kids enjoyed the activities and, more importantly, learned about bullying in the process.

I was sad when the campaign ended and I hope it will return to Southview next year.

Professionalism of the Bateman Team. 1 2 3 4 **5**

Quality of communication of the Bateman Team. 1 2 3 **4** 5



*Faculty Post Interview:
Constance Pewee-Child, Tuscaloosa Magnet Counselor*

March 8, 2013

What aspects of the UA Bateman Team and the “I Can” campaign worked best?

Here at TMS we talk about bullying on a day-to-day basis. We have a no tolerance policy. Our kids already knew the rules, and we’ve had anti-bullying programs here even before HALT. These kids know the drill, but what you guys did really added to the foundation we already built.

What aspects of the UA Bateman Team and the “I Can” campaign worked best?

There was nothing in the “I Can” campaign that didn’t work. The classroom activities were fun for the kids, but the teachers want you guys in here more. They want the Bateman team really in there working with the kids and facilitating it all.

What aspects of the UA Bateman Team and the “I Can” campaign worked best?

I think that the Bateman team needs a parent night and that you guys should come in to do a campaign for the parents on certain days of the month.

What aspects of the UA Bateman Team and the “I Can” campaign worked best?

They loved the bully game and when you came in to speak. Also, the writing prompt went over very well. I would like to see this campaign continue. Anti-bullying lessons are always a good thing. I would just like to see more of the college kids involved with the kids here. I know you guys were spread pretty thin, and we want it to continue here. So have more volunteers.

How would you describe the interaction between the Bateman team members and the students?

Your interaction with the kids was good. You and the kids were having fun, and I think they enjoyed the bully game and everything. Our kids are receptive of pretty much anyone, and they were receptive of you.

Professionalism of the Bateman Team. 1 2 3 4 **5**

Quality of communication of the Bateman Team. 1 2 3 4 **5**



*Faculty Post Interview:
Shannon Beard, Eastwood Guidance Counselor*

March 6, 2013

What aspects of the UA Bateman Team and the “I Can” campaign worked best?

The PR that HALT as a whole got was outstanding. The community and all the media know about us now and they didn't before. Your poster design was great.

What aspects of UA Bateman Team and the “I Can” campaign didn't work?

The counselors were not given enough of a warning of how much work it was going to be. I was under the impression that we'd have team members in the school every day to do activities. Instead, I handled a lot of activities myself. I want a member here every day and there were some weeks where we didn't get any help. Like, there was hardly any planning for Mix 'N' Munch at all.

What would you change if this campaign went forward?

You need to have more members to execute the program. More attention needs to be paid to details and the counselors need to play a much bigger role in the planning. We already have a busy year planned in August. We need to have a schedule by November to get something together for spring. We do have a HALT week in November, so maybe next year you can plan that over the summer and it'll be easier to fit into the schedule.

What would you keep if this campaign continued to run in TCS?

I think you guys have a fine idea, it just needs to be thought through much more. I'm not sure my teachers would want to do this again unless there was a lot more man-power behind it.

How would you describe the interaction between the Bateman team members and the students?

There was not enough interaction between the Bateman team and the students.

Professionalism of the Bateman Team. 1 2 3 **4** 5

Quality of communication of Bateman Team. 1 **2** 3 4 5



Parent Post Interview:

Parent from Eastwood

A sixth grade parent became aware of HALT once her child started the school year. During the month of February there were numerous materials given to her child relating to anti-bullying activities going on in the school. Her child felt as though they were really addressing the problems. In the month of February she viewed media coverage in the paper and on the local news concerning anti-bullying activities in TCS.

Parent Post Interview:

Parent from Rock Quarry

A parent of a 6th grader at Rock Quarry Middle School became aware of HALT at the beginning of the school year, but because she is a faculty member at the University of Alabama, she remembered her son mentioning the "I Can" campaign's activities after school one day. She associated "I Can" with the HALT program instead of UA, and she wants to see more college students working with TCS so that her son "has someone to look up to" regarding anti-bullying. She thought college students, instead of just teachers and school faculty, were the best channels for anti-bullying messages because the UA students were in middle school much more recently.

Parent Post Interview:

Parent from Tuscaloosa Magnet

A mother of a 6th grade student at Tuscaloosa Magnet School said that because the magnet school operates differently from other schools in the TCS system, they already implemented anti-bullying programs before HALT began in 2012. However, her daughter came home and mentioned that "UA students came in today to talk about bullying", and she even expressed excitement over the "bully" game. She thinks that it's great that UA students are giving back to the school system by creating the "I Can" campaign, and she thinks that the materials used to communicate the messages were appealing to her daughter and her friends.

Parent Post Interview:

Parent from Tuscaloosa Magnet

A 6th grade parent at Rock Quarry middle school was previously aware of the HALT campaign before the "I Can" campaign. Her son loved the "I Can" activities, and he mentioned them after school every time the Bateman team hosted the games. She said he "loved the bully game". During the month of February, she saw the posters and the TCS social media posts on her Facebook. The Mayor's Proclamation on "Stand Strong Day" and the bully workshops were heavily featured for the parents of the students.



Research Limitations

Though the Bateman Team had extensive primary and secondary research, there were several limitations to the methods and implementation of research. When the team first came together in October, the members immediately looked into getting IRB approval to conduct one-on-one or focus group interviews with students. However, by the time the proposal had secured all the necessary university and client approvals, it was December 1. The review board could not reach a conclusion for the proposal until late February, much too late for any data to be useful in planning the campaign.

In order to still be able to conduct useful formative and evaluative research, the opportunity arose to partner with TCS. They agreed to let the team conduct surveys anonymously throughout all middle school classes. TCS officials submitted several questions that they wanted to find quantitative research for. Working with the client's needs and attempting to fit an entirely different set of questions pertaining specifically to "I Can" became tricky and greatly decreased the value of the team's findings.

For instance, in questions like, "How familiar are you with the HALT program?" the students in the post-test may have been confused since our campaign wasn't called "HALT," but "I Can," but the client only wanted to use the HALT terminology. Likewise, some of the verbiage on the questions was confusing and likely influenced the confusing answers the team found in the post-campaign test. At the same time, there was an influential counselor with personal reservations from a school that provided negative feedback. In the future, working with the client to integrate the questions from the surveys will be very beneficial. Also, working with at least six months lead time is essential with UA IRB to allow the team to gain access to one-on-one, in-depth research that will help the campaign progress.



