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A Social Justice Perspective in Anti-Bullying Program Implementation

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A SOCIAL JUSTICE PERSPECTIVE IN ANTI-BULLYING PROGRAM

IMPLEMENTATION

By

Monica Vanderheiden

Bachelor of Arts in University Studies

Psychology and Management

University of Nevada, Las Vegas

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A thesis submitted in partial fulfillment
of the requirements for the

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Monica Vanderheiden

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ABSTRACT

Oppression is in our everyday lives. Children get to experience it first hand in school by simply being different than others. Bullying has become a serious problem in American schools and many programs have been implemented to address it. This thesis grew out of a large evaluation study of anti-bullying program implemented in a large school district located in the Pacific Southwest. The main goal of this thesis is to continue the research process of the large evaluation study by focusing on the theme of implementation. Another goal is understand social justice as it relates to anti-bulling program evaluation. In so doing, isms (e.g. racism, sexism, and heterosexism) will be examined as indicators in how oppression exists in schools, how they manifest in bully behaviors, and how they dictate the success of an anti-bullying program implementation. A potential outcome of this thesis is to propose ways in which future program implementation can address issues of evaluating bullying interventions. Both pre-implementation and post-implementation criteria that address the oppressive environment will be considered for the process of anti-bullying program evaluation. One important consideration in this thesis is the deconstruction of various forms of oppression from a social justice perspective. Multiple forms of oppression are pervasive in the school environment and are expressed through bullying behaviors. This thesis will utilize a restorative justice approach to conceptualizing bullying, and postulate ways in which the restoration of justice can occur. The hope is that future research can expand on this idea to create anti-bullying program implementation guidelines that address oppression at is exists in schools.

Keywords: Bullying, Oppression, Racism, Lookism, Heterosexism, CQR

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CHAPTER I: INTRODUCTION

Statement of Problem

Bullying in schools is a national and international problem (Ryan & Smith, 2009). In its most basic form, bullying is a viewed by some as a vicious act against weaker victims who aren't able to defend themselves (Smith & Brian, 2000). Several types of programs have been created to address this issue; however, implementation has been proven to be a challenge because of varying types of schools and the multicultural students who occupy them. Implementing new programs to address bullying in schools is becoming an important part of K-12 education initiatives nation-wide. National trends have solidified this movement for the past several decades (Stein, 1999). Even President Obama began a major initiative to address the national epidemic of bullying (http://www.stopbullying.gov/, 2012). However, the effectiveness of such programs is limited, and results demonstrate wide variations across programs and schools (Ttofi & Farrington, 2010).

Program implementation is an important part of educational programming because it has the potential to dictate how the program will affect the school environment. The manner in which a program is implemented should be based on the audience which its goal is to reach. Barbero et al. (2012) suggest that it is essential to adapt programs to the social and cultural characteristics of the school population in question and to consider any possible influence of age and gender. If program success depends on the initial implementation of a program as the research suggests (Ttofi & Farrington, 2010) then there may be ways to improve the implementation process based on the environmental

characteristics is which it is intended to reach.

Research suggests a natural precondition for any effects to occur is of course that the program or essential parts of it have actually been implemented and maintained (Kallestad, 2003). There are many anti-bullying programs in effect in schools today.. Although there are pros and cons to each current program, adopting a social justice perspective when examining implementation procedures may provide benefits to underrepresented groups that have not yet been considered.

Curriculum materials are an integral part of an educational intervention program and the implementation process. The Olweus Bullying Prevention Program (OBPP; Olweus, 1993) suggests implementation should include the guidance and expertise of a certified Olweus trainer (Olweus, 1993). This trainer helps ensure consistent program implementation, but it does so at a monetary cost to the school implementing it. The OBPP is an example of a popular and successful program. The overall goal of the program is "to improve peer relations and make schools safer, more positive places for students to learn and develop"
(http://www.violencepreventionworks.org/public/index.page, 2012) Some specific goals of the OBPP are to reduce existing bullying problems among students, prevent new development of bulling problems, and to achieve better peer relations at school. The OBPP consists of required materials that predict the success of the program. It is recommended that a certified Olweus trainer guide the implementation process with their expertise on the topic.

Aside from the Olweus program, regarding bullying, a relatively new idea has

been introduced by Wong, Cheng, Ngan, Ma, (2011) called The Restorative Whole-school Approach (RWsA). This is the only approach that considers social justice from a theoretical perspective. The RWsA emphasizes establishing restorative goals, clear instructions, team building, and good relationships among students, parents, and teachers (Wong et al, 2011). Wong et al. discredit expelling/suspending those who bully or calling the police as a way to handle bullying behaviors. In such an approach, assigning blame and individual accountability not only proves to be ineffective at resolving the conflicts, but it also exacerbates the deterioration of the relationship between bullies and victims (Wong et al, 2011). The RWsA focuses on creating a caring climate in the school that promotes building quality relationships with self and others and aims at building a peaceful learning environment for as many parties as possible. The RWsA is based on the concept of restorative justice which prioritizes the need to repair harm done to a relationship over-and-above the need for assigning blame and punishment.

The Anti-Bullying Prevention Pilot Program (ABPPP) is a program implemented in the Pacific Southwest, USA. The ABPPP was a combination of two anti-bullying organizations' efforts. Each organization and its approach is discussed below.

Operation Respect

Operation Respect is a program founded by Peter Yarrow from the singing group Peter, Paul, & Mary in order to "advocate and provide leadership in the public and private sector for positive change in educational policy and practice" (http://www.operationrespect.org/about/goals.php, 2005). The mission of Operation Respect is "to assure each child and youth a respectful, safe and compassionate climate of

learning where their academic, social and emotional development can take place free of bullying, ridicule and violence" (http://www.operationrespect.org/index.php, 2012). The program includes free materials such as videos, CDs and "Don't Laugh at Me" curricula, based on the song by Peter Yarrow.

Welcoming Schools

The Human Rights Campaign Foundation created the Welcoming Schools program to address multiple forms of biased-based bullying by strengthening the school approach to family diversity. Welcoming Schools makes available tools, lessons, and resources that embrace diversity and avoid stereotyping, bullying, and name-calling in schools. The program offers a Lesbian-Gay-Bisexual-Transgender (LGBT)-inclusive approach to further knowledge and acceptance for this type of diversity as well as others.

Purpose of Study

This study builds upon a large scale three year evaluation of the ABPPP (Smith, et al., 2013) by further exploring the theme of Implementation. More specifically, how oppression (i.e. isms) restricts program implementation. The purpose of this study is to identify isms (i.e., racism, lookism, and heterosexism) as the manifestation of oppressive bullying in the K-12 school environment. By identifying the nature of the oppressive bullying, this study aims to explore the presence of these isms and its relationship to the lack of implementation of the ABPPP. This writer proposes several social justice criteria that should be considered for utilization of anti-bullying program evaluation.

Definition of Terms:

heterosexism: as a systematic process of privilege toward heterosexuality relative to homosexuality based on the notion that heterosexuality is normal and ideal.

