

12-1-2013

Dehumanization: As It Is Present Within Bullying Behaviors In An Anti-Bullying Program

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<http://dx.doi.org/10.34917/5363853>

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RUNNING HEAD: DEHUMANIZATION WITHIN BULLYING

DEHUMANIZATION AS IT IS PRESENT WITHIN BULLYING BEHAVIORS IN AN
ANTI-BULLYING PROGRAM

By

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Bachelor of Science, Psychology
University of Nevada Las Vegas
2010

A thesis submitted in partial fulfillment
of the requirements for the

Master of Science - Clinical Mental Health Counseling

Department of Educational and Clinical Studies
College of Education
The Graduate College

Dr. Shannon Smith, Committee Chair
University of Nevada Las Vegas

University of Nevada, Las Vegas
December 2013



THE GRADUATE COLLEGE

We recommend the thesis prepared under our supervision by

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entitled

Dehumanization as It Is Present within Bullying Behaviors in an Anti-Bullying Program

is approved in partial fulfillment of the requirements for the degree of

Master of Science - Clinical Mental Health Counseling
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ABSTRACT

Bullying is an aggressive act performed repeatedly on another enacting a power differential. This thesis utilized data collected from The Anti-Bullying Prevention Pilot Program (ABPPP), which studied bullying within eleven schools in a large metropolitan area in southwestern United States. The program was aimed to increase positive school climate through the use of Operation Respect and Welcoming Schools programs.

Consensual Qualitative Research (CQR) and mixed methods approaches were used in order to analyze interviews and questionnaires. Grounded Theory analysis procedures were used to code the information, and thick descriptions were utilized to illustrate the occurrence of dehumanization among across four specified typologies. Dehumanization involves reducing an individual to that of a lesser being. There are two forms of dehumanization which are addressed within this research, animalistic dehumanization and mechanistic dehumanization as presented within Haslam's (2006) model. This thesis will contribute to the literature by examining bullying behaviors through dehumanization model across four typologies.

Keywords: Bullying, oppression, dehumanization, perpetrator, perpetrator-victim, victim, bystander, CQR, Grounded theory, Mixed Methods, thick descriptions

ACKNOWLEDGEMENTS

I would like to say “thank you” to my thesis Committee Chair, Dr. Shannon D. Smith. The guidance, time, support, and expertise you have given to me has been the driving force behind the completion of this work. Dr. Jared Lau, thank you for the extended time and effort you have provided, helping immensely with needed guidance. Dr. Stephen Fife, thank you as well for your time and input throughout this process. Dr. Paul Jones, thank you for your work “behind the scene” and for your positive support.

Finally, I want to thank Mark Sinnott for standing by me – your love is what pushed me to succeed. Shayna Yamashiro and Monica Vanderheiden I would not have been able to accomplish this task without you both.

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CHAPTER I: INTRODUCTION

Bullying in schools has become an important issue in the K-12 educational system. Olweus (2013) describes bullying as intentional harm caused to another usually involving a power differential. Nansel et al. (2001) describes the power differential being “physical or psychological” (p. 2094) in nature. Bullying is directed towards another with intentionality; that is to say that the behavior is intentionally aggressive if the perpetrator understands the behavior will harm another in some way and it is not wanted (Olweus, 2013). Intentionality is an important factor when taking into consideration whether or not the behavior qualifies as repetitious. For example, if an individual is regularly poking or hitting a specific victim who does not like the behavior, it is deemed intentional as well as repetitious; therefore, it is classified as a bullying behavior (Olweus, 2013).

Nansel et al.’s (2001) study on the self-reporting bullying behaviors utilizing sixth through tenth grade students in the United States revealed that 29.9% of participants reported being involved as a perpetrator, victim, or both. Nansel et al. estimate that 5,736,417 youth have been involved in some form of bullying throughout grades 6 to 10. Therefore, the prevalence of bullying on a national level is significant and far reaching.

Purpose of the Study

The focus of this thesis is on the dehumanizing nature of bullying. More specifically, the purpose of this research is to examine dehumanization as it is manifest in middle school students’ accounts of bullying. Dehumanization will be examined using four typologies (perpetrator, perpetrator-victim, victim, and bystander). The four typologies of interest are the perpetrator, victim, perpetrator-victim, and bystander (Vanderbilt & Augustyn 2010). Each typology will be utilized as a framework for

examining dehumanization, and the specific mechanisms of dehumanization as described by Haslam (2006).

Using Haslam's (2006) model of dehumanization (animalistic and mechanistic dehumanization); the purpose of this study is to examine the manifestation of dehumanization across four bullying typologies (perpetrator, perpetrator-victim, victim, and bystander). The current study may contribute to the literature by describing potential consequences of bullying using Haslam's (2006) model of dehumanization. Animalistic and mechanistic dehumanization is examined in bullying behaviors as described by middle school students. Transcripts and open-ended survey responses are used to illustrate the occurrence of dehumanization within bullying behaviors, to directly link the two concepts. Dehumanization is purported to be an issue which is present within bullying behaviors, yet has not been directly identified within the current literature.

While previous research has studied dehumanization and its types separate from the occurrence of bullying behaviors, these two concepts have not been linked in the literature. Dehumanization has a significant negative effect on participants involved in bullying. For example, it can contribute to a decrease in empathetic concern for others, emotionality, a breaking of the human spirit, and devaluing the importance of a human by reducing them to animals or mechanisms (Haslam, 2006). Dehumanization is a destructive psychological and emotional process which harms all involved (perpetrator, perpetrator-victim, victim, and bystander).

Dehumanization affects each individual involved within bullying practices. This damaging phenomenon is not isolated to one specific typology. Once it is perpetuated, all other typologies are subjected to potential damage. Bastian, Denson, and Haslam (2013)

indicate that dehumanization and levels of disgust towards another individual are positively associated. The individual who enacts dehumanization does not feel as high of a level of guilt when treating the dehumanized poorly due to the increased level of disgust for them (Bastian, Denson, & Haslam, 2013). It becomes easier to harm another when there is a lack of a moral or emotional attachment to the person being victimized.

Statement of the Problem

Bullying is a growing problem for students and teachers alike within the school system. This problem is worldwide and not isolated to one location, age or school setting (Sapouna, 2008; Pereira, Mendonca, Neto, Valente, & Smith, 2004; Wolke, Woods, Stanford, & Schultz, 2001). Bullying continues to occur in school despite existing programs, implementation strategies, and punitive measures (Arslan, Savaser, & Yazgan, 2011).

Though existing and newly created programs attempt to reduce or eliminate bullying behaviors within schools, the bullying phenomenon continues. The content of bullying programs provide a solid basis for educating, planning, and policy for reducing or eliminating bullying behaviors; however, a lack of total implementation of programmatic components tends to reduce overall effectiveness (Smith, Schneider, Smith, & Ananiadou, 2004). Correct implementation of the program is a key component to its success (Ttofi & Farrington, 2010). Teachers, administration, and staff are pivotal adult figures necessary to create a successful program (Richard, Schneider, & Mallet, 2012). This requires intimate knowledge of the school in order to perform effective implementation. Understanding the needs, abilities, preferences, and demographics of their student population is a necessary starting point for effective implementation. These

key components all play a role in school climate. School climate refers to the environment as a whole, including the “policy-making regarding bullying itself and its consistent implementation of the policy” (Richard et al., 2012, p. 266). An anti-bullying school policy demonstrates that bullying is taken serious by school officials; however, enforcement of such policy is necessary in order for it to have a positive impact. All individuals within the school play a role in regards to the climate, including all daily student, teacher, and administrator interactions. For example, a teacher may be deemed a perpetrator if he or she ridicule and tell jokes at a student's expense; however, if this same teacher began to implement bullying prevention strategies he or she must practice them as well in order to enhance efficacy. Teachers are key individuals for improving the school climate; however, if they are not participants in reducing bullying behavior, students may not perceive anti-bullying efforts as important or necessary.

Wong, Cheng, Ngan, and Ma (2010) performed a study which focused on a “restorative whole school approach” to prevent bullying behaviors. The study focused on a change of school climate through proper implementation paired with education (Wong, Cheng, Ngan, & Ma, 2010, p. 214). Wong et al. (2010) proposed through this approach the study school would achieve the following:

- ...exhibit a significant reduction of bullying; higher caring behavior and empathic attitudes, and higher self-esteem in comparison to the control group (p. 849).
- ...they have asserted that programs in which more attention is devoted to interventions that address the broader aspects of school climate, and that systematically monitor implementation (e.g., through a dedicated staff member), tended to be more effective than programs without monitoring (p. 856).

Correct implementation of the anti-bullying program proved to be a key factor in the success of prevention programs. Wong et al. (2010) found when the program was implemented properly the school “shows a significant reduction of bullying behavior, and

an increase in empathic attitudes in the intervention group as compared to the control group” (p. 857). Without total implementation directed at the whole school, promoting non-oppressive acts towards one another, bullying behaviors will continue and consequences will result.

Bullying behaviors are manifest in different ways, including indirect and direct tactics, which lead to harmful effects on the perpetrator, victim, perpetrator-victim and bystander. Students involved in the act of bullying are negatively affected physically, emotionally, and psychologically (Baldry, 2004). Students whom are victimized by bullying behavior are not the only persons who suffer negative effects from this type of aggression. The so called “bully,” otherwise referred to as the perpetrator, also suffers long standing effects from being directly involved. The term *bully* has negative connotations, and is, therefore, not used when describing the perpetrator; instead, the term *perpetrator* is recommended (Spivak & Prothrow-Stith, 2001). The word *bully* suggests an individual or group whom intentionally directs aggressive acts on a person deliberately and with the intent of causing harm, containing a power differential (Olweus & Limber, 2010). Each role involved in bullying (victim, perpetrator, perpetrator-victim and bystander) behaviors are fluid and they vary depending on situational contexts. Within one context a student can play the role of perpetrator by making sly remarks about another student, and in another situation the same individual may be in the victim role when in a different context. Each role within the process of bullying is detrimental to the individual (Bowllan, 2001).

In simple terms, bullying can be viewed as the process of exerting repeated acts of aggression upon another. This aggression manifests physically, emotionally, and

psychologically. The aggression is enacted as a way to exert power over another (Vanderbilt & Augustyn, 2010). The use of power to seem more dominant than another creates a false sense of superiority to an otherwise inferior identity. The well know theorist Alfred Adler speculated that this yearning for superiority is a common practice among all people taking place from birth to death. While the yearning for superiority is a positive trait, it may become negative when it turns into a superiority complex. “When one has a superiority complex, one has a negative impact on others” (Jones-Smith, 2012, p.84). The psychological need or desire to become superior and impose negativity on others is a way to mask feelings of inferiority the individual personally feels (Jones-Smith, 2012). This may lead to dehumanizing others through bullying behaviors.

There are many reasons that bullying behaviors occur in school settings. An individual may become a target due to their spiritual preference, physical appearance, sexual orientation, sexual status, family income, familial values, and so on (Nansel et al., 2001). A perpetrator may show aggression due to a perceived menacing look from the victim. Bullying can occur at any time or place within a student’s life leaving them vulnerable to a multitude of negative effects (Vanderbilt & Augustyn, 2010). Current research describes harmful effects of bullying on individuals; however, the literature does not include the process of dehumanization present within bullying behaviors.

