Bullying and Mental Health in Children: Development and Evaluation of the ThinkSMART Program, and an Exploration of the Pathways from Victimisation to Mental Health Difficulties

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Abstract

Bullying occurs when there is an imbalance of power between the bully and the victim, there are repeated negative actions against the victim, and there is a deliberate intention on the part of the bully to cause harm (Olweus, 1997; Slee, 1995). In recent years, there has been a surge in interest, publicity, and research in the area of bullying (Cook, Williams, Guerra, Kim and Sadek, 2010). Recent prevalence rates of bullying within Australia indicate that it is a significant problem, with 27% of children reporting being the victim of frequent bullying (Cross et al., 2009). Research has shown that being victimised is associated with low self-esteem, anxiety, depression, poor school achievement, loneliness and increased chance of further victimisation (Arseneault et al., 2008; Cassidy, 2009; Fisher et al., 2012; Gini & Pozzoli, 2009; Lereya et al., 2013; Zwierzynska, Wolke, & Lereya, 2013), while perpetrating bullying in childhood has been associated with an increased risk of later anti-social acts such as aggression, substance use and delinquency in addition to increased risk of depression and self-harm (Kaltiala-Heino, Frojd & Marttunen, 2010; Kaltiala-Heino, Rimpela, Rantanen, & Rimpela, 2000; Olweus, 1991; Winsper, Lereya, Zanarini & Wolke, 2012). The current research project aimed to develop and evaluate the efficacy of a brief anti-bullying school-based program utilising cognitive-behavioural principles and including skills of problem solving, perspective taking, help seeking and emotion regulation; the ThinkSMART program. This was achieved through three interconnected studies.

Study 1 involved running a series of discussion groups with 45 students from grades 5 to 7 and 26 teaching staff drawn from two different primary schools. The discussion groups were asked a series of targeted questions to explore students’ and teachers’ understanding of bullying, to determine their experiences with bullying and anti-bullying initiatives, and their preferences for dealing with bullying problems. The feedback from this process was to be used to supplement the existing literature base and theory and to be incorporated in decisions regarding the development of the intervention program.

Study 2 included the development of the intervention program, the ThinkSMART program using cognitive-behavioural principles and incorporating problem solving, perspective taking, help seeking and emotion regulation. The program was designed to be delivered within the classroom with grades 5 to 7 over six weekly sessions. Study 2 also evaluated the efficacy of the ThinkSMART program. Six primary schools within the Brisbane region in Australia participated in the evaluation of the program, with all students in grades 5 to 7 completing the program within their regular class curriculum at three of the schools, and
the remaining three schools participated as control schools. A total of 166 students from the intervention schools and 120 students from the control schools participated in the evaluation of the program by completing a comprehensive assessment booklet examining a number of demographic, psychological and social variables as well as rates of bullying, victimisation and help seeking at four time points over a one-year period (Time 1 to Time 4). Contrary to expectations, compared to students in the control condition, students who participated in the ThinkSMART program did not show significant changes on any of the expected variables over the assessed time period.

Study 3 aimed to assess the underlying pathways between victimisation and subsequent mental health difficulties. Data collected from Study 2 were used for this evaluation ($N = 286$). A proposed model for the effect of victimisation on mental health outcomes was examined using structural equation modelling. Support was found for a model in which higher instances of bully victimisation at Time 1 predicted more Time 2 (12 weeks post baseline assessment) mental health issues, which subsequently lead to increased experience of bully victimisation again at Time 3 (24 weeks post baseline assessment). This model indicated partial, not full mediation, such that past experiences of bully victimisation remained a significant predictor of future likelihood of victimisation even after controlling for the effects of mental wellbeing. Next, problem solving ability was investigated as a possible moderator of this relationship, specifically if effective problem solving strategies attenuated the unfavourable impact of being bullied on the subsequent mental health functioning of victims. A series of moderated multiple regressions were performed on the entire sample of participants. Results indicated that higher problem solving ability buffered against the negative consequences that bully victimisation carried for long-term mental health adjustment on a number of variables. Findings are discussed in relation to the literature and future research.
Declaration by author

This thesis is composed of my original work, and contains no material previously published or written by another person except where due reference has been made in the text. I have clearly stated the contribution by others to jointly-authored works that I have included in my thesis.

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No publications.

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No publications included.

Contributions by others to the thesis

Dr Jeanie Sheffield (Principal Advisor) contributed to the conception, design and ongoing conduct of the project, as well as reading drafts and providing revisions and editing. The ThinkSMART program was developed predominantly by the author after discussion with Dr Sheffield about conceptual issues, format, and modes of delivery. Text and activities were developed by the author and were reviewed for understanding and applicability by Dr Sheffield.

Dr Jo Brown provided assistance with the analytical procedure and interpretation of the statistical component of the RCT in Study 2 and in the analysis of the path model in Study 3.

Teachers from participating primary schools assisted with distribution of questionnaires and participant recruitment for the discussion groups and intervention.

Cover design for the ThinkSMART program manuals was produced by the author. Artwork was produced by Angela Randell.

Provisionally registered postgraduate psychology students acted as facilitators in the delivery of the intervention in Study 2.

Statement of parts of the thesis submitted to qualify for the award of another degree

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Keywords

bullying, children, primary schools, universal intervention, cognitive-behavioural program, randomised-controlled-trial, mental health problems

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Chapter 1: Literature Review

Bullying is widely documented to be a significant problem in schools in Australia and throughout the world. Although bullying exists in a variety of contexts, this thesis examines bullying specifically within the school context.

What is bullying?

Bullying (physical, psychological or social) occurs when there is an imbalance of power between the bully and the victim, there are repeated negative actions against the victim, and there is a deliberate intention on the part of the bully to cause harm (Olweus, 1997; Slee, 1995). Put simply, bullying constitutes a systematic abuse of power (Smith & Sharp, 1994), and is a unique subset of aggression including the intention to cause harm (Smith, 2014).

There are a number of forms that bullying can take. The more overt forms of bullying include physical and verbal abuse, while covert or relational bullying includes such behaviours as social exclusion, isolation and spreading rumours (Smith, Pepler, & Rigby, 2004). Relational aggression specifically refers to the use of peer relationships to cause harm such as the spreading of rumours, damaging peer relationships or reputation, threatening to end friendships and exclusion from social groups (Orpinas, McNicholas & Nahapetyan, 2015). More recently cyberbullying, which is bullying carried out in an electronic context such as through text messages, e-mail, social media or instant messages has emerged as another distinct form of bullying (Kowalski, Schroeder, Giumetti & Lattanner, 2014).

In recent years, there has been a surge in interest, publicity, and research in the area of bullying. Cook, Williams, Guerra, Kim and Sadek (2010a) when reviewing the literature on the topic, found that only 190 articles had been published in peer reviewed journals in the 20 years ranging from 1980 to 2000, whereas there was in excess of 600 in the 10-year period between 2000 to 2010. While this does not appear to be the result of an increase in bullying over recent years (see Rigby & Smith, 2011), it certainly reflects a current concern regarding the prevalence of bullying and the serious and long-term consequences that can result.

International and Australian Prevalence Rates and Impact of Age and Gender

Reported prevalence rates of bullying have varied significantly across location, age, gender and method of data collection. While this may be a reflection of true differences in
prevailing rates, it can also be a reflection of a number of factors that are independent of the actual frequency of bullying itself such as the definitions used, time spans on which participants are being asked to report and when during the school year questionnaires are completed (Cook, Williams, Guerra & Kim., 2010b; Smith, 2014).

**International.** Despite reported differences, bullying appears to be a significant concern across many regions throughout the world, with reports that over their middle school years as many as 70% of children are directly affected by bullying at some time (Swearer & Cary, 2003). In a large-scale international comparison of the prevalence of bullying in 11, 13 and 15 year-olds, which included surveys over 28 European and North American countries, prevalence rates were found to range between 5-28% for girls and 6-41% for boys (Due et al., 2005). In a study examining the prevalence of bullying across 16 low and middle income countries in Africa, America, Asia and the Middle East, Fleming and Jacobsen (2009) found the reported range to vary between 7.8% for Tajikistan and 60.9% for Zambia. However, the majority reported prevalence rates within the general range of 15-20% of students (Due et al., 2005).

**Australian.** A number of Australian studies have looked at the prevalence of bullying within Australia. Earlier, Rigby (1997) aggregated the results of a number of independent school surveys conducted over several years, resulting in a sample of 38,000 Australian school children aged between 7 and 17 years. The results indicated that one in six children were bullied by their peers each week or more frequently and that over the course of a year approximately half of all of these students were victimised at least once (Rigby, 1997). A further large scale aggregation of self-report bullying data from over 25,000 8 to 18 year-old Australian students between 1993 and 1996 found that 16% of girls and 21% of boys reported being bullied at least once a week or more often (Rigby & Slee, 1999). Forero, McLellen, Rissel and Rauman (1999) surveyed 3,918 Australian students in Grades 6, 8 and 10 over 115 schools. They reported that 12.7% of students were the victims of bullying.

More recently, the Australian covert bullying prevalence study used a sample of 7,418 students aged between 8 and 14 years and found that 27% of students reported being the victim of bullying every few weeks or more often, with the highest prevalence rates being for Grade 5 (32%) and Grade 8 (29%) students (Cross et al., 2009). Teasing was identified as the most commonly occurring form of bullying within this study, followed by telling rumours (Cross et al., 2009). In relation to covert bullying specifically, 16% of students reported being
the victim of such bullying every few weeks or more often, with Grades 5-8 reporting the highest prevalence rates (18-20%). The most prevalent forms of covert bullying were being ignored, and being excluded or not being allowed to join in. Leach and Rickwood (2009) reported a slightly higher rate of 38.5% of their sample of students in Grades 7 and 8 reporting being bullied within the school semester.

**Age.** The prevalence rates of bullying has generally been reported to decrease over the school years, with the highest incidence occurring within the later primary years or at the transition to high school (Nansel et al., 2001; Olweus, 1991; Pepler et al., 2006). The increase at this time has been hypothesised to be the result of young people negotiating new unfamiliar peer groups and the lower levels of direct adult supervision and relationships with teachers in high school (Pellegrini et al., 2010). Further, the rates of overt bullying appear to decline steeply over the years, and it has been suggested that this may be accompanied by a rise in the rate of covert bullying as young people become more socially sophisticated and develop more complex relationships with each other (Olweus, 1991). This is consistent with the earlier work of Björkqvist, Lagerspetz and Kaukiainen (1992a), and Björkqvist, Österman and Kaukiainen (1992b) who presented a developmental theory of aggressive behaviours, which are proposed to appear initially in children as direct physical aggression, then direct verbal and lastly as indirect aggression. This is hypothesised to be the result of age related changes and development of increasing verbal and social skills over childhood and teenage years, such that young children with more limited social skills would preferentially use physical aggression, then as verbal skills improve more verbal aggression would be seen, then lastly indirect aggression when social skills are more developed (Björkqvist et al., 1992a).

**Gender.** There have been generally robust and consistent findings indicating that boys experience higher levels of victimisation. Rigby (2000) reported that 1 in 5 boys reported being frequently bullied by peers, while only 1 in 10 girls did. Other studies have supported these findings and that boys tend to also report perpetrating bullying at higher rates than girls (Björkqvist et al., 1992a; Cook et al., 2010a; Fleming & Jacobsen, 2009; Forero et al., 1999; Rigby, 1997; Smith & Sharp, 1994). In addition, there have been reported differences in the types of bullying perpetrated by boys and girls, with boys typically found to engage in more varying and overt forms of bullying including physical aggression, threatening, hitting, kicking and punching, while girls have been found to engage in significantly more non-physical forms of bullying such as exclusion, ostracising, gossiping and other relational forms.
of bullying (Cook et al., 2010a; Crick, Bigbee, & Howes, 1996; Crick & Grotipeter, 1995; Crick & Werner, et al., 1999; Lagerspetz, Bjorqvist, & Peltonen, 1988; Olweus, 1993; Rigby, 1998b; Von Marees & Petermann, 2010).

**Stable Victimisation.** Amongst these prevalence rates there are a minority of children who appear as stable victims from as early as five or six years old (Kochenderfer & Ladd, 1996). Stable victimisation appears to be the result of a vicious cycle of victimisation over time, in which adjustment (such as levels of anxiety, depression, self-esteem, and loneliness) of victims is increasingly negatively affected by victimisation; which leads to more victimisation, and further adjustment difficulties over time. Longitudinal studies have provided evidence that victimisation is often a precursor to poor adjustment, with victimisation being associated with later loneliness, school avoidance, poor physical and mental health, and peer rejection (Hodges & Perry, 1999; Kochenderfer & Ladd, 1996; Rigby, 1998a). Such stable patterns have also been noted in later primary school (Chan, 2006), and in secondary school (Rigby, 1997). While there is not yet any direct evidence that those children who are identified as persistent victims in early primary school remain victims throughout childhood and adolescence, the repeated findings of stable victims at various ages and the causal relationship between victimisation and adjustment difficulties suggest that, in at least a significant minority of children, victimisation begins very early in childhood and is ongoing. This is also concerning as it relates to polyvictimisation, in which children are the victims of multiple forms of aggression (i.e., physical assault, maltreatment, sexual abuse, bullying). Research in this areas suggests that children who are the victim of one type of violence are significantly more likely to go on to experience other types of violence, and that being a victim of multiple forms lead to higher levels of distress and more lasting emotional harm (Finkelhor, Turner, Hamby & Ormrod, 2011; Turner, Shattuck, Finkelhor & Hamby, 2016).

**Cyberbullying**

Cyberbullying refers to bullying that is perpetrated via electronic media such as mobile phones and internet-connected devices. It is a comparatively recent phenomenon and is associated with the rise in electronic media use by young people.

The Australian Bureau of Statistics reported that in the 12 months to April 2012, 90% of children aged 5-14 accessed the internet, representing a steady increase over time from 65% in 2006 and 79% in 2009 (ABS: Australian Bureau of Statistics, 2012). The rates of internet
use increased with age. However even within the youngest 5-8 year age group, 79% had accessed the internet. The Australian Communications and Media Authority (ACMA) reported that at June 2015, 82% of teenagers reported having been online in the proceeding four weeks.

In 2016 the Office of the Children’s eSafety Commissioner surveyed 1,367 children, 912 teenagers and 2,360 parents who use the internet (Digital participation: Office of the Children’s eSafety Commissioner, 2016). They found that 34% of children and 82% of teenagers reported using online social media with 85% of young people reporting that the internet is an important part of their lives. This is concerning when it becomes a medium through which young people become victimised. When reporting on the 12 months leading up to June 2016, 8% of children (8-13years) and 19% of teenagers (14-17years) reported having been cyberbullied, while 12% of children and 29% of teenagers were witness to cyberbullying happening to others (Digital participation: Office of the Children’s eSafety Commissioner, 2016). This cyberbullying took multiple different forms including social exclusion, name calling, receiving repeated unwanted messages, having lies or rumours spread about them, receiving threats to their safety, having their accounts accessed without their consent, having personal information or private photos of them posted without consent and having someone impersonate them online. The age range of victimisation reported in this study is supported by findings that cyberbullying can occur in young people ranging from primary school to university age (Tokunaga, 2010).

There are conflicting findings on whether cyberbullying is best conceptualised as a distinct form of bullying, or a subset of or medium through which other forms of bullying are perpetrated. While some research has indicated that, while there is some overlap between cyber and traditional forms of bullying, it is quite low, and as cyberbullying is made up of its own characteristics it can be seen as distinct from more traditional forms of bullying (Erdur-Baker, 2010). Conversely, others have found there to be a large amount of overlap between involvement in cyberbullying and other forms of bullying (Salmivalli & Poyhonen, 2012).

Furthermore, while cyberbullying shares a number of the same characteristics as other forms of bullying, there are some unique elements to cyber bullying. These include such factors as the ability of the perpetrator to remain anonymous (Slonje & Smith, 2007; Greene, 2006; Ybarra et al., 2007b), there is the potential for a greater number of bystanders to be involved when material is posted on mediums with shared or open access (Slonje & Smith, 2008), perpetrators have a decreased fear of being caught (Kowalskim, Limber & Agatston,
the perpetrator of the bullying typically does not witness their victim’s reaction as they would in other forms of bullying, and the victim is unable to “escape” from the bullying in the same way as most other forms of bullying as they remain connected to phones and other devices even within the generally safe environment of their home (Smith et al., 2008; Smith, 2012).

Cyberbullying is clearly an area of growing concern and research. However, due to its relative recency as an area of concern at the time of development of this research project, combined with the lack of clear consensus regarding how it is best understood and therefore studied, it was outside of the scope of inclusion within the current research project.

**Impact of Bullying**

The serious consequences of bullying are increasingly being recognised, for both the victims and the perpetrators of bullying. Research has shown that being victimised is associated with low self-esteem, anxiety, depression, poor school achievement and loneliness. Victims of bullying have been found to have higher rates of somatic symptoms such as colds, sleeping difficulties, headaches and stomach aches (Gini & Pozzoli, 2009). There is an increased risk of the development of internalising symptoms, anxiety and depression in victimised youth (Arseneault et al., 2008; Zwierzynska, Wolke, & Lereya, 2013) as well as self-harm and suicidal thoughts in adolescence (Fisher et al., 2012; Lereya et al., 2013). Mynard and colleagues (2000) found victimisation in English youth to be associated with lower self-worth and higher levels of posttraumatic stress. In Chinese youth, victimisation has been found to be associated with poor academic functioning, aggression and low levels of pro-social behaviour (Schwartz, Chang & Farver, 2001). In Turkish children living in the Netherlands, victimisation has been found to be negatively related to self-esteem; as well as negative momentary self-feelings independent of self-esteem (Verkuyten & Thijs, 2001). In an Australian sample, Rigby (1998b) found students who were the victims of bullying to report significantly worse mental and physical health than students not involved in bullying. Victims of bullying have been found to have higher levels of psychological distress, lower self-esteem, more unhealthy behaviours and poorer problem solving styles than non-victims (Cassidy, 2009).

In a study using South Australian school children, Rigby (2000) found frequent peer victimisation and low social support to both independently contribute to poor mental health
indices. This relationship was found to be twice as strong for female as for male students. While this study does not enable causality to be inferred, it highlights that there is a significant association between the experience of victimisation by peers and poor mental health. Longitudinal studies, however, suggest that peer victimisation directly leads to mental health problems in both primary (Kochenderfer & Ladd, 1996) and secondary students (Rigby, 1998a). Kochenderfer and Ladd (1996) found that in children as young as five years old, victimisation was a precursor to later loneliness and school avoidance. Specifically, victimisation was associated with concurrent loneliness, while there was a delay in the effects of victimisation on school avoidance. A large scale longitudinal study of the effects of victimisation in Australian secondary schools found that poor physical health was associated with levels of victimisation three years previously, but not concurrently (Rigby, 1998a). For female students, previous victimisation was also found to predict poor mental health indices. A more recent longitudinal study in the United States examined bully/victim status at 9-13 years, then assessed measures of health, financial and educational wealth, risky behaviours and relationship quality at 19-26 years (Wolke, Copeland, Angold & Costello, 2013). They found that, when childhood hardships and psychiatric problems were controlled for, being a victim of bullying in childhood was associated with poorer health, wealth and social relationship in early adulthood, while being a bully/victim was associated with poorer outcomes in early adulthood on all measured domains (health, financial and educational wealth, risky behaviours and relationship quality).

Reijntjes, Kamphuis, Prinzie and Telch (2010) conducted a meta-analytic review of 18 longitudinal studies examining links between victimisation and internalising symptoms (such as sadness, anxiety and loneliness). They found there was a significant association between victimisation and later internalising symptoms, as well as between internalising symptoms and later victimisation. Similarly, Reijntjes, Kamphuis, Prinzie & Telch, (2010) examined the possible links between victimisation and externalising symptoms (such as delinquency, aggression and truancy) in a meta-analytic review of 14 longitudinal studies and found that victimisation at baseline predicted later changes in externalising symptoms and that externalising symptoms at baseline predicted later victimisation.

This is consistent with a previous study by Hodges and Perry (1999) who found victimisation to predict later peer rejection in third- to seventh-grade children, and peer rejection to predict victimisation, suggesting a reciprocal relationship and stability in
victimisation over time. Kochenderfer-Ladd and Wardrop (2001) found that over time, children moving from not victimised to victimised status evidenced decreases in social satisfaction and increased loneliness; however those moving from victim to non-victim status did not necessarily report decreased loneliness or increases in social satisfaction. This finding adds support to the notion that the effects of victimisation are pervasive and enduring, and do not abate even when victimisation ceases.

Although relying on retrospective reports of victimisation, Schafer et al. (2004) found that those who were victimised in their youth were likely to continue to be the victims of bullying as adults in the workforce, indicating that the lasting effects of bullying may continue into adulthood and across contexts. The same study found that victimisation as a young person was associated with long term effects on self-perception, with those who identified themselves as having been victims of bullying in childhood or adolescence scoring significantly higher on measures of emotional loneliness, and lower on general self-esteem and self-esteem towards same and other sex as adults (Schafer et al., 2004). Further, young people who were chronically victims of bullying, or who had been the victim of several forms of bullying appear to be more severely affected (Schreier et al., 2009; Zeierzyńska et al., 2013).

In looking at bullying in relation to the bully rather than the victim, there is also a pattern of possible long term negative effects. At a broad level, there appears to be a high level of continuity in children’s levels of aggression from early childhood onwards, and a clear association between early aggression and later anti-social behaviours including substance use and delinquency (Kaltiala-Heino, Rimpela, Rantanen, & Rimpela, 2000; Olweus, 1991). However, it is again difficult to disentangle the nature of this relationship. Toifi, Farrington and Losel (2012), in a meta-analytic review, found perpetrating bullying in childhood to be significantly associated with aggression and violence in later life, with an effect size of OR=2.97. This result remained when other significant childhood risk factors were adjusted for, therefore suggesting that involvement in bullying in childhood is a significant unique contributor to later risk of violence and aggression. There also appears to be an association between slightly increased risk of depression and self-harm in perpetrators of bullying (Kaltiala-Heino, Frojd & Marttunen, 2010; Winsper, Lereya, Zanarini & Wolke, 2012)

**Bystanders**

Bullying is generally conceptualised as a social interaction, which, in the majority of
cases, involves children other than only the victim and the bully. Bystanders are those children who are present during a bullying episode, but are not involved as the victim or bully (Twemlow, Fonagy, & Sacco, 2004).

Salmivalli and colleagues (1996) introduced the participant role approach, a way to conceptualise bullying as a group process whereby different roles are taken by individual students, and that all students present during a bullying incident are somehow involved or at the least aware. These roles include; the Bully, Victim, Reinforcer of the bully, Assistant of the bully, Defender of the victim, and Outsider. While not directly perpetrating the bullying, when students play a number of these roles they can encourage or maintain bullying behaviours, or when acting as the defender, can support the victim. For example, Salmivalli et al. (1996) found that 26% of students assisted or reinforced the bully, 24% did nothing or were outsiders (withdrawing or pretending not to notice), and 17% acted as defenders by helping or supporting the victim. Bystanders are present and witness more than 85% of bullying incidents (Craig, Pepler & Altas, 2000; Craig & Pepler, 1997; Thornberg, 2007). Approximately 80% of students self-identify as bystanders (Kaster, 2005). The bystander role has generally been conceptualised as an active part of the social interaction of bullying, rather than a passive witness (Stueve et al., 2006; Twemlow et al., 2004), and can be a positive or negative influence on the participants (Craig et al., 2000; Obermann, 2011). Therefore bystanders not only represent the largest group of children, but also are consistently involved in bullying episodes in some form.

However, when looking at how bystanders typically respond to bullying, in an observational study in a primary school playground, peers were seen to intervene in only 11% of the bullying incidents (Craig & Pepler, 1997). It is important to note though that school staff intervened in significantly less episodes of bullying than did peers (4% of cases), largely because adults were present during fewer bullying episodes than peers. However there has also been research into the contextual factors that influence teachers’ decisions to intervene in bullying situations. In addition, school staff have been found to be unaware of bullying incidents in 80% of cases, which is in striking contrast to peers who were reported to be involved in or present for 85% of incidents (Craig & Pepler, 1997). Further observational studies have reported similar, but slightly higher rates of peer intervention, of up to 19% (Hawkins, Pepler & Craig, 2001). The presence of peers in the majority of bullying incidents, coupled with the absence of staff, makes intervention by peers a potentially powerful area for
change (Stueve et al., 2006).

A similar observational study, looking specifically at the ways in which bystanders were involved in bullying incidents found that during bullying episodes, peers spent 54% of their time passively reinforcing the bullying by attending, 25% of their time actively intervening of behalf of the victims, and 21% of the time joining in or encouraging the bullying behaviour (O'Connell, Pepler, & Craig, 1999). However, the means by which peers intervened to stop bullying episodes was once again noted to often be aggressive or otherwise socially inappropriate. Hawkins et al. (2001) found that 47% of the times when peers intervened it was done so in an aggressive manner, and intervention was successful in stopping the bullying episode in 57% of cases. Interestingly, the effectiveness of intervention was not related to whether the intervention was aggressive or non-aggressive. In fact, over two-thirds of the time, peer intervention was found to stop the bullying within ten seconds.

In research investigating the ways in which bystanders intend to or actually intervene in response to bullying, Brinkman and Manning (2015) found responses to fit into the categories of assertive (befriending the victim, physically fighting the bully or verbally confronting the bully), do nothing, psychological responses (focusing on managing their own emotions within the situation), non-confrontational responses (ending the bullying without confronting the perpetrator or seeking outside help) and lastly stopping the victim from engaging in the behaviour. Others have identified students’ responses to also including helping or protecting the victim as ways in which to intervene (Weisz & Black, 2008), or seeking outside support through an adult or a helpline (Fry et al., 2014).

Despite the inconsistent nature of help generally provided by peers, children have also been found to prefer to receive help from other children rather than teachers (Peterson & Rigby, 1999). This is evident in figures showing that twice as many students report bullying incidents to other students as do those who report them to teachers (Rigby, 1997). Further, there is evidence that when victims of bullying are defended by peers they display better adjustment and social status (Sainio, Veenstra & Huitsing, 2011), and are less likely to be victimised again than students who are not supported by their peers (Salmivalli, 2010).

While the percentage of students identified as intervening in bullying situations in observational studies is quite low, self-report measures provide quite a different picture, with children’s self-reported helping behaviours and intentions to help considerably higher. Using
bullying scenarios to elicit intentions to intervene in bullying situations, Rigby and Johnson (2006) found that across gender and including both verbal and physical bullying, 53.5% of primary school students (mean age 11.5 years) reported that they would probably or certainly intervene. Although 31.5% of the children reported that they had fairly often or often actually intervened in the past, only 14.2% reported never previously intervening. While these figures are possibly inflated by the tendency to respond in a socially desirable manner, they at the very least suggest that the majority of children consider intervening to be the right thing to do, and have the intention to intervene and stop bullying.

Despite the high rate of bully/victim problems, the majority of students express not liking bullying occurring. Students report feelings of disgust and anger when witnessing bullying happen to others (Lodge & Frydenberg, 2005), and report feeling more positive about themselves when they do intervene (Lodge & Frydenberg, 2005). Rigby and Slee (1993) found 80-85% of children reported disapproving of bullying. Similarly, O’Connell, Pepler and Craig (1999) found 83% of a sample of Canadian children reported that bullying made them feel “a bit” or “quite” unpleasant, and 41% reported that they “try to help” victimised children. However, the same study found that only 11% reported that peers “almost always” intervened to stop bullying that they saw. These figures are in line with other studies in the large discrepancy between self-reported intention to intervene, and peers’ reports, or actual intervening behaviour. Further, 31% of the sampled children admitted that they “could join in bullying someone they don’t like”. Therefore, although most students admit to being aware of and are often present during bullying episodes and express dislike of bullying, often coupled with an intention to personally act to stop bullying, few actually intervene in such situations and even fewer do so effectively.

Both internal and external factors have been identified in bystanders’ decision making regarding whether they should intervene. Internal factors have included the social status of the bystander within the group, self-efficacy in their ability to intervene effectively and empathic and cognitive skills (Bellmore, Ma & You, 2012; Gini, Pozzoli & Borgh, 2008; Lodge & Frydenberg, 2005; Pöyhönen, Juvonen & Salmivalli, 2010; Salmivalli, 2010; Thornberg, Tenenbaum & Varjas, 2012). While external factors identified to impact on decision making regarding intervention have included whether or not the victim is a friend, whether other bystanders are also present, the level of possible harm that the victim is at risk of, and the
perceived likelihood of becoming a victim themselves (Bellmore et al., 2012; Lodge & Frydenberg; Salmivalli, 2010; Thornberg et al., 2012; Weisbein, 2007).

Lack of confidence in their ability to correctly deal with a bullying situation is one of the primary reasons cited by children for their lack of intervention (McLaughlin, Arnold & Boyd, 2005; Stevens, Van Oost, & de Bourdeaudhuij, 2000). Self-efficacy has been found to be strongly related to a student’s likelihood to intervene (Barchia and Bussey, 2011). More specifically, Thornberg and Jungert (2013) found that an individual’s belief in their ability to intervene successfully was strongly related to intervening behaviour. Those with high self-efficacy in their ability to respond effectively were more motivated to intervene, while low self-efficacy was associated with not intervening, regardless of their moral engagement.

Students’ currently low rates of intervening, coupled with desire to help and evidence suggesting that peer assistance can be more welcome and frequent than adult interventions in bullying situations provide a good justification to try to affect bystander behaviour change in tackling bullying problems. However, the findings regarding lack of confidence in intervening and the importance of self-efficacy in intervening highlight the need for students to be provided with more guidance in this area.

**Help-Seeking**

The rates of help seeking for bullying in students 9-14years has been reported to be quite high in some students. For example Hunter, Boyle & Warder, (2004) found 78% of students who had been the victim of bullying reported telling someone about the bullying, while Nayler, Cowie & del Ray (2001), found that in schools which incorporated a peer-support anti-bullying program, 87% of students reported seeking help. Though help seeking appears to decrease as children age, with older students less likely to seek help from others in general (Glover, Gough, Johnson, & Cartwright, 2000; Hunter & Boyle, 2002). However, this appears to represent a consistent to slightly increasing tendency to seek help from peers, combined with a decreasing tendency to seek help from adults including parents and teachers (Naylor et al., 2001; Oliver & Candappa, 2007).

Children who are bullied, both those frequently victimised and those less often, overwhelmingly report that when help is sought from another, it is from a friend rather than a parent or teacher (Rigby, 1997), and this pattern continues into adolescence and is found in
help seeking for both self and others (Raviv, Sills, Raviv, & Wilansky, 2000). Oliver and Candappa (2007) reported on the results of in-depth interviews with Grade 5 and Grade 8 students regarding their help seeking behaviour. They found a notable preference for seeking help from peers rather than adults, which was more marked in Grade 8 students than 5, indicating that this trend increased with age. In Grade 5 students, 68% reported it would be “quite” or “very” easy to talk to friends about bullying, with 51% reporting the same ease with talking to teachers. In Grade 8 students only 31% reported finding it easy to talk to teachers. Hunter, Boyle and Warden (2004), similarly found that while seeking help from friends or family was common in children, telling a teacher was the least common form of help sought for bullying.

In general, students report finding help-seeking to be an effective way of coping with bullying that is likely to improve the situation (Naylor et al., 2001). Research supports this belief, with findings that help seeking is helpful (Smith & Shu, 2000). Seeking help from parents or teachers has been found to be the most helpful but also risky, with the situation being resolved more than half of the time, but worsened 13% of the time. Conversely, the same study found that seeking help from friends was the least effective at improving the situation, but was also the least likely to worsen the situation (Smith & Shu, 2000). Females reported more frequently seeking help for themselves or others about a bullying incident than males (Newman, Murray, & Lussier, 2001; Raviv, Sills, Raviv & Wilansky, 2000; Rigby, 1997). In addition, those who were bullied more often (once a week or more often compared to less than once a week) were more likely to tell another person about the bullying incident (Rigby, 1997).

Factors that have been found to increase students’ reluctance to seek help from others include a lack of confidence that it will improve the situation (Cowie, 2000), fear of being rejected by peers as a result (Boulton & Underwood, 1992), and in general the potential costs of help-seeking (Newman, Murray & Lussier, 2001). There has also been found to be a relationship between school climate and students willingness to seek help for bullying, with having a perceived supportive school climate significantly associated with students reported willingness to seek help (Connolly & Corcoran, 2016).

Adolescents who are more in need of help have been found to have the least psychological and social resources available to seek it out (Ciarrochi, Deane, Wilson & Rickwood, 2002; Rickwood et al., 2007). Few help seeking resources and many help seeking
barriers appear to combine to decrease victims’ help seeking intentions and behaviours when it is most needed (Rickwood et al., 2005). However, adolescents have been found to be more likely to seek help for others than for themselves (Raviv et al., 2000). Encouragingly, seeking help from peers has also been found to reduce victimisation in children (Kochenderfer & Ladd, 1997); and to reduce the effect of victimisation causing social problems in 9-10 year old children (Kochenderfer-Ladd & Skinner, 2002).

Children have also reported wanting to resolve peer conflicts themselves as a common reason for not seeking help (Newman, Murray & Lussier, 2001). Further, teachers have been noted to feel reluctant to intervene in bullying situations, presumably preferring that children resolve conflicts themselves where possible (Atlas & Pepler, 1998). While it is important for children to be able to resolve conflicts and disagreements independently, it is also important for children to know their limits, and when it is appropriate to seek adult assistance. Both students and teachers identify that children’s help seeking is not always helpful, and can potentially exacerbate the problem (Newman & Murray, 2005). Given that children are more likely to approach peers for assistance, and that they are more likely to seek help for others than themselves, it is important that children are able to seek help in a safe and effective manner, and that teachers feel confident in dealing effectively with bullying situations.

**Social Problem Solving**

There is clear evidence for the important role that effective problem solving can play in many aspects of functioning, particularly in children and adolescents. Problem solving has been conceptualised in different ways and is described as having different elements. For example, D'Zurilla and Maydeu-Olivares (1995) introduced the concept of problem orientation, which refers to an individual’s attitude to solving problems, and belief in his/her ability to effectively solve problems. Having a positive problem solving orientation is typically associated with methodical and effective problem solving, while having a negative problem solving orientation is associated with either avoidant or careless/impulsive problem solving style. Within this framework, problem solving training generally aims to help individuals improve their positive problem orientation, which has been associated with more positive mental health outcomes.

Mood disturbance, including depression, has been found to be associated with less than optimal social problem solving skills including the tendency to generate less effective
strategies and fewer strategies than non-depressed individuals in both adults and children alike (Kaviani, Rahimi, Rahimi-Darabad, Kamyar & Naghavi, 2003; Kaviani, Rahimi, Rahimi-Darabad & Naghavi, 2011). In comparison, the ability to effectively problem solve interpersonal difficulties has been associated with a reduced impact of negative life events or life circumstances (Grover et al., 2009), and some reduction of depression symptoms during adolescence (Spence, Sheffield & Donovan, 2003). In addition, children rated as less popular among their peers have been found to produce less effective and socially competent solutions to social problem solving dilemmas regarding management of conflict (Green, Cillessen, Rechis, Patterson & Hughes, 2008).

As early as 1994, Crick and Dodge, in their review of the literature on the relationship between social information processing and social adjustment in childhood, found there to be significant evidence to support a relationship between social information processing and social adjustment in children. More specifically, they found that some aspects of information processing (including hostile attributional biases, response patterns and evaluation of response outcomes) were causally related to social status and adjustment.

Cassidy (2009) in a prevalence study of bullying and associated factors found that children who were the victims of bullying exhibited high levels of distress, low self-esteem, low levels of support from adults and, importantly, poorer problem solving skills than those who were not identified as victims. They also found evidence for a predictive model for victimisation that included problem solving ability along with gender, family background and social identity as predictors for later victimisation. Crick and Dodge (1994) had already suggested that empirical evidence within the area of problem solving strongly supported that problem solving skills mediate children’s adjustment and social status.

Cook et al. (2010a) conducted a meta-analysis on the predictors of victim or bullying status in young people in order to identify the likely most fruitful areas for intervention. This analysis found that a number of predictors could be identified for each of the bully, victim, and bully/victim categories with medium effect sizes, and therefore be likely to be strong enough to be noticeable in daily life. There were a number of factors that strongly predicted identification as a member of one of the three groups (i.e., externalising behaviour for bullies, internalising problems for victims, and low social competence for bully/victims), suggesting these groups have quite different characteristics. However, there were also a number of factors that were found to be common to identification in any one of these bullying groups. There
were a number of community/ environmental factors external to the child that were identified as important including school climate, and family/ home environment. In addition, a individual factor which served as a common predictor across these three groups was poor social problem solving skills. The authors therefore suggested that selection of these strongest predictors would lead to the most positive outcomes from programs aimed at reducing bully/ victim problems or their consequences. Given that poor social-problem solving skills is the only individual factor that predicted identification as a member of all three (bully, victim and bully/ victim) groups, and that is able to be addressed by working directly with children, it is the most likely target for fruitful intervention that emerges from this meta-analysis.

Evidence therefore suggests that social problem solving competence is an important factor in both children’s social skills and acceptance and also in possibly moderating the negative effects of social difficulties when they arise. It would seem that enhancing effective problem solving skills, including problem orientation, in young people is a worthwhile venture, regardless of whether they have specific interpersonal difficulties or not.

**Approaches to Dealing with Bullying**

An evaluation of existing anti-bullying interventions reveals a number of findings. The majority of programs have reported positive outcomes, though to varying extents. This ranges from up to 50% reduction in bullying as reported by Olweus (1991), to increases in bullying and victimisation as reported by Roland (1993). Of particular note is that many and varied components have generally been included in these programs. The large number of components included makes establishing the mechanism of change difficult in those programs that do show positive outcomes. While there is some evidence that when larger numbers of components of an intervention are implemented in schools, or they are implemented more thoroughly, more positive outcomes are found, this has not always been the case (Eslea et al., 2003).

There are a number of different intervention types that have commonly been used in dealing with bullying problems within a school environment. The first is national policies and guidelines either suggested or required for all schools within a particular country. The next are curriculum or school-based programs that include whole school populations in order to provide skills and information to the school community of both involved and uninvolved students. The final is individual level interventions which focus on working with the individuals with either risk factors for involvement or who are already directly involved as
either perpetrator or victim in bullying situations.

**National and government approaches to bullying in schools.** In 2003 Australia introduced the National Safe Schools Framework (NSSF), an integrated national policy for the prevention and management of bullying, violence and other aggressive behaviours, which was further revised in 2011 (NSSF, 2011). The NSSF was developed by the then Commonwealth Department of Education, Science and the Arts and acts as a resource to inform practice that promotes children’s physical, social and emotional health. The framework incorporates state and territory and non-government schools. It comprises a set of guiding principles, and implementation resources to aid schools in putting into place measures to ensure the safety and wellbeing of students. The elements schools are encouraged to use to implement the NSSF (2011) include: leadership commitment to a safe school; a supportive and connected school culture; policies and procedures; professional learning; positive behaviour management; engagement, skills development and safe school curriculum; a focus on students’ wellbeing and student ownership; early intervention and targeted support; and partnerships with families and community. The framework includes a *Student Wellbeing Hub* and the *Bullying. No Way!* website that are online resources for school staff, students, parents and professionals for strategies and resources relating to the implementation of the framework. All individual schools within Australia were initially mandated to implement the National Safe Schools Framework, and therefore have an anti-bullying policy in place. However, more recently this has shifted to being encouraged to implement it, but with no specific mandatory requirements.

Unfortunately, there have been some questions regarding the extent to which the NSSF has been successful, with Cross and colleagues (2011) reporting on a study of teachers’ perceptions regarding the implementation of the original NSSF in 2003, their capacity to address bullying and students’ self-reported prevalence of bullying four years following the introduction of the NSSF. They found rates of bullying remained relatively unchanged, and teachers reported that schools had not widely implemented NSSF recommendations or felt able to appropriately address bullying when it arose.

Internationally, there are similar government policy initiatives in response to addressing bullying in schools. In 2009 the most populous providence of Canada introduced a policy encouraging all schools to have a School Improvement Plan that includes a school-wide bullying prevention plan detailing what bullying is, raising awareness of bullying, and outlining strategies for prevention and management of bullying when it occurs (Ministry of
Education, 2012). The United States of America have a similar policy and also provide an online hub, Stopbullying.gov, created in 2011 to provide information on bullying education, prevention and how to respond to bullying, which is jointly run by the Department of Education, the Department of Health and Human Services and the Department of Justice (Stopbullying.gov, 2015). A number of other countries have similar policies or legislation for dealing with bullying on a national level (Kazarian & Ammar, 2013).

**Within school approaches.** There is both an acknowledgment of and evidence supporting the important role played by the school environment in the lives of young people and their well-being (Carr, 2006). Given that the majority of young people spend a significant amount of time in school and the central role that schools play in the lives of many of these children, it is not surprising that schools are regarded as ideal settings for delivering programs aimed to prevent problems or build skills to better cope with life challenges. This is certainly the case in relation to the delivery of programs to address issues of bullying.

Within the literature related to bullying programs within schools there exists a number of different intervention types. Universal programs involve all individuals within a particular population or community participating. This has the possible advantage of avoiding or minimising participant stigma and also has the ability to reach a wider range of individuals rather than just those with a narrow range of risk factors specifically identified (Offord, 2000). Universal interventions also generally have the advantage of lower drop out rates and higher participation rates than selective or indicated prevention (Clarke et al., 1995; Shochet et al., 2001). Curriculum based approaches use classroom level intervention to provide information and skills to children through didactic teaching, activities, discussion and multi-media. These programs often include psychoeducation, social skills, conflict resolution skills, and skills for managing emotions and behaviours. Targeted interventions are those that target individuals who manifest some risk factor for the development of a specific problem (selective prevention) or who show already subclinical symptoms of the disorder (indicated prevention; Gordon, 1987).

A review of the literature was undertaken to examine the effects of specific bullying programs in schools. Smith, Schneider, Smith and Ananiadou (2004) summarised the research to date at the time on whole-school anti-bullying programs and found that the majority of programs did not produce significant change in self-reported bullying or victimisation. Specifically, for those programs that used a control group, 86% of self-reported victimisation
outcome differences were negligible or negative, and 100% of self-reported bullying outcome differences were negligible or negative. However, this study did find that programs that incorporated formal monitoring of fidelity to the program yielded more positive outcomes than those that did not.

A meta-analysis by Ferguson, San Miguel, Kilburn and Sanchez (2007) examined the effectiveness of school-based anti-bullying programs for which results were published over the 10-year period between 1995-2006. Included in this meta-analysis were 42 studies with a total of 34,713 students across primary, middle and high schools. They found a small significant positive effect for programs reviewed, but that this was a small impact of between 1-3.6%, meaning that positive change of this magnitude is not likely to be practically significant or meaningful. They did note however that larger effect sizes were found for programs targeting at-risk young people than those that were whole-school programs.

Merrell, Gueldner, Ross and Isava (2008) conducted a meta-analysis on the effectiveness of school-based anti-bullying intervention programs. They included studies spanning 1980 to 2004, which resulted in a total of 16 studies with 15,386 students across primary and high school from the United States and European nations. Studies included covered those that intervened with small groups within the school environment as well as those that focused on the whole school. This meta-analysis therefore included a few of the same studies as the previously discussed Smith and colleagues’ (2004) meta-analysis on whole school bullying programs. Results that were based on student self-report data produced a total of 80 effect sizes of which 25 were considered significant positive effects, 6 were considered to be significant negative effects and the remaining 49 were considered not significant or meaningful. Other outcome domains that produced effect sizes included teacher self-report, teacher report of child behaviour, peer report and school records. Including all domains, a total of 107 effect sizes were computed with 47 being found to be meaningful. Of these meaningful effects, 39 were positive and 8 were negative. The remaining 60 effect sizes computed were not strong enough to be meaningful. Therefore significant positive effects were found in 36% of outcome variables across the 16 included studies. The authors further noted that there did not appear to be a pattern to the significant positive findings, or association with types of intervention or measurement method.

In 2009, Ttofi and Farrington published a systematic review and meta-analysis of the effectiveness of school-based anti-bullying programs published between 1983- 2009. They
found that school-based programs are typically effective and result in a 20-23% reduction in bullying and victimisation, but with significant variations in effectiveness between programs. They further found that the components that were associated with positive outcomes were: parent training, improving playground supervision, disciplinary methods, school conferences, videos, information for parents, work with peers, classroom rules and classroom management. The authors suggested a number of implications from the findings of their study, including that programs should be directed at children 11 years of age or older, and that program development should be grounded in theory regarding bullying/victimisation. However, a follow-up study published by the same authors reported that work with peers (which was defined as using direct peer engagement to reduce bullying including such strategies as peer mediation, peer mentoring, and encouraging bystander intervention) was found to significantly increase the incidence of victimisation following intervention. The authors did not hypothesise a mechanism by which this may have occurred. This further highlights the difficulties in identifying effective programs or components within this area.

In a subsequent publication, Ttofi and Farrington (2011) concluded that the results of previous reviews which found there to be little or no positive effect of bullying programs may have been due to limited searches for relevant studies to include and inappropriate inclusion criteria. Thus, while results may be small or inconsistent, there is enough evidence suggesting that some programs do improve outcomes for students to continue to investigate this area.

**Target Age of Interventions.** Smith (2010) used within-program comparisons to assess the effectiveness of programs based on age. It was concluded that between younger and older students, there was typically more positive outcomes with younger students who were still within a primary school setting. It was suggested that this may be due to the increasing influence of peers as children age into high school and that students did not typically spend as much time with a single teacher who could be positively influential. While the findings of Ttofi and Farrington (2011) conflict somewhat with this, suggesting that intervention is more effective with children 11 years and older, this finding may be an artefact of less effective programs being run within younger groups as it did not directly assess the effectiveness within programs across different ages as did Smith (2010). In response to this issue, Olweus and Limber (2010) suggested that interventions may need longer to achieve results in high school students as compared to younger students.

**Interventions based on changing bystander behaviour.** The effects of programs
designed to produce change in bystander behaviour have had variable outcomes. Stevens, Van Oost, and de Bourdeaudhuij (2000) found no effects of an intervention program designed to alter peer attitudes towards bullies and victims, and towards intervening in bullying/victim problems as well as actual intervening behaviours in primary school students immediately following intervention or 6 months later. However students’ support for victims had increased slightly at approximately 18 months following initial intervention.

The KiVa anti-bullying program was developed in Finland and is based on the participant role model which conceptualises bullying as a group process and intervention is therefore focused on changing bystander attitudes and behaviour to reduce the social rewards associated with perpetrating bullying (Salmivalli, Kärnä, & Poskiparta, 2010). The program includes both universal and targeted elements and has been found to significantly reduce both bullying and victimisation rates for students in grades 4-6 in recently published randomised control trials (Kärnä et al., 2011b). Earlier results for KiVa found inconsistent results across grades, but with some positive outcomes (Salmivalli, Kaukiainen & Voeten, 2005). The students from fourth grade were found to assist more or reinforce bullying less following intervention, and the Grade five students were found to defend victims more often. While both self and peer reporting was used, some of the positive effects were found only in self-reports, although no behavioural measures were used to confirm changes. Peer reports were less likely to show change than self-report items on the same variables, suggesting that it is possible a social-desirability effect may have been operating in students’ self-reports. This may offer some explanation for the findings from Stevens, De Bourdeaudhuij and Van Oost, (2000) who found an increase in support for victims at an 18-month follow up. Specifically it is unlikely that cultural change will be seen until some time after intervention.

When using meta-analysis to examine the potential impact of bullying prevention programs on bystander intervention, Polanin, Espelage and Pigott (2012) found a significant positive effect of programs on bystander self-reported intervention rates compared to control groups. They examined 12 school-based programs involving 12, 874 students and found that those with high school students had larger effect sizes than those with kindergarten to grade eight students, but that overall the included programs increased bystander intervention in involved students.
Despite the variable effects of interventions designed to affect bystander behaviour change, intervention remains important as peer intervening has been noted to decrease over time in the absence of intervention. In a study of third and fourth Grade children who were followed for 18 months without intervention, joining behaviour did not change significantly over time, but helping behaviour decreased significantly (Jacobs, 2002). In addition, endorsement of the attitude that one should stay out of a bullying situation of a peer increased significantly over time. This suggests that, in the absence of intervention, children become increasingly less likely to intervene in bullying situations as they age. This finding is in line with other studies that have also reported a decrease in helping associated with increased age (Menesini et al., 2003).