Grade Level: _____

2013 UA Bateman Team

Survey for Students of TCS

This anonymous survey, presented by the University of Alabama 2013 Bateman team, will be used in private research by the team for a national competition.

TOTAL RESULTS:

Pre-

Do you notice any changes in how safe you feel at school since the HALT program started?

YES: 32%

NO: 68%

Is there anywhere in the school that you feel unsafe? If yes, where?

a) Classroom: 12%

b) Cafeteria: 9%

c) Hallway: 34%

d) Other (Please specify): 45%- gym, bathroom

Students reported that bullying occurred mostly in the hallway and the gym. In response, the team posted materials to remind students to stand up for each other.

Have you ever seen bullying in your school? YES: 69% NO: 31%

Do you understand how to report bullying in your school? (circle the best response)

a) **Yes: 72%**

b) Somewhat: 23%

c) Not at all: 5%

What do you think will be done if you report bullying?

a) Taken care of immediately: 51%

b) Taken care of eventually: 36%

c) Will be ignored: 13%

Handwriting concept for "I Can."

Which sentence below looks better to you? Rank them in order (1 being the best, 8 being the worst).

The quick brown fox jumps over the lazy dog (Dakota)

Favorite: 60%

Least favorite: 40%

THE QUICK BROWN FOX JUMPS OVER THE LAZY DOG (Arial- all caps)

Favorite: 38%

Least favorite: 62%

Font for the original HALT posters.

Post-

Does this picture send a negative or positive message?

Negative: 26%

Positive: 74%



Pre/Post Comparison

Are you familiar with the HALT activities?

Pre-

Yes: 78%

No: 22%

Post-

Yes: 64%

No: 36%

The team analyzed how students perceived this hand position. Most students relate this image to HALT in a positive way.

Do you see more or less bullying since HALT started?

Pre-

More: 11%

Less: 46%

No Change: 43%

Post-

More: 11%

Less: 45%

No Change: 44%

Do you try to help other bullied students as a result of the HALT program?

A. 94



Pre-

Yes: 65%

No: 35%

Post-

Yes: 58%

No: 42%

2013 UA Bateman Team

Survey for Faculty of TCS

This anonymous survey, presented by the University of Alabama 2013 Bateman team, will be used in private research by the team for a national competition.

TOTAL RESULTS:

Pre-

How often do you see bullying on-campus?

Everyday: 32%

1-3x a week: 54%

1-3x a month: 14%

Never: 0%

Where in school do you see bullying the most?

Hallways, classroom, PE, lunch

What is your students' favorite aspect of the HALT program?

Students can anonymously report bullying, the students like the HALT forms and now know how to go about reporting bullying, knowing someone cares and listens

Post-

How have bullying reports changed this month?

More: 2% **Less: 32%** No Change: 66%

What do you think was the most effective aspect of the "I Can" campaign?

- The attention to bullying and the problems that it leaves in its path
- Students signing the pledge banner and seeing the "I Can" posters
- **Getting students talking about bullying and getting them to bond together**
- Encouragement to "mingle" with new people
- More awareness of bullying
- Great to see university students involved
- Giving students a voice to change bullying

Students are 5 times more likely to report bullying to faculty after the "I Can" campaign.

Pre/Post Comparison-

How likely do you think students are to report bullying to you?

Pre-

Very Likely: 7%

Somewhat Likely: 72%

Not Likely: 21%

Post-

Very Likely: 35%

Somewhat Likely: 46%

Not Likely: 19%

Do you see more or less bullying since HALT started?

Pre-

More: 4%

Less: 50%

No Change: 46%

Post-

More: 3%

Less: 34%

No Change: 63%

Are there any improvements you would make in the current HALT program?

Pre-

- Have immediate consequences
- Have continuous HALT activities (weekly)
- Positive recognition and motivation
- "Secret pal"
- More training for students

Post-

- Make it ongoing-longer than a month
- Continue to teach what bullying is,
- Add something to the daily announcements
- Community has to embrace the program
- **Have UA students in schools more often**

Even after spending an average of 4.1 hours at Tuscaloosa City Middle Schools, teachers wanted even more engagement with the UA and TCS students!

A. 95



Qualitative Research

*All responses from post-campaign survey question:
"Can you describe the difference between bullying and peer conflict?"*

UPMS 6th Grade

Bullying is somebody say "I'm a punch you in your Friday."

Beat them up and take they money.

Having a conflict is a problem, bullying is getting someone to do something.

No

Bullying is messing with people for a reason. A conflict is when you defend yourself.

Bullying could get someone hurt and you can handle a classmate.

Bullying is when you hurt people, conflict is when you're having a talk.

Bully is picking on someone conflict if your friends.

Bullying is constantly and a conflict is just a disagreement.

Bullying- calling people names and conflict-arguing or fighting.

When someone is being bullied, we tell a teacher or try to help.

Bullying is irritating others.

Bullying is constantly bothering and a conflict is having a problem and you work it out.

Yes, bullying is when you put your hands on someone and a conflict is when you have a problem with someone.

Bullying is bad. Helping is good.

Bullying is meddling and conflict is a fight.

Bullying you pick with someone conflict is just don't like them.



Bullying- you can get killed.

Bullying is not right.

A conflict is a problem.

Bullying hurts people but a conflict doesn't.

Bullying is when someone pick on you. Conflict is when you don't like someone.

Bullying is when you pick and call them names and conflict is when they argue with each other.

Conflict happens once, bullying constantly happens.

When you bully, you may touch. Conflict, you may argue.

The classmate to cry and nobody do nothing.

Bullying- taking money. Classmate- talkin about.

UPMS 7th Grade

Bullying is everyday. Conflict is no big deal.

The difference between bullying and having conflict. Yes. Bullying is when you hit someone. Having a conflict is you don't get along with that person.

Bullying is very bad. A conflict is like be helpful.

When you bully you are constantly picking. When you are having a conflict both are picking.

Bullying is picking on someone for no reason.

Somebody calling someone name.

Bullying is like make threats and a conflict is what you say shut up in class.

Bullying is constantly picking on people. A conflict is arguing with another person.

Yes



Talking about the classmates and saying rude things and conflict is like face to face.

No sorry.

Bullying is when you keep messing with them, and a conflict will end soon.

Bullying is when only one of the two people is messing with the other. A conflict is when both people are messing with each other.