Before dehumanization can be defined, the concept of oppression must be reviewed as backdrop information. Oppression is the use of domination over another due to generalizing the individual based on characteristics (Young, 1990). Iris M. Young (1990) breaks oppression down into “...five categories: exploitation, marginalization, powerlessness, cultural imperialism, and violence” (p. 69). Oppression is often

perpetuated in multiple areas throughout daily life, and it is often times overlooked as a norm in society due to a desensitizing process beginning at a young age. Various types of oppression can be manifest in bullying behaviors, and manifest by utilizing power over a group or individual through indirect or direct bullying tactics.

Dehumanization is a psychological and emotional process of stripping an individual of their humanity, making them seemingly less than another individual. In his book, *Pedagogy of the Oppressed*, Freire (1970) describes the construct of dehumanization as a constant struggle for those facing oppression, having to fight for their given right to be treated as an equal (fully human), while the ones inflicting the oppression create a feeling of inferiority around them (p. 56). Unfortunately, what is not always clear is that dehumanization works both ways; where when an individual dehumanizes someone they are in turn dehumanizing themselves creating an inability to become fully human. If for example the perpetrator is to dehumanize the victim through name calling, thereby insinuating they are lesser of a being, the perpetrator is enacting a type of violence. It is likely this violence has been modeled for the perpetrator at some point in their life, before the initial act of demeaning another occurred, through either witnessing bullying or were a victim of dehumanization themselves (Mazur, 2006). Haslam (2006) describes dehumanization as taking place when a person or group is assigned a lesser value of human characteristics (p. 252). The act of dehumanization causes an inability to fully understand what it is to be fully human (Freire, 1970). To be fully human one must be able to empathize, understand, and advocate for themselves and others. Without this ability to become fully human they are then dehumanizing themselves. This describes the cycle of oppression, which is the process of using power

and control over an individual or group with or without intent yet repeating the oppression in order to keep it alive, forcing other equal individuals down (Ayvazian, 1995).

Dehumanization of perpetrator, perpetrator-victim, victim, and bystander are enforced within the current reactionary methods enacted by authoritarians involved in lowering the percentage of bullying behaviors. The reactionary methods mentioned typically consist of punishment and negative reinforcement. The initial intent is to punish the perpetrator; however by using these methods oppression is reinforced through repercussions and labeling individuals involved.

An Anti-Bullying Prevention Pilot Program

A large metropolitan school district in the southwest United States implemented a pilot program designed to lower the bullying rates within select schools. Two programs were merged into one forming the Operation Respect and Welcoming Schools Bullying Prevention Pilot Project (ORWSBPPP). Both programs are independently designed to lower the prevalence of bullying behaviors using preventative methods. Each combat bullying behaviors through the use of administration, staff, parents and students as a collaborative by increasing education and acceptance of all individuals within the school.

Oppression as a Theoretical Backdrop

For the purposes of this study, “bullying” is defined as an aggressive act embedded in larger systemic context of oppression. Bullying and other acts of aggression can be viewed in a larger context through the lens of oppression (Young, 1990). In general terms, oppression can be viewed as a systematic process of dehumanizing others through various social, political, economic, religious, and psychological mechanisms (S.

Smith, personal communication, February 2011). One major psychological consequence of oppression is dehumanization. It is important to understand dehumanization as it relates to bullying behaviors due to its negative effects on an individual's emotional and psychological being (Bastian, Laham, Wilson, Haslam, & Koval, 2010).

One way of understanding oppression is as a cycle (Ayvazian, 1995). Oppression exists in a cycle where it occurs and in turn affects another whom re-enacts the behavior whether aware of its occurrence or not. This oppressive cycle is reinforced through current anti-bullying measures taking place within schools (Ayvazian, 1995). The current measures taking place to eliminate or lower the acts of bullying within schools takes on the role of intervening as well as simultaneously labeling to detour the aggressive behavior. These methods reinforce oppression. Without the change in anti-bullying programs implementation the oppressive cycle will continue and bullying occurrence will not decrease.

During the act of bullying the perpetrator stands in the role of an oppressor and the victim stands in the role of the oppressed. By oppressing another individual, the perpetrator simultaneously dehumanizes the victim while also dehumanizing him or herself. For example, acts of dehumanization can impact empathy (i.e., reduce victim empathy), causing psychological harm and social difficulties (Haslam, 2006). Long standing oppression has the ability to cause depersonalizing effects on the perpetrator, perpetrator-victim, victim, and bystander (Vanderbilt & Augustyn, 2010).

Definition of Terms

Bullying

Repeated harmful acts exerted upon another demonstrating a power differential over another and performed in various ways resulting in suffering of another. (Monks & Smith 2006; Long & Alexander 2010; Naylor, Cowie, Cossin, Bettencourt & Lemme 2006).

Dehumanization

“...occurs whenever individuals or outgroups are ascribed lesser degrees of the two forms of humanness than the self or ingroup, whether or not they are explicitly likened to animals or automata” (Haslam, 2006, p. 262).

Institutional Oppression

“...systematic mistreatment of people within a social identity group, supported and enforced by the society and its institutions, solely based on the person’s membership in the social identity group” (Cheney, LaFrance, & Quinteros, 2006).

Oppression

The exercise of power to disenfranchise, marginalize or unjustly ostracize particular individuals or groups. (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).

CHAPTER II: LITERATURE REVIEW

Bullying is perpetuated in schools and can negatively impacting the lives of many students. Bullying is described as repetitious acts of aggression towards another (Munoz, Qualter & Padgett, 2010). This type of aggression is expressed through a variety of indirect and direct behaviors against another. According to the National Center for Education Statistics, in 2011 a total of 27.8% male and female students reported experiencing a type of bullying (Robers, Kemp, Truman, & Snyder, 2013, p. 45). This percentage represents an average of schools both private and public, including rural and urban settings, and any part of school property where bullying may occur. For the purpose of this study,

students were asked if another student had made fun of them, called them names, or insulted them; spread rumors about them; threatened them with harm; pushed, shoved, tripped, or spit on them; forced them to do something they did not want to do; excluded them from activities on purpose; or destroyed their property on purpose (Robers, Kemp, Truman, & Snyder, 2013, p. 187).

In the State of Nevada, bullying is defined as follows:

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).

According to the 2010-2011 Nevada’s Safe and Respectful Learning Environment Report, a total of 2,443 individuals were affected by a harmful act. This report separates instances of “bullying” with “harassment” and ‘intimidation” (Nevada Department of Education, 2011). The definition of bullying is complex, and it does not always include

acts of violence (Ttofi & Farrington, 2011). Bullying can include behaviors which neglect others, injure relationships, and can involve teasing or name calling. It is interesting to note that Nevada's legal definition of bullying separates instances of "bullying," "harassment," and "intimidation," yet all occurrences are under the umbrella Nevada's definition of bullying. It must also be noted the occurrences within the exhibit are only reflections where suspension or punitive measures were enacted. This report does not address cases where consequences were not enforced and it does not include all counties within Nevada, as some did not include data.

Many types of anti-bullying programs have been established within schools in order to address this growing issue such as the Olweus Bullying Prevention Program, Welcoming Schools, Operation Respect, Steps to Respect, etc. – the number of programs is lengthy (Baldry & Farrington, 2007). Researchers have examined numerous anti-bullying programs and the efficacy of reducing bullying behaviors. Research demonstrates a commonality between anti-bullying programs regarding effectiveness, which is the importance of implementation – more specifically full implementation. Correct application of the program is pivotal in the success of reducing bullying behaviors. Salmivalli, Kaukiainen, and Voeten (2005) point out that anti-bullying programs may have not produced significant declines in bullying behaviors due to the lack of total program implementation. When the researchers analyzed various programs paired with their success, the commonality between them was the level of implementation executed, which is demonstrated by the following statement:

According to the self-reports, the rate of bullying others decreased in Grade 4 by 47% in the low implementation schools and by 80% in the high implementation schools, expressed as a percentage of the baseline rate." "... our results can be considered moderate (215% to 229%) in the low implementation schools and

good (246% to 257%) in schools in which the intervention was well implemented (Salmivalli, Kaukiainen, & Voeten, 2005, p. 478).

Wong, Cheng, Ngan, and Ma (2010) conducted a study titled *Program Effectiveness of a Restorative Whole-School Approach for Tackling School Bullying in Hong Kong*. Bullying within the study is addressed as a systemic issue, needing to be addressed from a whole-school approach. These researchers noted that, "...assigning blame and individual accountability not only proves to be ineffective at resolving the conflicts but it exacerbates the deterioration of the relationship between bullies and victims..." (Wong, Cheng, Ngan, & Ma, 2010, p. 848). Current punitive measures can fuel the oppressive nature of bullying. Conflict resolution through the use of positive communication, increasing the probability of problem solving is needed (Grossi & Dos Santos, 2012). Grossi and Dos Santos (2012) implemented a strategy of "restorative justice circles" within schools in order to lower the prevalence of bullying behaviors (p. 133). The circles were put in place in order to "support victims of bullying, to encourage the bullies to make amends and change behavior, and to determine how to best address the underlying problems (individual and community) associated with the wrongdoing" (Grossi & Dos Santos, 2012, p. 126). The goal is to utilize dialogue to increase relational aspects, which bullying behaviors destroy in all typologies. Grossi and Dos Santos (2012) concluded through the use of positive communication reports of bullying behaviors to the principal's office decreased within Canada and Brazil while improving empathy and respect within the school (p. 134).

Grossi and Dos Santos's research demonstrates that intervention techniques need to focus on a shared attitude toward preventing bullying behaviors through common beliefs and ideals. The ideology is to work together at reducing bullying, instead of

punishing or hurting others. This is only possible by fostering positive relationships at school as well as at home. Through the restorative justice approach bullying behaviors are reduced due to a social justice stance. This is only possible when all individuals within the environment work together in order to promote a common goal. For example, this means if a staff member within the school, such as a teacher, promotes power differentials a bias will be present, negatively affecting the students and continuing the oppression.

The Anti-Bullying Prevention Pilot Program

Bullying is a serious concern present within schools. Anti-bullying programs are designed to reduce or eliminate bullying behaviors. The Anti Bullying Prevention Pilot Program (ABPPP) was created in order to reduce bullying in several pilot schools (Smith et al., 2012). This program united two programs Welcoming Schools and Operation Respect.

The Welcoming Schools Program was created by the Human Rights Campaign (HRC). The program was created out of the need to stop bullying behaviors within schools, through the education of embracing individual differences. Welcoming Schools website writes, “Welcoming Schools is an LGBT [lesbian gay bisexual transgender]-inclusive approach to addressing family diversity, gender stereotyping and bullying and name-calling” (Welcoming Schools, 2012). It works to include everyone within the students’ lives and teach students that stereotypes, judgmental attitudes, and harsh treatment of others is not acceptable behaviors. In order to support an atmosphere of acceptance that is needed within all schools every student, no matter what background, is embraced.

Operation Respect is a program created by Peter Yarrow in 1999. Operation respect was created out of the necessity for students to have a hospitable environment to learn. The creators understood that without a safe environment students would have difficulty focusing on school work and advancing within their classes. The creation of Operation Respect is geared towards "...assur[ing] each child and youth a respectful, safe and compassionate climate of learning where there academic, social and emotional development can take place free of bullying, ridicule and violence" (Operation Respect, 2005). This program works to lower bullying behaviors within schools with conflict resolution practices, music, and visual media, to allow safe and appropriate expression of the individual (Operation Respect, 2005). Welcoming Schools and Operation Respect paired together to create a joint program in order to lower the prevalence of bullying behaviors.