**Interventions based on problem solving.** Problem solving interventions have been shown to improve social problem solving abilities, and also positive psychosocial outcomes. For example, programs specifically designed to increase the problem solving abilities of at-risk, or depressed teenagers have had success in reducing the depressive symptoms of participants who were both high or low risk prior to intervention (Spence et al., 2003). Specifically, young people have been found to demonstrate greater levels of positive problem solving orientation and reductions in avoidant problem solving strategies following problem solving training (Spence et al., 2003).

Furthermore, specific social problem solving programs have also been found to be effective in promoting positive problem solving strategies in children with behavioural problems and problem solving deficits to the level of their well-adjusted peers (Webster-Stratton, Reid & Hammon, 2001). Subsequent behavioural changes were also seen in involved children indicating the generalisation of skills to their everyday lives. A number of studies have found teaching social problem solving to improve the social, behavioural and academic functioning of children who previously displayed deficits in this area (Spence, 1995; Spence, 2003).

Problem solving has been widely used in interventions with young people to address a variety of difficulties including anger and interpersonal aggression (Secer & Ogelman, 2011); covert bullying and prosocial behaviours (Featherston, 2015); depression prevention (Poirier, Marcotte, Joly & Fortin, 2013); and general wellbeing (O’Neil, Chalenger, Renzulli, Crasper, & Webster, 2013). Indeed, improving social problem solving skills has been found to improve the social functioning and emotional wellbeing of young people. Webster-Stratton et al. (2001)
reported on a problem solving based program in children aged 4 to 8 years with early-onset conduct problems. They found a significant reduction in externalising problems and aggression, an increase in prosocial behaviour and an improvement in conflict management style in children who completed the program compared to those who did not. Further, the results were maintained at a one-year follow-up. Featherston (2015) used a social problem solving based program to reduce covert and indirect bullying in adolescent girls, and found a reduction in social aggression, an increase in social problem solving skills and an increase in pro-social behaviour following intervention.

**Theoretical Rationale**

Social cognitive theory was first proposed by Bandura (1986), and is an extension of social learning theory that additionally incorporates the social and environmental influences on the learning process. Social cognitive theory proposes a constant and reciprocal interaction between an individual’s social environment (including witnessing others’ behaviours and consequences), internal stimuli (cognitions and emotions) and behaviours (Bussey & Bandura, 1999; Swearer, Wang, Barry & Myers, 2014). Therefore, behaviours and their associated consequences continually interact with environmental and internal stimuli in the reinforcement process such that individuals learn to repeat behaviours that are beneficial to them, and avoid behaviours that are harmful to them or lead to punishment of some form. In relation to bullying, this theory incorporates the social aspect of bullying behaviour and the contexts within which it occurs, as well as the internal cognitive mechanisms that may play a role in both the actions taken towards others and the impact that others’ actions have on an individual, and the consequent behaviours an individual partakes in.

Therefore, for individuals to engage in bullying behaviour they must believe there will be some reward associated with it (e.g., positive regard from peers, power over peers), and conversely for other students to reinforce or ignore bullying they must believe that there will be negative consequences of intervening to stop it (e.g., victimisation themselves, decrease in social regard from peers). An individual’s internal stimuli including their beliefs about bullying, their emotional responses to others’ experiences and their beliefs about their own abilities to effectively act in bullying situations also play a significant role. Therefore intervening at the level of both the social contingencies to bullying and the beliefs regarding bullying is consistent with this theory, and should lead to behaviour change for both perpetrators of bullying and bystanders in reducing bullying and increasing intervening.
Summary

Taken together the literature suggests that bullying is a significant problem in schools and one that requires and benefits from intervention at the policy, whole-school and individual level. Given that there are many children who are involved in some way in a bullying interaction, universal interventions may be a particularly useful and important, as well as resource and cost effective, approach to intervention. The findings that teachers are often not aware of or involved in bullying situations and that students are more willing to seek help from a friend (Rigby, 1997), provide further support for the possible utility of universal, skill building interventions which include bystander behaviour. Finally, given the finding that poor social problem solving skills is a common predictor for involvement in bullying as both a bully, victim and bully/victim and possibly a moderator of negative outcomes, there is strong justification for developing interventions within this area that incorporate social problem solving skills as a core component.

Current Study Aims

The current research project aimed to add to research and understanding in the area of bullying and approaches to its reduction in children. There are currently inconsistent findings regarding the best practices for intervention in bullying reduction. This thesis attempts to add to the literature by developing and evaluating an intervention for upper primary school students encompassing a number of elements indicated to be promising within the literature at the time of development. The research aimed to develop a skills based program encompassing thoughts, feelings and behaviours and with a focus on social problem solving that would be helpful not only to reduce bullying, but also to provide all students with general skills for managing emotions and behaviour.

In operational terms, there were four aims of the current research. The first was to seek qualitative feedback from a small sample of both primary school students and their teachers about their perceptions and experience of bullying in the school setting using a number of structured questions developed by the researcher. This is reported in Study 1. The second aim of the current research was to develop an age appropriate, brief and easy to deliver universal intervention based around the concepts of helpful thinking, problem solving and choosing appropriate behavioural responses with aspects of bystander intervention and help seeking emphasised. The third aim was to evaluate the efficacy of the intervention longitudinally using
randomised control trial methodology, and obtain information about the acceptability and usability of the program to students and facilitators. These two aims are reported in Study 2. The final aim was to evaluate the relationships amongst predictors of bullying and mental health problems over time. This is reported in Study 3. Specific hypotheses will be provided within each study, where appropriate.
Chapter 2: Methodological Overview of the Research Project

The broad aim of this research project was to add to the existing literature in the area of childhood bullying. More specifically, it aimed to gather information regarding the nature and experiences of bullying within the upper primary school setting, sought to understand the teachable factors that may be useful in reducing bullying within this population, and to develop and assess a program that included these identified factors. This chapter provides an overview of the methodology of this research project as a whole. It outlines the research aims and questions, the ethical processes, sampling and recruitment strategies and data gathering techniques. Specific methods for each study in the research are described in greater detail within the relevant study chapters: Chapter 3 for Study 1; Chapters 4 and 5 for Study 2; and Chapter 6 for Study 3.

The research project has several distinct components:

- Study 1: Student and Teacher Voice: Qualitative Explorations
- Study 2: The Development and Evaluation of the ThinkSMART Program
- Study 3: The Effect of Bullying Victimisation on Subsequent Mental Health

For an overview of the studies and research process see Figure 2.1

Research Questions

- What is the nature of bullying within the primary schools included in this research project?
- Can improving students’ psychological and social skills reduce bullying problems and, if so, which skills would be most effective in doing this?
- Can a program, based on literature findings and theory, developed for the current research project improve students’ skills in these areas and therefore reduce the prevalence and impact of bullying?
Figure 2.1: Diagrammatic Overview of All Studies in the Research Project
Epistemological and Ontological Approach

This thesis will take a pragmatist view, reporting on a mixed methods design, combining both qualitative and quantitative methods where appropriate for answering the central research questions. There is also an element of emergent design, as the results of Study 1 will partially inform the development of later studies. Although this approach was deemed to be the most appropriate in answering the research questions, the majority of the research reported in the thesis uses quantitative methodology.

- **Study 1**: Student and Teacher Voice is largely exploratory in nature, with collection of both qualitative and simple quantitative data in the form of responses to discussion group questions on students’ and teachers’ understanding and experiences of bullying and attempts to reduce bullying within their schools.
- **Study 2**: The ThinkSMART program development, trial and evaluation methods arose in part from findings gathered in Study 1, in addition to literature review, theoretical understanding, and practical constraints of school-based delivery. This study uses a randomised control trial methodology in assessing the efficacy of the program as the gold standard in the assessment of interventions.
- **Study 3**: The relationships between bullying victimisation and mental health over time emerged as an exploratory assessment of the longitudinal data collected in Study 2 to examine underlying pathways between victimisation and mental health and to test if the theoretical rationale underpinning Study 2 (with a large emphasis on improving social problem solving) was evident and sound.

Theoretical Underpinnings

This research project is based on the premise that improving students’ psychological and social skills will assist them to more effectively identify, manage and be resilient to bullying situations, and is underpinned by social cognitive theory. Social cognitive theory proposes a constant and reciprocal interaction between an individual’s social environment (including witnessing others’ behaviours and consequences), internal stimuli (cognitions and emotions) and behaviours (Bussey & Bandura, 1999; Swearer et al., 2014). This theory therefore incorporates the social aspect of bullying behaviour and the contexts within which they occur, as well as the internal cognitive mechanisms that may play a role in both the actions taken towards others and the impact that others’ actions have on an individual.
Social cognitive theory posits that individuals will repeatedly engage in behaviours that they believe will be rewarded and avoid behaviours that they believe will lead to punishment (Bandura, 1977; Swearer et al., 2014). Within this framework, for individuals to engage in bullying behaviour they must believe there will be some reward associated with it (e.g., positive regard from peers, power over peers), and conversely for other students to reinforce or ignore bullying they must believe that there will be negative consequences of intervening to stop it (e.g., experiencing victimisation themselves, decrease in social regard from peers). Therefore intervening at the level of both the social contingencies to bullying and the beliefs regarding bullying would be consistent with this theory, and should lead to behaviour change for both perpetrators of bullying and bystanders. As this theory conceptualises bullying as a social-behavioural phenomenon, cognitive-behavioural based intervention components in the intervention should function to create change.

Program content is largely based on cognitive-behavioural theory, with a focus on improving students’ understanding of the links between their thoughts, feelings and behaviours such that they are better able to manage their own feelings and behaviour and are also able to identify opportunities to engage in more helpful thinking as a means of regulating emotions, making better choices and seeking help when appropriate.

**Ethical Considerations**

Ethical approval was sought and granted separately for Study 1 and Study 2. Details of each process are below:

**Study 1:** Ethical approval was sought prior to beginning the research and the study was cleared in accordance with the ethical review process of the University of Queensland and within the guidelines of the National Health & Medical Research Council. Following this approval, further ethical approval was sought and granted by Queensland Education Brisbane Central and West District and Catholic Education Archdiocese of Brisbane to conduct research within their schools.

The ethical issues that required particular concern surrounded the processes for gaining access to students through schools, obtaining parental and individual consent for students to participate in discussion groups, managing the collection of potentially sensitive personal
information about students, linking to resources and support for students if any risk issues were identified during the research process, and secure storage and use of data.

Ethical approval was granted for parents to provide active signed consent prior to students’ participation, and students to provide verbal consent at the time of discussion groups both for involvement and for the sessions to be audio-recorded.

**Study 2:** Ethical approval was sought prior to beginning research and the study was cleared in accordance with the ethical review process of the University of Queensland and within the guidelines of the National Health & Medical Research Council. Following this approval, further ethical approval was sought and granted by Queensland Education Brisbane Central and West District and Catholic Education Archdiocese of Brisbane to conduct research within the schools under their jurisdictions.

As with Study 1, the ethical issues which required particular concern surrounded the processes for gaining access to students through schools, obtaining parental and individual consent for students to complete assessment measures, managing the collection of sensitive personal information about students and linking to resources and support for students if any risk issues were identified during the research process, and secure storage and use of data.

Schools provided consent for the program to be run as part of typical classroom activities that all students in Grades 5-7 would complete. Ethical approval was granted for parents and students to provide active signed consent prior to students’ participation in the completion of assessment measures.

Protocols were in place should any risk issues for students be raised, which included directing students to sources of support and assistance that were available to them both within and external to their schools and facilitating this process. Provisionally registered psychologists undertaking postgraduate clinical psychology training who were facilitating the program were trained prior to beginning the program and participated in weekly supervision sessions with the researcher and her supervisor. In addition to addressing issues related to the program content, delivery, and student responses to the program, these sessions also ensured that the facilitators were following the ethical procedures approved for the research project and any possible ethical issues could be identified and resolved.
Sampling and Recruitment

The study population was distinct between Study 1 and Study 2, while Study 3 used the data gathered in Study 2. All participants across studies were from the Brisbane Central and West Education Districts and the Catholic Education Archdiocese of Brisbane, Australia.

**Study 1- Student and Teacher Voice: Qualitative Explorations.** A review of the literature identified upper primary school as a promising age group with which to intervene to reduce bullying therefore a sample of children of this age was sought. I also wanted to incorporate the depth of experience and knowledge of classroom teachers. Two schools were recruited to provide a sample for discussion groups of approximately 6-10 students per Grade level and group, and 10-15 teaching staff per group.

Schools were recruited by sending expression of interest letters to schools within the Brisbane Central and West District and Catholic Education Archdiocese of Brisbane and following up with contact phone calls to school principals to provide further information and discuss their possible involvement in the study. One school was sought from each education system in an attempt to maximise the representativeness of the sample. Once two schools agreed to participate no further schools were contacted. Schools were provided with information for students and parents, and class teachers then selected students to invite to participate, following instructions from the researcher for teachers to distribute information and consent forms to a diverse sample of students. The researcher was not involved in any discussion about which students were selected. Schools were also provided with information and consent forms for distribution to teachers for their own involvement inviting them to participate. This resulted in a final sample of 26 teaching staff, 12 students from Grade 5, 13 students from Grade 6, and 20 students from Grade 7 participating in discussion groups across the two involved schools. Following consent from participants, all discussion groups were audiotaped for later transcription.

**Study 2- Development and Evaluation of the ThinkSMART Program.** Six schools were recruited to participate in Study 2. In order to maximise the representativeness of the sample, four schools were drawn from the Queensland Education public school system, and two were drawn from the Catholic Education school system. Three of these schools (two Queensland Education, one Catholic Education) were randomly allocated to the intervention condition, with the remaining three schools acting as the control condition.
Schools were recruited by sending expression of interest letters to schools within the Brisbane Central and West Education District and Catholic Education Archdiocese of Brisbane and following up with contact phone calls to school principals to provide further information and discuss their possible involvement in the study. Meetings were then arranged with principals who indicated they were interested in participating to discuss the details of the program and research project and the requirements for involvement. Once the desired six schools had been recruited, recruitment was ceased as resources constraints would not allow for a larger sample.

All students within program schools completed the intervention within normal class times, however assessment data were only gathered from those with consent to participate in the collection of assessment data. Within involved schools, all students in Grades 5, 6 and 7 were provided with information and consent forms for their participation in the collection of assessment data to be reviewed and signed by a parent/guardian and the student if consent for their involvement in the collection of assessment measures was given. Class teachers were given a reminder to request the forms be returned prior to the first data collection point to prompt students who had forgotten.

Further details of recruitment are available in Chapter 3: Student and Teacher Voice: Qualitative Explorations and Chapter 5: The ThinkSMART Program Results.

Data Gathering Techniques

**Study 1.** Study 1 collected qualitative data in the form of answers to targeted questions to explore students’ and teachers’ understanding of, experiences with, and preferences for dealing with bullying. Group discussions were audio recorded and later transcribed. In addition, all participants completed short questionnaires which collected qualitative and quantitative data regarding their experiences with bullying and intervention.

**Study 2.** Study 2 collected data in a number of ways from students and also from program facilitators. These included:

Student assessment booklets: students completed a booklet of eight standardised measures and two novel measures developed for the study in addition to brief demographic information. Measures comprised: The Multidimensional Scale of Perceived Social Support (MSPSS); Multidimensional Students’ Life Satisfaction Scale (MSLSS; Huebner, et al., 1994);
Bullying (a novel measure based on previous measures used in *beyondblue* research. Sawyer et al., 2010); The Strengths and Difficulties Questionnaire (SDQ; Goodman, Meltzer & Bailey, 1998); The Rosenberg Self-Esteem Scale (RSE; Rosenberg, 1965); Spence Children’s Anxiety Scale (SCAS, selected subscales only; Spence, 1998); Centre for Epidemiological Studies- Depression Scale for Children (CES-DC; Weissman, Orvaschel & Padian, 1980); Life Events Record, Modified (Coddington, 1972); Social Problem Solving Inventory-Revised: Short Form (SPSI-R:SF; D’Zurilla, Nezu & Maydeu-Olivares, 2002); and What would you do? Scenarios (a novel measure based on previous measures used in *beyondblue* research. Sawyer et al., 2010). Further details of measures are available in Chapter 5: The ThinkSMART Program Results.

In addition, at the completion of the intervention all students in the intervention condition completed a brief feedback form of their experience of participating in the intervention program. Data collected from facilitators included measures of compliance and feedback for each session that they facilitated for the duration of the intervention.
Chapter 3: Study 1- Student and Teacher Voice: Qualitative Explorations

Aim

The aim of Study 1 was to use a series of targeted questions to explore students’ and teachers’ understanding of bullying, to determine their experiences with bullying and anti-bullying initiatives, and their preferences for dealing with bully/victim problems. Qualitative methodology was chosen for this study to allow for a broad range of information to be captured, which may have been otherwise lost in quantitative methods. Discussion groups were selected as the method for data collection as this allowed for a range of perspectives and personal experiences to be canvassed within each discussion session. The results from this process were planned to be used to supplement the existing literature base and to be incorporated in decision making regarding the development of the intervention program in Study 2.

Method

Recruitment of Schools and Participants. The study was cleared in accordance with the ethical review process of the University of Queensland and within the guidelines of the National Statement on Ethical Conduct in Human Research. Ethical approval was also sought and granted from Education Queensland Brisbane Central and West District and from Catholic Education Archdiocese of Brisbane to approach selected schools within the Brisbane Central and West district. Expression of interest letters were sent to the principals of these schools, and follow-up phone calls made to gauge interest and discuss their possible participation in the research project. Due to the scope of the study, two schools were sought for participation, one Queensland Education School and one Catholic Education school in order to increase the broader representativeness of the sample. Meetings were organised with the first two schools that expressed interest in participating and after provision of further information they both agreed to participation. As such, the involved schools represent a convenience sample.

Teachers from involved schools were asked to select a sample of students from Grades 5, 6 and 7 to be invited to participate. Teachers were asked to select a range of students, such that no specific group of students would be over-represented in the groups (for example we did not want only students who teachers identified as being involved in bullying in some form). These students were provided with information sheets and consent forms to take home in order
to gain parental/guardian consent for their participation. Student participants were those children who had written parental consent to participate. Teachers were also provided with information and consent forms for their own involvement in the research.

Participants comprised a total of 26 teaching staff and 45 students, including 12 students from Grade 5, 13 from Grade 6, and 20 from Grade 7. Participant numbers by grade and school can be seen in Table 3.1

Table 3.1

Discussion Group Participant Numbers by School and Grade

<table>
<thead>
<tr>
<th>School</th>
<th>grade 5</th>
<th>grade 6</th>
<th>grade 7</th>
<th>teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 1</td>
<td>6</td>
<td>7</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>School 2</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>

Procedure. Meetings were conducted at the involved schools with administration staff prior to the time of group sessions, and the procedure discussed with teaching staff. Groups were run approximately one week following distribution of consent forms to allow time for students to return them. Consent forms were collected by involved schools, and provided to the researcher on the day of the group sessions at each school. Consent forms provided space for both parents and students to sign their consent. Further to parental consent, at the time of the group meetings, students were also asked to provide their own consent to both participate and for groups to be audio-recorded for later transcription. Copies of the information sheet and consent form are shown in Appendix A.

Each class level group was involved in separate group sessions at each school, while teaching staff participated in a discussion group at each school, such that a total of 8 individual discussion groups were run. Teachers were not present at any of the student discussion groups in order to allow students to speak freely. In addition to the discussion, participants each filled out a short demographic questionnaire prior to involvement. Immediately before commencing the discussions, participants were again asked to give consent to audio-recording of the group. All individuals in all groups consented to audio-recording.
To thank students for their involvement, on completion of group sessions, they were offered a small Freddo frog chocolate. Students were not informed of this prior to involvement and as such it was not considered to be an undue incentive to participate. Involved schools gave prior permission for this to be undertaken, and advised that individual parental permission was not needed to provide these small tokens of appreciation.

The researcher personally conducted all discussion groups. Specific structured interview questions were prepared prior to running groups (see Appendix A), and presented to participants within groups. Follow-up questions were asked at times in order to clarify or elaborate on participants’ responses to initial questions.

Within the student groups, on commencement of the group, students were welcomed and thanked for their involvement. It was then briefly explained to them how the groups would run: that the researcher had particular questions about bullying that she was interested in knowing the students’ experiences and opinions about, and that we would work through those questions giving students an opportunity to respond to any questions that they chose to. The possibly sensitive nature of information that may be shared by people within the group was discussed and students were asked to maintain the confidentiality of any information shared within the group. Students were also reassured that they did not need to participate or answer any question if they chose not to. Students were further asked to be respectful towards others within the group, not to interrupt others and to raise their hand if they would like to contribute while another was speaking. Students agreed to these ground-rules.

As groups were conducted with the intention to collect information, strategies or resources were not provided to students for dealing with bullying/ victim problems in their own lives. Students were encouraged at the conclusion of discussion groups to speak to parents/ guardians or teaching staff should they have any specific concerns regarding their involvement in bully/ victim problems. Students were further provided with a short thank you note for their participation in the groups, which also identified sources of additional support should they want to speak individually about any topics raised in the groups. Sources of support identified included: parents/ guardians, teaching staff, school counsellors, family doctor, Kids Helpline (free telephone counselling service for children), and Lifeline (free telephone counselling service).
**Measures.** Questionnaires and group discussion questions were designed specifically for this study and full questions for teachers and students are shown in Appendix A. Participants also completed a short written questionnaire. Students’ questionnaires included questions regarding if they saw bullying as a problem within their school, if they had ever been bullied or perpetrated bullying and if so what had occurred. Teachers’ questionnaires included demographic information including how long they had been teaching, which grade they taught currently and had taught in the past, and questions regarding their experiences of bullying within their classroom, school and experiences with bullying reduction efforts.

**Questioning Technique.** The researcher conducted all discussion groups with the aid of her supervisor for the initial two groups (one teacher and one student group). As mentioned, a set of interview questions was developed in order to guide discussion and to seek information and opinions on the understanding and experience of bullying within the school setting. The same questions were used within each discussion group. Discussion was moderated to ensure it remained on topic and the researcher provided a summary of information discussed at the end of each topic.

The key questions of interest to the researcher were:

- What is bullying?
- Do you see bullying as a problem?
- What is the impact of bullying on students?
- At what age is bullying most problematic?
- What intervention methods have you had experiences with or have preferences for?

**Considerations to legitimacy and trustworthiness of the data.** The collection of both verbal interview responses and written responses to questionnaires from participants was used as an example of methodological triangulation of the data collected. Collation of responses in the form of themes and recurrent topics is presented in addition to examples from participants’ direct accounts in order to increase the legitimacy and trustworthiness of the data. Summaries of the discussion group findings were provided to each school upon consolidation and completion of analysis as a method of member-checking and further establishing the trustworthiness of the data.
Analysis. Complete audio-recorded discussions from each group were transcribed to allow for analysis. Thematic analysis was utilised to explore the data (Braun & Clarke, 2006). It was decided to take a deductive or theoretical approach in which themes were largely pre-figured or ‘objective’ in response to the specific questions the interviewer asked participants. For example, in response to the question “What is bullying?” the researcher pre-figured a priori themes relating to the typical components of definitions of bullying (i.e., repeated actions, power imbalance, intentions to cause harm) and was interested in whether or not these themes emerged from the data. Data were then analysed and classified according to these themes and recurrent topics. Results have been organised below around these themes and recurrent topics, with themes presented as title headings below.

Results

Teachers’ Discussion Groups. Key issues identified were largely equivalent across the two schools. Therefore results have been collapsed across schools and collated, except where otherwise identified. Information has also been collated across written and verbal reports, with relevant quotes to exemplify key points. Information from written questionnaires was obtained from 7 teachers in School 1, and 10 from School 2.

What is bullying? Teaching staff appeared to have a good understanding of what constituted bullying, identifying most of the definitional characteristics commonly used within research. The exception to this was that there appeared to be some confusion regarding whether actions needed to be repeated or not to constitute bullying, with teachers within one school specifically identifying this within the discussion of bullying definition:

“...continued...”, “...sustained and deliberate...”, “...consistent...”

However, in later discussions some teachers spoke about isolated, not sustained incidents as also constituting bullying. The discussion left the impression that teaching staff were aware of the typically used definition of bullying, but that their daily use of the term was not always consistent with this.

If this is the case, it is consistent with findings within the literature. Research has found that teachers tend to have an accurate understanding of the definition of bullying (Greene, 2000; Naylor, Cowie, Cossin, de Bettencourt & Lemme, 2006), but that their perceptions of it when it occurs and their tendency to identify bullying as concerning when it occurs varies
significantly and is not always in line with their stated definitions (Bansel, Davies, Laws & Linnell, 2009; Cheng, Chen, Ho & Cheng, 2011; Hazler, Miller, Carney & Green, 2001; Shoko, 2012). Previous qualitative data has also produced similar findings of teachers utilising a more fluid, continuum based definition of bullying in practise, in contrast to their theoretical understanding of the definition (Lee, 2006).

Teaching staff also reported feeling confident in their ability to distinguish bully/victim problems from other behaviours. Participants noted bullying to encompass verbal, physical and relational acts, that there is a repeated, sustained and deliberate action on the part of the bully towards a particular victim and that there is an intention to cause harm associated with these acts. Cyberbullying was discussed as being an increasing concern to teachers and students, but to typically occur outside of the school context.

While it is true that the majority of cyberbullying occurs outside of the school environment (Smith et al., 2008), research suggests that it is not the case that it does not affect students within the school environment. In fact, Smith et al. (2008) found that when the victim was aware of whom the perpetrator of cyberbullying was, in 58% of cases it was a peer from their own school. As mentioned previously, cyberbullying is an issue that is becoming of increasing concern in the school environment.

**Is bullying a problem?** In the first school, five teachers reported bullying to be a problem within their classroom, and five reported bullying to be a problem more widely within the school (from a total of 17 participants). Teaching staff reported personally being aware of between three and 17 bullying incidents within the previous teaching semester, with an average of seven incidents. Within the second school, three teachers reported bullying to be a problem within their classroom, and two reported bullying to be a problem more widely within the school. Teaching staff reported being aware of between zero and 10 bullying incidents within the previous teaching semester, with an average of three incidents. However, teaching staff at both schools reported that it was difficult to recall exactly how many incidents of which they were aware.

Within the teacher group that explicitly discussed if bullying was a problem within their school, there appeared a consensus that it was not a significant issue within their school at the time of the discussion, and that this was unusual, with it being more typical for bullying to be a problem within schools. However, participants did go on to discuss a number of both
specific incidents and general patterns of behaviour that typified bullying within their school. This indicated that bullying did appear to be present, but that teaching staff interpreted current levels as being lower than typical and therefore not a significant problem. Positive relationships between members of the school community (parents, teaching staff, and students) were cited as a major contributing factor to the reported lack of bullying.

This finding that teachers in the participating schools did not perceive bullying to be a significant issue may be the product of general findings that teachers are often not aware of bullying when it occurs (Crick & Grotpeter, 1995; Pepler, Craig, Ziegler & Charach, 1994). Conversely, it may represent an actual low rate of bullying within the involved schools, and it is possible that it may point to the type of schools that welcome such research as the current study being in general more proactive and involved in bullying management and therefore having lower rates of problems. It is also important to consider that teachers may have been reluctant to say within the discussion groups that they believe they have a problem within their classroom or within the school more broadly due to feeling that may reflect on their own management practices or ability to deal effectively with problems when they arise.

**At what age is it a problem?** Bullying was noted to occur in all grade levels in primary school, but to increase and be at a higher prevalence and of a more concerning nature in older primary grades. It was noted that bullying behaviours identified in students tended to change form to become more strategic and relational as students aged, and more overt and physical behaviours become less prevalent. It was noted that this was particularly worrying as it was harder for teaching staff to identify relational or covert bullying occurring, and therefore to intervene.

These observations are consistent with findings within the literature that bullying tends to become increasingly relational or covert as student age (Olweus, 1991). It is also reported that the incidence of bullying increases around the end of primary school or transition to high school (Nansel et al., 2001; Pepler et al., 2006).

Teaching staff highlighted a number of times differences between the presentations of bullying behaviours in female compared to male students.

*“Bullying within girl groups is a lot more difficult to control because you don’t tend to see it. It’s a lot of note passing, whispers, gossips, that sort of thing, whereas a lot of*
bullying amongst boys is actually physical. You don’t get a lot of verbal, I mean it does happen, but it tends to be more physical, you know pushing, shoving, kicking, that sort of thing so you actually do see it."

**What is the impact of bullying?** Overall, teaching staff reported that being the victim of bullying can have very negative effects across a range of areas including students’ academic functioning, health, social functioning, self-esteem and school attendance, and on their general resilience.

“It just chews away at their resilience, that bounce that they start with in Grade 1, and you can just see it just gets chipped away. And it’s their self-image, their self-esteem. I know we talk about their self-esteem probably too much, but as they lose that resilience to bounce back each time it’s just chipping away, and you know, that’s why we end up seeing children that come down and play with a book- they’re not reading a book. But ‘Don’t look at me because I am actually busy here reading’, but they’re not. It’s a mask that they’ve put on. And that’s here, now.”

Teachers’ understanding appears to align well with the well established findings of negative effects of victimisation (see Wolke & Lereya, 2015 for review). For example, research has identified lowered self-esteem, poor problem solving abilities (Cassidy, 2009), mental health difficulties (Rigby, 2000), poor academic functioning, low levels of pro-social behaviour (Schwartz, Chang & Farver, 2001) and physical health problems (Rigby, 1998b) as negative consequences.

Some participating teaching staff discussed the outcomes for students who acted as perpetrators to include possible social ostracism and not learning appropriate ways of achieving their goals and communicating appropriately with others. Participating teachers from both schools identified that more often they perceive the students who perpetrate bullying to derive social power, positive social status and positive feelings from their behaviours.

There may be some support for this, with some suggestion that bullies may achieve their immediate goals in childhood through aggressive means, and therefore fail to learn socially acceptable ways of negotiating with others, which leads to a maladaptive pattern of behaviour spilling over into anti-social acts in adulthood (Olweus, 1991). The comments that
relate to deriving social power and status from bullying also has support within the literature more broadly, which finds bullies to often be socially competent and socially dominant (Caravita, DeBlasio & Salmivalli, 2009; Kaukiainen et al., 1999; Pellegrini & Long, 2002). Therefore, it appears that it is not that perpetrators of bullying are not socially competent, but that they may fail to learn socially acceptable ways of achieving their goals, as stated above.

“But also the bullies, unless they’re pulled up, don’t realise that’s not an effective way of communicating. So they’re not learning the right ways.”

“But some bullies would also attract other children, wouldn’t they? Because there would be a power, there’d be a power sense. That’s why you’d have the girls building up those little groups because they can see the power with maybe the lead bully and that’s very attractive for young girls to belong to that.”

On the effect that bullying incidents have on bystanders, two distinct lines of discussion emerged: that bystanders would feel intimidated by the behaviour and therefore not act against it and also be more likely to comply with the perpetrator in future; or that they would model the bullying behaviour due to witnessing positive social reinforcement associated with it if the behaviour was not appropriately addressed by adults.

“It can certainly affect the dynamic of the group so those that aren’t involved either as a perpetrator or a victim, they can sometimes be intimidated not to become involved one way or another.” “They [bystanders] can take on a modelling role and ‘If the bully got away with it, I will too.’”

It was also identified that bully/victim problems can be very disruptive to general classroom and time consuming to deal with, therefore impacting on all members of the classroom and on teaching staff themselves.

“Oh it can be so disruptive...” “Time consuming.” “And sometimes I think the other children, as you say, they can use this person as a model. ‘Well the teacher is spending more time with them so if I do something equally outlandish and out of character then I’ll get that attention to me.’ Because sometimes they’ll say to you, ‘You spend so much time with so and so’ and ‘I’m doing everything right, why don’t you spend the time with me?’ So yeah, I think the time factor is a big issue.”
What are the intervention methods? It was noted that it can be effective for other students to intervene for minor bullying incidents, primarily as a reminder to the one doing the bullying that that behaviour is not appropriate, but that more serious incidents should be dealt with by supervising adults. A number of strategies for reducing bully/victim problems were identified. These included: identifying problems early and before they become repeated; addressing problems as soon as they are identified; maintaining good communication with parents so that incidents are reported sooner; building positive and empathic relationships between students and with teachers; ensuring students know that they are able to seek help when needed; and students having an accurate understanding of what constitutes bullying.

“Sometimes it’s not very clear between sporadic incidents and when it’s sustained bullying. And so sometimes you think you’re dealing with sporadic incidents and it becomes clear after some time that it’s sustained bullying and once you know that, you would have rather had the opportunity to go back to when those incidents first occurred to change the behaviour.”

“Quite often I think when the teachers mediate well an isolated incident, then it prevents it from going on to be bullying. So I think if there’s some good resolution to one incident, that seems to negate that pathway of coming back and looking and seeking out that person the next day.”

“Just regarding those just missing the radar too, I think the relationship between the parents and the teachers is really important so if the parents know that as soon as their child starts to tell them about some difficulties at home, tell the teacher straight away and it can be dealt with before it snowballs.”

It was noted by teachers a number of times during groups that teaching staff felt a level of responsibility lay with the victim in bully/victim problems as well, and as such they believed the victim should also be expected to change their behaviour.

“But they’re not taking responsibility and expecting someone else to deal with it and to solve their problems and they’re not willing to put the hard yards in and work at a way of making sure it’s not going to happen to them again, and again. They really don’t want to know and they see it as someone else’s problem, not theirs.”
“I was going to say, but is it always the perpetrator’s fault? Because, you know, some kids ask for it don’t they?”

"No, it’s not", “…but there’ll be another child who is just as quiet but for some reason that child is the one who is bullied, not the other quiet child or if they’re, sorry to say this, woosy or...”

“...Annoying”

While it is important to note that fault for victimisation does not lay with the victim, it seems likely that in such cases teachers may be referring to bully/ victims, or “provocative” victims. These students are often identified as displaying more proactive and reactive aggression compared to other students (Camodeca, Goosen, Terwogt & Schuengel, 2002), to have more difficulty regulating emotions and reactive impulsivity (Toblin, Schwarts, Gorman & Abou-ezzedine, 2005), and that they have the least amount of teacher support when compared to either victims or bullies (Berkowitz & Benbenishty, 2012). These comments are also in line with research by Blain-Arcaro, Smith, Cunningham, Vaillancourt and Rimas (2012), which found that teachers were less likely to intervene in bullying when it appeared that the victim had done something to aggravate the bullying, than when it was clear that they had not. Further, similar to both the range of intervention methods identified within this study and the findings of Blain-Arcaro and colleagues (2012) regarding teachers using contextual factors to make decisions regarding intervention, in a qualitative study based on interviews with primary school teachers regarding their perceptions of bullying and bullying interventions, Tucker and Maunder (2015) found that teachers’ intervening was largely situationally dependent and relied on teachers’ momentary judgements about when intervention is needed and the best way to do so at the time.

Teaching staff were in agreement that more action needed to be taken in response to identified bullying incidents than was occurring to date, including more immediate consequences for perpetrators of bullying.

“And I think a consequence sometimes has to be more than talk, we can talk, talk, talk, talk, but it gets to the stage that ‘this is what will happen if...’”

“Too much talking, not enough action I think. Far too much talking I think.”
“We negotiate too much.”

Additionally though, teaching staff within both schools heavily emphasised the use of speaking to both parties following a bullying incident, hearing both sides of the story and ensuring both/ all children felt heard and validated as an effective way to deal with bullying incidents.

“Let each person have their say without interruption...” “And they need to be heard, you know? We often find this with the victim often gets quite a good hearing, not always necessarily in a bullying situation, but in any conflict situation, it seems like the victim gets a good hearing, but sometimes the other person doesn’t get heard or you just can assume too quickly and jump to conclusions.”

The methods identified by teachers for intervention echo some of the more common approaches for intervening in bullying including elements of whole school approaches, skill building for victims, for example, improving coping strategies (Smith, 2014), consequences for the perpetrators (92% of schools have been found to use direct sanctions against bullies, Thompson & Smith, 2011), and the Shared Concern or Pikas method (a non-punitive approach to resolving bullying which uses interviews and discussions with all parties involved in bullying in order to facilitate a solution. Pikas, 1989, 2002).

Students’ Discussion Groups. Key issues and concerns identified were largely equivalent across the two schools. Therefore results have been collated across schools, except where identified. Information has also been collated across written and verbal reports, with relevant quotes to exemplify key points. Information from written questionnaires was compiled from 45 students (School 1, n=25; School 2, n=20).

Definition. Students appeared to have a fairly good understanding of the behaviours that constitute bullying, and described overt forms of bullying such as teasing and physical aggression, as well as covert and relational forms of bullying including exclusion. Students in Grades 6 and 7 spoke much more about relational forms of bullying, indicating that this was the more common form amongst their peers, and that relational bullying increases as students become older. This observation is consistent with general findings regarding the form that bullying takes at different age levels, with bullying being increasingly relational in upper primary school ages (Rivers & Smith, 1994), and also with the observations of the teacher
groups. Students of all ages reported being aware that bullying could be perpetrated by an individual or a group, whereas only some students in the older grades noted that bullying constitutes actions that are repeated or longstanding, with no younger students mentioning this. Other definitional aspects of what constitutes bullying such as that actions are repeated and intentional, and that there is an imbalance of power, were generally not mentioned by students.

These findings are consistent with what has been previously reported regarding young people’s definitions of bullying. Research suggests that young people rarely identify a number of elements to the definition of bullying typically used in research. Vaillancourt et al., (2008) found that only 1.7% of students spontaneously identified intentionality in their definitions of bullying, only 6% identified repetition and only 26% identified the need for there to be a power imbalance between the bully and the victim. In similar findings, Frisen et al. (2008) reported that only 19% of students identified power imbalance and 30% repetition in their definitions. Other research has also found that students have been less likely than adults to refer to exclusion as a type of bullying and to power imbalance and the intention to cause harm in their definitions of bullying (Naylor, et al., 2006).

Not surprisingly, younger students had significantly less sophisticated examples of what behaviours constituted bullying compared to older students. Older students also gave more examples of relational and covert bullying, whereas younger students gave more examples of overt physical and verbal bullying. This pattern is in line with research on the prevalence of different types of bullying as children age in upper primary school.

From students in Grade 5, regarding what is bullying:

“Making people feeling bad.”

“Calling people names is sort of bullying but it’s not as bad as being physically hurt, like sometimes yes being mentally hurt is worse but usually being physically bullied is worse.”

“Punching, kicking, screaming, teasing”

“Teasing people about their looks and like their voice; things they can’t change”
“Somebody calling you names”

“Saying bad words to them”

From students in Grades 6 and 7, regarding what is bullying:

“Also, you can also be stealing other friends”

“I think bullying is where sometimes you’ll get excluded”

“A lot of the time classes have like groups of people in them and you can get excluded from that a lot”

“Leaving someone out”

“Blackmailing someone”

“Excluding people from games”

“Teasing or just ignoring and leaving them out like exclusively.”

“Um, sometimes just basically not looking at somebody or going away from them if they try to play with you.”

“And doing subtle things like not laughing at peoples’ jokes and rolling your eyes when they go and perform up on stage, or something.”

“Continually hurting someone emotionally or physically”

“Lots of different things, like gossip, rumours.”

Is bullying a problem? Seventeen students reported bullying to be a problem occasionally or more often within their school. Sixty percent of students (n=27) reported that they had been the victim of bullying at some stage in their school career, and 22% of students (n=10) reported that they had perpetrated bullying at least once within their school career. Of the bullying incidents reported, almost all were described as either teasing/verbal bullying or minor physical bullying (i.e., pushing), and as being single incidents rather than repeated patterns of behaviour.
What is the impact of bullying? Students displayed a good understanding of the harm that can result from bullying, and both emotional and physical hurt was mentioned. Quite sophisticated ideas about the possible consequences of being victimised were generated including missing school, losing friendships, loss of self-esteem, depression, suicide, and possible retaliation. Hurt caused by bullying was primarily associated with being the victim of bullying. However, perpetrators of bullying were also noted to possibly be harmed by suffering guilt over their actions or retaliation by victims.

The discussion of the impact of bullying differed over the grades interviewed. Grade 5 students primarily discussed quite simple constructs of harm. Regarding harm to victims:

“It can physically hurt them.”

“Or it can hurt their feelings”

“By breaking their feelings about their personal life”

These observations are largely in line with the more overt types of bullying that occur in younger students.

Regarding harm to perpetrators of bullying, amongst the Grade 5 students the only type of harm identified, other than consequences imposed by adults, was if the perpetrator felt guilt following an incident.

“Because they feel bad about it too...”

“When they’re sad about what they’ve just said and they want to say sorry straight away.”

“...they’ll feel really bad for a long time about doing all that.”

Harm to uninvolved bystanders was seen to result primarily from their friendships with victims or perpetrators:

“Or you might feel sad because your friend is bullying someone.”

“It might hurt them because it might be their friends and they might feel sad that their friends were getting bullied.”
Only one student identified a more general harm resulting from witnessing bullying incidents:

“Well it will hurt anyone else I think, because when you see someone get bullied you wonder what it would be like if it happened to you and things like, you know that it would hurt and be painful. And seeing someone get bullied, can sometimes hurt you a lot.”

Students from Grades 6 and 7 frequently mentioned loss of self-esteem and confidence:

“Well I reckon especially if it’s verbal bullying, it can really put your self-esteem... like you won’t be as self-confident, actually it can make you cry a lot of the time or it can upset you, put you down, sometimes get a bit depressed and stuff.”

“I think that it takes your self-esteem away and self-confidence and you just don’t believe in yourself.”

“...sometimes kids have even committed suicide from really bad bullying. So it can be pretty serious.”

“Things like um... You lose your confidence when people laugh at you when you get up on stage or you tell a joke then you lose your confidence and end up not doing anything and just sitting back and watching everyone else.”

These reported negative effects of victimisation are consistent with the well documented list of negative effects from the literature (e.g., Reijntjes et al., 2010).

In addition to possible guilt as a negative outcome of perpetrating bullying, students in Grades 6 and 7 also discussed possible loss of friends, and conversely raised the possibility that there are no negative outcomes for perpetrators and identified possible benefits:

“Because like when you’ve been bullied you don’t kind of don’t want to be the bully’s friend anymore, the bully also gets excluded too.”

“No” [Is it harmful to perpetrator?]
“…they only do it to make themselves more confident in themselves…”

“cool”

“and stronger”

Students also discussed possible reasons that students may be engaging in bullying, and frequently noted a belief that perpetrators of bullying do so due to negative personal experiences:

“Most bullies are like cowards. They like, they make fun of other people because they want to hide embarrassing personal secrets or something about themselves.”

“Yeah, I think bullies have family problems.”

“Yeah, sometimes, like I’m not going to dob anyone in but sometimes some bullies have been like bullied themselves.”

While these appear to be common beliefs regarding bullying, there is little support within the literature for this regarding pure bullies, although some more exists for bully/victims (Boulton & Smith, 1994; Cook et al., 2010a; Crick & Dodge, 1999).

At what age is it a problem? Students noted becoming aware of bullying at different ages, ranging from Grade 1 to Grade 4. The general consensus from students was that bullying increases as students age and is at its worst in Grades 6 and 7, although one group reported feeling that bullying reduced in the older grades due to students getting to know each other better. Students also noted a change in the form of bullying, reporting that students are “smarter” at bullying others as they age, that actions are more deliberate and covert and that bullying has a higher potential to cause harm in the higher grades due to the increasing importance of peer relationships at this time.

“Yeah, it gets worse as you get older”

“You get sort of smarter and you learn different ways to hurt them.”

“... Grade, like, 6 and 7, because people have more power, so they see how they can hurt people.”
“Um, with Grade 7 it tended to be, I find more um verbal, ‘cause kids get smarter, get smarter comebacks, smarter things to say.”

Both of these findings are consistent with the literature with the highest incidence of bullying generally reported to be around the transition between primary and high school (Nansel et al., 2001; Olweus, 1991; Pepler et al., 2006), and for bullying to be increasingly relational in nature as students age (Olweus, 1991).

Bullying was also noted to occur most often at times when teachers were not present such as lunch times and before school. This proposition is supported by findings that school staff are unaware of bullying in up to 80% of incidents (Craig & Pepler, 1997).

**What are solutions for bullying?** While teachers were noted to primarily become aware of bullying problems through being informed by students, they were also reported to notice themselves if students were upset. This was particularly true for physical bullying, which students noted teachers are usually aware of, whereas verbal or relational acts are less often noticed. Previous research supports this, with findings that teachers are more likely to recognise physical forms of bullying than verbal or social ones (Hazler et al., 2001). Students reported that they feel this is because teachers have many other duties and are unable to constantly monitor students, particularly when bullying does not normally happen when teaching staff are present. In line with this, bullying was reported to occur mostly before and after school and during lunch breaks, when less supervision was provided.

“They don’t normally notice everything because there’s over 300 kids in this school and they’re going down to Jubilee, it’s a wide open space; 300 kids, 2 teachers. You’re not going to get everybody so they don’t normally notice everything, and you don’t blame them.”

“…there’s so many students, it’s hard to notice.”

“If it’s physically then yes, obviously. But if someone’s saying ‘oh, you’re mean’ or something, they don’t, they don’t not care but they sort of just let you deal with it.”

“And not many people, like people our age we don’t want, not many people want a teacher coming and sort of hugging us and stuff and saying ‘it’s alright’ and all that so.”
“Yeah, and some teachers let us sort of sort it out ourselves and stuff.”

However, there was a general consensus among students that the first solution to reduce bullying should be to increase supervision by teaching staff before and after school and during lunch breaks.

“And probably the main one, probably more teachers around the school and they’d stop what they’re [bullies are] doing.”

There was some difference noted in how students reported bullying incidents should be dealt with. Some students reported that other uninvolved students should get involved and try to help stop minor bullying incidents by approaching the situation and telling the person doing the bullying to stop or by supporting the victim to walk away. When situations were more serious, or when there was physical aggression involved students reported that they would approach a teacher for help. When asked who they would approach for help if they needed it for themselves or others, students identified teaching staff, parents and friends. Some of the Grade 7 students reported that they often do not want help from teaching staff or other adults for bullying problems and would rather attempt to deal with situations themselves in the first instance, and reported that teachers will typically allow them to do so.

“If you can. Like if they’re getting hurt I’d go straight to the teacher and then if they were just like, saying, calling them rude words or just putting down I’d go and help that person.”

“I’d go and help.”

“Stand up for them [victim].”

“I would go and tell them to stop.”

“Yeah and then, but then if they like keep going, I’d probably go tell a teacher.”

“And then I would go and tell a teacher but then, if they’re like getting physically hurt like, pushing or kicking or something, well then immediately go and report to a teacher.”
In contrast, other students reported they would first approach a teacher for help with a bullying situation, though some said they would ask for help from friends initially, and then approach a teacher if problems continued. There was a general reluctance to become involved, and wariness of possible negative outcomes of becoming involved in a bullying incident occurred between other students.

“Um, yes and no. Because it’s bad if you’re watching the bullying, but then they could get bullied.”

“They could make it worse, like if somebody was in a situation, and they didn’t really want to hear it from anyone, they could like get really intense, on more than one person like, they were angry with one person, they could get angry with all the rest of them and then it kind of builds a humongous fight.”

“Don’t get involved, or try not to.”

“Don’t get in trouble.”

“I’d just go and tell a teacher.”

“Personally, I would go to a teacher. Because like you wouldn’t just break it up just in case something happens to you when you weren’t even in the fight.”

These findings again echo the literature that suggests that students would like to be able to intervene to reduce bullying, but that they lack the skills or confidence to do so effectively, or have concerns that they may become victimised themselves as a result (O’Connell, et al., 1999; Stevens, Van Oost & de Bourdeaudhuij, 2000; Weisbein, 2007).

Summary and Conclusions

There was a considerable amount of agreement across discussion groups and consistency in the extent to which the data formed themes. From the discussions with teachers, in general, they had a reasonably good understanding of what bullying is, agreed that it is a problem, and also identified the need for early intervention as the most effective response. Teaching staff agreed that being the victim of bullying can have very negative effects across a range of areas including students’ academic functioning, health, social functioning, self-esteem and school attendance, and on their general resilience. Teachers overall reported
confidence in their ability to recognise bullying/ victim behaviours. They also reported that bullying in both of their schools, although occurring, was not a significant issue and they attributed this to the positive relationships established between teachers, parents and students. There was a recognition that bullying increased in the older grades and was more concerning in these grades.

