Title

Teachers' Bullying Definitions and Strategies to Address the Bullying of Students with Individualized Education Program (IEPs)

Permalink

https://escholarship.org/uc/item/9dx2n1rv

Author

Chiappe, Jenny

Publication Date

2019

Peer reviewed|Thesis/dissertation

UNIVERSITY OF CALIFORNIA

Los Angeles

Teachers' Bullying Definitions and Strategies to Address the

Bullying of Students with Individualized Education Program (IEPs)

A dissertation submitted in partial satisfaction of the

requirements for the degree Doctor of Philosophy

in Education

by

Jenny Chow Chiappe

2019

ABSTRACT OF THE DISSERTATION

Teachers' Bullying Definitions and Strategies to Address the

Bullying of Students with Individualized Education Program (IEPs)

by

Jenny Chow Chiappe

Doctor of Philosophy in Education

University of California, Los Angeles, 2019

Professor Sandra H. Graham, Co-Chair

Professor Lois A. Weinberg, Co-Chair

Students with disabilities are more likely to be victimized compared to their peers without

disabilities. However, not many studies have examined how general education teachers address

bullying of students with disabilities in general education placements. This study used an

explanatory mixed methods design and examined strategy use based on disability category, the

relationship between strategy type and type of bullying, completeness of teacher bullying

definition as a moderator between years of teaching experience and strategy frequency, and

teachers' view of social exclusion as a form of bullying. The study was completed in multiple

phases: expert review, survey, and teacher interviews. The research participants included 114

general education teachers in public elementary schools. Six teachers were selected from the

sample and completed individual interviews. Type of bullying was coded as indirect (relational bullying: social exclusion) and direct bullying (physical: hitting; verbal: name calling). The teachers rated the frequency use of 10 strategies for each type of bullying, which were then recoded to 3 strategy levels (school level: refer to school rules and refer to administrative team; class level: change seating arrangement, teach lessons, refer to class rules, teach communication and social skills; and individual level: refer to counselor, refer to parent, handle it, and refer to special education teacher). The completeness of teacher bullying definition was measured by coding the bullying definition the participants provided which was then converted to a percentage based on the definition found in the literature. The analyses included an analysis of covariance (ANCOVA), moderation analysis, and thematic analysis. There was a significant association between strategy type and frequency of strategy use. Teachers were less likely to use individual level strategies compared to class and school level strategies. Completeness of bullying definition also moderated the relationship between years of teaching experience and strategy use. Teachers in the interviews expressed 3 themes: varying definition and reasons for bullying, lack of supports to address bullying, and social exclusion can be easily missed. Implications of this study contribute to the existing limited literature on bullying of students with disabilities and to the understanding of how general education teachers are addressing the bullying of students with disabilities.

This dissertation of Jenny Chow Chiappe is approved.

Mary Falvey

Connie L. Kasari

Sheryl Harumi Kataoka Endo

Sandra H. Graham, Committee Co-Chair

Lois A. Weinberg, Committee Co-Chair

University of California, Los Angeles

2019

DEDICATION

This dissertation is dedicated to my family …

       to my husband, Christian, and my son, Christopher, for your love and encouragement,

       to my mom and dad for your endless love and support, and

       to my brothers, Henry and Simon, for your encouragement and inspiration.

This dissertation is also dedicated to my extended family and all the educators who have

influenced me to become the person I am today.

Thank you for supporting my dreams.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ACKNOWLEDGEMENTS

I want to thank everyone who has encouraged, challenged and supported me throughout this journey. To my amazing family who have supported me throughout my educational career, to my friends and colleagues who have encouraged me every step of the way, and to my academic family at UCLA and Cal State LA, thank you for your endless support. This dissertation would not have been possible without you.

I want to give a special thank you to my co-chairs, Sandra Graham and Lois Weinberg. I am grateful for all the guidance and support. To my dissertation committee members, Connie Kasari, Mary Falvey, and Sheryl Kataoka, thank you so much for your thoughtful insights, feedback, and support during this dissertation process and throughout my graduate career.

Thank you to all the teachers who participated in this study. This study would not have been possible without you, either. I hope to continue to work closely with teachers and other stakeholders to make schools a safe and inclusive environment for students with and without disabilities.

EDUCATION

Joint Doctoral Program in Special Education, Los Angeles, CA   2014-Present
Ph.D. Candidate
University of California, Los Angeles (UCLA)   Los Angeles, CA
California State University, Los Angeles (Cal State LA)   Los Angeles, CA

Master of Arts   2008
Major: Mental Retardation (Intellectual Disability)
Dual certification General Education and Special Education Grades 1-9
Teachers College, Columbia University   New York, NY

Bachelor of Arts   2006
Major: Psychology
Concentration: Developmental Disabilities Immersion Program
University of California, Los Angeles   Los Angeles, CA

HONORS, AWARDS, AND FELLOWSHIPS

- UCLA Graduate Summer Research Mentorship Fellow, 2016 & 2017
- UCLA GSEIS Research and Inquiry Conference. Grand Prize, 2016
- Charter College of Education General Scholarship, Cal State LA, 2015

ACCEPTED PUBLICATION

Weinberg, L., Luelmo, P**., Chiappe, J. C.,** & Thornton, B. E. (in press). How a change in state law affected the provision of mental health related services. *International Journal of Special Education.*

CONFERENCE PARTICIPATION

Paper Session

Weinberg, L., Luelmo, P., **Chow, J.**, & Thornton, B. (2017, April). *Multiple perspectives on how a change in the law affected the provision of mental health related services.* Presented at the annual meeting of the Council for Exceptional Children, Boston, MA.

Thornton, B., **Chow, J.**, & Falvey, M. (2016, December). *The transition to increased inclusion at an urban elementary school.* Presented at the annual meeting of the TASH Conference, St. Louis, MO.

Chow, J. & Thornton, B. (2015, May). *Inclusive education at an urban elementary school: A qualitative study*. Presented at UCLA Research and Inquiry Conference, Los Angeles, CA.

Falvey, M., **Chow, J.**, & Thornton, B. (2015, December). *Inclusive education: Lessons learned from a large urban school district*. Presented at the annual meeting of the TASH Conference, Portland, OR.

Haager, D., Alpert, H., **Chow, J.**, & Cobin, G. (2015, February). *Focus on engagement: Supporting access in the general education classroom*. Presented at LAUSD One Conference, Los Angeles, CA.

Poster Session
Bronstein, B., McGhee Hassrick, E., Friedman, C., Iadarola, S., Fitzgerald, A.R., Chiappe, J., Hauptman, L., Stahmer, A.C., Mandell, D.S., & Kasari C. *Provider use of evidence-based practices for students with autism in school-age transition periods*. Presented at the annual meeting of the International Society for Autism Research, Montreal, Canada.

Chiappe, J. C. (2018, July). *Measure development: Teacher use of anti-bullying strategies.* Presented at OSEP Project Directors' Conference, Arlington, VA.

Chiappe, J. C. & Graham, S. (2018, April). *Teachers' perceptions and strategies to address the bullying of students with disabilities.* Presented at the annual meeting of the AERA Conference, New York, NY.

Chow, J., Williams, J., Shih, W., & Kasari, C. (2017, May). *Access to related services for students with autism spectrum disorder in a large urban school district*. Presented at the annual meeting of the International Society for Autism Research, San Francisco, CA.

PROFESSIONAL EXPERIENCE
UCLA Center for Autism Research and Treatment   10/15 - Present
Position: Graduate Student Researcher. Worked on one multi-site research project that involved conducting interviews, working with parents and teachers and community stakeholders.

California State University Dominguez Hills (CSUDH)   Fall 2018
Position: Temporary Instructional Faculty: SPE 565: Instructional Planning and Curriculum for Individuals with Moderate/Severe Disabilities

UCLA Graduate School of Education & Information Studies   Winter 2017
Position: Teaching Assistant: ED 132: Autism: Mind, Brain, & Education at UCLA

California State University Los Angeles (Cal State LA)   Winter 2016 & Fall 2017
University Student Teacher Supervisor. For intern and credential teachers in mild/moderate classrooms and moderate/severe classrooms

Los Angeles Unified School District (LAUSD)   09/08 – 06/15
Position: Special Education Teacher and Integration Teacher. Worked with students with mild to severe disabilities in elementary school and middle school. Supported students on comprehensive campuses and worked with school personnel to ensure student access and success.

CERTIFICATES
National Board Certified Teacher   2013
Exceptional Needs Specialist/Early Childhood through Young Adulthood

Teachers' Bullying Definitions and Strategies to Address the

Bullying of Students with Individualized Education Program (IEPs)

Bullying or victimization is defined as repeated exposure to negative actions from one or more students (Olweus, 1993). Students with disabilities are more likely to be bullied than students without disabilities (Hartley, Bauman, Nixon, & Davis, 2015). The prevalence rate of bullying in elementary school for students with disabilities is 24.5% (Blake, Lund, Zhou, Kwok, & Benz, 2012). Students with disabilities are educated in a variety of placements in elementary school, which can include general education classrooms with no support, general education classrooms with some support, and special education classrooms with some participation in general education. The current study set out to determine how teachers strategy use differs among categories of disabilities. The study also examined how strategy use was affected by type of bullying and teacher demographic predictors (i.e., years of teaching experience, prior experience with students with disabilities, and amount of training/support).

Bullying occurs when there is an imbalance of power between individuals or groups (Olweus, 1993). There are different forms of bullying: direct bullying includes physical and verbal attacks while indirect bullying consists of relational bullying such as excluding someone from a group (Olweus, 1993). Examples of physical bullying include kicking and punching while verbal bullying include name-calling and teasing. Examples of relational bullying are social exclusion and spreading rumors (Olweus, 2003). Teachers are less likely to view social exclusion as a form of bullying compared to physical and verbal bullying (Yoon & Kerber, 2003).

Factors that contribute to bullying of students with disabilities may be due to lack of age appropriate social skills, dependence on adult for assistance, and placement (Rose, Espelage, Aragon, & Elliott, 2011). The environmental contexts in which students with disabilities are

1

educated may create more salient divisions between students, which may also increase the probability of being bullied. In addition, students who experience bullying have school adjustment difficulties including internalizing and externalizing behavior problems (Farmer et al., 2012). This dissertation study examined elementary school general education teachers' strategy use across the three forms bullying, particularly social exclusion, and whether completeness of bullying definition moderates the relationship between years of teaching experience and the strategies used to address the bullying of students with disabilities.

Review of Literature on Bullying of Students with Disabilities

Most studies on bullying interventions and teacher anti-bullying strategies have primarily focused on students without disabilities, such as the KiVa and Olweus anti-bullying program (Black & Jackson, 2007; Li, Chen, Chen, & Chen, 2017; Williford et al., 2012). Current literature on bullying and students with disabilities has examined prevalence rates of bullying (Chen & Schwartz, 2012; Rose et al., 2015) and student responses to bullying and interventions (Rose & Monda-Amaya, 2012; Hartley, Bauman, Nixon, & Davis, 2017). However, such studies rarely focused on anti-bullying strategies for students with disabilities. Teacher perception of students with disabilities may impact how teachers intervene. In the following sections, I review educational placement of students with disabilities, bullying of students with disabilities, staff perceptions of bullying, and strategies to prevent bullying.

Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is the federal law that guides special education services and placement. Sec. 612(a)(5) states students should be educated with their peers without disabilities in the least restrictive environment (LRE). The LRE is a continuum of services based on each student's strengths and needs and education in a general

education class should be considered with supplementary aides and services. Schools should provide students with disabilities the opportunity to be educated in the general education classroom to the greatest extent possible (IDEA, 2004). Though the law does not use the word inclusion, "IDEA merely presumes inclusion unless such placement is inappropriate for that child" (Howard, 2004, p. 4). The differences between inclusion and mainstreaming is inclusion occurs when students with disabilities are served in a general education classroom while mainstreaming occurs when students with disabilities spend part of their school day with peers without disabilities but are served in a more restrictive setting (Howard, 2004). The amount of time students spend in general education classrooms depends on their Individualized Education Program (IEP) and each student's strengths and needs. For the purposes of this study, I focus on students with IEPs enrolled in the general education classroom. From this point on, I will use students with disabilities and students with IEPs interchangeably.

IDEA also provides students with disabilities from the ages of 3-21 access to a free appropriate public education (FAPE). Students are eligible for special education services under 13 disability categories. In 2013, the National Center for Education Statistics (NCES) reported 95% of students with disabilities ranging from ages 6-21 years were educated in regular schools (NCES, 2016). The report showed that 39.7% of students with autism spectrum disorder (ASD), 67.8% of students with specific learning disability (SLD), and 87.3% of students with speech or language impairment (SLI) spend 80% or more of their instructional day in a general education classroom. Students with disabilities are more likely to be bullied than students without disabilities (Hartley et al., 2015). IDEA and Section 504 protect students with disabilities when bullying results in a denial of FAPE (U.S. Department of Education, OCR, 2014).

Federal laws are also in place to protect against the discrimination of individuals with disabilities. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination based on disability in public elementary and secondary schools. The American with Disabilities Act (ADA) provides the same types of protections "in employment, state and local government, public accommodations, commercial facilities, transportation and telecommunications" (1990). The Office of Civil Rights (OCR) also indicated that any type of harassment based on disabilities is a form of discrimination (U.S. Department of Education, OCR, 2010). Bullying situations can create hostile environments and when it is based on disability, it violates civil rights laws (U.S. Department of Education, OCR, 2010).

Placement. The types of settings students with disabilities are educated in may vary based on each individual and not based on specific types of disabilities. There is a declining trend in educating students with disabilities in separate settings (McLeskey, Landers, Williamson, & Hoppey, 2012). Parents are part of the IEP team that decides where the student is educated. Bullying is one issue parents of students with disabilities are concerned about when placing their children in a general education classroom or school (Tobin et al., 2012).

Bullying of students with disabilities. Students with disabilities may demonstrate different types of needs in a variety of placements. IEP teams decide where students with disabilities are placed but all students with disabilities must participate in the general education curriculum for part of the day (Individuals with Disabilities Education Act, 2004). Students with disabilities are more likely to be bullied compared to their peers without disabilities (Hartley et al., 2015). Students with ASD in elementary school are most likely to be repeatedly victimized compared to other students with disabilities (Blake et al., 2012; Symes & Humphrey, 2010).

4

Teachers also underestimate the rates of victimization for students with behavioral problems (Monchy, Pijl, & Zandberg, 2004).

The type of placement students are educated in can impact the type of bullying students with disabilities experience but teacher perception also affects how bullying is addressed. General education teachers from elementary school to high school were more accepting of mainstreamed students with disabilities if they did not have behavioral problems (Schumm & Vaughn, 1992). Students with behavioral problems who are enrolled in a general education class for the entire day are less likely to be socially included by their peers (Monchy et al., 2004). Also, there is an increased risk for victimization for students with learning disability (LD) (Mishna, 2003). Students with LD are less likely to be accepted by their peers without disabilities in their fully included classrooms (Vaughn, Elbaum, & Schumm, 1996). Even though the students with LD were educated in a fully included classroom, Vaughn et al. (1996) found social acceptance did not increase for students with LD throughout the school year.

Students with disabilities who have experienced a prior bullying incident are more likely to be bullied in the future (Blake et al., 2012). Over a 3-year period, 33% students with disabilities experienced physical, verbal, and relational victimization (Son, Parish, & Peterson, 2012). Students with disabilities receive different labels to qualify for special education services based on their strengths and needs which may contribute to the victimization of students with disabilities (Rose, Swearer, & Espelage, 2012). Another factor that predicts bullying of students in special education is students with disabilities demonstrating lower pro-social behaviors compared to their peers without disabilities (Swearer, Wang, Maag, Siebecker, & Frerichs, 2012). For example, students with autism spectrum disorder (ASD) may have difficulty understanding social cues or initiating conversations (American Psychiatric Association, 2013).

Pro-social behavior is negatively correlated with bullying of students with and without disabilities (Swearer et al., 2012). Students with ASD are more likely to be socially excluded compared to their typically developing peers (Kloosterman, Kelley, Craig, Parker, & Javier, 2013).