The goal of the research team was to evaluate the program's implementation. Researchers collected information regarding levels of implementation, artifacts that were used, and reported success from participants gleaned from structured interviews. The participants consisted of school staff, administration, parents, and students. During the evaluation of results, researchers found even though the program itself did not vary, the implementation of the material given did. Each school prior to application was required to attend a mandatory training of the program; even with this training full implementation did not occur. Researchers found all eleven schools neglected to include material from Welcoming Schools. Each school subsequently did not utilize full implementation of the program. Focus groups involving participants uncovered differences in opinions

regarding how the program affected the school and what was still needed; Uncovering the importance of full implementation.

All eleven schools implementation levels were analyzed through the data collected. Although the same tools and training needed for correct implementation was given it was not accomplished. ABPPP has the ability to address both in and out of school oppressive issues faced, which all must be addressed in order to lower the prevalence of oppression. Overall effectiveness of programs is linked to high implementation within schools, however without this level of full application significant results are difficult to achieve (Salmivali, Kaukiainen & Voeten, 2005). The low level of implementation alludes to the fact that the schools did not adequately address the presence of oppression, the importance of correct implementation therefore continuing the oppression within the environment.

Oppression and Social Justice

The concept of social justice broadly refers to the notion that people within a society are affected by advantages and disadvantages (Miller, 1999). As explained by Vera and Speight (2003) “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” (Vera & Speight, 2003, p.254). Social justice is the underlying concern when oppression, judgments, and biases are present. The goal is to create an environment where all are equally treated and represented, where benefits do not rest on the harm of others (Adams et al., 2010).

Hardiman, Jackson, and Griffin (2007) point out that oppression is engrained within society. Unfortunately, this oppression often occurs without conscious acknowledgment and is passed along through beliefs or attitudes through daily interactions (Hardiman, Jackson & Griffin, 2007). Adult figures are pivotal members within a school. They are key contributors in the support against bullying. For example, if teachers do not support anti-bullying efforts, students may have difficulty communicating with adult figures at their school. The fear of being bullied is then amplified with the idea of retribution and increased violence.

Young (1990) writes violence is a face of oppression due to the ability to frighten individuals to put them in their place within society. For example, a woman who is walking at night to her car alone is taught at a young age to be weary of a possibility of an assault, due to placing herself within this situation. By scaring women and simultaneously placing blame on them for being in this situation it is assumed they are vulnerable, weak, and a target of potential harm. This belief is an example of oppression through violence. Young (1990) writes, “What makes violence a face of oppression is less the particular acts themselves- though these are often utterly horrible- than the social context surrounding them, which makes them possible and even acceptable” (p. 43). Referring to the previous example, this threat of violence is continued and society may even blame women for being in the situation where an attack could take place; implying women should know better or at least by now, internalize the oppression in order to not put them in harms way. Harro (2008) refers to internalized oppression as a form of “learned helplessness... because we have learned to become our own oppressors from

within” continuously placing ourselves, and those around us, in the societal hold we have engrained (p.49).

Taking a social justice approach is needed to analyze societal concerns as well as the root of bullying issues. Bell (1997) describes social justice as a want to have a society where equality among all things and individuals exists. This includes equal distribution of powers, resources, and ability to succeed. While the idea of social justice reaching a global level is ideal, it is usually addressed at an individual level referring to specific benefits and difficulties (Miller, 1999).

Ryan (2010) found that the ability of schools to reach a social justice stance is possible; however the use of political power employed by principals is necessary in the movement. According to Ryan (2010), principals should learn to manipulate their political environment in order to suit a social justice stance of equality. Ryan (2010) states, “If principals are to succeed in their social justice endeavors, then they have little choice but to play the political game, that is, to acknowledge the political realities of their organizations, hone the political skills and put these skills into play” (p. 374). This strategy attempts to utilize a privilege of power within society. This privilege of power is only allotted to individuals in an authoritarian position, which in this case are the principals.

The use of power over another is oppression. By utilizing this privileged power an individual is utilizing oppression to improve social justice, which is not possible. In order to combat the issue of inequality present within the school it must be enacted in the correct way, without the use of oppression. For social justice to truly be apart of the school environment, the principal must work alongside everyone within the school to

promote a climate of equality, without the use of unequal oppressive tactics. Through this route individuals “are humanized through action; not dehumanized by oppression”

(Harro, 2008, p. 21).

The idea of social justice does not seem to be a consideration by influential adults within schools. It is often a missing component within schools employing anti-bullying programs. This alludes to the idea of institutionalize oppression, which is described as the inability for an institution to recognize oppressive policies that perpetuate domineering practices (Hardiman, Jackson, & Griffin, 2007). For example, institutionalized oppression is present within a policy to separate a victim from the rest of the school, in efforts to keep them safe. This policy enforces isolation and possibly increases feelings of weakness or vulnerability. The authority within the institution, otherwise referred to as the privileged individual(s), reaps the benefits continuously upheld by these guidelines and policies. Partial implementation of anti-bullying programs promotes oppression. For example, if a program supports family diversity through educating others and the school chooses to not implement this portion however includes other aspects a message is sent stating, this type of diversity is not important to this institution.

Bullying behaviors within schools is described within the *ABPPP Program Evaluation Executive Summary Model of Oppression in Bullying Behaviors*. This model illustrates the cycle of bullying behaviors. The diagram is a view of three circles, one which nests the other. Within the smallest inner circle the word victimization lies, representing the behavior which transcends among all violent acts. The circle outside of victimization contains the words: Racism, bodyism, ageism, genderism, homophobia, heterosexism, intellectualism, and sexism in equally segmented portions. All of the words

represent the different excuses to victimize an individual. This circle is then encompassed by the largest final circle, containing the words direct and indirect with arrows circulating. This model demonstrates the cyclical nature of bullying behaviors and how they are perpetuated continuously affecting one another.

Bullying Tactics

Bullying behaviors can be segmented into two different tactics: (a) direct and (b) indirect. Direct tactics can be broken up even further to denote a difference between the physical and verbal interactions between a perpetrator and the victim. Direct physical interaction is aggression manifested through hitting, kicking, and pushing of the victim (Long & Alexander, 2010, p. 30). Being confined into a space or not being allowed to freely leave is also a form of direct tactics; for example forcing an individual to stay inside of a bathroom until otherwise released by the perpetrator. Wang, Iannotti, & Nansel (2009) measured the prevalence of bullying tactics among 7,182 students from sixth to tenth grade. Of the 7,508 total participants 3,395 were male and 3,787 were female (Wang et al, 2009, p.370). Wang et al. (2009) found that 18.1% of males reported being the perpetrator compared to 8.8% of females (Wang et al, 2009, p.371). This difference in percentage correlates with past studies reporting that overall males are more likely to be involved in direct physical tactics rather than females.

The verbal interaction of direct tactics is manifested in name-calling and teasing (Wang et al., 2009). Verbal tactics can take on the form of insults being spewed at the victim from the perpetrator. Threats towards the victim are also forms of verbal aggression. Any verbal interactions that are intended to hurt the victim and done repetitiously are considered forms of this type of bullying. Females have been viewed as

the main culprits for engaging in verbal bullying, however Wang et al. (2009) found that 34.7% of females engaged in indirect tactics compared with 40.3% of males (Wang et al, 2009, p.371).

Indirect tactics is described as rumors, gossip, and manipulation against the victim (Long & Alexander, 2010, p. 30). This form of bullying is typically done either in the absence of the victim or with a third party. Ostracizing is a form of indirect tactics that involves the perpetrator to exclude the victim, forcing them to be isolated and alone. Relational bullying can sometimes occur for long periods of time before the victim is aware of its presence; for example, a rumor could be spread for days before the victim is told from another what is being said about them. This type of behavior is directly aimed at damaging the interpersonal lives of others (Verlaan & Turmel, 2010). Wang, Iannotti, & Nansel (2009) reported girls are more likely to engage in indirect bullying than their male counterparts.

Cyber bullying is a phenomenon created by the advancement of technology. It is not uncommon for students to have cell phones, e-mail, instant messaging, and have a profile or blog on a social media site; each of these pose a potential risk for bullying. Cyber bullying has allowed direct and indirect tactics to have a catalyst to deliver hurtful messages and deface the lives of others in an expedited fashion. Cyber bullying has the ability to deliver continuous malicious information to the victim. This information has the ability to be recycled to multiple individuals and can be extremely difficult if not impossible for the victims to rid themselves of the aggression or put an end to its existence (Wolak, Mitchell, & Finkelhor, 2007). This causes cyber bullying to be

perceived as inescapable. Wang, Iannotti, and Nansel (2009) reported females are cyber perpetrators 7.1% of the time compared to males at 9.7% (Wang et al, 2009, p.371).

Bullying Typologies

In order to fully comprehend the impact of bullying behaviors and dehumanization, the “I-It” and “I thou” concept by Martin Buber (Wyschogrod, 1967, p.751) is reviewed in this section. Both of the “I-It” and “I-thou” describe relational interactions between two individuals. The “I thou” refers to the relationship when both individuals are seen as human beings and respected as so. This is the relationship where empathy and compassion are used within all interactions. At no point in the relationship is one individual an outside participant from the relationship; therefore, it must include your whole self. The “I-It” relationship is the opposite. This occurs when an individual begins to step beyond the relationship with another. They begin to step outside creating an objective stance and feeling towards interactions, enhancing the ability to become unattached and distant. This is the relationship which is present within bullying. The perpetrator is able to view the victim and even bystanders as separate from themselves, viewing them as unimportant pieces to the interactions taking place. Michael Wyschogrod (1967) in regards to the “I-It” relationship wrote, “*I am judging and I am observing, and the external world is relevant only to the extent that it enters my being*” (Wyschogrod, 1967, p.715). Indicating an inability to observe or value the other individual due to a failure to separate their self.

During the act of bullying the victim is described as the individual whom is at the receiving end of the aggressive act, either direct or indirect; also known as the “target” (Vanderbilt & Augustyn, 2010, p. 315). The victim is negatively affected by the act of

bullying in numerous ways. Victims are less likely to have a sense of belonging and security within their school (Waasdorp, Pas, O'Brennan, & Bradshaw, 2011). Lacking a sense of belonging and security, the victim may have difficulty maintaining attention during classroom instruction. Maslow's Hierarchy of needs denotes belonging and security as one of the most basic needs that must be met in order for an individual to succeed successfully within other levels of life. Without the feeling of safety the victim is unable to focus and maintain attention due to the uneasy feeling of possible attack at any time.

According to Vanderbilt and Augustyn (2010) victims of bullying are subject to higher rates of "depression, psychosomatic complaints, medication use and suicidality" (Vanderbilt & Augustyn, 2010, p.316). If the bullying is continuous over long periods of time the individual may be subject to "psychosis, depression, poor self-esteem, and abusive relationships" (Vanderbilt & Augustyn, 2010, p. 316). Nansel et al. (2001) report that victims have difficulty establishing friendships and adjusting emotionally. Gender also plays a role in the victims' ability to cope with bullying stressors. Peguero (2012) states that female victims demonstrate lower self-esteem when compared to male victims. In general females tend to experience more psychological distress as a result of harassment by their classmates.