4

(Herek, 2004; Palma & Stanley, 2002; Pharr, 1998).

lookism: the construction of a standard for beauty/attractiveness (Seigal, 1991, p. 38)

oppression: the exercise of power to disenfranchise, marginalize or unjustly ostracize particular individuals or groups. (Dermer, Smith, Barto, 2010)

privilege: the benefits, advantages, and immunity from prejudice and discrimination afforded to agents. Privileged people gain power "because of the entitlements, advantages, and dominance conferred upon them by society. These privileges were granted solely as a birthright, not because of intelligence, ability, of personal merit" (Black & Stone, 2005, p. 243). (Dermer, Smith, Barto, 2010)

racism: system of advantage based on race. (Dermer, Smith, Barto, 2010)

restorative justice: a broad term used to describe a way of thinking, a philosophy or a 'social movement to institutionalize peaceful approaches to harm, problem-solving and violations of legal and human rights (Duncan, 2011, p. 274)

systematic oppression: occurs through repeated integration of prejudice and discrimination into societal institutions (e.g. law, social policy, language, media) and through threats of violence, removal of rights, and exclusion from decision-making processes. (Dermer, Smith, Barto, 2010)

CHAPTER II: LITERATURE REVIEW

Given the negative effects of bullying on school-aged students' mental health, a recent concern for implementation of anti-bullying programs has arisen over the past several decades. Recent research suggests that, on average, anti-bullying programs or campaigns have had some modest successes (Smith, 2011). Therefore, there is a need to understand why these programs vary in effectiveness. Anti-bullying program implementation has begun to spread world-wide, yet the effectiveness of such programs still poses many unanswered questions. Ttofi and Farrington (2011) analyzed 44-high-quality school based intervention programs and found that on average, these reduced bullying by around 20%-23% and victimization by around 17%-20%. Another study by Cross et al. (2011), Australian programs implemented between 1999 and 2007 demonstrated a reduction in victimization from 25% to 16.5%. Although modest successes in the aforementioned programs show progress, the sustainability of the results are unable to be maintained. For example, in Norway, the King and the Prime Minister led an anti-bullying campaign called Manifesto-I. They saw significant reduction of bullying behaviors in Norwegian schools. However, 4 years later, they had to re-implement the program because things had regressed to the status quo. The KiVa program implemented in Finland had a goal of emphasizing the role of peers and bystanders to challenge the bullies. This type of implementation goal perpetuates the cycle of bullying because it doesn't define "challenging bullies." This lack of explanation could perpetuate the cycle of bullying by encouraging bystanders to engage in bully type behaviors.

The Olweus Bullying Prevention Program (2012) has a goal of improving

relationships between peer groups, making schools safer, and making schools more positive places to learn and grow. This type of goal can lead to a more complex problem, perpetuating the cycle of bullying. OBPP is focusing on changing the student's environment only. If the school, home, and student's environment aren't changed simultaneously, the impact of such a program is too small to be considered effective. Some of the advantages of the OBPP are that it is considered pro-social and theory based. Part of its successes in Norway can be attributed to this fact. However, the same types of success seen in Norway have yet to be seen in the United States. Some of the reasons for the difference in successes from country to country could be less intense implementation, lack of use of resources, and defining bullying associated with American culture. "Social responsibility is a core value of the program and research recognizes that this might clash with the strength and independence based norms of American culture." (Black, 2007).

Wong's (2011) Restorative Whole-school Approach is the only program in the literature that begins to examine bullying through a social justice perspective, mainly the restoration of justice. The RWsA emphasizes the setting up of restorative goals, clear instructions, team building, and good relationships among students, parents, and teachers. The focus is on building quality relationships while repairing any and all harm done prior to such an approach. This type of program is effective in that it aims to bring harmony back to the school but it may only be temporary. The RWsA is lacking an understanding of the oppressive nature of bullying and related negative effects on the victims. In order to fully understand the all-encompassing nature of bullying, one must recognize the complexities of bullying itself. One complexity of bullying is deep rooted oppression.

The disadvantage to Wong's RWsA is that it only addresses the damage done by oppression and not the oppression itself.

The attempts made to reduce bullying in schools are multi-faceted. The Anti-Bullying Prevention Pilot Program is an excellent example of how oppression in schools restricted the effectiveness of program implementation. In the ABPPP, the researchers set out to find the effectiveness of the implementation of an anti-bullying program. They went to 11 pilot schools to collect research to see what materials were used, how it was implemented, how successful it was, and what the students, teachers, administration, staff, parents, etc., thought of the program. The data showed extreme differentiation in implementation styles from school to school but one issue stood out in particular. None of the Welcoming Schools materials were used, not even at the school with the highest implementation. Data collected from the focus groups revealed a variance between what teachers and administrators thought needed to be implemented and what students reported as a problem. This lack of understanding is the perfect example of why a better system of implementation is needed.

The process of implementation employed by ABPPP provides implications for program improvement such as whole-school involvement, parental inclusion, and custom designed programs based on the current school climate. The important message that comes from this research is that even though the pilot schools had the materials to address oppressive issues, they failed to implement them, thus, potentially perpetuating the cycle of oppression in schools. The implementation criteria employed by this program and designed by Dane and Schneider (1998) then updated by Durlack and Dupree (2008)

are lacking a social justice perspective. If the school administration recognized the oppression running rampant in their schools such as bodyism, racism, sexism, heterosexism, etc., they would have been able to use the materials from Welcoming Schools to address them. This study examines the need for a model that assesses school climate pre-program implementation, proposes steps to implement the program, and maintains the restoration of the school climate post-implementation.

A social justice perspective emphasizes societal concerns, including issues of equity, self-determination, interdependence, and social responsibility (Bell, 1997). Social justice primarily deals with how certain advantages and disadvantages are distributed on an individual level. "Social justice is at the heart of multiculturalism in that the existence of institutionalized racism, sexism, and homophobia is what accounts for the inequitable experiences of people of color, women, gay, lesbian, and bisexual people (among others) in the United States. Moreover, discrimination and prejudice are intimately connected to quality-of-life issues for these groups of people" (Vera & Speight, 2003, pg. 254). Ultimately, the goal of understanding social justice is to bring awareness of oppression at organizational, institutional, and societal levels with a goal of changing what has been perpetuated for many years. It is important to understand social justice in the implementation of bullying prevention programs because it will help overcome oppressive bullying by beginning with awareness. Once awareness is gained, the status quo environment can be challenged and eventually changed.

In order to create a model that will effectively address the school climate, one must recognize that there is much more to bullying than stopping it in schools. The first

step in defining program implementation needs is defining the source of the problem, in this case, bullying. The definition of bullying from StopBullying.gov is "Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time." (http://www.stopbullying.gov/, 2012) This definition alludes to the problem as the behavior that has the potential to be repeated. The definition from Merriam-Webster is "a blustering browbeating person; *especially*: one habitually cruel to others who are weaker." (http://www.merriam-webster.com/dictionary/bullying, 2012) This definition assumes that the bully is stronger than others. This type of definition not only fails to address the oppressive nature of bullying but also perpetuates the status quo. Bullying includes being called nasty names, being rejected, ostracized, or excluded from activities and having rumors spread about you (Baldry & Farrington, 1999). Bullying involves an imbalance of power and repeated acts of direct or indirect attacks (Ttofi & Farringon, 2010). The State of Nevada recognizes the definition of bullying as:

> "a willful act which is written, verbal or physical, or a course of conduct on the part of one or more persons which is not authorized by law and which exposes a person one time or repeatedly and over time to one or more negative actions which is highly offensive to a reasonable person and:
> 1. Is intended to cause or actually causes the person to suffer harm or serious emotional distress;
> 2. Places the person in reasonable fear of harm or serious emotional distress; or
> 3. Creates an environment which is hostile to a pupil by interfering with the education of the pupil."(NRS 388.122, 2011).