Bullying is picking on constantly having a conflict doesn't happen everyday.

Bullying is when one or more people or picking on someone else.

Bullying is harmful. Conflict is just words.

Bullying is one-sided while conflict is from both side.

Bullying is for no reason. A conflict is for a simple accident.

Bullying is when there is a victim and a conflict is when they are both involved.

Bullying happen every day and a conflict just happen one day.

Bullying is making someone else feel bad and a conflict is misunderstanding with someone else.

Bullying someone is like messing with them, putting your hands on them. Conflict is when you have a problem with someone that needs to be fixed.

Bullying is constantly picking on someone and a conflict is a small problem.

No

Yes

Difference between bullying is messing with someone classmate is like fighting.

How I can make a difference in bullying by telling people that bullying make people feel sad, and make people die.

Yes because bullying is humiliate that person and having a conflict with a classmate is maybe just talking.



Conflict you can resolve yourself but bullying is harassment and sometimes teachers and cops have to get involved.

Yes, because bullying is when you use word that hurt.

Bullying is teasing someone. Conflict is fighting someone.

One is fight and one is just joking.

Well bullying is like a person picking on you everyday but having a conflict with a student is sort of like a one day problem.

Bullying is doing it constantly but conflict is an argument.

Bullying you fight each other conflict is when you argue.

Bullying is picking a physically hitting someone. Conflict is going back and forth with someone.

Conflict is arguing bullying is everyday.

A conflict is when you are arguing and has a problem. Bullying is when someone is constantly picking on you for no reason.

Bullying is constantly and conflict is 1 day.

Bullying leads to fighting. Conflict leads to harsh words.

I say it all the some thing.

Yelling back and forth.

Bullying-physical. Conflict-fussing.

When you bully you are harassing people and one is a victim. When you have a conflict, both people are having disagreement.

Bullying is when threaten and take thing away from them. Conflict with a student is saying you took her/his pencil and you didn't give back.

Bullying- constantly harassing. Conflict- 1 time problem.



Bullying is physical and conflict is arguing.

Yes

UPMS 8th Grade

Be nice and not mean, helping out.

Bullying is when one person is being picked on. Conflict with classmate is when both students are arguing.

No.

Bullying: making a command and picking with someone. Conflict: to find out.

Don't be mean, just be nice.

To punch or for yourself to say things; and classmates arguing.

Bullying is picking on someone for no reason and having a conflict is a problem that can be solved easily.

I think they're the same.

Bullying is bad can go on the internet and a conflict with a classmate can start a fight.

Bullying is when one person brings another person down constantly. A conflict is when both peers are arguing.

Bullying you are putting hands on one another. Having a conflict with a classmate mean arguing.

No.

Bullying is hurting someone, conflict when you argue.

Bullying can be very harmful to another student and reacting to conflict makes the problem worse.



Bullying is one-sided while a conflict between classmate is on both side.

No.

Southview 6th Grade

Bullying is when the victim doesn't do anything. Conflict is when two people argue or fight.

Nothing

Hurting people and working it out

Bullying is for several days, conflict is a day

No I can not

Conflict is one time and bullying is all the time

When you bully you gang up on one person

Yes

They are trying to hurt you

Yes, bullying is constant, conflict is one time

Bullying happens over and over, conflict is arguing

A bully is like someone pushes people and with classmates it's good

With a classmate it is in class, bullying is all around

That I bully is hurting people and conflict is being nice to people

Yes, bullying happens constantly and conflict is not often

Bullying is when you continue to pick on somebody and a problem with a classmate don't last long

Bullying is when you talk about someone all the time



Bullying is someone who continues to do some

Bullying is long time and conflict is one time

Bullying happens over and over and conflict happens once

Bullying is picking on them and hitting them and having a conflicts is like arguing with someone

A conflict is arguing

Bullying: you ugly Conflict: stop get your hair done

No

No, I don't care

No

Yes

Yes, bullying is name calling and conflict is helping

Bullying you keep doing. Conflict happens one time.

Bullying happens over and over again. Conflict happens only once

Bullying is mean, conflict happens only once

It's to bully classmates

Bullying happens everyday and conflict doesn't

Yes, bullying is when you pick on someone for no reason

Bullying is messing with someone and conflict is drama

Yes

Yes



No

Yes

Bullying is bad, HALT is to stop bullying

Bullying is getting whatever- conflict is fight

Bullying repeats and conflict is one time

Bullying is picking on someone; conflict is arguing

A conflict is arguing. Bullying is harassing

Bullying is constant and conflict happen once

No

When you have a conflict, you just don't talk to each other

Bullying: happens repeatedly conflict: not repeatedly

Yes

Bullying continue but a conflict happens one day

Yes, hurting people are working it out

Bullying is when you get called a name

Conflict is like janking, bullying is all the time

Bullying is when you mess with that person. Conflict- just playing

Yes, a conflict is a problem with your classmate. Bullying means hitting a person

Yes

Bullying is all the time and conflict is a one time thing

No



Yes, because when we conflict it's not long, bullying, I don't know because I don't do

Bullying happens all the time, conflict with a classmate happens once.

No

No, I just don't want to answer this question

Bullying is when you constantly harass someone. Peer conflict is a problem between people.

Bullying: multiple times Conflict: once

Conflict only happens once

A conflict isn't physical, bullying is

Bullying happens over and over again, but conflicts only happen one time.

I think it is the same.

Bullying everyday, more fights, janking

Southview 7th

No.

Yes I can, but I choose not to.

It's pretty much the same thing.

Bullying is when you keep on messing with them and a conflict is when they fight.

No.

No.

No.

Conflict is when something happen out of the blue. Bullying is when you keep miss with the person.



By insulting another person that is bullying.

No.

Bullying is picking on someone having a conflict is going back and forth.

Bullying is that you pick on people over and over and conflict with a classmate is also bullying.

Bullying is using actions conflict is just arguing.

Bullying is when you keep doing it conflict is when you do it one time.

Like when somebody just walk to my classmate and say give me your lunch money or something.

When you bully you keep doing it but when you have a conflict it once.

Bullying is when you do it constantly, conflict an happens only one day.

Bullying is non-stop.

Bullying is something that happens constantly. Conflict is something like arguing but with another student.

Bullying is when you hit a person and conflict is when you argue.

Yes bullying continue to someone.

No.

Yes.

Bullying is when people picking on you. Conflicts is when people about to fight.