Bystanders constitute the largest number of individuals involved in the bullying process. More individuals have been a bystander related to an attack when compared to those in the role of either victim or perpetrator. The process of bullying is supported by the bystanders. The observers either use encouragement during the bullying interaction or simply accept what is occurring (Vanderbilt & Augustyn, 2010). Some may question why

intervention is not a commonality among bystanders. Bullying often occurs with witnesses; a victim is less likely to receive intervention if multiple witnesses are present. This occurrence is known as the bystander effect (Dugatkin, 2001). Witnesses whom do not intervene, and believe someone else will, may be left with guilt for not taking action. Also witnessing the interaction between perpetrator and victim, the observer sees a power struggle where one individual forces a power differential over another and wins. This creates a false perception where the observer sees an exertion of power and authority over another giving the individual control over their environment (Jeffrey, Miller, & Linn, 2001).

Social learning theory created by Bandura and Walters in short describes observational learning (Mazur, 2006). According to social learning theory observers whom witness bullying, dependent on the consequences, may be inclined to reenact the same aggression towards an individual within their future, especially if the same power differential becomes apparent. According to Kingston and Regoli (2002) adults and children are not equal within their relationship as evidenced by the restrictions present within legal entities and rights of young people. Children are susceptible to viewing the world around them basing personal decisions on observational views due to the “social world” they live in, leaving them in the hands of the adults who guide them (Kingston & Regoli, 2002, p.238). This conditioning to follow the lead of others creates a potential for an increase in observed behaviors within bystanders.

According to Vanderbilt and Augustyn (2010) perpetrators on average have an increased negative outlook on curricular activities (p. 317). This negativity often leads to an increase in not continuing with school until graduation. This leads to a difficulty in

maintaining or acquiring employment status in their future. It is not uncommon for perpetrators to have difficulties controlling their anger, in turn affecting their ability to socialize with others (Vanderbilt & Augustyn, 2010). An inability to control anger leads to an increase in externalized aggression causing outburst on individuals for seemingly minor offenses. This also is not a positive characteristic for future employment.

Perpetrators have different effects depending on whether they recognize their behaviors as intentionally harmful to others or not. Perpetrators whom believe their behavior is harmful have a higher probability of depressed moods as well as psychological anguish (Vanderbilt & Augustyn, 2010). Munoz, Qualter, and Padgett (2010) studied the relation between callous unemotional traits on the perpetrator and victim. Researchers found individuals identifying as having less affective and cognitive empathy for others, and had the highest prevalence of bullying behaviors. Having a low level of affective empathy refers to the individuals' inability to show care and concern for the emotions felt by another. Perpetrators scored significantly lower within the study on affective empathy. Having empathy is the ability to understand what another is enduring at any given time (Munoz, Qualter & Padgett, 2010).

Perpetrator-victims are a separate category of an involved party within bullying. This is an individual whom is involved in the aggressive acts to others as well as a "target" (Vanderbilt & Augustyn, 2010). It is possible the individual became a bully as a maladaptive coping strategy for handling their previous victim status. "In both England and Germany, many or most of the children who bully others also become victims of bullying frequently or very frequently," creating a large number of perpetrator-victims (Wolke, Woods, Stanford, & Schultz, 2001, p. 688). This individual possibly faces the

greatest combination of negative affects within the process. They are able to experience all negative affects attributed to the victim and perpetrator. Perpetrator-victims are more likely to have feelings of loneliness and depression, as well as using alcohol and carrying weapons (Vanderbilt & Augustyn, 2010, p. 317). Individuals whom have been victimized as well as become a bully have a higher chance of enacting school violence resulting in fatalities.

“Violence is initiated by those who oppress, who exploit, who fail to recognize others as persons- not by those who are oppressed, exploited, and unrecognized” (Freire, 1970, p. 55). Oppression is the act of using power over another in a cruel or unjust way, preventing an individual from obtaining full humanity (Freire, 1970). This can occur through indirect and direct bullying tactics. For example, if an individual is to call another a name, such as “four eyes.” The connotation is that they are not as capable as a person whom has two eyes; therefore placing them into a group of disability, which to the perpetrator is a lower status. Through bullying, the individual is exerting power over another, therefore enacting oppression. When one acts in an oppressive manner they are dehumanizing themselves. It is impossible to become fully human through oppression.

Dehumanization

The concept of dehumanization in its raw form can be thought of as stripping away the uniqueness and essence of a human being which makes them who they are. It involves a process of taking away or stripping of qualities that make an individual a unique human being. It is a form of reducing another to that of an animal or mechanism (Haslam, 2006). Essentially, dehumanization is the reduction of the humanness. All humans have the ability to love, empathize, rationalize, and create. If some do not realize

this incredible ability the result is the stripping and exertion of dominance over another seemingly lesser, lower, or even envied being. By exerting power the ability to value human qualities has been diminished. This creates an inability to develop personal strengths and abilities essential in the growth and establishment of self. Without the ability to grow and capitalize on humanistic qualities the individual placing these devastating circumstances on their own life and the lives of others, is enacting dehumanization.

Paulo Freire's *Pedagogy of the Oppressed* (1970) is the basis for the conceptual understanding of dehumanization. Freire (1970) writes about oppression existing within society as a constant battle. Oppression is perpetuated by individuals whom use power over another to create a sense of dominance. The individual whom places power over another is referred to as the oppressor and the individual suffering is the oppressed. Once oppression has occurred the process of dehumanization is prevalent. This causes individuals to be seen as less than human, in essence stripping the unique humanistic qualities, therefore devaluing their existence to that of an animal or thing. This process affects all individuals involved in oppression, creating an inability to become fully human. Dehumanization makes it more likely for humans to be seen as less worthy of empathetic acts or concerns.

Haslam (2006) within "Dehumanization: An Integrative Review" writes there are two forms of dehumanization, animalistic and mechanistic (p. 257). Within the review there is a model contained illustrating the two characteristics which are neglected from human characteristics as compared to "human uniqueness" (Haslam, 2006, p. 257). Within this research the diagram will be described with animalistic traits along with the

corresponding human characteristic. The characteristics for animalistic dehumanization are as follows: “Lack of culture, Coarseness, Amoralism, Lack of self-restraint, Irrationality, Instinct, Childlikeness” (Haslam, 2006, p. 257). The corresponding human characteristics in sequential order are as follows: “Civility, Refinement, Moral sensibility, Rationality, Logic, Maturity” (Haslam, 2006, p. 257). Animalistic dehumanization is based on the idea that those whom are deemed within this category contain traits which are instinctually driven and guided by urges (Haslam, 2006). An example of this type of dehumanization would be, “That guy is a dog.” This type of example implies the individual does not have the ability to control innate urges, lacking development or the attribute of rationalization. A difference of personal values is also contained within this dehumanization. To not have the socially accepted value system a person is deemed as lacking civility or the human trait to think in regards of moral standards (Haslam, 2006).

Mechanistic dehumanization within Haslam’s (2006) model illustrates the difference from mechanistic dehumanization and “human nature” (Haslam, 2006, p. 257). The model shows characteristics of mechanistic dehumanization as: “Inertness, Coldness, Rigidity, Passivity, Fungibility, Superficiality” (Haslam, 2006, p. 257). The corresponding “human nature” traits are: “Emotional responsiveness, Interpersonal warmth, Cognitive openness, Agency, Individuality, Depth” (Haslam, 2006, p. 257). This type of dehumanization is based on the comparing of the individual to that of a machine. Social inability within this category is often referred to as emotionally underdeveloped, having a lack of empathy, or isolating. The individual is then compared to that of the perceived callous unemotional traits a robot with artificial intelligence may have. An

individual whom does not have empathy for another is within this category, due to the perception they are unable to show concern for those around them (Haslam, p. 206). Within both examples the individual is deduced to an inhuman version of themselves. Name calling, labeling, stereotypes, and judgmental bias, are all factors within bullying behaviors, as well as damaging and harmful consequence within each typology. These damaging affects create the breeding ground for dehumanization to spur. Sloan, Matyok, Schmitz, and Short (2010) write, “Mobbing and bullying form a phenomenon that engages a process designed to dehumanize the other, which is anchored in hate and the denial of individual human needs” (Sloan, Matyok, Schmitz, & Short, 2010, p. 2). The purpose for this particular study is to illustrate the occurrences and prevalence of dehumanization within all typologies of bullying as shown in Figure 1. This study will be working from Figure 1 to illustrate dehumanization, as it is present within the perpetrator, perpetrator-victim, victim, and bystander. The typologies have been derived from the work of Vanderbilt and Augustyn (2010, p. 317).

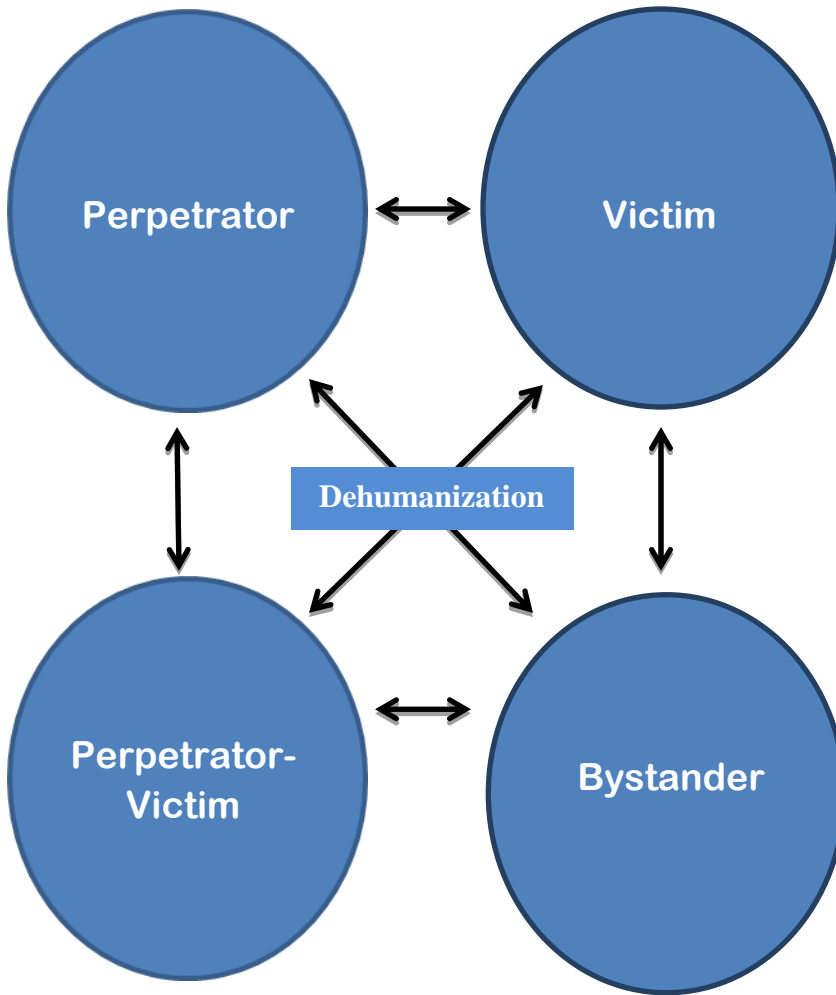


Figure 1 Dehumanization across four typologies

CHAPTER III: METHODOLOGY

This thesis is a continuation study that examined bullying behaviors in schools. For a full description of the previous study, see Smith et al. (2012). Three major categories were utilized in the Smith et al. (2012) study to evaluate an anti-bullying program intervention, which were: 1) Implementation, 2) Bullying, and 3) Impact. This study is a more in-depth analysis of one of the themes from the Bullying category from the Smith et al. (2012) study. Within the Bullying category, oppression emerged as a major theme. Therefore, the purpose of this study is to examine the dehumanizing aspects of oppression as it relates to bullying. Specifically, this study will examine dehumanizing aspects of bullying across four typologies of bullying. Thick descriptions from focus group transcripts are used for this purpose. In particular, this study examined how dehumanization is perpetuated in bullying behaviors utilizing the following four typologies of bullying: perpetrator, perpetrator-victim, victim, and bystander. The methodology utilized for this thesis includes *Consensual Qualitative Research* (Hill, Thompson, & Williams, 1997) and elements of *Grounded Theory* (Corbin & Strauss, 1990). The methodology was framed using a mixed methods approach set forth by Tashakkori and Newman (2010).