Bullying is an aggressive behavior; however, it should not be equated with extreme physical violence. Not all physical violence involves bullying, and not all bullying involves physical violence (Ttofi & Farrington, 2010). Herein lies the problem;

no definition encompasses the complex nature of what bullying actually is. Bullying is much more than a maladaptive behavior. It is a deep rooted trans-generational oppression that has been perpetuated and validated through perceived normative behaviors in the person's environment. Figure 1 shows The Smith Model of Oppression. This model portrays the complex and multiple forms in which oppression leads to victimization. Oppression produces many types of victimization whether exhibited through direct or indirect methods of bullying. The center of the sphere is the victimization which is achieved by the many forms of oppression that are occurring at any given time (e.g., isms such as racism, sexism, ageism, bodyism, heterosexism). The outer sphere portrays the cyclical nature of the methods that result in complex victimization.
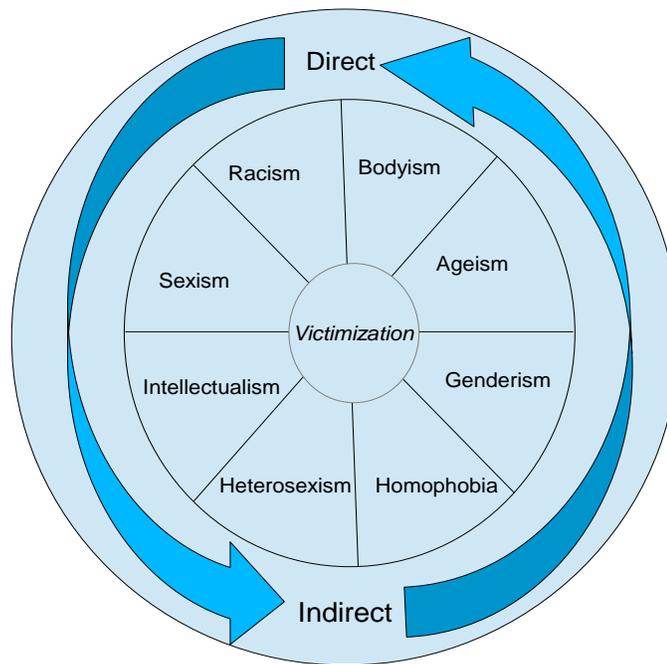

Figure 1: The Smith Model of Oppression (Smith et al., 2012)

As the above model displays, all types of oppression lead to victimization. The idea of oppression in bullying through indirect or direct means alludes to the aspect of

power and privilege being perpetuated trans-generationally. Bullying prevention materials instill this idea further. White privilege is undeniable and all of the previously mentioned programs reinforce those ideas thus maintaining the status quo.

There are several reasons why a social justice model is needed in the literature. First, beginning with awareness will help schools identify their current status quo (Smith et al., 2012). Having this type of awareness will help participants challenge that status quo instead of maintaining it. Second, by gaining awareness schools will be able to identify and implement more effective interventions. For example, if the current status quo is institutionalized racism, then the interventions can be based on identifying and understanding what racism is and how it affects people. Once the awareness and interventions are gained, the strategy for implementation can be more targeted. For example, if a school principal is leading this program, then he/she can prepare their team members by introducing the awareness of the status quo, the interventions that are planned, and they can work together on how to implement it. Lastly, measuring and evaluating procedures that determine the success of the interventions will be specific and more easily measured and evaluated.

The model of implementation employed by the ABPPP study was based on fidelity. This type of model examines implementation in order to produce results that may or may not predict change in the environment. In order to accurately attribute change in the dependent variable(s) via manipulation of the independent variable(s), integrity (fidelity) of the program must be verified. Without integrity data, it is difficult, and perhaps impossible to determine whether results (significant versus non-significant) are

due to inadequate or incomplete program delivery, or even a poorly designed program (Dane & Schneider, 1998). Five aspects of fidelity have been identified as core components of fidelity: 1) adherence; 2) exposure; 3) quality of delivery; 4) responsiveness; and 5) program differentiation (Dane & Schneider, 1998). Building on the work of Dane and Schneider (1998), Durlak and DuPre (2008) suggested three additional criteria: 6) monitoring of control/comparisons; 7) program reach; and 8) adaptation. Although, this model of implementation is thorough, it fails to examine implementation through a social justice perspective. In order to maintain thorough implementation while implementing programs through a social justice lens, additional criterion should be considered. Based on the lack of literature focusing on a social justice perspective in anti-bulling program implementation, this thesis aims to identify the need for the criteria by examining the data from an anti-bullying program evaluation.

CHAPTER III: METHODOLOGY

This study built upon a large scale three year evaluation of the ABPPP (Smith, et al., 2013) by further exploring the theme of Implementation. More specifically, how oppression (i.e. isms) restricted program implementation. Isms were identified as the manifestation of oppressive bullying and this study aimed to explore the presence of the isms as well as their relationship to the lack of implementation of the ABPP. In doing so, several social justice criteria are considered for utilization of anti-bullying program evaluation. In order to create criteria for consideration this study will: a) use Young's Five Faces of Oppression (1990) theory as a model for assessing oppression b) use thick descriptions (Lincoln & Guba, 1985) to illustrate racism, lookism, and heterosexism c) identify incidents in the ABPPP study where oppression facilitated lack of implementation d) draw inferences for social justice based criterion for future anti-bulling program implementation.

The methodology for this thesis is based upon Hill et al. (1997) model of qualitative research, Consensual Qualitative Research (CQR). The data utilized by this particular thesis is taken from a large evaluation project of an anti-bullying program administered in a large Pacific Southwest school district. Therefore, what follows is a brief overview of that evaluation, and a description of methodology for this thesis. The goal of this thesis is to further explore one of the major themes derived from the larger evaluation study, the theme is called Implementation. The reason for an in depth exploration of implementation is to explore the inclusion of a social justice perspective in anti-bullying program implementation. The initial study revealed the prevalence of

various forms of oppression and the lack of implementation processes to address it. The following is an overview of the implementation of the large evaluation study that will serve as a basic foundation of pertinent information to better understand the purpose of this study.

Data Analysis #1: An Overview of the ABPPP Evaluation and Methodology

During summer 2012, a group of graduate researchers and one faculty member from University of Nevada Las Vegas collaborated with a goal of collecting and analyzing data from the ABPPP. After collecting the data, the research team began to analyze it using consensual qualitative research (CQR: Hill, Thompson & Williams, 1997). This method was deemed appropriate because it allowed for comprehensive analysis of the data. CQR, a model created by Clara E. Hill, Barbara J. Thompson, and Elizabeth Nutt Williams is based on traditional qualitative research as is offers a unique way to address complicated research. One of the primary features of such an approach is that is provides vivid, dense, and full descriptions of each phenomenon under examination. The methods evaluated in the large study were the implementation methods employed by each of the 11 pilot schools.

The methods of implementation employed by the 11 pilot schools in the ABPPP were identified as whole-school versus partial-school or targeted implementation approaches. A whole-school approach usually has multiple components that work together across the many levels of the school and community. The ultimate outcome goal was to change the environment of the school by involving the students, teachers, and other staff members in changing school policies and holding each other accountable for

upholding them. A partial-school or targeted approach is typically aimed at addressing specific groups or single units of delivery, such as a classroom. A targeted school approach focuses on the students who have become involved in the problem either as a perpetrator or as a victim (Orpinas & Staniszewski, 2003). This type of intervention focuses on addressing the behaviors associated with being either the victim or bully. In ranking the 11 pilot schools as either using the whole-school or partial-school/targeted approach researchers of the large ABPPP identified 8 methods of implementation: 1) infusion into existing prevention programs (e.g., peer mediation); 2) before school programming; 3) after school programming; 4) lunch time programming or activity; 5) assembly, 6) guest speaker; 7) displays and/or signs/posters; and 8) school announcements If the schools met six or more of the eight methods, their implementation strategy qualified as whole-school. If they met less than six, their implementation strategy qualified as partial-school. Out of the 11 schools implementing the ABPPP, 4 qualified at whole-school, 5 qualified as partial school, and 2 qualified as implementing nothing.

Each of the 11 schools implemented the pilot project in their own way, or not at all. This is important to understand because it portrays the inconsistency in implementation across the schools. Research states that whole-school, versus partial or targeted, implementation of anti-bullying programs tends to produce better overall results (Vreeman & Carroll, 2007). This was confirmed in the qualitative data collected from the schools that implemented a whole-school approach.