     Strategies by disability. Research on anti-bullying interventions for students with autism spectrum disorder (ASD) still needs to be developed and the literature suggests the supports need to be a multi-tiered approach (Humphrey & Hebron, 2015). Video modeling was effective in teaching students with ASD how to address bullying (Rex, Charlop, & Spector, 2018). To address the bullying of students with Specific Learning Disability (SLD), strategies should include social skills instruction and individual, group, and family interventions (Mishna, 2003). Interventions include school-based interventions, opportunities to accommodate for students with SLD (i.e., simplify language, give more time, verbalize reactions).

The Role of the Teacher

     Depending on each student's educational placement, students with disabilities may receive support from a general education teacher and a special education teacher. Teachers and other school staff are responsible for creating opportunities for meaningful participation and interaction between students with and without disabilities (Hamre-Nietupski, Hendrickson, Nietupski, & Shokoohi-Yekta, 1994). However, general education teachers rated their self-efficacy in teaching students with disabilities in inclusive settings lower than special education teachers (Buell, Hallam, Gamel-Mccormick, & Scheer, 1999). This further demonstrates that teacher education programs are not providing enough training to address bullying (Bauman & Rio, 2005). With purposeful preparation, general education and special education pre-service teachers have improved attitudes toward inclusion (McHatton & Parker, 2013).

Teacher attitudes and role impact the outcomes of students. The way general education teachers set up their classroom to include students with disabilities improves students' academic and social outcomes (Carter et al., 2016). Students with severe disabilities demonstrated improved social participation and new friendships with peers without disabilities compared to students with disabilities only receiving adult support from a paraprofessional (Carter et al., 2016). To assist with the social inclusion of students with disabilities, teacher strategies include creating a positive social environment and cooperative learning groups in the classroom (Dyson, 2012).

Teacher definition. Teachers' definitions of bullying may not align with the bullying definition used in the literature. When asked to define bullying, 10% of teachers were more likely to include verbal and physical bullying but did not mention social exclusion, intention, power imbalance, or repetition (Naylor, Cowie, Cossin, de Bettencourt, & Lemme, 2006). Also, teachers at one school had difficulty agreeing on a definition for bullying (Lee, 2006). Due to the lack of consensus on a definition, teachers may respond to bullying situations differently.

Intervention. Different factors contribute to when teachers decide to intervene. The likelihood of teacher intervening between a bully and victim is based on their confidence in their ability to resolve the situation, their belief in the seriousness of the bullying, and their level of empathy toward the victim (Yoon, 2004). Bauman and Del Rio (2006) provided pre-service teachers with different vignettes about physical, verbal, and relational bullying. Teachers rated each vignette based on its seriousness, empathy, and likelihood to intervene on a Likert scale (Bauman & Del Rio, 2006). The results are similar to Yoon (2004) where teachers did not respond as harshly to relational bullying compared to other forms of bullying. Teachers viewed social exclusion as less serious and were less empathetic compared to verbal and physical

bullying situations (Yoon & Kerber, 2003). Since teachers are less likely to intervene when social exclusion is observed, this might reinforce how students behave, "sending an inappropriate message that social exclusion is tolerated and even permitted" (Yoon, 2004, p. 32).

Teachers reported that they are more likely to intervene when they witnessed bullying (Bradshaw, Sawyer, & O'Brennan, 2007). Teachers are more likely to use authority-based interventions (i.e., verbal reprimands) with bullies than the victims (Burger, Strohmeier, Spröber, Bauman, & Rigby, 2015). They also found teachers with more than 25 years of teaching experience were more likely to work with bullies and victims compared to newer teachers.

Strategies in Different Settings

Strategies to address bullying of students with and without disabilities are structured at three different levels: school, classroom, and individual. The school level is defined as strategies implemented by the district, principal or on a school-wide level. Classroom level strategies include teacher driven strategies or those delivered to the whole class or a small group. Lastly, individual level strategies are targeted to the individual.

School level. Bullying preventive strategies should include a multi-tiered approach to the diverse needs of students (The National Academies of Sciences, Engineering, and Medicine, 2016). School-wide Positive Behavior Support (SWPBS) framework includes posting consistent rules and creating a positive school environment (Good, Mcintosh, & Gietz, 2011). Using SWPBS and a bullying prevention program, a middle school observed a 41% decrease in office discipline referrals for bullying over a 2-year period (Good et al., 2011). Similar to SWPBS, the National Academies of Sciences, Engineering, and Medicine (The Academies) identifies the universal level consisting of all teachers conducting social-emotional lessons and teaching behavioral expectations as well as having counselors model how to respond to bullying. There

8

should be a time in the school day to discuss bullying or equity. Most anti-bullying programs are at the universal level because "all children can benefit from attempts to enhance school climate, change attitudes or awareness about bullying, reduce aggressive behavior, or improve related social skills or behavior" (The Academies, 2016, p. 183). Classroom level strategies also overlap with the school level.

Classroom level. In addition to being applied at the universal level, anti-bullying curricula are also used in classrooms. Classroom strategies include lessons on communication, empathy, and how to identify and respond to bullying. The Second Step: Student Success Through Prevention program (SS-SSTP) teaches skills such as communication, empathy, emotion and regulation, and problem solving (Espelage, Rose, & Polanin, 2015). Similar to strategies used at the classroom level in the SS-SSTP study, The Academies identifies the selective preventive interventions level as "more intensive social-emotional skills training, coping skills, or de-escalation approaches for youth who are involved in bullying" (p. 183). In order for the strategies and supports to work, staff need to feel comfortable intervening (O'Brennan, Waasdorp, & Bradshaw, 2014); this includes awareness of ASD for SLPs to intervene (Blood, Blood, Coniglio, Finke, & Boyle, 2013). In addition, students with ASD are more likely to be nominated as victims and less likely to show defending behavior when students with ASD are bullied (Begeer, Fink, van der Meijden, Goossens, & Olthof, 2016). There is a disconnect between the objectives of the classroom lessons that address the whole class compared to addressing the unique individual needs of students with and without disabilities.

Individual level. The individual-level consists of intervention for victims and their parents (Cecil & Molnar-Main, 2015). One of the strategies school psychologists reported using the most to address bullying is individual counseling (Sherer & Nickerson, 2010). However, the

authors did not elaborate on how many counseling sessions were completed or whether the sessions were effective. Teachers and counselors completed a Handling Bullying Questionnaire (HBQ), which consisted of specific individual strategies such as telling the bullying to "cut it out," talking to counselors and parents, and discussing the matter with colleagues (Bauman, Rigby, & Hoppa, 2008). Individual strategies should be provided to individuals who have a history of bullying or being bullied which impact their academic, behavioral or mental health outcomes (The Academies, 2016). Other individual supports consist of involving the individual's family as well as other support staff in different settings to ensure the appropriate support is provided.

    Anti-bullying programs. The next two studies used a multi-tiered approach. The Olweus Bullying Prevention Program (OBPP) includes school-level, classroom-level, and individual-level activities to address bullying (Cecil & Molnar-Main, 2015). School-level activities include posting rules, training staff, and involving parents. Classroom-level activities include holding lessons to discuss bullying situations. The individual-level focuses on the bullies, victims, and their parents. Using OBPP, Cecil and Molnar-Main (2015) found that rural and suburban elementary school teachers who had more confidence in the program implemented more components of the program compared to teachers who did not. Involving parents was the least likely activity; only 39% of teachers did so after bullying incidents. The results also showed that some administrators did not set aside time for professional development to discuss the importance of combatting bullying. In contrast, a study examined the effects of the Youth Matters (YM) prevention curriculum aimed at students developing positive relationships between students, adults, and safety in their urban school community (Jenson & Dieterich, 2007). The YM curriculum included teaching students about bullying, empathy, friendship, and social skills.

The study, which consisted of a control and experimental group at 28 elementary schools, found a decrease in bully victimization for students receiving the YM program but there was no change in the bully or victim status. These studies suggest that bullying prevention programs need to address multiple settings from the school, classroom, to individual levels in order to set clear expectations for students and teachers in all settings.

While the SWPBS framework and the OBPP do not specifically address multiple settings for students with disabilities, the next study examined a program that combined school-wide supports and teaching specific skills to students with disabilities to address bullying. A quasi-experimental study determined the effects of using a school-wide program called Achievement for All (AfA) for students with disabilities in elementary and secondary schools in England (Humphrey, Lendrum, Barlow, Wigelsworth, & Squires, 2013). The components of AfA include assessment, tracking, intervention, conversations with parents, and school-wide strategies (e.g., afterschool club) to reduce exposure to bullying. Using an experimental design with intervention and control group, the authors found that the intervention group had reduced behavioral and bullying problems. However, the study did not describe whether the program reduced bullying between peers with and without disabilities or between peers with disabilities.

Strategies for social exclusion. To ensure students with disabilities are not socially excluded, teachers not only need to be aware of the barriers that socially exclude students with disabilities, but also create opportunities for interaction between students with and without disabilities (Lindsay & McPherson, 2012). One reason students with disabilities might be victimized is the lack of pro-social skills when interacting with students without disabilities (Swearer et al., 2012). Strategies to incorporate social skills instruction include schools providing structured social opportunities for students with disabilities to learn and practice social skills,

11

such as using cooperative learning groups during lessons (Rose & Monda-Amaya, 2012). In addition, teachers should create a peer network around the students and ensure the students have the physical accommodations to be included (Lindsay & McPherson, 2012).

Gaps in Research and Future Directions

There is a paucity of research regarding how teachers address the bullying of students with disabilities. Studies examining anti-bullying programs have used experimental designs but primarily include only students without disabilities, which is a limitation of generalization to students with disabilities in diverse public elementary schools. Studies have not been conducted to determine how general education teachers address the bullying of students with disabilities in their classrooms.

The type of disability and placement contribute to different types of bullying. Students with intellectual disability experience higher levels of bullying in restrictive placements while students with ASD are bullied in more inclusive settings (Rose et al., 2015). Though the laws protect students with disabilities from discrimination, including bullying, there is little research regarding how teachers address the bullying of students with disabilities (Houchins et al., 2016; Smith et al., 2012), especially in more inclusive environments.

The field of bullying of students with disabilities has grown in the last ten years but gaps still exist in the literature regarding strategies for different types of bullying of students with disabilities. Teachers have reported an increased likelihood of intervening when verbal and physical bullying is observed but not for relational bullying and social exclusion. For social exclusion, teachers reported 59% of the time they would have the students talk to each other; 10% of the time, teachers would either ignore the situation or have the students "work it out" (Yoon & Kerber, 2003).

Current Study

To answer the research questions, I employed an explanatory sequential mixed methods design where the study started with quantitative data, analyzed the results, and used the results to inform the qualitative phase (Creswell, 2014). The explanatory sequential mixed methods design focuses on the quantitative data (survey data) to understand what strategies teachers are using. Then I conducted follow-up interviews to understand teachers' perceptions on social exclusion and other findings from the survey. This design was selected because current literature on anti-bullying strategies does not specifically address students with disabilities in the general education classroom.

The dissertation study consisted of creating, piloting and conducting a survey with general education teachers in public elementary schools to understand teachers' definition of bullying and the strategies they use to address the bullying of students with disabilities. The study also included interviews to provide additional insight into the definitions teachers use for bullying, the types of strategies used to address physical, verbal, and relational bullying, and their views on social exclusion. The dissertation study addressed three research questions (RQ):

RQ (1): How do strategies used by general education teachers to address bullying of students with disabilities differ by disability category?

RQ (2a): When teachers address the bullying of students with disabilities, what is the relationship between the type of bullying (direct and indirect) and strategy type (school, class, and individual) while controlling for demographic information?

RQ (2b): How does teacher definition of bullying moderate the relationship between the years of teaching experience and individual level strategies used for indirect bullying?

RQ (3): What are general education teachers' views on the different types of bullying specifically social exclusion?

Hypotheses

For research question 1, I hypothesized that strategy use would differ based on disability type since students' experiences with bullying varied according to type of disability and placement. Specifically, I hypothesized that students with Specific Learning Disability (SLD) and Autism Spectrum Disorder (ASD) would receive more individual and class level strategies compared to students with Intellectual Disability (ID) and Emotional and Behavioral Disorders (EBD). The literature has found that students with SLD and ASD reported they were more likely to be victimized in inclusive settings while students with ID and EBD were more likely to be victimized in more restrictive settings (Rose et al., 2015). In addition, I expected teachers to use a multi-tiered approach to address the victimization of students with ID and EBD.

For research question 2a, I hypothesized that teachers would use strategies more frequently to address direct bullying compared to indirect bullying since previous research has shown teachers do not respond as harshly to relational bullying (Yoon, 2004). Teachers would use individual level strategies compared to class and school level strategies to address relational bullying. Additionally, for research question 2b, the completeness of teacher definition of bullying was tested as a moderating variable. Teachers have varying definitions of bullying (Naylor et al., 2006) which may impact how and when they decide to intervene. I hypothesized that when the definition of bullying is aligned to the definition of bullying in the research literature, as teachers' years of teaching experience increase, the use of strategies would also increase. The hypothesis was created based on Blood et al., (2013) findings that speech and language pathologists are more likely to intervene if they had knowledge of ASD.

14

For research question 3, I hypothesized teachers may not view and address social exclusion as often as physical and verbal bullying since over 50% of teachers did not include social exclusion in their bullying definition (Naylor et al., 2006) but would attribute the social exclusion to the students' disability.

Methods

The study was completed in four phases. The survey was developed in Phase 1 of the study. Phase 2 consisted of two parts: expert review and pilot survey. Five participants completed this part of the study and received a $10 Target e-gift card for their participation. One hundred and fourteen participants completed the survey in Phase 3. The participants received a $5 Target e-gift card for their participation. Phase 4 included purposive sampling of six participants from the Phase 3 surveys. The participants completed individual interviews and received a $20 Target gift card for their participation.

Procedure

Phase 1: Survey development. The purpose of the survey was to determine if anti-bullying strategies differ by disability category and what predictors affect the use of those strategies. The survey consists of three major sections: demographics, teacher definition of bullying, and strategies to address bullying.

The survey was developed in two stages. The first stage included conducting a literature review on existing measures. The literature review consisted of searching for surveys and interviews conducted with teachers about anti-bullying strategies for students with disabilities. The search conducted on Education Source (EBSCO), ERIC, and PsycINFO included words such as 'bullying in schools' AND 'students with disabilities' AND 'teachers.' Due to the paucity of literature on students with disabilities, the search extended to bullying of students

without disabilities in schools. Additional reviews were conducted using phrases such as 'victimization,' 'bullying definition,' 'anti-bullying strategies' AND 'school'.

The second stage of survey development consisted of collecting existing instruments from the literature review that addressed the three factors: demographics, definition of bullying, and strategies to address bullying. To examine bullying definition, Naylor et al. (2006) used an open-ended approach for teachers to define bullying. They asked, "In the space below, please say what you think bullying is" and the question was adapted to ask how participants define bullying. Li et al. (2017) created a list of strategies by adapting two existing measures. However, the strategies focused on specific strategy use in the classroom, such as "reprimand and discipline students" and "tell students to assert themselves." Other searches were conducted that included school level and individual level supports. One measure examined anti-bullying practices of school psychologists and Sherer and Nickerson (2010) identified the 10 most frequently used strategies. To decrease the burden on the teachers and to refine the responses in the survey, some of the most frequently implemented strategies were selected from Sherer and Nickerson (2010). The original list included "school staff having a talk with bullies following bullying incidents," "disciplinary consequences," "increased supervision in less structured areas," "school staff having a talk with victims," "individual counseling with bullies," "individual counseling with victims," "classroom rules against bullying," "engaging students in cooperative group work," "procedures to avoid contact between the bullies and victims," and "identifying students at-risk for bullying and providing intervention" (p. 222). However, the authors did not indicate any questions about students with disabilities. Rose and Monda-Amaya (2012) suggest improving social interactions for students with disabilities, which include teaching social skills. The final version of the survey included a list of 10 strategies: change seating arrangement, refer to

counselor, communicate with parents, refer to school rules and expectations, teach lessons on what to do when you are bullied, ask the special education teacher for support, refer to classroom rules, handle it myself, refer to the administrative team, and teach communication and social skills to student(s) with IEP.