Yes.

No.

Yes.



Bullying is physical.

No.

Bullying is when you picking with someone a different size and conflict is when you arguing.

Conflict with a classmate is arguing and bully is a person that pick on you.

Bullying is when no one do anything, conflict is when both are doing something to each other.

Bullying is worser.

All the time and not everyday.

No.

Bullying is wrong and conflict is you can solve.

Bullying: where you harrass people; conflict: when just arguing.

Yes.

Bullying is like beating for lunch money. Conflict with classmates is arguing.

Bullying is continued over and over and conflict is when something happen for a reason that can be solved.

No.

Bullying is when they do it over and over. Conflict is just one.

Bullying- teasing a person every day. Conflict- starting a argument.

Yes, conflict no one gets hurt.

Yes.

Bullying is constant; conflict is like a 5 minute thing.



A conflict is only once, bullying is constant.

Yes.

Bullying: shoving or trying to fight them. Conflict: a problem.

Bullying is when your hurting someone and doing it repeatedly.

Bullying is something that happens repeatedly and conflict is like a 1 day thing.

Bullying is when you pick and conflict is when you fight.

Bullying is when you verbally push down there things and conflict is arguing.

Bullying is continually messing with them.

Yes.

Southview 8th Grade

Being rude

Bullying is being rude; conflict is arguing

No

Getting pick on all the time, bothering at different times

Idk

It isn't a difference

Bullying = teasing someone / conflict = back to back arguing

No

Bullying picking on others, conflict arguing

No



Bullying never stops

No

One's a jerk and victim, the other has two people who don't like each other

Bullying picking on someone defenseless

No way

No

No

Yes, bullying is when you're constantly picking on a student

No

No

No

Bullying is when people pick on others every day

Bullying - picking on and on. Conflict - 2 people arguing back to back

Yes

Yes

Yes

No

Yes

Bullying is basically abuse to another student

No

Cyberbullying

I can't describe it



Bullying - goes on for days. Conflict - goes on for a little while

Bullying is when it happen more than one time. Conflict one time

No

They don't do it anymore

Bullying happens every day, conflict one time

Bullying is bothering someone repeatedly after being told to stop several times

Bullying is when you constantly pick with someone and a problem can quickly be solved

Nope

No

Bullying is messing or picking on someone, having a conflict means they don't like

Bullying is picking

Yes, bullying is bothering an innocent person (repeatedly) conflict in class can be way different

No

Bullying is nonstop conflict happens maybe once or twice

Working things out, and for bullying keep going on and on

Conflict is arguing, bullying is picking

Bullying is constant

Yes

Bullying is constant

No



No

No

Yes

No

Yes

Conflict is just arguing trying to work it out. Bullying is calling them names and saying mean things.

No

Having a conflict only happens once, bullying keeps going on

TMS 6th Grade

Bullying is repeated and always negative. A conflict isn't repeated and may have positive results.

Very different.

Bullying is never ending and conflict can be taken care of easily.

Bullying is hurting someone and conflict is just talking.

One argument is a conflict.

Making someone feel unwanted or not liked.

The difference is when you have a conflict, it doesn't have and physical action and when you are bullying someone, you use verbal or physical contact.

Bullying is continuous.

Bullying happens everyday and a conflict doesn't.

Bullying is constantly picking on someone. Having a conflict is disagreeing.

Bullying is like harassing them and conflict is like not talking.



Bullying is repetitive, while conflicts are only every once in a while.

Yes.

Bullying is hurting someone and a conflict is something you can work out.

Bullying is bigger and goes on for longer. A conflict is smaller and lasts for about one day.

Bullying is when you treat someone horrible and a conflict is just arguing.

Pick on someone and you can argue.

Bullying is constant. Conflicts are short.

Bullying is physical.

When you bully, you do it to hurt someone. You also do it multiple times.

I think bullying is a conflict.

A conflict is a problem where there is no physical or verbal harassment.

Bullying is constant and for no reason. Conflict is when you and another classmate have problems with one another.

Bullying-picking on someone mentally or physically. Conflict-an opinion.

Yes, bullying is constant and makes you feel bad. A conflict is a disagreement.

Bullying is when you tear someone down and a conflict is arguing between two people.

Conflict can be solved.

Bullying is physically or emotionally hurting somebody, but conflict might be arguing back and forth.

Bullying is like a threat to someone. Conflict is problems.

Having a conflict with a classmate is arguing, bullying is when someone picks on you.

Bullying is constant and conflict is a one-time thing.



Bullying is to hurt someone and conflict is a problem.

Conflict is a brief conversation. Bullying is badly hurting.

Having a conflict isn't physical.

Less people going to the counselor or teacher.

Bullying is using mean words and physical bullying.

Bullying is making someone feel bad. Conflict is a disagreement and argue.

A conflict is just a disagreement while bullying is making someone feel uncomfortable.

Bullying is constant.

Bullying is when you are continuously hurting someone, a conflict with a classmate is when you have a problem that is solved in a positive act.

Bullying is when you try to make someone feel bad. A conflict is when you disagree with someone.

Bullying is picking on them and being angry. Conflict is just an argument.

Bullying is harming someone physically and verbally.

Bullying is constant.

Bullying is repeated.

Bullying is physically, mentally, or verbally hurting someone. A conflict is you're just mad at them.

TMS 7th Grade

Bullying is being rude with no cause.

Bullying is constantly hurting someone/ a conflict is a small problem for a day or two.

conflict=problem; bullying=hurted feelings



Bullying=hurt someone; conflict=disagreement

Bullying is harassing

Bullying is harassing them & conflict is arguing back and forth.

Bullying is being picked on.

Bullying is constant harassment. Conflict is a one-time thing.

Bullying is picking on a student for no apparent reason and having a conflict with someone is simply not getting along with them.

Bullying is harassing a person and conflict is something that happened before or a disagreement.

Bullying is when you constantly hurt someone physically and verbally. A conflict is when someone misunderstands another but then the situation is resolved.

Conflict is one-day or the next day. Bullying is non-stop harassment.

Bullying is when there is constant physical or verbal harassment.

Bullying is when you do something to hurt them on purpose and a conflict is a disagreement.

Bullying is constantly harassing people. A conflict happens all the time.

Bullying is when someone is hurting you on purpose. The HALT program taught us not to bully.

Bullying is harassing a person. Conflict is something that happened before or a disagreement.