Students also provided useful information on their understanding and experience of bullying in schools. They appeared to have a fairly good understanding of the behaviours that constitute bullying, and described overt forms of bullying such as teasing and physical aggression, as well covert and relational forms of bullying including exclusion, however they tended to neglect the need for actions to be repeated, to have negative intent and for there to be a power imbalance. Additionally, they were increasingly sophisticated in their understanding of bullying with increasing age. More than half of the students from both schools reported being the victim of bullying in their school either occasionally or more often and around one quarter of students reported that they had perpetrated bullying at least once within their school career.

Students displayed a good understanding of the harm that can result from bullying, with both emotional and physical hurt mentioned. There was also a recognition of the negative consequences of bullying around social deficits, self-esteem issues, mental health problems, and potential retaliation. There was also an awareness of the additional harm that may eventuate for both the perpetrators and the bystanders. The general consensus around the age at which bullying became a problem was that bullying generally increased as students age and was at its worst in the higher grades. Students also noted a change in the form of bullying with increasing age with actions described as more deliberate and covert and potentially more harmful due to the increasing importance of peer relationships at this time.

Taken together, responses from both students and teachers highlighted the changing nature of bullying with increasing age and the increasing prevalence of more covert forms of bullying over time. There was also agreement that bullying often occurs when teachers are not present. There was an understanding of the potential implications of bullying and the many identified social and psychological consequences of bullying for victims, perpetrators, and bystanders as well as a strong belief that something needed to be done about this issue. A final point of agreement was that early intervention and assistance with knowing what the most effective and safe response is would be extremely helpful.
Importantly for the current research project was the emergence from the groups that both students themselves and teachers showed preferences for students being able to manage more minor bullying incidents themselves, the need for greater skills to do so effectively, and the ability to identify when further help is needed. This is combined with the reports from both students and teachers that teachers are very often unaware of bullying incidents when they occur. These points echo findings from the review of literature in Chapter 1. They add support to the rationale for developing an intervention that increases the skills of students to correctly identify and manage bullying situations, but to also identify when further help seeking is required and know appropriate sources of help. The findings from the discussion groups also confirm that the target population for the current research project (upper primary school students within Brisbane, Australia) show consistency with the generally reported findings in the literature as to when bullying is an issue and when might be suitable times to intervene. An intervention program was therefore developed which synthesises findings from the review of literature, theoretical understandings and the qualitative results from this study. The development of this intervention is outlined in Chapter 4 and evaluated as part of Study 2.
Chapter 4: Study 2 - The ThinkSMART Program Development and Content

This chapter outlines the development of a cognitive-based problem-solving program to be used in a primary school setting with the aim of equipping students with the knowledge and skills to deal with bullying. The program aims to teach skills around problem solving, perspective taking, help seeking and emotion regulation.

Theoretical Underpinnings

Social cognitive theory proposes a constant and reciprocal interaction between an individual’s social environment (including witnessing others’ behaviours and consequences), internal stimuli (cognitions and emotions) and behaviours (Swearer et al., 2014; Bussey & Bandura, 1999). This theory therefore incorporates the social aspect of bullying behaviour and the contexts within which they occur, as well as the internal cognitive mechanisms that may play a role in both the actions taken towards others and the impact that others’ actions have on an individual.

Social cognitive theory posits that individuals will repeatedly engage in behaviours that they believe will be rewarded and avoid behaviours that they believe will lead to punishment (Bandura, 1977; Swearer et al., 2014). Within this framework, for individuals to engage in bullying behaviour they must believe there will be some reward associated with it (e.g., positive regard from peers, power over peers), and conversely for other students to reinforce or ignore bullying they must believe that there will be negative consequences of intervening to stop it (e.g., victimisation themselves, decrease in social regard from peers). Therefore intervening at the level of both the social contingencies to bullying and the beliefs regarding bullying would be consistent with this theory, and should potentially lead to behaviour change for both perpetrators of bullying and bystanders. As this theory conceptualises bullying as a social-behavioural phenomenon, cognitive-behavioural based intervention components in the intervention should function to create change.

Considerations Regarding Program Delivery Method and Components

Universal approach. A universal intervention strategy was chosen for the current research project based on literature suggesting it may have benefits for long-term feasibility and usability of the program. Universal intervention has the benefits of being less intrusive and potentially lower cost, and is typically more suited to incorporation within the existing
structure of the classroom, therefore providing the greatest chance of being adopted within a school setting (Manassis, 2014; Stallard, 2010). School level factors have also been found to be important for predicting bullying behaviours, and therefore can be utilized for planning intervention strategies. Elian, Patalay, Sharpe and Wolpert (2017) gathered information on bullying behaviour and school climate from 23,215 children in Grades 4 and 5 across 648 primary schools in England. They found school deprivation and school climate to predict bullying behaviour when child-level factors were controlled for. This further provides justification for the use of universal intervention to ensure that school climate is addressed in addition to child-level factors. Universal interventions are also chosen as a means of reducing stigma that may be associated with participating in programs that targets individuals with social or psychological risk factors.

**Primary school age.** The program was designed for students in upper primary school, namely Grades 5-7. The targeted age for the intervention was based on literature highlighting that the highest incidence of bullying occurs within the later primary grades and transition to high school (Nansel et al., 2001; Olweus, 1991; Pepler et al., 2006). The Australian covert bullying prevalence study reported on a sample of 7,418 students aged 8-14 years and found that the highest prevalence rates were for Grade 5 (32%) and Grade 8 (29%) (Cross et al., 2009). This indicates that intervention is needed early in order to attempt to reduce rates within these particularly high incidence ages. While some research has suggested that interventions with children 11 years and older are more effective (Ttofi & Farrington, 2011), others have found that younger students typically have more positive outcomes from bullying programs. Smith (2010) used within-program comparisons to assess effectiveness of programs based on age. It was concluded that between younger and older students, there was typically more positive outcomes with younger students who were still within a primary school setting. Further, interventions may take longer to achieve results in high school students compared to those who are younger (Olweus & Limber, 2010).

**Brief time frame for delivery.** Feasibility of the program’s use on an ongoing basis and the usability within a typical school setting was a significant consideration. With research suggesting that lower cost and briefer interventions may be less intrusive to schools and therefore more likely to be utilised (Manassis, 2014; Stallard, 2010), it was decided to focus on the development of a brief intervention.
Further, reviews and meta-analyses of the most effective intervention programs have differed somewhat in their findings and conclusions drawn from the literature on bullying reduction. However, some of the most effective programs have consistently been found to be those that involve large-scale intervention that often occur over multiple years, are resource heavy and take a multi-level approach (i.e., individual, classroom, school-wide and policy components) and with a need for ongoing support from outside staff (Jimerson & Huai, 2010). Unfortunately, such large-scale programs are prohibitively resource intensive for many schools to implement, and even when they are implemented can suffer from a lack of treatment fidelity due to difficulties for schools and classrooms in implementing and maintaining all components. While there is likely an inevitable trade-off between investment and outcome that needs to be considered, there is a strong rationale for searching for intervention strategies that are able to still produce positive effects with briefer and less resource-intensive approaches. The current research project aimed to fulfil this objective.

Inclusion of components encouraging bystander intervention. Literature suggests that teaching staff are frequently not present when bullying occurs (Craig & Pepler, 1997), in contrast to peer bystanders who are present for the majority of bullying incidents. Further, students have consistently been found to report bullying incidents to other students rather than adults (Rigby, 1997), and to prefer to receive help from peers rather than teachers (Peterson & Rigby, 1999). Therefore improving appropriate bystander intervention appears to have benefits.

Currently, the percentage of students who are observed to intervene in bullying situations is quite low. However, self-reported intentions to intervene has been reported by over 50% of students (Rigby & Johnson, 2006). One of the primary reasons cited by students for their lack of intervention is lack of confidence in their ability to correctly deal with a bullying situation (Stevens, Van Oost, & de Bourdeauxhuij, 2000). Therefore, it appears that students would benefit from learning skills to effectively analyse a situation, consider options for action and if appropriate intervene in effective ways. Therefore, strategies suitable for bystander intervention were included within the program in order to increase these skills.

Problem solving. There is strong evidence for the importance of effective problem solving skills in many areas of psychosocial functioning and adjustment. In fact, good social problem solving skills have been found to be associated with reduced impact of negative life events (Grover et al., 2009), reduced chance of developing depression in adolescence (Spence,
Sheffield & Donovan, 2003), increased peer popularity (Green et al., 2008), and social adjustment (Crick & Dodge, 1994). Poor problem solving skills has also been found to be associated with bullying victimisation (Cassidy, 2009; Crick & Dodge, 1994; Cook et al., 2010a). Further, there has been some success with problem-solving based interventions for the prevention of bullying (Featherston, 2015).

Evidence therefore suggests that social problem solving competence is an important factor in both children’s social skills and acceptance and also in possibly moderating the negative effects of social difficulties when they arise. Based on these findings, social problem solving skills were included as a core component of the current program.

Help seeking. Research has found that students overwhelmingly report that when seeking help for either themselves or others in bullying situations, it is sought from a peer rather than an adult (Rigby, 1997; Raviv et al., 2000). However, there is also a worryingly large percentage of students who do not seek help at all for victimisation (Rigby, 1997).

Additionally, young people who are in need of help have been found to have limited psychological and social resources to seek out effective help (Ciarrochi et al., 2002; Rickwood et al., 2007), and to have many barriers to help seeking which decrease their help seeking intentions and behaviours (Rickwood et al., 2005). Interestingly, young people have been found to be more likely to seek help for others than for themselves (Raviv et al., 2000). In further support for the importance of peers in bullying situations, seeking help from peers has been found to reduce victimisation (Kochenderfer & Ladd, 1997); and to reduce the effect of victimisation causing social problems (Kochenderfer-Ladd & Skinner, 2002).

Therefore, given that some students do not seek help at all and those students who do so are more likely to approach peers for assistance, and that they are also more likely to seek help for others than themselves, it is important that students are able to seek help in a safe and effective manner. Help seeking was therefore incorporated as an element in the current program.

Findings from Study 1. Study 1 sought to gather information from students and teachers regarding their experiences of bullying and their preferences for intervention. A number of important themes emerged regarding their preferences that align with current research findings, and theoretical understandings of bullying behaviours to lend credibility to
their inclusion in the program. Those factors that emerged and showed consistency with other sources of information and were included in the program are: a preference for students to be able to effectively manage bullying situations themselves and to aid their peers (due to teachers often being unaware of bullying incidents, and students preferring to manage incidents themselves); a need for improved skills for managing bullying situations; and a need for an improved ability to identify when further help is needed and seek it appropriately.

Summary

Based on the social cognitive theory, findings from Study 1 and the literature regarding arguments for universal and brief intervention, age of intervention, and the importance of bystanders, problem solving and help seeking, the research program was developed utilising these components.

Method of Delivery

The program used a variety of methods to impart knowledge and aid skill development on the key content areas including: didactic information, scenario based work, role play activities and application of principles to individuals’ own situations. The program also used a constructivist pedagogical approach. Constructivism is not detailed here, although briefly, it is a theory of learning positing that individuals actively construct their own meaning around phenomena (Richardson, 2003). In pedagogy this encompasses a number of components: being student-centred, facilitating group dialogue, direct instruction of formal domain knowledge, tasks to engage students to explore their own beliefs and raise students awareness of their own learning processes (Richardson, 2003).

Materials

Facilitators were each provided with a facilitator workbook that provided detailed instructions for the delivery of the program. All students were provided with a copy of the student workbook. Additional program materials were provided to the facilitator. See Appendix B for full Facilitator and Student workbooks.
Framework of Sessions

The ThinkSMART program is a six-session program with the sixth session being a booster session aimed at reviewing and cementing concepts covered in earlier sessions. Sessions are designed to run for 45-60 minutes in length, to allow for variations in timing of school class periods. Each session followed a standard format that included the following elements:

- background information on the purpose of the session;
- a brief review of the previous session;
- introduction of a new concept or skill;
- practice in applying the concept or skill;
- discussion of home tasks for the week;
- review of the session’s most important concepts; and
- a fun activity to be completed at any time during the session at the discretion of the facilitator.

A comprehensive summary of the program is shown below. Firstly key learning objectives and outcomes for all sessions are presented in Table 4.1. A further outline of specific session content for each session is provided in individual tables (4.2 to 4.7) and sample pages are provided from both the facilitator manual and student workbooks.
Table 4.1

Overview of Program Content for Sessions 1-6

<table>
<thead>
<tr>
<th>Session Number</th>
<th>Learning Outcomes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of pre-program assessment measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Getting Along</td>
<td>Be able to define and identify bullying</td>
<td>Ground Rules</td>
</tr>
<tr>
<td></td>
<td>Know the harmful effects of bullying</td>
<td>Getting to know each other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Getting along with others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is bullying harmful?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Role play: Group interactions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fun Activity: Building a better…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Session Summary</td>
</tr>
<tr>
<td>2. Problem Solving</td>
<td>Know the 6 step problem solving process</td>
<td>Review of previous session</td>
</tr>
<tr>
<td></td>
<td>Be able to apply problem solving to a number of real-life situations</td>
<td>The six steps of problem solving</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem solving scenarios</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Make pocket reminders of the six steps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual practise: A real life example</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fun Activity: Marshmallow Towers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Session summary</td>
</tr>
<tr>
<td>3. In Someone Else’s Shoes</td>
<td>Be able to identify emotion in others using cues such as body language</td>
<td>Review of previous session</td>
</tr>
<tr>
<td></td>
<td>Be able to apply a problem solving process when a bystander to bullying</td>
<td>Feelings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying emotion game</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Perspective taking scenarios</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bullying and perspective taking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bullying and problem solving</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fun activity: Cooperative Stand-up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Session summary</td>
</tr>
<tr>
<td>4. Help!</td>
<td>Identify situations which require adult help</td>
<td>Review of previous session</td>
</tr>
<tr>
<td></td>
<td>Know the sources of help available</td>
<td>Mapping my world</td>
</tr>
<tr>
<td></td>
<td>Be more likely to seek help for self and others</td>
<td>Why ask for help?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Who can you go to for help?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How to ask for and receive help</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Help seeking scenarios</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fun activity: Strike a pose</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Session summary</td>
</tr>
<tr>
<td>5. Showing Feelings</td>
<td>Be able to recognise and label emotions</td>
<td>Review of previous session</td>
</tr>
<tr>
<td></td>
<td>Differentiate between helpful and not</td>
<td>Feelings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What our bodies can tell us about</td>
</tr>
</tbody>
</table>
helpful ways of responding to emotional situations
Use the stop and think strategy when confronted with emotionally difficult situations

feelings
My body symptoms
Showing feelings
Expressing emotion scenarios
Homework
Fun activity: Balloon chain
Session summary

6. Remember? Know and be able to apply principles taught in all previous sessions

Review of previous session
Big quiz
Getting along
Problem solving
In someone else’s shoes
Help!
Showing feeling
Finished- Congratulations

Completion of post-program assessment measures

Completion of follow-up assessment measures

Completion of final follow-up assessment measures
grades 5, 6 & 7

learning to
ThinkSMART
Program to improve mental health and reduce bullying amongst primary students

facilitator manual

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Session 3: In Someone Else’s Shoes  17
Session 4: Help!  25
Session 5: Showing Feelings  31
Session 6: Remember?  39

GETTING ALONG

Session 1:
Getting Along

Learning Outcomes

- Be able to define and identify bullying
- Know the harmful effects of bullying

Resources

- Large cardboard/paper
- Large marker
- Chalk/whiteboard marker
- Laminated cards numbered 1-5
- Object Cards

Session Outline

- Ground Rules
- Getting to know each other
- Getting along with others
- Is bullying harmful?
- Role Play Group Interaction
- Homework
- Fun Activity: Building a better...
- Session Summary

Figure 4.1: Sample from Introductory Pages of Facilitator Manual
Session 1: Getting Along

The aims of the first session include setting ground rules and expectations for ongoing sessions, building rapport with students, orienting students to the structure and style of sessions and introducing the topic of bullying. The learning objectives for students included being able to define and identify bullying and to know the harmful effects of bullying.

Table 4.2

Overview of the ThinkSMART program: Session 1

<table>
<thead>
<tr>
<th>Content</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ground rules</td>
<td>Establishing rules for students’ interactions with each other and facilitators, students’ right to participate as little or as much as they feel comfortable and confidentiality.</td>
</tr>
<tr>
<td>Getting to know each other</td>
<td>Building rapport between students and getting used to sharing of information with students outside their typical friendship groups. This activity also aimed to demonstrate to students the similarities between themselves and students who they would not typically interact with to increase feelings of closeness.</td>
</tr>
<tr>
<td>Getting along with others</td>
<td>Introduce the idea of bullying and the definition of bullying and different forms that bullying can take, including physical, body language, social and verbal. Students are encouraged to begin discussing their own ideas and experiences with bullying. Students record definition of bullying within their workbooks.</td>
</tr>
<tr>
<td>Is bullying harmful?</td>
<td>Encouraging students to think about the possible negative effects of bullying and to take the perspective of a victim of bullying. Possible effects of bullying are generated collaborative between students and the facilitator and students record this within their workbook.</td>
</tr>
<tr>
<td>Role play: Group interactions</td>
<td>Role play activity involving the treatment of a student by their small group in a particular arbitrary way (allocated at random from selection included in program material). E.g. Group</td>
</tr>
</tbody>
</table>
members treating the person exceptionally nicely and asking to be their best friend; or group members not speaking to them at all. All students rotated through roles within the group. The activity provided students with a brief and light-hearted experience of being treated in a particular way by a group, as an analogy to being a victim of bullying.

<table>
<thead>
<tr>
<th>Homework</th>
<th>Increase awareness of possibly hurtful social interactions between others by students attending to these situations more actively when they arise over the week.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fun activity: Building a better…</td>
<td>Fun activities are 10-minute activities to be used when students appear to be becoming restless or bored, or at the end of the session to finish the session in a fun and positive way while further building connections and team-work between students.</td>
</tr>
<tr>
<td>Session summary</td>
<td>A brief review of session content with emphasis on particular learning objectives for students to retain.</td>
</tr>
</tbody>
</table>
GETTING ALONG

BACKGROUND

Bullying is increasingly recognised as a problem within our schools. Bullying may occur online or in school. It is estimated that 30% of youth in our country are bullied regularly. Bullying is considered a serious issue because it can lead to long-term psychological and social problems for the victim as well as for the bully.

Large group discussion

Whole class discussion

People often talk about bullying, but sometimes it can be hard to say exactly what bullying is. Bullying is actually when a person or a group of people try to hurt, annoy or upset someone. This usually happens more than once. Also, the person being bullied might think that they do not want to hurt the person bullying them but they are not good friends with them or they worry that this will make things worse if they try to stop it.

GETTING TO KNOW EACH OTHER

Here are student ideas of how to find more information about your group.

Discussion

Whole class discussion

Note

It is recommended that the following rules are included in some form.

1. Students should be actively involved in creating the rules for their classroom and record them on a large piece of card that can be made visible during each session.

2. Introduce the idea of setting ground rules for the duration of the sessions, and record them on a large piece of card that can be made visible during each session.

3. Students should be actively involved in creating the rules for their classroom and record them on a large piece of card that can be made visible during each session.

GETTING TO KNOW EACH OTHER

Here are student ideas of how to find more information about your group.

Discussion

Whole class discussion

GETTING ALONG

GETTING ALONG

GETTING ALONG

GETTING ALONG

Figure 4.2. Sample from Session 1 of Facilitator Manual and Student Workbook
Session 2: Problem Solving

Session 2 aimed to teach students a brief, simple problem solving process that could be applied to a large range of situations both social and otherwise, and to familiarise students with applying problem solving particularly to interpersonal problems. The specific learning objectives were for students to know the six-step problem solving process and to be able to apply problem solving to a number of real-life problems.

Table 4.3

Overview of the ThinkSMART program: Session 2

<table>
<thead>
<tr>
<th>Content</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of previous session</td>
<td>Brief review of session content from previous session with particular emphasis of learning objectives. Students are also encouraged to share their homework tasks from the previous week.</td>
</tr>
<tr>
<td>The six steps of problem solving</td>
<td>Introduction to the topic of problem solving and a six-step basic problem solving process. Example completed collaboratively as a whole class.</td>
</tr>
<tr>
<td>Problem solving scenarios</td>
<td>Four problem scenarios are included in students booklets with which practise the problem solving process with. At least one of the scenarios is completed as a whole class, with facilitators then being able to allow students to work in small groups if they are able to, or continue to provide more supported discussion through examples as a whole class if they feel it is needed with the remaining scenarios.</td>
</tr>
<tr>
<td>Make pocket reminders of the six steps</td>
<td>Students make small reminder cards of the problem solving process to increase retention of the knowledge, provide an easily accessible reminder of the steps for their future reference and have a brief break from completing problem solving scenarios.</td>
</tr>
<tr>
<td>Individual practice: A real life example</td>
<td>Students to complete problem solving process in their workbooks for a problem that they have encountered in their own lives.</td>
</tr>
<tr>
<td>Homework</td>
<td>Students to complete a further problem solving process worksheet for a problem that they encounter over the week.</td>
</tr>
<tr>
<td>Fun activity: Marshmallow towers</td>
<td>Fun activities are 10-minute activities to be used when students appear to be becoming restless or bored, or at the end of the session to finish the session in a fun and positive way while further building connections and team-work between students.</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Session summary</td>
<td>A brief review of session content with emphasis on particular learning objectives for students to retain.</td>
</tr>
</tbody>
</table>
**Problem Solving**

**Problem Solving Scenarios**

Refer students to the first section in their workbooks, have them identify what the problem is and work through the problem solving process. Complete the first example as a class. Have small groups of students complete the next two examples. Any ambiguous images are used to help students identify what is happening and how the problem is solved. This is something that will be covered in more detail in later sections.

**Discussion**

It may be useful to ask students after each scenario before the problem solving steps to get them thinking about the scenario.

- What are you actually happening to the scenario?
- Is there more than one person involved, would the different people think different things are happening?
- Whose perspective are you going to do the problem solving from?

**Make Pocket Reminders of the Six Steps**

Distribute blank palm cards and have students make small pocket-sized reminders of the steps of problem solving and decorate them.

**Problem Solving Practice**

Pick another solution if it didn’t work out and try it out! For homework this week, students are to complete the problem solving practice in their workbook for one real life situation that they encountered. Problems are things that can happen between people or just decisions that you have to make sometimes. They can be about things that happen with friends, at home, in the classroom or any other place. The best thing to do when you have a problem is to stop and think about it. Keep calm! Things to help you keep calm might include: stop and count to ten, take ten deep breaths, if angry sit on hands, walk away to think, take a few minutes to do something else. If more than one person is involved, would the different people think different things are happening? No matter how silly it might seem—write it down. Why? How? What could you do?

**Problem Solving Scenarios**

Refer students to the first section in their workbooks, have them identify what the problem is and work through the problem solving process. Complete the first example as a class. Have small groups of students complete the next two examples. Any ambiguous images are used to help students identify what is happening and how the problem is solved. This is something that will be covered in more detail in later sections.

**Discussion**

It may be useful to ask students after each scenario before the problem solving steps to get them thinking about the scenario.

- What are you actually happening to the scenario?
- Is there more than one person involved, would the different people think different things are happening?
- Whose perspective are you going to do the problem solving from?

**Make Pocket Reminders of the Six Steps**

Distribute blank palm cards and have students make small pocket-sized reminders of the steps of problem solving and decorate them.

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Pick another solution if it didn’t work out and try it out! For homework this week, students are to complete the problem solving practice in their workbook for one real life situation that they encountered. Problems are things that can happen between people or just decisions that you have to make sometimes. They can be about things that happen with friends, at home, in the classroom or any other place. The best thing to do when you have a problem is to stop and think about it. Keep calm! Things to help you keep calm might include: stop and count to ten, take ten deep breaths, if angry sit on hands, walk away to think, take a few minutes to do something else. If more than one person is involved, would the different people think different things are happening? No matter how silly it might seem—write it down. Why? How? What could you do?

**Problem Solving Scenarios**

Refer students to the first section in their workbooks, have them identify what the problem is and work through the problem solving process. Complete the first example as a class. Have small groups of students complete the next two examples. Any ambiguous images are used to help students identify what is happening and how the problem is solved. This is something that will be covered in more detail in later sections.

**Discussion**

It may be useful to ask students after each scenario before the problem solving steps to get them thinking about the scenario.

- What are you actually happening to the scenario?
- Is there more than one person involved, would the different people think different things are happening?
- Whose perspective are you going to do the problem solving from?

**Make Pocket Reminders of the Six Steps**

Distribute blank palm cards and have students make small pocket-sized reminders of the steps of problem solving and decorate them.

**Problem Solving Practice**

Pick another solution if it didn’t work out and try it out! For homework this week, students are to complete the problem solving practice in their workbook for one real life situation that they encountered. Problems are things that can happen between people or just decisions that you have to make sometimes. They can be about things that happen with friends, at home, in the classroom or any other place. The best thing to do when you have a problem is to stop and think about it. Keep calm! Things to help you keep calm might include: stop and count to ten, take ten deep breaths, if angry sit on hands, walk away to think, take a few minutes to do something else. If more than one person is involved, would the different people think different things are happening? No matter how silly it might seem—write it down. Why? How? What could you do?
Session 3: In Someone Else’s Shoes

Session 3 aimed to improve students’ perspective taking ability through cues that can be used to identify other people’s emotional responses, to link perspective taking to witnessing bullying incidents and applying a problem solving process to witnessing bullying situations. The learning objectives for session 3 included student being able to identify emotion in others using cues such as body language, and students be able to apply a problem solving process when a bystander to bullying.

Table 4.4

Overview of the ThinkSMART program: Session 3

<table>
<thead>
<tr>
<th>Content</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of previous session</td>
<td>Brief review of session content from previous session with particular emphasis on learning objectives. Students are also encouraged to share their homework tasks from the previous week.</td>
</tr>
<tr>
<td>Feelings</td>
<td>Collaborative discussion about a range of feelings to increase emotional awareness and vocabulary.</td>
</tr>
<tr>
<td>Identifying emotion game</td>
<td>Identification of body language as a cue to reading emotion in others. Through the game students will increase their awareness of the body language cues associated with particular emotions in themselves and others.</td>
</tr>
<tr>
<td>Perspective taking scenarios</td>
<td>Perspective taking scenarios to encourage students to consider a variety of emotional responses in others and to begin to discuss as a class strategies that students could use if they notice another person appears to be upset. For example complete problem solving process, discuss with another student or adult, or speak to the person directly.</td>
</tr>
<tr>
<td>Bullying and perspective taking</td>
<td>Linking perspective taking back to bullying and discuss possible emotional consequences of being a victim of bullying.</td>
</tr>
<tr>
<td>Bullying and problems solving</td>
<td>Linking problem solving and witnessing bullying occur</td>
</tr>
</tbody>
</table>
between other students, and with using perspective taking to identify how the victim of the bullying incident may feel. One situation is completed as a class, then the remaining three scenarios can be completed in small groups or as a whole class. Input, feedback and encouragement is provided on an ongoing basis by facilitators.

<table>
<thead>
<tr>
<th>Homework</th>
<th>Students to complete a further problem solving process worksheet for a bullying or interpersonal problem that they encounter over the week.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fun activity: Cooperative stand-up</td>
<td>Fun activities are 10-minute activities to be used when students appear to be becoming restless or bored, or at the of the session to finish the session in a fun and positive way while further building connections and team-work between students.</td>
</tr>
<tr>
<td>Session summary</td>
<td>A brief review of session content with emphasis on particular learning objectives for students to retain.</td>
</tr>
</tbody>
</table>
IN SOMEONE ELSE’S SHOES

FEELINGS

how I feel...

*We can also get an idea of how someone might be feeling by looking at their body language. Body language is a good indicator of how someone is feeling. It can be a way to get an idea of how someone might be feeling, and remember, if you feel a person's body language, ask them if they are feeling the same way.*

**I feel really sad.**

*What did you feel when you were sad? How did you feel? What did you want? What did you do?*  

**Listen to what they say**

*What did you say when you were sad? What did you want to say? What did you do?*  

**Imagine how you would feel**

*What would you feel if you were sad? How would you feel? What would you want? What would you do?*  

**You look excited! Is that right?**

*What did you feel when you were excited? How did you feel? What did you want? What did you do?*  

**I feel really sad.**

*What did you feel when you were sad? How did you feel? What did you want? What did you do?*  

**Listen to what they say**

*What did you say when you were sad? What did you want to say? What did you do?*  

**Imagine how you would feel**

*What would you feel if you were sad? How would you feel? What would you want? What would you do?*  

**You look excited! Is that right?**

*What did you feel when you were excited? How did you feel? What did you want? What did you do?*  

**I feel really sad.**

*What did you feel when you were sad? How did you feel? What did you want? What did you do?*  

**Listen to what they say**

*What did you say when you were sad? What did you want to say? What did you do?*  

**Imagine how you would feel**

*What would you feel if you were sad? How would you feel? What would you want? What would you do?*  

**You look excited! Is that right?**

*What did you feel when you were excited? How did you feel? What did you want? What did you do?*  

**I feel really sad.**

*What did you feel when you were sad? How did you feel? What did you want? What did you do?*  

**Listen to what they say**

*What did you say when you were sad? What did you want to say? What did you do?*  

**Imagine how you would feel**

*What would you feel if you were sad? How would you feel? What would you want? What would you do?*  

**You look excited! Is that right?**

*What did you feel when you were excited? How did you feel? What did you want? What did you do?*  

**I feel really sad.**

*What did you feel when you were sad? How did you feel? What did you want? What did you do?*  

**Listen to what they say**

*What did you say when you were sad? What did you want to say? What did you do?*  

**Imagine how you would feel**

*What would you feel if you were sad? How would you feel? What would you want? What would you do?*  

**You look excited! Is that right?**

*What did you feel when you were excited? How did you feel? What did you want? What did you do?*  

**I feel really sad.**

*What did you feel when you were sad? How did you feel? What did you want? What did you do?*  

**Listen to what they say**

*What did you say when you were sad? What did you want to say? What did you do?*  

**Imagine how you would feel**

*What would you feel if you were sad? How would you feel? What would you want? What would you do?*  

**You look excited! Is that right?**

*What did you feel when you were excited? How did you feel? What did you want? What did you do?*
Session 4: Help!

The aim of session 4 was to improve students’ help seeking ability and their frequency of help seeking. This included assisting students to identify help sources in their life and what kind of difficulties different sources may be able to provide assistance with; information on effective ways to seek help; and application of this concept to examples. The learning objectives for session 4 were for students to be able to identify situations that require adult help, to know a number of sources of help available to them for different problems they may encounter and to be more likely to seek help for both themselves and others when the need arises.

Table 4.5

Overview of the ThinkSMART program: Session 4

<table>
<thead>
<tr>
<th>Content</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of previous session</td>
<td>Brief review of session content from previous session with particular emphasis of learning objectives. Students are also encouraged to share their homework tasks from the previous week.</td>
</tr>
<tr>
<td>Mapping my world</td>
<td>Students identify sources of support in their lives and the form of support they can provide and record in their workbooks including a visual representation of the closeness of the person/organisation to them. E.g. Parents, teachers, police, kids helpline.</td>
</tr>
<tr>
<td>Why ask for help?</td>
<td>Discussion regarding when help seeking may be preferable for students to problems solving a situation on their own.</td>
</tr>
<tr>
<td>Who can you go to for help?</td>
<td>Discussion regarding what form of help different sources may be able to provide, with sections for students to complete in their workbooks.</td>
</tr>
<tr>
<td>How to ask for and receive help</td>
<td>Class discussion led by facilitator regarding communication skills to optimise help seeking. E.g. Choosing an appropriate time to ask; being polite; and being specific if possible about the kind of help needed.</td>
</tr>
</tbody>
</table>
Help seeking scenarios | Scenario based practise regarding help seeking, including identifying what type of help is needed, who may be appropriate to ask and how to ask. The first scenario is to be completed as a whole class group, with remaining three scenarios to be completed in small groups if students feel confident to do so.

Homework | Students to complete “Mapping my world” activity and one help seeking situation that they encountered over the week.

Fun activity: Strike a pose | Fun activities are 10-minute activities to be used when students appear to be becoming restless or bored, or at the of the session to finish the session in a fun and positive way while further building connections and team-work between students.

Session summary | A brief review of session content with emphasis on particular learning objectives for students to retain.
HELP!

Background

Children who are bullied, both those frequently bullied and those less often, are more likely to seek help from others than a parent or teacher, and they report being invited to involve others when they are bullied. The majority of children who have been bullied believe that there are others who could help them if they need it.

While those who are bullied more often (once a week or more often) are more likely to feel helpless in such situations, a child’s 20% of boys and 68% of girls who were bullied once a week or more do not tell a friend, and an even larger percentage do not tell parents or teachers.

However, adolescents have been found to be more likely to seek help from others than from adults, suggesting that the exact extent might not be limited to children. Interestingly, children and adolescents who are more likely to seek help also show less severe emotional and behavioral problems.

It is possible that the effect of self-regulation among social problems.

The whole process of children’s relationships may reflect the fact that in approximately half of the cases children telling another, the situation was not improved. Typically, in approximately 5% of the cases the child has been in particular, the situation repeated itself, and another child had been involved.

Children have reported wanting to solve their conflicts themselves as a common reason for not seeking help. Further, teachers have noted that children in block therapy to improve their social skills, and this is often due to the child not wanting to be involved. In some cases, children often feel that it is not appropriate to seek adult assistance. Both students and teachers express that children’s help seeking is not always helpful, and can potentially exacerbate the problem.

When it is appropriate to seek adult assistance. Both students and teachers express that there are situations when it is not appropriate to seek adult assistance. Both students and teachers express that children’s help seeking is not always helpful, and can potentially exacerbate the problem.

HELP!

WHY ASK FOR HELP?

Sometimes you can do problem solving, but if the situation is really powerful, or if you’re not sure what to do, it’s a good idea to talk to someone else. There are lots of different people that you see and interact with in your daily life, and it is important that you know how to deal with difficult situations. You can talk to anyone you trust, like a parent, teacher, or friend.

Remember:

When you ask for help:

• Choose a good time to ask, like when the person isn’t too busy.
• Say please and thank you.
• Ask, don’t tell.

HELP!

Help seeking practice

#1 You saw some girls in an older grade being mean and leaving out another girl from that grade, but don’t feel like you could do anything about it.

• What kind of help do you need?
• Who could you ask for this help?
• What words could you use?

#2 You and your best friend had a big fight and you’re really upset about it.

• What kind of help do you need?
• Who could you ask for this help?
• What words could you use?
Session 5: Showing Feelings

Session 5 aimed to improve students’ emotional regulation skills. This included improving students’ ability to identify and label emotions in themselves, identifying helpful and unhelpful ways of responding to uncomfortable emotions and practise of this concept. The learning objectives for session 5 were for students to be able to recognise and label emotions in themselves, be able to differentiate between helpful and not helpful ways of responding to emotional situations and to use the stop and think strategy when confronted with emotionally difficult situations.

Table 4.6

Overview of the ThinkSMART program: Session 5

<table>
<thead>
<tr>
<th>Content</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of previous session</td>
<td>Brief review of session content from previous session with particular emphasis of learning objectives. Students are also encouraged to share their homework tasks from the previous week.</td>
</tr>
<tr>
<td>Feelings</td>
<td>In whole class discussion, students to brainstorm emotions and record them in their workbook.</td>
</tr>
<tr>
<td>What our bodies tell us about feelings</td>
<td>Whole class discussion regarding body language and internal physical cues associated with different emotions</td>
</tr>
<tr>
<td>My body symptoms</td>
<td>Students identify and record in their workbooks their own body language and internal physical cues for a number of different emotions.</td>
</tr>
<tr>
<td>Showing feelings</td>
<td>Whole class discussion regarding expression of feelings and the effect of students and others via “helpful” and “unhelpful” actions. Introduction of helpful thoughts and behaviours to manage uncomfortable feelings via “Stop and think” steps. This includes calming strategies, coping statements and problem solving.</td>
</tr>
<tr>
<td>Showing feelings practice</td>
<td>Using scenarios, students practise as a whole class group initially, then moving to small groups, identifying “helpful”</td>
</tr>
</tbody>
</table>
and “unhelpful” ways of expressing emotions, then work through scenarios completing “Stop and think” steps.

**Homework**

Students to complete a “Stop and think” worksheet for a situation they encounter over the week.

**Fun activity: Balloon chain**

Fun activities are 10-minute activities to be used when students appear to be becoming restless or bored, or at the of the session to finish the session in a fun and positive way while further building connections and team-work between students.

**Session summary**

A brief review of session content with emphasis on particular learning objectives for students to retain.
SHOWING FEELINGS

There are helpful and unhelpful things that you can do when you feel an uncomfortable feeling. Helpful things are those that help you to feel better, unhelpful things are those that can hurt you or the people around you.

1. If you do pick the helpful from the unhelpful things below: Circle the helpful things, and cross out the unhelpful.

- yell
- run away from the problem
- ask for help
- talk to a friend
- throw things
- hit someone or something
- count to ten
- think about nice or relaxing things
- blame someone
- take deep breaths
- stay calm

You can circle some things more than once, if you think there are different helpful things for you to choose from.

Remember:
- When something happens that makes you feel upset, you can't go back in time and change it, but you can choose the way that you REACT to help you feel better.

SHOWING FEELINGS

Somebody steps in the middle of your game of handball with your friends and takes your ball.

What could you do to keep calm?

What could you say to yourself to keep calm?

Using problem solving, what are some things that you could do?

What could you ask for help if you need it?

If you and your team were going out...
Session 6: Remember?

The aim of session 6 was to act as a booster to review the important concepts from previous sessions to improve students’ understanding, retention and application of the knowledge and skills. This was done through students completing games and puzzles that incorporated the key concepts from each session. The learning objective for session 6 was to be able to know and apply the principles taught in all previous sessions.

Table 4.7

Overview of the ThinkSMART program: Session 6

<table>
<thead>
<tr>
<th>Content</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of previous session</td>
<td>Brief review of session content from previous session with particular emphasis on learning objectives. Students are also encouraged to share their homework tasks from the previous week.</td>
</tr>
<tr>
<td>Big Quiz</td>
<td>Students complete a 17-question multiple choice quiz covering the key learning objectives from each session of the program. Answers are then reviewed and discussed as a whole class group.</td>
</tr>
<tr>
<td>Getting along</td>
<td>Key learning objectives from Session 1: Getting along are briefly reviewed, then students complete a find-a-word activity in their workbook containing key words from the session.</td>
</tr>
<tr>
<td>Problem solving</td>
<td>Key learning objectives from Session 2: Problem solving are briefly reviewed, then students complete a crossword puzzle in their workbook including questions related to the session.</td>
</tr>
<tr>
<td>In someone else’s shoes</td>
<td>Key learning objectives from Session 3: In someone else’s shoes are briefly reviewed, then students complete a fill in the blanks activity in their workbook containing key concepts from the session.</td>
</tr>
<tr>
<td>Help!</td>
<td>Key learning objectives from Session 4: Help! are briefly reviewed, then students complete a celebrity-head activity as a class regarding help seeking sources.</td>
</tr>
<tr>
<td>Showing feelings</td>
<td>Key learning objectives from Session 5: Showing feelings</td>
</tr>
</tbody>
</table>
are briefly reviewed, then students listen to a story and identify helpful and unhelpful emotion management strategies that are utilised in the story, within their workbook.

Finished- Congratulations

Students are congratulated on their achievements in completing the program and encouraged to continue to use the strategies and resources within their daily lives. They are provided with a certificate of completion.
This final session is essentially a ‘booster’ or reminder session and reviews the most important concepts from the previous sessions in a different format. Helpful and put in a different medium to help reinforce the key points previously taught. It has also been found to improve understanding, retention and application of that knowledge. The current session therefore provides a review of previous session with the key concepts from previous session covered in different formats.

REVIEW OF PREVIOUS SESSION

[Image]

Read the following from your own transcript and highlight the key points.

1. The four steps of problem solving in order are
   a. brainstorm solutions; what is most likely to happen for each solution?
   b. what is the problem?; keep calm; brainstorm solutions; what is most likely to happen for each solution?
   c. what is the problem?; brainstorm solutions; what is most likely to happen for each solution?
   d. what is the problem?; brainstorm solutions; what is most likely to happen for each solution?
2. Bullying is...
   a. hurting their feelings
   b. hurting their body
   c. stopping other people from being nice to them
   d. all of the above
3. Bullying can hurt people by...
   a. hurting their feelings
   b. hurting their body
   c. stopping other people from being nice to them
   d. all of the above
4. You go through the steps of problem solving, but the solution that you decide to try out only makes the situation worse. What should you do?
   a. Give up
   b. Ask for help from a friend or adult
   c. stopping other people from being nice to them
   d. Start the steps over again with the new problem
5. Even though two people can be in the same place when a problem happens, they might think about the problem in a different way. Is this True or False?
   a. True
   b. False
6. Problem solving can help you work out problems with...
   a. friends
   b. Strangers
   c. Other people you know
   d. All of the above
7. Body signals can help you to work out what someone else might be feeling. True or False?
   a. True
   b. False
8. Problem solving is a really helpful skill that can help you with problems about anything. Do you think you learned about problem solving and complete the cross word below.

**Problem Solving**

<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. You have a problem and you think about what is the problem?</td>
<td>6. You look at how it went; keep calm; what is most likely to happen for each solution? pick one and try it.</td>
</tr>
<tr>
<td>5. Your original problem might be high or low.</td>
<td>7. You brainstorm solutions in a different medium to help reinforce the key points previously taught.</td>
</tr>
<tr>
<td>3. Further feedback from a friend or adult.</td>
<td>8. You stay with it until you feel that the new solution is going to work.</td>
</tr>
<tr>
<td>2. You look at how it went and keep calm.</td>
<td>9. You brainstorm solutions in a different medium to help reinforce the key points previously taught.</td>
</tr>
</tbody>
</table>

8. The six steps of problems solving in order are...
   a. brainstorm solutions; what is most likely to happen for each solution?
   b. what is the problem?; keep calm; brainstorm solutions; what is most likely to happen for each solution?
   c. what is the problem?; brainstorm solutions; what is most likely to happen for each solution?
   d. All of the above

Hand out quiz sheets to students to complete independently. Once all students have finished the answers have students mark their own work. Make sure to explain the answers to any tricky questions or ones that students did not get correct.

REMEMBER?

**REMEMBER?**

Sample from Session 6 of Facilitator Manual and Student Workbook

**Figure 4.7. Sample from Session 6 of Facilitator Manual and Student Workbook**
Chapter 5: Study 2- The ThinkSMART Program Results

The current study is primarily an efficacy study using randomised control trial (RCT) methodology to evaluate the outcomes of the ThinkSMART program when delivered by psychologists within the context of a primary school setting. The current study incorporated the evidence supporting the importance of empowering bystanders, and teaching social problem solving and help seeking skills to develop a cognitive-behavioural, problem solving based program to build the skills of all students to increase knowledge, improve perspective-taking and emotion regulation skills, use social problem solving skills to deal appropriately with bullying situations and enhance their capacity to seek help appropriately when necessary.

This chapter details the methods that were used to implement and run the ThinkSMART program, then includes results in three different areas: an overview of the descriptive statistics regarding the frequency and type of bullying reported by students in Grades 5-7; an evaluation of the efficacy of the ThinkSMART program in reducing bullying and improving mental health indices; and a discussion of the implementation and compliance of the trial of the ThinkSMART program.

Hypotheses

It relation to the intervention program it was hypothesised that:

- Students who completed the ThinkSMART program would show a significant improvement in psychosocial functioning (as defined by reduced scores on measures of depression and anxiety, and increased scores on adaptive problem solving, life satisfaction and self-esteem) and a reduction in self-reported bullying and victimisation over time (at post-intervention and at follow-up assessments) compared to students in the control condition.

Method

Recruitment of schools. The study was cleared in accordance with the ethical review processes of the University of Queensland and within the guidelines of the National Statement on Ethical Conduct in Human Research. Ethical approval was also sought and granted from Education Queensland Brisbane Central and West District and from Catholic Education Archdiocese of Brisbane to approach selected schools within the Brisbane Central and West
District. Expression of interest letters were sent to the principals of these schools, and follow-up phone calls made to gauge interest. Expression of interest letters were sent to 23 Education Queensland Brisbane Central and West District schools and 11 Catholic Education Archdiocese of Brisbane schools. Letters were then followed by phone calls to selected schools to discuss their possible participation in the research project. Due to difficulty in contacting some school principals, not all schools were able to be contacted further to the expression of interest letters.

For those schools that expressed interest in being part of the evaluation of the ThinkSMART program a meeting time was arranged in order to provide more detailed information to schools and to discuss the school’s availability to complete the program within the planned time period. Once six suitable schools had been recruited, further schools were not sought due to resource constraints. This resulted in the initial six schools that were visited participating in the program as all were interested in participation following provision of information regarding the program and research study.

Four schools were recruited from within the Education Queensland system, and two schools were recruited from within the Catholic Education system. Schools were matched on socio-demographic variables including: education system; total enrolment number; SES band; electorate and school management scheme. Schools from each pair were then randomly allocated to either the intervention or control condition.

Schools in the control condition received no intervention or instruction during the intervention period. On completion of the program evaluation, control schools were offered all program materials and training in running of the program. One of the three control schools accepted this offer.

Participants. Participants were drawn from students in Grades 5, 6, and 7 from within two Catholic Education schools, and four Queensland Education schools. Students who had written parental/ guardian consent to participate, and who consented themselves to participation were included in the formal evaluation of the program. Student consent and information forms can be found in Appendix B. A total of 190 students from the intervention schools and 130 students from control schools had parental consent to participate in program evaluation. See consort statement Figure 5.1 for a summary of the flow of participants through the research project.
Figure 5.1: Flow diagram of participants’ progress through phases of Study 2.
All students from intervention schools in the relevant grades participated in the program as part of normal classroom activities each week, however only those students with parental consent participated in the completion of assessment measures, and therefore evaluation of the efficacy of the program. There were a total of 447 students enrolled in Grades 5-7 in intervention schools, with participation in collection of survey data representing a 42.7% participation rate. There were 425 students enrolled in Grades 5-7 in control schools, with participation in collection of survey data representing 28% participation rate. Despite the efforts of the researcher and school staff, participation rates for students from involved schools who completed survey measures was quite low, therefore caution needs to be used in interpretation of data as they may not represent a representative sample of students. Blom-Hoffman et al. (2009) reviewed consent procedures and participation rates in school-based intervention and prevention research. They reviewed 471 studies published between 1977 and 2006. They found that for studies using active consent procedures where participation rates were included, the average consent rate was 65.5%, with a range of 11-100% consent. An Australian study examining potential bias in active consent compared to passive consent, including 3496 students from Perth found an active consent rate of 35% (Shaw, Cross, Thomas & Zubrick, 2015). Therefore the current rates are average to somewhat below the average participation rates for school-based intervention research using active parental consent.

Data from 286 students were included in final analyses (see results for details regarding inclusion of cases). This final sample included 53.8% female students. In relation to school grade, 107 students initially in Grade 5 were included in the sample, 100 from Grade 6, and 79 from Grade 7. At initial assessment, the mean age of students was 10.61 years and their ages ranged from 9 years (13.6%), 10 years (33.9%), 11 years (31.1%), 12 years (20.3%), to 13 years (1.0%).

**The ThinkSMART Program.** The ThinkSMART program is a cognitive-based problem solving program designed for use in an upper primary school setting with the aim of equipping students with the knowledge and skills to deal with bullying and other life challenges. The program is designed to teach skills around problem solving, perspective taking, emotion regulation and help seeking. Program development and content are detailed in Chapter 4.
Enrolment and training of program facilitators. All students completing an internship as part of postgraduate training in Clinical Psychology at the University of Queensland were invited to participate in the facilitation of the program via an email. All students were registered as Provisional Psychologists at the time. Those students who responded and were available for the proposed session times were invited to an information and training session in which the current research project was outlined, the ThinkSMART program was detailed, and materials needed to run the program were provided including facilitator manuals with structured outlines of sessions. A total of 10 Provisional Psychologists attended and completed training, with 9 going on to act as facilitators delivering the program in schools. The remaining student declined involvement due to the time commitment involved.