The next step in assessing and understanding the implementation process was to ascertain a fidelity estimate based on integrity data. The eight core components used in

the ABPPP to estimate internal and external validity of interventions used in the implementation process were identified as: 1) adherence; 2) exposure; 3) quality of delivery; 4) responsiveness; and 5) program differentiation (Dane & Schneider, 1998) 6) monitoring of control/comparisons; 7) program reach; and 8) adaptation (Durlak and DuPre, 2008).

Results for intervention fidelity in the ABPPP concluded:

> "In summary, the research team was able to rate each school on only two of the eight fidelity criterion, which were adherence and exposure. Members of the research team ranked each school in which they conducted the focus group interviews. Total scores of each criterion (adherence and exposure) were summed and divided by 2 for an overall total fidelity score, and averages were totaled for each type of implementation (Whole-School vs. Partial). See Table 15 below. Ranking categories include "Very High" (4/5), "High" (4/5), "Medium" (3/5), "Low" (2/5), "Very Low". One of the schools was ranked "High", six of the schools ranked "Medium", two schools ranked "Low", and two schools ranked "None" (0/5) for not implementing any or very little of the ABPPP. See table 16 below." (Smith et al., 2012)

In terms of fidelity rankings, it is clear that implementation and fidelity were inconsistent across the schools. The ABPPP research team identified 4 barriers to implementation which include curriculum, training, staff buy-in, and expectations. Although there were other barriers, these four were consistently mentioned during the focus groups, interviews, and surveys.

The focus group participants reported that the amount of curriculum provided by Operation Respect and Welcoming Schools was overwhelming and difficult to sort through. More clarity in initially specifying the ABPPP core components, more closely detailing optimal procedures for implementation, and providing school implementation teams with more concrete expectations and measurable program outcomes would have

supported a more robust implementation of the programs. (Smith et al., 2012) Of all the materials selected for use by the teachers and administrators, none reported the use of any Welcoming Schools materials.

Training was identified as a barrier because both high-school and elementary school teachers felt the training did not meet their student's needs. The mixed feelings about the training sessions could be attributed to the lack of attendance for the full three-days of training. In addition, staff turnover was identified as a potential barrier. Staff would attend the training sessions and then leave the school thereby requiring someone untrained to implement the materials.

Buy-in was identified as a barrier because multiple schools reported having issues with buy-in related to administration and staff. This relates directly to training as Operation Respect and Welcoming Schools leadership teams would attempt to implement materials and site leadership would not always be supportive. As a result, diminished motivation to assume responsibility occurred. It became clear that in order for the school to implement the program successfully, leaders had to see value in the program itself.

The last barrier identified was expectations. Teachers and administrators of the ABPPP reported that with little guidance on implementation tactics, it was difficult to manage their expectations for outcome goals. Understandably, without clear guidelines, expectations would directly correlate with staff buy-in, desire for training, and motivation to implement materials.

Research Utilized

After conducting research and collecting data about the ABPPP at the pilot

schools participating in the ABPPP, the research team came to a consensus about the data and the discrepancies present. These results were gleaned from following the Steps of CQR presented by Hill et al. (1997). The ABPPP team structured interviews and surveys and divided them into themes which is evidenced by step one in the steps of CQR. The team created brief reports on each theme that became apparent in the material. This is what Hill, Thompson, & Williams suggested as a vital second step in CQR supported by "core ideas (i.e. abstracts or brief summaries) are constructed for all the material within each domain for each individual case" (Hill et al., 1997, p. 523). From that point on, the graduate researchers completed step four, which is completing a cross analysis. This process involved taking all of the themes that were developed into categories, which helped to explain the consistencies from the core ideas (Hill et al., 1997).

Mixed methods is another type of research used in the evaluation study. This type of research integrates quantitative and qualitative approaches in order to answer complex research questions. This type of approach allows researchers to take relative stances on a continuum between both qualitative and quantitative research. The benefit to a mixed methods approach is that researchers are able to collect both narrative and numerical data, employ both structured and emergent designs, analyze their data both via statistical and content analysis, and make meta-inferences as answers to their research questions by integrating the inferences gleaned from their qualitative and quantitative findings (Tashakkori, 2010).

In recent years, mixed method research has becoming increasingly popular because it is more effective in answering some research questions (Tashakkori, 2010).

These types of questions are often unable to be answered by either quantitative or

qualitative research and techniques alone. Tashakkori (2010) lists seven reasons that are

often given for using a mixed methods model:

> 1. Complementarity: Using both mixed methods for the purpose of integrating
> two expertly different but related answers to the research question, one gleaned
> from using a qualitative and the other from a quantitative approach.
> 2. Completeness: Using mixed methods in order to obtain a fuller understanding
> of the phenomenon under investigation. The expectation is that such a more
> complete understanding will emerge if the inferences from qualitative and
> quantitative strands of a study are merged effectively (such an effective
> integration has been   called ''integrative efficacy'' of mixed methods inferences).
> 3. Development: Mixed methods is conducted with the explicit (preplanned or
> emergent) purpose of obtaining research questions, sampling framework, or data
> sources of a second (e.g., a qualitative) strand of the study from the first strand
> (e.g. quantitative).
> 4. Expansion: Same as 'developmental' discussed above, but with the purpose of
> expanding the answers already obtained in a previous strand of a study.
> 5. Corroboration/Confirmation: Utilizing integrated methods in order to evaluate
> the credibility of inferences obtained from a (qualitative or quantitative) strand of
> a study. The research questions of the first strand are often exploratory, while the
> research questions of the second strand are often explanatory/confirmatory.
> 6. Compensation: Utilizing mixed methods with the express purpose of
> compensating the weaknesses of one approach (e.g., data correction errors/biases)
> with the strengths of the other.
> 7. Diversity: Conducting mixed methods with the hope/
> purpose of comparing and contrasting divergent pictures of the same
> phenomenon. (Tashakkori, 2010)

Mixed method research consists of three simple model designs and one more

complex model. Tashakkori refers to these models as families. Each family includes the

purpose, the expected outcome, and the sequence of the procedure. The first family is

a parallel design. In this design, two sets of data, one qualitative and one quantitative, are

collected and analyzed either at the same time or with a time lag. Sequential design is the

second family and with this method, the second round of data collection is based on the

results of the first. The third family is a conversion mixed-method design. In this type of

design, the goal is to convert one type of data to another and re-analyze it in order to gain more credible answers. Lastly, and most importantly for this study, is the fully integrated mixed method design. According to Tashakkori, this is the ideal design in mixed-methods studies because it allows the researcher to dynamically utilize both qualitative and quantitative approaches/methods, and use the insights from one type of data/process to modify/enhance the other within and across stages of the study (Tashakkori, 2010).

Data Analysis #2: Thesis Methodology

Based on the recommendations from the research team in the study above, this study will focus on analyzing the major theme of implementation in great detail. Additionally, this study will focus on continuing the CQR process to see if additional knowledge can be gained. By following Hill et al.'s (1997) Steps to CQR and Tashakkori's Fully Integrated Mixed Method Design (2010) to find the voice of the participants, the relationship between oppression and lack of implementation in the ABPPP will be examined. The complex nature of devalued people's lived experiences are not accessible without their dialogue about how they perceive and experience the world, how they define each individual lived situation, and what meaning they take from it (Neuman, 1997). The initial steps of CQR, as defined by Hill et al., have been modified for Data Analysis #2. Based on the results of Data Analysis #1, many possible research questions arose for this thesis regarding the implementation process of the ABPPP. The research questions are as follows: How can anti-bullying program implementation include a social justice perspective? Are there examples of how oppression restricted program implementation in the ABPPP? What social justice based criteria would be

utilized in anti-bullying program implementation? What forms of oppression should be considered when evaluating anti-bullying program implementation?