Theoretical Framework

Data used for this study was selected because it fit the definition of dehumanization as described by Haslam (2006). Haslam describes the phenomena of dehumanization as the process “[w]hen UH [unique human] characteristics are denied to others, they should in principle be seen as lacking in refinement, civility, moral sensibility and higher cognition” (p. 257). This deduction of human qualities allows the

individual to view others as not respected enough to receive compassion reserved for human beings.

Haslam (2006) elaborates on the specific deduction falling into either animalistic dehumanization – reserved for the equalizing of the human to that of an animal – or mechanistic dehumanization – comparing an individual to a machine. Both methods of dehumanization strip essential human characteristics away from a person, and subsequently render a person less-than human. Haslam’s model will be directly addressed as it describes animalistic dehumanization traits in comparison to human uniqueness. The two traits are listed together in sequential order: “Lack of culture” with “Civility,” “Coarseness” with “Refinement,” “Amorality, lack of self-restraint” with “Moral sensibility,” “Irrationality, instinct” with “Rationality, logic,” and finally “Childlikeness” with “Maturity” (Haslam, 2006, p. 257). Mechanistic dehumanization traits are compared directly with human nature: “Inertness” with “Emotional responsiveness,” “Coldness” with “Interpersonal warmth,” “Rigidity” with “Cognitive openness,” “Passivity, fungibility” with “Agency, individuality,” and finally “Superficiality” with “Depth” (Haslam, 2006, p. 257).

Consensual Qualitative Research (CQR)

Clara E. Hill, Barbara J. Thompson, and Elizabeth Nutt Williams (1997) created a model of qualitative research called Consensual Qualitative Research (CQR). This model was utilized in this research due to the efficiency of identifying extracted themes on the part of the researchers within the analysis of ABPPP. CQR is based on the notion of reaching consensus amongst the researcher when analyzing the data and solidifying themes. Qualitative research methods are used in order to explain information collected,

as it is presented from the subject being studied (Hill, Thompson, & Williams, 1997).

Utilizing this approach allows researchers to understand information as it is presented by the participants, containing rich descriptions of the presenting phenomena.

Within this study, researchers collected data through interviews, transcripts, and survey results. Through the use of CQR researchers of the ABPPP noticed a theme of oppression, which was not presented as an initial subject of interest. The value of this theme, however, became prevalent throughout analysis of the data in the Smith, et al (2012) study. The identification of themes is an initial first step of CQR (Hill, Thompson, & Williams, 1997). The researchers then created a simplified report regarding the themes and the presence throughout the ABPPP study. The team consists of multiple individuals increasing the ability to analyze and collaborate, as well as decrease the probability of bias (Marshall & Rossman, 1989). Once themes were identified summarizations of each were created, coinciding with the next step to create “core ideas (i.e. abstracts or brief summaries)” (Hill Thompson, & Williams, 1997, p. 523). These summarizations were then used to cross examine and place within specified categories, allowing uniformity within the themes to become present (Hill, Thompson, & Williams, 1997).

Methodological Framework

Smith et al.'s (2012) study utilized a mixed methods framework. A mixed methods approach to analyzing research data is utilized when both qualitative and quantitative information is collected. The mixed methods approach aims at being able to supply the most detailed representation of information collected in order to provide a complete depiction of the research. Mixed method draws upon strengths and offsets weaknesses by allowing both research approaches to be present. Through this collection

researchers are able to utilize multiple methods of data collection which include quantitative and qualitative (e.g., focus group interviews), allowing a deeper more holistic understanding of the subjects and/or phenomenon in question (Tashakkori & Newman, 2010).

Tashakkori and Newman (2010) have seven purposes to utilize a mixed methods approach:

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 are 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 & Newman, 2010)

The particular mixed methodological framework used in this study is a variation of Tashakkori and Newman’s (2010) model of conducting mixed methods research. In their model, the researcher starts with a research question and then proceeds to conduct both quantitative and qualitative analysis of the data. Next, the researcher is able to conduct additional follow-up analyses in quantitative and/or qualitative methods. This is done to

get additional knowledge and inquiry, based upon the initial research question as well as the goal of the study. In Smith et al.'s (2012) study, the researchers conducted the initial qualitative and quantitative analysis of the data. The present study is a continuation of Smith et al.'s (2012) study, where the researcher conducted additional qualitative analysis of the data. This analysis is called qualitative two (Q2), where the qualitative information is taken and analyzed for themes and information regarding the research at hand. Within this study the qualitative information from Smith et al.'s (2012) study was utilized to illustrate the dehumanization involved in bullying. Transcripts and survey open ended responses were analyzed to identify dehumanization as described by Haslam (2006). Once the material was analyzed the researcher then executed qualitative three (Q3), which involved re-analyzing the data for new identifiable information and viewpoints. Tashakkori and Newman's (2010) model of mixed methods include pictorial diagrams to provide visual representation of the methodological process utilized. This study followed Tashakkori and Newman's (2010) recommendation to utilize a diagram to depict the mixed method research process as shown in Figure 2.

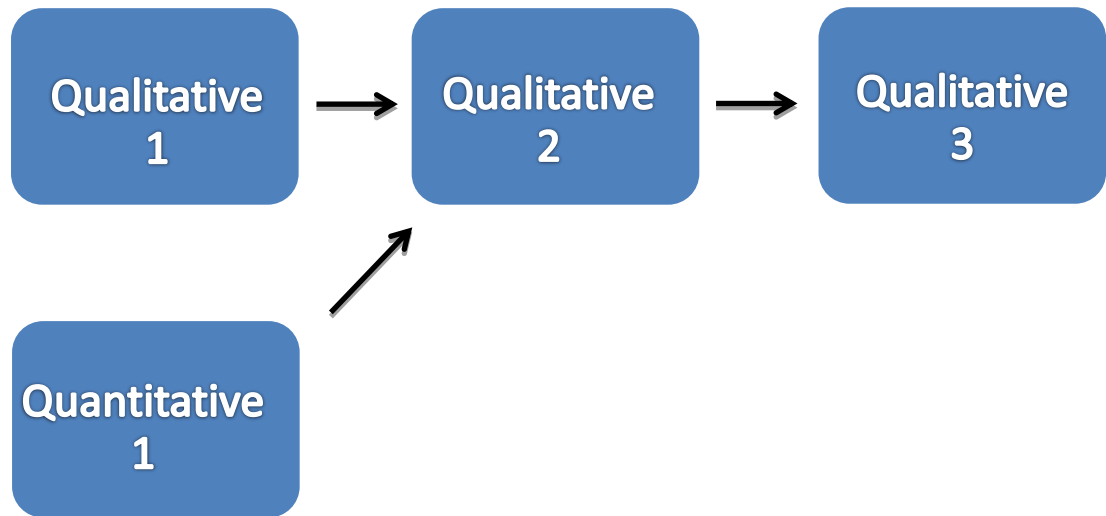


Figure 2 Mixed Methods Process

Open Coding

Open Coding is described as the initial step of Grounded Theory Research created by Corbin and Strauss (1990). This type of research is similar to that of CQR (Hill, Thompson, & Williams, 1997) in several respects. Open Coding is described as a way to take information such as transcripts and code them for analysis. Due to the complexity of the phenomena being studied, which is bullying, a strategy to allow a multifaceted analysis is obligatory. “In open coding, events/actions/interactions are compared with others for similarities and differences. They are also assigned conceptual labels. In this way, conceptually similar events/actions/interactions are grounded together to form categories and subcategories” (Corbin & Strauss, 1990, p. 10). Through the use of this method themes which become present within the research are able to be identified and utilized, being applied to the phenomena studied. The team is then able to take themes, as they become present and compare while asking relevant questions pertaining to the information collected (Corbin & Strauss, 1990). Through this process multiple themes are

able to be analyzed and have questions applied. The process, due to its complexity, uncovers possible errors which may transpire throughout the research (Corbin & Strauss, 1990). Specific occurrences of dehumanization, as they become present within the research, are able to be identified across four typologies.

Haslam's (2006) description of dehumanization will serve as the criteria for analyzing the focus group data. Haslam (2006) describes dehumanization under two main categories, animalistic and mechanistic. Animalistic is described as comparing humans to that of animals. It is denying a human being the ability to understand culture, being deduced to a hedonistic form, unable to understand societies "moral code" (Haslam, 2006, p. 258). Often times this type of dehumanization may occur when an individual utilizes a direct comparison of the individual to that of an animal. Mechanistic dehumanization consists of comparing the individual to that of an unemotional machine. Emotionality is a characteristic which distinguishes humans from that of other objects (Haslam, 2006). The ability to make callous unemotional decisions may be compared to that of a mechanism, if it is deemed taciturn or rigid. "The animalistic form of dehumanization rests on a direct contrast between humans and animals, but in the mechanistic form, although the relevant sense of humanness is noncomparative (HN) [human nature], humans can be contrasted with machines" (Haslam, 2006, p. 258). Through the use of Haslam's descriptions of dehumanization the information collected within the study will be organized into Figure 1, within chapter 2. This will illustrate dehumanization, as it is present within four typologies. Open coding allows direct evidence from the material regarding dehumanization, demonstrating the perpetuation

throughout bullying behaviors affecting perpetrator, perpetrator-victim, victim, and bystander.

Participants of the ABPPP Program Evaluation

ABPPP utilized small groups of individuals within the school, to give personal perceptions regarding bullying behaviors. This method allowed researchers to capture information through collection procedures, which keeps participants within their natural environment. Researchers utilized semi-structured interviews where recordings were taken during each focus group and later transcribed. Over 50 total focus groups were conducted with teachers, administration, and students. Each focus group included a small number of participants, roughly four to six, from within the school. Online surveys were also made available. Elementary grades received one version of the survey, Middle through high school received another, and adult participants, for a total of three different surveys. An example of the middle and high school questionnaire is, “The following are some things that can happen at schools. Please answer how often each of these things has happened to you during school hours in the past month. How often have you...” (Smith et al., 2012, p. 135). An example of a choice under this question is, “Been teased or called names in a mean or hurtful way” the students were then asked to mark a frequency for the behavior ranging from “Not in the past month” to “Several times a week” (Smith et al., 2012, p. 135). The surveys included questions for perpetrator, victim, and bystander. For the adults the focus consisted of perception of bullying practices, safety of the school, and perceived student perceptions. An example is, “Students worry about others hurting them in this school” the rating scale ranged from “Strongly agree” to “Strongly disagree” with an option to take neither side (Smith et al., 2012, p. 269).