Procedure. In the final two weeks of term 2 (15-26 June 2009), all students with parental permission to be involved in the program evaluation completed the assessment booklet within school time, under the supervision of their normal class teachers and the researcher. The researcher was in attendance in order to provide guidance on how measures were to be completed, to answer students’ queries while completing them, and to ensure that measures were completed appropriately. To ensure minimal missing data, students’ assessment booklets were briefly visually scanned on completion to identify whether portions of booklets had been accidentally missed (students were advised that they did not have to complete any questions that they did not feel comfortable doing, and as such students were free to leave individual items blank). If missing sections in the assessment booklets were found, students were directed to these sections to ensure that they had not been accidentally left blank.

To ensure confidentiality of data, students filled in their full name on the front of the assessment booklet at Time 1 only. Once completed, all students were allocated a unique code, and the link between this and their full name was recorded in an electronic document kept on file within the author’s password protected computer. As such, only the author had access to the link between students’ full names and unique identifying codes. At further time points, booklets were pre-prepared by the author with students’ full names on the front cover and identifying codes on the first page before distribution to the students. This process allowed for easy distribution to students at the time of completion, and allowed for confidentiality as the front page, containing students’ names, could be quickly and easily removed once completed. Front pages were then retained so that accurate records of which students had completed
measures could be easily kept. Students were made aware of this process, and were assured of the confidentiality of their responses at each time point.

The ThinkSMART program was run within schools in term 3 (July-September), 2009. Due to individual school commitments, commencement dates for the program varied slightly. However, all program schools completed the program within the school term. Post-intervention evaluations were completed in the same manner as pre-intervention, in the final two weeks of term 3 and term 4, 2009 for time points 2 and 3 respectively. For those students who were not present at school on the day that assessment measures were completed, an assessment booklet along with a letter of instruction and a reply paid envelope was provided to class teachers to pass on to students on their return. See Figure 5.2 for overview of data collection timeline.

![Data Collection Timeline](image_url)

**Figure 5.2: Data Collection Timeline.**

Assessment booklets included instructions for students on completing the assessment package, including such details as how to correctly mark boxes, and things to remember when
completing the booklet. In addition, students were given oral instructions by the researcher or the provisionally registered psychologists who were in attendance to aid with completion. Instructions were read verbatim by whomever was supervising students from the research project, and are included in Appendix B.

As data collection at Time 4 occurred in the year following completion of the program, a number of students (including those in Grade 7 at the beginning of the study) had graduated to high school or moved from the original involved schools. On the initial consent forms completed prior to data collection at Time 1, parents/guardians were asked to provide a postal address and phone number such that data could be collected at this follow-up period. For those who provided an address and no longer attended their original involved school, assessment packages including instructions and postage paid self-addressed envelopes were sent to their provided addresses at Time 4. In the case that no forwarding contact details were provided, the student’s former school was provided with the assessment package, letter and self-addressed envelope to forward on to the student on behalf of the researcher. In these cases, schools provided their own covering letter in addition to those provided by the researcher. In addition to this, for those students who had moved schools, a psychology postgraduate research student contacted parents (where phone numbers were provided at initial consent) prior to sending assessment packages to confirm postal addresses and encourage completion of the assessment booklet. This research assistant further contacted 60 parent/guardians of students by telephone in relation to unreturned questionnaires. At Time 4, questionnaires were completed in term 2 2010, approximately 12 months following completion of the assessment measures at Time 1.

Measures. The measurement booklet completed by students contained eight standardised measures and two novel measures developed for the current study. These measures are described below and are shown in Appendix B. Psychometric properties of the variables, namely Cronbach’s alpha and test-retest reliability coefficients, are provided in Appendix B.

Demographic questionnaire. This was a short demographic questionnaire consisting of 8 questions covering students’ gender, age, grade, first language, country of birth, parents’ relationship status and parents’ occupations.

The Multidimensional Scale of Perceived Social Support (MSPSS; labelled as Friends and Family) is a 12-item measure that categorises perceived social support from three
areas: family, friends and significant others. Respondents answer each question using a 7-point Likert scale (from *very strongly disagree* to *very strongly agree*) with higher scores indicative of higher perceived social support. The MSPSS has been found to have good psychometric properties. Numerous studies have supported a three-factor structure for responses (Zimet, Dahlem, Simet & Farley, 1988; Zimet, Powell, Farley, Wekman & Berkoff, 1990), and acceptable psychometric properties have been demonstrated with young people from various cultural and language groups in both the original and translated forms (Bruwer, Emsley, Kidd, Lochner & Seedat, 2008). Coefficients of .90 and above have been reported for internal consistency (Dahlem, Zimet & Walker, 1991). Scores on the MSPSS have been found to correlate with depressive symptomatology, and have good test-retest reliability (Zimet et al., 1988). Questions have been shown to load strongly on to their assigned subscales, and to have little cross-loading (Dahlem, Zimet & Walker, 1991). The MSPSS requires only a fourth grade reading level (Zimet et al., 1988).

**Multidimensional Students’ Life Satisfaction Scale** (MSLSS; Huebner, 1994) is a 40-item scale measuring young people’s life satisfaction in five areas: family, friends, school, living environment and self. For the purposes of the current study, only the items for scales for family, friends, school, and living environment were included. Students responded to questions on a 4-point scale rating the frequency of certain statements from *never* to *all the time*. Higher scores are indicative of higher levels of satisfaction. The MSLSS is appropriate for students from Grades 3-12. Internal consistency coefficients have been reported to range from .70 to .90, and two and four week test-retest coefficients to also range from .70 to .90 (Dew, 1996; Greenspoon & Saklofske, 1997; Huebner, 1994; Huebner, Laughlin, Ash, & Gilman, 1998).

**Bullying.** The bullying questionnaire was developed specifically for the current study, with the intent to tap into the different sociometric status and types of bullying as identified in previous research and of interest in the current study. It was based on previous measures as used in the *beyondblue* schools research initiative (Sawyer et al., 2010). The measure assessed frequency of bullying and bystander behaviour over the previous 3 months. Students were asked to rate the frequency of their involvement as a victim of bullying, a perpetrator, or a witness to bullying, and both their intentions as a bystander to bullying behaviour and their previous actions as a bystander. Within each of the first three areas of victimisation, perpetration and witnessing of bullying, students were asked to report on four types of
bullying: teasing/ name calling; spreading rumours; exclusion; and being threatened or actual physical bullying. In each of these areas students responded by selecting frequency estimates of the actions: 3 = most days, 2 = once a week, 1 = less than once a week, and 0 = no. For the final two sections on bystander actions and intentions, students responded to categorical options for behaviour: joined in, ignored it, did something myself to stop it, got help from someone else, and have not seen for the bystander action section. Psychometrics for this scale are presented in Appendix B.

**The Strengths and Difficulties Questionnaire** (SDQ; Goodman et al., 1998) measures emotional and behavioural difficulties and strengths in young people up to 16 years. The measure consists of 25 items that are broken into five subscales: Hyperactivity, Emotional Symptoms, Conduct Problems, Peer Problems, and Prosocial Behaviour. Each question is rated on a 3-point scale: 0 = not true, 1 = somewhat true and 2 = certainly true. Internal consistency and test-test reliability has been rated as adequate (α = .85; Goodman, 1999).

**The Rosenberg Self-Esteem Scale** (RSE, Rosenberg, 1965) is a 10-item scale providing a measure of global self-esteem. It is rated on a 4-point scale: 0 = strongly disagree to 3 = strongly agree. Higher scores indicate higher levels of self-esteem, up to a possible total of 30. Scores below 15 are proposed to be indicative of low self-esteem (Rosenberg, 1965). Internal reliability of the scale has been reported as averaging α = .81 (Schmitt & Allik, 2005).

**Spence Children’s Anxiety Scale** (SCAS; Spence, 1998) is a measure developed to assess anxiety dimensions as proposed by the DSM-IV. The full measure comprises six subscales, however in the current study only items loading on the two subscales of generalised anxiety and social phobia were included. Six items load on to each of these subscales and were rated by students on a 4-point scale from 0 = never to 3 = always. Higher scores are indicative of higher levels of anxiety. Internal consistency of the entire scale has been found to be α =.93, with adequate co-efficients for the generalised anxiety subscale to be α = .77 and social phobia α = .76 (Spence, 1998; Spence, Barrett & Turner, 2003). Test-retest reliability for the entire scale is .60, with a test-retest co-efficient of .56 for the generalised anxiety subscale and .57 for the social phobia subscale (Spence, 1998).

**Centre for Epidemiological Studies – Depression Scale for Children** (CES-DC; Weissman, Orvaschel, & Padian, 1980) is a 20-item measure of symptoms of depression. Items are rated on a 4-point scale from 0 = not at all to 3 = a lot. Total scores range from 0-60
with higher scores indicating increasing levels of depressive symptoms. Scores above 15 have been used to indicate significant levels of depressive symptoms in children and adolescents (Weissman et al., 1980). The CES-DC has been found to have good internal reliability ($\alpha = .86$) and test-retest reliability ($r = .85$) (Betancourt et al., 2012).

**Life Events Record, modified** (Coddington, 1972). A modified version of the Life Event Record was utilised which examined the occurrence over the previous 12 months of 22 negative life events relating to self or other illness or injury, major changes in life circumstances, family, school and relationship problems and bereavement. Scoring consisted of the total number of life events listed to have occurred in the young person’s life in the assessed period.

**Social Problem Solving Inventory-Revised: Short Form** (SPSI-R:SF; D’Zurilla et al., 2002) consists of 25 self-statements which students rate on a 5-point scale from $0 = not at all true of me$ to $5 = extremely true of me$. Items load on five subscales of social problem solving: positive problem orientation (PPO), negative problem orientation (NPO), rational problem solving style (RPS), impulsive/carelessness style (ICS) and avoidance style (AS). Good internal consistency and test-retest reliability has been demonstrated for the five scales (D’Zurilla et al., 2002).

**What would you do? Scenarios.** This measure was designed for the current study with the intention of measuring students’ help seeking behaviour in response to bullying scenarios. The measure was adapted from those previously used in the beyondblue schools research initiative (Sawyer et al., 2010). It consists of two bullying scenarios, one which described a girl being excluded and called names and the second described a boy being pushed around, having his lunch money and hat taken by older students, plus the threat of further bullying. In response to each of which students were asked to rate on a 4-point scale from very unlikely to very likely, of engaging in actions ranging from doing nothing to joining in the bullying. They were also asked to record the potential sources of support they would recommend: 1) to the person being bullied, or 2) who they would approach themselves if they were in the same situation, encompassing informal sources such as family and friends; more formal sources within the school (e.g., teachers and school counsellors) and outside the school (e.g., doctors); and sources of support with a greater degree of anonymity such as the internet and telephone helplines. A final response option was to recommend nobody. Psychometrics for this scale are presented in Appendix B.
Descriptive Statistics

Prevalence of Bullying and Victimisation. Percentages for rates of self-reported victimisation or perpetration of bullying are reported separately for the intervention and control groups across the four measurement occasions. No tests of statistical significance are reported and all descriptions are of trends observed in the data only. As can be seen in Table 5.1, at the pre-intervention assessment (Time 1) a large proportion of students in the intervention condition (75.3%) reported no experience of being threatened or being physically bullied. However, only 44% of the intervention students reported not being called names or teased. Of some concern, the number of students who were bullied most days ranged from 1.8% for threat and physical bullying to 9% for name calling and teasing. Similar patterns were seen in the control condition with 65.8% of students reporting no threatening or physical bullying and 42.5% reporting no teasing or name calling. In addition, rates of bullying most days ranged from 6.7% for physical threat to 13.3% for teasing (see Table 5.2).

As can be seen in Tables 5.1 and 5.2, when examining the self-reported rates of bullying behaviours made against other children, a majority of students in both conditions reported that they did not engage in any of the forms of bullying, ranging from 71.7% to 92.8% in the intervention condition and 60.8% to 85.8% in the control condition (from teasing or physically hurting or threatening). Only a very small percentage of students reported engaging in bullying on most days, with figures ranging between 0.6% for physical threat and 2.4% for teasing in the intervention condition and 0% to 1.7% respectively in the control condition.

The research was also interested in changes in the frequency and nature of bullying behaviours over time. As can be further seen in the Tables 5.1 and 5.2, there were some interesting trends in the data throughout the 12-month period of follow-up. In the intervention condition, there was a trend towards larger percentages of students not experiencing any type of bullying and lower reported rates of all types of bullying on most days (from 1.2% for physical threat to 6.6% for teasing) at the 12-month follow-up (Time 4). This same pattern was observed for the control condition with trends towards increasing percentages of students reporting no bullying and the rates for bullying most days decreasing to 0.8% for physical threat and 10% for teasing. Further tables detailing rates of witnessing of bullying occurring
between others (being a bystander to bullying), responses to witnessing bullying between others, and endorsement of various methods of help seeking can be found in Appendix B.
### Table 5.1

**Percentages of Self-Reported Victimisation or Engaging in Bullying Behaviours Across Four Measurement Occasions in Intervention Condition**

<table>
<thead>
<tr>
<th>Victimisation in past 3 months</th>
<th>Time 1 ($n=172$)</th>
<th>Time 2 ($n=162$)</th>
<th>Time 3 ($n=163$)</th>
<th>Time 4 ($n=147$)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>Less than once a week</td>
<td>About once a week</td>
<td>Most days</td>
</tr>
<tr>
<td>1. Teasing/calling names</td>
<td>44.0%</td>
<td>30.7%</td>
<td>16.3%</td>
<td>9%</td>
</tr>
<tr>
<td>2. Rumors</td>
<td>56%</td>
<td>26.5%</td>
<td>9%</td>
<td>8.4%</td>
</tr>
<tr>
<td>3. Exclusion</td>
<td>51.2%</td>
<td>30.1%</td>
<td>13.3%</td>
<td>5.4%</td>
</tr>
<tr>
<td>4. Physically hurt/threatened</td>
<td>75.3%</td>
<td>16.3%</td>
<td>6.6%</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bullying in past 3 months</th>
<th>Time 1 ($n=172$)</th>
<th>Time 2 ($n=162$)</th>
<th>Time 3 ($n=163$)</th>
<th>Time 4 ($n=147$)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>Less than once a week</td>
<td>About once a week</td>
<td>Most days</td>
</tr>
<tr>
<td>1. Teasing/calling names</td>
<td>71.7%</td>
<td>21.7%</td>
<td>4.2%</td>
<td>2.4%</td>
</tr>
<tr>
<td>2. Rumors</td>
<td>90.4%</td>
<td>9.0%</td>
<td>0.6%</td>
<td>0.0%</td>
</tr>
<tr>
<td>3. Exclusion</td>
<td>83.1%</td>
<td>14.5%</td>
<td>1.8%</td>
<td>0.6%</td>
</tr>
<tr>
<td>4. Physically hurt/threatened</td>
<td>92.8%</td>
<td>6.0%</td>
<td>0.6%</td>
<td>0.6%</td>
</tr>
</tbody>
</table>
Table 5.2

Percentages of Self-Reported Victimisation or Engaging in Bullying Behaviours Across Four Measurement Occasions in Control Condition

<table>
<thead>
<tr>
<th></th>
<th>Time 1 (n=122)</th>
<th></th>
<th></th>
<th></th>
<th>Time 2 (n=119)</th>
<th></th>
<th></th>
<th></th>
<th>Time 3 (n=114)</th>
<th></th>
<th></th>
<th></th>
<th>Time 4 (n=90)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Victimisation in past 3 months</td>
<td>No</td>
<td>Less than once a week</td>
<td>About once a week</td>
<td>Most days</td>
<td>No</td>
<td>Less than once a week</td>
<td>About once a week</td>
<td>Most days</td>
<td>No</td>
<td>Less than once a week</td>
<td>About once a week</td>
<td>Most days</td>
<td>No</td>
<td>Less than once a week</td>
<td>About once a week</td>
<td>Most days</td>
</tr>
<tr>
<td>1. Teasing/calling names</td>
<td>42.5%</td>
<td>24.2%</td>
<td>20.0%</td>
<td>13.3%</td>
<td>48.3%</td>
<td>21.7%</td>
<td>17.5%</td>
<td>12.5%</td>
<td>56.7%</td>
<td>21.7%</td>
<td>10.8%</td>
<td>10.8%</td>
<td>60.0%</td>
<td>16.7%</td>
<td>12.5%</td>
<td>10.8%</td>
</tr>
<tr>
<td>2. Rumours</td>
<td>52.5%</td>
<td>31.7%</td>
<td>11.7%</td>
<td>4.2%</td>
<td>53.3%</td>
<td>27.5%</td>
<td>14.2%</td>
<td>5.0%</td>
<td>60.0%</td>
<td>25.0%</td>
<td>8.3%</td>
<td>6.7%</td>
<td>62.5%</td>
<td>23.3%</td>
<td>9.2%</td>
<td>5.0%</td>
</tr>
<tr>
<td>3. Exclusion</td>
<td>50.0%</td>
<td>30.8%</td>
<td>14.2%</td>
<td>5.0%</td>
<td>61.7%</td>
<td>24.2%</td>
<td>10.0%</td>
<td>4.2%</td>
<td>65.8%</td>
<td>21.7%</td>
<td>10.8%</td>
<td>1.7%</td>
<td>69.2%</td>
<td>15.8%</td>
<td>10.0%</td>
<td>5.0%</td>
</tr>
<tr>
<td>4. Physically hurt/threatened</td>
<td>65.8%</td>
<td>20.8%</td>
<td>6.7%</td>
<td>6.7%</td>
<td>69.2%</td>
<td>19.2%</td>
<td>8.3%</td>
<td>3.3%</td>
<td>70.0%</td>
<td>23.3%</td>
<td>4.2%</td>
<td>2.5%</td>
<td>80.0%</td>
<td>10.0%</td>
<td>8.3%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Bullying in past 3 months</td>
<td>1. Teasing/calling names</td>
<td>60.8%</td>
<td>30.0%</td>
<td>7.5%</td>
<td>1.7%</td>
<td>68.3%</td>
<td>22.5%</td>
<td>6.7%</td>
<td>2.5%</td>
<td>70.0%</td>
<td>22.5%</td>
<td>2.5%</td>
<td>5.0%</td>
<td>65.0%</td>
<td>29.2%</td>
<td>3.3%</td>
</tr>
<tr>
<td>2. Rumours</td>
<td>83.3%</td>
<td>14.2%</td>
<td>2.5%</td>
<td>0.0%</td>
<td>82.5%</td>
<td>12.5%</td>
<td>2.5%</td>
<td>2.5%</td>
<td>83.3%</td>
<td>13.3%</td>
<td>0.8%</td>
<td>2.5%</td>
<td>87.5%</td>
<td>10.8%</td>
<td>0.8%</td>
<td>0.8%</td>
</tr>
<tr>
<td>3. Exclusion</td>
<td>77.5%</td>
<td>19.2%</td>
<td>2.5%</td>
<td>0.8%</td>
<td>81.7%</td>
<td>16.7%</td>
<td>0.8%</td>
<td>0.8%</td>
<td>84.2%</td>
<td>11.7%</td>
<td>0.8%</td>
<td>3.3%</td>
<td>88.3%</td>
<td>10.0%</td>
<td>0.8%</td>
<td>0.8%</td>
</tr>
<tr>
<td>4. Physically hurt/threatened</td>
<td>85.8%</td>
<td>10.8%</td>
<td>3.3%</td>
<td>0.0%</td>
<td>91.7%</td>
<td>6.7%</td>
<td>0.8%</td>
<td>0.8%</td>
<td>92.5%</td>
<td>5.0%</td>
<td>0.0%</td>
<td>2.5%</td>
<td>92.5%</td>
<td>6.7%</td>
<td>0.0%</td>
<td>0.8%</td>
</tr>
</tbody>
</table>
Efficacy of the ThinkSMART program

Data Cleaning.

**Skew and kurtosis.** Initial screening of the raw data through use of box-and-whisker plots and stem-and-leaf displays identified no obvious outliers in the dataset. Further assessment revealed that no scores fell beyond ±3 standard deviations from the mean for any of the key study scales. Therefore, no data points represented extreme scores and thus none were deleted on this basis.

Assessment of the normality of score distributions, however, revealed the majority of variables had issues concerning skew and/ or kurtosis. Specifically, the \( z \)-scores for skew and kurtosis were tested following the recommendations of Fidell and Tabachnick (2003), where an absolute value exceeding 3.29 (i.e., representative of the \( p < .001 \) criterion) was deemed significant. This revealed that 84 out of the 119 key study variables exhibited significant skew, while 48 displayed significant kurtosis.

In order to address the issue of skew and kurtosis, a number of transformations were employed on the problematic scales including inverse, square root, base 10 logarithm and a combined base 10 logarithm and inverse set of transformations. However, these attempts were relatively unsuccessful, as the vast majority of problematic variables retained their significant skew and/ or kurtosis following transformation. Given that (a) the majority of these variables naturally occur in skewed formation among the general population, and (b) results from analyses performed both with and without the transformed variables did not produce substantive changes to interpretation, the initial scale scores were judged to be most appropriate and more easily interpretable. Therefore, the original untransformed scores were retained for analyses.

**Missing data.** Assessment of the raw data revealed that of the 320 children who participated in the study, 31 were considered inadequately sampled using the discipline convention threshold of 50% of scores required for adequate sampling of participants (i.e., 443 of the 885 scores across the four time points). Closer inspection showed that these students failed to provide scores for two or more entire time points. These inadequately assessed participants were removed from the dataset.
In addition, a further three students failed to provide Time 1 data. These individuals were also dropped from analyses, as they provided no baseline against which later comparisons could be made across the various time points, and thus there was no way to assess improvements or lack thereof. Therefore, in total, 34 of the initial 320 participants were removed from the original dataset using listwise deletion. Despite the loss in power (as 11% of the sample was lost), this method was deemed most appropriate as the missing values for these individuals could not be reliably estimated using their other scores (as there were so few), nor could adequate comparisons be made across multiple time points for these participants. Hence the available data for these individuals could not be usefully retained for analyses. The remaining 286 participants constituted the final sample.

After dealing with the problematic data from the previously mentioned participants, a Multiple Imputation (MI) analysis was then executed in order to check whether each of the study variables had been adequately assessed. Examination of the amount of missing data for each variable revealed that none were missing more than the 50% convention threshold required for adequate variable assessment. Indeed, the most missing data discovered for any variable was 29%. Therefore, no deletion of any variables from the dataset was necessary.

Lastly, in order to gauge the type of missing data pattern that was present, a Missing Values Analysis (MVA) was performed. Results revealed a non-significant finding for the Little’s MCAR test, $\chi^2(125193, N = 287) = 58920.13, p > .999$. This indicated that the data were missing at random (MCAR) and thus there was no systematic pattern to the missing values across the entire dataset. Given that the amount of data missing was below the 30% threshold dictated by discipline conventions, and there was no systematic nature to the type of data missing, data substitution methods for the missing values were warranted. In

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1 Further analyses revealed the only potential systematic cause of missing data for these 34 individuals was due to participant grade, whereby those in grade 7 were more likely to be missing data than those in grades 5 or 6 at the Time 4 follow-up at 48 weeks. This was a direct consequence of the fact that the study began in term 2 of the school year, with the Time 4 data being collected the following year. Hence those in grade 7 (i.e., their final year of primary school) were more likely to be missing data across the entire Time 4 because they had moved on to high school (i.e., grade 8), and were unable to be contacted by the researcher. However, it should be noted that this difference occurred only at Time 4, with roughly equal percentages of missing scores arising between grades 5, 6 and 7 for the first three study time points. Therefore, this was not considered a serious threat to study validity. Hence there was no systematic cause identified as to the missing nature of the values for this sub-set of participants that would suggest the probability of the scores being missing was related to the value of those scores (i.e., missing values being Missing Not at Random). Subsequently, the study parameters were considered to be unbiased and substitution of the missing values in the dataset was appropriate.
consideration of the skewed nature of a substantial number of the study variables and the relatively large sample size, a more conservative value substitution strategy favouring the null hypothesis was adopted. Namely, mean-substitution was applied for continuously-scaled variables, while median-substitution was employed for categorical variables.

**Psychometrics of Study Variables.** The psychometric properties of the scales used in the study are shown in Appendix B. In addition, test-retest reliability coefficients were calculated for the variables over a 6-week period and are also displayed in Appendix B.

**Preliminary Analyses.** The descriptive statistics and bivariate correlations among the focal study variables are provided in Table 5.3. Examination of these correlations revealed that males were significantly more likely than females to be a bully perpetrator, a bully/victim, and present with more behavioural conduct issues. In contrast, females were more likely than males to perceive higher levels of overall social support and support across all the domains with the exception of family social support, experience higher life satisfaction in all domains except that concerning the neighbourhood, and exhibit more prosocial behaviours. Female students were also significantly more likely than males to be associated with the experience of emotional problems, symptoms on social and generalized anxiety, and engage in more negative problem solving strategies.

Students from higher grades had a higher likelihood of being a bully perpetrator, as well as a victim. Participant grade was also positively correlated with higher perceived social support overall as well as from friends, and a higher life satisfaction regarding those friends. Older grade students were more likely than younger grade students to report better adjustment in the form of higher self-esteem, lower depression, fewer SDQ problems overall, as well as fewer issues regarding emotional, conduct, hyperactivity and peer-related problems.
Table 5.3

Descriptive Statistics and Bivariate Correlations Between the Key Study and Demographic Variables (N = 286)

<table>
<thead>
<tr>
<th>Variable</th>
<th>M (SD)</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
<th>6.</th>
<th>7.</th>
<th>8.</th>
<th>9.</th>
<th>10.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Victim Stability</td>
<td>0.56 (0.50)</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Perpetrator Stability</td>
<td>0.30 (0.46)</td>
<td>.43***</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Perp. &amp; Vict. Stability</td>
<td>0.25 (0.43)</td>
<td>.51***</td>
<td>.89***</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. SS Total</td>
<td>48.02 (7.26)</td>
<td>-.22***</td>
<td>- .27***</td>
<td>- .28***</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. SS Significant Other</td>
<td>16.22 (2.83)</td>
<td>-.09</td>
<td>-.20**</td>
<td>-.19**</td>
<td>.90***</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. SS Friends</td>
<td>15.27 (2.84)</td>
<td>-.28***</td>
<td>-.28***</td>
<td>-.31***</td>
<td>.85***</td>
<td>.67***</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. SS Family</td>
<td>16.53 (2.71)</td>
<td>-.20**</td>
<td>-.23***</td>
<td>-.23***</td>
<td>.85***</td>
<td>.67***</td>
<td>.54***</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. LS Total</td>
<td>70.66 (11.07)</td>
<td>-.44***</td>
<td>-.37***</td>
<td>-.40***</td>
<td>.67***</td>
<td>.51***</td>
<td>.61***</td>
<td>.62***</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. LS Friends</td>
<td>20.90 (3.59)</td>
<td>-.47***</td>
<td>-.29***</td>
<td>-.33***</td>
<td>.53***</td>
<td>.36***</td>
<td>.69***</td>
<td>.33***</td>
<td>.75***</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>10. LS Family</td>
<td>14.68 (3.43)</td>
<td>-.34***</td>
<td>-.31***</td>
<td>-.35***</td>
<td>.62***</td>
<td>.47***</td>
<td>.41***</td>
<td>.72***</td>
<td>.82***</td>
<td>.42***</td>
<td>-</td>
</tr>
<tr>
<td>11. LS School</td>
<td>15.89 (3.67)</td>
<td>-.29***</td>
<td>-.31***</td>
<td>-.30***</td>
<td>.52***</td>
<td>.46***</td>
<td>.46***</td>
<td>.44***</td>
<td>.81***</td>
<td>.51***</td>
<td>.55***</td>
</tr>
<tr>
<td>12. LS Neighbourhood</td>
<td>19.20 (3.36)</td>
<td>-.28***</td>
<td>-.25***</td>
<td>-.29***</td>
<td>.42***</td>
<td>.31***</td>
<td>.35***</td>
<td>.45***</td>
<td>.78***</td>
<td>.40***</td>
<td>.62***</td>
</tr>
<tr>
<td>13. SDQ Total</td>
<td>10.03 (5.31)</td>
<td>-.42***</td>
<td>-.35***</td>
<td>-.34***</td>
<td>-.40***</td>
<td>-.26***</td>
<td>-.45***</td>
<td>-.34***</td>
<td>-.61***</td>
<td>-.63***</td>
<td>-.40***</td>
</tr>
<tr>
<td>14. SDQ Emotional</td>
<td>2.65 (1.85)</td>
<td>.31***</td>
<td>.13*</td>
<td>.11</td>
<td>-.24***</td>
<td>-.10</td>
<td>-.28***</td>
<td>-.24***</td>
<td>-.41***</td>
<td>-.48***</td>
<td>-.28***</td>
</tr>
<tr>
<td>15. SDQ Conduct</td>
<td>1.86 (1.48)</td>
<td>.42***</td>
<td>.47***</td>
<td>.45***</td>
<td>-.41***</td>
<td>-.29***</td>
<td>-.42***</td>
<td>-.36***</td>
<td>-.55***</td>
<td>-.50***</td>
<td>-.39***</td>
</tr>
<tr>
<td>16. SDQ Hyperactivity</td>
<td>3.63 (2.02)</td>
<td>.32***</td>
<td>.33***</td>
<td>.33***</td>
<td>-.28***</td>
<td>-.19**</td>
<td>-.33***</td>
<td>-.21***</td>
<td>-.46***</td>
<td>-.42***</td>
<td>-.30***</td>
</tr>
<tr>
<td>17. SDQ Peer Problems</td>
<td>1.89 (1.42)</td>
<td>.30***</td>
<td>.18**</td>
<td>.19**</td>
<td>-.37***</td>
<td>-.26***</td>
<td>-.43***</td>
<td>-.27***</td>
<td>-.54***</td>
<td>-.63***</td>
<td>-.31***</td>
</tr>
<tr>
<td>18. SDQ Prosocial</td>
<td>7.89 (1.44)</td>
<td>-.16**</td>
<td>-.40***</td>
<td>-.37***</td>
<td>.45***</td>
<td>.39**</td>
<td>.40**</td>
<td>.39**</td>
<td>.55***</td>
<td>.35***</td>
<td>.47***</td>
</tr>
<tr>
<td>19. Self-Esteem</td>
<td>20.55 (4.54)</td>
<td>-.33***</td>
<td>-.27***</td>
<td>-.28***</td>
<td>.49***</td>
<td>.37***</td>
<td>.46***</td>
<td>.45***</td>
<td>.72***</td>
<td>.62***</td>
<td>.58***</td>
</tr>
<tr>
<td>20. General Anxiety</td>
<td>5.05 (2.61)</td>
<td>.36***</td>
<td>.16**</td>
<td>.19**</td>
<td>-.12*</td>
<td>.02</td>
<td>-.19**</td>
<td>-.14*</td>
<td>-.30***</td>
<td>-.39***</td>
<td>-.19**</td>
</tr>
<tr>
<td>21. Social Anxiety</td>
<td>4.97 (2.75)</td>
<td>.30***</td>
<td>.20**</td>
<td>.27***</td>
<td>-.20**</td>
<td>-.06</td>
<td>-.26***</td>
<td>-.20**</td>
<td>-.38***</td>
<td>-.40***</td>
<td>-.28***</td>
</tr>
<tr>
<td>22. Depression</td>
<td>13.88 (8.54)</td>
<td>.45***</td>
<td>.25***</td>
<td>.27***</td>
<td>-.46***</td>
<td>-.30***</td>
<td>-.46***</td>
<td>-.42***</td>
<td>-.64***</td>
<td>-.62***</td>
<td>-.48***</td>
</tr>
<tr>
<td>23. Life Events</td>
<td>1.71 (1.53)</td>
<td>.28***</td>
<td>.17**</td>
<td>.19**</td>
<td>-.23**</td>
<td>-.12*</td>
<td>-.23***</td>
<td>-.24***</td>
<td>-.39***</td>
<td>-.37***</td>
<td>-.31***</td>
</tr>
<tr>
<td>24. Positive PS</td>
<td>11.19 (3.60)</td>
<td>-.31***</td>
<td>-.36***</td>
<td>-.35***</td>
<td>.50***</td>
<td>.35***</td>
<td>.47***</td>
<td>.47***</td>
<td>.63***</td>
<td>.49***</td>
<td>.50***</td>
</tr>
<tr>
<td>25. Negative PS</td>
<td>4.99 (3.00)</td>
<td>.33***</td>
<td>.24***</td>
<td>.25***</td>
<td>-.27***</td>
<td>-.16**</td>
<td>-.33***</td>
<td>-.22***</td>
<td>-.43***</td>
<td>-.44***</td>
<td>-.32***</td>
</tr>
<tr>
<td>26. Rational PS</td>
<td>9.24 (3.75)</td>
<td>-.23***</td>
<td>-.28***</td>
<td>-.28***</td>
<td>.45***</td>
<td>.35***</td>
<td>.41***</td>
<td>.43***</td>
<td>.52***</td>
<td>.34***</td>
<td>.46***</td>
</tr>
<tr>
<td>27. Impulsive PS</td>
<td>6.28 (2.65)</td>
<td>.24***</td>
<td>.22***</td>
<td>.23***</td>
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</table>

Note: Variable abbreviations are as follows: Perp. & Vict. Stability = Concurrent Bully Perpetrator and Victim Stability Over Time, SS = Social Support, LS = Life Satisfaction, SDQ = Strengths and Difficulties Questionnaire, and PS = Problem Solving. Sex coded 0 = female, 1 = male. Higher scores on Social Support, Life Satisfaction, Self-Esteem, SDQ scales of prosocial and Problem Solving scales of Positive PS, Rational PS and Total PS indicate higher levels of the variable and more positive functioning. Higher scores on SDQ scales of Emotional, Conduct, Hyperactivity and Peer Problems and on General Anxiety, Social Anxiety, Depression, Problem Solving scales of Negative PS, Impulsive PS and Avoidant PS indicate higher levels of the variable and poorer functioning. Higher scores on Life Events indicates a higher number of positive and/ or negative life events. For correlation results: * p < .05. ** p < .01. *** p < .001.
Efficacy of the ThinkSMART Program: Intervention vs. Control Group Across Time. To evaluate the efficacy of the ThinkSMART program, a series of mixed-model 2 (intervention group: intervention vs. control) x 4 (time of assessment: Time 1 baseline, Time 2 post-test at 12 weeks, Time 3 follow-up at 24 weeks, Time 4 follow-up at 48 weeks) ANCOVAs were performed on 7 key psychosocial functioning variables (scores of Social Support Total, Life Satisfaction Total, SDQ total, Problem Solving total, and measure/scale scores of Self-Esteem, Social Anxiety, and Depression. Individual subscale scores were not included in analyses except when total scores were not available as only selected scales were included for completion by students). In these analyses, the intervention condition constituted the between participants variable, while the time of assessment represented the within participants variable. Given that preliminary analyses revealed some differences in sex, grade and school between the two groups, these were entered as control variables into the analyses, as appropriate\(^2\). It was expected that the intervention efficacy would reveal itself as a significant interaction between the intervention group and time of assessment, whereby there would be more pronounced improvements in the psychosocial functioning of the children in the intervention program over time than for their control condition counterparts. The results are displayed in Table 5.4. Contrary to expectations, there were no significant interactions, indicating no difference in the change over time between the two different conditions on any of the tested psychosocial outcomes.

In addition, across all 7 psychosocial outcomes, no significant main effect emerged. Therefore, overall, no key differences were indicated over time for the combined intervention and control conditions. Likewise, overall, the mean scores collapsed over time points for the intervention and control conditions were similar on all 7 psychosocial outcomes. Re-examinations of the main and interactive effects for group and time of assessment were conducted for the data involving only the (a) Time 1 baseline and Time 2 post-test at 12 weeks, and (b) Time 1 baseline and Time 4 follow-up at 48 weeks. These were performed in order to verify the lack of general development in psychosocial functioning over time, by focusing on the specific time points thought most likely to demonstrate improvement. Specifically, the immediate short-term following intervention was expected to produce

\(^2\) Covariates were included in each analysis to explain additional variability in the dependent variable and thus reduce error variance in the model. To this end, only those demographic variables (i.e., participant sex, grade and/or school) shown to have a significant relationship to the specific psychosocial functioning DV under examination were included each time.
enhanced problem solving abilities (i.e., total problem solving) due to the recency of the intervention and thus increased salience and encouraged use of the facilitative skills learnt during this program. However, at this 12-week post-test it was not yet expected that these improved problem solving skills would have translated into higher psychosocial functioning, nor lowered bullying and victimisation levels, as these skills take time to exert an effect. In contrast, the psychosocial benefits and reduced incidence of bullying and victimisation as a result of these skills were expected to manifest over the long-term, following sustained use of the intervention skills. Unexpectedly, results confirmed that the pattern of non-significant results held, with no significant main effects of intervention on any of the study variable.
Table 5.4.

**Mean Scores, Standard Deviations and ANCOVA Results for Analyses of Intervention Condition Differences Over Time on Psychosocial Outcomes**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Group</th>
<th>T1 M</th>
<th>SD</th>
<th>T2 M</th>
<th>SD</th>
<th>T3 M</th>
<th>SD</th>
<th>T4 M</th>
<th>SD</th>
<th>F&lt;sup&gt;&lt;sub&gt;Time&lt;/sub&gt;&lt;/sup&gt;, η&lt;sup&gt;2&lt;/sup&gt;</th>
<th>F&lt;sup&gt;&lt;sub&gt;Group&lt;/sub&gt;&lt;/sup&gt;, η&lt;sup&gt;2&lt;/sup&gt;</th>
<th>F&lt;sup&gt;&lt;sub&gt;T x G&lt;/sub&gt;&lt;/sup&gt;, η&lt;sup&gt;2&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS Total</td>
<td>I</td>
<td>48.57</td>
<td>7.93</td>
<td>47.83</td>
<td>9.36</td>
<td>48.42</td>
<td>10.82</td>
<td>48.29</td>
<td>10.48</td>
<td>0.05, &lt;.01</td>
<td>0.04, &lt;.01</td>
<td>0.59, &lt;.01</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>48.12</td>
<td>8.12</td>
<td>47.27</td>
<td>9.47</td>
<td>46.93</td>
<td>9.73</td>
<td>48.33</td>
<td>7.83</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LS Total</td>
<td>I</td>
<td>71.92</td>
<td>12.25</td>
<td>69.98</td>
<td>13.42</td>
<td>71.14</td>
<td>13.69</td>
<td>72.07</td>
<td>12.86</td>
<td>0.95, &lt;.01</td>
<td>0.25, &lt;.01</td>
<td>0.91, &lt;.01</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>69.84</td>
<td>12.41</td>
<td>69.48</td>
<td>11.54</td>
<td>69.79</td>
<td>12.26</td>
<td>70.15</td>
<td>12.62</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SDQ Total</td>
<td>I</td>
<td>10.59</td>
<td>5.73</td>
<td>9.84</td>
<td>5.89</td>
<td>10.23</td>
<td>6.67</td>
<td>9.04</td>
<td>6.19</td>
<td>1.10, &lt;.01</td>
<td>0.21, &lt;.01</td>
<td>1.72, .01</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>11.24</td>
<td>6.15</td>
<td>10.19</td>
<td>6.01</td>
<td>9.67</td>
<td>6.00</td>
<td>9.56</td>
<td>6.02</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Esteem</td>
<td>I</td>
<td>20.10</td>
<td>5.25</td>
<td>20.66</td>
<td>5.19</td>
<td>21.06</td>
<td>5.84</td>
<td>21.59</td>
<td>5.41</td>
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<td>1.62, .01</td>
<td>0.77, &lt;.01</td>
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<tr>
<td></td>
<td>C</td>
<td>19.09</td>
<td>5.07</td>
<td>20.30</td>
<td>5.03</td>
<td>20.28</td>
<td>5.47</td>
<td>20.86</td>
<td>5.11</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Social Anxiety</td>
<td>I</td>
<td>5.88</td>
<td>3.82</td>
<td>4.89</td>
<td>3.09</td>
<td>4.57</td>
<td>3.14</td>
<td>4.53</td>
<td>2.96</td>
<td>0.15, &lt;.01</td>
<td>0.02, &lt;.01</td>
<td>0.15, &lt;.01</td>
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<tr>
<td></td>
<td>C</td>
<td>5.89</td>
<td>3.97</td>
<td>5.05</td>
<td>3.65</td>
<td>4.32</td>
<td>3.13</td>
<td>4.67</td>
<td>3.54</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depression</td>
<td>I</td>
<td>15.63</td>
<td>10.21</td>
<td>14.49</td>
<td>10.94</td>
<td>14.02</td>
<td>11.46</td>
<td>11.77</td>
<td>10.16</td>
<td>1.73, .01</td>
<td>0.02, &lt;.01</td>
<td>0.75, &lt;.01</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>15.16</td>
<td>11.49</td>
<td>13.50</td>
<td>9.60</td>
<td>13.81</td>
<td>10.63</td>
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<td>10.18</td>
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<tr>
<td>Total PS</td>
<td>I</td>
<td>63.82</td>
<td>13.21</td>
<td>63.55</td>
<td>14.17</td>
<td>63.70</td>
<td>14.90</td>
<td>64.84</td>
<td>14.35</td>
<td>1.44, .01</td>
<td>0.01, &lt;.01</td>
<td>0.93, &lt;.01</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>62.66</td>
<td>12.60</td>
<td>63.22</td>
<td>14.09</td>
<td>64.43</td>
<td>13.05</td>
<td>65.27</td>
<td>14.43</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note.* F<sup><sub>Time</sub></sup> ratios for the main effects and the Time x Group interactive effect were calculated only within each dependent variable. Analyses controlled for sex, grade and school in cases where preliminary analyses revealed these to be significantly related to the outcome variable of interest. Estimates of effect size were the partial eta-squared values produced by SPSS 20.

Abbreviations are as follows: I = Intervention Group, C = Control Condition Group, SS = Social Support, LS = Life Satisfaction, SDQ = Strengths and Difficulties Questionnaire, and PS = Problem Solving.
Summary of Results. It was hypothesised that, compared to students in the control condition, students having completed the program would show a significant improvement in psychosocial functioning over time. Contrary to expectations, there was no significant interaction found between the group condition and time on any of the psychosocial outcomes. This indicates that, compared to a wait-list control condition, participation in the ThinkSMART program was not associated with significant changes on any of the examined variables over the assessed time period.
Implementation, Compliance to the ThinkSMART Program and Student Feedback

In order to examine the process of the delivery and implementation of the program and to assess facilitator compliance to the manual and delivery procedures, a range of data were collected. This chapter reports on the training, compliance measures, and qualitative evaluations completed by facilitators, and the satisfaction ratings and feedback from student participants.

Training. Provisionally registered clinical psychology postgraduate students were recruited to facilitate delivery of the program. Facilitators were provided with one full day of training in the ThinkSMART program prior to commencing delivery, and were provided with comprehensive facilitator manuals including detailed step-by-step instructions for the delivery of each session (see Appendix B for full facilitator manual). A total of ten facilitators were trained in delivery of the program, with nine going on to participate in the delivery of the program. The training session was delivered predominantly by the author with some assistance from the research supervisor (a registered Clinical Psychologist). Training provided a broad introduction to the nature of bullying and prevalence in schools to provide a framework in which to understand the intent of the program. The rationale for the program was provided and then specific content for each session was covered in detail. Process issues related to the delivery of the program, interacting with students and facilitating in a group environment were also addressed and facilitators were encouraged to raise potential issues and concerns during the training.

Delivery. While the program is intended to be able to be run by a single facilitator, wherever possible facilitators worked in pairs during the delivery for added support in managing the groups. Facilitators were initially assigned individually to classes, with the exception of a few particularly large class groups who were allocated two facilitators. However, facilitators communicated a preference for delivering the program in pairs and this was therefore incorporated into the delivery of the program where possible. Feedback on this was positive and suggests that co-facilitation may be preferable in the delivery of this program. In addition, in the vast majority of cases, class teachers remained present in the classroom during the delivery of the program and made themselves available to facilitators to aid with any class behaviour issues that arose.
Compliance. In addition to the training, a number of avenues were developed to ensure compliance to the standardised delivery of the program, provide ongoing supervision and assistance to facilitators, and gain feedback from facilitators and students on the content of the program sessions. These are detailed below.

ThinkSMART session review form. All facilitators were required to complete a session review form for each session that they delivered. This form consisted of a checklist of the activities to be completed within each particular session; ratings of the facilitator’s confidence and enjoyment in teaching the session; ratings of student engagement and age appropriateness of the materials and the length of the session. In addition, this form also provided opportunity for general feedback in the areas of what the facilitators liked and did not like about the session content, what they thought the students most enjoyed and most benefitted from, and any modifications that they believed that could be made to improve the session content or the facilitator manual. A copy of the review form can be found in Appendix B.

In-session compliance checking. Within the school setting, it was not possible to have individual sessions video-recorded. However, the author personally attended a number of sessions in order to check compliance to the standardised session plan, provide assistance to facilitators where necessary and review the session content and its utility within the program. This included attending a minimum of two sessions delivered by each facilitator, and attending a minimum of three of each session across facilitators. Unless necessary, the author did not participate in the delivery of session content in these sessions but assessed compliance to the scheduled content and also monitored the process of delivery and any associated issues.

Weekly supervision sessions. Facilitators were required to attend a weekly supervision session with a Psychologists Board of Queensland accredited Clinical Supervisor. Supervision sessions comprised a maximum of five facilitators, the supervisor and the author. These sessions included a review of session content, management of process issues that arose during sessions including behaviour management strategies, and examination of session review forms to garner feedback from facilitators on session content. Facilitators attended one 1-hour supervision session for each week of sessions they delivered, totalling six supervision sessions for each facilitator.
These sessions provided facilitators with an avenue to review specific content and to both debrief and discuss how sessions ran and to problem solve any issues that arose.

**Results: Facilitator Data.**

*ThinkSMART session review data.* In all, full data were obtained from seven of the nine facilitators who delivered the program. The remaining two facilitators failed to return completed review data to the researcher. Thus, the following summary data reports on 12 groups that were delivered by seven facilitators. Of interest was the number of activities completed in each session, how confident the facilitators were in delivering the program and how much they enjoyed delivering it, how engaged the students were, how age-appropriate the activities were and the amount of time spent in each session. Table 5.5 shows the summary data for these elements in each session.

Table 5.5

**Combined Facilitator Ratings of the Program Delivery by Session**

<table>
<thead>
<tr>
<th>Session</th>
<th>Confident* (Range)</th>
<th>Enjoy* (Range)</th>
<th>Students Engaged* (Range)</th>
<th>Age Appropriate* (Range)</th>
<th>Mean Minutes per Session (Range)</th>
<th>Core Activities Not Completed*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4.17 (3-5)</td>
<td>4.33 (3-4)</td>
<td>4.58 (4-5)</td>
<td>4.66 (4-5)</td>
<td>58 (50-60)</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>4.2 (4-5)</td>
<td>4.5 (4-5)</td>
<td>4.5 (4-5)</td>
<td>4.4 (4-5)</td>
<td>56 (45-60)</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>4.4 (4-5)</td>
<td>4.4 (4-5)</td>
<td>5 (4-5)</td>
<td>4.2 (4-5)</td>
<td>56.8 (45-60)</td>
<td>2*</td>
</tr>
<tr>
<td>4</td>
<td>4.6 (4-5)</td>
<td>4.33 (4-5)</td>
<td>4.3 (3-5)</td>
<td>4.75 (4-5)</td>
<td>57.5 (45-60)</td>
<td>2*</td>
</tr>
<tr>
<td>5</td>
<td>4.75 (4-5)</td>
<td>4.59 (4-5)</td>
<td>4.56 (3-5)</td>
<td>4.80 (3-5)</td>
<td>57.5 (50-60)</td>
<td>1*</td>
</tr>
<tr>
<td>6</td>
<td>4.33 (4-5)</td>
<td>3.75 (2-5)</td>
<td>3.67 (2-5)</td>
<td>4.15 (3-5)</td>
<td>59.6 (50-65)</td>
<td>7*</td>
</tr>
</tbody>
</table>

Note *Scored on 1-5 scale (1 = not at all to 5 = very much).  
* Figures here represent the total number of core activities not completed across all activities in each session for all facilitators. Optional fun activities that were provided for each session were not completed but are not counted in the above figures as they were not core activities.  
* Summary activities in Sessions 3-5 and recap activities in Session 6.