The format of the survey includes open- and closed-ended questions. The participants answered demographic questions, typed in their definition of bullying, and rated how often they use strategies to address bullying. The participants answered strategy questions about the three different types of bullying initiated by a student without an IEP toward a student with an IEP. The survey also sets out to understand why students with IEPs are bullied. One of the problems with bullying research is the focus on prevalence rates but not understanding the context in which the bullying occurs (Evans & Smokowski, 2016). The teachers who selected 'yes' to observing bullying in the last 12 months were asked to provide a scenario about a bullying observation initiated by a student without an IEP toward a student with an IEP. Additional questions included the characteristics of the students, why the bullying occurred, and what strategies were used.

Phase 2: Expert review and survey pilot. The participants from the expert review were recruited using social media in March 2018. I posted PDF flyers on social media (i.e., Instagram and Facebook) to recruit for the expert review/pilot (see Appendices A & B). In the same post, I allowed others to re-share the flyer on their social media accounts. The participants contacted me using the messenger function on the social media platform. Once I received their contact information, I screened the participants to determine if they were eligible to participate. The inclusion criteria consisted of general education teachers teaching 3rd, 4th, or 5th grade in the last twelve months. Once I determined the participants were eligible, I scheduled times to meet with the teachers individually at a place and time of their convenience. For participants who lived outside of Los Angeles County, I scheduled a time to meet with them on a videoconference

platform (i.e., Zoom and FreeConferenceCall.com). Informed consent forms were provided to the participants and the two participants provided oral consent via videoconferencing (see Appendix C). The expert review meeting lasted 35 minutes to 50 minutes.

All five participants were female with varying years of teaching experience: 1 with 1-5 years, 1 with 6 to 10 years, 2 with 16 to 20 years and 1 with more than 20 years. Three participants taught in the Southern California area, one in Northern California, and one in Colorado. Participants received a $10 Target e-gift card for their participation in the expert review. The sample consisted of 2 teachers identified as White, 2 identified as Hispanic/Latino, and 1 identified as Chinese. I read the prompt after each teacher consented to in the study. The directions asked each participant to examine each question and to discuss any concerns about the items. Each participant completed the survey on Qualtrics while I took notes on a hard copy.

Based on the expert review, the participants indicated that relational bullying was important since it was not discussed or rarely addressed in schools. They "liked" the research definition since it included relational bullying. The participants also mentioned that they tried to "handle" the bullying themselves before referring to outside administrators. Since more than one participant mentioned it, I decided to include that in the list of strategies. All participants mentioned that the strategies made sense and did not provide suggestions to change the strategies. The participants teaching outside of the Southern California region mentioned that the trainings and structure of the schools are different. I decided not to use the term "resource specialist (RSP)" and used "general education teachers with students with IEP" instead. One participant suggested adding specific types of training but since it was only in her district, the training question is open-ended. An additional review of the literature was conducted to

determine if new research had been published regarding teacher strategies to ensure the survey was up to date (see Appendix D for the survey).

Phase 3: Recruitment of teacher participants. Recruitment and survey data collection occurred between October 2018 and February 2019. I met with 10 principals at public elementary schools in the Southern California area and 6 administrators at the district level from August 2018 to January 2019 to discuss recruitment at school sites. Once I received approval, the administrators and principals forwarded my recruitment email to their teachers. In addition, I continued to use the snowball sample and social media for recruitment (see Appendices A & B).

In December 2018, I had about 30 completed surveys. I decided to use publicly available data to collect teachers' email addresses as another recruitment method. I used the California Department of Education website and the advanced search function which resulted in 5671 active public elementary schools in California in December 2018. The schools were listed in alphabetical order. Some websites did not publish emails but gave the option to message through the school website. Instead, I decided to search through the school websites listed and collect 3rd, 4th, and 5th teacher emails. I searched elementary school websites from Alameda County to Orange County. Email lists were created on Excel and uploaded onto Qualtrics. I collected and sent the emails in waves (sets of 300 to 500) and sent over 2000 emails between January to February 2019. The recruitment email consisted of a brief description of my role and a brief description of the study, and the Qualtrics survey link to copy and paste into their browser (see Appendix A). The emailed link stayed active for two weeks and one email reminder was sent a week after the initial email. Once the participants opened Qualtrics to access the survey, the participants were provided with a waived informed consent (see Appendix C). All participants received a $5 e-Target gift card for their participation in the survey. The response rate was about

7.7%. The emails were collected using publicly available data and some teachers might have changed grade levels since some websites were not updated for the 2018-2019 school year.

Participants. The participants in the survey included 114 general education teachers (86.8% female) mostly from across California plus a one from Illinois and one from Wisconsin (see Figure 1 for California locations). The race/ethnicity of the sample was 55.4% White, 14.9% Hispanic/Latino, 11.4% Asian, 3.5% Black or African American, 8.8% biracial/multiracial, 1.8% Native Hawaiian or Pacific Islander, and 5.3% prefer not to answer. The sample included teachers with varying years of teaching experiences ($M = 13.7$; $SD = 8.5$). The sample included 55.3% third grade teachers, 0.9% third and fourth grade combination teachers, 20.2% fourth grade teachers, 2.6% fourth and fifth grade combination teachers, and 20.2% fifth grade teachers. The age of the participants ranged from 23 to 67 ($M = 40.9$; $SD = 10.1$). Ninety three percent of teachers indicated they have school-wide positive behavior support as a resource at their school.

Of the sample of 114, six participants completed individual interviews (see Table 1 for participant information). The teachers were assigned pseudo names to protect their identities. Their years of work experience ranged from 9 to 38 years. The participants in the interview sample included 4 female teachers and 2 male teachers from 3 different school districts in the Southern California region. There were 4 third grade teachers, 1 fourth grade teacher, 1 and 1 fourth and fifth grade combination class teacher.

Survey. The survey and interview protocols were created based on previous constructs found in the literature. The measures address how teacher demographics may impact the strategies used, how teachers define bullying, and how often teachers use the strategies. In addition, the teachers who observed bullying in the last 12 months were asked to describe a

bullying situation between a student with and one without an IEP. The response format of the survey includes closed-ended questions, open-ended questions, and ratings.

The constructs in the survey were determined based on the bullying literature, special education law, and the proposed research questions. The constructs included teacher demographics, definition of bullying, and strategies to address bullying (see Figure 2 for Survey Structure). The survey includes a total of 47 items (see Appendix C for survey questions). For teachers who did not observe bullying in the last 12 months, the survey included only 41 items. The survey took about 10-15 minutes for participants to complete. Skip logic was used based on whether the participants answered the question if they observed bullying or not in the last 12 months. If the participants answered 'yes' to observing bullying, they were asked to describe a bullying situation they observed, the characteristics of the students (gender, disability), and how they addressed it. The participants were then provided with the research bullying definition and asked what strategies they used to address the bullying. If the participants answered 'no' to observing bullying, they were provided with the research bullying definition and asked what strategies they would use to the address the bullying.

Demographics. The participants were asked 11 demographic information questions that included race/ethnicity, grade level, gender, years of experience, prior experience working with students with IEPs, and the types of support. Other information also included what city the school is located in and teacher level of education.

Definition of bullying. Teachers have different definitions of bullying (Evans & Smokowski, 2016). The bullying definition is an open-ended question and asks teachers how they define bullying. The survey first asks the participants for their respective definition of bullying. The participants were then shown a bullying definition found in the National Academies of

Sciences, Engineering, and Medicine (2016) and were asked explicitly to use that definition to answer questions about anti-bullying strategies for the remainder of the survey. The definition is:

"Bullying is any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm" National Academies of Sciences, Engineering, and Medicine (2016).

Examples of physical bullying include kicking and punching while verbal bullying includes name-calling and teasing. An example of relational bullying is excluding someone from the group."

Anti-bullying strategies. Based on the literature review and expert review, the participants rated ten strategies: change seating arrangement, refer to counselor, communicate with parents, refer to school rules and expectations, teach lessons on what to do when you are bullied, ask the special education teacher for support, refer to classroom rules, handle it myself, refer to the administrative team, and teach communication and social skills to student(s) with IEP. The participants rate how often they use each strategy in the last 12 months: never, rarely, sometimes, often, and always.

The Qualtrics survey consisted of skip and display logic to determine what questions appeared next based on the answers the participants provided. The participants were asked if they observed bullying in the last 12 months. If they answered yes, they were displayed a set of six questions that asked them to describe a bullying situation, the characteristics of the bully and victim, why the student with an IEP was bullied, and what strategies did they use to address it. In

addition, these participants were asked to rate how often they used a list of 10 strategies to address the three types of bullying in the last 12 months. The participants who answered no to observing bullying in the last 12 months were only asked how often they used the 10 strategies based on the three types of bullying.

Reliability and validity. Six reliability scores were calculated using Cronbach's coefficient alpha for the observed and non-observed sets of questions (physical, relational, and verbal bullying). For each set of strategies listed along with the type of bullying, Cronbach's alpha was calculated using teachers' average ratings of strategy use with each type of bullying in SPSS. Cronbach's alpha ranged from 0.8 to 0.9 (see Table 2 for reliability scores). Content validity was established by reviewing the literature to identify existing measures and strategies teachers use to address bullying. In order to obtain face validity, I met with experts in the field during Phase 2 of the study to determine if the items of the survey reflect what I intend to measure. The revisions were iterative.

Phase 4: Interview. The purpose of the interview was to follow-up with teachers to understand their strategy use and to understand what additional supports are needed to prevent and address the bullying of students with IEPs. Based on the survey sample, I selected the participants who agreed to be contacted for follow-up or participate in future research. I filtered the list to only participants who responded 'yes' to observing bullying in the last 12 months. I wanted to conduct in-person interviews to develop a rapport with the teachers. Based on the 49 participants who observed bullying, I selected a sub-list of participants who indicated that they worked in cities in the Southern California area; there were 10 participants who worked in Los Angeles County. First, I contacted participants based on their years of experience to ensure a range similar to the survey sample. I interviewed participants until I reached saturation. Two

participants did not respond. The final sample for my interviews included two teachers with about 10 years or less of experience, two teachers with 10 to 20 years of experience, and two teachers with 20 or more years of experience (see Table 3 for teachers' pseudonyms and demographic information).

Teachers were contacted via email/phone (based on their preferences indicated on the survey) for an individual interview follow-up and asked to meet at a place of their convenience for a 30-40 minute interview (see Appendix D for complete interview protocol). I interviewed five teachers in their own classrooms and one in the school office. All the teachers agreed to have the interview audio recorded and transcribed for later use. A semi-structured interview protocol using an ethnographic approach to understand shared patterns was used to guide the interview (Creswell, 2014). Teachers were provided with a $20 Target gift card for their participation in the interview.

Interview questions. The interview questions were created based on the results of the survey. The participants were asked open-ended questions using a semi-structured interview protocol. The open-ended questions provided the opportunity to create descriptions of their views on bullying and the strategies used. At the same time, interviews are advantageous since observations are difficult to conduct due to limited resources. Questions included classroom information, curriculum, and the different types of strategies used to address bullying, specifically, social exclusion. The questions also further examined the strategies teachers' use to address bullying as well as describing social exclusion.

Measures

The survey data were collected on an online survey platform, Qualtrics and then the data were entered onto SPSS. The main analysis focused on the survey data using Pearson chi-

squared test, ANCOVA, and moderation analysis to understand group comparisons and strategy use. For the qualitative component, the audio recordings from the six individual interviews were transcribed and then uploaded onto Dedoose, a qualitative data analysis software program. Descriptive coding and thematic analysis were used to understand the interview data and how the interviews support the quantitative findings.

Independent variables.

Disability type. The bullying situations section included a question on the disability of the victim ($n = 48$). The survey listed thirteen disabilities, which were based on the Individuals with Disabilities Education Act (IDEA). However, the participants mainly discussed bullying situations involving students with Specific Learning Disability, SLD ($n = 17$). Other disabilities selected included Emotional Disturbance ($n = 5$), Speech and Language Impairment ($n = 4$) and Autism only ($n = 2$). In addition, the participants indicated 18 students had more than one disability. Due to the limited number of disability categories, the disabilities were coded to 0 for SLD ($n = 17$) and 1 for non-SLD ($n = 31$).

Strategy levels. In response to an open-ended question for the bullying situations ($n = 48$) for the first research question, the teachers indicated what strategies they used to address the bullying and the answers were coded into four categories (0 = school, 1 = class, 2 = individual, 3 = more than one) based on previous literature and the multi-tiered approach recommended by the National Academies of Sciences, Engineering, and Medicine (2016). To answer the second research question, the teachers answered a set of 3 questions that asked how often they used the 10 strategies for the 3 different types of bullying ($n = 114$). I aggregated the strategy variables based on the literature (school level: refer to school rules and refer to administrative team; class level: change seating arrangement, teach lessons, refer to class rules, teach communication and

social skills; and individual level: refer to counselor, refer to parent, handle it, and refer to special education teacher). The only strategy not found in the literature was "handle it" which the general education teachers mentioned throughout the expert review.

Bullying levels. The bullying levels were coded based on Olweus (1993) classifications of direct and indirect bullying. In response to an open-ended question for the bullying situation sections for the first research question, the teachers who observed bullying indicated what strategies they used to address the bullying situation and the answers were coded into four categories based on the literature (0 = school, 1 = class, 2 = individual, 3 = more than one). In addition, the survey consisted of 3 sets of survey questions, which included strategies based on physical bullying, relational bullying, and verbal bullying for the second research question. I computed new variables using the three types of bullying for the ANCOVA analysis. The bullying levels were recoded to direct bullying (0) as verbal and physical bullying and indirect bullying (1) as relational bullying based existing literature.

Completeness of bullying definition. The completeness of teachers' bullying definitions was coded based on the bullying definition by the National Academies of Sciences, Engineering, and Medicine (2016). I selected 10 components of that bullying definition: unwanted aggressive behavior, power imbalance, repetition, physical bullying, psychological/emotional bullying, social bullying, educational harm, verbal bullying, social media or online bullying, and intention and purpose. Each teacher definition was coded to determine how many parts the teacher indicated with a possible of 10 correct items and the definition was converted to a percentage. Another graduate student in the Graduate School of Education and Information Studies at UCLA double coded 30% of the bullying definitions. I created a coding schema using the bullying

definition provided in the survey using Microsoft Excel. I met with the second coder twice to double code 30% of the bullying definitions until there was at least 80% agreement.

Covariates. The covariates included teachers' years of teaching experience (continuous), whether teachers received anti-bullying training support (categorical: yes, no), and whether the teachers observed a student without an IEP bully a student with an IEP in the last 12 months (categorical: yes, no). Since the years of experience with students with IEPs variable was highly correlated with years of teaching experience, I decided to remove the variable that included years of experience with students with IEPs.

Dependent variables.

Frequency of strategy use. The survey consisted of 3 sets of survey questions that asked teachers how often they used specific strategies based on the 3 types of bullying. I created new strategy variables using the three levels based on the multi-tiered approach recommended by The National Academies of Sciences, Engineering, and Medicine (2016). The three levels included an aggregate score at each level, which included school level (refer to school rules and refer to administrative team), class level (change seating arrangement, teach lessons, refer to class rules, teach communication and social skills) and individual level (refer to counselor, refer to parent, handle it, and refer to special education teacher). The levels of strategies were then coded as categorical variables: school (0), class (1), and individual (2).

Strategy use. To test the moderating variable, completeness of bullying definition, I created a new outcome variable, strategy use. The variable consists of an aggregate score of 4 strategies from the relational bullying survey question. The 4 strategies included: refer to counselor, refer to parent, handle it, and refer to special education teacher.