Bullying is harassing. Conflict is arguing.

Bullying is being picked on. Conflicts are having problems.

One is repetitive.

Bullying is when someone is hurting you on purpose.



If you talk about them for no reason it is bullying.

Bullying is constantly harassing people. A conflict happens all the time.

Bullying is just hurting someone, sometimes a conflict can be self-defense.

Bullying is when we do something to hurt someone on purpose. A conflict is a disagreement.

Conflict is between 2 or more people, bullying is 1 or more people taunting others.

Bullying is when there is constant physical harassment.

Conflict is one day or the next day. Bullying is non-stop harassment.

There wasn't bullying before.

Bullying is where you are talking about someone and conflict is not liking anybody.

Bullying is when you constantly hurt someone physically or verbally. A conflict is when someone misunderstands another, but most of the time the situation is resolved.

Having problems is just a problem.

Bullying is hurting someone. Conflict is helping somebody without hurting them.

Yes.

Conflict is like an argument, bullying is hurting or harassing people or students.

Bullying is when you pick with someone, and having a conflict with a classmate is when there is fighting.

I can't really describe it.

Pushing people down.

Conflict is talking it out. Bullying is beating, punching, or hitting.

If you bully, it's continuous. If you have a conflict, it is short.

Conflict is a disagreement and bullying is being mean.



Having a conflict is like having an argument. Bullying is when someone is being picked on.

Bullying is harassing someone without reason and a conflict is where they are going at each other.

Idk and Idc

bullying: constant harassment; conflict=one time thing

No.

A conflict is both people arguing but bullying is one person yelling at the other without fighting back.

Is constant.

No.

No difference.

Bullying is when you hurt somebody.

Bullying is when its unnecessary.

TMS 8th Grade was unavailable for post-campaign surveys due to a field trip.



Eastwood 6th Grade

No

Yes

Bullying is when person is messing with the other. Conflict is when two people argue.

Conflict you and bully go back and forth at each other.

Yes

IDK

IDK

Yes

Bullying is like when some people gang on you like jump you.

No

Yes

Bullying is actually messing with that person, conflict is just a problem.

Yes

No

Bullying is when one side is stronger and it is repeated. A conflicted is roughly ever and happens once.

No I can't.

No

No

Bullying- hitting people. Conflict is- ???



No

Yes

No

No

Not a lot of people are doing it now.

No

Bullying every day picking with someone. A conflict is just one time.

Bullying is harassment. Conflict is an argument.

Yes

What difference?

Conflict: you get into an argument. Bullying: called names.

No

Bullying you pick on someone. Conflict is an argument.

Bullying keeps happening. Conflict doesn't go on through days.

No

Yes

Bullying= Picking. Conflict= is having an issue.

Bullying has harsh words and sometime fighting.

Yes. Bullying picking on someone. Conflict is a problem.

No

I don't feel like it.

Yes



Bullying: somebody picks on you.

No

Bullying is hitting & hurting people... wait, there the same.

Picking on someone is bullying/ fighting is a conflict (problem).

No

No

Yes

Yes

Yes

Yes

Yes

Bullying is hitting them having a problem is not liking them.

Bullying has to deal with harassment calling names, but a conflict is something that can be resolved easily.

Well bullying you bully anywhere and conflict a classmate is talking bad.

Bullying- threatening words. Conflict- problem.

No

They are the same.

Bullying is not speaking for yourself.

Bullying is bothering someone for no reason.

Conflict: solving. Bullying: continues.

Bullying- different types. Conflict- personal.



Yes

Sharing.

No

No

Bullying is more serious.

Bullying is picking with someone and a conflict a problem.

No

No

HALT is like something for bullying and the conflict is mess.

Bullying is when you make fun of someone and a conflict with a student is just discussing something stupid.

Having a problem with a student is just an argument. Bullying is hurting the person.

No

Things in classroom includes just talking and in the hallway includes punching and such.

no

It is when somebody calls you name everyday.

Yes bullying is when you pick having a conflict with a classmate starts a fight.

You are having a fight.

Bullying is physical, sexual, verbal harassment. Conflict- something small.

No

A conflict with a classmate does not continue and it can be solved.

Bullying is harassing and conflict with a classmate they're just talking.



Yes

Bully hurts. Conflict yelling.

Bullying is aimed for attention. Conflict is a type of disagreement.

Bullying you putting your hands on someone.

Bullying is when you talk about someone.

I don't know.

Yes. You fight when bullying.

Bullying is when you are scared to speak up for yourself.

Bullying continues.

Yes.

Having a conflict with a classmate is little argument.

Bullying is when you call people names and conflict is when you call people names and fight.

Yes, a conflict is a problem. Bullying is something that keep happening.

No.

Conflict is arguing. Bullying is hurting someone.

Bullying is physical. Conflict is talking.

Eastwood 7th Grade

No.

No.

No.



No.

No.

There have been a few.

No.

A conflict with a classmate leads to bullying.

Yes, bullying has to with hitting.

No.

Bullying is harassment.

Idk.

Bullying just to prove something and conflict is something in the past.

Yes.

Bullying is like hitting. Conflict is like an argument.

Bullying is sexual harassment, and hitting or joking other students. Conflict is a thing that can be solved.

No.

Yes.

Nope.

Bullying is hitting or messing with someone. Conflict is just an argument.

You are arguing the other is harassment.

Bullying is verbal or physical abuse.

Yes.

?



No.

No.

No.

Conflict is easily resolved.

No.

Bullying is putting somebody down.

No.

No.

No.

Bullying is when you fight another person.

Bullying is when you pick on someone every day.

Bullying is harassing and arguing is yelling.

Yes

Bullying is constant picking. Conflict is argument.

Yes.

No.

Bullying is taunting and conflict is just when you have a disagreement.

Yes.

No.

It's no difference.

No.

No.



No.

No.

No.

No.

Yes

Yes

Yes

Bullying happens continuously. Conflict is a one-time thing.

Like pushing people around.

No, I cannot describe the difference.

Bullying is one or the other. Conflict is both.

No.

Bullying happens everyday and conflict happens every once in a while.

Yes.

Yes bullying is different because you are hitting someone.

Yes, because bullying is when you're hitting someone.

No.

Bullying is hurting someone.

There is fighting and arguing.

Yes, I do describe the difference of bullying.

Yes.

I would help people who was being bullying.



Yes.