Overall, qualitative feedback from all facilitators was positive about the program, general approach and activities, and their confidence and enjoyment in delivering the program. As can be seen in Table 5.5, facilitators consistently gave high ratings of confidence in the program,
students’ enjoyment and engagement in activities and the age appropriateness of activities. Across the majority of sessions, facilitators’ ratings ranged from 4 to 5 on a 5-point scale, demonstrating very high endorsement of the activities within each session. Further, the average duration of each session fell within the allocated 45-60 minute time frame, indicating that activities were of an appropriate duration. The range of duration was also within the allocated time frame for all but the sixth session, with a single facilitator reporting that the session took 65 minutes to complete.

**In-session compliance checking.** The author attended a minimum of two sessions delivered by each facilitator, and attended a minimum of three of each session across facilitators. For all sessions attended, compliance to the session content was very high with all core session components completed in each session attended. The optional fun activities were not able to be completed in all sessions attended due to time constraints.

On reflection, having the author sit in on sessions appeared to assist in the timely and effective delivery of materials. Potentially this could be a factor of the confidence in having another person in the room providing a sense of support to facilitators if they felt it was required even though the aim of attendance was not to aid in delivery of the program and the author refrained from doing so unless requested by the facilitator.

**Weekly supervision sessions.** The supervision sessions were structured around checking compliance and completion of session content, discussing each activity for its suitability, level of understanding from students, and ease of delivery. Each facilitator was also given the opportunity to discuss process issues around both student behaviour and their own performance. When difficulties were presented, the facilitators and supervisors collaboratively brainstormed and discussed various approaches for addressing the issues.

Feedback from the facilitators on the supervision process was positive and facilitators reported building their own skills and experience specifically in working with young students and in a large group setting. Facilitators also reporting finding the group supervision setting a useful vehicle for building skills through listening to the experiences of other facilitators and pooling creative ideas and strategies that individuals had found helpful.
Results: Student Data. Students completed feedback forms at the conclusion of the final session of the ThinkSMART program. Students responded to open-ended questions regarding what they did and did not enjoy about the program, what they found most useful, what they would like to be different about it and had an opportunity to provide any further general feedback. In addition, they provided ratings from $0 = \text{not at all}$, to $3 = \text{very much}$ of how much they enjoyed the ThinkSMART program, how much they learned from it, how much they had used what they had learned from it and also answered if they would recommend the program to others. Feedback forms were collected from 288 students in total, however a number of students failed to complete all questions on the form.

Overall, the majority of students rated that they enjoyed, and used skills from the program “A little” to “Some”, and that they learned from the program “Some” to “Very much” (See Table 5.6). “Not at all” had the lowest percentage of respondents for both students’ enjoyment and learning from the program, by a large margin. When asked how much they had used skills learned from the program, the lowest percentage of students chose “Very much”, with a number of students spontaneously stating under the question on their feedback forms that this was because there had not been an appropriate opportunity to use the skills that they felt they had learned yet, for example they had not witnessed a bullying incident. When asked if they would recommend the program to others, 75.65% of students reported that they would ($n=267$).

Table 5.6

Student Ratings of the Program as a Percentage of the Total Number of Students

<table>
<thead>
<tr>
<th></th>
<th>Enjoy N=288</th>
<th>Learn N=288</th>
<th>Used N=283</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>13.54%</td>
<td>9.7%</td>
<td>24.02%</td>
</tr>
<tr>
<td>A little</td>
<td>26.73%</td>
<td>25%</td>
<td>36.68%</td>
</tr>
<tr>
<td>Some</td>
<td>36.80%</td>
<td>33.68%</td>
<td>29.68%</td>
</tr>
<tr>
<td>Very much</td>
<td>22.91%</td>
<td>31.59%</td>
<td>10.24%</td>
</tr>
</tbody>
</table>

Note: Scored on 1-4 scale (1 = not at all to 4 = very much). Figures represent the percentage of students who gave each rating.
**Teacher Feedback.** Structured quantitative or qualitative data were not collected from class teachers regarding their experiences with the program as they were not directly involved with implementation. However a number of the teachers spontaneously provided feedback over the duration of the program. When teachers sat in or assisted in the delivery of the program, they endorsed the utility of the activities and conceptual framework of the program. Some teachers anecdotally reported applying activities and concepts in their own teaching practice following their presentation in the ThinkSMART program sessions. Further, when the intervention was completed there were requests from schools to access more materials and continue to use the materials, suggesting that the program was broadly well accepted by schools and classroom teachers.

**Limitations of program content and form.** Despite the overall positive response to the program, there were a number of specific limitations that became evident in the delivery of the program. The most frequently reported criticism of the program by the facilitators was that they struggled to get through the material in the allocated time, and would have preferred to have a longer time frame to work within. Although almost all core components of the program, with the exception of summary activities in Session 3-5 and recap in Session 6, were completed in the allocated time frame, facilitators reported feeling somewhat rushed. The time allocated to completing each session would have therefore ideally been longer. Facilitators noted that in general the younger grade students required more time to learn some of the concepts and complete the activities, indicating that the program may have needed to be more tailored to the different grades. Of note though is that this general feedback is in contrast to the collected data from the session review forms on which facilitators rated the age appropriateness of the materials on average higher than 4 on a 5-point scale (with a range of 3-5) across all sessions.

Feedback also suggested that fewer scenarios to work through in class for problem solving, perspective taking and help seeking would be preferable as facilitators reported that students began to lose interest in completing them, and some struggled to do so in the allocated time. Lastly, feedback from facilitators indicated that there may have been too many fun activities in the final session, and behavioural difficulties increased and it was harder to keep students on task as they became excited.
**Summary.** Overall, concerns about compliance were considered carefully and managed in a number of ways. Compliance checking indicated that the program was delivered with fidelity to both the materials and their aims. Facilitators were motivated to prepare well for sessions, complete all components within each session, and to attend supervision to discuss issues that were problematic and aspects that they experienced as working well.

As can be seen from the facilitator ratings of their confidence and enjoyment of the program, mean scores were high and the range was narrow with the lowest ratings still being in the high ranges. Facilitators enjoyed delivering the program, and found to it be appropriate and enjoyable for the students as well. However, it is pertinent to note that facilitators were provisionally registered psychologists, who were appreciative of the opportunity to participate in further skills building and organised supervision and therefore may have been positively biased towards the program and its delivery.

Overall students also rated that they enjoyed, learned from the program, and used the skills that they learned in the program and the vast majority of students would recommend the program to other people to complete. The ThinkSMART program was overall well tolerated and liked by students, who felt that they had gained information and skills from completing it.

Unfortunately, the program in its current format did not meet its stated aims of reducing bullying or improving psychosocial indices for participating students. Given that the feedback from facilitators and students was positive, it is therefore disappointing that this was not reflected in any statistical findings, which precludes the ongoing use of the program in this format.
Discussion

The ThinkSMART program is a brief intervention designed for upper primary school students teaching social problem solving, help seeking, and improving students’ perspective taking and emotion regulation skills with the overall aim of reducing rates of bullying. This chapter reported on the trial and results of implementing the ThinkSMART program in three Brisbane primary schools, using a further three primary schools as control schools.

Descriptives. The descriptive statistics reported provide a snapshot of the prevalence of self-reported bullying and victimisation in upper primary school students. At baseline (Time 1) 25.3-33.3% (for intervention and control conditions respectively) of students reported being teased about once a week or more often, 17.4-15.6% reported being the victim of rumours, 18.7-19.2% reported being excluded and 8.4-13.4% reported being physically hurt or threatened. In contrast, fewer students within the current study reported perpetrating bullying once a week or more often, with 6.6-9.2% (for intervention and control conditions respectively) reported perpetrating teasing, 0.6-2.5% reported spreading rumours, 19.2-3.3% reported perpetrating exclusion and 8.4-3.3% reported perpetrating physical harm or threats.

These figures appear to be reasonably consistent, or slightly higher than those of the Australian covert bullying prevalence study (Cross et al., 2009). With a sample of over 7,000 students aged 8-14 years, they found 27% of students reported being the victim of bullying every few weeks or more often, and teasing was identified as the most commonly occurring form of bullying. Although difficult to directly compare due to the longer time range for measurements, Leach and Rickwood (2009) reported 38.5% of their sample of students in Grades 7 and 8 reporting being bullied within the school semester.

Efficacy of the ThinkSMART program. The ThinkSMART program was implemented in three primary schools in the Brisbane area, with a further three schools acting as a control condition and the efficacy of the program was assessed using a randomised control trial design. It was hypothesised that, compared to control, students having completed the ThinkSMART program would show a significant improvement in psychosocial functioning over time. Contrary to expectations, there was no significant interaction found between the intervention group and control group over time on any of the psychosocial outcomes measured. This indicates that,
compared to control, participation in the ThinkSMART program did not lead to significant changes on any of the expected variables over the assessed time period.

While this lack of significant findings is disappointing, it is not without precedence in the literature. Ferguson et al. (2007) conducted a meta-analysis on the effectiveness of school-based anti-bullying programs published between 1995-2006. They reported that there was overall a small significant positive effect for programs reviewed, but that this was a small impact of between 1-3.6%, noting that positive change of this magnitude is not likely to be practically significant or meaningful. Interestingly for the current research, they did note however that larger effect sizes were found for programs targeting at-risk young people than those that were whole-school programs.

Further, Merrell and colleagues (2008) conducted a meta-analysis of the effectiveness of school-based anti-bullying interventions. Studies included represented those that intervened with small groups within the school environment as well as those that focused on the whole school. They found that, including all domains, a total of 107 effect sizes were computed with 47 being found to be meaningful. Of these meaningful effects, 39 were positive and 8 were negative. This indicates that, although the majority of anti-bullying programs do find positive effects, a significant proportion fail to do so, or in fact lead to negative outcomes. More specifically, they found that although students’ knowledge of anti-bullying programs, social competence and intentions to act improved following intervention, this did not correspond to improvements in direct measures of bullying and victimisation frequency in the same populations. Smith, Schneider and colleagues (2004) previously reported the same lack of change in self-reported rates of bullying or victimisation following anti-bullying programs.

However, the current general consensus within the literature is that bullying interventions on average find small positive effects. In 2009, Ttofi and Farrington published a systematic review and meta-analysis of the effectiveness of school-based anti-bullying programs published between 1983-2009. Results indicated that school-based programs are typically effective and result in a 20-23% reduction in bullying and victimisation. However, they found there to be significant variations in effectiveness between programs. This finding highlights both the general
moderately positive findings, and also, that despite this, outcomes do vary greatly and there have been many programs trialled with unsuccessful outcomes.

Specifically in relation to interventions aimed at bystander behaviour, Polanin et al. (2012) conducted a meta-analysis on the effectiveness of bullying prevention programs on bystander intervening behaviour. They found there to be a significant positive effect of programs on bystander self-reported intervention rates compared to control groups. However, they also found the effect to be greater for high-school programs than middle-school or primary school programs, such as the current program that was delivered in the primary school setting. Ttofi and Farrington (2011) similarly indicated that programs tend to more effective with older children due to their increased cognitive abilities and decreased impulsiveness. Therefore it is possible that the age range on which the current intervention was focused impacted on its ability to make significant changes.

There is also the suggestion in the literature that the length and intensity of programs can be predictive of effectiveness. Ttofi and Farrington (2011) found intensity and duration of programs to be directly linked to their effectiveness, such that programs needed to be intensive and long in duration for them to have positive effects. They suggest that this is likely due to needing a significant period of time for the change in school ethos to occur that is needed to change bullying within a school. Others have also found the same dose-response relationship between program length or number of components and the effect on bullying (Olweus, 2005; Smith, 2007). A shorter intervention time frame was specifically chosen in the current project as it is more simple to implement, more cost effective (Stallard, 2010), feasible within the school term timeframe, and therefore if effective may be more likely to be used by schools on an ongoing basis. However, it is possible that it did not reach the sufficient dose-response to effect change.

Schools are unique environments within which to implement programs, which have significant impact on the ways that implementation occurs and are vastly different from the typically university-based research environments within which programs are developed (Forman et al., 2013). Looking to the science of implementation can be helpful in both planning for program delivery and also in assessing for possible explanations for lack of positive outcomes. Poor quality implementation and compliance with programs has been suggested to compromise
the effect of anti-bullying programs in practical use (Domitrovich et al., 2008). Berkel, Mauricio, Schoenfelder and Sandler (2011) proposed a model for understanding the relationship between implementation and outcomes. They identify four dimensions of implementation which predict program outcomes: behaviours of program facilitators (fidelity, quality of delivery and adaption), and behaviour of participants (responsiveness). This model proposes that facilitator implementation effects on program outcomes are mediated or moderated by participant responsiveness.

Fidelity to program content has been associated with significantly more positive outcomes of interventions (Durlak & DuPre, 2008; Webster-Stratton, Reinke, Herman, & Newcomer, 2011). Moreover, implementation support promotes good fidelity in school-based intervention (Codding, Livanis, Pace, & Vaca, 2008; Noell et al., 2005). Within the current research project, care was taken to ensure high fidelity to program content, and fidelity was measured by way or forms completed immediately following each session completed by facilitators in addition to the researcher being present to assess fidelity for a percentage of sessions. In addition, support was provided to facilitators in the way of co-facilitation during session when possible, support in some sessions by the researcher and weekly supervision sessions. However further implementation support may have been beneficial. Given research suggesting the importance of utilising existing school structures and regular staff members in effective implementation within schools (Forman & Barakat, 2011), from an implementation perspective it may have been beneficial to train existing class teachers in the program and adopt a co-facilitation model with the teachers and provisionally registered psychologists. Further, Durlack and DuPre (2008) reviewed factors that influence implementation. They found organisational capacity played a significant role in a number of ways, one of these was organisational openness to change and incorporation of new programming. School readiness for change is likely an important factor to be taken into account in implementing programs, and assessing readiness for change prior to program delivery would have provided additional information for assessing the impact this may have had on outcomes.

**Strengths and Limitations of the Current Study.** There were several methodological weaknesses and issues related specifically to the current program and its implementation that may bear on the interpretation of the results, and therefore warrant discussion. These include: a greater
need to tailor the program to each grade level than was anticipated; school and classroom
differences; and facilitator skill.

Students from Grades 5 to 7 were included in the evaluation of the current program,
encompassing ages ranging from 9 to 13 years (mean 10.61 years) at commencement of the
program. The program was designed with the aim of being suitable for children throughout these
grades. However, on implementing the program it became clear that some of the activities
included were more suitable within the timeframe available for older children than the younger
ones. While the younger students were found to understand the concepts presented, for some
skills they tended to require longer session times to gain proficiency in them. Therefore, the lack
of tailoring of the program for each grade level individually represented a limitation of the
program, and therefore the study.

Individual schools’ readiness for change and willingness to uptake the program as a
school, and also in individual classrooms were noted to vary within the study, but were not
specifically measured. It is a requirement that schools within Queensland have in place an anti-
bullying policy, schools have access to templates for anti-bullying policies, and they are
encouraged to display the Queensland Schools Declaration against bullying and violence.
However, the specific policies adopted within individual schools differ, along with their ability
and willingness to implement particular anti-bullying programs. This could account for random
variation in the initial school climates and policies prior to implementation of the ThinkSMART
program, but also to the way in which schools engaged with the program and the level of change
they achieved. Teacher involvement with the program also differed greatly between classes and
schools. Some teachers remained within the classroom during the running of the program and
sought out opportunities to be actively engaged with the program and spoke to the researcher and
facilitators about utilising skills provided within the program during other lessons with the aim of
strengthening and building on those lessons. In other classes, teachers were not involved and left
all elements of program delivery to the facilitators. Additionally, changes or initiatives within the
control schools over the period of intervention and measurement was not documented.
Unfortunately the current study failed to account for this variation appropriately by measuring or
specifically documenting such differences between schools or classes, and is therefore unable to
accurately estimate or discuss further the amount to which such school differences played a role in program outcomes, which would potentially have had some impact.

In terms of the generalisability of the results obtained, it is also important to consider whether the schools who chose to participate in the research were representative of the general population of schools. Their willingness to engage with research in this area and the implementation of a program may represent an increased focus on student well-being in these areas and a readiness to make changes. Or, on the contrary, this may indicate that they were experiencing more difficulties with bullying prior to intervention. Either of these possibilities may limit the interpretations that can be made and the generalisability of the results. However, the relative consistency of the reported rates of bullying and victimisation within the current sample to other recently published prevalence rates for students in Australia are suggestive that the sample does not differ markedly at least in this way.

Provisionally registered psychologists were recruited and trained in the delivery of the program for the current evaluation. Utilising mental health professionals to run the program offered many benefits including familiarly with the theories underlying the program content, and understanding of skills being taught. However, it also posed some difficulties. Within the group of facilitators the level of experience and comfort with facilitating groups of primary school aged students varied, as did the level of comfort with the program material despite all facilitators receiving comprehensive training in the program and ongoing assistance and supervision. Therefore, despite the best efforts to standardise the delivery of the program content, there were some differences in the style of delivery of the program that may have had an impact on engagement of the students and therefore uptake of the strategies delivered, and introduced variability into the results obtained.

Problem solving, specifically social problem solving, encompassed a significant portion of the program content and the theoretical rationale underlying the program. However, despite the focus on this skill, the program did not lead to a significant improvement in problem solving ability as assessed by self-report over the included time period. We therefore have to conclude that the method of teaching this skill within the ThinkSMART program was not effective as assessed by the measures in the study.
In turning to previous literature, there are findings that multi-modal training which encompasses rehearsal, role-play and practise of skills across different setting may be a particularly effective method of improving young people’s social problem solving ability in the longer-term, and that duration of training can play an important role in the acquisition of skills (Spence, 2003). Further research delivering social problem solving interventions has also incorporated multi-modal training, and also utilised a much longer training period dedicated to teaching problems solving skills (Haeffel et al., 2016). The current program may have benefitted from varying the duration and modality of the program in order to increase students’ problem solving skills.

However, there is also evidence that students may not understand or use problem-solving based intervention elements. Farrell and colleagues (2015) in examining participants’ perceptions and use of a violence prevention curriculum for middle school students found that students’ responses indicated that they misunderstood or misused a number of intervention skills, particularly problem solving and empathy, and that in fact they did not always experience positive outcomes from their use of the skills. Further, this finding was particularly true when these skills were applied in peer situations including bullying.

The overarching rationale for intervening at a universal level, with the intention of therefore providing skills to all members of the population (bullies, victims and bystanders), may not have been a sound one. There is evidence that universal programs do not provide equal benefit to all participants, and that those who evidence high risk gain more from them then their low risk peers (Bradshaw, 2015, Eron et al., 2002). This may account for the modest effects of universal programs when the rate of the target problem is quite low in the population being included (Biglan, Flay & Wagenaar, 2015; see Bradshaw, 2015 for a more detailed discussion of the benefits of a multi-tiered approach to intervening in bullying including universal, selective and indicated interventions being included in a coherent framework for intervention).

While preliminary research and theoretical models at the time of the development of this program strongly indicated that interventions that included components of improving the skills and willingness of bystanders to intervene in bullying situations was a promising avenue to reduce bullying levels, unfortunately little of this has been fruitful and a number of other studies
undertaken in the same area have resulted in similar outcomes as the current study. For example, Ttofi and Farrington (2011) noted in a systematic review and meta-analysis of the effectiveness of anti-bullying programs in schools that work with peers (which referred to the formal engagement of peers in reducing bullying including peer mediation, peer mentoring and encouraging bystander intervention) was significantly associated with an increase in victimisation levels following intervention. However, some of the more effective programs, including the KiVa anti-bullying program from Finland, utilises increasing bystander awareness, empathy and self-efficacy (Kärnä et al., 2011a).

It is also important to note the strengths of the current study. Significant care was taken to ensure fidelity to the program material across all involved students. As such, it is reasonable to conclude from the results that it was likely not due to significant inconsistencies in implementation of the program that results were not found, but that in its current state the program truly did not produce significant differences in the variables of interest over the studied time frame. No negative outcomes or worsening in rates of bullying or victimisation were noted as a result of students’ participation in the program. The program was also rated almost universally positively by both students and facilitators, with students reporting feeling as though they gained skills from completing the program, and over 75% reporting that they would recommend it to other young people to complete. It was rated as user-friendly and enjoyable by facilitators and students as a whole. Therefore it is reasonable to conclude that the lack of changes following intervention may be due to the range of program content or other unmeasured factors rather than usability of the program itself or lack of tolerance of the program by participants.
Chapter 6: Study 3- The Effect of Bully Victimisation on Subsequent Mental Health

Study 2 reported on the development, delivery and evaluation of the ThinkSMART program, an anti-bullying program designed for upper primary students. Unfortunately, there were not found to be any significant changes on variables of interest following students’ participation in the program. However, a large quantity of data were gathered during the evaluation of the program, with assessment of demographic, psychological and social variables collected over four time points covering a 12-month period. The longitudinal nature of this data allowed for its use in exploring typical changes over times and relationships between variables of interest. Study 3 reports on an evaluation of the underlying pathways between mental health and victimisation and to explore the moderating effect of problem solving skills between victimisation and mental health difficulties within this sample of upper primary school students in Brisbane schools.

Method

This study uses the data collected for Study 2. As the participants, measures and procedures for data collection remain the same as reported in detail in Chapter 5, they will not be repeated here for the sake of brevity. Please see Chapter 5, from page 81 for further details.

Time points herein refer to those detailed in Study 2. Time 1 refers to pre-intervention baseline assessment in June 2009, Time 2 refers to post-intervention assessment and occurred 12 weeks post baseline, Time 3 occurred 24 weeks post baseline and Time 4 occurred approximately 48 weeks post baseline in May-June 2010. In the following analyses, Time 3 measures were selected over those from Time 4 due to the lack of observations at Time 4 which resulted from the substantial attrition caused by the loss of the previous year’s Grade 7 students as they transitioned into high schools in the following year.

Structural Equation Modelling of the Entire Sample

A further aim of the research was to assess the underlying pathways between victimisation and mental health difficulties over time within upper primary school children in order to further tease out the interrelationships between these factors over time. Examination of these pathways was undertaken in order to further identify factors that might be able to reduce poor mental health
outcomes over time. Given that the intervention did not produce significant improvements on key psychosocial indicators for participants in the intervention group compared to their control counterparts, an argument can be made that these individuals did not differ in any substantive way and thus form part of the same overall population. Therefore, the next logical step was to examine the entire sample as a whole (i.e., combine the intervention and control conditions) to determine patterns of effect concerning bullying victimisation. I am aware that although no differences were found in the previous analyses comparing the intervention and control groups on key variables, it cannot be guaranteed that some differences are not present. However the additional power to be provided by the addition of all participants into the sample for analysis was deemed to make the inclusion of the full sample justified. However, results will need to be interpreted with caution, due to the inclusion of all participants in the sample and also due to the exploratory nature of the analyses.

These analyses on the full sample included investigation of the antecedents to, and consequences that follow from, being a victim of school place bullying. Such an exploration would allow the cyclical nature of school place harassment proposed in the literature to be confirmed where bully victimisation negatively influences the mental wellbeing of the student which, in turn, feeds back to promote the likelihood that this student will become the victim of further bullying. Based on this premise, the model explored whether bully victimisation predicted a higher level of mental health issues which, in turn, predicted a higher likelihood of being the victim of further bullying.

**Model analytic approach:** The bully victimisation → mental health issues → bully victimisation cycle. The set of relationships concerning the cyclic nature of bully victimisation on mental wellbeing was evaluated using a linear structural equation model. This addressed the prediction that being the target of bullying would lead to lower subsequent mental wellbeing which, in turn, increased the chances of becoming the victim of bullying at a later time point. A latent variable approach was employed in order to best represent the broader constructs of interest. In this, the path between the Time 1 bully victimisation items and later Time 3 measures of the same variables were mediated, in turn, by latent constructs indicative of the generalised bully victimisation level experienced at Time 1, the overall degree of mental health issues endured at Time 2, and the generalised bully victimisation level experienced at Time 3.
The four observed variables comprising the different bully victimisation types at Time 1 baseline (i.e., direct verbal [teasing], indirect verbal [target of rumours], physical exclusion/ostracism, and threatened and/or actual physical abuse) served as indicators for the broader latent dimension of bullying level experienced at Time 1. In a consistent manner, the four bully victimisation items measured at Time 3 were taken as markers of the more general latent variable of Time 3 bully victimisation experienced. The Time 2 mental health issues latent variable was identified by the five observed indicators of self-esteem, social anxiety, generalised anxiety, depression, and SDQ peer-related problems measured at Time 2. The core of the model rested on the premise that the latent variable of Time 1, experienced bully victimisation, would predict the Time 2 mental health issues latent variable which would, in turn, predict the Time 3 bully victimisation latent factor.

This model tested the hypothesised cycle that bully victimisation negatively impacts upon mental wellbeing, which then negatively predicts subsequent bully victimisation levels. As an explanation of the data, this model would gain support ideally through the show of: (a) a significant positive path between the Time 1 bully victimisation experienced and Time 2 mental health issues latent variables; (b) a significant positive path from the Time 2 mental health issues latent variable to the Time 3 bully victimisation experienced latent factor; (c) significant positive loadings of the four Time 1 bully victimisation items on the Time 1 bully victimisation experienced latent variable; (d) significant positive loadings of the four Time 3 bully victimisation items on the Time 3 bully victimisation experienced latent variable; and (e) a significant negative loading of self-esteem, and significant positive loadings of social anxiety, generalised anxiety, depression and SDQ peer-related problems, on the Time 2 latent variable concerning mental health issues.

**Approach to hypothesised model.** The model was evaluated through AMOS computer software (version 21), using maximum likelihood estimation. In line with the advice of Hu and Bentler (1999), a series of absolute and comparative fit indices were examined in order to gauge the fit of the proposed model. As a measure of absolute fit, the chi-square statistic was employed, where non-significant values were indicative of good model fit. A comparative fit index (CFI), goodness of fit index (GFI) and Tucker-Lewis or non-normed fit index (NNFI) were used, where values for models demonstrating good fit exceeded .95 on each. The standardised root mean
square residual (SRMR) and residual mean square error of approximation (RMSEA) gauged the discrepancy in fit between the proposed model and the observed data, where adequate model fit (i.e., low discrepancy) was indicated by values less than .08 and .06, respectively. In addition, chi-square difference tests were used to compare the fit between nested models, while the Akaike’s information criterion (AIC) was used to compare non-nested models. It should be noted that the latter represented only a relative measure of model quality (where lower values were favoured) and as such, offered no test of significance.

**Results: Model.** Table 6.1 displays the model fit and error indices for the SEM analysis of the mode. The original proposed model demonstrated poor fit, $\chi^2(63, N = 286) = 276.35, p < .001$, CFI = .852, GFI = .874, NNFI = .817, SRMR = .099, RMSEA = .109. Modification indices suggested that the error terms for the social and generalised anxiety variables be allowed to covary at Time 2. Further, modification indices also recommended that: (a) the error terms for the bully victimisation items at Time 1 be freed to covary with their respective bully victimisation item error term at Time 3; (b) the error terms for the latent factors of bully victimisation experienced at Time 1 and Time 3 be permitted to covary; and (c) a direct path be added from the Time 1 to Time 3 bully victimisation experienced latent variables. No further modifications were suggested that made theoretical sense.

A revised model was created that integrated each of these suggested changes. This resultant model provided an improved fit, where despite the fact that the chi-square statistic yielded a significant result, $\chi^2(57, N = 286) = 93.86, p = .002$, the remaining indices implied adequate fit for the model, CFI = .974, GFI = .953, NNFI = .965, SRMR = .045, RMSEA = .048. The significant chi-square was not considered an appropriate basis upon which to dismiss the model, given that the remaining indices all indicated appropriate fit (Kline, 2005). Hence the model was judged to adequately capture the given data.
Table 6.1

*Fit Indices for the Structural Equation Model Addressing the Effects of Bully Victimisation and Mental Health Issues*

<table>
<thead>
<tr>
<th>Model</th>
<th>$\chi^2$</th>
<th>$Df$</th>
<th>CFI</th>
<th>GFI</th>
<th>NNFI</th>
<th>SRMR</th>
<th>RMSEA</th>
<th>AIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model:</td>
<td>93.86*</td>
<td>57</td>
<td>.974</td>
<td>.953</td>
<td>.965</td>
<td>.045</td>
<td>.048</td>
<td>161.86</td>
</tr>
</tbody>
</table>

Note. $N = 286$. CFI = comparative fit index, GFI = goodness of fit index, NNFI = non-normed (Tucker-Lewis) fit index, SRMR = standardised root mean square residual, RMSEA = root mean square error of approximation, AIC = Akaike’s information criterion.

* $p < .05$.

Figure 6.1 displays the model, where standardised estimate values are shown and all hypothesised paths were found to be significant at $p < .05$. Consistent with expectations, each of the bully victimisation variables observed at Time 1 loaded positively on to Time 1 bully victimisation, suggesting that this latent construct was appropriately captured by the items (loadings ranged from .69 to .79). The Time 1 bully victimisation experienced latent variable then positively predicted the Time 2 mental health issues latent variable. In relation to the latter, each of the mental health issues variables measured at Time 2 were good indicators of the Time 2 mental health issues latent variable. Namely, self-esteem negatively loaded on this latent variable (-.77), while social anxiety, generalised anxiety, depression and SDQ peer-related problems all produced positive loadings (ranging from .54 to .89). The latent Time 2 mental health issues variable, in turn, positively predicted the bully victimisation experienced latent variable at Time 3. Not unexpectedly, the latent variable of Time 1 bully victimisation was also seen to directly positively influence the same latent variable of bully victimisation experienced at Time 3. Similar to its sibling at Time 1, the four measured bully victimisation items gauged at Time 3 positively loaded onto Time 3 bully victimisation experienced, indicating that the variables appropriately described this latent construct (loadings ranged from .64 to .82).
In general, this cyclic model containing three latent variables explained the data well. It was seen that, as predicted, higher instances of direct verbal, indirect verbal, physical exclusion/ostracism, and actual and/or threatened physical modes of bully victimisation strongly predicted the baseline level of bully victimisation experienced which, in turn, predicted more Time 2 mental health issues as shown through lowered self-esteem, higher social and generalised anxiety, higher depression levels and more problems relating to one’s peers. These mental health issues subsequently lead to the increased experience of bully victimisation again at Time 3, resulting in the higher likelihood of participants being subjected to direct verbal, indirect verbal, physical exclusion/ostracism, and real and/or threatened violence forms of bullying. This model supported the notion that the consequences of bully victimisation form a cycle, whereby victimisation leads to unfavourable outcomes for mental wellbeing, which, in turn, feeds back to the increased chances of becoming the target for further bullying. However, it should be noted that the pattern of effect discovered for this model indicated partial – rather than full – mediation. That is, a direct path still remained between Time 1 and Time 3 bully victimisation, signifying that the past experience of bullying was still a significant predictor of the future likelihood of being a bully victim, even after controlling for the effects of mental wellbeing.
Figure 6.1. Path analysis ($N = 286$) for the three-latent factor model regarding the cyclic effect of baseline bully victimisation (Time 1) on subsequent mental health issues (Time 2) which, in turn, influenced the later likelihood of further bully victimisation (Time 3).

Note. Standardised parameter estimates are displayed. Unique and error variances, as well as covariances between the error terms for (a) social and generalised anxiety at Time 2, and (b) the individual Time 1 bully victimisation items with their respective twin item at Time 3, are not shown. SDQ = strengths and difficulties questionnaire. All parameter estimates shown are significant at $p < .05$. 
Alternatives to the model: Testing more parsimonious models for the bully victimisation \(\rightarrow\) mental health issues \(\rightarrow\) bully victimisation cycle. The most theoretically appropriate alternatives to the cyclic effect outlined in the model (where bully victimisation predicted lower mental wellbeing which, in turn, elicited a greater likelihood of experiencing further bully victimisation) were non-cyclic, simplified versions of the relationship between bully victimisation and mental wellbeing. Specifically, these variant models would involve the unidirectional effect of (1) bully victimisation on later mental wellbeing, and (2) mental wellbeing on the later frequency of bully victimisation.

The two alternative structures were not nested within the model, therefore direct statistical comparisons of fit could not be drawn using tests of difference in chi-square. Instead, Akaike’s information criterion (AIC) was used to compare the confirmed model with the two alternative models. As stated previously, the AIC is a relative fit index that offers no test of significance, nor are there established norms or conventions as to what cut-off difference value is considered large enough to determine better model fit. In light of this, the model demonstrating the lowest AIC value is generally selected as the best explanation of the data (Kline, 2005).

In sum, the SEM analyses indicated appropriate fit to the data for a three-latent variable model of the effects of bully victimisation on mental wellbeing, which, in turn, influenced later bully victimisation. These findings showed that allowing the individual bully victimisation items (i.e., direct verbal, indirect verbal, physical exclusion/ostracism, and threatened and/or actual physical forms of abuse) and the individual variables of mental health (i.e., self-esteem, social anxiety, generalised anxiety, depression and SDQ peer-related problems) to load onto the latent constructs of bully victimisation experienced and mental health issues, respectively, provided for an adequate explanation of the data in all three models. This suggested that broader latent dimensions provided better predictive power than the individual variables directly influencing one another.

The Moderating Effect of Problem Solving on the Bully Victimisation \(\rightarrow\) Long Term Mental Health Outcome Relationship: Assessment of the Entire Sample.

As previously stated, given that the bully intervention condition did not differ from the control in any meaningful way, it was deemed appropriate to explore results using a single
combined dataset, rather than maintaining the intervention versus control group distinction. Furthermore, since the above structural equation model established the link between the experience of bully victimisation and subsequent mental health outcomes, the next move was to determine protective factors that may buffer against the poor psychosocial functioning that results from being the victim of bullying. Applying the same theoretical framework governing the bullying intervention program to the entire participant sample, I investigated whether problem solving ability may act as a moderator of this relationship, where use of superior productive problem solving strategies attenuates the unfavourable impact of being bullied on the subsequent mental health functioning of victims. This allowed for the identification of a potential factor that may guard against and thus aid resilience to the negative implications of being a bully target.

**Analytic approach.** To achieve this aim, a series of moderated multiple regressions were performed on the entire sample of participants. The total problem solving ability of children was evaluated for its impact on the relationship between experience of each of three types of bullying (i.e., direct verbal abuse via teasing, indirect verbal abuse via rumours and physical exclusion/ostracism) and each of the mental health outcomes of self-esteem, GAD anxiety, social anxiety, depression, and problematic peer relations. Due to the low reported incidence of threatened and/or actual physical abuse in terms of bullying, there was a lack of adequate power to study the influence of this fourth bully victimisation type as a predictor in the regressions. Therefore, only the remaining three bully victim variables were examined.

It was considered relevant to investigate these three bully victimisation types separately rather than as a combined variable within these analyses because each represented a distinct and categorically different negative experience for the victim. Hence each could potentially result in a different degree and/or quality of harm. Likewise, these may also be differentially open to the influence of problem solving ability as a protective factor against the subsequent detrimental impact on mental wellbeing. For these reasons, despite using a composite latent variable to represent bullying victimisation in the SEM analyses, it was decided to explore each type of victimisation separately in the current analysis. The same five key indicators of long-term mental health were used as that of the previous SEM analyses. Since these were shown empirically to be unfavourable consequences of being a bully victim, the current analyses sought specifically to
discover if these established relationships could be weakened or even eliminated by the presence of a strong productive problem solving ability.

Victimisation scores for each of the three types of bullying (key predictors) were taken from Time 1, as this provided baseline levels of the specific bullying experienced. In light of the fact that the intervention program aimed at boosting problem solving did not produce any significant changes in this variable over time, participants’ total problem solving ability (moderator) was also taken from the Time 1 baseline, as this was believed to represent a fairly unbiased measure. Lastly, since the focus was on the long-term outcomes, each of the mental health indicator variables (criterion) were taken from the Time 3 follow-up at 24 weeks. As with the previous series of analyses, Time 3 mental health outcome measures were selected over those from Time 4 due to the lack of observations at Time 4 which resulted from the substantial attrition caused by the loss of the previous year’s Grade 7 students as they transitioned into different high school.

As some of the outcome variables of interest were seen previously to vary as a function of sex, school and/or grade, these demographics were included as control variables in the moderated multiple regression analyses as relevant. This was achieved by entering the appropriate demographic control variables into the hierarchical regression model at Step 1. The direct effects of the specific bully victimisation type and total problem solving ability were then added at Step 2, and the Victimisation x Problem solving interaction at Step 3. This order of entry allowed for the determination of a significant interaction effect over and above that of the direct effects of bully victimisation and problem solving ability. In cases where demographic variables were not significantly associated with the criterion involved in the analysis, only the two latter steps were carried out. All direct predictors were mean-centred and the interaction term was calculated as the cross-product of the mean-centred victimisation and mean-centred total problem solving scores. Significant interactions were followed up using simple slopes analysis.

Results. A summary of the findings for the five key mental health indicators as predicted by: (a) direct verbal bully victimisation and problem solving ability; (b) indirect verbal bully victimisation and problem solving ability; and (c) physical exclusion/ ostracism bully victimisation and problem solving ability, are provided in Tables 6.2, 6.3 and 6.4, respectively.
Results revealed significant interactions involving bully victimisation of the direct verbal form (via teasing) and problem solving ability for the criteria of depression and peer-related problems. Significant interactions were also discovered where bully victimisation of the indirect verbal form (via being the subject of rumours) and problem solving acted in concert to affect social anxiety and peer-related problems. Unexpectedly, no interactions emerged regarding physical exclusion/ostracism bully victimisation and problem solving ability for any of the five mental health outcomes. Follow-up simple slopes analyses for each of the significant interactions showed a consistent pattern, whereby high problem solving ability buffered against the negative consequences that bully victimisation carried for long-term mental health adjustment.

More specifically, as seen in Figure 6.2, results revealed that when problem solving ability was low, more frequent bully victimisation in the form of verbal teasing predicted higher levels of long-term depression, $\beta = .36, p < .001$. However, this effect was nullified at the high problem solving level. That is, when children had high problem solving ability, the baseline level of verbal teasing to which they were subjected no longer predicted subsequent depression levels, $\beta = .05, p = .533$. Likewise, as seen in Figure 6.3, simple slopes analysis showed that when participant problem solving ability was low, more frequent encounters of verbal teasing predicted more problematic peer relations later on, $\beta = .33, p < .001$. Yet when problem solving ability was high, it attenuated the effect of victimisation on peer problems, such that direct verbal victimisation was no longer associated with the long-term peer problems experienced, $\beta = .10, p = .253$.

In a similar manner, as seen in Figure 6.4, a low problem solving ability in schoolchildren exacerbated the influence of indirect verbal bully victimisation (i.e., being the target of unwanted rumours) on subsequent social anxiety levels, whereby higher victimisation lead to more anxiety, $\beta = .15, p = .031$. However, when baseline problem solving ability was high, this effect disappeared, where the experienced level of indirect verbal bullying no longer predicted long-term social anxiety, $\beta = -.07, p = .421$. Correspondingly, Figure 6.5 illustrates that for those with low problem solving ability, higher levels of victimisation in terms of indirect verbal bullying predicted higher rates of long-term problems with peers, $\beta = .23, p = .002$. In contrast, for participants with high problem solving ability, the experience of being the target of indirect verbal rumours did not predict later mental health adjustment in the form of problematic relations with peers, $\beta = -.03, p = .771$. 
Table 6.2.
Direct Verbal (Teasing) Bully Victimisation and Total Problem solving Ability as Predictors of Five Key Mental Health Adjustment Indicators

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Note. † p < .10, * p < .05, ** p < .01, *** p < .001.
Table 6.3.
Indirect Verbal (Rumour Target) Bully Victimisation and Total Problem solving Ability as Predictors of Five Key Mental Health Adjustment Indicators

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Note. † $p < .10$, * $p < .05$, ** $p < .01$, *** $p < .001$. 

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Table 6.4.

*Physical Exclusion/ Ostracism Bully Victimisation and Total Problem solving Ability as Predictors of Five Key Mental Health Adjustment Indicators*

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*Note.* † $p < .10$, * $p < .05$, ** $p < .01$, *** $p < .001$. 
Figure 6.2. The effect of frequency of direct verbal bully victimisation on long-term depression levels, as moderated by problem solving ability.

Figure 6.3. The effect of frequency of direct verbal bully victimisation on long-term peer-related problems, as moderated by problem solving ability.
**Figure 6.4.** The effect of frequency of indirect verbal bully victimisation on long-term social anxiety levels experienced, as moderated by problem solving ability.

**Figure 6.5.** The effect of frequency of indirect verbal bully victimisation on the long-term experience of peer-related problems, as moderated by problem solving ability.
Discussion

Structural equation modelling was used to assess the underlying pathway between victimisation and mental health difficulties/sub-optimal mental health functioning. Support was found for a model in which higher instances of direct verbal, indirect verbal, physical exclusion/ostracism, and actual and/or threatened physical modes of bully victimisation strongly represented the baseline level of bully victimisation experienced which, in turn, predicted more Time 2 mental health issues as shown through lowered self-esteem, higher social and generalised anxiety, higher depression levels and more problems relating to one’s peers. These mental health issues subsequently lead to the increased experience of bully victimisation again at Time 3, resulting in the higher likelihood of participants being subjected to direct verbal, indirect verbal, physical exclusion/ostracism, and real and/or threatened violence forms of bully victimisation. Therefore the proposition that there is a cycle of victimisation in which initial victimisation leads to negative mental health effects, which in turn leads to an increased likelihood of further victimisation over time was supported. However this model indicated partial, not full mediation, such that past experiences of bully victimisation remained a significant predictor of future likelihood of victimisation, even after controlling for the effects of mental wellbeing.

Results from SEM pathway analysis showing evidence of victimisation at baseline leading to mental health difficulties (lowered self-esteem, higher social and generalised anxiety, higher depression and more peer problems) at Time 2, which in turn leads to victimisation again at Time 3, is well supported within the literature regarding the continuity of victim status in some young people (Chan, 2006; Kochenderfer & Ladd, 1996; Rigby, 1997), and the pattern of a ‘vicious cycle’ of victimisation and poor mental health outcomes over time. The current study lends support to previous findings that are consistent with the concept of a vicious cycle of victimisation by which being the victim of bullying can lead to negative mental health variables which then creates a higher likelihood of further victimisation in young people, and therefore further negative mental health outcomes and so on. This finding further highlights the compelling importance of early and effective intervention in the bullying experience in order to disrupt this cycle.

It was then further explored through moderated multiple regression whether problem solving skills may moderate the relationship between victimisation and mental health difficulties. Moderated multiple regression analysis found strong problem solving skills
moderated the effect being a victim of bullying had on mental health difficulties. More specifically, three types of bullying victimisation were assessed in this analysis: teasing, rumours and exclusion were assessed for their later effects on five mental health indices: self-esteem, generalised anxiety, social anxiety, depression and peer problems. Results revealed significant interactions involving bully victimisation from teasing and problem solving ability on later depression and peer-related problems, and significant interactions involving bully victimisation from rumours and problem solving on later social anxiety and peer related problems. Disappointingly there was no relationship discovered between being the victim of exclusion and problem solving ability on later mental health indices.

It is important to highlight that a relationship was not found for all mental health indices (of the five measured, only depression and peer problems for teasing and social anxiety and peer problems for rumours were significant), nor for all forms of bullying (no moderating effect was found for problem solving for exclusion) and as such these results need to be interpreted with caution and their implications cannot be overstated. However, the relationship that these results suggest is particularly important to note in the context of the current research project as the ThinkSMART program was largely focussed on improving social problem solving skills in students. These results lend support to the underlying theory that improving problem solving skills is important in anti-bullying work, and can possibly be protective of negative outcomes even for those who are victimised.

The findings of the moderated multiple regression analysis in the current study indicating that strong problem solving skills moderates the effect being a victim of bullying has on mental health is consistent with previously discussed research suggesting the importance of problem solving skills in preventing and treating mood disturbance (Kaviani et al., 2011), anger and interpersonal aggression (Secer & Ogelman, 2011), covert bullying and prosocial behaviours (Featherston, 2015), and general wellbeing (O’Neil et al., 2013). In addition, previous research has also found effective problem solving skills to be associated with a reduced impact of negative life events or life circumstance (Grover et al., 2009). Taken together, these results provide support for the importance of good problem solving skills in many different aspects of life functioning, and indicate that problem solving is potentially a fruitful area for further research in anti-bullying intervention.

In summary, the findings of the current study regarding the cyclical nature of victimisation and poorer psychosocial markers, combined with the role of problem solving in
protecting against negative outcomes following victimisation are consistent with those found by Cassidy (2009). Cassidy (2009) in a prevalence study of bullying and associated factors found that children who were the victims of bullying exhibited high levels of distress, low self-esteem, low levels of support from adults and, importantly, poorer problem solving skills than those who were not identified as victims. He also found evidence for a predictive model for victimisation that included problem solving ability along with gender, family background and social identity. In an earlier study, Crick (1994) reviewed the literature to date at the time and proposed a model for understanding social information processing in relation to children’s adjustment. Crick proposed that, based on the available literature, there appeared to be a significant relationship between social problem solving skills and social adjustment in children, such that poor social problem solving skills are associated with both poorer adjustment and lower social status in children. This is consistent with the findings of the current study.

A notable limitation of the current study is that data used to examine these relationships was not collected specifically for this purpose, and in fact included data from students who served in both intervention and control conditions in Study 2. While there were not found to be any significant differences on the measured variables between the intervention and control groups in Study 2, it cannot be ruled out that these two groups somehow differed in a significant but unmeasured way, which would compromise the validity of their use as a single sample in this current study. This issue was carefully considered within the current study. It was decided that the additional power provided by the inclusion of the whole sample in these analyses warranted their use. Further, it is interesting to consider that it is often not possible to determine factors that may be impacting on students within a school environment, including the school level pre-existing approaches to bullying, aspects of school climate, and any ongoing mental health programs being run within the school as a whole or within individual classrooms, which necessarily will differ between schools. Such factors associated with schools are often not able to be controlled for, and are in fact not necessarily known to the researchers. However, in the case of the current study, it does mean that results obtained need to be interpreted tentatively and with caution due to the possibility of non-random variability within the sample introduced by this issue.
Chapter 7: Discussion and Conclusions

Bullying across different domains has become a topic of considerable interest and concern, with significant research focus on the ways in which it may be reduced in childhood (Cook et al., 2010a). Bullying refers to repeated negative actions against a less powerful victim, with the deliberate intention to cause harm (Olweus, 1997; Slee, 1995). Concern is particularly centred around the well documented and serious effects of victimisation. Bully victimisation in children has been found to be associated with a large number of negative consequences including increased somatic and psychosomatic complaints, sleeping problems, internalising problems, depression and anxiety disorders, self-harm and suicidal ideation, academic difficulties and ongoing difficulties into adulthood including psychological and social difficulties (see Wolke & Lereya, 2015 for recent review). The significant negative effects associated with victimisation have highlighted the need for effective ways in which to reduce bullying in childhood, and research in this area has proliferated over recent decades (Cook et al., 2010a). While some interventions have been very successful, with up to 50% reduction in bullying following intervention (Olweus, 1991), there has been considerable variability in outcomes ranging between improvements, no changes and even to worsening of bullying following intervention (Merrell et al., 2008).

The current research project aimed to contribute further research in the area of childhood bullying and its reduction. It aimed to incorporate a combination of literature review, discussions with students and teachers, and theory in order to develop and then evaluate an intervention to reduce bullying and improve mental health in upper primary school students in a small number of primary schools in Brisbane, Australia. It aimed to do so by developing a short, manualised and easy to administer universal intervention that was designed to reduce bullying and also teach important cognitive and social skills to improve the general mental health and emotional functioning of students.