Interview codes. The six individual interviews were transcribed and uploaded to Dedoose. I used descriptive coding to create the codes (Miles, Huberman, & Saldaña, 2014) and *a priori* codes based on the literature. In addition, the research questions guided the emerging themes and codes. The original set of codes included accommodations, administrator, anti-bullying curriculum, lessons, social exclusion, classroom arrangement, and social skills. Through an iterative process of meeting with the second coder and reading the transcripts, the codes were compared, merged, and re-labeled as necessary. The final codes were based on the interview questions (accommodations, administrator, anti-bullying curriculum, social exclusion, classroom arrangement, recommendations, and social skills) and the participants' interviews (parent involvement, bullying definition, and talk to students) (see Table 4 for description of codes). Inter-rater reliability tests were created on Dedoose for the second coder. Inter-rater reliability was achieved by completing two tests with a Cohen's kappa of 0.61 to 0.80 for substantial agreement (Viera & Garrett, 2005). I then used thematic analysis to integrate the content and find meaning in the codes (Bazeley, 2013). The first theme was developed based on the research question and *a priori* codes. The second theme, lack of support, was apparent throughout the transcripts and under more than one code. The lack of support was used as an overall theme and the codes supported each theme. The last theme was based on direct quotes from the participants. I then met with the second coder to discuss the three potential themes (see Figure 3).

Missing data. All 114 participants answered the frequency of strategy use by strategy level and bullying level except for 1 participant. The participant did not complete the physical bullying set of questions so the answers from the relational and verbal bullying questions were used to create an average score for the missing data. Forty-nine participants indicated they observed a student without a disability bully a student with a disability in the last 12 months.

However, one participant did not answer the six questions from the bullying situations section. The one participant was not included in the analysis.

Results

All the data were downloaded from Qualtrics and transferred to IBM SPSS Statistics. The quantitative analyses were conducted using IBM SPSS Statistics. The interview data were transcribed on Rev and uploaded onto Dedoose to help with the coding process.

Descriptives

One hundred and fourteen participants completed over 90% of the survey on Qualtrics. The participants' years of teaching experience (M = 13.7, SD = 8.5) and years of experience with students with IEPs (M = 12.3, SD = 8.2) were similar. The age of the participants ranged from 23 to 67 ($M = 40.9$; $SD = 10.1$). Most of the participants (94.7%) work at public schools and the rest work at charter schools. The teachers' highest education levels were 39.5% Bachelors degree, 57.9% Masters degree, and 2.6% Doctoral degree. Forty-nine participants responded that they have observed bullying initiated by a student without a disability toward a student with a disability in the last 12 months. Sixty-five participants responded they did not observe bullying initiated by a student without a disability in the last 12 months. When asked how often they used a strategy, participants were most likely to select at least once a week (see Table 5 for all means and standard deviations; see Table 6 for correlations).

Research Question (1): How do strategies used by general education teachers to address bullying of students with disabilities differ by disability category?

Forty-nine participants indicated they observed a student without an IEP bully a student with an IEP in the last 12 months and were asked additional questions to describe a bullying situation they observed. One participant intentionally skipped the bullying situations questions. I

coded responses from the bullying situations described by the 48 participants who observed bullying initiated by a student without a disability toward a student with a disability. When asked to describe a bullying situation, 2% of the participants described physical bullying, 12.2% described relational bullying, 44.9% described verbal bullying, 36.7% described more than 1 type of bullying, and 4.1% had incomplete descriptions. The bullying situations section included a question on the disability of the victim. The participants mainly selected bullying situations involving students with Specific Learning Disability, SLD ($n = 17$). Other disabilities selected included Emotional Disturbance ($n = 5$), Speech and Language Impairment ($n = 4$) and Autism only ($n = 2$). In addition, the participants indicated 18 students had more than one disability. Due to the limited number of disability categories, the disabilities were coded to 0 for SLD ($n = 17$) and 1 for non-SLD ($n = 31$) (see Figure 4).

In response to an open-ended question, the teachers indicated what strategies they used to address the bullying and the answers were coded into four categories based on the literature (0 = school, 1 = class, 2 = individual, 3 = more than one). Due to the limited number of strategies the teachers described in the bullying situations (1 teacher described only school level strategies and 6 teachers described only class level strategies), I conducted a Pearson chi-squared test to assess whether teachers used strategies (individual level strategies or more than one strategy level) based on whether a student had a Specific Learning Disability or other type of disability. The test indicated no statistically significant association between Disability and Strategy $\chi (1) = .24$, $p = .62$. There were no differences between types of strategy used and the type of disability. Cramer's V was not significant at $p < .05$ which means there is no significant association between disability and strategy (see Table 7).

Research Question (2a): When teachers address the bullying of students with disabilities, what is the relationship between the type of bullying (direct and indirect) and strategy type (school, class, and individual) while controlling for demographic information?

A repeated measures analysis of covariance (ANCOVA) was used to determine the association between strategy and type of bullying. The survey questions included strategies based on physical bullying, relational bullying, and verbal bullying. The bullying levels for the ANCOVA analysis were recoded to direct (0: physical and verbal) and indirect (1: relational) bullying. I aggregated the strategy variables based on the literature (school level: refer to school rules and refer to administrative team; class level: change seating arrangement, teach lessons, refer to class rules, teach communication and social skills; and individual level: refer to counselor, refer to parent, handle it, and refer to special education teacher). The levels of strategies were then coded to school (0), class (1), and individual (2). Covariates included years of teaching experience (continuous), anti-bullying training support (categorical: yes, no), and observation of bullying in the last 12 months (categorical: yes, no). Since the years of experience with students with IEPs variable was highly correlated with years of teaching experience, I decided to remove the variable that included years of experience with students with IEPs.

Before I conducted the ANCOVA, I checked the assumptions of an ANCOVA. I visually inspected six histograms to ensure the strategies used were normally distributed by type of strategy and type of bullying (see Figure 5). The assumptions of homogeneity of variance and homogeneity of regression slops were met based on Levene's test ($p = .31$) and the interaction between the two categorical levels and the ratings of strategies used (p ranged from .15 to .88).

While controlling for years of teaching experience, training support, and whether bullying in the last 12 months was observed, the interaction between type of bullying and type of

31

strategy was not significant $F(1, 665) = .16$, $p = .86$. I then tested the model without the

interaction effect. There was a significant association between type of strategy and frequency

rating $F(1, 665) = 7.56$, $p < .05$ but not between the type of bullying and frequency rating $F(1,$

$665) = 1.63$, $p = .20$ (see Table 8). Subsequent tests were conducted using pairwise comparisons

with a Bonferonni correction to determine how strategy level differed. The results showed that

teachers were 0.274 times more likely to use school level strategies on average compared to

individual strategies ($p = 0.02$). Likewise, teachers were 0.275 more likely to use class level

strategies on average than individual strategies ($p = 0.02$). However, there was no significant

difference in average use between classroom strategies and school level strategies ($p = 1.00$) (see

Table 9).

Research Question (2b): How does teacher definition of bullying moderate the relationship

between the years of teaching experience and individual level strategies used for indirect

bullying?

The completeness of teachers' bullying definitions was coded based on the bullying

definition by the National Academies of Sciences, Engineering, and Medicine (2016). I selected

10 components of that bullying definition: unwanted aggressive behavior, power imbalance,

repetition, physical bullying, psychological/emotional bullying, social bullying, educational

harm, verbal bullying, social media or online bullying, and intention and purpose. Each teacher

definition was coded to determine how many parts the teacher indicated with a possible 10

correct items; the number of items was converted to a percentage of 10. The outcome variable,

the frequency of individual strategy use at the indirect bullying level, was selected based on the

results of the ANCOVA from research question 2a. The predictor variable was years of teaching

experience and I controlled for bullying observation. The indirect bullying individual level

strategy variable was created using an aggregate score of 4 strategies from the survey: refer to counselor, refer to parent, handle it, and refer to special education teacher). I used PROCESS by Dr. Hayes to conduct the moderation analysis in SPSS.

To test the moderating variable of completeness of bullying definition, I tested the two-way interaction with years of experience and completeness of bullying definition. For the rating at the indirect bullying individual strategy level use, years of experience-by-completeness-of-bullying interaction was significant $b = -0.002$, 95% CI [-0.003, -0.001], $t = -2.70$, $p < .01$ (see Table 10 for regression coefficients). The relationship between years of teaching experience and strategy use was moderated by completeness of bullying definition. PROCESS in SPSS created conditional tables for the values of the moderator at the 16th, 50th, and 84th percentile. When completeness of teacher bullying definition is low (10%), there was a significant positive relationship between years of teaching experience and strategy level use, $b = 0.046$, 95% CI [0.018, 0.075], $t = 3.26$, $p < .01$. However, there was not a significant relationship between years of teaching experience and indirect bullying individual strategy level use when completeness of teacher bullying definition was at the mean or high (one standard deviation above the mean) (see Figure 6 for interaction graph). This indicates that teachers with more years of experience were more likely to use individual strategies when they observed indirect forms of bullying especially when they had the least complete definitions of bullying.

Research Question (3): What are general education teachers' views on the different types of bullying, specifically social exclusion?

Six teachers from the 49 participants who observed bullying in the last 12 months were selected to complete individual interviews. The teachers who were interviewed included three 3rd grade teachers, one 4th grade teacher, one 3rd and 4th grade combination and one 4th and 5th grade

combination teacher across three districts in the Southern California region. They discussed how they addressed bullying and the types of supports available. The final codes were based on the interview questions (accommodations, administrator, anti-bullying curriculum, social exclusion, classroom arrangement, recommendations, and social skills) and the participants' interviews (parent involvement, bullying definition, and talk to students). Three main themes emerged from the analysis. The first theme was varying definitions and reasons for bullying. Teachers expressed differences in their definition of bullying and why they believed students with disabilities were victimized. The second theme was the lack of supports to address bullying. Teachers wanted more training for bullying prevention and accommodations were not provided for students with disabilities during anti-bullying lessons. The last theme was social exclusion can be easily missed. Similar to the literature, social exclusion is subtle but teachers tend to talk to students to address social exclusion.

Theme 1: Varying definitions and reasons for bullying

The first theme emerged because teachers expressed differences in their definition of bullying and why they believed students with disabilities were victimized. When the teachers described the reasons for bullying, at least three teachers mentioned that the bullying may have been carried over from previous school years. The teachers also indicated that students may bully for different reasons and those reasons can be difficult to unpack. Some students have a difficult time expressing that they were bullied or they might not understand if and why they were bullied.

The teachers discussed that the bullying varies between the grade levels taught and often depended on the students' personalities and classroom dynamics, which can also change from year to year. Mrs. Ronny said, "Everyone has a different definition of bullying" and it may be

hard to identify. Even though Ms. Mendoza's district implemented an anti-bullying program, she stated not all teachers are using the curriculum the same way. Ms. Liu added that bullying also differs across neighborhoods and each person identifies and addresses bullying differently. The types of bullying also change from year to year depending on the students. All the teachers indicated their students often engaged in relational and verbal bullying, although sometimes it was physical. Mr. Gomez taught 5th grade the prior year and talked about how cyber-bullying became more of an issue compared to other forms of bullying.

The teachers stated students with disabilities were more likely to be bullied based on their differences in abilities. When asked about why students with disabilities are bullied, the teachers talked about how students with IEPs are "easy targets" compared to their students without disabilities due to their differences in academic and social abilities. Ms. Liu said one of her students with RSP support "feels [she's been bullied] because other students see her differently. She's always just been the one." The student may not have pro-social skills or communication skills to address the bullying. When teachers mentioned some of their students with disabilities lacked communication and social skills, I asked if there were additional supports to address these skills. The teachers said there wasn't a set time to teach communication and social skills to students with disabilities.

Theme 2: Lack of supports to address bullying

The second theme emerged as teachers discussed the need for more training for bullying prevention as well as a lack of accommodations for students with disabilities during anti-bullying lessons. A key aspect of ensuring students with disabilities have access to the general education curriculum is to ensure students with disabilities have the appropriate accommodations and modifications (IDEA, 2004). I asked teachers to describe their school and how their school and

35

classroom prevent bullying. Teachers stated they did not treat students with IEPs differently when it came to the strategies they used to address the bullying. Four teachers discussed using at least one formal anti-bullying prevention program at their school (i.e., Olweus Bullying Prevention Program, Second Step, and Restorative Justice). Two teachers at a different school district indicated that they did not have any anti-bullying prevention program. Teachers also incorporated anti-bullying concepts into their literature lessons. Teachers provided more opportunities for wait time, repetition and discussion for students with disabilities to resolve bullying situations as part of their accommodations but did not mention if anti-bullying lessons had built in accommodations like the accommodations they received for the academic content.

Teachers with and without an anti-bullying curriculum indicated that they needed additional anti-bullying prevention training and support from administrators. Ms. Mendoza indicated that although her principal and district have been supportive with the anti-bullying prevention program, the special education teacher has not been involved in addressing these issues with the students with disabilities in her classroom. Moreover, all the teachers identified the special education teachers' role to support academic content areas but not social skills or anti-bullying prevention. Conversely, the teachers did not mention anti-discrimination laws that protect students with disabilities from bullying (Yell, Katsiyannis, Rose, & Houchins, 2016) or any form of School Wide Positive Behavior Supports as a way to address bullying.

Teachers referred to administrative support by sending students to the office when bullying occurs. Nonetheless, teachers try to "handle" bullying situations before referring to administrators at their school. All teachers said that handling bullying in their classroom included using behavior contracts and talking to the students individually, in small groups, or whole groups when necessary. Mrs. Benny used behavior contracts but when instances of a "zero

36

tolerance policy" on bullying incidents occurs, she has to send the student to the principal's office; however, in most cases, teachers try to deal with incidents themselves first because they "know the students the best." When students are sent out of the classroom, teachers lose some form of control since someone else is addressing the bullying. Moreover, administrative support differs when teachers send students to the office. Mrs. Ronny mentioned the principal did not want to be bothered by the incidents while Ms. Liu said her principal was very supportive. Mr. Cooper added "sometimes when you get administration involved or parents involved, they make it more than what it really was. So, I feel like I just want to make sure that the students feel comfortable with it being handled."

Theme 3: Social exclusion can be easily missed

The third theme was consistent with past research where social exclusion is subtle and teachers tend to talk to students to address social exclusion. The teachers defined social exclusion as students not allowing someone to join the group or not allowing someone to play in a game or gossiping. All the teachers agreed that they might not be able to address social exclusion every time since it is "easy to miss." Ms. Liu added that social exclusion is easy to miss because "you wouldn't see it outright like a fist fight or anything, a constant teasing, because they'll be really subtle." Since social exclusion is subtle, teachers also talked about having a suspicion or a "Spidey sense" when they observe students who may be conspiring or planning to bully. Mrs. Benny followed up with "I'm going to keep an eye on it and I'm going to keep you close and I'm going to talk with you informally so I maybe get a better sense of what's going on." Sometimes teachers only discover incidents of bullying if the students tell them about it or if they observe students in a suspicious group (i.e., during garden time, chatting to the side, looking and laughing). In addition, according to Mrs. Benny, social exclusion might be hard to

address since "there are many layers to unpeel to find out what happened" before one can really address the situation.

The strategies teachers used included asking students to let them join the group or find classroom champions/popular kids to take the lead and include the student who is left out. The teachers would then praise the students who were the role models to encourage other students to include their peer. Ms. Liu said "from the beginning, constantly just reinforcing the respect and the fact that you may not have to get along with everybody, but at least try to give respect to everybody … also when we do collaboration, try to get everybody to work together in some other situation that you would ideally would never see them. I think, as teachers, we kinda make a choice of which kids we want to place where so they understand the idea of collaboration."

Discussion

Of the 114 teachers who completed the survey, 49 of the teachers observed bullying initiated by a student without an IEP toward a student with an IEP in the last 12 months. The results of the Pearson chi-squared test found no association between disability type and strategy type. The six teachers from the interview also indicated they used accommodations for academic content areas but not for anti-bullying curricula. This does not support my hypothesis that there would be differences in strategy use and disabilities.

Contrary to my expectations, there was an association between strategy level and frequency of use but not for bullying type and frequency of strategy use. Teachers were less likely to use individual level strategies compared to class and school level strategies. Teachers tend to observe more behavioral problems for students who engage in direct bullying compared to students engaged in relational bullying (Smith, Polenik, Nakasita, & Jones, 2012), which could explain why direct bullying is easier to address compared to relational bullying. In

38

addition, teachers who receive training feel more confident to address bullying (James et al., 2006). Similarly, during the interviews, teachers mentioned the need for more training for anti-bullying programs and more administrative support.