The next step in following the initial steps of CQR is to choose and structure a team. The team for the re-evaluation is made up of the writer, a graduate researcher, a fellow graduate researcher, and principal investigator. The graduate researcher will re-analyze the data set to find examples of oppression in the school environment, identify how the prevalence of oppression restricted program implementation, and bring qualitative and quantitative examples to the team to make consensual inferences for case analysis. This analysis is a continuation of the recursive process of research as outlined by Newman and Tashakkori (2010). During this step, the research team will construct core ideas within the cases presented and argue to consensus, cross analyze case domains and develop categories, examine patterns, make inferences, then proceed to final steps.

Specifically for this study, the graduate researcher will modify the case analysis section and expand the research approach to include Grounded Theory (Corbin & Strauss, 1990). The rationale for this approach is to utilize a coding method into the process of reanalyzing the data set. Open coding is the method that will be used in reanalyzing the data from the ABPPP study. Corbin and Strauss (1990) describe open coding as the interpretive process by which data are broken down analytically. Its purpose is to give the analyst new insights by breaking through standard ways of thinking about or interpreting phenomena reflected in the data. In open coding, events/actions/interactions are compared with others for similarities and differences. They are also given conceptual labels. In this way, conceptually similar events/actions/interactions are grouped together

to form categories and subcategories (Corbin & Strauss, 1990). In this study, the open

coding methods that will be utilized will be reviewing the transcripts and survey data to

find isms; specifically, racism, lookism, and heterosexism. If data falls into those

categories, then they are subcategorized by either being an individual statement, or the

following interactions: student to student, student to adult, adult to student, or adult to

adult. This coding process will allow specific case examples to be extricated from the

data with the goal of becoming foundational evidence that oppression is prevalent in the

implementation of anti-bullying programs.

<div align="center">Theoretical Framework</div>

In order for data to qualify as racism, lookism, or heterosexism, it must meet

specific evaluation criteria as described by Iris Marion Young as the "Five Faces of

Oppression". This theoretical framework will help to guide data analysis. It will serve as

the link between social justice and oppressive bullying by identifying the Five Faces

(2010) in the ABPPP data through thick descriptions of oppression.

> "I have arrived at the five faces of oppression- exploitation, marginalization, powerlessness, cultural imperialism, and violence- as the best way to avoid such exclusions and reductions. They function as criteria for determining whether individuals and groups are oppressed, rather than as a full theory of oppression. I believe that these criteria are objective. They provide a means of refuting some people's beliefs that their group is oppressed when it is not, as well as a means of persuading others that a group is oppressed when they doubt it. Each criterion can be operationalized; each can be applied through the assessment of observable behavior, status relationships, distributions, texts, and other cultural artifacts. I have no illusions that such assessments can be value-neutral. But these criteria can nevertheless serve as a means of evaluating claims that a group is oppressed, or adjudicating disputes about whether or how a group is oppressed.
> …The presence of any of these five conditions is sufficient for calling a group oppressed." (Young, 1990. P.69)

The five faces of oppression; exploitation, marginalization, powerlessness, cultural imperialism, and violence, are the criteria that will be applied to the reevaluation of the data set from ABPPP and coded according to the types of oppression mentioned above. The goal is to identify oppression as it exists in schools following the theoretical framework from Young (1990). Once the prevalence of oppression is confirmed, then the relationship between oppression and the lack of program implementation of the ABPPP can be examined. Following all coding procedures, the research team will implement the final steps of CQR.

Hill et al., describe final steps as developing narrative account across cases, describe illustrative cases, write-up and present results, get feedback from participants and colleagues, rewrite results, and publish if possible. These final steps will help the reader to understand that the prevalence of oppression in schools is linked to the lack of inclusion of a social justice perspective in anti-bullying program implementation. The purpose of expanding on this theme is to build a model of implementation evaluation that incorporates a social justice perspective.

CHAPTER IV: FINDINGS

As described in Chapter Three, this study analyzed a major theme from a larger evaluation study (Data Analysis #1) called *Implementation*. A main finding from that study indicated a need for a social justice perspective in the evaluation of anti-bullying program implementation. Therefore, the purpose of this study was to examine the implementation of the ABPPP from a social justice perspective by identifying oppression as it exists in the school environment then examining how the oppression in the schools restricted implementation. In doing so, several social justice criteria are considered for utilization of anti-bullying program evaluation.

Continuing with the work of Hill, Thompson, and Williams (1997), Consensual Qualitative Research (CQR), uses a collaborative team of researchers to analyze transcripts and develop an organized a schema of data. In the ABPPP study, it became apparent that social justice perspective is needed in anti-bullying program implementation. This is portrayed in various ways through "isms" manifest in the oppressive educational environment. Racism, heterosexism, and lookism were the three key isms that were identified through the implementation of ABPPP and confirmed when analyzing the data set. The actual percentages that were extracted from the large evaluation study are as follows for why students bully other students: 40% of adults and 24% of students reported the reason as "their sexual orientation", 60% of adults and 56% of students reported the reason as "being overweight or obese", 58% of adults and 74% of students reported the reason as "their appearance", and 40% of adults and 33% of student reported the reason as "their race or ethnicity" (Smith et al., 2012).

Results of the coding process allowed the research team to focus on identifying case examples of the presence of racism, heterosexism, and lookism. In order for an interaction identified through the coding process to qualify as either racism, heterosexism, or lookism the interaction had to meet at least one or more of Young's (2010) Five Faces of Oppression. The results were then sub-categorized by interaction type such as student-adult, student-student, adult-student, or adult-adult. By organizing the data in this way, the research team was able to highlight specific case examples of the presence of oppression, the isms, in the implementation process. The case examples serve as a platform for creating implementation procedures that could make implementation of anti-bullying program materials more targeted to the individual schools need, thus potentially more effective. The following are case examples of racism, heterosexism, and lookism categorized by interaction type and the theoretical framework that supports the inference for criteria.

Table 1: Summary of Case Examples

	RACISM	LOOKISM	HETEROSEXISM
EXPLOITATION		X	X
MARGINALIZATION	X	X	X
POWERLESSNESS	X	X	X
CULTURAL IMPERIALISM			X
VIOLENCE	X		

Racism

Racism was present in both qualitative and quantitative data sets from the
evaluation. The quantitative responses portrayed apparent racism in schools through
survey results. In a survey of given to all students asking why they thought they were
bullied, 18% of elementary students and 15% of middle and high school respondents
stated they were bullied because of the color of their skin (Smith et. al, 2012). The
following examples are from the qualitative data, both are interviews with students. The
students describe blatant racism in their schools. They describe this incidence as
happening quite often. Both of the following thick descriptions describe both student-
student interactions and adult-student interactions happening in the middle school setting.

> 07:52 **Monica:** Um, do you think there are certain kids, type of kids to get
> targeted for bullying?
> 07:58 **Jeffrey:** Probably ethnicity or what you look like, like it's not racism but
> normally white people tend to get messed with a lot, or little people. Yes, cause
> like the minor- uh, the like minority amount of people here, uh I think like black
> people are the minority. So if there's like a white person that goes in their group
> like you get called white-boy, or something. I don't know if you would get
> offended by that, but like…
> 08:30 **Monica:** Do you get offended by that, if somebody said that to you?
> 08:31 **Jeffrey:** I'm not white. (Smith et al., 2012)

> 17:05 **Britney:** Yeah, the sixth graders cause a lot of trouble! But it's usually like
> the Mexicans, they fight a lot. They fight a lot. They get into it with each other so
> much for like no reason, and they're like mostly the careless ones that don't really
> like any of their teachers, and they just all hang out with each other. They like,
> fight over dumb stuff. And they usually fight with like black people.
> 17:32 **Whitney:** Okay. So with each other over dumb stuff. You say all the
> cliques fight within the people of their own group. But the Mexicans and the
> Blacks fight. Do you know what typically starts those fights?
> 17:47 **Stephanie:** It can be something like just somebody talking to somebody's
> girlfriend or boyfriend.
> 17:53 **Britney:** Or somebody's just making a racial slur, like calling somebody a
> 'beaner' or a 'nigga'. Like that happens so much and then they get mad, like crazy

mad.