This current research project took the form of three studies. Study 1 involved the collection of qualitative and quantitative data from students and teachers regarding their knowledge and experiences of bullying and its reduction in primary schools. Study 2 comprised a combination of findings from Study 1, literature review and theory in order to develop and then assess the efficacy of an anti-bullying program over a one-year period. The ThinkSMART program incorporated key thinking at the time regarding the importance of bystanders within a bullying situation, in addition to well established CBT and problem
solving principles to teach skills of increasing knowledge of bullying, social problem solving, perspective taking, help seeking, and emotion regulation. Study 3 then capitalised on the longitudinal nature of the data collected in the assessment of the ThinkSMART program to examine the potential paths and relationships between bullying and mental health over time.

Study 1: Teacher and Student Voice: Qualitative Exploration

Discussion groups were conducted within two schools to explore students’ and teachers’ understanding of bullying, to determine their experiences with bullying and anti-bullying initiatives, and their preferences for dealing with bully/victim problems. A total of 26 teaching staff and 45 students participated in these discussion groups. The key points that emerged from the discussion groups included that students and teachers appeared to have a good understanding of what constituted bullying and the varying forms that bullying can take, though students were less aware of some of the definitional aspects of bullying. Responses also confirmed that both students and teachers were concerned about bullying, were well aware of the negative consequences it can have for involved students, and that they would like better strategies to manage it. Students reported that teachers are often unaware of the more covert forms of bullying occurring, and a general theme emerged of students as well as teachers having a preference for students playing a large part in negotiating bullying situations themselves where possible and safe.

These findings are largely consistent with general findings within the literature. Previous research has found that students, while generally able to identify bullying from scenarios and generated examples of bullying (Vaillancourt et al., 2008), often fail to acknowledge parts of the definition of bullying such as the power imbalance, or the need for repeated actions when asked spontaneously to define it (Byrne, Dooley, Fitzgerald & Dolphin, 2016). Observational research has reported that teachers are unaware of bullying in up to 80% of cases (Craig & Pepler, 1997), and that contextual aspects of bullying situations play a role in their decisions on if they intervene (Blain-Arcaro et al., 2012). Research has indicated that students prefer to receive help from other children rather than approaching adults, and disclose bullying problems at higher rates to their peers than adults (Peterson & Rigby, 1999; Rigby, 1997).

These findings served to confirm that the general findings from the literature were also displayed within the sample population (upper primary school students in Brisbane, Australia).
Study 1 provided important support for intervening to improve students’ problem solving ability to manage incidents themselves when they arise and if safe and appropriate to do so, with both teachers and students indicating a preference for this. It was further recognised that help seeking is an important part of this process; in particular the ability to be able to distinguish between situations that may require adult intervention and those that may not and to be able to effectively seek help from appropriate sources in such situations. These findings, in addition to literature review and theory, were considered in planning and developing the ThinkSMART program in Study 2.

**Study 2: Development and Evaluation of the ThinkSMART Program**

Study 2 involved two elements: the development of the ThinkSMART program; and results of the ThinkSMART program evaluation including descriptives, an assessment of the efficacy of the program and details regarding implementation, compliance, fidelity and feedback from facilitators and students on the program.

The ThinkSMART program was developed as a short, manualised and easy to deliver program for upper primary school students based on findings from the literature of the most promising ways in which to intervene, social cognitive theory, and supported by the results from Study 1. A six-session cognitive-behavioural program was developed which was based on improving social problem solving skills and empowering bystanders, while also including components of ensuring understanding of bullying, and improving emotion regulation, perspective taking and help seeking. The development of the program aimed to provide a unique contribution by developing a short, easy to administer, cost effective way to reduce bullying while also improving general social and emotional skills in students.

Evaluation of the ThinkSMART program was undertaken using RCT methodology. Six schools were involved in the assessment of the efficacy of the program, with three schools receiving the intervention and three serving as controls. Students with parental permission from both intervention and control schools completed assessment measures at four time points: prior to completing the program (Time 1); immediately after completing the program (Time 2); and at two follow-up points approximately 6 and 12 months following baseline (Time 3 and Time 4 respectively).
A large amount of descriptive data were also gathered in the collection of assessment data for the program. This provided useful insights into the form, prevalence and experience of bullying as victims, bullies and bystanders by upper primary school students. In addition, data were collected regarding students’ help seeking recommendations for others and personal preferences in relation to bullying problems. The descriptive statistics reported provided a snapshot of the prevalence of self-reported bullying and victimisation in upper primary school students. Reported levels of victimisation were similar to those in the most recent large scale prevalence study in Australia (Cross et al., 2009). Within the current sample, at baseline (Time 1) 25.3-33.3% (for intervention and control conditions respectively) of students reported being teased about once a week or more often, 17.4-15.6% reported being the victim of rumours, 18.7-19.2% reported being excluded and 8.4-13.4% reported being physically hurt or threatened. Cross et al. (2009) reported 27% of students to have been the victim of bullying every few weeks or more often, with teasing being identified as the most commonly occurring form of bullying. Further, Leach and Rickwood (2009) reported 38.5% of their sample of students in Grades 7 and 8 reporting being bullied within the school semester.

In evaluating the developed program and its efficacy over time there were no significant differences found on any key variables between students who completed the program and those in the control condition. Thus, compared to students in the control condition, participants in the ThinkSMART program did not display the significant hypothesised changes on any of the key variables over the assessed time period and the program was not effective in its stated aims of reducing bullying and improving social/emotional indices.

Study 2 also described the measures taken to ensure compliance and fidelity to the program content, and reported on the feedback provided by program facilitators and students who completed the program. Qualitative feedback from all facilitators was positive about the program, general approach and activities, and their confidence and enjoyment in delivering the program was high. Thorough compliance checking procedures were implemented and these indicated that the program was delivered with fidelity to both the materials and their aims. Results indicated that facilitators rated the material to be age appropriate, enjoyable and engaging for students. Students also rated their enjoyment of and satisfaction with the program highly. Over 75% of students reported that they would recommend the program to other students to complete. These results indicate that it is unlikely that the non-significant findings
of the program relate to lack of compliance to program materials by facilitators or difficulties with the usability or acceptability of the materials and activities for either facilitators or students.

While the lack of significant effects of the program was disappointing, it is not uncommon within the literature for anti-bullying programs to fail to find positive results. A clear example of this is a meta-analytic study by Merrell et al. (2008), which reviewed the effectiveness of school-based interventions for bullying. They included 16 studies with over 15,000 involved students and found significant positive effects in only 36% of the outcome variables measured, and they were unable to identify any patterns to the positive findings. In fact, of the 107 effect sizes that were calculated, only 47 were meaningful, with 8 of those being negative.

Ferguson et al. (2007) conducted a meta-analysis on the effectiveness of school-based anti-bullying programs published between 1995-2006. They reported that there was overall a small significant positive effect for programs reviewed, but that this was a small impact of between 1-3.6%, noting that positive change of this magnitude is not likely to be practically significant or meaningful. Interestingly for the current research, they did note however that larger effect sizes were found for programs targeting at-risk young people than those that were whole-school programs. Smith, Schneider, et al. (2004) also found a lack of improvement following whole-school bullying interventions in their earlier review. They found that 86% of the outcomes for victimisation were negligible or negative and 100% of the outcomes for bullying were negligible or negative.

However, while non-significant findings are not uncommon in the area of bullying reduction, it does not represent the current consensus of findings of the literature. Overall, small but positive effects appear to be the consensus on recent meta-analyses of bullying intervention (Polanin et al., 2012; Ttofi & Farrington, 2009). Merrell and colleagues (2008) found significant positive effects, but only on a small percentage of outcomes, with 39 meaningful positive effects out of the 107 effect sizes computed. More recent meta-analyses have given a slightly more positive evaluation of the state of intervention. Ttofi and Farrington (2009) assessed school-based anti-bullying programs published in the larger span of 1983-2009. They concluded that the programs typically resulted in a 20-23% reduction in bullying and victimisation, however again there were significant variations found between programs in their effectiveness. In a more direct comparison for the current research project, the findings of
a meta-analysis conducted by Polanin et al. (2012) on school-based anti-bullying programs effectiveness at increasing bystander intervention are useful. In examination of the outcomes of 12 studies, they found a significant increase in self-reported bystander intervention.

Given the generally positive, if small and inconsistent, findings from previous interventions, it is therefore important to consider what might have led to the non-significant results of the current program. The ThinkSMART program was specifically designed to be brief, and it covered a number of different skills within the six sessions. While this was a specific decision made with the aim to increase the usability and likelihood of uptake of the program should it have demonstrated efficacy, this may have impacted on the results. There is some research that has found that the length and the intensity of programs can have an impact on their outcomes, and that programs can have a dose-response relationship between length and their success in reducing bullying (Olweus, 2005; Smith, 2007; Ttofi & Farrington, 2011). Possibly in attempting to develop a short and therefore low investment (in cost and time) program for schools the current project may have not provided sufficient time for students to learn and apply the included skills in a way that translates to measurable change.

Another explanation for the lack of results may be provided by the discrepancies found in the results of selective or indicated compared to universal programs in bullying prevention. There is support for the increased effectiveness for selective and targeted approaches in the reduction of bullying (Durlak & Wells, 1998; Ferguson et al., 2007; Hilton, Anngela-Cole & Wakita, 2010), and in mental health prevention and treatment with children more broadly (Young & Holdorf, 2003). This may be the result of lack of sensitivity of the program to the needs of those students with difficulties, and that those who are having problems with bullying or victimisation may need to have specific and tailored intervention and as a result no changes are occurring in these students in response to a general program such as ThinkSMART. Alternatively, these findings may make sense when we consider that the variables of interest that were measured as outcomes in the current study namely, bullying, measures of mental health indices, problem solving skills and life satisfaction, are of relatively low incidence at clinical or concerning levels within the general population. The incidence may have been too low to be able to detect significant differences within affected students even when they occur when evaluated with the whole sample. Therefore, whether it be due to a lack of appropriate focus for the affected students, or due to a dilution of the program effects across the sample as a result of the low incidence, perhaps targeted or indicated intervention should be of primary
focus of anti-bullying intervention going forward, or in fact a combined multi-tiered approach that incorporates each level of intervention.

**Study 3: The Effect of Bully Victimisation on Subsequent Mental Health**

Study 3 involved an evaluation of the relationship between victimisation and mental health, and the potential moderating effect of problem solving skills between victimisation and mental health difficulties utilising the longitudinal data gathered from the participants in Study 2. In analysing the longitudinal data, pooled scores on variables of interest were formed into latent variables and embedded in a model to identify the underlying pathway between victimisation and mental health difficulties. Structural equation modelling was chosen to analyse the data. The best fit model showed that using higher instances of direct verbal, indirect verbal, physical exclusion/ostracism, and actual and/or threatened physical modes of victimisation to represent overall baseline level of victimisation experienced, predicted higher levels of Time 2 mental health issues as shown through lowered self-esteem, higher social and generalised anxiety, higher depression levels and more problems related to one’s peers. These mental health issues subsequently led to the increased experience of victimisation again at Time 3, resulting in the higher likelihood of participants being subjected to direct verbal, indirect verbal, physical exclusion/ostracism and real/or threatened physical forms of bullying. The model indicated partial mediation of these variables, with past experiences of bullying remaining a significant predictor of future likelihood of victimisation even after controlling for the effects of previous mental health variables. In simple terms, victimisation at Time 1 led to negative mental health effects at Time 2, which lead to further victimisation at Time 3, with victimisation at Time 1 also having a direct effect of victimisation at Time 3.

This cycle of victimisation is well supported within the literature (e.g., Chan, 2006; Kochenderfer & Ladd, 1996; Rigby, 1997) with a number of researchers finding evidence that victimisation and mental health difficulties compound over time to lead to further victimisation and mental health difficulties. Reijntjes, Kamphuis, Prinzie and Telch (2010) conducted a meta-analysis on victimisation and internalising problems in children that included 18 longitudinal studies. They found internalising difficulties to be both an antecedent and a consequence of bully victimisation. This pattern of findings is suggestive of a vicious cycle of victimisation and negative effects in which the risk of chronic victimisation and mental health difficulties increases over time (Hodges & Perry, 1999; Reijntjes et al., 2010). Kochenderfer and Ladd (1996) found that some children become stable and chronic victims as
early as 5-6 years old, and suggested stable victimisation to be the result of a vicious cycle of victimisation and adjustment difficulties over time. There is further evidence from longitudinal research that victimisation precedes adjustment difficulties (Hodges & Perry, 1999; Kochenderfer & Ladd, 1996). Concerningly, research has found between 10-30% of children are chronic victims of bullying, with the percentages decreasing as children age (Hanish & Guerra, 2002; Hawker & Boulton, 2000; Kochenderfer & Ladd, 2001). It is therefore vitally important to consider the most effective ways in which this cycle of victimisation can be broken.

On examination of the model on which the program was developed, moderated multiple regression analysis found evidence that strong problem solving skills moderated the effect being a victim of bullying had on some mental health variables. Specifically, it was found that for two out of three types of bullying assessed (teasing and spreading rumours) for students with low problem solving skills, being the victim of bullying predicted later mental health difficulties (depression and peer-related problems for teasing and social anxiety and peer-related problems for rumours). In those with high baseline problem solving skills, victimisation did not predict later mental health adjustment variables, however problem solving was not found to moderate the relationship between bullying and the other mental health indices of self-esteem and generalised anxiety.

There is a large body of research that supports the importance of good social problem solving skills in the prevention and treatment of mental health problems, behavioural difficulties and general wellbeing deficits (Featherston, 2015; Kaviani et al., 2011; O’Neil et al., 2013; Secer & Ogelman, 2011), and in its protective effects against the impact of negative life events (Grover et al., 2009). Mood disturbance has been associated with poor problem solving skills (Kaviani et al., 2003; Kaviani et al., 2011), and conversely good problem solving skills have been associated with a reduction in depression symptoms (Spence et al., 2003). Additionally, Grover et al. (2009) found good problem solving skills to moderate the relationship between stress and suicidal ideation in teenagers. The findings of the current research project add some support for the importance of problem solving to this body of literature. While the findings did not hold across all types of bullying or variables measured, and therefore should be treated with caution, they do offer some support to the underlying theory used in the development of the program that improving problem solving skills is important in bullying intervention.
Strengths and Limitations

The limitations of the current research must be discussed in a consideration of the results obtained. These limitations have largely been addressed in detail earlier in discussion sections of chapters 3, 5, and 6, and as such will not be discussed in depth here. Briefly, some of the important limitations, and those that relate specifically to the overall research project are included below.

Due to limited resources of the research project, there was a relatively small number of schools able to be recruited and included in the study. The small sample size raises the possibility that the participating schools may not be representatives of the broader population of primary schools. There may also be bias represented in the schools who responded early and chose to participate in research regarding childhood bullying, which needs to be kept in mind when looking to generalise the results of the current research project more broadly. Further to this, the participation rate for students in the collection of assessment data for Study 2 was low, at 42.7% for intervention schools and 28% for control schools. We are unable to validate if these students were a representative sample of the larger population of students within the schools or if the students who had parental consent to participate in the research project were different in any important and relevant ways from those whose parents did not consent. This is an issue and a question in much school-based research as to whether those students who are most vulnerable or at risk are the least likely to participate due to the very risk factors they experience.

Although attempts were made to minimise missing data through the researcher overseeing the completion of the questionnaires, there was still some missing data. The largest proportion of missing data occurred because the students who were in Grade 7, the final year of primary school, at the beginning of the study, moved out of their primary school and moved into the high school setting in completely different schools before the final assessment was undertaken. Tracking these students who moved was difficult in many cases, even though this had been planned for in the design of the research with all students asked to provide forwarding contact details. Unfortunately this led to a much lower response rates at the final follow-up stage, and lower response rates for those who were in Grade 7 at the beginning of the program than those of other grade levels.
Summary and Future Research

The current research project failed to find any significant effects for students completing the ThinkSMART program. The lack of significant findings in this portion of the current research are however consistent with many other studies addressing the prevention of, or early intervention into, a range of social and emotional problems in young people (Merry, McDowell, Hetrick, Bir & Muller, 2004; Sawyer et al., 2009; Sawyer et al., 2010). Further, even within large-scale meta-analytic studies aiming to identify the most effective ways of intervening or components of interventions suitable to reduce bullying, there remains little consensus (Merrell et al., 2008). A number of reasons for the lack of success in prevention research have been discussed; however, with recent figures estimating that 10-30% of children are bullied frequently (Cross et al., 2009; Leach & Rickwood, 2009), this is still a matter of concern and requires more research attention to determine how and when it may be most beneficial to intervene to attempt to reduce the prevalence and short- and long-term impacts of bullying.

Potentially this response requires individual, school, community, and population wide policy interventions to address an issue that emerges relatively early in life and may take a chronic course that does not remit even into adulthood (Hodges & Perry, 1999; Kochenderfer & Ladd, 1996; Rigby, 1998a). This is particularly true given the rapidly changing world of technology and its potential to be used in a harmful manner through social media and cyber bullying activities (Ciarrochi et al., 2002; Office of the Children’s eSafety Commissioner, 2016).

Possibly there is a need for a multi-level approach to anti-bullying intervention in schools that includes universal, selected and indicated components within a single coherent framework to improve outcomes. This is in line with a public health approach, which include multidisciplinary, multi-tier approaches to intervention and increasingly include “layering” of components in addition to universal intervention (National Research Council and Institute of Medicine, 2009). Therefore all students within the population could be provided with overarching skills and knowledge, and those that need further or more specific support could be identified and provided with more in-depth intervention within the same framework and skillset. The benefits of such an approach have been discussed within the literature (Bradshaw, 2015; Espelage & Swearer, 2008; Board on Children, Youth, and Families and Committee on Law and Justice, 2016). There is also suggestion that multi-level approaches that exist within a
coherent framework could be effective at increasing the efficiency of implementation and reducing the burden on schools as programs would be able to address many areas simultaneously and spare the need for school staff to learn and integrate many different programs within their classrooms (Bradshaw, Bottianni, Osher & Sugai, 2014; Domitrovich et al., 2010).

In summary this research sought to canvass the views of primary school students and their teachers in relation to the nature and experience of bullying in school. Based on this feedback, findings from the literature and theory a simple and relatively brief intervention was developed to enhance core skills of problem solving, perspective taking, emotion regulation and help seeking: the ThinkSMART Program. The program was evaluated using RCT methodology but failed to demonstrate efficacy, with no significant difference between students in the intervention compared to control condition following the program or at two later follow-up time points. The research did provide a snapshot of the prevalence, nature, and experience of bullying and help-seeking characteristics of the sample of primary school students in the six schools in the study. The testing of a conceptual model longitudinally provided support for a model of victimisation leading to later mental health difficulties, and then further victimisation. There was also found to be some support for a moderating effect of good problem solving skills on some of the negative mental health effects of victimisation over time.

This research project aimed to provide a contribution to knowledge in the area of childhood bullying by developing a unique intervention program to reduce bullying, and improve cognitive-behavioural skills in a short, time and resource efficient manner. While the intervention was not effective in its aims, lessons can be learned from this outcome and the other results obtained. Results of the current research project provide some support for further investigating the role of social problem solving as a moderator to the possible negative mental health effects of bullying, support the use of selected or indicated intervention in addition to universal approaches and highlight the ongoing need to seek effective intervention strategies to target bullying. Addressing this issue effectively will have positive effects on the individual victims, the bullies, bystanders, and the communities in which they live.
References


Board on Children, Youth, and Families and Committee on Law and Justice (2016). Preventing Bullying Through Science, Policy, and Practice. In F. Rivara & S. Le


Noell, G. H., Witt, J. C., Slider, N. J., Connell, J. E., Gatti, S. L., Williams, K. L., & Duhon, G.


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Appendix A

Resources from Study 1- Student and Teacher Voice: Qualitative Explorations

- Student information and consent forms
- Teacher information and consent forms
- Student discussion group questions
- Teacher discussion group questions
Dear Parent/ Guardian

I am a PhD student at the School of Psychology, The University of Queensland, and am conducting research into childhood bullying with the aim to develop an effective classroom-based program to target bullying, promote help seeking and build resiliency in young people. This research is being conducted under the supervision of Dr Jeanie Sheffield.

Your school will next year be one of a number of schools in the Brisbane region taking part in the program.

We are currently gathering information that will be used in the development of the program. Your school has kindly agreed to conduct discussion groups with students and staff as part of the development of the program.

The purpose of the discussion group is to gather information that will be used in the development of the program. Students will be asked to complete a short questionnaire, and then be involved in a discussion about bullying in school, who students can go to for help, and what they feel should be done to minimise bullying.

You have received this letter because your child has been selected to participate in the discussion group. We are seeking your consent for your child’s participation. Completion of the questionnaire and the focus group discussion is expected to take between 30-45 minutes during school hours. All information gathered will be kept completely confidential. Your child’s name will not be recorded on their questionnaire, and transcripts of the discussion group will be collated in a manner which does not reveal the identity of any participants.

This study has been cleared in accordance with the ethical review process of the University of Queensland and within the guidelines of the National Health & Medical Research Council. You are, of course, free to discuss your participation with project staff (contactable on: 3346 7327). If you would like to speak to an officer of the University not involved in the study, you may contact one of the School of Psychology Ethics Review Officers directly on 3365 6394 or by email: john@psy.uq.edu.au for John McLean, or on 33469517 or by e-mail: stone@psy.uq.edu.au for Valerie Stone, or contact the University of Queensland Ethics Officer on 33653924, e-mail: humanethics@research.uq.edu.au

If you consent to your child’s participation in the discussion group, please complete the attached consent form and have your child return it to school the next day. There is also space on the consent form for your child to sign and provide his or her consent to participate.

If you have any questions please do not hesitate to contact me at the University of Queensland on 3346 7327

Yours sincerely

Erin Wolfe  
Principle Researcher  
Provisionally Registered Psychologist

Dr Jeanie Sheffield  
Chief Investigator
Consent Form- Parent/Guardian

If you agree for your child to participate in this research, please read the following carefully and sign below.

This study adheres to the Guidelines of the ethical review process of the University of Queensland. Whilst you are free to discuss your participation in this study with project staff (contactable on 3346 7327), if you would like to speak to an officer of the University not involved in the study, you may contact the Ethics Officer on 3365 3924.

Parental/Guardian Consent

- I give consent for my son/daughter to take part in a questionnaire and discussion group that aims to explore bullying in school, who students seek help from, and what they feel should be done to address bullying in schools.

- I also give consent for my son’s/ daughter’s input in the discussion group discussion to be audio-taped.

- I understand that the discussion group may be audio-taped and the tapes will be transcribed for use in a manner that does not reveal the identity of any participants.

- Refusal to let my child participate will not affect any other activities that my son/daughter is involved in at school.

- I understand that my son/daughter will participate voluntarily and is free to withdraw from the discussion group at any time

- I understand that all information collected from the questionnaire and the discussion group will be kept confidential and that any audiotapes and hand written notes from the discussion group will be transcribed in a manner that does not reveal the identity of any participants

Please print your child’s name:___________________________________________________________

Please print your name:________________________________________________________________

Signed (parent/guardian):__________________________________________________________

Date:________________________________________

Signed (child):_________________________________________ Date:_________________________
Dear Teacher,

I am a PhD student at the School of Psychology, The University of Queensland, and am conducting research into childhood bullying with the aim to develop an effective classroom-based program to target bullying, promote help seeking and build resiliency in young people. This research is being conducted under the supervision of Dr Jeanie Sheffield.

Your school will next year be one of a number of schools in the Brisbane region taking part in the program.

We are currently gathering information that will be used in the development of the program, and would like your input. We ask that you complete a short questionnaire and be involved in a discussion about bullying in school. We expect this to take between 30-45 minutes in total.

We are interested in your opinions about bullying generally, the impact that it is having on your students, classroom and school, and current school policies and procedures aimed at addressing bullying. We would also like to hear what you currently find effective in dealing with bullying situations, or what you think could be particularly effective.

Participation in the survey/discussion group is completely voluntary, and you can withdraw from participation at any time and are not obliged to explain your reasons for withdrawal. All information gathered will be kept completely confidential. Your name will not be recorded on your questionnaire, and transcripts of the discussion group will be collated in a manner which does not reveal the identity of any participants.

This study has been cleared in accordance with the ethical review process of the University of Queensland and within the guidelines of the National Health & Medical Research Council. You are, of course, free to discuss your participation with project staff (contactable on: 3346 7327). If you would like to speak to an officer of the University not involved in the study, you may contact one of the School of Psychology Ethics Review Officers directly on 3365 6394 or by e-mail: john@psy.uq.edu.au for John McLean, or on 3346 9517 or by e-mail: stone@psy.uq.edu.au for Valerie Stone, or contact the University of Queensland Ethics Officer on 3365 3924, e-mail: humanethics@research.uq.edu.au

If you consent to participate in the survey and focus group, please complete the attached consent form.

If you have any questions please do not hesitate to contact me at the University of Queensland on 3346 7327, or by e-mail: ewolfe@psy.uq.edu.au

Yours sincerely

Erin Wolfe
Principle Researcher
Provisionally Registered Psychologist

Dr Jeanie Sheffield
Chief Investigator
Consent Form- Staff

If you agree to participate in this research please read the following carefully and sign below.

This study adheres to the Guidelines of the ethical review process of the University of Queensland. Whilst you are free to discuss your participation in this study with project staff (contactable on 3346 7327), if you would like to speak to an officer of the University not involved in the study, you may contact the Ethics Officer on 3365 3924.

Staff consent

• I consent to take part in the survey and discussion group that aims to explore bullying in school and its impact, current policies and procedures, and effective strategies.

• I understand that the discussion group discussion may be audio-taped and the tapes will be transcribed for use in a manner that does not reveal the identity of any participants.

• I understand that my participation is voluntary and that I am free to withdraw participation at any time without explanation and that non-participation in the study will not influence any other activities that I am involved in at the school.

• I understand that all information collected from the questionnaire and the discussion group will be kept confidential and that any audiotapes and hand written notes from the discussion group will be transcribed in a manner that does not reveal the identity of any participants.

Please print your name: ______________________________________________________________

Signed: _______________________________ Date: ________________________________________
Discussion Group Survey

Dear Student,

We are interested in your opinions about and experiences of bullying in your school, and would like you to anonymously answer a few questions.

Please read carefully, and briefly answer the following questions:

1. *Is bullying a problem in your school?*

2. *Have you ever been bullied*

3. *If yes, describe what happened*

4. *Have you ever bullied someone else?*

5. *If yes, describe what happened*
Discussion Group Questions - Students

What is bullying?

How harmful is bullying? (for the victim/ bully?)

Is bullying a problem in your school?

When did you first become aware of bullying?

Are there grades when bullying is worse?

When does bullying mostly happen? (in class/ at lunchtime/ on the way to or from school?)

What would help to stop bullying? (being the bully/ the victim?)

Should other students get involved or try to stop bullying if they notice it happening?

Who would you go to for help if you or someone you knew was being bullied? (inside and outside school)

If you saw someone at school being bullied, what would you do? (if you knew/ didn't know them)

Do teachers/ school counsellors etc usually notice bullying?

What do they normally do if they notice, and does it help?

Does anything need to be done about bullying in your school?

What should be done about bullying in your school?

Who should be helped if it is discovered someone is being bullied? (the victim/ the bully?)

If there was going to be a program to try to stop bullying at your school, who would you prefer was running the program? (your normal teacher/ the counsellor/ guidance officer/ other students/ someone not part of the school)

Would you prefer a program that was run with the whole school/ your class/ just the people who were involved with a bullying incident?
Discussion Group Survey

Dear Teacher,

We are interested in your opinions about bullying generally, the impact that it is having on your students, classroom and school, and current policies and procedures aimed at addressing bullying.

We could like you to anonymously answer a few questions about your teaching experience and bullying programs. Please read carefully, and briefly answer the following questions:

1. How many years have you been teaching?
2. What grade do you currently teach?
3. Which grades have you previously taught?
4. Is bullying an issue in your classroom?
5. Is bullying an issue more widely within your school?
6. How many bullying incidents have you been aware of in your classroom/ witnessed in the playground this semester?
7. Have you been involved in any professional development activities or training targeting bullying?
8. Have you been involved in any training addressing behaviour management more widely?
9. Have you heard of or used any bullying programs?
10. If so, what was the program?
11. And how effective did you find that program was/ appeared, and why?
Discussion Group Questions: Teachers

What is bullying?
Is bullying an issue in your school?
Have you had any incidents in your classroom/ witnessed any in the playground etc recently?
How was the incident resolved?
Is this a good resolution? Were you happy with the outcome?
What ages does bullying seem to be a problem at?
What impact does bullying have on individual students? (victim/ bully/ others)
What impact does bullying have on the classroom?
What impact does bullying have on the school/ school community as a whole?
What is the school policy regarding bullying?
What is the school protocol for dealing with bullying?
Do you feel comfortable with the policy and confident dealing with bullying incidents?
What is your role in bullying management within the school?
Are you involved in any school programs/ initiatives to target or deal with bullying?
Is there any training available in your school for bullying/ or behaviour management more widely?
Who needs the attention following a bullying incident? Bully/ victim? What kind of action should be taken?
What steps would you take if you identified a bullying incident?
What would be needed to prevent bullying?
What would be the most effective way of dealing with bullying incidents?
Who would you work with? (teachers/ all students/ involved students?)
Are students who need help easily identified/offered help?
How are they helped?
What is resiliency?
Is resiliency important for students?
How would you promote resiliency among students?
Appendix B

Resources from Study 2- Development and Evaluation of the ThinkSMART program

- Facilitator manual
- Student workbook
- Instructions to Students for Completing Assessment Booklet
- Student information and consent forms
- Student assessment booklet
- Psychometrics of Study Variables
- Descriptive statistics tables
- Facilitator session review form
- Student review of program form
Program to improve mental health and reduce bullying amongst primary students
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Session 1: Getting Along

Learning Outcomes
- Be able to define and identify bullying
- Know the harmful effects of bullying

Resources
- Large cardboard/paper
- Large Marker
- Chalk/whiteboard marker
- Laminated cards numbered 1-5
- Object Cards

Session Outline
- Ground Rules
- Getting to know each other
- Getting along with others
- Is bullying harmful?
- Role Play: Group Interactions
- Homework
- Fun Activity: Building a better...
- Session Summary
Bullying is increasingly being recognised as a problem within our schools. Bullying occurs when there is an imbalance of power between the bully and the victim (which can be physical, psychological or social power), there are repeated negative actions against the victim, and there is a deliberate intention on the part of the bully to cause harm. Put simply, bullying constitutes a systematic abuse of power, and is a unique subset of aggression including the intention to cause harm.

There are a number of forms that bullying can take. The more overt forms of bullying include physical and verbal abuse; while covert or relational bullying includes such behaviours as exclusion, isolation and spreading rumours.

Reported prevalence rates have been relatively comparable across countries studied. In a national survey of 38,000 Australian school children aged between 7 and 17 years, it was revealed that one in six children are bullied by their peers each week. This figure echoes those from numerous other studies, both within Australia and internationally. Further, it has been reported that as many as 70% of students are directly affected by bullying at some point during their middle school years. The reported prevalence rates of bully/victim problems is known to decrease over the school years, with the highest incidence occurring in the primary years, and becoming less frequent and more covert in secondary school.

There are serious consequences of bullying, for both the victims and the perpetrators. Research has shown that victimization is associated with low self-esteem, anxiety, depression, poor school achievement, poor physical health and loneliness. While there has also been found to be a clear association between early aggression, such as bullying behaviour, and later anti-social behaviours including substance use and delinquency.

The current session aims to improve students ability to identify bullying and raise awareness of the negative effects that bullying can have.

### GROUND RULES

Introduce the concept of setting ground rules for the duration of the sessions, and record them on a large piece of card that can be made visible during each session.

Students should be actively involved in creating the rules for their classroom to give them ownership of the rules.

---

**Note**

- It is recommended that the following rules are included, in some form, in each classroom group:
  - do not interrupt when others are speaking
  - respect other people and their opinions (do not make fun of, or laugh at other people)
  - all students have the right to participate or choose not to share if they do not want to
  - do not talk about what other people say in these sessions outside with others
  - No naming names if talking about specific situations
GETTING ALONG

GETTING TO KNOW EACH OTHER

Have students form groups of 4-5 with students who they do not know well, or are not particularly good friends with. Instruct them to talk to their group and try to find as many things as possible that they all have in common.

Discussion

Initiate a discussion with the whole class group about how easy/difficult it was to find similarities, and what sorts of similarities they found.

Example questions:
- How easy or hard was it to find things in common?
- How many things could you find in common?
- What sorts of things did you find you had in common?
- Were you surprised at how many things you had in common?

GETTING ALONG WITH OTHERS

Introduce the idea of bullying and the definition of bullying to students, encouraging student input.

“We’re going to talk a bit about getting along with each other today, and one thing that often stops people from getting along with each other is bullying. Has everyone heard of bullying? Hands up who knows someone who has been bullied? Or has seen bullying? People often talk about bullying, but sometimes it can be hard to say exactly what bullying is. Bullying is actually when a person or a group of people try deliberately to hurt, annoy or upset someone else. This usually happens over and over again. Also, the person getting bullied usually feels like there is not much they can do to stop it, maybe because the person bullying them is bigger than them, or has lots of friends with them or they worry that it will make things worse if they try to stop it.”

As you explain the definition, record the main points on the board for children to complete their workbook exercise
- Can be by just one person or a group of people
- It is deliberately trying to hurt, annoy or upset someone
- It usually happens over and over again
- The person being bullied often feels they can’t make it stop

Resources
- chalk/whiteboard
- marker

Student Workbook
Activity
Page 6
“There are different sorts of bullying- can anyone think of some things that we might call bullying?”

Have the class generate things that might be bullying, and write them up on the board under heading for each category. Some examples are:

**PHYSICAL**
- Hitting
- Kicking
- Punching
- Pushing
- Tripping
- Throwing things
- Pulling hair

**BODY LANGUAGE**
- Rolling your eyes
- Walking away from someone talking to you
- Making rude gestures

**SOCIAL**
- Leaving someone out
- Telling someone they can’t be your friend
- Spreading rumours
- Ignoring someone
- Not letting someone join in a game or conversation

**WORDS**
- Calling names
- Saying sarcastic things

**Discussion**
Initiate a discussion with the whole class group about the difference between bullying and messing around that happens between friends, linking back to the definition of bullying being about deliberate harm and power imbalance.

Example Questions:
- How might bullying be different from mucking around with your friends?
- How could you tell the difference?
- Is it fun to muck around with friends? Be bullied?
- Do your friends want to hurt you? Does someone bullying you?
- Could you get a friend to stop if you wanted or do it back to a friend? Could you with a bully?

**IS BULLYING HARMFUL?**

**Discussion**
Initiate a discussion with the whole class group about why bullying might be harmful, what kind of negative effects it might have on the victim, and even the bully or other students not involved.

Example Questions:
- Why is bullying bad?
- What harm does it cause?
  - Physical harm: cuts, bruises
  - Emotional harm: sad, scared, lonely
  - Social harm: no friends, no-one to sit with at lunch
- What might it feel like to be bullied?

You may like to write on the board some of the suggestions that students give to highlight good points. This will also help students in filling in their workbook activity.
GETTING ALONG

ROLE PLAY: GROUP INTERACTIONS

Have students form groups of 4-5, and give each student a number card. Then have all the number 1’s leave the room. While they are gone, instruct the other members how to act on their return. On return the rest of the group will act in a particular way towards them as instructed. Give different groups scenarios in different orders to prevent the whole class acting in a particular way at the same time. Repeat until each person has left and re-entered the group.

Scenarios include:

- Everyone else is speaking a strange/made-up language or making animal sounds instead of speaking English
- Everyone is super nice to them, want to be their best friend, tell them how wonderful they are
- No-one will speak to them and ignores everything they say
- Everyone treat them as though they are really smart, tell them how clever they are and ask for their help with things
- Everyone says they cannot talk to them because of the shirt/dress that they are wearing (which is part of the school uniform)

Discussion

Initiate a discussion with the whole class group about the role-play and how it relates to real life and how people sometimes treat each other badly because everyone else is.

Example Questions:

- What did it feel like to be the person who had to leave be treated a certain way by everyone when you came back?
- Why were you treated this way?
- Sometimes groups treat people in certain ways for no good reason like just because someone else is, or for something out of their control like the school uniform example. How is that similar to what happens in bullying?
- What could the people who were sent outside have done about the way that they were being treated?
  - Go to a different group
  - Ask for help
  - Act differently

HOMEWORK

Homework this week involves raising awareness of others’ emotions by asking students to take note of the way people treat each other and how it might feel to be in the situations they see and be treated badly.

“Over the next week, see if you notice people treating each other not in a nice way, and when you do, think about how it might feel to be that person. Think about what you could do if that was you to stop it from happening.”
GETTING ALONG

FUN ACTIVITY: BUILDING A BETTER...

If students are a bit restless before filler activity, have them move to the carpet where there is lots of room around them, and move away from each other a bit. Get them to swing their arms around them, do star jumps, twirl around, shake their whole body etc.

Building a Better...
Have students form groups of 4/5 people, and give each group an object card that they will act out. Every person in the group must be a part of the object and cannot act as a person using the object. For example if the object was a chair, all members must be part of the chair itself, and cannot act as a person sitting on the chair. Students find some space on the carpet to talk in their groups and practice making the object.
Bring the whole class back together as a whole and have each group present their object to the class, and other members of the class guess what the object is.

Note
This is supposed to be a fun and silly activity, so encourage students to have fun and not take it too seriously

SESSION SUMMARY

Have a quick wrap-up at the end of the session reminding students what was covered in today’s session and encouraging them to participate and remember what they have learned.

“So today we set some rules for us all to remember when we have sessions together. Who remembers what those rules were? ... Any others? ... great, well done, that’s right! Then we talked a bit about bullying and you told me what bullying is, how it can make people feel, and why it is bad. Remember the things we wrote on the board: bullying is... Then we talked about getting along with each other, and how sometimes groups of people can treat others in certain ways for no really good reason, and some things that you might be able to do if that ever happens to you. So that’s lots of things to think about, isn’t it? So that’s all for today, you’ve done really well, and I’ll see you next week!”
Session 2: Problem Solving

Learning Outcomes

- Know the 6 step problem solving process
- Be able to apply problem solving to a number of real-life situations

Resources

- Problem solving poster
- Small palm cards
- Marshmallows
- Raw spaghetti

Session Outline

- Review of previous session
- The six steps of problem solving
- Problem solving scenarios
- Make pocket reminders of the six steps
- Individual practise: A real life example
- Homework
- Fun Activity: Marshmallow Towers
- Session summary
Problem orientation refers to an individual’s attitude to solving problems, and belief in their ability to effectively solve problems. Having a positive problem solving orientation is associated with methodical and effective problem solving, while having a negative problem solving orientation is associated with either avoidant or careless/impulsive problems solving style. Problem solving training generally aims to help individuals improve their positive problem orientation, which has been associated with more positive mental health outcomes.

Mood disturbance, including depression, has been found to be associated with less than optimal social problem solving skills including the tendency to generate less effective strategies and fewer strategies than non-depressed individuals in both adults and children alike. While the ability to effectively problem-solve interpersonal difficulties has been associated with a reduced impact of negative life events or life circumstances, and a reduced chance of developing depression during adolescence. In addition, children rated as less popular among their peers have been found to produce less effective and socially competent solutions to social problem solving dilemmas regarding management of conflict.

Problem solving interventions appear to have the ability to improve social problem solving abilities, and also outcomes. For example, programs specifically designed to increase the problem solving abilities of at-risk, or depressed teenagers have had success in reducing the depressive symptoms of participants who were both high or low risk prior to intervention. Specifically, young people have been fold to demonstrate greater levels of positive problem-solving orientation and reductions in avoidant problem-solving strategies following problems solving training.

Furthermore, specific social problem solving programs have also found to be effective in promoting positive problem solving strategies in children with behavioural problems and problems solving deficits to the level of their well-adjusted peers. Subsequent behavioural changes were also seen in involved children indicating the generalisation of skills to their everyday lives. A number of studies have found teaching social problem solving to improve the social, behavioural and academic functioning of children who previously displayed deficits in this area.

Given that problem solving ability appears to be particularly important in improving social and psychological functioning, the current session aims to teach students a brief, simple problem solving process that can be used particularly for interpersonal problems but also for any other problems they may encounter.

REVIEW OF PREVIOUS SESSION

Initiate a discussion of what was covered in the previous week. Try to encourage students to become as involved as possible, and to generate the key points themselves. This may require some prompting. Also encourage at least 2-3 students to share their homework activities from the previous week with the rest of the class. Remember to praise students’ involvement and effort.

“Before we start any new activities today, who can tell me what we talked about last week? What were the important things that we talked about or learned?”

Ensure that the following subjects are covered, either by students or yourself:
- What bullying is (definition)
- That bullying is harmful
Introduce the topic of problem solving, and the six-steps of problems solving.

“Today we’re going to talk about what to do when you are faced with a problem or a hard decision. Problems are things that can happen between people or just decisions that you have to make yourself, that give you an upset or worried feeling. Everyone has problems or hard decisions to make sometimes, it happens all the time. They can be about things that happen with friends, at home, in the classroom or any other place. The best thing to do when you have a problem is to stop and think about it.”

Put problems solving poster up on the board so that students can refer to it for the whole session and go through the steps, explaining each one:

1. What is the problem? And what is your goal?
   You may need to have a brief discussion about what a goal is ie does everyone know what a goal is? Who can tell me what that means?

2. Keep calm!
   Things to help you keep calm might include: stop and count to ten, take ten deep breaths, if angry sit on hands, walk away to think

3. Brainstorm solutions
   What could you do?
   No matter how silly it might seem- write it down!

4. What might happen?
   Try to think of at least one good and one bad thing for each!

5. Pick the best solution, and try it out!

6. Check how it went
   Pick another solution if it didn’t work out or ask for help if you need to

Using an example, work through each step with the class. Try to encourage participation by students as much as possible in the process for instance have students give you examples of problems and use one of them to work through, and encourage students to generate possible solutions etc, but try to steer discussion and suggestions to ensure the scenario follows the problems solving steps and is a good illustration of the process being simple and positive.
PROBLEM SOLVING

PROBLEM SOLVING SCENARIOS

Refer students to the first scenario in their workbooks, have them identify what the problem is and work through the problem solving process. Complete the first example as a class, then break students into small groups and complete remaining scenarios in small groups if they seem able to complete them alone.

Note
Ambiguous images are used in some scenarios in order to teach students the first step of identifying what is happening and what the problem is, and also to encourage students to think about the problem situations from different perspectives. This is something that will be covered in more detail in later sessions.

It may be useful to ask students a few questions about each scenario before the problem-solving steps to get them thinking about the scenarios.
For example:
- What is actually happening in the scenario?
- If more than one person is involved, would the different people think different things are happening?
- Whose perspective are you going to do the problem solving from?

Discussion
After groups have completed a few examples, raise the idea that sometimes solutions don’t work out as you expected, using an example from one of the scenarios that they just completed of a seemingly good solution not working out as planned. Ask students what they think they should do from then. Try to have them generate a number of responses including:
- try a new solution from your list
- start again if situation is now different (ask yourself ‘what is the problem now’, and if it is different to the original one, start the steps of problem solving over again)

MAKE POCKET REMINDERS OF THE SIX STEPS

Distribute blank palm cards and have students make small pocket-sized reminders of the steps of problem solving and decorate them

“Now to help remember the steps of problem solving, each of you can make your own reminder card of the steps. You can decorate it however you like and keep it with you in your wallet, bag, desk or wherever you like in case you ever need to remind yourself of the steps. So everyone come up and grab a piece of card and get started!”
INDIVIDUAL PRACTICE: A REAL LIFE EXAMPLE

Have students complete one final practice of problem solving in their books, this time using a real life example that they have personally been faced with recently. It is best if students choose a situation in which the outcome was not what they would have liked when it actually happened.

HOMEWORK

For homework this week, students are to complete the problem solving steps in their workbook for one real-life situation that they encounter.

“So over the next week for homework, I’d like you to try to use these steps for something that happens to you in real life and write it down in the space in your book.”

FUN ACTIVITY: MARSHMALLOW TOWERS

If students are a bit restless before filler activity, have them move to the carpet where there is lots of room around them, and move away from each other a bit. Get them to swing their arms around them, do star jumps, twirl around, shake their whole body etc.

Marshmallow Towers
Assemble students into groups of approximately 4-5 people. Each group will be allocated 10 marshmallows and 20 pieces of spaghetti with which to build.
Students have 5 minutes to create towers with only these building materials. After the 5 minute period the groups with the tallest tower that stands alone wins.

Note
You may like to suggest to students they could use problem solving before starting their tower to come up with a good strategy of how to build it.

Resources
marshmallows
raw spaghetti

Activity
whole class activity

Groups
small groups of
4/5 students
SESSION SUMMARY

Have a quick wrap-up at the end of the session reminding students what was covered in today’s session and encouraging them to participate and remember what they have learned.

“Today we learnt that we all have decision to make and have problems sometimes, but that we can do something about it! We learnt the six steps of problem solving. What was the first step?... that’s right—great. And step two?... excellent. Step three?...Four?... Five?... and Six?... Great work! And we can use these steps to solve just about any problem, can’t we? So we practiced using these steps, and you each made a card to help you to remember them, and you’ll each have a chance to practice for another real-life situation over the next week and we’ll look at them first up next time I see you. Thanks.”
Session 3: In Someone Else’s Shoes

Learning Outcomes
- Be able to identify emotion in others using cues such as body language
- Be able to apply a problem solving process when a bystander to bullying

Resources
- Problem Solving Poster
- Chalk/ Whiteboard Marker
- Emotion cards

Session Outline
- Review of Previous Session
- Feelings
- Identifying Emotion Game
- Perspective Taking Scenarios
- Bullying and Perspective Taking
- Bullying and Problem Solving
- Homework
- Fun Activity: Cooperative Stand-up
- Session Summary
Perspective taking is a particularly important social skill that essentially involves the task of putting yourself into “someone else’s shoes” to help understand what they might be thinking, feeling and why they may be behaving in a certain way. This is a skill that is very important in the ability to interact well socially, to hold conversations and to develop and maintain friendships. Effectively communicating with others; both in understanding and providing information to others, relies heavily on an individual’s ability to be effective in understanding another’s point of view.

Perspective taking relies on an individual’s theory of mind, that is, the understanding that both they and others possess minds and mental states independently. This ability is generally regarded to be a developmental milestone achieved by all typically developing individuals in early childhood. However, the use of this ability has been demonstrated to be an effortful cognitive task that can be degraded when performing another task simultaneously. Therefore, training in simple effective ways to promote this skill, and applications of this skill to difficult social situations helps to increase an individual’s tendency to use it. Experience in using perspective taking appears to promote its development, as research suggests that adults respond to situations in a less egocentric fashion because they are more adept at the processing required to correct an initial egocentric view of a situation rather than that they are intrinsically less egocentric.

Perspective taking can also be particularly important in improving social climate and reducing bullying if students can be encouraged to use this skill to make responsible and thoughtful decisions about what the appropriate way to act towards another might be based on what they might be thinking or feeling. Research does suggest that good perspective taking skills are associated with acting in a more pro-social way towards peers in young people. It has also been suggested that increases in pro-social behaviour seen with increases in age may in fact be an artefact of improvements in perspective taking ability.

Intervening in a bullying incident, whether by defending the victim, acting to diminish the hurt of the victim after the incident, or seeking out the help of others are particularly pro-social activities that often pose a risk, socially, to the intervening child. To expect children to act in this way assumes a high degree of perspective taking ability and empathy on the part of the child, along with effective problem solving skills to ensure they do so in an effective way. The current session aim to improve students ability in these areas.

**REVIEW OF PREVIOUS SESSION**

Initiate a discussion of what was covered in the previous week. Try to encourage students to become as involved as possible, and to generate the key points themselves. This may require some prompting. Also encourage at least 2-3 students to share their homework activities from the previous week with the rest of the class. Remember to praise students’ involvement and effort.

"First off today, let’s try to remember what we talked about last week. Can anyone remember? Problems solving, that’s right! And what were the six steps of problem solving? Let’s do some problems solving now! So what is the first thing we need to do to decide what we should do on the weekend? Great... "

Scenario to be covered as a whole class exercise. “It’s my grandad’s birthday party and my best friend’s party on the same day this weekend. If I go to Grandad’s, my best friend will be upset, but I don’t want to upset Grandad either!”

"Who wants to share with the class the problem solving they did for homework?"
FEELINGS

Discussion
Initiate a discussion with the whole class group about feelings, and encourage students to generate as many emotion words as they can think of. Record them on the board as you go, and direct students to page 23 of their workbooks to fill in the feelings activity.