The completeness of bullying definition plays a role in addressing bullying. When the teachers had low completeness of bullying definition and their years of teaching experience were high, they were more likely to use anti-bullying strategies at the individual strategy level for indirect bullying, which refutes my hypothesis. However, strategy use for teachers with high completeness of bullying definition were similar regardless of their years of teaching experience. At approximately 20 years of teaching experience, the frequency of strategy use is similar for teachers with low and high completeness of bullying definition. Additionally, teachers with less than five years of teaching experience and low completeness of bullying definition were less likely to use strategies compared to teachers with the same amount of teaching experience but with a more complete definition. New teachers did not feel they were prepared to handle classroom management, discipline situations or differentiate instruction (U.S. Department of Education, 2018). Teacher preparation is especially critical for early career. About 7% of teachers with one to three years of teaching experience left the teaching profession in the 2012 to 2013 school year (U.S. Department of Education, 2014). The six teachers in the interview discussed the lack of training to address the needs of students with disabilities as well as bullying. Similar to Naylor et al. (2016) findings, the six interviews confirmed the finding that teachers have different bullying definitions. In order to appropriately address bullying using a multi-tiered approach, teachers need to be able to identify bullying.

The teachers who completed the bullying situations stated that students with disabilities were more likely to be bullied due to social miscues. One of the recommendations from Rose

and Monda-Amaya (2012) is to teach students pro-social and communication skills. During the interview, teachers stated they did not have opportunities to teach or have students practice those skills. To increase social inclusion, the way teachers arrange their classrooms and group their students during instruction can help students with externalizing behaviors (van den Berg & Stoltz, 2018). Another recommendation to prevent bullying is to provide structured adult supervision and activities for students with ASD to participate in (Carrington et al., 2017) so students have more opportunities to engage with their peers and are less likely to be bullied during recess and lunch.

Furthermore, the bullying literature has recommended for accommodations and modifications of anti-bullying curricula or specialized instruction to address the bullying of students with disabilities, specifically, teach social and communication skills (Raskauskas & Modell, 2011; Rose & Gage, 2017). However, the teachers during the interview indicated that they only provided repetition and wait time to students with disabilities when they addressed bullying situations or used Restorative Justice circles. Restorative Justice (RJ) research in schools is relatively new but RJ provides opportunities for diverse students to share their perspectives (Mayworm, Sharkey, Hunnicutt, & Schiedel, 2016). When I asked the teachers during their respective interviews about the strategies they used for students with disabilities, four out of the six teachers stated they have never thought of using different strategies for students with disabilities. In addition, the teachers did not mention any federal laws that protect students with disabilities from bullying or how bullying could be a denial of a free appropriate public education (FAPE) (U.S. Department of Education, OCR, 2014). Based on IDEA (2004), students with disabilities are to be provided with FAPE and all stakeholders need to ensure students with disabilities are not denied FAPE or benefits other students receive because of

bullying. Additional strategies should be employed to ensure students with disabilities are not continually victimized such as convening the IEP team to ensure strategies and supports are in place for the student (U.S. Department of Education, OCR, 2014). The data highlights the importance of accommodating and modifying anti-bullying curricula for students with disabilities to ensure they can access the curriculum.

In addition to students having social supports, the literature also discusses the importance of incorporating school-wide positive behavior supports (SWPBS) with anti-bullying programs (Good, McIntosh, & Gietz, 2011). Teachers were more likely to use school level strategies compared to individual level strategies. Unfortunately, the teachers who participated in the interviews did not mention SWPBS as a form of systematic support to address behaviors or bullying even though they listed it as a school resource. School level supports are an important component of a multi-tiered approach. Teachers described the principals and school districts support for different anti-bullying programs, including Restorative Justice, or making announcements about different empathy focuses at the beginning of every week. However, instead of referring to other staff, teachers tended to "handle it" themselves. The only times they referred to administrators was due to zero tolerance policies or if the student or teacher needed a break from the classroom.

A strategy not found in the literature but discussed by teachers during the expert review was "handling it" themselves. Teachers discussed how they were more likely to handle the bullying themselves because sometimes the administrators may not be supportive or know what to do in that situation. The "handle it" yourself method was referred to often but the effectiveness and understanding of this strategy might not be clear. Teachers discussed in the interview that they would pull the students aside and talk to students individually to uncover what was

happening. Similarly, the questions on the Handling Bullying Questionnaire (HBQ) indicated specific strategies such as talking to the bully and telling the bully to "cut it out" or telling the victim to ignore it (Bauman et al., 2008).

Three teachers from the one school district talked about creating more accepting classroom climates using Restorative Justice. Future research should examine how Restorative Justice is used with students with disabilities and how lessons could be accommodated. Four out of the six teachers in the interview stated that they did not receive any additional training to appropriately support students with disabilities in their classrooms besides the one class required for their credential program. Also, the teachers mentioned that anti-bullying training was insufficient. Students may be bullied for a variety of reasons and anti-bullying programs need to address accepting all types of differences (i.e., disability, sexual orientation, socioeconomic status). Policies and curricula should address how to be more inclusive regarding differences. In order to use multi-tiered supports, all stakeholders at the same school site should agree on how to address bullying and implement the anti-bullying program (Yell et al., 2016).

Study Strengths and Limitations

One of the strengths of this study is the survey sample is representative of the public elementary school teachers across the nation in regards to gender and representative of teachers across the state of California in regards to race (U.S. Department of Education, 2018). Another strength of the study includes adding to the current literature in trying to understand how bullying is addressed for students with disabilities in the general education classrooms. The anti-bullying literature and education literature tend to separate the students with and without disabilities in their study population. This study attempts to understand what is happening in the classroom between students with and without disabilities and how general education teachers are

addressing it. The purpose of this study was to highlight the strategies that teachers are using in their classrooms to support students with disabilities and also understand how to better support teachers and students.

Notwithstanding adding to the current body of bullying literature, the first limitation is the need to use an intersectionality approach. The strategies teachers use may change based on the characteristics of the bully, victim, classmate, and placement. Intersectionality was attempted by trying to understand bullying situations and characteristics of the bully and victim. However, many characteristics were not considered such as race, gender, and ability or the location and length of the bullying. Individuals who experience bias-based bullying have poorer outcomes (Mulvey et al., 2018). In addition, bullying tends to occur outside of the classroom (Ofe, Plumb, Plexico, & Haak, 2016) and students reported bullying in unstructured environments such as the playground and restroom (Shogren et al., 2015). Teachers may have to address the bullying based on what is reported to the teacher. Students with disabilities in different placements also experience bullying differently (Rose et al., 2015) and this study only focused on bullying from the general education teachers' perspectives. The intersectionality of the teachers' identities might also impact how they perceive bullying. The survey sample was representative even though the interviews had a slightly larger male sample.

A second limitation is the teachers mainly identified students with Specific Learning Disability in the bullying situations section of the survey. Nonetheless, students with developmental disabilities are more likely to be socially excluded compared to other disability groups (Andreou, Didaskalou, & Vlachou, 2015). The strategies teachers use might differ if the students had more significant disabilities. Teachers' perceptions of students with disabilities may also impact how bullying is addressed. Another limitation is the participants rated for frequency

of strategy use but they did not rate the strategies for appropriateness or effectiveness. Also, teachers identified "handle it myself" as a strategy they often used but the research is limited.

Finally, only three forms of bullying were examined in this study but the bully-victim relationship and other forms of bullying were not discussed. Some teachers mentioned that a student with an IEP could be a bully-victim where the student becomes a bully after being victimized. Studies have found that students with disabilities are more likely to become bully-victims (Beckman, Stenbeck, and Hagquist, 2016; Kokkinos & Antoniadou, 2013) and teachers may use different strategies to address the bully-victim dynamics. Students with emotional behavioral disorder (EBD) are more likely to become the bully-victim but the bully-victim role might occur because students with disabilities might not have the skills to address the bully when they are first victimized (Maag & Katsiyannis, 2012). Additionally, Mr. Gomez mentioned cyber-bullying was a bigger problem in his 5th grade classroom last year. Cyber-bullying also exist for students with intellectual and developmental disabilities (Didden et al., 2009) and this study did not address that.

Implications and Future Directions

The results of the study provide a different perspective regarding how general education teachers address bullying of students with disabilities in their classrooms and what additional supports are needed to prevent the bullying of students with IEPs. In addition, future teacher preparation and professional development can be developed from the knowledge gained from the general education teachers in this study to better prepare teachers to address bullying. Possible topics include developing a consistent bullying definition, more training on how to address bias-based bullying when a student is bullied due to different social identities, strategies to help students with disabilities acquire pro-social skills to prevent bullying, and a multi-tiered

approach to addressing bullying. All six teachers in the interview discussed the need for additional training and support to address bullying in schools, especially for students with disabilities. These types of training can be incorporated into inclusive education training programs to ensure all students have academic and social access at their school in order to be successful. Inclusive education might circumvent highlighting the imbalance of power between students' abilities (Rose et al., 2011).

The study examined school, class, and individual level strategies based on the importance of having a multi-tiered approach to addressing bullying. For the KiVa Anti-bullying program, a multi-tiered approach and administrative support were imperative for its success (Ahtola, Haataja, Karna, Poskiparta, & Salmivalli, 2012). The teachers talked about the need for more support regarding a consistent bullying prevention curriculum along with administrative support. School districts need to have policies for preventing and addressing bullying as well as ensuring that teachers are implementing programs with fidelity (Yell et al., 2016). In addition, teachers need to provide appropriate accommodations at the individual level to students with IEPs during bullying prevention lessons to ensure students with disabilities have access to the content.

Not only should students with disabilities have the appropriate accommodations and modifications, but teachers should also include time to teach and practice communication and social skills. This is one way to address the social miscues by students with disabilities (Rose & Monda-Amaya, 2012). However, teachers do not have time to teach those specific skills. Teachers can use cooperative learning groups to incorporate communication and social skills (Jenkins, Antil, Wayne, & Vadasy, 2003).

Future directions include expanding the type of survey questions and the participants to special education teachers, administrators, and other IEP team members to understand what

support is provided to students with IEPs to prevent bullying. Additional questions should include how the requirements of Section 504, ADA and IDEA related to bullying are being addressed in schools. Additional questions should also address the school context and the effectiveness of evidence-based strategies. To provide a broader definition of bullying, I plan to recode the bullying definition using the definition provided by the Centers for Disease Control and Prevention to determine if the completeness of teacher definition will continue to serve as a moderator between years of teaching experience and strategy use. Also, strategies will differ for students with disabilities who are educated in more restrictive settings. Mrs. Benny and Mr. Cooper both discussed that the students who mainstream into the general education class for part of the day are bullied more compared to their students with IEPs who have RSP and are in their class most of the day. Also, students in more restrictive settings might need different social skills support since they do not spend the entire school day with their peers without disabilities. In addition, teachers' responses may vary based on teacher and student characteristics (Yoon, Sulkowski, & Bauman, 2016) and future studies should examine how these characteristics also impact responses to bullying of students with disabilities.

Conclusion

The purpose of this dissertation study was to understand the strategies general education teachers use to prevent bullying and to socially include students with disabilities. As students with disabilities are educated in the least restrictive environment, all teachers will need to be prepared to not only address the academic needs but also the social needs of students with disabilities. Teachers use a variety of anti-bullying strategies and they may use it based on the bullying situation and the type of bullying. However, general education teachers need to have continual training on how to appropriately support students with disabilities in their classrooms.

46

Table 1

Survey Participants Demographics

Race	n
White	62
Hispanic/Latino	17
Black or African American	4
Asian	13
Native Hawaiian or Pacific Islander	2
Biracial/Multiracial	10
Prefer not to answer	6
Teaching experience	
1-5 year	13
6-10 years	15
11-15 years	20
16-20 years	22
21-25 years	19
26-30 years	6
31-35 years	1
36-40 years	1

n = 114

Table 2

Bullying Items Cronbach's Coefficient Alpha

	Cronbach's coefficient alpha
Physical bullying observed (10 items)	0.92
Relational bullying observed (10 items)	0.90
Verbal bullying observed (10 items)	0.88
Physical bullying non-observed (10 items)	0.94
Relational bullying non-observed (10 items)	0.91
Verbal bullying non-observed (10 items)	0.92

Table 3

Interview Participants Demographics

Teacher Name	Years of Teaching Experience	Grade level	Gender
Mrs. Benny	38	3rd	Female
Mr. Cooper	4	3rd	Male
Mr. Gomez	28	3rd	Male
Ms. Liu	11	4th and 5th	Female
Ms. Mendoza	9	4th	Female
Mrs. Ronny	19	3rd	Female

Table 4

Final Codes and Definitions

Code	Definition
Accommodations	Comments about accommodations (breaks, repetition) for instruction, anti-bullying curriculum, social skills; lack of accommodations or modifications
Administrator	Comments about administrators support or lack of support for instruction, bullying; use referrals; administrator involved in anti-bullying supports and initiatives
Anti-bullying curriculum	Comments about a specific strategy or curriculum used at the school or classroom, the lack of an anti-bullying curriculum. Also includes preparation, training, or knowledge of anti-bullying curriculum; Restorative Justice
Social Exclusion	Includes definition, what it looks like, why one is bullied
Classroom Arrangement	Includes seating arrangement, grouping/pairing
LRE Placement/Disability perception	Comments about RSP, SDC placements; special education supports; perceptions of students with disabilities; BII
Parent Involvement	Comments about parent referral, home environment, community
Recommendations	People, practices, systems, and other aspects to consider to support anti-bullying and pro-social relationships
Social Skills	Comments about the need or lack of social skills training for students with and without IEPs; discusses supports from other people to help with social skills; students with IEPs might not understand social skills; social difficulties
Talk to Students	Includes talking to student(s) as a strategy to address bullying, improve relationship between students
Bullying Definition	Comments about what it looks like at school, classroom; how it differs by grade level, gender, etc. Examples include physical, verbal, social

Table 5

Descriptives Among Continuous Variables

Descriptive Statistics (N = 114)		
Variables	M	SD
Dependent Variables		
Frequency of Strategy Use (*n* = 681)	3.33	0.93
Strategy Use (*n* = 113)	3.11	0.93
Independent Variables		
Years of Teaching Experience (*n* = 114)	13.71	8.53
Completeness of Bullying Definition (*n* = 114)	27.02	13.95

Note. Range of scores for the dependent variables is 1 – 5; range for years of teaching experience is 1 – 38; range for completeness of bullying definition is 10 – 70.