18:07 **Dr. Miller:** Do they actually use those words towards each other, like back and forth?

18:09 **Britney:** Yeah! I've seen that. Like some kid calls another kid, like a black kid, like a 'nigga' or something, calling them dirty or something. They all get mad and call them like a 'beaner', and then talk about their family and stuff, and then it just causes fights. Like I know one time last year there was a rumble, which is a huge fight between Mexicans and Blacks. Last year, it was like a huge, like a whole bunch of Mexicans and a whole bunch of Blacks, and they just went at it. Like literally, like it was all planned and everything.

18:46 **Whitney:** What happened?

18:49 **Britney:** It was like outside of the school, but not that far from the school. All of the teachers had to come break it up, and there was cops everywhere. It was really bad. So this last year, since half of those people, which were eight graders left, it left tension at the school. But it went away towards the beginning, or middle of the year. It calmed down a lot though. We haven't had any fights lately. It was all just in the middle of the year, or middle, or beginning. But now everything is just now leveled out. There are no more fights because of everything. They've been suspending a lot of people. They know with the new administration and stuff that it's not okay and that it's not going to happen anymore. And they take the new administration a lot more seriously because they suspend you for everything. You get too many dress codes, too many tardies, and you say one thing like to another student, even if it's like you don't hit that person or anything, but they see you arguing in the hallway. They don't care what it's about. You guys are getting RPC'd. No matter what you say you're getting RPC'd. (Smith et al., 2012)

Racism is defined as a system of advantage based on race. (Dermer, Smith, Barto, 2010) In the examples above, racism has been normalized as demonstrated by the student's use of racial slurs as part of the everyday language. In the second example, the teachers and administration have become stricter with students as a response to the increased fighting. However, these tired disciplinary actions do not appear to address the apparent racism in the school. Unfortunately, this way of handling the maladaptive behaviors of students only reinforces the status quo, whereby normalizing the oppressive environment. To clarify, if teachers and administrators punish the students for fighting based on racism and choose to have a Required Parent Conference (RPC), it is possible

that the teachers and administration are modeling for the students to ignore the real root of the problem which is racism.

When examining this case example through Young's Five Faces of Oppression (2010), violence, marginalization, and powerlessness are the outstanding faces although violence is the most prevalent in the second example. As Young states, "Group violence approaches legitimacy, moreover, in the sense that it is tolerated. Often, third parties find it unsurprising because it happens frequently and lies as a constant possibility at the horizon of the social imagination. Even when they are caught, those who perpetrate acts of group-directed violence or harassment often receive light or no punishment. To that extent society renders their acts acceptable" (Young, 1990, p. 68). This case example portrays the idea of light punishment by using parent conferences as a means of punishment. What happens if the parents condone fighting as a way of handing racism? One inference that can be gleaned in this regard is that in order for racism to be addressed in the schools through anti-bullying program implementation, there is need for major reform. This is evidenced through Young's description of group violence, "group-directed violence is institutionalized and systemic. To the degree that institutions and social practices encourage, tolerate, or enable the perpetration of violence against members of specific groups, those institutions and practices are unjust and should be reformed." (Young, 2010, p 68). A potential reform in terms of anti-bullying program implementation could be the proposed criteria of assessing areas of oppression in environment pre-implementation. In this case, this component would be effective because it would allow administrators and teachers to become aware of the oppressive nature of

racism and how it is playing out in their current environment.

Lookism

Lookism is defined as: "the construction of a standard for beauty/attractiveness (Siegel, 1991, p.38). By pairing the concept of standardized beauty with the concept of oppression, which denotes a system of advantage based on appearance; those who are not included in what is considered the ideal of beauty, are likely to be excluded by receiving less access to opportunities that are afforded by social inclusion. Lookism was prevalent in both the quantitative and qualitative data sets. For example, in the quantitative data, the top two responses are focused on appearance as the motivation behind bullying. At least 25% of elementary school students surveyed reported that they believed the bullying they experienced was due in part to their physical appearance, supported by the selection of the statement "my face looks funny" (Smith et al., 2012). The second highest reported response: "they think I look fat" received 22% of responses (Smith et al., 2012). When comparing the quantitative results of the middle school students and adults surveyed, the data set illustrated a startling resemblance to the data set mentioned above. For example, 58% of all students surveyed reported that "their appearance" was a motivating factor in the incidence of bullying experienced by students (Smith et al., 2012). The responses from all adults surveyed suggest a level of agreement between the figures, 74% of adults that were surveyed reported that they felt the appearance of the students factored in the incidence of bullying (Smith et al., 2012). When examining the qualitative data, examples of lookism are found in the transcribed interviews conducted by graduate researchers with student and adult participants. The following case example highlights two

incidences of bulling based on physical appearance both of which are student-student

interactions.

> 07:08 **Lonie:** Can somebody give me a specific story where a student was being bullied, so they did, they did something to make it good, better?
>
> 07:13 **Jessica:** In this school (yeah – **Lonie**)? Uhmm in my sixth period I've seen eight to seven boys reading in math. There was this little African boy that used to go here, and they used to always target him, because he was shaped weird… And they used to make fun of him, and they'd always tell him they were gonna like beat his ass. All this stuff I was just knock it off or you're getting detention, and the teacher she wouldn't separate them, she would be like oh he's getting released on Friday, he's getting released in two weeks. They'll be okay until then, and then like one of the kids had punched him, and so I had sat the kid in time out. I had him stand in the corner, and I gave him a detention.
>
> 07:55 **Dr. Miller:** So what was it about this little kid again?
>
> 07:59 **Jessica:** Yeah, he talked a lot. He didn't talk mess it was just like he was hyperactive.
>
> 08:04 **Dr. Miller:** Oh, okay, and he was hyperactive, so he got targeted for those two things.
>
> 08:10 **Jessica:** But other kids would like surround him in the classroom, so I would stay in the corner.
>
> 08:16 **Ben:** In the mornings there's this little like a little chubby kid, and whenever he walks up, even the kids in sixth grade they like look at him they're like hey fat-ass why are you over here? They just tell him to leave and I'm, I try to step in, and tell them to stop, cause… He's an annoying kid but he, he doesn't deserve just to be told to get outta here you stu- for no reason when he's not even doing anything it's just rude.
>
> 08:44 **Dr. Miller:** So part of it's because he's chubby?
>
> 08:46 **Ben:** He's really talkative so… He says odd things.
>
> 08:55 **Kathy:** Does it take a lot of courage on your part to say knock it off?
>
> 08:58 **Ben:** The kids are like half my size, what are they gonna do about it (laughter – Group). (Smith et al., 2012)

This case example presents two incidents of lookism in the same school. The first

example is of the African boy who was targeted for his body shape which resulted in

physical harm. The teacher in this example avoids addressing the issue. This way of

handing the situation marginalizes the boy and empowers the oppressors. The teacher, by

taking no action, is reinforcing the status quo. When examining this first portion of the

case example through Young's Five Faces of Oppression (2010), marginalization is the outstanding face. Young describes marginalization as "perhaps the most dangerous form of oppression. A whole category of people is expelled from useful participation in social life and thus potentially subjected to severe material deprivation and even extermination" (Young, 1990, p. 69). In this example, the student is expelled from social interaction which reduces his ability to gain educational knowledge in the classroom.