NO, I CAN'T.

Yes.

Yes, some is mess.

Yeah.

Mess=mess; bullying=inflicting pain mentally or physically.

Bullying is on purpose.

Kinda.

Bullied people get hurt.

Yes.

Bullying is when people get hurt.

Mean.

I think it's the same.

Bullying is when you hurt someone. A conflict is when you are arguing.

Bullying is physical and emotional. Conflict is mostly verbal.

No.

Yes.

Bullying is bothering someone. Conflict is just a dislike.

Bullying is continuous.

Bullying is physical and constant. A conflict is just a disagreement.

Yes.



They are the same.

It depends.

Bullying is every day and conflict is if they are talkin' about you.

Yes.

It's the same.

No!

Bullying is physical or cyberbullying and having a conflict is just having a problem.

One you get hurt the other you don't.

Bullying is being mean. A conflict is a random problem.

Yes, maybe.

Yes.

Bullying is continuous.

Having a conflict is when they fight back; bullied is one person getting teased.

They are the same to me.

No

Yes. Bullying happens longer.

No.

Bad.

Yes.

Yes.

Yes.

Yes.



Yes.

Yes.

Bullying is name calling. Conflict is disagreeing.

Bullying is messing someone; conflict is disagreeing.

Nope.

No.

Yes.

No.

Eastwood 8th Grade

No

No

No

No

No

Yes

No

Bullying lasts longer.

No

No

Idk

Bullying is non-stop



Bullying is when people pick on you. Conflict is when you and person have problems.

Arguing

Yes

No.

No.

Bullying is harassment. Conflict is just beefing.

It's bad.

No.

No.

Bullying is messing with somebody. Conflict is fighting.

Idk.

Bullying is getting picked on and not fighting back.

No.

No.

Conflict is arguing, bullying is messing with people.

Bullying is to fight others. And conflict is to argue then solve it.

Bullying is hurtful. Classmate and you can solve it.

Bullying is punching somebody out and conflict is arguing.

Idk.

No.

Kids slapping.



Yes.

Conflict is like blaming, but bullying is constantly picking on the people.

No.

Conflict is something that can be resolved without fights. Bullying is when you mess with someone.

Bullying is hitting and conflict isn't.

Yes.

Bullying is harassing and conflict is a problem.

Bullying is everyday hurting people, conflict with a classmate is just a problem. It ends with physical damage.

Yes.

Bullying is hateful. You should help other students solve problems.

Bullying is picking. Conflict is having a problem.

No.

No.

Bullying is making fun of someone.

No.

Bullying is when you can't defend yourself.

Bullying is like picking on people and conflict with a classmate is talk.

Bullying is when you mess with someone.

Yes.

No.

Fighting.



Both students are involved in the conflict.

No

None

Not really it's all the same at my school.

Conflict is a two-way street.

It depends on the situation.

It depends on the situation.

Bullying is harassment and conflict is a problem.

Conflict is a problem that can be resolved.

There is none.

No.

When it goes on for a long time.

Bullying lasts a long time.

Yes.

Yes.

Conflict is when two people don't like each other. Bullying is when one person picks on someone.

Bullying contains physical contact and conflict is like arguing.

Bullying is repeated harassment. Conflict is a situation that can be resolved.

Bullying is when one person is picking on someone and conflict is when both is involved.

Bullying-picking conflict-argument

When someone keeps picking with someone.



A conflict is a problem. Bullying is picking.

Crying.

Bullying is repeatedly. Conflict can stop on the dot.

Crying.

Bullying-victim; conflict-both sides

Bullying is to pick on or beat up other people.

Bullying is when you constantly mess with someone and a conflict is just when you don't like them.

Talking and pushing.

Yes.

Handle it in different ways.

Bullying—there's a victim...conflict both cause problems.

Bullying is messing with someone for no reason.

Bullying is someone picks on you. Conflict -you just fight.

It's when you pick.

No.

No.

If you don't defend yourself, it's bullying.

Conflict is arguing. Bullying is being mean.

Bullying is one conflict, too.

Bullying is continuously picking.

Make signs.



No.

Bullying is messing with someone and a conflict with a classmate is both of the people arguing.

Bullying is conflict and conflict is rarely.

It is being messed with and not doing anything back. Having a conflict is saying something back.

Fighting with fists.

A conflict can be resolved quickly, while bullying can last a long time.

Bullying is messing for no reason.

With bullying you beat them up (one-sided) conflict you have issues with both (two-sided).

Fighting with fists.

No more fights.

Picking and the other is conversation debate.

You handle them in different ways.

Conflict is both going at it! Bullying is you keep picking with a scary person.

Bullying is one-sided.

No.

Bullying is talking about people and conflict is arguing.

Bullying is lasting, conflict is not.

Picking and stuff.

Bullying is more physical.

It's the same.

No.



Bullying is constant and having a conflict is temporary.

Nope!

Bullying is bothering someone.

Bullying is when the victim is helpless; conflict is containing both people having problems.

Bullying is one person causing the problem. Conflict is with two people causing the problem.

No.

Being picked on and being mean.

Bullying is picking on someone for no reason.

No difference.

No.

Bullying is picking and conflict is arguing.

No.

Nope.

No.

Bullying is when you are getting picked on.

No.

No.

There is no difference.

Nope.



Rock Quarry 6th Grade

Yes.

If you bully you hurt someone.

Bullying is when someone judges you.

Bullying is over and over. Conflict is just once in a while.

Yes, bullying is constant harassment and imbalance of power.

Bullying is insults, conflicts with classmates are just arguments.

Classmate - you can make it up to them.

Bullying is repetitive.

Yes.

Bullying is constant.

Bullying is everyday. Conflict is like an argument.

Yes.

Bullying is repeatedly but conflict is one thing.

Conflicts can be playful sometimes but bullying get physical.

Bullying is repetitive conflict is not.

Bullying is repeated.

A kid being hit, punched and constantly irritated every day.

Hitting and punching.

Being bullied happens every day and the victim doesn't fight back. In a conflict both people fight.



Conflict isn't physical.

:)

Bullying bothers people.

No difference.

Bullying is physical fighting or threatening. A conflict is just talking.

Yes, bullying is constantly hurting someone, a conflict is just doing it once.

Conflict is when 2 people have an disagreement and bullying is hurting people.

Bullying is multiple times of teasing when conflict isn't serious.

Hitting and punching.