Table 6

Correlations for Predictors, Outcomes, Covariates, and Moderator

	1	2	3	4	5	6
1. Years of Teaching Experience	1					
2. Years of Experience with SWD	.95**	1				
3. Completeness of Bullying Definition	-.03	-.01	1			
4. Training Support	.01	.05	.15	1		
5. Bullying Observation	-.03	-.12	.02	-.16	1	
6. Indirect Bullying, Individual Level Strategy	.12	.14	.08	.05	.36**	1

Note. **$p < .01$

52

Table 7

Results for Testing the Association between Disability and Strategy

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.242	1	.622
Likelihood Ratio	.243	1	.622
Linear-by-Linear Association	.236	1	.627
N of Valid Cases	40		

Note. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.75

Table 8

Results for Testing the Association between Strategy Type and Type of Bullying

Variables	df	F	Partial η^2	p
Years of Teaching Experience	1	4.99	.00	.03
Training Support	1	1.09	.00	.30
Bullying Observation	1	81.95	.11	.00
Type of Bullying	1	1.63	.00	.20
Strategy Type	2	7.56	.02	.00
Type of Bullying X Strategy Type	2	.16	.00	.86

Note. *p < .05

Table 9

Pairwise Comparisons

		Mean Difference	SE	Sig	CI	CI
Class	Individual	.275	.081	.002	.08	.47
	School	.001	.081	1.000	-.19	.20
School	Individual	.274	.081	.002	.08	.47
	Class	-.001	.081	1.000	-.20	.19

Note. Bonferroni correction

Table 10

Results for the Completeness of Bullying Definition Moderator

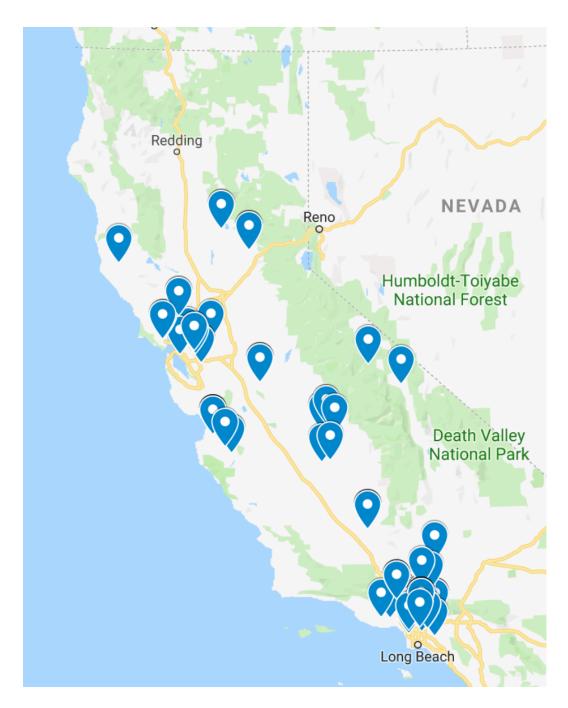| Variables	Coefficient	SE	t	p
Constant	0.96	0.42	2.29	0.02
Years of Teaching Experience	0.06	0.02	3.25	0.00
Completeness of Bullying Definition	0.03	0.01	2.81	0.01
Years of Teaching Experience X				
Completeness of Bully Definition	-0.00	.00	-2.70	0.01
Bullying Observation	0.66	0.16	4.14	0.00

Note. *p < .05

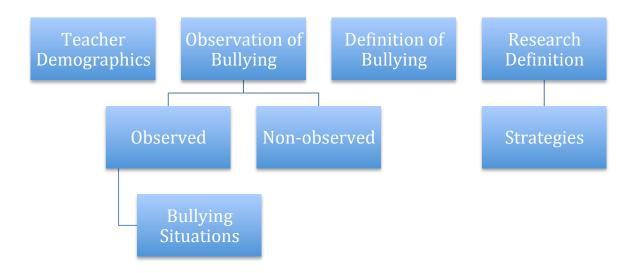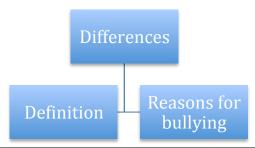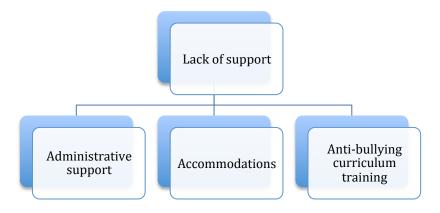*Figure 1.* Participant Location in California

Figure 2. Dissertation Survey Structure

Theme 1: Varying definitions and reasons for bullying

Codes: Bullying definition, LRE placement/disability perception

Theme 2: Lack of supports to address bullying

Codes: Accommodations, administrator, anti-bullying curriculum

Theme 3: Social exclusion can be easily missed

Codes: Classroom arrangement, social exclusion, talk to students, social skills

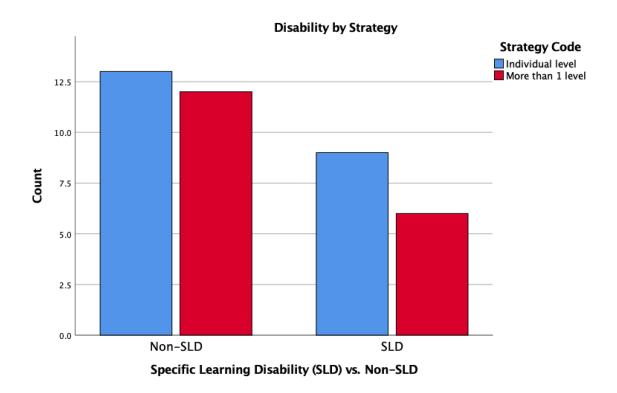*Figure 3.* Themes with Associated Codes

Figure 4. The Association between Disability and Strategy
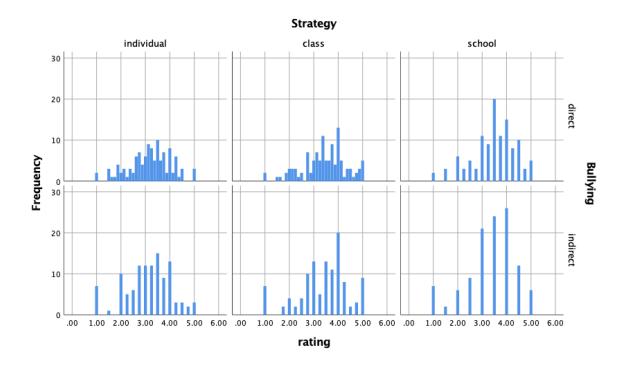
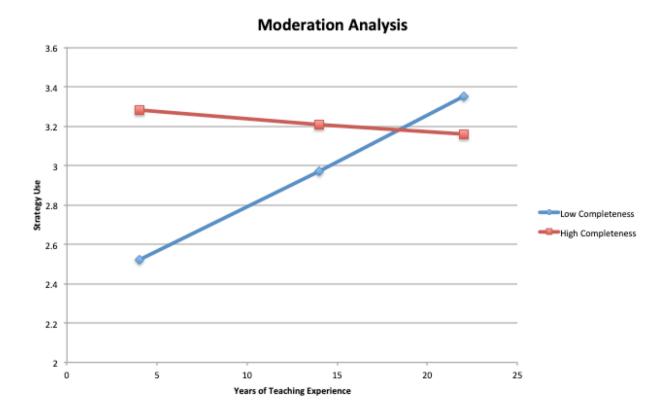*Figure 5.* The ANCOVA Assumptions

Figure 6. The Interaction between Years of Teaching Experience and Strategy Use on

Completeness of Bullying Definition

Appendix A

Recruitment Email

Hello,

My name is Jenny Chow Chiappe and I am a PhD Candidate at UCLA. I am looking for 3rd, 4th, and 5th grade general education teachers (with at least one student with an IEP in their classroom) to participate in an online survey about strategies used for anti-bullying ($5 Target e-gift card) with a potential for an individual interview ($20 Target e-gift card). All information will be kept confidential.

Attached is my study flyer for more information. The flyer does not need to be returned to me.

Copy and paste the link for the survey: http://uclaed.co1.qualtrics.com/jfe/form/SV_8ekh3qrqU6QWqLX or use the QR code in the flyer attached.
The password to the survey is **ucla123**

Please contact me if you have any questions or concerns.

Thank you,

Jenny Chow Chiappe, MA, NBCT
PhD Candidate
Joint Doctoral Student in Special Education
University of California, Los Angeles (UCLA)
California State University, Los Angeles (CSULA)

Social Media:
As part of my dissertation, I am looking for 3rd, 4th, and 5th grade general education teachers in the U.S. (with at least one student with an IEP in their classroom) to participate in an online survey about strategies used for anti-bullying ($5 Target e-gift card) with a potential for an individual interview ($20 Target e-gift card). All information will be kept confidential.
If you are interested in participating or have any questions, please email me at. Feel free to share this information with other teachers you know.

Recruitment Flyer

Strategies to Address Bullying of
Students with Disabilities

Are you a **3rd**, **4th**, or **5th** grade **general education teacher working with student(s) with an IEP in a public elementary school in the U.S.**?

If the answer is yes, you may be eligible to participate in the study. I am interested in the strategies you use to address bullying of students with disabilities. You can answer the questions during non-paid time using the link and password below. A $5 Target e-gift card will be provided for your participation. The survey will take about 10-15 minutes and you can return to the link anytime within 2 weeks. You may also be selected to participate in an interview at a later time. A $20 Target e-gift card will be provided for your participation if you are selected for the interview.

Survey: http://uclaed.co1.qualtrics.com/jfe/form/SV_8ekh3qrqU6QWqLX

Password: ucla123

QR code

If you are interested in participating in a research study or have any questions, please email me at . This study is conducted by Jenny Chiappe, M.A., NBCT (UCLA Graduate School of Education & Information Studies)

(tear here)

Yes, I am interested in learning more about the study.

Name: _____

Contact information: _____

Appendix C

Prompt for Expert Review and Pilot

The purpose of this portion of the study is to ensure the survey questions make sense. The data for this survey will not be examined except for the demographic questions. Please provide the information about yourself in the survey. Pretend you are completing the items as if they will be examined. As you complete the items, I will ask you a few questions. Feel free to stop me at anytime. Please let me know if you have any questions. Thank you.

<u>Phase 1</u>
Questions for teachers as they complete the expert review:

1) Do the questions make sense?

2) If not, please tell me why?

3) What are the questions trying to measure?

4) What would you change about the survey?

5) Are there additional strategies you would like to add or delete?

Waived Teacher Consent

University of California, Los Angeles

CONSENT TO PARTICIPATE IN RESEARCH

Strategies to Address Bullying of Students with Disabilities

You are invited to take part in a research project conducted by Jenny Chiappe, M.A., principal investigator (PI) and Dr. Sandra Graham, faculty sponsor at the University of California, Los Angeles (UCLA).

You are selected as a possible participant in this study because you are a general education elementary school teacher working with students with disabilities part time or full time in your classroom. Your participation in this research study is voluntary.

Purpose

In this study, we hope to learn more about how teachers are addressing the bullying of students with disabilities, as they are educated alongside general education students. We hope that our research will lead to increased knowledge and awareness regarding promising practices related to bullying and inclusive education.

Procedures

- Complete an online survey with questions regarding how you address bullying of students with disabilities
  - Complete within 2 weeks
  - Able to return to survey at any time
- Researcher might contact you to complete a follow-up interview in-person or via video conferencing
  - Selection is based on strategies used

How long will I be in the research study?

If you volunteer to participate in the study, you will be asked to complete a survey that could last between 15 to 20 minutes.

If you are selected to participate in the interview, you will be asked a few questions as a follow-up to the survey that could last between 45 to 60 minutes.

Potential risks and discomforts

There are no anticipated risks or discomforts to participating in the study. However, for some people, they may feel uncomfortable answering questions about bullying or discussing situations they have observed or experienced. Participation is completely voluntary and if at any time, the participants feel uncomfortable, they do not have to answer or participate. However, like teachers and health care workers, we are obligated under California law to report any abuse that we encounter or reasonably suspect.

Potential benefits to subject and/or society

You will not directly benefit from your participation in the research. The results of the research may benefit future students and teachers when they need to address the bullying of students with disabilities in elementary schools.

Payment for participation

You will receive a $5 Target gift card via email for participating in the survey. You will receive a $20 Target gift card via email for participating in the interview.

Confidentiality

Any information that is obtained in connection with this study and that can identify you will remain confidential. It will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of assigning pseudonyms to participants and notes will be stripped of identifying information.

Participants' rights

- You can choose whether or not you want to be in this study, and you may withdraw your consent and discontinue participation at any time.
- Whatever decision you make, there will be no penalty to you, and no loss of benefits to which you were otherwise entitled.
- You may refuse to answer any questions that you do not want to answer and still remain in the study.

Who can I contact if I have questions about this study?

- **The research team:**
  If you have any questions, comments or concerns about the research, you can talk to the one of the researchers. Please contact:
  Jenny Chiappe, PI and Dr. Sandra Graham, faculty sponsor

- **UCLA Office of the Human Research Protection Program (OHRPP):**

  If you have questions about your rights as a research subject, or you have concerns or suggestions and you want to talk to someone other than the researchers, you may contact the

UCLA OHRPP by phone: (310) 206-2040; by email: participants@research.ucla.edu or by mail: Box 951406, Los Angeles, CA 90095-1406.

Participation in future research studies
Could we contact you in the future for research projects?
By phone? YES   NO   _____

By email? YES   NO   _____

By mail? YES   NO   _____

By starting the survey, I consent to participating the survey.

Appendix E

Survey questions

What is your race/ethnicity? (Check all that apply)

☐   Hispanic/Latino

☐   Asian

☐   White

☐   Black or African American

☐   American Indian/Alaska Native

☐   Native Hawaiian or Pacific Islander

☐   Prefer not to answer

What is your age?

_____

What is your gender?

○ Male

○ Female

What is the highest degree you have completed?

○ Bachelor's degree

○ Master's degree

○ Doctorate degree

What city do you work in?

What type of school do you work in?

○ Public

○ Charter

How many years have you worked as a teacher?

_____

How many of those years (see previous question) have you had at least one student **with** an IEP?

_____

What grade do you teach this year? Check all that apply.

☐ 3rd grade

☐ 4th grade

☐ 5th grade

How many students **with** IEPs do you have on your roster this school year?

○ 1

○ 2

○ 3

○ 4

○ 5

○ 6 or more

How do you define bullying?

_____

_____

What resources do you have to support anti-bullying at your school? Check all that apply.

- ☐ Administrative

- ☐ Special education teacher

- ☐ Counselors

- ☐ Anti-bullying curriculum

- ☐ School-wide positive behavior support

- ☐ Training

- ☐ Other

Skip To: Q30 If What resources do you have to support anti-bullying at your school? Check all that apply. = Other

Skip To: Q31 If What resources do you have to support anti-bullying at your school? Check all that apply. = Training

Display This Question:

If What resources do you have to support anti-bullying at your school? Check all that apply. = Other

Q30 Other

Display This Question:

If What resources do you have to support anti-bullying at your school? Check all that apply. = Training

Q31 What training have you received to address bullying?

Bullying is fairly common in schools and classrooms.

In the last 12 months, have you observed a student **with** an IEP bully a student **without** an IEP?

○ Yes

○ No

In the last 12 months, have you observed a student **without** an IEP bully a student **with** an IEP?

○ Yes

○ No

Q37 Describe a time when you observed or heard of a student **without** an IEP bully a student **with** an IEP in the last 12 months. What happened?

_____

_____

_____

_____

Please select the characteristics of the student **with** an IEP you described above.

	Gender		Have One-to-One Aide	
	Male	Female	Yes	No
Student with IEP	○	○	○	○

For the student you described, what is the disability category on his/her IEP? (check all that apply)

☐ Autism Spectrum Disorder

☐ Specific Learning Disability

☐ Speech and Language Impairment

☐ Other Health Impairment

☐ Intellectual Disability

☐ Emotional Disturbance

☐ Visual Impairment

☐ Deafness

☐ Hearing Impairment

☐ Deaf-blindness

☐ Orthopedic Impairment

☐ Traumatic Brain Injury

☐ Multiple Disabilities

What is the gender of the student who bullied the student **with** an IEP you described above?

○ Male

○ Female

Why do you think this particular student **with** an IEP was bullied?

_____

_____

_____

What strategies did you use to address the situation?

_____

_____

_____

end of block

In this last section, you will answer questions about strategies you will/would use in 6 bullying situations.
For the purposes of this survey, please use this definition of bullying when answering the rest of the questions: "Bullying is any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm" National Academies of Sciences, Engineering, and Medicine (2016).   Examples of physical bullying include kicking and punching while verbal bullying includes calling names and teasing. An example of relational bullying is excluding someone from the group.

Q48 In the last 12 months, how often did you use the following strategies when you observed or heard of a student **without** an IEP <u>physically bully</u> a student **with** an IEP?

	Never	Rarely (At least once a month)	Sometimes (At least once a week)	Often (At least once a day)	Always (More than once a day)
Change seating arrangement	○	○	○	○	○
Refer to a counselor	○	○	○	○	○
Communicate with parents	○	○	○	○	○
Refer to school rules and expectations	○	○	○	○	○
Teach lessons on what to do when you are bullied	○	○	○	○	○
Ask the special education teacher for support	○	○	○	○	○
Refer to the classroom rules	○	○	○	○	○
Handle it myself	○	○	○	○	○
Refer to the administrative team	○	○	○	○	○
Teach communication and social skills to student(s) with IEP	○	○	○	○	○

Q46 In the last 12 months, how often did you use the following strategies when you observed or heard of a student **without** an IEP relationally bully a student **with** an IEP?