For the purpose of this research, data from a middle school was selected due to its unique demographics and structural characteristics. This school was unique in that it consisted of a magnet and non-magnet program located within the same building. The magnet program within this middle school was the “International Baccalaureate Middle Years Program (IBMYP)” (International Baccalaureate Organization, 2013). This program focuses on an advanced curriculum and required foreign language classes. The school also consisted of a non-magnet student population which had a standard curriculum set forth by the county. Due to the school having two separate curriculums, it naturally segregated the student population and created a type of caste system. This particular school has approximately 1,400 total students where approximately 690 were males and 710 were females (Nevada Department of Education, 2013). The majority student population was Hispanic with 1,027, then Caucasian at 158, African American 94, Multi-racial 62, Asian 46, American Indian or Alaskan Native 0, and Pacific Islander 0. All demographic information is from the year of 2012-2013. Focus groups consisted of four to six participants, with a total of four analyzed transcripts and one survey.

Data Analysis 1

Based on findings from the ABPPP this study addresses dehumanization, as it is present across four typologies within bullying behaviors. Through the use of thick descriptions information was utilized from the research results of the semi-structured interviews and surveys to illuminate the existence of dehumanization. This identification of dehumanization works to facilitate further understanding regarding its occurrence and the effect on many lives within bullying behaviors.

Oppression became prevalent throughout the analysis of information among researchers of the ABPPP (Smith et al., 2012). Each researcher within this team has a background in Social Justice education. Each member has studied the oppression which is present within current society as well as history. This creates a heightened awareness of the oppression and an increased ability to notice its occurrence within daily interactions. Recognizing bullying behaviors rests on oppression serving as the fuel to continue an engrained force within society to victimize others. For example, within the student survey 30% report being bullied due to being perceived as a “wimp” (Smith et al., 2012, p. 146) and 28% stated, “I am too short” (Smith et al., 2012, p. 147). A perception of being weak bodied is a “bodyism” which is deducing an individual based on the observed ability of their physique (Smith et al., 2012, p. 88). This type of reduction of human ability through one aspect of a physical appearance is dehumanizing the individual. Through this reduction they are assumed only to be capable of tasks or operations deemed obtainable for a smaller individual, completely negating any other part of them.

Another example of the existence of oppression rests on the lack of implementation of Welcoming Schools (Smith et al., 2012, p. 135). Welcoming schools is a program designed to increase positive school climate, through increased education and cognizance of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) individuals. Within an interview one student states, “A lot of students bully based on homosexuality” (Smith et al., 2012, p. 974).

It has become apparent that sexuality is a base motivation for bullying behaviors, thus demonstrating, oppression has occurred, which can be directly attributed to the authoritarian figures within the school deeming information aimed at improving

relationships for LGBTQ students were summarily neglected. The researchers consensually agreed due to this apparent neglect an inherent bias exists. Through consciously disregarding a key part of the ABPPP efficacy is reduced and institutionalized oppression occurred. By excluding this key information and disregarding a segmented population within the school, an implicit message is sent, that the normative culture or climate of the school is not accepting to sexually underrepresented populations. This denial of equal access or participation within the dominant culture is considered a manifestation of oppressive thoughts and beliefs. Sexuality is a distinct issue which must be addressed for equality to exist. The Center for Disease Control reports:

Another survey of more than 7,000 seventh- and eighth-grade students from a large Midwestern county examined the effects of school climate and homophobic bullying on lesbian, gay, bisexual, and questioning (LGBQ) youth and found that LGBQ youth were more likely than heterosexual youth to report high levels of bullying and substance use; Students who were questioning their sexual orientation reported more bullying, homophobic victimization, unexcused absences from school, drug use, feelings of depression, and suicidal behaviors than either heterosexual or LGB students (Birkett, Espelage, & Koenig, 2009).

Data Analysis 2 (Interpretation of Qualitative Data)

This research built upon the theme of oppression as identified by the research team. Through Hill et al.'s (1997) Steps to CQR with Tashakkori and Newman's (2010) Fully Integrated Mixed Method Design participants information collected by the team were examined, by uncovering the occurrence of dehumanization as it affects all four typologies. The voice of the participants is critical to uncover the occurrence of dehumanization, deducing individuals to parts of who they are as a whole, neglecting human characteristics they possess. Data Analysis #2 has been placed with a modified version of the beginning portion of CQR by Hill et al. Due to the information collected within Data Analysis #1 the research team uncovered specific questions regarding

dehumanization within the schools during the ABPPP. The questions posed are the following: “How is dehumanization perpetuated across the four typologies?” and “What does this type of occurrence look like from the vantage point of the participants?”

Hill et al. (1997) identifies the need to create a team containing structure to view the information collected. For this re-evaluation of material two members were present a graduate researcher and principal investigator. To look further into the theme the team analyzed previous material from the ABPPP program. This team analyzed information collected from quantitative (i.e. surveys collected from participants) and qualitative data (i.e. transcripts from structured interviews with focus groups) finding the reports of dehumanization perpetuated within the schools. With this information the team is able to look further into the theme of oppression, identify the accounts of dehumanization manifested throughout dehumanizing behaviors, and uncover the existence across four typologies. This type of research is a continuance of Tashakkori and Newman (2010).

Within this study the graduate researcher will utilize Grounded Theory to expand upon the altered case analysis (Corbin & Strauss, 1990). With open coding the information will be re-analyzed by the research team. The purpose for using Grounded Theory is to allow the researcher to view information away from standardized views, creating a deviation from normalized interpretation. This research allows for case examples to be utilized within the explanation and description of phenomena. Within this study the coding method will be animalistic and mechanistic dehumanization as it is manifested across four typologies. If data aligns with either form of dehumanization it will be utilized, as it is present within the typologies of perpetrator, perpetrator-victim,

bystander, and victim. Through the use of case analysis specific examples pertaining to the purpose of this study will become clear and evident, if present within the data.

CHAPTER IV: RESULTS

Thick descriptions were utilized to provide rich examples of dehumanization from the information within the study. Dehumanization occurrences are identified through Haslam's (2006) model of animalistic and mechanistic dehumanization. Through the use of this model information will be segmented into one of the two types of dehumanization across four separate typologies of perpetrator, perpetrator-victim, victim, and bystander.

Perpetrator

The perpetrator typology was the first to be analyzed for this study. Within the transcripts, the perpetrators of bullying behaviors were often described in a negative manner. For this thick description, the question asked of participants was, "So the bullying announcements and the program was it just in the beginning of the those two months, is it still going on now?" (Smith et al., 2012, p. 855).

- 31:04 **Nelia:** It would be like a bullying club and they could talk about it.
31:07 **Serina:** Yeah, so for those people who don't have friends like they could get friends with those people
31:13 **Nelia:** And like with the teachers, if they have been bullied, you can be alone with the teacher like a dean they suggested that we should.
31:19 **Serina:** They suggested that we should play those games that we did at the training.
31:22 **Azraa:** Yeah the teachers would help you.
31:24 **Serina:** I don't think it worked.
31:26 **Nelia:** No I would actually go to that place even though I know how to handle bullies you just would help me make new friends and help them pretty much and the games they made were fun and it made me get more comfortable.
31:36 **Serina:** *Usually with like the core and magnet the magnet like students are like kinda scared of the core because of the core.*
31:42 **Nelia:** *Stronger and they do these bad things, like we aren't scared of them because they are smart or they do bad, we are scared of them because they are tough and they know how to find you.*
31:55 **Serina:** And they have been in a lot of fights.
31:57 **Azraa:** And mostly we just avoid them and ignore them.
32:01 **Nelia:** Well sometimes the magnet kids make fun of you and you like stay away from them and it feels weird, it's not like we are ignoring them like

we are bullying them so like um they want us to ignore them otherwise they are going to get us so we are kinda scared if we don't ignore them that we are going to get hit.

- 32:21 **Serina:** Like when someone tells a person to fight with them and then they like, one time this girl came up to me and she said since I was supposedly talking bad about her she said lets fight and I said no no thanks I don't do that and shesaid come on don't be a little chicken and.
- 32:41 **Nelia:** Yeah they make fun of you, they use their curse language really well they use it all the time and um when they are talking to you they know how to get inside of you. I've been bullied too many times in elementary school just because I looked at the, they didn't know they were bullying me but they'd always called me because I was black skinned black hair they always think I had um like I looked different like they would always make fun of me like call me names like I don't like your moles even though they are birth marks and I have had them since birth and everybody thought I had a mustache because my hair grows here so.
- 33:21 **Serina:** Yeah, a lot of people bully me 'cause of my name like my mom just said like to ignore it and it's like a pretty name for her it means like um stars and like it means stars and like like astronauts or something. (Smith et al., 2012, p. 859).

The victims describe the perpetrators as being “tough” and more physically able to enforce actions upon others within the italicized excerpt, time 31:36 through 31:42. This description alludes to a characteristic of the perpetrator being callous towards others. Displaying a lack of empathy toward another person falls under mechanistic dehumanization (Haslam, 2006) category. Having a lack of empathetic concern creates an increased ability to negate human qualities in a person.

A direct example of animalistic dehumanization exists within the transcripts where one individual discusses the casual labeling of a student as non-offensive and possibly acceptable language.

- 02:00 **Yosha [researcher]:** Um, ok, so with the idea of bullying um, basically it's someone attacking the other about maybe them personally or a personal situation in their life basically the definition of bullying. Are you aware of any bullying in this school? At all.
- 02:20 **Dr. Smith:** Like how to do kids bully here, like do they pick on them or call them names do they push them up against the lockers, do they say things.

02:28 **Students 3:** They just say things.
02:30 **Angelica:** Yeah, they just, play around like yeah.
02:35 **John:** They play a lot of.
02:37 **Angelica:** *Like say if I was talking to him I'd say you ugly peacock or something he wouldn't be like.*
02:40 **John:** *Be offended*
02:50 **Angelica:** *He wouldn't be offended because he knows I'm playing around.*
02:52 **Jesus:** *But other's would though.*
02:53 **John:** Yeah.
02:55 **All:** Yeah.
02:53 **John:** Yeah.
02:55 **All:** Yeah.
02:58 **Angelica:** Like if you didn't know another person and they just went up to you and said that they would be offended.
03:03 **Jesus:** Yeah, that's what I think.
03:05 **Cathy:** So everyone is kinda different, some people don't mind that and the other people that might hurt their feelings, right?
03:13 **Jesus:** Yeah.
03:15 **Cathy:** OK.
(Smith et al., 2012, 863).

This example (time stamp 02:37 – 02:55) illustrates how a student may easily become a perpetrator enacting animalistic dehumanization. The participant spoke of referring an individual to that of an animal, stripping them of their human characteristics with ease. “If people are perceived as lacking what distinguishes humans from animals, they should be seen implicitly as animal-like” this type of dehumanization “may involve explicit comparisons of others to animals” (Haslam, 2006, p. 258). In this case, the participant did not think that comparing an individual to an animal would be problematic; however, others within the group corrected her comment which demonstrated the offensive nature of the comment. It appears dehumanization may in fact be an intricate part of the oppressive process. An example of this comes from the open ended responses within the questionnaire. One participant writes, “I didn't know I was hurting them in a verbal way, I thought it was funny. But I guess it was a mean thing to do” (Smith et al., 2012, p. 221). The occurrence of laughing at the expense of another occurs within both

examples. If an individual sees this type of interaction as acceptable, then the process of dehumanization is perpetuated and reinforced.

Perpetrator-Victim

Individuals within minority groups are often perceived as lower class individuals within the majority group. The following thick description depicts an instance where a minority group utilized language as a tool to discuss a peer with negative connotations.