Bullying is repetitive.

Bullying is it keeps happening.

Bullying is constant and a conflict is not.

It helps.

Bullying is over and over. Conflict is not.

No.

Bullying is punching.

No.

Bullying constantly happens. A conflict with a classmate doesn't.

Yes, bullying is on purpose, conflict is playing.

More bullying.

Bullying is repetitive and conflict is not.

Conflict is playing around.



Conflict is both yelling. Bullied is one yelling.

No.

Hurting.

No.

Conflict is arguing bullying is fighting.

Bullying keeps happening.

Bullying is over and over.

Bullying is when it happens every day conflict is once.

Conflict is when it happens once, bullying is multiple times.

Bullying happens repeatedly.

One keeps on happening.

Bullying is over a long time.

Bullying is targeting someone. A conflict have a argument or something.

Most students cry.

Yes bullying happens over time.

Bullying is one person hitting another when conflict is like man vs. man.

Bullying is repeated. Conflict can happen once.

Bullying is purposefully being mean and conflict is disagreeing.

Bullying is having physical contact and having a conflict is just having a problem.

Bullying is hurting. Conflict is just a conflict.

Bullying is talking about someone. Conflict is a discuss.



Yes.

Bullying is repetitive, and conflict is just once.

Bullying is when someone hurts someone physically or emotionally, conflict is just isn't a healthy relationship.

Bullying is over and over again while conflict is one.

Bullying happens more than once. Conflict happens once.

Bullying you are trying to be mean, conflict is disagreeing.

No difference.

Yes.

Yes.

Bullying is usually inflicting pain and conflict is talking.

Yes.

Bullying happens over and over again.

Bullying happens every day.

Bullying is repeating, conflict is not.

Bullying is every day, conflict once.

Bullying is repeated.

No.

Yes.

Sort of the same.

Bullying is when someone is messing with someone for almost every day.

Bullying is hurting someone/conflict is a argument with words, kind of like cyber-bullying but less.



No really.

I love HALT.

Bullying is hurting but a conflict is just arguing.

Bullying last conflict is easy.

They are different.

Bullying is repetitive.

A conflict with a classmate is arguing. Bullying is punching, annoying contact and harm to one another.

Bullying is constantly doing it. Conflict: Joking around.

Bullying is hurting someone, conflict with a classmate is an argument.

Yes.

Yes bullying is continuing.

Bullying is repetitive.

Bullying goes on forever and conflict is a fight.

Conflict is 2 people fighting bullying is one person hurting someone.

Bullying is being messed with more than once and conflict is something bad happens once.

Bullying there is punching and hurting someone physically and conflict to hurt someone on the inside.

Bullying is when you mess with somebody we don't know.

Conflict- both people participating in offence. Bully- one person does it to another weaker person.

Yes.

Bullying happens more than once. A conflict is a one time thing.



No.

Conflict is both arguing bullying is when one is yelling.

Hit.

Is hurting a conflict with a classmate, bullying is often.

Yes.

Bullying is picking with a student. A prob with a classmate is a little problem

No

Yes

Rock Quarry 7th Grade

Bullying is when someone is picking on someone and that person didn't do anything. Having conflict is when 2 or more is involved with each other.

Yes

Bullying is insulting. Conflict is arguing.

Bullying is when you tease someone over and over again.

Bullying: hitting and Conflict: talking

Conflict is two fighting against each other, in bullying only one is fighting.

Yes

Bullying is harassment over a period of time. Conflict is between two friends.

No

Bullying is more violent and repetitive

Arguing and physical harm are different things.

Bullying is fighting



No

Yes

Bullying is when people do the same thing all the time, a conflict is when you're just arguing.

Bully is fight, conflict arguing

No

Bullying is making fun of them or taking their money. Having conflict with a classmate is not really a big thing.

No

No

Same thing

Bullying happens a lot

The same thing

No, I don't know

No

Yes

Bullying is some way to hurt classmates everyday

Conflict is everyone and bullying is one on one

I don't know

Cause when you're around classmates you have more witnesses

IDC

Bullying is when you constantly do it

Yes



Bullying is someone constantly

Bullying- constantly talking about someone conflict- problem

Bullying is continuous, but conflicts are only once

Janking him

Bullying is imbalance of power

Yes

Yes

Classmate you argue, bullying you are picking on another student

Bullying is continuous, conflict is one time

Bullying is more than once

Bullying is where you are actually being harmed, and a conflict is like a disagreement

Bullying can be talking in offensive way or hitting

Bullying is one person saying stuff to the other

Bullying is when you mess with someone constantly and conflict is when you are arguing

Bullying is consistent over time

Bullying is an imbalance of power and its over time

Yes

Bullying one person is doing it for fun

Bullying-- long time conflict 1-2 days

Bullying is repeated

Bullying is bothering another. Conflict involve people.



There wasn't a big difference, but I can see a little

Hitting and drama

Yes

No

Bullying is bothering people and conflict is an argument

Yes, bullying hurts the other doesn't

Bullying is over and over again, but conflict is teasing

Yes

Bullying happens consistently over a long period of time and a conflict isn't

Bullying- someone picking on someone conflict- going back and forth

Bullying is repeated multiple times

bullying is often and conflict only happens one time

One is bad the other can be fixed

Yes, bullying is where you're getting beat up and conflict is an argument

Bullying is several times, conflict is one time

Yes, bullying is when someone bossing you around and conflict is when you do it on your own

Yes

A conflict is one time

Bullying happens repeatedly while you might have a conflict once in a while

bullying is repeatedly doing something bad

They don't nomo



Bullying people get hurt

Bullying repeats, conflicts happens once

Yes

Bullyings is more than once

Yes

Bullying is more than once

Bullying is picking on someone

They are nicer

Bullying is repeatedly

No

Bullying is basically when someone is being teased over something they can't control

Bullying happens more than once

Conflict is like arguing and bullying is hurting physically or emotionally

Bullying is over a long period of time

Bullying happens more than once

Yes

Bullying= over and over again conflict=fighting

Bullying is over time

Yes

No

No



No

Bullying is over and over

They're both bad

Bullying is being rude more than once and a conflict is a disagreement

Being hurt everyday and yelling at each other

Bullying is hurtful and conflicts are fighting

Bullying is more violent

They fight

Bullying is for no reason and conflict has a problem

Bullying is when things happen over and over again

Bullying is an imbalance of power, conflict is balanced

No

Bullying happens continuously and conflict happens once or twice

Bullying is more than once

Bullying is something that happens over a long period of time

Arguing while bullying is fighting

One is good

Rock Quarry 8th Grade

No

No

Yes



Yes

Bullying is when it happens a lot. Conflict is one time.