	Never	Rarely (At least once a month)	Sometimes (At least once a week)	Often (At least once a day)	Always (More than once a day)
Change seating arrangement	○	○	○	○	○
Refer to a counselor	○	○	○	○	○
Communicate with parents	○	○	○	○	○
Refer to school rules and expectations	○	○	○	○	○
Teach lessons on what to do when you are bullied	○	○	○	○	○
Ask the special education teacher for support	○	○	○	○	○
Refer to the classroom rules	○	○	○	○	○
Handle it myself	○	○	○	○	○
Refer to the administrative team	○	○	○	○	○
Teach communication and social skills to student(s) with IEP	○	○	○	○	○

Q48 In the last 12 months, how often did you use the following strategies when you observed or heard of a student **without** an IEP verbally bully a student **with** an IEP?

	Never	Rarely (At least once a month)	Sometimes (At least once a week)	Often (At least once a day)	Always (More than once a day)
Change seating arrangement	○	○	○	○	○
Refer to a counselor	○	○	○	○	○
Communicate with parents	○	○	○	○	○
Refer to school rules and expectations	○	○	○	○	○
Teach lessons on what to do when you are bullied	○	○	○	○	○
Ask the special education teacher for support	○	○	○	○	○
Refer to the classroom rules	○	○	○	○	○
Handle it myself	○	○	○	○	○
Refer to the administrative team	○	○	○	○	○
Teach communication and social skills to student(s) with IEP	○	○	○	○	○

Q50 In the last 12 months, how often did you use the following strategies when you observed or heard of a student **with** an IEP <u>physically bully</u> a student **without** an IEP?

	Never	Rarely (At least once a month)	Sometimes (At least once a week)	Often (At least once a day)	Always (More than once a day)
Change seating arrangement	○	○	○	○	○
Refer to a counselor	○	○	○	○	○
Communicate with parents	○	○	○	○	○
Refer to school rules and expectations	○	○	○	○	○
Teach lessons on what to do when you are bullied	○	○	○	○	○
Ask the special education teacher for support	○	○	○	○	○
Refer to the classroom rules	○	○	○	○	○
Handle it myself	○	○	○	○	○
Refer to the administrative team	○	○	○	○	○
Teach communication and social skills to student(s) with IEP	○	○	○	○	○

Q52 In the last 12 months, how often did you use the following strategies when you observed or heard of a student **with** an IEP relationally bully a student **without** an IEP?

	Never	Rarely (At least once a month)	Sometimes (At least once a week)	Often (At least once a day)	Always (More than once a day)
Change seating arrangement	○	○	○	○	○
Refer to a counselor	○	○	○	○	○
Communicate with parents	○	○	○	○	○
Refer to school rules and expectations	○	○	○	○	○
Teach lessons on what to do when you are bullied	○	○	○	○	○
Ask the special education teacher for support	○	○	○	○	○
Refer to the classroom rules	○	○	○	○	○
Handle it myself	○	○	○	○	○
Refer to the administrative team	○	○	○	○	○
Teach communication and social skills to student(s) with IEP	○	○	○	○	○

Q54 In the last 12 months, how often did you use the following strategies when you observed or heard of a student **with** an IEP <u>verbally bully</u> a student **without** an IEP?

	Never	Rarely (At least once a month)	Sometimes (At least once a week)	Often (At least once a day)	Always (More than once a day)
Change seating arrangement	○	○	○	○	○
Refer to a counselor	○	○	○	○	○
Communicate with parents	○	○	○	○	○
Refer to school rules and expectations	○	○	○	○	○
Teach lessons on what to do when you are bullied	○	○	○	○	○
Ask the special education teacher for support	○	○	○	○	○
Refer to the classroom rules	○	○	○	○	○
Handle it myself	○	○	○	○	○
Refer to the administrative team	○	○	○	○	○
Teach communication and social skills to student(s) with IEP	○	○	○	○	○

Q56 If you had a student **without** an IEP <u>physically bully</u> a student **with** an IEP, how often would you use the following strategies?

	Never	Rarely (At least once a month)	Sometimes (At least once a week)	Often (At least once a day)	Always (More than once a day)
Change seating arrangement	○	○	○	○	○
Refer to a counselor	○	○	○	○	○
Communicate with parents	○	○	○	○	○
Refer to school rules and expectations	○	○	○	○	○
Teach lessons on what to do when you are bullied	○	○	○	○	○
Ask the special education teacher for support	○	○	○	○	○
Refer to the classroom rules	○	○	○	○	○
Handle it myself	○	○	○	○	○
Refer to the administrative team	○	○	○	○	○
Teach communication and social skills to student(s) with IEP	○	○	○	○	○

Q58 If you had a student **without** an IEP <u>relationally bully</u> a student **with** an IEP, how often would you use the following strategies?

	Never	Rarely (At least once a month)	Sometimes (At least once a week)	Often (At least once a day)	Always (More than once a day)
Change seating arrangement	○	○	○	○	○
Refer to a counselor	○	○	○	○	○
Communicate with parents	○	○	○	○	○
Refer to school rules and expectations	○	○	○	○	○
Teach lessons on what to do when you are bullied	○	○	○	○	○
Ask the special education teacher for support	○	○	○	○	○
Refer to the classroom rules	○	○	○	○	○
Handle it myself	○	○	○	○	○
Refer to the administrative team	○	○	○	○	○
Teach communication and social skills to student(s) with IEP	○	○	○	○	○

Q60 If you had a student **without** an IEP <u>verbally bully</u> a student **with** an IEP, how often would you use the following strategies?

	Never	Rarely (At least once a month)	Sometimes (At least once a week)	Often (At least once a day)	Always (More than once a day)
Change seating arrangement	○	○	○	○	○
Refer to a counselor	○	○	○	○	○
Communicate with parents	○	○	○	○	○
Refer to school rules and expectations	○	○	○	○	○
Teach lessons on what to do when you are bullied	○	○	○	○	○
Ask the special education teacher for support	○	○	○	○	○
Refer to the classroom rules	○	○	○	○	○
Handle it myself	○	○	○	○	○
Refer to the administrative team	○	○	○	○	○
Teach communication and social skills to student(s) with IEP	○	○	○	○	○

Q62 If you had a student **with** an IEP physically bully a student **without** an IEP, how often would you use the following strategies?

	Never	Rarely (At least once a month)	Sometimes (At least once a week)	Often (At least once a day)	Always (More than once a day)
Change seating arrangement	○	○	○	○	○
Refer to a counselor	○	○	○	○	○
Communicate with parents	○	○	○	○	○
Refer to school rules and expectations	○	○	○	○	○
Teach lessons on what to do when you are bullied	○	○	○	○	○
Ask the special education teacher for support	○	○	○	○	○
Refer to the classroom rules	○	○	○	○	○
Handle it myself	○	○	○	○	○
Refer to the administrative team	○	○	○	○	○
Teach communication and social skills to student(s) with IEP	○	○	○	○	○

Q64 If you had a student **with** an IEP relationally bully a student **without** an IEP, how often would you use the following strategies?

	Never	Rarely (At least once a month)	Sometimes (At least once a week)	Often (At least once a day)	Always (More than once a day)
Change seating arrangement	○	○	○	○	○
Refer to a counselor	○	○	○	○	○
Communicate with parents	○	○	○	○	○
Refer to school rules and expectations	○	○	○	○	○
Teach lessons on what to do when you are bullied	○	○	○	○	○
Ask the special education teacher for support	○	○	○	○	○
Refer to the classroom rules	○	○	○	○	○
Handle it myself	○	○	○	○	○
Refer to the administrative team	○	○	○	○	○
Teach communication and social skills to student(s) with IEP	○	○	○	○	○

Q66 If you had a student **with** an IEP verbally bully a student **without** an IEP, how often would you use the following strategies?

	Never	Rarely (At least once a month)	Sometimes (At least once a week)	Often (At least once a day)	Always (More than once a day)
Change seating arrangement	○	○	○	○	○
Refer to a counselor	○	○	○	○	○
Communicate with parents	○	○	○	○	○
Refer to school rules and expectations	○	○	○	○	○
Teach lessons on what to do when you are bullied	○	○	○	○	○
Ask the special education teacher for support	○	○	○	○	○
Refer to the classroom rules	○	○	○	○	○
Handle it myself	○	○	○	○	○
Refer to the administrative team	○	○	○	○	○
Teach communication and social skills to student(s) with IEP	○	○	○	○	○

Q47 In the last 12 months, how often have you observed the following:

	Never	Rarely (At least once a month)	Sometimes (At least once a week)	Often (At least once a day)	Always (More than once a day)
Physical bullying initiated by a student without an IEP toward a student with an IEP	○	○	○	○	○
Relational bullying initiated by a student without an IEP toward a student with an IEP	○	○	○	○	○
Verbal bullying initiated by a student without an IEP toward a student with an IEP	○	○	○	○	○
Physical bullying initiated by a student with an IEP toward a student without an IEP	○	○	○	○	○
Relational bullying initiated by a student with an IEP toward a	○	○	○	○	○

student without an IEP					
Verbal bullying initiated by a student with an IEP toward a student without an IEP	○	○	○	○	○

Thank you for participating in Strategies to Address Bullying of Students with Disabilities Study.

If you have fellow teacher colleagues teaching 3rd, 4th, and 5th grade and may be interested in participating in this study, please enter their email addresses below. You can also pass along my email address, and study information to fellow teacher colleagues who may also be interested in learning about this research study. Thank you for your time, Jenny Chiappe, M.A., NBCT

Colleagues' email addresses

_____

_____

_____

Please enter your email address. A $5 Target gift card will be emailed to this address. Click next to submit your email address.

Appendix F

Interview Protocol

Phase 3
Semi-structured interview protocol

Thank you for your willingness to share about your work with students with IEPs. The responses

you provide today are confidential. Your participant number will be kept separate from other

identifying information. All information gathered today is assigned number ## and your name

and other identifying information will not be associated with this number.

Tell me about ….
- Your classroom
- Students with and without disabilities
- Set up
- Collaboration among staff
- Class aide
- Support from administration regarding anti-bullying

What strategies do you use to support your students with disabilities?
- Instructional
- Social

Why do you think bullying occurs for students with disabilities?
- Differs between SWD and SWOD

From talking to other teachers, they indicated that a lot of times, they tend to "handle" the bullying compared to referring out to other staff. What do you think that means?

When you use anti-bullying curriculum, how are lessons accommodated?

How do anti-bullying strategies differ for students with an IEP and students without an IEP?

The research finds that teachers are more likely to intervene when physical and verbal bullying is observed. However, teachers are least likely to intervene for relational bullying. Do you agree or disagree? Why do you think that is the case?

What is social exclusion? Give me an example

What strategies do you use to address social exclusion?

What additional supports are needed to prevent the bullying of students with IEPs?

89

References

Ahtola, A., Haataja, A., Kärnä, A., Poskiparta, E., & Salmivalli, C. (2013). Implementation of
anti-bullying lessons in primary classrooms: how important is head teacher support?
Educational Research, *55*(4), 376–392. doi:10.1080/00131881.2013.844941

Americans With Disabilities Act of 1990, Pub. L. No. 101-336, 104 Stat. 328 (1990).

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental
Disorders, Fifth Edition*. Retrieved from
http://dsm.psychiatryonline.org/doi/full/10.1176/appi.books.9780890425596.dsm01#BC
FGEGGA

Andreou, E., Didaskalou, E., & Vlachou, A. (2015). Bully/victim problems among Greek pupils
with special educational needs: associations with loneliness and self-efficacy for peer
interactions. *Journal of Research in Special Educational Needs*, *15*(4), 235–246. doi:
10.1111/1471-3802.12028

Bauman, S., & Del Rio, A. (2006). Preservice teachers' responses to bullying scenarios:
Comparing physical, verbal, and relational bullying. *Journal of Educational Psychology*,
98(1), 219–231. doi: 10.1037/0022-0663.98.1.219

Bauman, S., & Rio, A. D. (2005). Knowledge and beliefs about bullying in schools comparing
pre-service teachers in the United States and the United Kingdom. *School Psychology
International*, *26*(4), 428–442. doi: 10.1177/0143034305059019

Bauman, S., Rigby, K., & Hoppa, K. (2008). US teachers' and school counsellors' strategies for
handling school bullying incidents. *Educational Psychology*, *28*(7), 837–856. doi:
10.1080/01443410802379085

Bazeley, P. (2013). Qualitative data analysis: Practical strategies. Thousand Oaks, CA: SAGE
    Publications

Beckman, L., Stenbeck, M., & Hagquist, C. (2016). Disability in relation to different peer-
    victimization groups and psychosomatic problems. *Children & Schools*, *38*(3), 153–161.
    doi: 10.1093/cs/cdw022

Begeer, S., Fink, E., van der Meijden, S., Goossens, F., & Olthof, T. (2016). Bullying-related
    behaviour in a mainstream high school versus a high school for autism: Self-report and
    peer-report. *Autism*, *20*(5), 562–571. doi: 10.1177/1362361315597525

Black, S. A. & Jackson, E. (2007). Using bullying incident density to evaluate the Olweus
    Bullying Prevention Programme. School Psychology International, 28(5), 623-638. doi:
    10.1177/0143034307085662

Blake, J. J., Lund, E. M., Zhou, Q., Kwok, O., & Benz, M. R. (2012). National prevalence rates
    of bully victimization among students with disabilities in the United States. *School
    Psychology Quarterly*, *27*(4), 210–222. doi: http://dx.doi.org/10.1037/spq0000008

Blood, G. W., Blood, I. M., Coniglio, A. D., Finke, E. H., & Boyle, M. P. (2013). Familiarity
    breeds support: Speech-language pathologists' perceptions of bullying of students with
    autism spectrum disorders. *Journal of Communication Disorders*, *46*(2), 169–180. doi:
    10.1016/j.jcomdis.2013.01.002

Bradshaw, C. P., Sawyer, A. L., & O'Brennan, L. M. (2007). Bullying and peer victimization at
    school: Perceptual differences between students and school staff. *School Psychology
    Review*, *36*(3), 361–382.

Buell, M. J., Hallam, R., Gamel-Mccormick, M., & Scheer, S. (1999). A survey of general and
    special education teachers' perceptions and inservice needs concerning inclusion.

International Journal of Disability, Development & Education, *46*(2), 143–156. doi:
10.1080/103491299100597

Burger, C., Strohmeier, D., Spröber, N., Bauman, S., & Rigby, K. (2015). How teachers respond
to school bullying: An examination of self-reported intervention strategy use, moderator
effects, and concurrent use of multiple strategies. *Teaching and Teacher Education*, *51*,
191–202. doi: 10.1016/j.tate.2015.07.004

Carrington, S., Campbell, M., Saggers, B., Ashburner, J., Vicig, F., Dillon-Wallace, J., &
Hwang, Y.-S. (2017). Recommendations of school students with autism spectrum
disorder and their parents in regard to bullying and cyberbullying prevention and
intervention. *International Journal of Inclusive Education*, *21*(10), 1045–1064. doi:
10.1080/13603116.2017.1331381

Carter, E. W., Asmus, J., Moss, C. K., Biggs, E. E., Bolt, D. M., Born, T. L., … Weir, K. (2016).
Randomized evaluation of peer support arrangements to support the inclusion of high
school students with severe disabilities. *Exceptional Children*, *82*(2), 209–233. doi:
10.1177/0014402915598780

Cecil, H., & Molnar-Main, S. (2015). Olweus bullying prevention program: Components
implemented by elementary classroom and specialist teachers. *Journal of School
Violence*, *14*(4), 335–362. doi: 10.1080/15388220.2014.912956

Chen, P.-Y., & Schwartz, I. S. (2012). Bullying and victimization experiences of students with
Autism Spectrum Disorders in elementary schools. *Focus on Autism and Other
Developmental Disabilities*, *27*(4), 200–212. doi: 10.1177/1088357612459556

Creswell, J. W. (2014). *Research methods: Qualitative, quantitative, & mixed methods
approaches (4th ed.)*. Thousand Oaks, CA: Sage Press.