- 06:47 **Angel [researcher]:** So out of the fights, are there core kids fighting other core kids?
- 06:55 **Nelia:** Well magnet kids kinda want to stay away from them because they kinda tease, they tease me. Also we don't really know any core kids because we have separate classes.
- 07:05 **Serina:** I don't know no one that magnet that's every been in a fight, it's usually the core people.
- 07:11 **Angel:** Usually the core kids and the magnet kids are pretty separated?
- 07:17 **Serina:** Some are core, but they have accelerated classes and so we are put into them with them separate, but they can't like take a language in sixth grade.
- 07:26 **Nelia:** *Yeah, but because most of them speak Spanish its kinda like a language barrier and they talk to each other about each other and they always look at us, like magnet students, and start laughing and talking in Spanish and because I'm taking a little bit of it I can kind of understand just a little bit of.*
- 07:45 **Serina:** *Well, I speak Spanish I understand everything they say and they like call you names like nerds if your in magnet and like if your doing some work they say, "Why are you doing work? Like why are you doing this?"*
- 08:00 **Nelia:** *Yeah and they are always like oh you always get a hundred or when you got one miss like they always say that's the lowest score I'd ever see you get. You miss two you get an 86, they always say that pretty much. (Smith et al., 2012, p. 844-845).*

The excerpt of focus is between the times of 07:26 through 08:00. By the individuals utilizing a previous out group status such as a different native language to call others names or utilize labels such as "nerd," they are working to overcome their previous victim status to a perpetrator (Smith et al., 2012, p. 844). Mechanistic dehumanization occurred when the perpetrators within the story placed individuals within

the category of only being able to receive high test scores and caring about academics. This transcript also demonstrates how dehumanization has the ability to occur towards another and is turned on the self. Through this example the students speaking Spanish were not only identifying the academic individuals as “rigid” in their educational work, they were also displaying “coldness” towards their peers, which is also a mechanistic form of dehumanization (Haslam, 2006, p. 257).

One individual whom had been victimized turned their status as a target into a perpetrator. This thick description is from the questionnaire distributed to participants within the ABPPP.

She was talking about me so I'm going to try and make her feel down the same way she tried putting me down. I treat others as they wish to be treated and since she was treating me that way, I'm going to do the same right back at her. (Smith et al., 2012, p.220).

The participant justifies becoming a perpetrator in order to create a type of justice, which is deemed warranted, due to the previous treatment of dehumanization inflicted on them. Within this example the individual who felt victimized views the initial perpetrator as someone who intentionally puts another down, making them feel as if a lesser being. This demonstrates mechanistic dehumanization through the inability to understand the depth of another being, detaching emotionally, and applying inflexible thinking (Haslam, 2006). The victim then turns into a perpetrator by utilizing irrational justification to rationalize dehumanizing another; treating an individual with the same harsh treatment they previously endured. This counter-pursuit is described as animalistic dehumanization towards the previous perpetrator, through the inability to enact moral engagement (Haslam, 2006). This example exemplifies the negative outcome for that of a perpetrator-victim.

In another account, a participant recalls a time when witnessing bullying became difficult to observe, therefore they stepped in. The manner in which intervention was received led the individual into becoming the perpetrator. The initial question asked by researchers was “Okay. So in terms of bullying. And the definition of it is basically you know someone picking on someone else and how they look, how they talk, how they dress, and all that. Um, do ya’ll see that a lot here?” (Smith et al., 2012, p. 938).

- 06:39 **Researcher 2:** Um, so can you, you give us a specific story, um where a student was being targeted and something happened to make the situation better.
- 06:49 **E:** Better?
- 06:50 **Researcher 2:** Even if it’s just the teasing, but yeah, like something happened, I don’t know maybe someone stopped-
- 06:54 **D:** Was picking on-
- 06:55 **Researcher 2:** Stopped it, like an older kid said, no don’t do that or any kind of situation-
- 06:58 **D:** *I helped a kid, when he was getting bullied.*
- 07:01 **Researcher 2:** *Uh okay, can we talk about that?*
- 07:02 **D:** *They’re all like slappin him like in the back of the head and he was ready to cry and uh I told em all chill out and they wouldn’t listen so I slapped one of them.*
- 07:14 **Group:** *[Giggles]*
- 07:15 **D:** *And then that’s when it stopped.*
- 07:16 **Researcher 2:** *So you had to-*
- 07:17 **Group:** *[Giggles]*
- 07:18 **Researcher 2:** *To get them to-*
- 07:19 **D:** *Well they wouldn’t listen, it was like four of them, five of them picking on a little kid. And I got mad, and yeah slapped em.*
- 07:28 **Researcher 2:** Okay, so uh what happened after you uh punched the other kid?
- 07:32 **D:** The other kid tried to jump in and dropped him.
- 07:36 **Researcher 2:** Okay, so did you get in trouble for trying to, cause you initially was just trying to help out like-
- 07:41 **D:** It wasn’t right here, well yeah it was right here but like right-
- 07:44 **T:** Sunrise?
- 07:45 **D:** Yeah towards the bike routes. (Smith et al., 2012, p. 941-942).

This recount between times 06:58 and 07:19 describes an incident when the previous perpetrator becomes a victim to the bystander, which leads to another typology

previously not mentioned, the bystander-perpetrator. It appears due to personal account the individual felt justified in defending the victim, by allowing the perpetrator to feel the same injury they were originally inflicting on another. This description appears to be a type of self induced justice, which is deemed warranted by the bystander-perpetrator.

Victim

Instances of victimization were present within both qualitative and quantitative forms of the study. Within a specific transcript two individuals described instances of being victims. The question asked of participants was “How would you describe the atmosphere at your school, like do the students feel safe here, do they feel respected by their teachers, by their others students?” (Smith et al., 2012, p. 840).

- 03:17 **Serina:** Yeah, I feel with really confidence when someone bullies me because I know I can get help. But I know other students who’ve been bullied and they don’t want to come to school because someone tells them if you do then you’re gonna get beat up and I have one friend who did not want to come because of the bullying and rumors that were going around the school but yeah the teachers are pretty good at handling bullying.
- 03:49 **Nelia:** Yeah, uh yeah. If you’ve been bullied you pretty much know how to handle bullies ‘cause I think we have all been bullied.
- 03:57 **Serina:** *Some people bully me because of like my name.*
- 03:59 **Nelia:** *Some people bully me cause of how I look.*
- 04:11 **Yosha:** *Ok, so it sounds to us that you have an, uh, bit of an understanding of what bullying is obviously is when they are attacking some sort of trait of you or of who you are and it sounds to us as well that you are aware that there is bullying in the schools do you know if there are any targeted kids in this school that are being bullied?*
- 04:33 **Serina:** *Mostly the people who are bullies a get bullied are from the core people they are not magnet or don’t really care about school. Like they ditch school, or they get RPC’d or suspended.*
- 04:48 **Nelia:** Yeah the people who tease me are the core kids, uhm, the in one of my classes it’s like core mixed with magnet, cause it’s an accelerated class and I got put in an area where it’s all core kids and it’s only me who’s not like the seats and.
- 05:07 **Azraa:** And in the halls, like, if you see like, goofing around, like, it’s usually the core kids because well that’s just the way they are.
- 05:15 **Nelia:** Well not all the core kids, some are different.
- 05:18 **Azraa:** Well I knew some people in that group and they were core kids, I’m not saying every group.

05:26 **Nelia:** Yeah, there is a few people I know that are really nice I didn't find out not too long ago that they were core kids and they just look like regular magnet students.

05:35 **Serina:** I feel more confidence with like having more friends of magnet people because like the core people they really don't like school at all like the don't care about their future.

(Smith et al., 2012, p. 842).

This thick description, with the focus between the times of 03:57 and 04:33, illustrates the idea of separation increasing the unknown of the other population within their own school. As a victim the view of the individual who perpetuated the bullying behaviors is seen as someone who does not care about academia, exhibiting illogical or immature characteristics, correlating with animalistic dehumanization (Haslam, 2006).

Within the questionnaire responses the negative effects of dehumanization became prevalent. One participant typed, "because i am dumb and people call me names like dumbass" (Smith et al., 2012, p190). Another participant wrote about their self with negative connotations, "im not popular im ugly fat i dont wear girl clothes i wear guy clothes beacuse im a tom boy" (Smith et al., 2012, p. 189). These responses demonstrate an engrained process within the individuals description of who they are as human beings. This type of outlook represents mechanistic dehumanization (Haslam, 2006). Calling oneself negative labels, reducing themselves to that of negative connotations, enacts a type of cold and limiting view of the self.

Within another example a student begins to write about the hurt which they have felt due to being a victim however within the same response turns the hurt into that of revenge.

they just do at a certain time its not an everyday thing but its not easy being used to it. Im used to pain, and being hit. its not the firat time. i suppose people dont really care what another person feels for what someone does to them. Its

disrespect and selfishness, and pure brutal. Too freaken bad. Carma can get the person ten times harder” (Smith et al., 2012, P.190).

This demonstrates how the victim views the behavior of the perpetrator as callous.

Within this response there is also a sense of the perpetrator being deserving of anything negative which may happen to them in the future. The lack of emotionality and care for another within this response demonstrates mechanistic dehumanization and the inability to have the empathetic concern for the other human (Haslam, 2006).

Bystander

Bystanders have the ability to be affected by dehumanization through information seen or heard. A further account of dehumanization comes from a transcript of two individuals whom have previously reported being victims to bullying. They discuss common occurrences among some female students at their school.

08:19 **Angel [researcher]:** Can you give a specific story where a student was being targeted and something happened to make the situation better?

08:28 **Nelia:** Well I remember seeing one fight, it was during hall pass time um, and I was passing late because we came from PE, and um, pretty much they let us in late. Um, and I saw like these girls fighting pretty much and um, and they were rolling on the ground and pulling each other’s hair and like where the stairs are there are these lines to whole up to second floor they were on the side on there and um I saw them there was a few people gathering around and um I got scared I have no idea why but I did and I ran to get my teacher and said there was a fight there was a bunch of other kids already around the teacher saying there’s a fight by the time they ran away all the students were separating and the girls were gone. I heard later that they were both in the dean’s office.

09:27 **Serina:** *Usually the fights start because of like people start saying rumors that someone is talking bad about each other.*

09:33 **Nelia:** *Well, the last few fights I heard of it was mostly girls for some reason.*

09:39 **Serina:** *Yeah, usually its girls.*

09:40 **Nelia:** *Yeah maybe ‘cause of their I don’t know their period or something but their emotions have gone wild and they are always fighting.*

09:50 **Azraa:** *I think it’s the girls fight that happen the most because well they are some accounts on like fights where the boys are fighting but mostly it’s the girls and well I think that its because it the way that girls are and their emotions takeover.*

- 10:06 **Serina:** Usually everything starts with rumors and like gossip, yeah like one time um my friend there were at a sleep over and my friend told my other friend that I was talking bad about her and I told that I wasn't that I don't do that to none of my friends but then it turned out that after me and my like best friend we weren't friends anymore she said she didn't want to be my friends anymore because she believed in the other girl that said that I was talking bad about her but then I started to feel bad because I lost one of my friends. And then the girl that told my other friend that I was talking bad about her she was lying and so it made our friendship like bad and so we are not friends anymore.
- 10:56 **Nelia:** That reminds me. When I was younger people would um my kinda my friends use to bully me um they were like make fun of me and in their own little worlds they always say like this and that about this and she always does this and it came to me because I had some good friend that always heard and told me or somehow convince them. But um now they're failing school and stuff so I'm kinda glad I quit them because they are failing school.
- 11:30 **Azraa:** I have a friend who was bullied she might even be bullied now I don't want to really mention her distinguishing features because well she will be easily noticeable and um she was bullied after school and I wasn't there she just told me and um like they're calling her names but all she did was run away so I don't really think that made the situation better but she just ran away and, they didn't change after her I don't think. (Smith et al., 2012, p. 845-846).