Bullying is when you just pick.

When you fight/when you're verbal/ arguing

Bullying is more than once

Bullying= everyday

It happens once or twice or a lot!

Bully: more than once Conflict: once

Bullying is one person and conflict is two people arguing or not getting along

A conflict is when you first talk

No

Yes

No

No

No

No

No difference

Bullying is over and over

Bullying happens repetitive

No

Bullying's when people are ganging up on person, conflict between 2 people

When there is a conflict both people are doing wrong



Bullying continues

There's no difference

Bullying is for no reason and a conflict is both people have something to do with it

Bullying is over time

Bullying is repeated

Yes

Bullying is when it repeats and conflict is when it happens once

Yes

Yes

Bullying is the difference of power

Bullying is continued

Bullying happens all the time

Bullying involves hitting and fighting

Conflict is not repeated, bullying is

Bullying is picking on and conflict with a classmate is when you find another person arguing

Conflict you don't hit

Yes

Bullying hurts people

No

No

Conflict is about something



Bullying is fighting

Bullying is repeated

No

Yes

Bullying is bad

Conflict: just an argument, bullying: physical or mental abuse

There is no difference

Bullying is more than once

Fighting

Yes, I can

Conflict is arguing

No

Bullying is constant

No not really

No

Bullying is over a period of time

Bullying is repeated

Bullying is repeated and sometimes is violent

Bullying is constant tormenting while a conflict is just an argument

Bullying is more of harsh

Bullying is when there is more power on one side



Bullying has an imbalance of power

Bullying its more than 1 time

Bullying is physical

Occurring occurring over and over

Yes; happen more than once

One happens often

In bullying there's an imbalance of power

No

Bullying is ongoing

Yes

Bullying is a larger person against a scared human

Bullying everyday, conflict one day

Conflict has two fighting sides, bullying has 1

Punching and hitting

Yelling and screaming is conflict

Bullying is constant teasing or hitting and conflict is more of arguing

Bullying is a long-term conflict

No

No

Bullying is picking a lot

Imbalance of power, repeats

Good



Bullying is difference in power

Yes

Bullying is more than once

Bullying happens a lot

Bullying goes on for a while

Conflict solved easy, bullying is drawn out (causes suicide)
Yelling, screaming

Conflict - words - bullying - hitting

Bullying is constant

Bullying-everyday, conflict-just disagreement

Friendly or not

Conflict, solved easily / bullying, drawn out

Bullying happens numerous times

Bullying drawn out

Bullying you are being picked on

No

One is ongoing, the other isn't

With bullying you get physical, with conflict you use words to put people down

Yes

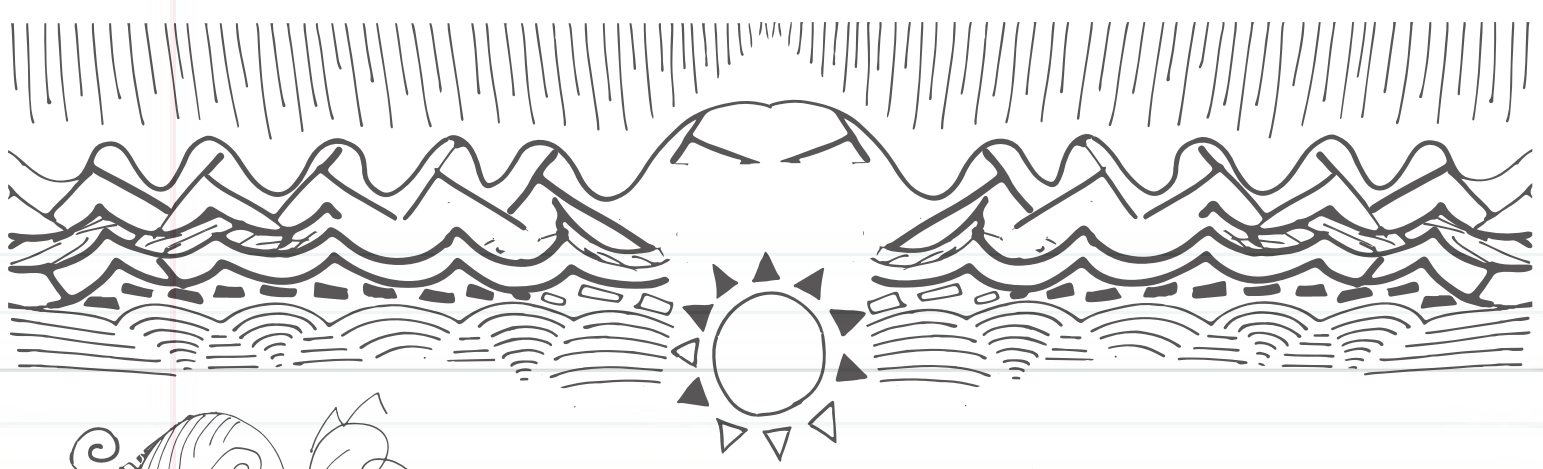


“I Can” Move Forward

Though the team could not be happier with the results of the “I Can” campaign, the three months of planning didn’t always result in perfect implementation. The trial run of the campaign in all TCS middle schools provided a basis for future sustainability and plenty of lessons learned. Using post-campaign interviews, surveys and our own observations of “I Can” in action, we’ve come up with some suggestions for future campaign implementers.

- **More man-power:** Post-campaign research revealed TCS wanted UA students there more than the team’s average of 4.1 hours each day. While “I Can” had some amazing and dedicated volunteers, the facts are that we weren’t able to work as thoroughly in every middle school as we’d hoped. Next time, individual teams of five to six people should be assigned to each school to oversee the planning and implementation of the next generation of “I Can.”
- **Longer time frame:** Perhaps the biggest obstacle in creating a successful campaign immersed in school curriculum is time, especially lead time. The approval process with TCS, or any school system, is long and grueling. This is especially true regarding surveys, which could potentially take five to six drafts for approval.
- **Details, details, details:** Each school has specific needs. The team did take this into account but suggests working with each counselor to create even more detailed, individualized plans for future implementation.





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