“Today we’re going to talk about feelings. What are some different feelings or emotions that people sometimes have? What about some nice feelings? Some not so nice feelings? Any others?”

Note
It may be necessary to prompt students if they are having difficulty generating many. For example, you may suggest situations and ask them how they would feel, like on Christmas morning, or if they missed the school bus home, or mum said they were having just Brussels sprouts for dinner.

Some example emotion words:
- Happy
- Sad
- Bored
- Angry
- Jealous
- Scared
- Shocked
- Surprised
- Nervous
- Embarrassed
- Relaxed
- Lonely
- Concerned
- Frustrated
- Excited
- Confused

IDENTIFYING EMOTION GAME

Discussion
Initiate a discussion with the whole class group about how you can identify emotion in others.

“So we’ve come up with heaps of different feelings that people have. But how can you tell when someone else, like a friend, might be feelings one of these things, and what they might be feeling? Does anyone have any idea of how you can tell?”

Note:
Try to get students to generate suggestions about body language, imagining that they are in another person’s position, listening to what the other person might say, or asking the other person etc. Particularly highlight body language as a way of understanding others and lead in to a body language game.
IN SOMEONE ELSE’S SHOES

Continued ...

Activity
whole class activity on the carpet

Resources
Emotion Cards

Groups
small groups of 2/3 students

“They were all great ideas. Body language was a really great idea. Let’s play a body language game first up where we act out different emotions. So could everyone move over to the carpet? You don’t need anything with you. Now you can use your whole body, your arms and legs, face and everything and I want you to pretend to feel some different emotions and see if you can make your body look like you’re feeling the emotion, ok? First, shake out your arms and legs a bit to get yourself warmed up. Now everyone act out: Happy ” etc.

Get students to act out a few easy emotions first like happy, sad, shocked, and angry and pick a few good ones and get the rest of the class to have a look and point out what it is about their body and face that tell them what the person is feeling.

Have students then form small groups and give each group two or three more difficult emotions and get them to talk about them and think of what body language would convey that emotion, and practise amongst themselves. Then have each group present their emotions to the rest of the class and have the class guess what the emotion is, and identify how they could tell. It might be a good idea to monitor the groups before they present to the rest of the class and make some small suggestions if they are having a lot of trouble.

PERSPECTIVE TAKING SCENARIOS

Ask students to move back to their desks, and assemble into small groups of 4-5 students. Direct students to the scenarios in their workbooks. Have groups generate what emotions people might be feeling in the scenarios presented. Try to get them to generate more than one possible emotion for each one and emphasise that there are no right or wrong answers and that different people might have different ideas.

“We can also get an idea of how someone might be feeling by what they are saying or by imagining ourselves in the same situation and how we might feel. In your books are some pictures of people in different situations. Your group’s job is to think about how the person might be feeling. Try to come up with more than one feeling or emotion that they might be having, and remember that people will have different ideas so just because someone else in your group thinks something different doesn’t mean it’s wrong- write them both down! Let’s go through the first one as a class to get you started…”

Review students’ answers and praise involvement and different ideas. If there is time, get students to think of other situations in which they might feel each major emotion that comes up.
“So there are some emotions that are nice to feel like happy and excited, and some that aren’t so nice like sad, angry and scared. When we feel a not nice emotion, we usually want it to stop so that we can feel nice again, right? What about if you notice someone else is feeling a not nice emotion? What could you do?”

Try to get students to generate that they could do something to help them feel good again, for example:
- use problem solving to think of what to do
- tell a teacher or their friend
- go talk to them etc...

**BULLYING AND PERSPECTIVE TAKING**

**Discussion**

Initiate a discussion with the whole class group about how being bullied might make someone feel. Try to incorporate again how they might be able to tell this (body language, what the person says, imagining themselves in the situation, asking the person how they feel etc). Encourage students to again generate a number of different emotions and query what someone might look like, say etc if they felt each of the different emotions.

Emotions might include:
- Sad
- Lonely
- Upset
- Scared

**BULLYING AND PROBLEM SOLVING**

Introduce the idea that seeing someone else being bullied is a situation when they might want to do problem solving to help them decide what to do. However, this is a slightly different kind of problem solving, there are a few extra things that they should ask themselves.

Now what do you think you could do if you saw someone being bullied? Remember, that could be your friend or someone who you don’t really know. If you don’t get any responses or not appropriate responses, be more specific ie Let’s do some problem solving, so what would be the problem? What are some possible solutions? What do you think would be the right thing to do? Is there anything that would stop you from doing that? Etc and continue through questions below.
Emphasise the process and thinking about the options in each situation, what the outcomes might be and what they might realistically feel comfortable doing. If students do not raise it themselves, suggest that sometimes it might be best to get a teacher or other adult especially if you think someone could get physically hurt. Avoid encouraging students to step into any situation, let them know that it’s ok to not feel like doing that, but that there is probably something else that they can do that would also help. Also emphasise how the person being bullied might feel as a consequence of their actions to try to improve motivation to act.

1. **What is the problem? And what is your goal?**
   
   How might the person being bullied feel? Is that part of the problem?

2. **Keep calm!**
   
   Things to help you keep calm might include: stop and count to ten, take ten deep breaths, if angry sit on hands, walk away to think

3. **Brainstorm solutions**
   
   What could you do?
   
   No matter how silly it might seem- write it down!

4. **What might happen?**
   
   Try to think of at least one good and one bad thing for each!
   
   What might the person being bullying feel if you do each of these things?
   
   Is there anything that might stop you from doing any of them?
   
   What would happen if you did nothing?

5. **Pick the best solution, and try it out!**
   
   Pick the solution that is likely to turn out the best and that you can actually do

6. **Check how it went**
   
   Pick another solution if it didn’t work out or ask for help if you need to

   "That was great. Now there are some more situations in your books for you to work through. Work through the first three by yourself, then get back into your groups and finish off the last few."

 Allow students time to complete all scenarios, making yourself available to students to review what they have done and provide help if needed.
HOMEWORK

For homework this week, students are to complete the problem solving bullying steps in their workbook for one real-life bullying situation that they have witnessed.

“For homework this week I’d like you to pick a situation where you see someone getting bullied or feeling a not nice emotion, and write down the problem solving steps to what you might be able to do to help them feel better. Even try it out if you can!”

FUN ACTIVITY: COOPERATIVE STAND-UP

If students are a bit restless before filler activity, have them move to the carpet where there is lots of room around them, and move away from each other a bit. Get them to swing their arms around them, do star jumps, twirl around, shake their whole body etc.

Cooperative Stand Up
Have students form pairs and sit on the floor, pressed back to back. Students have to stand up without using their hands (arms crossed across chest or linked with person behind)
Once the pair successfully stands up, have them find another pair and join together. All four students then have to sit down back to back and stand up without hands. Continue until the entire class becomes one group trying to stand.

SESSION SUMMARY

Have a quick wrap-up at the end of the session reminding students what was covered in today’s session and encouraging them to participate and remember what they have learned.

“So, just to recap before we finish up, today we learnt about how to recognise how other people might be feeling and had lots of practice doing that. We learnt that you can use body language, what people say, ask people and imagining how you might feel yourself to help you guess what someone else might be feeling in a situation. We also talked about how being bullied can make someone feel and thought a lot about problem solving things to do if you see someone getting bullied or know that someone is getting bullied. So the important thing to remember is that you need to pick something that you feel ok about doing, but try to imagine what you would like someone to do if it was you who was being bullied and you can all help each other out. You’ve done a great job today.”
Session 4: Help!

Learning Outcomes
- Identify situations which require adult help
- Know the sources of help available
- Be more likely to seek help for self and others

Resources
- Chalk/Whiteboard marker

Session Outline
- Review of previous session
- Mapping my world
- Why ask for help?
- Who can you go to for help?
- How to ask for and receive help
- Help seeking scenarios
- Homework
- Fun Activity: Strike a pose
- Session summary
Children who are bullied, both those frequently victimised and those less often, overwhelmingly report that when help is sought from another, it is from a friend rather than a parent or teacher, and this pattern continues into adolescence and is found in help seeking for both self and others. In fact, teachers have been reported as the least likely to be told of bullying incidents, after friends, mothers, and fathers.

While those who are bullied more often (once a week or more often) are more likely to tell another about the bullying incident, a full 20% of girls and 40% of boys who are bullied once a week or more do not tell a friend, and an even larger percentage do not tell parents or teachers.

However, adolescents have been found to be more likely to seek help for others than for themselves, suggesting that similar effects might be found in children. Encouragingly, seeking help from peers has also been found to reduce victimisation in children; and to reduce the effect of victimisation causing social problems.

The small percentage of children reporting incidents may reflect the fact that in approximately half the cases of children telling another, the situation was not improved. Worryingly, in approximately 9% of the cases with boys in particular, the situation reportedly worsened after telling an outsider, while fewer girls reported an actual deterioration in the situation. These findings highlight the importance of educating students and adults about the most safe and effective ways to seek and provide help in bullying situations.

Children have reported wanting to resolve peer conflicts themselves as a common reason for not seeking help. Further, teachers have been noted to feel reluctant to intervene in bullying situations, presumably preferring that children resolve conflicts themselves where possible. While it is important for children to be able to resolve conflicts and disagreements independently, it is also important for children to know their limits, and when it is appropriate to seek adult assistance. Both students and teachers express that children’s help seeking is not always helpful, and can potentially exacerbate the problem.

It appears that children need to have improved help seeking skills.

Given that children are more likely to approach peers for assistance, and that they are more likely to seek help for others than themselves, it is important that children are able to do so in a safe and effective manner. The current session aims to improve students help seeking ability.

Initiate a discussion of what was covered in the previous week. Try to encourage students to become as involved as possible, and to generate the key points themselves. This may require some prompting. Also encourage at least 2-3 students to share their homework activities from the previous week with the rest of the class. Remember to praise students’ involvement and effort.

“First up today let’s remember back to what we did last week. Last week we were talking about how to recognise feelings in other people. Who remembers what some of the ways to tell how someone might be feeling were? Looking at body language, listening to what they say, asking them, and imagining what you might feel like in that situation? Great! We also talked about how being bullied can make someone feel and thought a lot about problem solving things to do if you see someone getting bullied or know that someone is getting bullied. Does anyone have any examples of using this process over the past week that they want to share with the class?”
Introduce the idea that there are lots of people in their lives, some close to them and some less close, who can be there for them when they need help with something.

“There are lots of different people that you see and interact with in your life. Some of them you might see all the time, like your friends at school, and some you might see less often like maybe your grandparents, or the minister at your church, or just when you need them, like your doctor. It’s important to know who all the people are in your world so you know who you can go to talk or for help if you ever have a problem. What we’re going to do first today is think about all those people, and draw a ‘map’ of how they all fit into your life.”

Direct students to blank map in their workbook and explain they can put as many different people as they like on their map and that the closer the person is on the map to ‘me’, the closer or more special that means they are to them. Encourage students to use different kind of shapes for the names that they think might be appropriate to make their map more interesting or use colour if they like. It might also be helpful to for them to include contact details for some people like police, kids helpline, doctor, community groups etc.

Encourage students to include people from home, family, school, community, sports groups, church, and community resources. It may be helpful to provide some examples to get them started of people that they would almost all have and where they might fit ie parents, teacher, school counsellor, family doctor, friends at school, police; while also suggesting some others that some of them might like to include like a family pet, sibling, aunts or uncles, grandparents.

“Sometimes you can do problem solving, but the idea you come up with doesn’t work, or it’s a serious problem that needs adult help. It’s a good idea to try to work out problems yourself, but it’s also important to know when it’s best to get some help from someone else.”

Discussion
Initiate a discussion with the whole class group about when they may need to ask for help from others.
For example: What sort of situations might you need adult help in?
Ensure the following are covered:
If things don’t get better after using problem solving
If someone needs help but is too scared to ask themselves
If someone is getting bullied and you trying to help did not work, or it would not be safe for you to try to help

Resources
list of sources of help and contact details
Student Workbook
Activity
page 37
Phone numbers
Emergency services: 000
Kids Helpline (free call) 1800 551 800

Discussion
whole class discussion
Student Workbook
Activity
page 38
WHO CAN YOU GO TO FOR HELP?

As a class, get students to generate all the people that they could go to for help, and then brainstorm what sort of help they could provide and record this on the board.

“Sometimes you need to get help from adults for different things, like school work, problems with your friends, if you’re getting bullied, or if you’re having trouble using the problem solving steps to help you make a decision.”

Some examples include:

<table>
<thead>
<tr>
<th>Parents</th>
<th>Teachers</th>
<th>School Counsellor</th>
<th>Doctor</th>
<th>Kids help line</th>
<th>Police</th>
</tr>
</thead>
<tbody>
<tr>
<td>School work</td>
<td>Bullying</td>
<td>Problems with friends</td>
<td>Feeling sick</td>
<td>Bullying</td>
<td>If someone is hurt</td>
</tr>
<tr>
<td>Problems with friends</td>
<td>School work</td>
<td>Feeling sad or scared</td>
<td>Problems with friends</td>
<td>Problems at home</td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td>Problems with friends</td>
<td>Bullying</td>
<td>Problems at home</td>
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<tr>
<td>Feeling sad or scared</td>
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<td>Feeling sick</td>
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</tbody>
</table>

HOW TO ASK FOR AND RECEIVE HELP

5 mins

Discussion

Initiate a discussion with the whole class group about appropriate ways to ask for help from others.

- Choosing an appropriate time to ask
- Saying please and thank-you
- Asking the person rather than telling them
- Letting them know what kind of help you need and what you would like them to do for you

“It’s important to remember to use good manners when you do ask for help from people, it makes it much nicer and the person will want to help you much more. So what kind of things should you think about when asking?”

Student Workbook

Activity page 39-40

Student Workbook

Activity page 41
Direct students to the scenarios in their workbooks. As a whole class group, respond to one scenario, and then have students get into small groups and respond to the remaining scenarios. Emphasise that there is more than one correct answer for each, and they are to think of at least two answers for each question in each scenario and record them in their workbooks.

Questions to be answered:
- What kind of help might you need?
- Who could you ask for this help?
- What words would you use to ask for help?

Scenarios for Help Seeking
- You saw some girls in an older grade being mean and leaving out another girl from that grade, but don’t feel like you could do anything yourself.
- You and your best friend had a big fight and you’re really upset about it.
- A group of kids have been bullying you on the school bus.
- You’ve been feeling really sad lately.
HELP!

HOMEWORK

For homework this week, encourage students to complete their map of support and include any details on it that they may need to access help; and also record in their workbooks a situation in which they asked for help, and how that went.

“Now for homework this week, I want you to finish off your map of people in your life and maybe put in some things from your community like maybe your community centre or phone help lines, how to access them including any phone numbers you might need. You might actually need some adult help to find this out, so that’s a great opportunity to practise doing it! There’s also space in your book to write down a time over the next week that you have to ask for help and how that goes.”

FUN ACTIVITY: STRIKE A POSE

If students are a bit restless before filler activity, have them move to the carpet where there is lots of room around them, and move away from each other a bit. Get them to swing their arms around them, do star jumps, twirl around, shake their whole body etc.

Strike a Pose
Have students form a circle, and have each secretly choose another person in the circle to copy. Everyone closes their eyes and strikes a silly pose (use posture, pose, facial expressions etc). On ‘go’ everyone opens their eyes and copies the post of the person that they secretly chose. One the count of three they then copy them again if they change. The students will all eventually end up as the same pose.

SESSION SUMMARY

Have a quick wrap-up at the end of the session reminding students what was covered in today’s session and encouraging them to participate and remember what they have learned.

“Ok, let’s sum up what we’ve been over today. Today we talked about how sometimes you will need to ask for help from adults. What are some reasons you might need to get help? We also talked about all the different people that are in your lives that you can go to for help, and what sort of things they might be able to help you with. Can anyone give me an example of someone you can go to and what kind of help they might be able to give you? Great! Then we learnt about asking in a polite way for help, and what to do after the person has said that they can or can’t help. And lastly we practiced doing all that for some situations. You’ve all been great today! See you next week!”
Session 5: Showing Feelings

Learning Outcomes

- Be able to recognise and label emotions
- Differentiate between helpful and not helpful ways of responding to emotional situations
- Use the stop and think strategy when confronted with emotionally difficult situations

Resources

- Chalk/ Whiteboard marker
- ‘Stop and Think’ poster
- Balloons

Session Outline

- Review of previous session
- Feelings
- What our bodies can tell us about feelings
- My body symptoms
- Showing feelings
- Expressing emotion scenarios
- Homework
- Fun Activity: Balloon chain
- Session summary
Emotion regulation refers to the ability to regulate the intensity and expression of emotion such that it is serves a socially adaptive function. There are really two sides to the emotion regulation coin: firstly the ability to regulate the intensity and expression of negative emotions; and secondly the ability to regulate and maintain positive emotion. While the first is typically what is focused on when discussing emotion regulation and the teaching of emotion regulation skills, the second ability is equally important for its links to socially adaptive functioning. Lack of either of these skills has been associated with increased likelihood of developing depressive symptoms. The ability to experience prolonged positive mood is protective against developing depression in much the same way that prolonged negative mood is associated with increased chance of developing depression.

This has been found to be the case even in childhood. More avoidant, passive and aggressive strategies and fewer action and problem focused strategies to deal with emotion are found in children and adolescents with depression than those without. The inability to constructively deal with, disengage from and regulate anger has been found to be associated with internalising symptoms (such as depression and anxiety) in children as young as six years old. Moreover, not only has lack of emotion regulation been found to be associated with internalising symptoms, but it has been found to precede the development of symptoms.

Positive coping styles such as problem focused and active strategies have been found to be associated with positive affect and negatively associated with negative affect; and the reverse has also been found to be true. The use of positive coping strategies in emotional situations, such as problem solving, have been suggested to be an important component in maintaining mental and physical health, positive affect and good social functioning. Individuals have been found to improve in their ability to regulate emotion effectively and constructively over time, such that older adults are much more adept at emotion regulation than younger people. It has been hypothesised that this is a product of the increased exposure to emotional situations, and therefore, practice, that older individuals have had. If this is the case, instruction in effective strategies and practice with these strategies should lead to more effective emotion regulation over time. This appears to be true, as teaching such skills has been demonstrated to be useful. Teaching emotional competence to children as young as 5 years has been found to be effective in improving their functioning both immediately following intervention and into the future. The current session therefore aims to improve the emotional regulation skills of students.

**Review of Previous Session**

Initiate a discussion of what was covered in the previous week. Try to encourage students to become as involved as possible, and to generate the key points themselves. This may require some prompting. Also encourage at least 2-3 students to share their homework activities from the previous week with the rest of the class. Remember to praise students’ involvement and effort.

“Before we get started today, let’s all try to remember what we talked about last week? Can anyone tell me? Asking for help, that’s right! And what did we learn about asking for help? (that everyone needs adult help sometimes, that there are lots of different people to ask for help from and they can give different kinds of help, that we should be polite when asking and that if that person can’t help you at the time, you can always ask someone else!). Who wants to share their homework from last week about asking someone for help and how that went?”
SHOWING FEELINGS

FEELINGS

Discussion
Initiate a discussion with the whole class group about feelings, and encourage students to generate as many emotion words as they can think of. Record them on the board as you go.

“In today’s class we’ll learn a bit more about emotions in ourselves, how to let other people know how we’re feeling and what we can do to help ourselves feel better.

People have lots of different feelings or emotions. Remember back in session three when we talked about how you might be able to tell how other people are feeling? And we came up with a big list of different feelings. We’re going to do that again first up today. Who remembers some of the feelings people can have? What about some nice feelings? Some not so nice feelings? Any others?”

Note
It may be necessary to prompt students if they are having difficulty generating many. For example, you may suggest situations and ask them how they would feel, like on Christmas morning, or if they missed the school bus home, or mum said they were having just Brussels sprouts for dinner.

Some example emotion words:

- Happy
- Sad
- Bored
- Angry
- Jealous
- Scared
- Shocked
- Surprised
- Nervous
- Embarrassed
- Relaxed
- Lonely
- Concerned
- Frustrated
- Excited
- Confused

WHAT OUR BODIES TELL US ABOUT FEELINGS

“Again, let’s remind ourselves what our bodies might do when we have different feelings. Who can do a good impersonation of Happy? Come on up and show the class.”

Discussion
Initiate a discussion with the whole class group about body symptoms associated with different emotions including a reminder of what they might look like on the outside, but also how they might feel on the inside.

For example:
- excited might get butterflies
- nervous might feel a bit sick
- angry might get all tensed up etc.
Emphasise that different people have different body symptoms when they feel different emotions. Try to get students to give personal examples of what body symptoms they might feel with different emotions. Record students examples on the board for each feeling.

Introduce the idea that body symptoms can be helpful in allowing people to notice that they’re feeling something and that they might need to do something about that feeling if it makes them feel uncomfortable.

“These body symptoms that happen on the outside and inside of us when we feel an emotion can sometimes be really helpful in letting us know what we are feeling and also in telling us that if it’s not a nice feeling then we should do something about it to make ourselves feel better. It’s like your body yelling out to you ‘hey, I’m not feeling good, can you do something to make me feel better?’”

**MY BODY SYMPTOMS**

Have students individually fill out the body symptoms activity in their workbook. This will involve filling in which body symptoms they have when they feel nervous/scared, angry and one other feeling of their choice.

**SHOWING FEELINGS**

Initiate a discussion with the whole class group about helpful and unhelpful ways to express upset emotions.

“People often do things that aren’t nice when they don’t feel nice, like when they feel angry. What sorts of things do people sometimes do when they feel angry (ie yell, throw things, get angry at other people etc). Do you think that helps them to feel better? How about the other person that’s getting yelled at- how would they feel? So everyone has these emotions, and that’s normal, but with some emotions we have to be careful that we don’t hurt ourselves or other people when we show them. It really helps to try to stay calm when you’re feeling an unpleasant emotion so that you don’t get upset with someone else or do something that might not be good for you!”

“There are some helpful things you can do when you notice you’re feeling upset to help you to stay calm and help you to ‘Stop and Think’ like counting to ten, taking deep breaths or sitting on your hands.”
Introduce idea of changing behaviour and thoughts in response to events through guided discussion.

“When something does happen to make us feel angry or scared we often wish it hadn’t happened at all! But we can’t go back in time and change things, can we? No. So what can we change? Can we change the way we react? Absolutely! And that can help us to feel better. What we can do is…”

Explain the questions to ask yourself to students, and display ‘Stop and Think’ poster.

**Stop and think:** count to ten, take ten deep breaths, sit on your hands
- Ask yourself: how can I make this better?
- What can I say to myself?
  - ‘stay calm’
  - ‘it will be alright’
  - ‘he probably didn’t mean it’
- Can I do some problem solving?

**SHOWING FEELINGS PRACTICE**

Refer to scenario cards, and also direct students to the scenarios in their workbooks. As a class group, go over two or three examples, firstly highlighting an unhelpful way of expressing emotion, plus a positive one including coping statements, doing some problem solving and generating help sources and phrases for asking for help.

*Note*
Initially you may need to provide a lot of guidance, giving lots of suggestions before opening it up for student suggestions to ensure that they understand the process, and giving a description of what the questions are looking for, especially with coping statements.

In small groups or individually have students work through two or three examples. Then encourage students to think of a few recent times they have lost control, felt very angry or got upset with someone and come up with what they could have done instead.
- What could you have done to keep calm? *Stop and Think*
- What could you have said to yourself to keep calm? *Coping Statements*
- Using problem solving, what are some things that you could have done instead of what you did? *Think of two or three other possibilities- maybe you can try one out next time something similar happens*
- Who could you ask for help if you need to? *What words would you use?*
SHOWING FEELINGS

Continued ...

Scenarios for Expressing Emotion

- someone steps in the middle of your game of handball with your friends and takes your ball
- you have to present a project at school assembly, but you’re scared of talking in front of so many people
- your brother/sister spills a glass of juice on the school project you just finished and ruins it

HOMEWORK

For homework this week, students are to complete a Stop and Think worksheet for a real life situation that occurs over the next week in which they felt angry or scared, including what they did and what they ideally should have done if they did something not-helpful.

“So for homework this week, your job is to practice this ‘Stop and think’ strategy for a real life situation and record it in your workbook. You can either write down a time that you used it and how it went, or a time that you maybe should have used it but forgot and what you could have done instead if you were using ‘Stop and think’.”

FUN ACTIVITY: BALLOON CHAIN

If students are a bit restless before filler activity, have them move to the carpet where there is lots of room around them, and move away from each other a bit. Get them to swing their arms around them, do star jumps, twirl around, shake their whole body etc.

Balloon Chain

The whole class is involved in this activity together. They are given a single balloon which they need to get from one end of the classroom to the other. The rules are that the balloon has to touch every person at least once on the way, and that it cannot touch anyone’s arms, hands, legs or feet. Then split the class into two groups and see which group can do it the fastest.
Have a quick wrap-up at the end of the session reminding students what was covered in today’s session and encouraging them to participate and remember what they have learned.

“So today we learnt about using body signs to help us to notice when you’re feeling different things, and that they can be a good reminder that we might need to do something to make ourselves feel better if we’re feeling things like angry or nervous. Can anyone remind us what kind of body signs you might have when you’re angry? And nervous? Great! And what do people sometimes do when they feel angry that’s not helpful? What should you do instead to make sure you do something helpful? (remember—there were four steps…. Stop and think….etc). That’s right! Well done! What about feeling worried or scared, what do people sometimes do that’s not helpful? And what should you do instead? Great! You’ve all done really well today and for the last five weeks. We have a few weeks off now, and then I’ll see you again in about 4 weeks! Thanks!”
Session 6: Remember?

Learning Outcomes

- Know and be able to apply principles taught in all previous sessions

Resources

- Big Quiz
- Problem Solving Poster

Session Outline

- Review of previous session
- Big Quiz
- Getting along
- Problem solving
- In someone else’s shoes
- Help!
- Showing Feeling
- Finished–Congratulations
REMEMBER?

**Background**

This final session is essentially a ‘booster’ or reminder session and reviews the most important concepts from the previous sessions in some different formats. Rehearsal and review of information is well known to improve retention of that knowledge. Furthermore, experiencing information in a number of different formats or modalities has also been found to improve understanding, retention and application of that knowledge. The current session therefore provides a review of previous sessions, with the key concepts from previous sessions covered in different formats.

**REVIEW OF PREVIOUS SESSION**

Initiate a discussion of what was covered in the previous session. Try to encourage students to become as involved as possible, and to generate the key points themselves. This may require some prompting. Also encourage at least 2-3 students to share their homework activities from the previous session with the rest of the class. Remember to praise students’ involvement and effort.

This session, briefly go over session 5 (emotional regulation), and then remind students very briefly of what was covered in each previous session.

“Firstly, we’ve had a bit of a break, but let’s spend some time remembering what we covered last time I saw you. That’s right, be talked about feelings and body symptoms that tell us we need to do something to make ourselves feel better. And what should we do to make sure we don’t do something unhelpful when we’re feeling upset? Stop and think! That’s right. What were some of those things you could do to help yourself stay calm while you stop and think? (count to ten, take ten deep breaths, sit on hands). And what three things should you ask yourself when working out what to do? What can I say to myself? Can I do some problem solving? And who can I ask for help. Great! Now who wants to share with the class a time that they used it from the homework section of last session?”

“In today’s session we’re going to make sure we remember everything we’ve already done by doing a quiz, some puzzles and playing some games and reminding ourselves of what has been learnt. Who remembers what we did way back in sessions one? Getting along. Sessions two? Problem solving. Great. Etc…”

Briefly review content of previous sessions, making sure that the main learning outcomes from each week are re-visited very briefly.
BIG QUIZ

Hand out quiz sheets to students to complete independently. Once all students have finished review the answers and have students mark their own work. Make sure to explain the answers to any tricky questions or ones that students did not get correct.

Quiz questions and answers are printed below. Correct answers are in bold. There is also a mandala exercise in the student workbooks for students to complete if they finish the quiz early.

1. The six steps of problems solving in order are…
   a. brainstorm solutions; what is most likely to happen for each solution?; what is the problem?; keep calm; pick the best solution and try it out; check how it went.
   b. check how it went; keep calm; what is most likely to happen for each solution?; pick the best solution and try it out; what is the problem?; brainstorm solutions.
   c. what is the problem?; keep calm; brainstorm solutions; what is most likely to happen for each solution?; pick the best solution and try it out; check how it went.
   d. what is the problem?; brainstorm solutions; pick the best solution and try it out; what is most likely to happen for each solution?; keep calm; check how it went.

2. Bullying is …
   a. When you mess around with your friends and call each other names and it’s fun
   b. When someone does something to deliberately hurt someone else, and it can often happen over and over again
   c. Only when a single person does something mean to another single person
   d. Only calling people names or hitting them, leaving people out isn’t bullying

3. Bullying can hurt people by
   a. hurting their feelings
   b. hurting their body
   c. stopping other people from being nice to them
   d. all of the above

4. You go through the steps of problem solving, but the solution that you decide to try out only makes the situation worse. What should you not do next?
   a. Give up
   b. Ask for help from a friend or adult
   c. Try out a different solution
   d. Start the steps over again with the new problem

5. Even though two people can be in the same place when a problem happens, they might think different things are the problem. Is this True or False?
   a. True
   b. False

6. Problem solving can help you work out problems with:
   a. School work
   b. Friends
   c. Which cereal to eat for breakfast
   d. All of the above

7. Body signals can help you to work out what someone else might be feeling. True or False?
   a. True
   b. False
8. When someone gets bullied, they are probably going to feel…
   a. Nice feelings
   b. Not nice feelings

9. When someone else gets bullied, and is feeling sad, there is nothing that you can do about it.
   True or False?
   a. True
   b. False

10. If you see someone getting bullied, you should always step in and try to stop it right away.
    a. True
    b. False, you should think about what is the best thing to do first.

11. If you’re having trouble doing a school project, who might be a good person to ask for help?
    a. Your dog
    b. Your teacher
    c. Your doctor
    d. Kids help line

12. If you are being bullied at school, who might be a good person to ask for help?
    a. Your parents
    b. Your teacher
    c. The guidance officer/ school counsellor
    d. Any of the above

13. You can ask for help
    a. Only for yourself when you need help
    b. Only for someone else who needs help
    c. For yourself or for someone else who needs help

14. Which of these is not an important thing to remember when asking for help?
    a. Saying please and thankyou
    b. Asking for help rather than telling the person that have to help you
    c. Being clear about what you would like the person to do for you
    d. Making sure you’re wearing the right shoes when you ask
    e. Choosing the right time to ask for help (for example, when the person is not busy doing something else)

15. You saw some girls in an older grade being mean and leaving out another girl from that grade, but don’t feel like you could do anything yourself. Who should you go to for help?
    a. Your teacher
    b. The police
    c. Your doctor
    d. Your grandma

16. ‘Stop and think’ can help you with
    a. Feeding your pet
    b. Helping you to feel better when you are feeling upset
    c. Deciding what to do if you see someone being bullied
    d. Work out what someone else might be feeling

17. To help yourself to stay calm and to ‘Stop and think’ when you’re feeling upset, you could
    a. Count to ten
    b. Sit on your hands
    c. Take ten deep breaths
    d. Any of the above
GETTING ALONG

Remind students briefly about some of the main points of session 1, particularly make sure that the definition of bullying and some of the different sorts of bullying are covered.

Students have a find-a-word activity involving some of the important concepts from session 1 in their workbooks that you can then direct them to.

“Let’s think back to what we did in Session 1: Getting Along. Can anyone remember what some of the important things from that session were?

We talked about how one thing that often stops people from getting along with each other is bullying. Bullying is when a person or a group of people try deliberately to hurt, annoy or upset someone else. This usually happens more than once, but sometimes it can be just once. Also, the person getting bullied usually feels like there’s not much they can do to stop it, maybe because the person bullying them is bigger than them, has lots of friends with them or they worry that it will make things worse if they try to stop it.

In your workbooks is a find-a-word activity with some of the important things that we talked about in Session 1. Try to remember back what each of the words means and how it fits into getting along while you find them.”

Below is a copy of the student find-a-word activity with answers highlighted.
Remind students briefly about some of the main points from Session 2. Ensure that you cover what problem solving is, what it might be useful for, and the steps of problem solving. Students then have a cross word activity to complete including the main concepts from session 2 that you can direct them to in their workbooks.

“Now let’s think all the way back to Session 2: Problem Solving. Who remembers what problem solving is? Great! And what are the steps of problem solving?
1: What is the problem, what is your goal;
2: Keep calm;
3: Brainstorm solutions;
4: What might happen?;
5: Pick the best solution and try it out;
6: Check how it went.

In your workbooks you have a cross word to do all about problem solving and the things that you learned in session 2.”

Below is a copy of the student crossword activity with answers included.
Briefly review the main points from Session 3. Particularly emphasise the ‘clues’ for working out what someone might be feeling, and in what kind of situations this might be helpful; and that they are able to help if they notice someone feeling badly and can use problem solving to help them decide what to do. Students have a fill-in-the-blanks exercise to complete about these points in their workbooks.

“Who remembers the “In someone else’s shoes” session? What did we talk about? And what were some of the really important things do you think? That’s right, there are things that can help you to work out what someone else might be feeling like body language, imagining yourself in the situation, asking them or listening to what they say. When you see people treating each other unkindly you can use these things to think about what the people involved might be feeling and use problem solving to help you work out what you might do. Now have a look at the fill-in-the-blanks activity in your workbooks about these things and try to think of the right answer for each one of the blank spaces.”

Below is a copy of the student fill in the blanks exercise with answers underlined.

It can sometimes be hard to work out what someone else might be feeling, but luckily there are a few things that can help you out! You can look at their body language, listen to what they say, imagine how you would feel, or ask them.

Bullying is something that sometimes happens at school, and it can make people feel sad, lonely, angry or even scared. You can sometimes tell how someone being bullied might be feeling by looking at their body language.

When you see someone else getting bullied, it can often be hard to decide what the best think to do is. Problem solving is a good way to help you make this decision.

The steps of problem solving are:
1. What is the Problem? What is your goal?
2. Keep Calm
3. Brainstorm Solutions
   4. What might happen?
   5. Pick the best solution and try it out
   6. Check how it went

Some things that are helpful to think about are:
- What is the right thing to do?
- Is there anything stopping me from doing that?
- Would it be safe?
- Is there someone who can help me if I’m not sure?
HELP!

Once again remind students briefly of the main points from the Help! session. This should include that everyone needs help sometimes, and there are lots of different people in everyone’s lives who they can go to for help in different situations. Also remind students of some of the things that will make it more likely that they will receive help from others such as choosing an appropriate time to ask, using manners, and being specific about what they would like from the person.

Begin a game of celebrity head where the students who are ‘it’ have a person who can help written above their heads on the board and they will need to ask the audience questions about what they can provide help with. Use some of the people discussed in session 4: Help ie parent, friend, police, school counsellor etc. The audience is only allowed to answer “Yes” or “No”, and a response of No means that the turn moves to the next “it’ person. Try to get about 5 students up at first, and then another 5 up after them in the second round.

SHOWING FEELINGS

Recap the main point from Session 5: Showing feelings very briefly as it was already mentioned at the beginning of the session. Ensure you cover that body symptoms can help you notice when you’re feeling something and can remind you to do something to make yourself feel better; that there are helpful and unhelpful things that you can do in these situations; and that using the “Stop and Think” strategy can help you to make a good decision.

The story of Troy printed below is also printed in the students’ workbooks. Read through the story and have students follow along. Students have questions to answer about the helpful and unhelpful things that Troy does during the story.
Our final session last time was all about helpful and unhelpful things to do about your feelings. Who remembers some of the main points? Great! Now there is a story in your workbooks about a boy named Troy. I’m going to read it out and I want you to follow along and afterwards you’ll have some questions to answer about the helpful and unhelpful things that Troy does in the story."

Troy’s day didn’t start very well. It was Wednesday so he had to wear his sports uniform, but he had forgotten to put it in the laundry on Monday and so it wasn’t clean. Troy was angry! “I NEED my sports uniform Mum!” he yelled down the stairs, “Or I’ll get in trouble”.

His mum came up the stairs and poked her head around the corner into his room. “What was that, sweetie? Is everything alright?”

“NO! It’s not alright!” yelled Troy. “Why haven’t you washed my sports uniform, it’s Wednesday and I have to wear it to school today!”

“I’m sorry Troy, but it wasn’t in the laundry pile for me to wash, maybe it’s still in your closet”

“It’s not fair!” Troy sulked, and he stamped his feet on the ground, “Now I’m going to get into trouble at school, and it’s all your fault!”

“Now Troy, that’s not true. You know it’s your job to put your uniform in the laundry. But why don’t you fish it out now and I’ll quickly wash it for you. It should be ready before you have to leave if I hurry. How does that sound?”

Troy took some deep breaths, “That sounds good. Sorry I got angry Mum.” said Troy as he handed his dirty uniform to his mum.

A little later, as Troy stepped onto the school bus, he noticed that someone was already sitting on the seat beside his friend John, where he always sat. It’s probably just a mistake, thought Troy, I’ll just go and ask him to move.

“Hi John, how’s it going?” Troy asked, “Can I sit there beside you?”

“Look, I don’t want you to hang out with me any more ok Troy, why don’t you just go sit down the front with the other babies?” shot back John with a smirk on his face.


“As if,” said John, “couldn’t be more serious! Now get lost.”

Troy was shocked, hurt and angry that John would treat him that way, and talk to him like that in front of everyone on the bus- calling him a baby! It made him so mad!

“You’re such a loser anyway John, I don’t even want to hang out with you.” Said Troy, and turned to walk to a free seat. He was so angry he punched the hand rail as hard as he could, hurting his hand, and yelled at a younger kid to move out of his way.

At morning tea, Troy had no-one to sit with because of what John had said to him on the bus that morning. John was his best friend and who he always sat with at lunch times. Troy felt sad and a bit scared. He thought he should go and ask someone else if he could hang out with them, or maybe go and try to talk to John again, but he was feeling really nervous about doing either, they both seemed too scary. He had butterflies in his tummy, he could feel his heart racing and his palms were all sweaty- and that was just thinking about going and asking someone to sit with them. He was just too shy, he thought, so he decided to...
sit by himself. He felt really lonely. He decided to think about the nice weekend he had had at his Grandparents house to help himself feel better.

In class that day, there was a surprise science quiz. Troy was usually really good at science and always got A’s because he found it really interesting and studied really hard. Except he’d left his science book at his Grandma’s house on the weekend and so hadn’t done any of his science homework all week this week. He was pretty upset that there was a quiz on the one time that he didn’t know all the answers.

“This isn’t fair!”, he called to the teacher, “I’m not doing it!”

“Come on Troy,” said Mrs Winter his teacher, “You always do so well at science, I’m sure you’ll do just fine!”

“No I won’t!,” Troy said, stamping his foot, “I won’t do it”. He stood up from his desk, stomped across the room scrunching up the quiz paper and threw it in the bin.

“Troy!,” Mrs Winter exclaimed, surprised, “I can’t believe you just did that! You’ll have to go to the principal’s office and explain why you’re behaving so badly.” She gave him a note and made him go to the office.

After school that day, Troy decided that he would walk home rather than catch the bus again. On the way home there was a dog in the yard at one of his neighbour’s houses. Troy was really scared of dogs.

“This is just what I need to make my day even worse!” Troy thought to himself. He usually walked past that house to get home, but he could also cross over the road and walk on the other side for a while so he wouldn’t have to be scared by the dog. Troy took some deep breaths and stayed calm. He thought about the problem. If he crossed over the road he wouldn’t feel so scared, but he would never overcome his fear that way. If he was brave and walked past the house he might start to overcome his fear. He thought about what might actually happen, and realized that the dog couldn’t hurt him because it was inside the yard with a fence, and it didn’t even look that scary once he thought about it. Troy decided to walk past it. His heart was racing and he felt pretty scared still, but he slowly walked past the dog. It even barked once, but he was brave and kept walking slowly. Once past he let out a big sigh of relief. He felt so proud of what he had done, and thought it would definitely be easier next time. He felt so excited that he ran the rest of the way home to tell his mum.

Now there are some questions to answer about Troy’s day in your books. Read back over the story if you need to help answer the questions as best you can. There’s also a chance for you to think about what you might have done if you were in Troy’s situation instead of one of the unhelpful things that Troy did.”

Below is a copy of the student activity with the answers marked.
FINISHED— CONGRATULATIONS

Congratulate students (and yourself) on doing so well and finishing the program. Encourage students to keep their workbooks in a safe place so that they can look back over the information if they forget anything.

“That’s the end. You’ve completed the learning to ThinkSMART program—Congratulations! And thank-you for all your hard work during our sessions, you’ve all done a great job and should be very proud of yourselves. Remember that you should keep your workbooks and can always look back over them if you forget something that we’ve done.”
Program Resources

Session 1
Getting Along
- Numbered Cards
- Object Cards

Session 2
Problem Solving
- Problem Solving Poster

Session 3
In Someone Else’s Shoes
- Emotion Cards

Session 5
Showing Feelings
- ‘Stop and Think’ poster

Session 6
Remember?
- Big Quiz
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<td>6</td>
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</tbody>
</table>
tree
rubbish bin
table
bowl
lawn-mower
chair
The Six Steps of Problem Solving

1. What is the problem?
2. What is your goal?
3. Keep calm!
4. Brainstorm solutions
5. What might happen?
6. Pick the best solution, and try it out!
7. Check how it went
angry
curious
nervous
surprised
shocked
relaxed
lonely
concerned
excited
disgusted
guilty
dissapointed
Stop & Think

- Stay calm: count to ten, take deep breaths
- Ask yourself: how can I make this better?
- What can I say to myself?
  - ‘stay calm’
  - ‘it will be alright’
- Can I do problem solving or ask for help?
1. The six steps of problems solving in order are…
   a. brainstorm solutions; what is most likely to happen for each solution?; what is the problem?; keep calm; pick the best solution and try it out; check how it went.
   b. check how it went; keep calm; what is most likely to happen for each solution?; pick the best solution and try it out; what is the problem?; brainstorm solutions.
   c. what is the problem?; keep calm; brainstorm solutions; what is most likely to happen for each solution?; pick the best solution and try it out; check how it went.
   d. what is the problem?; brainstorm solutions; pick the best solution and try it out; what is most likely to happen for each solution?; keep calm; check how it went.

2. Bullying is …
   a. When you mess around with your friends and call each other names and it’s fun
   b. When someone does something to deliberately hurt someone else, and it can often happen over and over again
   c. Only when a single person does something mean to another single person
   d. Only calling people names or hitting them, leaving people out isn’t bullying

3. Bullying can hurt people by
   a. hurting their feelings
   b. hurting their body
   c. stopping other people from being nice to them
   d. all of the above

4. You go through the steps of problem solving, but the solution that you decide to try out only makes the situation worse. What should you not do next?
   a. Give up
   b. Ask for help from a friend or adult
   c. Try out a different solution
   d. Start the steps over again with the new problem

5. Even though two people can be in the same place when a problem happens, they might think different things are the problem. Is this True or False?
   a. True
   b. False

6. Problem solving can help you work out problems with:
   a. School work
   b. Friends
   c. Which cereal to eat for breakfast
   d. All of the above

7. Body signals can help you to work out what someone else might be feeling. True or False?
   a. True
   b. False

8. When someone gets bullied, they are probably going to feel…
   a. Nice feelings
   b. Not nice feelings
9. When someone else gets bullied, and is feeling sad, there is nothing that you can do about it. True or False?
   a. True
   b. False

10. If you see someone getting bullied, you should always step in and try to stop it right away.
    a. True
    b. False, you should think about what is the best thing to do first.

11. If you’re having trouble doing a school project, who might be a good person to ask for help?
    a. Your dog
    b. Your teacher
    c. Your doctor
    d. Kids help line

12. If you are being bullied at school, who might be a good person to ask for help?
    a. Your parents
    b. Your teacher
    c. The guidance officer/ school counsellor
    d. Any of the above

13. You can ask for help
    a. Only for yourself when you need help
    b. Only for someone else who needs help
    c. For yourself or for someone else who needs help

14. Which of these is not an important thing to remember when asking for help?
    a. Saying please and thankyou
    b. Asking for help rather than telling the person that have to help you
    c. Being clear about what you would like the person to do for you
    d. Making sure you’re wearing the right shoes when you ask
    e. Choosing the right time to ask for help (for example, when the person is not busy doing something else)

15. You saw some girls in an older grade being mean and leaving out another girl from that grade, but don’t feel like you could do anything yourself. Who should you go to for help?
    a. Your teacher
    b. The police
    c. Your doctor
    d. Your grandma

16. ‘Stop and think’ can help you with
    a. Feeding your pet
    b. Helping you to feel better when you are feeling upset
    c. Deciding what to do if you see someone being bullied
    d. Work out what someone else might be feeling

17. To help yourself to stay calm and to ‘Stop and think’ when you’re feeling upset, you could
    a. Count to ten
    b. Sit on your hands
    c. Take ten deep breaths
    d. Any of the above
Session 1: Getting Along
GETTING ALONG

GROUND RULES

It is important to have rules in your class so that everyone knows how to treat each other during the learning to ThinkSMART sessions!

What rules did your class decide on?

Our Rules

1.
2.
3.
4.
5.
6.
7.
8.
GETTING ALONG

GETTING TO KNOW EACH OTHER

Did you find any things in common with your group?

What did you have in common?

What did you learn from this activity?

GETTING ALONG WITH OTHERS

There are lots of different things that sometime stop people from getting along. One thing that often stops people from getting along at school is bullying.

Bullying is...

•

•

•

•
GETTING ALONG

Bullying can be...

PHYSICAL

WORDS

SOCIAL

BODY LANGUAGE

Fill in the clouds with some examples from your class
IS BULLYING HARMFUL?

Listen to your class talk about bullying (and don’t forget to join in with your opinion too!) and write down some of the ways that bullying can hurt people in the thought bubbles.

What might it feel like to be bullied...?
GETTING ALONG

ACTIVITY

How did your group treat you?

Why did they treat you in this way?

What could you have done about the way you were being treated?

HOME TASKS

Remember...

Take notice this week of how people sometimes treat each other, and think about how the people might feel.

MAIN POINTS FROM TODAY

- Rules: We need to treat each other well during learning to ThinkSMART sessions
- What is bullying?
  - Can be just one person or a group of people doing it
  - It is done on purpose to hurt, annoy or upset someone
  - It usually happens over and over again
  - The person being bullied often feels they can’t make it stop
- People sometimes treat each other in a funny way just because everyone else is, but they don’t need to.
Session 2:
Problem Solving
PROBLEM SOLVING

THE SIX STEPS OF PROBLEM SOLVING

Problems are things that can happen between people or just decisions that you have to make yourself, that give you an upset or worried feeling. Everyone has problems or hard decisions to make sometimes. They can be about things that happen with friends, at home, in the classroom or any other place. The best thing to do when you have a problem is to stop and think about it.

What is the problem? And what is your goal?

Keep calm!
Things to help you keep calm might include: stop and count to ten, take ten deep breaths, if angry sit on hands, walk away to think

Brainstorm solutions
What could you do?
No matter how silly it might seem- write it down!

What might happen?
Try to think of at least one good and one not so good thing that might happen for each solution!

Pick the best solution, and try it out!

Check how it went
Pick another solution if it didn’t work out or ask for help if you need to
Think …
What is actually happening?
Would different people in the picture think that the problem is different? How?
Problem solving worksheet – Problem 1

What is the problem? And what is your goal?
________________________________             ______________________________________

Keep calm!
What could you do to keep calm?
1._______________________ 2._______________________ 3._______________________

Brainstorm solutions
What could you do?
1._________________________________________________________________________
2._________________________________________________________________________
3._________________________________________________________________________
4._________________________________________________________________________
5._________________________________________________________________________
6._________________________________________________________________________

No matter how silly it might seem- write it down!

What might happen?
Try to think of at least one good and one not so good thing that might happen for each solution!