The description of why females engage in more physical fights, between 09:27 and 9:50, is an example of animalistic dehumanization due to the reference of the female students being driven by their menstruation cycle. The comparison of fighting due to a female having a "period" and "their emotions takeover" is alluding to the fact that these females are driven by "instinct" possibly lacking the ability to withhold from these altercations (Smith et al., 2012, p. 845; Haslam, 2006, p.257).

The following research questions elicited a response regarding a specific individual: "How would you describe the atmosphere here at your school? Do you feel respected? Is it welcoming? Do you guys like to come to school? Do you hate it, whatever you feel" (Smith et al., 2012, p. 933). The participants recall a girl whom in the school is often bullied. At first when the girl is brought up during the interview the

participants begin to laugh in unison. Once researchers begin to ask specifics about the victim, her unique situation becomes known.

- 03:06 **T:** She's like, I don't know, like, even though it's an uniform school, it's like, people still like dressing still like it's included in the uniform school. She gets talked about always, a lot of stuff that she wears, what she does, how she talks.
- 03:25 **Researcher 2:** It is because it's not nice dress code, or too dress code, or what's wrong with the dress that she wears?
- 03:35 **T:** Actually she gets away with a lot of her dress code.
- 03:38 **E:** She always has dirty clothes.
- 03:39 **Researcher 2:** Ah, okay.
- 03:40 **T:** Like she wears sweat pants, you can't wears sweat pants. And sometimes she doesn't wear her collared shirts. Oh and she wears vests and stuff. But she gets away with it.
- 03:47 **D:** Ah that's what's up. She a G.
- 03:51 **E:** [whispers]
- 03:52 **D:** Nah that's what's up. She getting away.
- 03:54 **Researcher 2:** Sooo she gets to wear kinda whatever she wants to.
- 03:58 **T:** Yeah, I guess it's kinda cause she's like less fortunate.
- 04:01 **Researcher 2:** Okay.
- 04:03 **E:** She's special like in the special thing.
- 04:06 **Researcher 3:** Oh okay. Special Education?
- 04:08 **E:** Yeah I think she is. (Smith et al., 2012, 937).

This transcript excerpt exemplifies animalistic dehumanization assigned to the victim. She is seen by peers as someone who is not as mentally advanced as the rest and lacks the ability to follow rules expected from the majority of the student body. In this case the bystanders speaking about this victim focus the conversation on her distinguishing characteristics, ways she is not like the majority. In the discussion of the victim the bystanders are exhibiting a type of “coldness” and “inertness” towards the victim (Haslam, 2006, p. 257). Through witnessing the dehumanization occur the bystanders have then become able to carry out this type of behavior towards the victim in a different setting. Behaviorists refer to this repetition of observed behavior as a type of

repetition leading to an enhanced memory and ability to reenact the behavior at a later time (Mazur, 2006). As repetition increases probability to recreate does as well.

Figure 1.2 recreates the initial model utilizing the proponents of Haslam's (2006) "proposed links between conceptions of humanness and corresponding forms of dehumanization" illustrates dehumanization, as it exists within each typology (Haslam, 2006, p. 257). The below figure directly identifies each demonstrated characteristics of dehumanization as it is found among the information collected throughout the ABPPP. It appears one characteristic is common throughout each typology, which is "coldness." This lack of warmth towards another is a proponent of mechanistic dehumanization (Haslam, 2006).

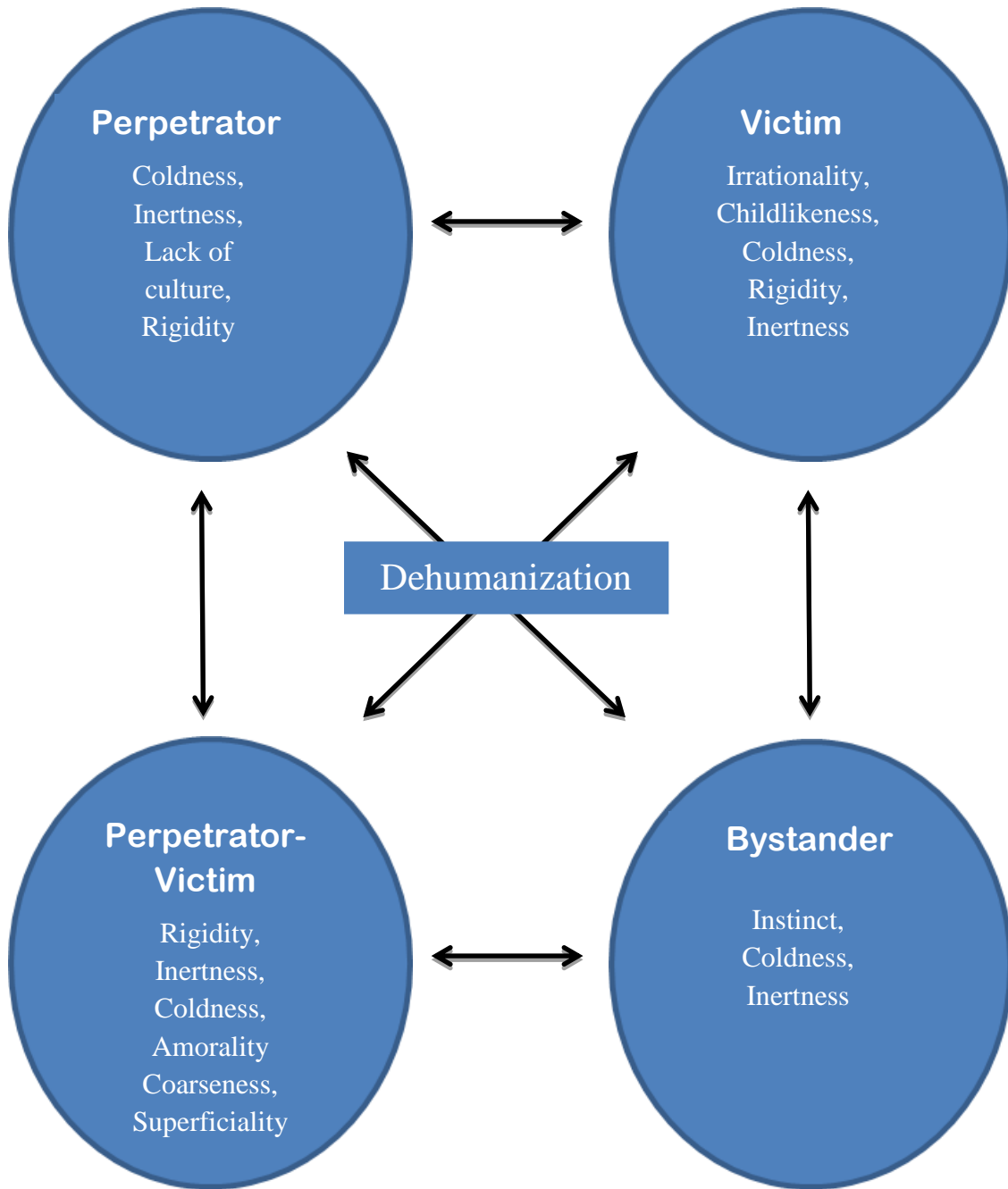


Figure 1.2 Dehumanization as it is present across the four typologies

CHAPTER V: DISCUSSION

It appears that a school setting which separates the student population based upon academic achievement with a separation throughout classes and lunch, a type of cast system is established. By separating the populations dehumanization is legitimized. As was stated in the results students within one section did not often interact with the other population, seeing them as an unknown or a lower group of students, lacking the academic standards of their population.

The results demonstrate instances where dehumanization occurs with groups whom are seemingly lower or higher in social status. Individuals whom were in the “core” program which is non-magnet would dehumanize individuals in the magnet program whom are a specialized group within the school. Magnet would also dehumanize those within the non-magnet program by distancing themselves and referring to them as instinctual or less cultured. Freire (1970) discusses those whom are dehumanized have a want to be fully human, however this struggle must take place authentically and not to enact the same behavior on the aggressor. If this same prescribed behavior is in turn enacted on another the previously dehumanized individual then becomes the perpetrator enacting dehumanization.

Examples of dehumanization, especially within the transcripts, appeared to be recounted with ease for all typologies. The effortlessness to which dehumanization was used within conversation suggests this type of occurrence is common within the environment. Dehumanization is a serious negative consequence for human kindness. It lessens the occurrence of empathy towards others decreasing the prevalence of human kindness. When one individual is reduced to that of non-human qualities it becomes

easier to see them as a lesser being, increasing the probability of dehumanization. This is evident in the presence of “coldness” within all typologies (Haslam, 2006, p. 257).

One theme discovered while analyzing the information within this study was the presence of dehumanization within all four typologies. Both animalistic and mechanistic dehumanization was present when participants described past incidents personally experienced and when describing eye witness accounts of bullying behaviors. Dehumanization was also present when describing the perception of the perpetrator. This shows when dehumanization occurs there is an ability to dehumanize the perpetrator, due to the harsh behavior they demonstrated towards another. The ability to treat an individual whom has enacted dehumanizing behaviors as having unique human characteristics becomes difficult (Haslam, 2006). Future research may be able to capitalize on this phenomenon.

A fifth typology was also discovered throughout the study. The typology has been termed “bystander-perpetrator.” It represents the process of a bystander transitioning into the perpetrator role against a perpetrator. The bystander-perpetrator may believe that the only way or most effective way to help the victim is to perpetuate the same aggressive behavior against the initiator of the bullying behavior. This bystander-perpetrator typology is as an avenue for future research.

Limitations of Current Study

Like many qualitative research studies, this one did not have a large sample size. Therefore, the sample population was not representative of all schools. Due to small sample size, the results may not generalize across multiple school populations. Future research should include utilizing larger samples from diverse schools (e.g., large

metropolitan and rural areas). A larger sample size may allow for greater generalizability of findings.

Another limitation of this study was the variance in the definitions of key terms. For example, the literature uses various definitions of the term “bullying,” which are often inconsistent. One study may write “types of bullying” and describe the types as tactics or methods in which bullying behaviors are enacted. Also some studies may label “relational bullying” as “indirect aggression.” The language used within the literature is not consistent, increasing the probability of confusion for future researchers.

Finally, within this study the use of one model of dehumanization is used. This model was used due to the limited amount of literature surrounding the phenomenon of dehumanization. It is possible another model would be a better fit, however, another model was not found due to a lack of literature regarding dehumanization.

Implications for Future Research

This study was conducted upon the notion that bullying negatively impacts the perpetrator, victim, and bystander. One negative impact of bullying is dehumanization. Therefore, the purpose of this study was to develop knowledge of dehumanization in relationship to bullying. For example, this study postulated that dehumanization decreases empathy and allows for aggressive behavior to occur; thus, limiting the perceptions of a perpetrator of bullying to view others as uniquely human. When the humanity of a person or group is deemed to be less-than fully human, the essential ingredients of dehumanization are set in place. Future research will hopefully expand on this phenomenon, which has previously been overlooked within the literature of bullying behaviors.

This study serves as a starting point for further research regarding the manifestation of dehumanization in bullying behaviors. Future studies can examine the bystander-perpetrator typology of bullying that emerged as a result of this study. The bystander-perpetrator typology represents the process of the observer stepping into the role of the bullying perpetrator.

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