Didden, R., Scholte, R. H. J., Korzilius, H., de Moor, J. M. H., Vermeulen, A., O'Reilly, M., …
Lancioni, G. E. (2009). Cyberbullying among students with intellectual and
developmental disability in special education settings. *Developmental
Neurorehabilitation*, *12*(3), 146–151. doi: 10.1080/17518420902971356

Dyson, L. (2012). Strategies for and successes with promoting social integration in primary
schools in Canada and China. *International Journal of Disability, Development &
Education*, *59*(2), 157–172. doi: 10.1080/1034912X.2012.676422

Espelage, D. L., Rose, C. A., & Polanin, J. R. (2015). Social-emotional learning program to
reduce bullying, fighting, and victimization among middle school students with
disabilities. *Remedial and Special Education*, *36*(5), 299–311. doi:
10.1177/0741932514564564

Evans, C. B. & Smokowski, P. R. (2016). Understanding weaknesses in bullying research: How
school personnel can help strengthen bullying research and practice. *Children and Youth
Services Review, 69*, 143-150. doi: 10.1016/j.childyouth.2016.08.002

Farmer, T. W., Petrin, R., Brooks, D. S., Hamm, J. V., Lambert, K., & Gravelle, M. (2012).
Bullying involvement and the school adjustment of rural students with and without
disabilities. *Journal of Emotional and Behavioral Disorders*, *20*(1), 19–37. doi:
10.1177/1063426610392039

Good, C. P., Mcintosh, K., & Gietz, C. (2011). Integrating bullying prevention into schoolwide
positive behavior support. *TEACHING Exceptional Children*, *44*(1), 48–56. doi:
10.1177/004005991104400106

Hamre-Nietupski, S., Hendrickson, J., Nietupski, J., & Shokoohi-Yekta, M. (1994). Regular
educators' perceptions of facilitating friendships of students with moderate, severe, or
profound disabilities with nondisabled peers. *Education and Training in Mental Retardation*

and Developmental Disabilities, 29(2), 102-117.

Hartley, M. T., Bauman, S., Nixon, C. L., & Davis, S. (2015). Comparative study of bullying

victimization among students in general and special education. *Exceptional Children*,

81(2), 176–193. doi: 10.1177/0014402914551741

Hartley, M. T., Bauman, S., Nixon, C. L., & Davis, S. (2017). Responding to bullying

victimization: Comparative analysis of victimized students in general and special

education. *Journal of Disability Policy Studies*, *28*(2), 77–89. doi:

10.1177/1044207317710700

Houchins, D. E., Oakes, W. P., Yell, M. L., Katsiyannis, A., Rose, C. A., & Houchins, D. E.

(2016). Bullying and harassment of students with disabilities in schools: Legal

considerations and policy formation. *Remedial and Special Education*, *37*(5), 274–284.

doi: 10.1177/0741932515614967

Howard, P. (2004). The least restrictive environment: How to tell? *Journal of Law and

Education*, 33(167), 1-13.

Humphrey, N., & Hebron, J. (2015). Bullying of children and adolescents with autism spectrum

conditions: a "state of the field" review. *International Journal of Inclusive Education*,

19(8), 845–862. doi: 10.1080/13603116.2014.981602

Humphrey, N., Lendrum, A., Barlow, A., Wigelsworth, M., & Squires, G. (2013). Achievement

for All: Improving psychosocial outcomes for students with special educational needs

and disabilities. *Research in Developmental Disabilities*, *34*(4), 1210–1225. doi:

10.1016/j.ridd.2012.12.008

Individuals with Disabilities Education Act Amendments of 2004, Sec. 612(a)(5).

Retrieved from http://idea.ed.gov/explore/view/p/,root,statute,I,B,612,a,5,

James, D., Lawlor, M., Flynn, A., Murphy, N., Courtney, P., & Henry, B. (2006). One school's

    experience of engaging with a comprehensive anti-bullying programme in the Irish

    context: Adolescent and teacher perspectives. *Pastoral Care in Education*, *24*(4), 39–48.

    doi: 10.1111/j.1468-0122.2006.00389.x

Jenkins, A., & Ornelles, C. (2009). Determining professional development needs of general

    educators in teaching students with disabilities in Hawai'i. *Professional Development in*

    Education, *35*(4), 635–654. doi: 10.1080/13674580802568930

Jenson, J. M., & Dieterich, W. A. (2007). Effects of a skills-based prevention program on

    bullying and bully victimization among elementary school children. *Prevention Science*,

    8(4), 285–296. doi: 10.1007/s11121-007-0076-3

Kloosterman, P. H., Kelley, E. A., Craig, W. M., Parker, J. D. A., & Javier, C. (2013). Types and

    experiences of bullying in adolescents with an autism spectrum disorder. *Research in*

    Autism Spectrum Disorders, *7*(7), 824–832. doi: 10.1016/j.rasd.2013.02.013

Kokkinos, C. M., & Antoniadou, N. (2013). Bullying and victimization experiences in

    elementary school students nominated by their teachers for Specific Learning

    Disabilities. *School Psychology International*, *34*(6), 674–690. doi:

    10.1177/0143034313479712

Lee, C. (2006). Exploring teachers' definitions of bullying. *Emotional & Behavioural*

    Difficulties, *11*(1), 61–75. doi: 10.1080/13632750500393342

Lindsay, S., & McPherson, A. C. (2012). Strategies for improving disability awareness and

    social inclusion of children and young people with cerebral palsy. *Child: Care, Health &*

    Development, *38*(6), 809–816. doi: 10.1111/j.1365-2214.2011.01308.x

Li, Y., Chen, P. Y., Chen, F.-L., & Chen, Y.-L. (2017). Preventing school bullying: Investigation

    of the link between anti-bullying strategies, prevention ownership, prevention climate,

    and prevention leadership. *Applied Psychology: An International Review*, *66*(4), 577–

    598. doi: 10.1111/apps.12107

Maag, J. W., & Katsiyannis, A. (2012). Bullying and students with disabilities: Legal and

    practice considerations. *Behavioral Disorders*, *37*(2), 78–86. doi:

    10.1177/019874291203700202

Mayworm, A. M., Sharkey, J. D., Hunnicutt, K. L., & Schiedel, K. C. (2016). Teacher

    consultation to enhance implementation of school-based Restorative Justice. *Journal of*

    Educational & Psychological Consultation, *26*(4), 385–412. doi:

    10.1080/10474412.2016.1196364

McHatton, P. A., & Parker, A. (2013). Purposeful preparation longitudinally exploring inclusion

    attitudes of general and special education pre-service teachers. *Teacher Education and*

    Special Education: The Journal of the Teacher Education Division of the Council for

    Exceptional Children, *36*(3), 186–203. doi: 10.1177/0888406413491611

McLeskey, J., Landers, E., Williamson, P., & Hoppey, D. (2012). Are we moving toward

    educating students with disabilities in less restrictive settings? *Journal of Special*

    Education, *46*(3), 131–140.

Midthassel, U. V., Bru, E., & Idsoe, T. (2008). Is the sustainability of reduction in bullying

    related to follow-up procedures? *Educational Psychology*, *28*(1), 83–95. doi:

    10.1080/01443410701449278

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis. A methods*

    sourcebook (3rd ed.). Thousand Oaks, CA: SAGE Publications, Inc.

Mishna, F. (2003). Learning disabilities and bullying: Double jeopardy. *Journal of Learning Disabilities*, *36*(4), 336–347. doi: 10.1177/00222194030360040501

Monchy, M. de, Pijl, S. J., & Zandberg, T. (2004). Discrepancies in judging social inclusion and bullying of pupils with behaviour problems. *European Journal of Special Needs Education*, *19*(3), 317–330.

Mulvey, K. L., Hoffman, A. J., Gönültaş, S., Hope, E. C., & Cooper, S. M. (2018). Understanding experiences with bullying and bias-based bullying: What matters and for whom? *Psychology of Violence*, *8*(6), 702–711. doi: 10.1037/vio0000206

National Academies of Sciences, Engineering, and Medicine. (2016). *Preventing bullying through science, policy, and practice*. Washington, DC: The National Academies Press. doi: 10.17226/23482

Naylor, P., Cowie, H., Cossin, F., de Bettencourt, R., & Lemme, F. (2006). Teachers' and pupils' definitions of bullying. *British Journal of Educational Psychology*, *76*(3), 553–576. doi: 10.1348/000709905X52229

O'Brennan, L. M., Waasdorp, T. E., & Bradshaw, C. P. (2014). Strengthening bullying prevention through school staff connectedness. *Journal of Educational Psychology*, *106*(3), 870–880. doi: http://dx.doi.org/10.1037/a0035957

Ofe, E. E., Plumb, A. M., Plexico, L. W., Haaka, N. J., Nippold, M., & Kelly, E. (2016). School-based speech-language pathologists' knowledge and perceptions of autism spectrum disorder and bullying. *Language, Speech & Hearing Services in Schools*, *47*(1), 59–76. doi: 10.1044/2015_LSHSS-15-0058

Olweus, D. (1993). *Bullying at school: What we know and what we can do*. Cambridge, MA: Blackwell.

Olweus, D. (2003). A profile of bullying at school. *Educational Leadership*, *60*(6), 12.

Raskauskas, J., & Modell, S. (2011). Modifying anti-bullying programs to include students with

 disabilities. *TEACHING Exceptional Children*, *44*(1), 60–67. doi:

 10.1177/004005991104400107

Rex, C., Charlop, M. H., & Spector, V. (2018). Using video modeling as an anti-bullying

 intervention for children with autism spectrum disorder. *Journal of Autism and*

 Developmental Disorders, *48*(8), 2701–2713. doi: 10.1007/s10803-018-3527-8

Rose, C. A., & Gage, N. A. (2017). Exploring the involvement of bullying among students with

 disabilities over time. *Exceptional Children*, *83*(3), 298–314. doi:

 10.1177/0014402916667587

Rose, C. A., & Monda-Amaya, L. E. (2012). Bullying and victimization among students with

 disabilities: Effective strategies for classroom teachers. *Intervention in School and Clinic*,

 48(2), 99–107. doi: 10.1177/1053451211430119

Rose, C. A., Espelage, D. L., Aragon, S. R., & Elliott, J. (2011). Bullying and victimization

 among students in special education and general education curricula. *Exceptionality*

 Education International, *21*(3), 2–14.

Rose, C. A., Monda-Amaya, L. E., & Espelage, D. L. (2011). Bullying perpetration and

 victimization in special education: A review of the literature. *Remedial and Special*

 Education, *32*(2), 114–130. doi: 10.1177/0741932510361247

Rose, C. A., Stormont, M., Ze Wang, Simpson, C. G., Preast, J. L., & Green, A. L. (2015).

 Bullying and students with disabilities: Examination of disability status and educational

 placement. *School Psychology Review*, *44*(4), 425–444.

Rose, C. A., Swearer, S. M., & Espelage, D. L. (2012). Bullying and students with disabilities: The untold narrative. *Focus on Exceptional Children*, *45*(2), 1–10.

Schumm, J. S., & Vaughn, S. (1992). Planning for mainstreamed special education students: Perceptions of general classroom teachers. *Exceptionality*, *3*(2), 81–98. doi: 10.1080/09362839209524799

Sherer, Y. C., & Nickerson, A. B. (2010). Anti-bullying practices in American schools: Perspectives of school psychologists. *Psychology in the Schools*, *47*(3), 217–229.

Shogren, K. A., Gross, J. M. S., Forber-Pratt, A. J., Francis, G. L., Satter, A. L., Blue-Banning, M., & Hill, C. (2015). The perspectives of students with and without disabilities on inclusive schools. *Research & Practice for Persons with Severe Disabilities*, *40*(4), 243–260. doi: 10.1177/1540796915583493

Smith, P. K., Kupferberg, A., Mora-Merchan, J. A., Samara, M., Bosley, S., & Osborn, R. (2012). A content analysis of school anti-bullying policies: a follow-up after six years. *Educational Psychology in Practice*, *28*(1), 47–70. doi: 10.1080/02667363.2011.639344

Son, E., Parish, S. L., & Peterson, N. A. (2012). National prevalence of peer victimization among young children with disabilities in the United States. *Children and Youth Services Review*, *34*(8), 1540–1545. doi: 10.1016/j.childyouth.2012.04.014

Swearer, S. M., Wang, C., Maag, J. W., Siebecker, A. B., & Frerichs, L. J. (2012). Understanding the bullying dynamic among students in special and general education. *Journal of School Psychology*, *50*(4), 503–520. doi: 10.1016/j.jsp.2012.04.001

Symes, W., & Humphrey, N. (2010). Peer-group indicators of social inclusion among pupils with autistic spectrum disorders (ASD) in mainstream secondary schools: A comparative

study. *School Psychology International*, *31*(5), 478–494. doi:

10.1177/0143034310382496

Tobin, H., Staunton, S., Mandy, W., Skuse, D., Hellriegel, J., Baykaner, O., … Murin, M.

(2012). A qualitative examination of parental experiences of the transition to mainstream

secondary school for children with an autism spectrum disorder. *Educational & Child*

Psychology, 29(1), 75–85.

U.S. Department of Education, National Center for Education Statistics. (2018). The condition of

education. Characteristics of public school teachers. Retrieved from

https://nces.ed.gov/programs/coe/indicator_clr.asp

U.S. Department of Education, National Center for Education Statistics. (2018). Preparation and

support for teachers in public schools: Reflections on the first year of teaching. Retrieved

from https://nces.ed.gov/pubs2018/2018143.pdf

U.S. Department of Education, National Center for Education Statistics. (2016). Digest of

Education Statistics, 2015 (2016-014), Chapter 3.

U.S. Department of Education, National Center for Education Statistics. (2014). Teacher attrition

and mobility: Results from 2012-2013 teacher follow-up survey. Retrieved from

https://nces.ed.gov/pubs2014/2014077.pdf

U.S. Department of Education, Office of Civil Rights. (2010). Dear colleague letter on bullying

and harassment. Retrieved from

http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf

U.S. Department of Education, Office of Civil Rights. (2014). Dear colleague letter on bullying.

Retrieved from http://www2.ed.gov/about/offices/list/ocr/letters/colleague-bullying-

201410.pdf

U.S. Department of Health, Education, and Welfare. Office for Civil Rights. (1978).

      Section 504 of the Rehabilitation act of 1973 : fact sheet : handicapped persons rights

      under Federal law. Washington :Dept. of Health, Education, and Welfare, Office of the

      Secretary, Office for Civil Rights.

Van den Berg, Y. H. M., & Stoltz, S. (2018). Enhancing social inclusion of children with

      externalizing problems through classroom seating arrangements: A randomized

      controlled trial. *Journal of Emotional and Behavioral Disorders*, *26*(1), 31–41. doi:

      10.1177/1063426617740561

Vaughn, S., Elbaum, B. E., & Schumm, J. S. (1996). The effects of inclusion on the social

      functioning of students with learning disabilities. Journal of Learning Disabilities, 29(6),

      599–608. doi: 10.1177/002221949602900604

Viera, A. J. & Garrett, J. M. (2005). Understanding interobserver agreement: The kappa statistic.

      Family Medicine, 37(5), 360-363.

Williford, A., Boulton, A., Noland, B., Little, T., Kärnä, A., & Salmivalli, C. (2012). Effects of

      the KiVa Anti-bullying program on adolescents' depression, anxiety, and perception of

      peers. *Journal of Abnormal Child Psychology, 40*(2), 289–300. doi: 10.1007/s10802-011-

      9551-1

Yell, M. L., Katsiyannis, A., Rose, C. A., & Houchins, D. E. (2016). Bullying and harassment of

      students with disabilities in schools: Legal considerations and policy formation. Remedial

      and Special Education, 37(5), 274-284. doi: 10.1177/07411932515614967

Yoon, J. S. (2004). Predicting teacher interventions in bullying situations. *Education &*

      Treatment of Children, *27*(1), 37–45.

Yoon, J. S., & Kerber, K. (2003). Bullying: Elementary teachers' attitudes and intervention

strategies. *Research in Education*, *69*(1), 27–35. doi: 10.7227/RIE.69.3

Yoon, J., Sulkowski, M. L., & Bauman, S. A. (2016). Teachers' responses to bullying incidents:

Effects of teacher characteristics and contexts: *Journal of School Violence, 15*(1), 91-113.

doi: 10.1080/15388220.2014.963592