The second portion of the case example is about the boy who, upon arrival to school, gets bullied for his apparent weight. An interesting portion of that case example is the last line from which one of the students responds to this bullying by saying "The kids are like half my size, what are they gonna do about it". This response leads to laughter among the focus group. Responses like this are a way to validate the bullying behavior. When examining this case example through Young's Five Faces of Oppression (2010), two faces emerge: exploitation and powerlessness. Young (2010) describes exploitation as "The injustice of exploitation consists in social processes that bring about a transfer of energies from one group to another to produce unequal distributions, and in the way in which social institutions enable a few to accumulate while they constrain many more, as long as institutionalized practices and structural relations remain unaltered, the process of transfer will re-create an unequal distribution of benefits" (p. 67). This example portrays the transfer of energies Young is discussing. By making the boy feel unequal because of his body size, the bullies gain that energy. That new energy is what empowers the individual or group that has this power to constrain others. This process falls right in line with the concept of powerlessness. Young describes powerlessness as "Domination in

modern society is enacted through the widely dispersed powers of many agents mediating the decisions of others, even though they lack the power to decide policies or results." (Young, 1990, p. 66). In this example, the bullies are deciding the policies for the victim boy. They are deciding that he does not have the right to be where they are in school and that he is less than them.

Both of these examples describe a shift of power and control to outside of the individual. When Young (2010) discusses exploitation, she mentions "Bringing about justice where there is exploitation requires reorganization of institutions and practices of decision-making, alteration of the divisions of labor, and similar measures of institutional, structural, and cultural change."(Young, 1990, p. 67). The reorganization that she mentions could be related to anti-bullying program implementation by the second proposed criteria of creating a targeted plan of social justice based interventions. In this case, this component would be effective because it would allow administrators and teachers to have the tools to target specific isms in their schools and classrooms.

Heterosexism

Heterosexism is defined as "a systematic process of privilege toward heterosexuality relative to homosexuality based on the notion that heterosexuality is normal and ideal" (Herek, 2004; Palma & Stanley, 2002; Pharr, 1998). Heterosexism was prevalent in both the qualitative and quantitative data sets. For example, when students were asked why the students get bullied, of all student respondents, 40% indicated it was due to their sexual orientation. This theme also remained true in the qualitative data. The last question of the all of the surveys administered to students and staff prompted

participants to add any additional thoughts or comments. The following case examples

portray some of the feelings toward sexual orientation from surveys and interviews with

high school students and adults:

> "Being gay is sin in the bible and I stand up for it. You know why because the bible is right. I'm born that way a extremist. So are gay people." (Smith et al., 2012)
>
> "I am completely against bullying, but I also believe that anti-bullying propaganda can be targeted at people's beliefs against homosexuality. If I don't agree with people's choices, does that make me a bully? I don't go around correcting people who say, "Oh my God" loosely even though I believe it's using God's name in vain. Yet, if I don't correct someone who says, "That's so gay", I'm wrong? (Smith et al., 2012)
>
> 09:00 **Dr. Miller:** What kind of stuff, like, they were calling him names?
> 09:02 **Marisol:** Yeah, they were calling him names. They were like, "You fag! Why are you a fag?" It's like, leave him alone!
> 09:09 **Zoey:** Or asking them weird questions like, "Have you ever made out with a guy?" or "What made you turn gay?" and stuff like that, just doing it just to be rude.
> 14:06 **Cathy:** Now, you mentioned the student who was gay also, and you said that went on, that was real ugly for a couple months but then it sort of died out.
> 14:14 **Marisol:** Yeah.
>   **Cathy:** What made it die out?
> 14:17 **Marisol:** Like, we tend to…we started avoiding each other, like each other's groups, started avoiding them more, when [Jason] started making fun of [Danny]. Yeah, it got really bad.
> 14:32 **Zoey:** I think what made it stop is that people don't make such a big deal about it and [Danny] wasn't reacting on it anymore, like he used to sing during our assemblies and some people would be cheering him on and some people would just be negative and calling him out, "fag," you know, and stuff like that, and once [Danny] stopped doing those things and stopped making it noticeable that he was gay, people just stopped.

Each of the above case examples portrays an overt hostility for any non-

heterosexual sexual orientation. In the second example, the participant references that

they are against bullying, but should still have the right to oppress "gays". This

exemplifies utilizing heteronormative privilege to further oppress a marginalized group

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thus perpetuating the status quo.

When examining the above case examples through Young's Five Faces of Oppression, the outstanding faces are exploitation, marginalization, powerlessness and cultural imperialism. Exploitation, marginalization, and powerlessness make up the foundation for cultural imperialism by restricting resources and access to opportunities. Young references this triad as "these kinds of oppression are a matter of concrete power in relation to others- of who benefits from whom, and who is dispensable" (Young, 1990, p. 67). This is a way to perpetuate the cycle of oppressing homosexuals by making the group less important than heterosexuals and as Young states, making them dispensable. "To experience cultural imperialism means to experience how the dominant meanings of a society render the particular perspective of one's own group invisible at the same time as they stereotype one's group and mark it as the other. Cultural imperialism involves the universalization of a dominant group's experience and culture, and its establishment as the norm…Often without noticing they do so, dominant groups project their own experience as representative of humanity as such." (Young, 1990, p. 67). Young explains the phenomena above succinctly. The participant who referenced his or her religious beliefs as a way to validate his or her behavior toward homosexuals represents the universalization that Young was discussing above. This way of universalizing ones experience in religion, for example, and projecting their experience to those whom they oppress only, again, perpetuates the cycle of oppression.

As previously mentioned, a way to address this type of oppression in schools would be to first assess the environment for the present type of oppression and to create

targeted interventions. This example confirms the need to identify the "isms" present in the school so that teachers, administration, and staff are given the tools (interventions) to address the issue at hand. These examples also portray a deconstruction of justice has occurred and another step to ensure proper implementation of the targeted interventions would be assessing if restoration of justice has occurred. Therefore, one major inference that can be drawn from this study is the need for criterion related to a social justice perspective in the evaluation of the implementation of anti-bullying programs.

Barriers to Implementation of ABPPP

Given the presence of oppression in the school environment, one could conclude that pilot schools in the ABPPP could have benefitted from the Welcoming Schools materials. These materials addressed diversity and cultural awareness. The following examples portray the fidelity of implementation of the ABPPP that could be considered barriers to the implementation process.

> 05:39 **Female 2**: We have to have that climate school wide, and I think that's the, that's our starting point, starting point, that's our biggest issue. Because before we have to have the buy in from the staff, we have to have that commitment. If we don't have that so it's really difficult to implement the program effectively.
> 01:57 **Administrator:** Um, we had a, it's a PDF format of the books we got from Operation Respect. So we put that online, and um, we would just go around and say, 'hey, what have you done in advisory'? And that's why we need it more regimented because it's just kind of, we learned from that experience.
> 02:13 **Dr. Miller:** Yeah, I'm sure you did.
> 02:15 **Administrator:** Big time!
> 02:17 **Dr. Miller:** So where is it online?
> 02:18 **Administrator**: Um, we put it on our school form.
> 02:20 **Dr. Miller:** Oh, your school form?
> 02:22 **Administrator**: Right.
> 02:24 **Dr. Miller:** And your, the result was is that teachers didn't access it like you hoped they would.
> 02:27 **Administrator:** Right.
> 02:28 **Dr. Miller**: It was just sort of there. Okay.

02:29 **Administrator:** Right, yeah. I think because it wasn't considered mandatory, I mean it wasn't really a consequence if they didn't do it, so.
02:30 **Dr. Miller:** Mmmhmm. Did they, do you know of any teachers that use it um, as part of their curriculum, do you know of anyone who uses it?
02:40 **Administrator:** No, not that I know of.
02:48 **Dr. Miller:** How about, and I know you're new, 9 weeks, did you ever do any guidance lessons; go into classrooms and do a critique?
02:55 **Administrator:** I did with girl power, that's the after school club, and then my advisor stuff, and other than that.
03:04 **Dr. Miller:** That's the extent of the implementation?
03:05 **Administrator**: Mm hm.

The first example discusses staff buy in as a part of poor implementation. The data suggests that administration and teachers had low buy in because they felt as if their schools didn't have any problems (Smith et al., 2012). This reason was why when materials were implemented, they were only done sporadically. The second example portrays the administration facilitating the lack of implementation by failing to implement the materials in their own classroom. Part of Young's Five Faces of Oppression discusses cultural imperialism as being acted out unknowingly. The way in which the administration and teachers failed to implement culturally diverse materials or skimmed over the materials in higher levels of implementation represents the idea of cultural imperialism. This behavior is automatic, systemic, and sometimes unconscious. With the prevalence of oppression presented above, the result is that administration and faculty in the ABPPP lack the awareness of the oppressive environment in their schools and could benefit from a model that brings awareness, tools, and restoration of justice.

Inferences

The fact that racism, heterosexism, and lookism were three key isms that were identified through the implementation of ABPPP determined the presence of the ism's in

schools and also throughout the implementation process. The proposed social justice based criteria in the implementation process include three additional criteria. The criteria is comprised of two beginning phase criteria; 1) assess areas of oppression in environment; 2) create targeted plan of social justice based interventions; and one ending phase criteria; 3) assess restoration of justice. This chapter presented the results of the continuation of the CQR process of the larger study. Through this process, inferences such as the need for each proposed additional criteria became apparent when identifying the isms in the thick descriptions.

The idea of identifying isms in schools, creating targeted interventions, and assessing the restoration of justice is global. That was the intent of this study. The main goal of this study was to identify ways in which implementation of anti-bullying programs can be improved through carefully examining the results of an evaluation study. This study yielded results, as mentioned above, that identify oppression in schools that are not addressed. The problem with bullying continues with the current models of implementation. This is the beginning of a future research opportunity. The inferences gleaned from data through research team CQR, and confirmed through the data set yielded new insight and the opportunity to continue research in this area.

CHAPTER V: DISCUSSION

Introduction

Bullying in schools is a national and international problem (Ryan & Smith, 2009). Many intervention programs have been created to address it however implementation that yields lasting results has been challenging. Currently, there are no programs that have been implemented that address a social justice perspective. Programs such as The Olweus Bullying Prevention Program (2012), aim to improve peer relations. The difficulty in this is that programs as such focus on eliminating bullying behaviors alone. Wong et al, introduced The Restorative Whole-school Approach which contains a social justice perspective yet it does not address the oppression that could potentially be the root of the bullying behaviors seen in the school. The Anti-Bullying Pilot Program implemented in the Southwest, was a bullying prevention program that is designed to raise awareness about bullying, help recognize bullying behaviors, and teach intervention to students, teachers, school administration, staff, and parents. The expected outcome was improvement in the overall school environment through implementation of Operation Respect and Welcoming Schools materials. The Welcoming Schools material was not used in any of the 11 pilot school sites. The *Welcoming Schools Guide* (2012) focused on three areas linked to school climate and family involvement; family diversity, gender stereotyping, and name calling. The program outlines school and community based strategies in order to welcome families from a variety of backgrounds, including LGBT headed households. There were many reasons that the materials were not used; however regardless of the reason, the lack of use of this material represented an area of

implementation not yet created. The purpose of this study was to construct

implementation criteria based on a social justice perspective based off of the results of the

pilot program.

The literature states that a social justice perspective emphasizes societal concerns,

including issues of equity, self-determination, interdependence, and social responsibility

(Bell, 1997). Social justice primarily deals with how certain advantages and

disadvantages are distributed on an individual level. Research is scant on this topic

related to the implementation of anti-bullying programs. It is important to understand

social justice in the implementation of bullying prevention programs because it will help

overcome oppressive bullying by beginning with awareness. Once awareness is gained,

then the status quo environment can be challenged and eventually changed.

The goal of this thesis was to further explore one of the major themes derived

from the larger evaluation study, implementation. The reason for in depth exploration of

implementation is to understand the necessity of inclusion of a social justice perspective

in anti-bullying program implementation. The initial study revealed the prevalence of

various forms of oppression and the lack of implementation processes to address it. The

research team used methods from CQR, Mixed-Method, and Grounded Theory to analyze

the data from the Anti-Bullying Pilot Prevention Study. The inferences gleaned from this

process served as a foundation to build a model of implementation evaluation that

incorporates a social justice perspective.

Limitations of Present Study

In the present study, the research team identified areas in which improvements

could have been made including, the continuation of work from a larger study, limited sample population, utilizing results from one school district, the inability to generalize results, researcher bias, and the inability to test proposed model. The continuation of work from a larger study allowed the research team to analyze thick descriptions to make inferences for implementation needs. However based on the sample size and geographical limitations this method yielded a narrow view. The second and third limitation identified was the limited sample population and utilizing results from one school district. These two limitations go hand in hand. The Anti-Bullying Pilot Prevention Program collected data from 11 schools in one school district in the Southwest. This is an area of concern as it identifies another limitation which is the inability to generalize results. Next, as in any qualitative study, researcher bias was identified as a limitation. The research team utilized CQR in the collection and analysis of data. The CQR process demands that the research team meet and come to a consensus on themes based on the data. (Hill et al., 1997) This process of communicating ideas and sharing information may promote researcher bias and should be identified as such. Lastly, this study focused on creating implementation criteria based on a social justice perspective but did not have the ability to test these criteria. This was identified as the last limitation because in order to improve generalizability, these criteria would need to be tested.

Implications for Future Research

Future studies in social justice based implementation of anti-bullying programs, should set out to gain empirically tested models of implementation. This would serve as a launching point for implementing social justice based implementation models in anti-

bullying programs today. Additionally, future research should aim to expand the research on identifying isms in schools. This would help to bring awareness that the isms exist. It could put tangible numbers of ism occurrence into the hands of those who create anti-bullying programs and may lead to change in the implementation process.

Oppression is the root of bullying behaviors. If future research can expand and quantify this, then awareness of oppression can begin. This could lead to awareness of resources available for those who are oppressed and in need of help. Ultimately, social justice has to do with how the individual functions on an everyday basis. This writer hopes to spark the expansion of this idea so that future research may capitalize on an area of research that may have been overlooked in the past.

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RELATED EXPERIENCE

UNLV Telecounseling
Clinical Mental Health Intern   **September 2012-June 2013**
- Facilitated individual counseling sessions for individuals in rural northern Nevada via video conference.
- Completed thorough case documentation on a case load of 7 clients on a weekly basis.
- Participated in weekly staff/supervision meetings.

Salvation Army Adult Rehabilitation Center
Clinical Mental Health Intern   **September 2012-April 2013**
- Facilitated individual and psycho-educational group sessions for at least 15 clients on a weekly basis.
- Completed timely, thorough, and conscientious documentation through Nevada Health Information Provider Performance System (NHIPPS) that adhered to CARF and SAPTA guidelines.
- Participated in staff development trainings conducted by SAPTA auditors to strengthen and refine Motivational Interviewing skills as well as clinical notation.

USVETS- Las Vegas
Clinical Mental Health Intern   **January 2012-August 2012**
- Facilitated individual and psycho-educational group sessions for at least 12 clients on a weekly basis.
- Helped coordinate services for homeless veterans.
- Coordinated health, shelter, legal services, and employment to veterans

through USVETS Stand Down event.

- Participated in staff meetings and development.
- Initiated and developed stress management group for veterans on weekends.

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