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Pick the best solution, and try it out!
Best one: ___________________ Next best: ___________________

Check how it went
Did it turn out ok? _________________________________________________

If it didn’t turn out ok, do I need to:

Pick another solution? Do problem solving again? Ask for help?
Something else?
Problem solving worksheet– Problem 2

What is the problem? And what is your goal?
________________________________             ______________________________________

Keep calm!
What could you do to keep calm?
1._______________________ 2._______________________ 3.________________________

Brainstorm solutions
What could you do?
1._________________________________________________________________________
2._________________________________________________________________________
3._________________________________________________________________________
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Pick the best solution, and try it out!
Best one:_________________________________ Next best:_________________________

Check how it went
Did it turn out ok? ____________________________________________________________

If it didn’t turn out ok, do I need to:

Pick another solution? Do problem solving again? Ask for help? Something else?
Problem 3

It’s my birthday party and mum wants me to invite everyone in my class. But I don’t really like Jan, she’s a bit strange.
Problem solving worksheet– Problem 3

What is the problem? And what is your goal?

________________________________             ______________________________________

Keep calm!
What could you do to keep calm?
1._________________________________ 2._________________________________ 3._________________________________

Brainstorm solutions
What could you do?
1.________________________________
2.________________________________
3.________________________________
4.________________________________
5.________________________________
6.________________________________

No matter how silly it might seem- write it down!

What might happen?
Try to think of at least one good and one not so good thing that might happen for each solution!

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Pick the best solution, and try it out!
Best one: __________________________________ Next best: ________________________________

Check how it went
Did it turn out ok? ________________________________________________________________

If it didn’t turn out ok, do I need to:
Pick another solution? Do problem solving again? Ask for help?
Something else?
Problem solving worksheet – Problem 4

What is the problem? And what is your goal?

_________________________________  ______________________________________

Keep calm!
What could you do to keep calm?
1. ___________________________  2. ___________________________  3. ___________________________

Brainstorm solutions
What could you do?
1. __________________________________________________
2. __________________________________________________
3. __________________________________________________
4. __________________________________________________
5. __________________________________________________
6. __________________________________________________

No matter how silly it might seem- write it down!

What might happen?
Try to think of at least one good and one not so good thing that might happen for each solution!

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Pick the best solution, and try it out!
Best one: __________________________  Next best: __________________________

Check how it went
Did it turn out ok? __________________________

If it didn’t turn out ok, do I need to:

Pick another solution?  Do problem solving again?  Ask for help?

Something else?
MAKE POCKET REMINDERS OF THE SIX STEPS

You can decorate your reminder card any way you like.
Here are some examples of things you might like to do...

1. what is the problem?
2. keep calm!
3. brainstorm solutions
4. what might happen?
5. pick the best solution- try it out
6. check how it went

What are you going to do with your reminder card?
Maybe you could put it in your desk here at school, in your wallet
or bag so you can always find it, on your fridge or bedroom wall at
home... or whatever you like!

INDIVIDUAL PRACTICE: A REAL LIFE EXAMPLE

Now it’s your turn to practice problem solving for a real-life
problem that you have at the moment or have had in the past.

See it you can work out how to solve it!
Problem solving worksheet – Real life problem

What is the problem? And what is your goal?
________________________________             _____________________________________

Keep calm!
What could you do to keep calm?
1.________________________________ 2.________________________________ 3.________________________________

Brainstorm solutions
What could you do?
1._________________________________________________________________________
2._________________________________________________________________________
3._________________________________________________________________________
4._________________________________________________________________________
5._________________________________________________________________________
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No matter how silly it might seem- write it down!

What might happen?
Try to think of at least one good and one not so good thing that might happen for each solution!

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Pick the best solution, and try it out!
Best one:  ____________________________  Next best: ____________________________

Check how it went
Did it turn out ok?  _______________________________________________________

If it didn’t turn out ok, do I need to:

Pick another solution?  Do problem solving again?  Ask for help?
Something else?
HOME TASKS

Remember...

Practice using problems solving for a real life problem that happens over the next week and record it here in your book.

MAIN POINTS FROM TODAY

- Everyone has problems sometimes, and the best thing to do is to stop and think about what to do using the steps of problem solving
- There are six steps to problems solving
  - What is the problem? What is my goal?
  - Keep calm!
  - Brainstorm solutions
  - What might happen?
  - Pick the best solution, and try it out!
  - Check how it went
Problem solving worksheet– Home task

What is the problem? And what is your goal?

________________________________             ______________________________________

Keep calm!
What could you do to keep calm?
1._______________________ 2._______________________ 3._______________________

Brainstorm solutions
What could you do?
1._________________________________________________________________________
2._________________________________________________________________________
3._________________________________________________________________________
4._________________________________________________________________________
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No matter how silly it might seem- write it down!

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Pick the best solution, and try it out!
Best one: ____________________ Next best: ____________________

Check how it went
Did it turn out ok? ___________________________________________

If it didn’t turn out ok, do I need to:

Pick another solution? Do problem solving again? Ask for help?
Something else?
Session 3:
In Someone Else's Shoes
IN SOMEONE ELSE'S SHOES

FEELINGS

how I feel...

Fill in the bubbles with as many feelings as you can think of!
It can be hard to tell what someone else is feeling sometimes— but luckily there are a few things that can help you to work it out!

**look at their body language**

I feel really sad

**listen to what they say**

You look excited! Is that right?

**ask them**

imagine how you would feel
IN SOMEONE ELSE’S SHOES

LET'S PRACTICE

The person in this picture might be feeling:

I think this because:

The person in this picture might be feeling:

I think this because:

My best friend is moving to a different city tomorrow.
IN SOMEONE ELSE’S SHOES

The person in this picture might be feeling:

I came first in my year in the swimming carnival today.

I think this because:

The person in this picture might be feeling:

My little brother took my soccer ball without asking and lost it.

I think this because:
IN SOMEONE ELSE’S SHOES

The person in this picture might be feeling:

____________________________________
____________________________________
____________________________________
____________________________________

I think this because:

____________________________________
____________________________________
____________________________________
____________________________________

The person in this picture might be feeling:

____________________________________
____________________________________
____________________________________
____________________________________

A boy from high school tripped me over this morning and said I’ll be sorry if he sees me again... but I have to catch the bus with him this afternoon.

I think this because:

____________________________________
____________________________________
____________________________________
____________________________________
IN SOMEONE ELSE’S SHOES

There are some emotions that are nice to feel like happy and excited, and some that aren’t so nice like sad, angry and scared. When we feel a not nice emotion, we usually want it to stop so that we can feel nice again. What could you do if you notice someone else is feeling a not nice emotion?

1. _____________________________________________________________
2. _____________________________________________________________
3. _____________________________________________________________

BULLYING AND PERSPECTIVE TAKING

Someone being bullied might feel...

- 
- 
- 
- 
- 

You could tell this by...

- 
- 
- 
- 
-
When you see someone else getting bullied, it can often be hard to decide what the best thing to do is!

Problem solving is a good way to help you decide!

Think...
- What is the right thing to do?
- Is there anything stopping me from doing that?
- Would it be safe?
- Is there someone who can help me if I’m not sure?
Problems are things that can happen between people or just decisions that you have to make yourself, that give you an upset or worried feeling. Everyone has problems or hard decisions to make sometimes. They can be about things that happen with friends, at home, in the classroom or any other place. The best thing to do when you have a problem is to stop and think about it.

1. **What is the problem? And what is your goal?**
   - What might the person being bullied feel?
   - Is that part of the problem?

2. **Keep calm!**
   - Things to help you keep calm might include: stop and count to ten, take ten deep breaths, if angry sit on hands, walk away to think

3. **Brainstorm solutions**
   - What could you do?
   - No matter how silly it might seem- write it down!

4. **What might happen?**
   - Try to think of at least one good and one not so good thing that might happen for each solution!
   - What might the person being bullying feel if you do each of these things?
   - Is there anything that might stop you from doing them?

5. **Pick the best solution, and try it out!**
   - Pick the solution that is likely to turn out the best and that you can actually do

6. **Check how it went**
   - Pick another solution if it didn’t work out or ask for help if you need to
IN SOMEONE ELSE'S SHOES

INDIVIDUAL PRACTICE

problem 1

That's so not right! She's so dumb!
Ha ha!
I think the answer is 37.

problem 2

Who took my hat again?
I won't be able to go out and play without it!
Problem solving worksheet– Problem 1

What is the problem? And what is your goal?
________________________________             ______________________________________

Keep calm!
What could you do to keep calm?
1._______________________ 2._______________________ 3._______________________

Brainstorm solutions
What could you do?
1._________________________________________________________________________
2._________________________________________________________________________
3._________________________________________________________________________
4._________________________________________________________________________
5._________________________________________________________________________
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No matter how silly it might seem- write it down!

What might happen?
Try to think of at least one good and one not so good thing that might happen for each solution!

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Pick the best solution, and try it out!
Best one:_________________________ Next best:_________________________

Check how it went
Did it turn out ok? ____________________________

If it didn’t turn out ok, do I need to:

Pick another solution? Do problem solving again? Ask for help?
Something else?
Problem solving worksheet– Problem 2

What is the problem? And what is your goal?
________________________________             ______________________________________

Keep calm!
What could you do to keep calm?
1._______________________  2._______________________  3._______________________

Brainstorm solutions
What could you do?
1.____________________________________
2.____________________________________
3.____________________________________
4.____________________________________
5.____________________________________
6.____________________________________

No matter how silly it might seem- write it down!

What might happen?
Try to think of at least one good and one not so good thing that might happen for each solution!

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Pick the best solution, and try it out!
Best one:_______________________ Next best:_______________________

Check how it went
Did it turn out ok? __________________________________

If it didn’t turn out ok, do I need to:
Pick another solution? Do problem solving again? Ask for help? Something else?
Problem solving worksheet – Problem 3

What is the problem?  
________________________________

And what is your goal?  
________________________________

Keep calm!
What can I do to keep calm?
1. ___________________ 2. ___________________ 3. ___________________

Brainstorm solutions
What could you do?
1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________
4. __________________________________________________________
5. __________________________________________________________
6. __________________________________________________________

No matter how silly it might seem- write it down!

Brainstorm solutions
What could you do?
1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________
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What might happen?
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Pick the best solution, and try it out!
Best one: ____________________________________  Next best: ____________________________

Check how it went
Did it turn out ok? ____________________________

If it didn’t turn out ok, do I need to:

Pick another solution?  Do problem solving again?  Ask for help?  Something else?
HOME TASKS

Remember…

Practice using problems solving for a real life bullying problem that happens over the next week and record it here in your book.

MAIN POINTS FROM TODAY

- People have lots of different emotions
- You can help to understand how someone might be feeling by
  - Reading their body language
  - Listening to what they say
  - Imagining yourself in their place
  - Asking them how they feel
- It feels bad to be bullied
- It can sometimes be hard to decide what to do if you see someone get bullied—doing problem solving can help you work out the best thing to do!
Session 4: Help!
There are lots of different people that you see and interact with in your life. It’s important to know who all the people are in your world so you know who you can go to to talk or for help if you ever have a problem.

Remember – the more special the person is to you, the closer they should be to you on your map!

Add as many more shapes for people as you like and don't forget to add their phone numbers or how you can find them!
I might need to ask for help when...

Fill in the thought bubbles with times that you might need to ask for help.
HELP!

WHO CAN YOU GO TO FOR HELP?

My parents can help me with:

- 
- 
- 
- 
- 
- 
- 

My friends can help me with:

- 
- 
- 
- 
- 
- 
- 

Teachers can help me with:

- 
- 
- 
- 
- 
- 
- 

The police can help me with:

- 
- 
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38
The school counsellor or guidance officer can help me with:

- 
- 
- 
- 
- 
- 

Our family doctor can help me with:

- 
- 
- 
- 
- 
- 

___________________ can help me with:

- 
- 
- 
- 
- 
- 

_______________________ can help me with:

- 
- 
- 
- 
- 
- 

- 
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HELP!

HOW TO ASK FOR AND RECEIVE HELP

Remember:
When you ask for help:
- Choose a good time to ask, like when the person isn’t too busy
- Say please and thank-you
- Ask, don’t tell
- Let them know what kind of help you need and what you would like them to do for you

If someone can’t help when I ask, then I should:

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<th>Ask someone else</th>
<th>Find help some other way</th>
<th>Do some problem solving</th>
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<td>Say “thanks anyway”</td>
<td>Ask at a better time</td>
<td>Think about the way that you asked</td>
<td>Yell at them!</td>
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<td>Forget about it!</td>
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Circle the ones that are a good idea!
HELP SEEKING PRACTICE

#1 You saw some girls in an older grade being mean and leaving out another girl from that grade, but don't feel like you could do anything yourself.

- What kind of help do you need?

- Who could you ask for this help?

- What words could you use?

#2 You and your best friend had a big fight and you're really upset about it.

- What kind of help do you need?

- Who could you ask for this help?

- What words could you use?
HELP!

#3 A group of kids have been bullying you on the school bus.

- What kind of help do you need?
  
  ______________________________________________________
  ______________________________________________________

- Who could you ask for this help?
  
  ______________________________________________________
  ______________________________________________________

- What words could you use?
  
  ______________________________________________________
  ______________________________________________________

#4 You’ve been feeling really sad lately.

- What kind of help do you need?
  
  ______________________________________________________
  ______________________________________________________

- Who could you ask for this help?
  
  ______________________________________________________
  ______________________________________________________

- What words could you use?
  
  ______________________________________________________
  ______________________________________________________
HOME TASKS

Remember…

Finish off your people map if you didn't get a chance to in class, and record a real life situation where you have to ask for help over the next week in the space provided.

MAIN POINTS FROM TODAY

- Everyone needs to get help from other people sometimes.
- There are lots of people in your life who you ask for help from, and they can help you with different things.
- There are some things that make it more likely someone will be able to help you, these include:
  - Choosing a good time to ask, like when the person isn’t too busy
  - Saying please and thank-you
  - Asking, rather than telling
  - Letting the person know what kind of help you need and what you would like them to do for you
Home practice:

- What kind of help do you need?
  ______________________________________________________
  ______________________________________________________

- Who could you ask for this help?
  ______________________________________________________
  ______________________________________________________

- What words could you use?
  ______________________________________________________
  ______________________________________________________
Session 5:
Showing Feelings
SHOWING FEELINGS

We have lots of different feelings, and body symptoms that go along with them! Different people can have different feelings and different body symptoms.

These body symptoms that happen on the outside and inside of us when we feel an emotion can sometimes be really helpful in letting us know what we are feeling and also in telling us that if it’s not a nice feeling then we should do something about it to make ourselves feel better. It’s like your body yelling out to you “Hey, I’m not feeling good, can you do something to make me feel better?”

MY BODY SYMPTOMS

My body symptoms when I feel scared or nervous:

[Diagram showing various body symptoms associated with feeling scared or nervous]
My body symptoms when I feel angry:

My body symptoms when I feel ____________:
There are helpful and unhelpful things that you can do when you feel an uncomfortable feeling. Helpful things are those that help to make you feel better, unhelpful things are the ones that can hurt you or the people around you.

See if you can pick the helpful from the unhelpful things below! Circle the helpful things, and cross out the unhelpful!

<table>
<thead>
<tr>
<th>Helpless</th>
<th>Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>yell</td>
<td>run away from the problem</td>
</tr>
<tr>
<td>talk to a friend</td>
<td>hit someone or something</td>
</tr>
<tr>
<td>throw things</td>
<td>count to ten</td>
</tr>
<tr>
<td>take some deep breaths</td>
<td>think about nice or relaxing things</td>
</tr>
<tr>
<td>stay calm</td>
<td>blame someone</td>
</tr>
</tbody>
</table>

You can add in some others too if there are different helpful or unhelpful things that you can think of or that you sometimes do yourself!

**Remember:**
When something happens that makes you feel upset, you can’t go back in time and change it, but you can choose the way that you REACT to help you feel better!
SHOWING FEELINGS

• Stay calm: count to ten, take deep breaths

• Ask yourself: how can I make this better?

• What can I say to myself?
  ‘stay calm’
  ‘it will be alright’
  ‘he probably didn’t mean it’

• Can I do some problem solving or ask someone for help?

SHOWING EMOTIONS PRACTICE

Someone steps in the middle of your game of handball with your friends and takes your ball.

What could you do to keep calm?
__________________________________________________________________

What could you say to yourself to keep calm?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Using problem solving, what are some things that you could do?
Think of two or three possibilities—maybe you can try one out next time something similar happens.
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Who could you ask for help if you need to?
What words would you use?
__________________________________________________________________
__________________________________________________________________
SHOWING FEELINGS

#2

You have to present a school project at assembly, but you are scared of talking in front of so many people.

What could you do to keep calm?
__________________________________________________________________

What could you say to yourself to keep calm?
__________________________________________________________________
__________________________________________________________________

Using problem solving, what are some things that you could do?
Think of two or three possibilities—maybe you can try one out next time something similar happens.
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Who could you ask for help if you need to?
What words would you use?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

#3

Your brother/sister spills a glass of juice on the school project you just finished and ruins it.

What could you do to keep calm?
__________________________________________________________________

What could you say to yourself to keep calm?
__________________________________________________________________
__________________________________________________________________

Using problem solving, what are some things that you could do?
Think of two or three possibilities—maybe you can try one out next time something similar happens.
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Who could you ask for help if you need to?
What words would you use?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

50
SHOWING FEELINGS

Situation: __________________________________________

What could you do to keep calm?
__________________________________________________________________

What could you say to yourself to keep calm?
__________________________________________________________________

Using problem solving, what are some things that you could do?
Think of two or three possibilities—maybe you can try one out next time something similar happens.
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Who could you ask for help if you need to?
What words would you use?
__________________________________________________________________
__________________________________________________________________
SHOWING FEELINGS

HOME TASKS

Remember...

Your job is to practice the ‘Stop and think’ strategy for a real life situation and record it in your workbook. You can either write down a time that you used it and how it went, or a time that you maybe should have used it but forgot and what you could have done instead.

MAIN POINTS FROM TODAY

• Body symptoms can help you notice when you’re feeling different thing, and they can be a good reminder that you might need to do something to make yourself feel better
• You can do helpful or unhelpful things when you are feeling emotions– it’s your choice!
• You can use the ‘Stop and Think’ strategy to help you choose helpful thoughts and actions
What could you do to keep calm?
__________________________________________________________________
__________________________________________________________________

What could you say to yourself to keep calm?
__________________________________________________________________
__________________________________________________________________

Using problem solving, what are some things that you could do?
Think of two or three possibilities - maybe you can try one out next time something similar happens.
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Who could you ask for help if you need to?
What words would you use?
__________________________________________________________________
__________________________________________________________________
Session 6: Remember?
A MANDALA is a special type of drawing that can help you to feel calm and relaxed. If you finish your Big Quiz early, spend some time drawing a mandala in the space below.

When drawing a mandala:

- Keep your pencil touching the paper all the time, unless you are changing colours.
- If you run out of ideas, you can just colour over a section for a while until a new idea comes to you for what to do.
- You can draw any kind of patterns you like.
- This is a quiet activity so concentrate on your drawing and don’t talk to those around you.
- Start drawing from right in the middle!
One thing that often stops people from getting along with each other is bullying. Bullying is when a person or a group of people try deliberately to hurt, annoy or upset someone else. This usually happens more than once and the person getting bullied usually feels like there’s not much they can do to stop it. This might be because the person bullying them is bigger than them, or has lots of friends with them or they worry that it will make things worse if they try to stop it.

Try out this word search puzzle of words to do with bullying. See how many you can find! Words can be forwards, backwards, upside down, right side up, or diagonally. The first one has been found for you to get you started.

Annoy  hitting  repeated  excluding  physical  tripping
body  hurt  rumours  friends  punching  verbal
bullying  ignoring  sad  gestures  pushing
deliberately  kicking  sarcastic  helpless  social
emotional  lonely  scared  names  teasing
Problem solving is a really helpful skill that can help you with problems about anything. Try to remember the key things you learned about problem solving and complete the cross word below.

Across
1. You should think of at least one thing that is this about each of your solutions.
4. Thinking about what might happen is step ____
5. The sort of problem you can not use problem solving for.
9. This is something you can do if problem solving doesn’t help your problem.
10. There are this number of steps to problem solving.
11. Step one of problem solving asks you to think about what is the ______
13. You should think of at least one thing that is this about each of your solutions.
15. It is important that you remember to be this thing when you are faced with a problem.

Down
2. It can be useful to think about what ______ might be thinking in a situation.
3. Your pocket reminder cards are to help you make sure you don’t ______ the steps of problems solving
6. You should ______ solutions to your problem for step three.
7. A problem is something that can make you feel this.
8. _______ has problems.
12. Your should pick the _____ solution based on what you think might happen.
14. This is what you would want to achieve in the end for problem solving.
IN SOMEONE ELSE’S SHOES

It can be really helpful to think about how other people might be feeling, and can help you to decide if you should do something that could help if they are feeling down.
Remember back to ‘In someone else’s shoes’ and see if you can fill in the blanks below!

It can sometimes be hard to work out what someone else might be feeling, but luckily there are a few things that can help you out! You can _______ __ ___ ____ ________, listen to what they say, _______ __ ___ _____ ____, or ask them.

Bullying is something that sometimes happens at school, and it can make people feel sad, __________, angry or even __________. You can sometimes _______ how someone being __________ might be feeling by looking at their body language.

When you see __________ _____ getting bullied, it can often be _____ to decide what the _______ think to do is. __________ _________ is a good way to help you make this decision.

The steps of problem solving are:
1. _______________________________________________
2. _______________________________________________
3. _______________________________________________
4. _______________________________________________
5. _______________________________________________
6. _______________________________________________

Some things that are helpful to think about are:
✔ What is the _______ thing to do?
✔ Is there anything ___________ me from _________ that?
✔ Would it be _______?
✔ Is there __________ who can _______ me if I’m not sure?
HELP!

There are lots of different people in your life who can give you help when you need it, and different people are best for giving help with different problems!
Try to think about who is best to ask for help from for different problems—it will help you to play helping celebrity head!

SHOWING FEELINGS

Read the story below about Troy, and then fill in the questions below. Take special notice of the helpful and unhelpful things that Troy does to deal with his feelings.

Troy's day didn't start very well. It was Wednesday so he had to wear his sports uniform, but he had forgotten to put it in the laundry on Monday and so it wasn't clean. Troy was angry! "I NEED my sports uniform Mum!" he yelled down the stairs, "Or I'll get in trouble". His mum came up the stairs and poked her head around the corner into his room. "What was that, sweetie? Is everything alright?"
"NO! It's not alright!" yelled Troy. "Why haven't you washed my sports uniform, it's Wednesday and I have to wear it to school today!"
"I'm sorry Troy, but I don't think it was in the laundry pile for me to wash, maybe it's still in your closet"  
"It's not fair!" Troy sulked, and he stamped his feet on the ground, "Now I'm going to get into trouble at school, and it's all your fault!"
"Now Troy, that's not true. You know it's your job to put your uniform in the laundry. But why don't you fish it out now and I'll quickly wash it for you. It should be ready before you have to leave if I hurry. How does that sound?"
Troy took some deep breaths, "That sounds good. Sorry I got angry Mum." said Troy as he handed his dirty uniform to his mum.

A little later, as Troy stepped onto the school bus, he noticed that someone was already sitting on the seat beside his friend John, where he always sat. It's probably just a mistake, thought Troy, I'll just go and ask him to move.
"Hi John, how's it going?" Troy asked, "Can I sit there beside you?"
"Look, I don't want you to hang out with me anymore ok Troy, why don't you just go sit down the front with the other babies?" shot back John with a smirk on his face.
"What? Are you kidding?" Asked Troy, shocked.
"As if," said John, "couldn't be more serious! Now get lost."
Troy was shocked, hurt and angry that John would treat him that way, and talk to him like that in front of everyone on the bus- calling him a baby! It made him so mad!
"You're such a looser anyway John, I don't even want to hang out with you." Said Troy, and turned to walk to a free seat. He was so angry he punched the hand rail as hard as he could, hurting his hand, and yelled at a younger kid to move out of his way.

Continued over page….
At morning tea, Troy had no-one to sit with because of what John had said to him on the bus that morning. John was his best friend and who he always sat with at lunch times. Troy felt sad and a bit scared. He thought he should go and ask someone else if he could hang out with them, or maybe go and try to talk to John again, but he was feeling really nervous about doing either, they both seemed too scary. He had butterflies in his tummy, he could feel his heart racing and his palms were all sweaty- and that was just thinking about going and asking someone to sit with them. He was just too shy, he thought, so he decided to sit by himself. He felt really lonely. He decided to think about the nice weekend he had had at his Grandparents house to help himself feel better.

In class that day, there was a surprise science quiz. Troy was usually really good at science and always got A’s because he found it really interesting and studied really hard. Except he’d left his science book at his Grandma’s house on the weekend and so hadn’t done any of his science homework all week this week. He was pretty upset that there was a quiz on the one time that he didn’t know all the answers.

“This isn’t fair!”, he called to the teacher, “I’m not doing it!”

“No I won’t!”, Troy said, stamping his foot, “I won’t do it”. He stood up from his desk, stomped across the room scrunching up the quiz paper and threw it in the bin.

“Troy!”, Mrs Winter exclaimed, surprised, “I can’t believe you just did that! You’ll have to go to the principal’s office and explain why you’re behaving so badly.” She gave him a note and made him go to the office.

After school that day, Troy decided that he would walk home rather than catch the bus again. On the way home there was a dog in the yard at one of his neighbour’s houses. Troy was really scared of dogs.

“This is just what I need to make my day even worse!” Troy thought to himself. He usually walked past that house to get home, but he could also cross over the road and walk on the other side for a while so he wouldn’t have to be scared by the dog. Troy took some deep breaths and stayed calm. He thought about the problem. If he crossed over the road he wouldn’t feel so scared, but he would never overcome his fear that way. If he was brave and walked past the house he might start to overcome his fear. He thought about what might actually happen, and realized that the dog couldn’t hurt him because it was inside the yard with a fence, and it didn’t even look that scary once he thought about it. Troy decided to walk past it. His heart was racing and he felt pretty scared still, but he slowly walked past the dog. It even barked once, but he was brave and kept walking slowly. Once past he let out a big sigh of relief. He felt so proud of what he had done, and thought it would definitely be easier next time. He felt so excited that he ran the rest of the way home to tell his mum.
Remember?

Circle the helpful things and cross out the unhelpful things that Troy did to help himself feel better during his day.

<table>
<thead>
<tr>
<th>Yelling at his mum</th>
<th>Thinking ‘it’s probably just a mistake, I’ll go and talk to him’</th>
<th>Blaming his mum</th>
<th>Stamping his feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facing his fear</td>
<td>Taking deep breaths</td>
<td>Thinking “I’m just too shy” and not facing his fear</td>
<td>Apologising to his mum</td>
</tr>
<tr>
<td>Thinking about asking someone else if he could sit with them</td>
<td>Accepting help from his mum and saying thankyou</td>
<td>Staying calm</td>
<td>Punching the hand rail</td>
</tr>
<tr>
<td>Calling his friend names</td>
<td>Thinking about going to talk to John and try to work things out</td>
<td>Thinking of his different options</td>
<td>Yelling at a younger kid</td>
</tr>
<tr>
<td>Yelling at his teacher</td>
<td>Refusing to take the quiz</td>
<td>Thinking about the problem</td>
<td>Thinking about what would happen if he tried out each of his solutions</td>
</tr>
<tr>
<td>Being brave even though he felt scared</td>
<td>Throwing the test away</td>
<td>Thinking about his nice weekend</td>
<td></td>
</tr>
</tbody>
</table>

Now pick one of the times when Troy did an unhelpful thing. Imagine you are in that situation and think about what you might do. Fill in the stop and think worksheet for what you would have done in that situation.

What could you do to keep calm?

__________________________________________________________________

What could you say to yourself to keep calm?

__________________________________________________________________

__________________________________________________________________

Using problem solving, what are some things that you could do?
Think of two or three possibilities—maybe you can try one out next time something similar happens.

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

Who could you ask for help if you need to?
What words would you use?

__________________________________________________________________

__________________________________________________________________
CONGRATULATIONS

You have finished the learning to ThinkSMART program!

We hope you have had fun and learned some things about yourself and other people.

Don’t forget that you can always look back at this book later to remind yourself of what you have learned if you need to.
Dear Parent/Guardian

X school will soon be involved in assessing a new program designed to reduce bullying and promote students’ emotional wellbeing. All students in grades five, six and seven will take part in six weekly sessions aimed at developing specific skills such as problem solving and emotional regulation in students as well as reducing bullying and improving students’ ability to cope with bullying situations.

In order to assess the results of the program, we would like to gather some information from involved students prior to beginning the program, immediately after completion, six and twelve months after completion. This will allow us to measure the effect the program has had on students’ ability in these areas, and if this effect remains over time. The information collected will include students’ experiences of bullying, help seeking, problem solving ability, life events and other mental health indices. This information will be gathered in the form of paper and pencil questionnaires. All information gathered from students will be confidential and will remain de-identified and stored securely at the School of Psychology, The University of Queensland.

We hope that you will allow your son or daughter to participate in the completion of questionnaires. However, your child does not have to take part, and can withdraw from the study or choose not to answer any questions that they do not want to at any time without penalty. If you or your child chooses not the consent, your child will be provided with alternative activities while other students complete the questionnaires.

Full ethical approval to conduct this project has been obtained from the University of Queensland, and Education Departments*. In addition, we have personally met with Mr Pat Heenan, the Executive Director of Schools, Brisbane Central and West District, and have his full support in the project. If you have any questions, or would like further information on the program, please do not hesitate to contact me (phone: 33467327; email ewolfe@psy.uq.edu.au).

If you consent to your child’s participation in the completion of questionnaire measures, please complete the attached consent form and have your child return it to school the next day. There is also space on the consent form for your child to sign and provide his or her consent to participate. Your child can do this in your company, or can complete it with the researchers prior to filling out the questionnaires.

If you have any questions please do not hesitate to contact me at the University of Queensland on 3346 7327 or ewolfe@psy.uq.edu.au.

Yours sincerely

Erin Wolfe
Principle Researcher
Provisionally Registered Psychologist

Dr Jeanie Sheffield
Chief Investigator

*This study has been cleared in accordance with the ethical review processes of the University of Queensland and within the guidelines of the National Statement on Ethical Conduct in Human Research. You are, of course, free to discuss your participation with project staff (contactable on: 33467327). If you would like to speak to an officer of the University not involved in the study, you may contact one of the School of Psychology Ethics Review Officers, John McLean, Brooke Andrew, or Courtney von Hippel directly on 3365 6394 or by email: john@psy.uq.edu.au for John McLean, on 3365 7427 or email brooke@psy.uq.edu.au for Brooke Andrew, or on 3365 7293 or e-mail: courtney@psy.uq.edu.au for Courtney von Hippel. Alternatively, you may leave a message with Ann Lee (3365 6448, ann@psy.uq.edu.au) for an ethics officer to contact you, or contact the University of Queensland Ethics Officer, Michael Tse, on 3365 3924, e-mail: humanethics@research.uq.edu.au
Your child will be asked to complete a total of 4 questionnaire packages during the project. Completing this survey will give you son or daughter the opportunity to tell us about various aspects of his or her experiences and life. The survey will be undertaken during class time at your child’s school and will take approximately 45 minutes to complete. No one except the principal researcher will see the answers to any of these questions. The information your child provides will be stored securely at the School of Psychology, University of Queensland. Although there are some personal questions in the survey it is not anticipated that your son or daughter will experience any discomfort or harm from taking part in this study.

Parental or Guardian Consent

I/We: Given Name __________________ Surname __________________

parent(s)/guardian(s) of: ____________________________________________________
[please print your son/daughter’s full name]

DO [ ] DO NOT [ ]

(please tick)

I/We consent to my child taking part in the surveys. I/We have read and understood all of the conditions of the research procedure described in the attached information sheet. I/We understand that my child is free to withdraw from the study at any time without explanation and that non-participation in the study will not in any way affect any other activities that my son/daughter is involved in at school.

Signature ___________________________ Date ___________________________
**Please fill in your contact details:**

<table>
<thead>
<tr>
<th>Address</th>
<th>Postcode</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Home Phone</th>
<th>Work Phone</th>
<th>Mobile</th>
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<th>Email</th>
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Because this research project will run over two school years, we would like to be able to keep track of your child if he or she moves school in this time. Please provide the name and address of one relative or other person who is acquainted with you, who is unlikely to shift and who is always likely to know your future whereabouts. You should contact this person and check with them that it is okay before completing this section. We will contact this person to check your location if, and only if, we have difficulty finding the new school to which your child has moved.

**Please fill in the contact details for a relative or friend:**

<table>
<thead>
<tr>
<th>Name</th>
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<table>
<thead>
<tr>
<th>Address</th>
<th>Postcode</th>
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<table>
<thead>
<tr>
<th>Home Phone</th>
<th>Work Phone</th>
<th>Mobile</th>
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**PLEASE COMPLETE THIS CONSENT FORM. DETACH IT AND GIVE IT TO YOUR CHILD TO RETURN TO SCHOOL AS SOON AS POSSIBLE**
Instructions to Students for Completing Assessment Booklet

“These surveys are about your life, your thoughts and feelings and the things you do. There are no right or wrong answers, we are interested in what you have to say and would like you to answer all the questions as truthfully as you can. Everything that you write down is private and no-one will know what you have written, we just put all the information together as a big group (the front page with your name on it gets pulled off when we get them back to the university they are just there so that we know who has and hasn’t filled one out). The pages are double sided so make sure you answer all the questions on the back of the pages too. Please read each question carefully, and give just one answer to each question unless it asks for more. If there is no answer that exactly fits you for a question, just pick the one that best fits you. You don’t have to answer any question that you don’t want to or that make you feel uncomfortable.

Please use a pencil to fill the booklet in. You can put a tick or a cross or colour in the box for the right answer, whatever you like, just make sure that you only mark one for each question and completely rub out any mistakes. I am here to help you if you have any questions or don’t understand any of the questions, just put your hand up and I will come and help you.

[For Time 1 only] Please write your first and last name on the front cover of the booklet right now, you don’t need to write it anywhere else.”

The researcher also provided additional instructions to those aiding with data collection when she was not present, which included the following:

“Keep an eye out for students discussing answers or filling out the questionnaire together and writing down the exact same answers, and for students just colouring in down one side of an answer sheet without actually reading the questions; ask them to fill out correctly or not at all.

As you collect the questionnaires, please make sure that each student has written their name on the front of the booklet (at Time 1), then flick through
and make sure students haven’t missed any questions or pages (whole pages are quite commonly overlooked), and ask the student to fill in any that are missed unintentionally (if they have chosen not to complete a particular item, please do not ask them to complete it)

For students who are absent but have parental consent to complete the survey, give their blank survey booklet along with a sealable self-addressed envelope to their class teacher to be passed on to them.”
Name ____________________

Student Survey Booklet
Instructions

- This questionnaire asks you about your life, your feelings, thoughts and actions.
- There are no right or wrong answers. We are interested in what you have to say, and would like you to try to answer all the questions as honestly as you can.
- The pages of this booklet are double sided. Please make sure you answer the questions on both sides of each page.
- Please only write your name on the front cover of this booklet. Do not write your name in the booklet.
- Please give just one answer to each question unless it says to give more.
- If there is no answer that exactly fits you for a question, please pick the one that best fits you.

How to answer the questions in the booklet

Please use a pencil to fill in this booklet. Clearly mark the box with your answer by filling it in, or putting a cross in it. If you make a mistake, rub out the wrong box and clearly fill in the right box.
About you
These questions are about you. Please fill in the box that best describes you.

1. Are you a…?
   □ girl   □ boy

2. How old are you?
   □ 8   □ 9   □ 10   □ 11   □ 12   □ 13

3. What grade are you in?
   □ 4   □ 5   □ 6   □ 7   □ 8

4. What language do you speak at home?
   □ English   □ Another Language   □ English and another language

5. Where were you born?
   □ Australia   □ Somewhere else: _________________   □ I don’t know

6. Are your parents…?
   □ Living together   □ Separated or Divorced   □ One or both of my parents have died   □ Have never lived together   □ Something else

7. Your dad…
   □ Does not have a job   □ Works as a _________________   □ I don’t know what his job is

8. Your mum…
   □ Does not have a job   □ Works as a _________________   □ I don’t know what her job is
**Family and friends**

These questions are about your family and friends. Please fill in the box that best describes you.

<table>
<thead>
<tr>
<th>Question</th>
<th>Very strongly disagree</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree or disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There is a special person who is around when I am in need</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2. There is a special person with whom I can share my joys and sorrows</td>
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</tr>
<tr>
<td>3. My family really tries to help me</td>
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<tr>
<td>4. I get the emotional help and support I need from my family</td>
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</tr>
<tr>
<td>5. I have a special person who is a real source of comfort to me</td>
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<tr>
<td>6. My friends really try to help me</td>
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<tr>
<td>7. I can count on my friends when things go wrong</td>
<td></td>
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<tr>
<td>8. I can talk about my problems with my family</td>
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<td></td>
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</tr>
<tr>
<td>9. I have friends with whom I can share my joys and sorrows</td>
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</tr>
<tr>
<td>10. There is a special person in my life who cares about my feelings</td>
<td></td>
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<tr>
<td>11. My family is willing to help me make decisions</td>
<td></td>
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</tr>
<tr>
<td>12. I can talk about my problems with my friends</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Your life
These questions are about your life including things like your family, friends, school and home. Please fill in the box that best describes you for each question.

<table>
<thead>
<tr>
<th>Question</th>
<th>Never</th>
<th>Sometimes</th>
<th>Most of the time</th>
<th>All the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I enjoy being at home with my family</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. My family gets along well together</td>
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<tr>
<td>3. I like spending time with my parents</td>
<td></td>
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<tr>
<td>4. My parents and I do fun things together</td>
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<tr>
<td>5. My family is better than most</td>
<td></td>
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<tr>
<td>6. Members of my family talk nicely to one another</td>
<td></td>
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<tr>
<td>7. My parents treat me fairly</td>
<td></td>
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<tr>
<td>8. My friends treat me well</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>9. My friends are nice to me</td>
<td></td>
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<tr>
<td>10. I wish I had different friends</td>
<td></td>
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<tr>
<td>11. My friends are mean to me</td>
<td></td>
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<tr>
<td>12. My friends are great</td>
<td></td>
<td></td>
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<tr>
<td>13. I have a bad time with my friends</td>
<td></td>
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<tr>
<td>14. I have a lot of fun with my friends</td>
<td></td>
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<tr>
<td>15. I have enough friends</td>
<td></td>
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<tr>
<td>16. My friends will help me if I need it</td>
<td></td>
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<tr>
<td></td>
<td>Never</td>
<td>Sometimes</td>
<td>Most of the time</td>
<td>All the time</td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
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</tr>
<tr>
<td>17. I look forward to going to school</td>
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<tr>
<td>18. I like being in school</td>
<td></td>
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<tr>
<td>19. School is interesting</td>
<td></td>
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<tr>
<td>20. I wish I didn’t have to go to school</td>
<td></td>
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<tr>
<td>21. There are many things about school I don’t like</td>
<td></td>
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<tr>
<td>22. I enjoy school activities</td>
<td></td>
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<tr>
<td>23. I learn a lot at school</td>
<td></td>
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<tr>
<td>24. I feel bad at school</td>
<td></td>
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<tr>
<td>26. I like where I live</td>
<td></td>
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<tr>
<td>27. I wish I lived in a different house</td>
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<tr>
<td>28. I wish I lived somewhere else</td>
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<tr>
<td>29. I like my neighbourhood</td>
<td></td>
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<tr>
<td>30. I like my neighbours</td>
<td></td>
<td></td>
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<tr>
<td>31. This town is filled with mean people</td>
<td></td>
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<tr>
<td>32. My family’s house is nice</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>33. There are lots of fun things to do where I live</td>
<td></td>
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</tbody>
</table>
**Bullying**
These questions are about bullying that you may have been involved in or seen at school or on the way to or from school. For each question, think about just what has happened in the past three months. Please fill in the box that best describes you for each question.

These first questions ask you about *what has happened to you* in the past three months…

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes, most days</th>
<th>Yes, about once a week</th>
<th>Yes, less than once a week</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has anyone teased you or called you names?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Has anyone spread rumours about you?</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>3. Have you been deliberately left out of things?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4. Have you been physically hurt or threatened?</td>
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</tr>
</tbody>
</table>

These questions ask you about things that you *may have done to other people* in the past three months…

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes, most days</th>
<th>Yes, about once a week</th>
<th>Yes, less than once a week</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Have you teased or called someone else names?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Have you spread rumours about someone else?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Have you deliberately left someone else out of things?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Have you physically hurt or threatened someone else?</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

These questions ask you about things you *may have seen between other people* that did not actually involve you in the past three months…

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes, most days</th>
<th>Yes, about once a week</th>
<th>Yes, less than once a week</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you seen someone else being teased or called names?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Have you seen or heard someone else spread rumours?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Have you seen someone else be deliberately left out of things?

☐ Yes, most days  ☐ Yes, about once a week  ☐ Yes, less than once a week  ☐ No

4. Have you seen someone else be physically hurt or threatened?

☐ Yes, most days  ☐ Yes, about once a week  ☐ Yes, less than once a week  ☐ No

**These questions ask you about *what you would do* if you saw these things happening between other people if you were not actually involved…**

1. If you saw someone else being teased or called names, what would you do?

☐ Join in the name calling  ☐ Ignore it  ☐ Do something myself to stop it  ☐ Get help from someone else (eg: teacher, friends, parent) to try to stop it

2. If you saw or heard someone else spreading rumours, what would you do?

☐ Join in talking about the rumours  ☐ Ignore it  ☐ Do something myself to stop it  ☐ Get help from someone else (eg: teacher, friends, parent) to try to stop it

3. If you saw someone being deliberately left out of things, what would you do?

☐ Join in leaving the person out  ☐ Ignore it  ☐ Do something myself to stop it  ☐ Get help from someone else (eg: teacher, friends, parent) to try to stop it

4. If you saw someone being physically hurt or threatened, what would you do?

☐ Join in the hurting/threatening  ☐ Ignore it  ☐ Do something myself to stop it  ☐ Get help from someone else (eg: teacher, friends, parent) to try to stop it

**These questions ask you about *what you really did* last time you saw these things happening between other people in the last three months…**

1. Last time you saw someone being teased or called names, you…?

☐ Joined in the teasing/name calling  ☐ Ignored it  ☐ Did something myself to stop it  ☐ Got help from someone else (eg: teacher, friends, parent) to try to stop it  ☐ Have not seen

1. Last time you saw someone spreading rumours, you…?

☐ Joined in the spreading rumours  ☐ Ignored it  ☐ Did something myself to stop it  ☐ Got help from someone else (eg: teacher, friends, parent) to try to stop it  ☐ Have not seen

1. Last time you saw someone being deliberately left out of things, you…?

☐ Joined in leaving the person out  ☐ Ignored it  ☐ Did something myself to stop it  ☐ Got help from someone else (eg: teacher, friends, parent) to try to stop it  ☐ Have not seen

1. Last time you saw someone being physically hurt or threatened, you…?

☐ Joined in the hurting/threatening  ☐ Ignored it  ☐ Did something myself to stop it  ☐ Got help from someone else (eg: teacher, friends, parent) to try to stop it  ☐ Have not seen
**Strengths and Difficulties Questionnaire**

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of how things have been for you over the last six months.

<table>
<thead>
<tr>
<th></th>
<th>Not True</th>
<th>Somewhat True</th>
<th>Certainly True</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I try to be nice to other people. I care about their feelings</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. I am restless, I cannot stay still for long</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. I get a lot of headaches, stomach-aches or sickness</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. I usually share with others, for example, CDs, games, food</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. I get very angry and often lose my temper</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. I would rather be alone than with people my age</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7. I usually do as I am told</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8. I worry a lot</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>9. I am helpful if someone is hurt, upset or feeling ill</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>10. I am constantly fidgeting or squirming</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>11. I have one good friend or more</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>12. I fight a lot. I can make other people do what I want</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>13. I am often unhappy, depressed or tearful</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>14. Other people my age generally like me</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>15. I am easily distracted, I find it difficult to concentrate</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>16. I am nervous in new situations. I easily lose confidence</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>17. I am kind to younger children</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>18. I am often accused of lying or cheating</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>19. Other children or young people pick on me or bully me</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>20. I often volunteer to help others (parents, teachers, children)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>21. I think before I do things</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Not True</td>
<td>Somewhat True</td>
<td>Certainly True</td>
</tr>
<tr>
<td>---------------------------</td>
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<tr>
<td>22. I take things that are not mine from home, school, elsewhere</td>
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<tr>
<td>23. I get along better with adults than with people my own age</td>
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<tr>
<td>24. I have many fears, I am easily scared</td>
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<tr>
<td>25. I finish the work I’m doing. My attention is good</td>
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</tbody>
</table>

**Thinking about yourself…**
Below is a list of statements dealing with your general feelings about yourself. Please mark the box for Strongly Agree, Agree, Disagree or Strongly Disagree. For each question please choose only the one that best describes you.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. On the whole, I am satisfied with myself</td>
<td></td>
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<tr>
<td>2. At times, I think I am no good at all</td>
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<tr>
<td>3. I feel that I have a number of good qualities</td>
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<tr>
<td>4. I am able to do things as well as most other people</td>
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<tr>
<td>5. I feel I do not have much to be proud of</td>
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<tr>
<td>6. I certainly feel useless at times</td>
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<tr>
<td>7. I feel that I’m a person of worth, at least on an equal plane with others</td>
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<tr>
<td>8. I wish I could have more respect for myself</td>
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<tr>
<td>9. All in all, I am inclined to feel that I am a failure</td>
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<tr>
<td>10. I take a positive attitude toward myself</td>
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</tbody>
</table>
# Thoughts and feelings

For each item, please mark the box that shows how often each of these things happen to you. Please fill in the box that best describes you for each question.

<table>
<thead>
<tr>
<th>Number</th>
<th>Statement</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I worry about things</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>When I have a problem, I get a funny feeling in my stomach</td>
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<td></td>
<td></td>
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<tr>
<td>3</td>
<td>I feel afraid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I feel afraid that I will make a fool of myself in front of people</td>
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<tr>
<td>5</td>
<td>I feel scared when I have to take a test</td>
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<tr>
<td>6</td>
<td>I feel afraid if I have to use public toilets or bathrooms</td>
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</tr>
<tr>
<td>7</td>
<td>I worry that I will do badly at my school work</td>
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<tr>
<td>8</td>
<td>When I have a problem, my heart beats really fast</td>
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<tr>
<td>9</td>
<td>I worry that something bad will happen to me</td>
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<td></td>
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<tr>
<td>10</td>
<td>When I have a problem, I feel shaky</td>
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<tr>
<td>11</td>
<td>I worry what other people will think of me</td>
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<tr>
<td>12</td>
<td>I feel afraid if I have to talk in front of my class</td>
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</tbody>
</table>

Below is a list of the ways you might have felt or acted. Please fill in the box that best describes how much you have felt this way during the past week for each question.

<table>
<thead>
<tr>
<th>Number</th>
<th>Statement</th>
<th>Not at all</th>
<th>A little</th>
<th>Some</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I was bothered by things that usually don’t bother me</td>
<td></td>
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<tr>
<td>2</td>
<td>I did not feel like eating, I wasn’t very hungry</td>
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</tr>
<tr>
<td>3</td>
<td>I wasn’t able to feel happy, even when my family or friends tried to help me feel better</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>Not at all</td>
<td>A little</td>
<td>Some</td>
<td>A lot</td>
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<tr>
<td>4. I felt like I was just as good as other kids</td>
<td></td>
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</tr>
<tr>
<td>5. I felt like I couldn’t pay attention to what I was doing</td>
<td></td>
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<tr>
<td>6. I felt down and unhappy</td>
<td></td>
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<tr>
<td>7. I felt like I was too tired to do things</td>
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<tr>
<td>8. I felt like something good was going to happen</td>
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<tr>
<td>9. I felt like things I did before didn’t work out right</td>
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<tr>
<td>10. I felt scared</td>
<td></td>
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<tr>
<td>11. I didn’t sleep as well as I usually sleep</td>
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<tr>
<td>12. I was happy</td>
<td></td>
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<tr>
<td>13. I was more quiet than usual</td>
<td></td>
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</tr>
<tr>
<td>14. I felt lonely, like I didn’t have any friends</td>
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<tr>
<td>15. I felt like kids I know were not friendly or that they didn’t want to be with me</td>
<td></td>
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<tr>
<td>16. I had a good time</td>
<td></td>
<td></td>
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<tr>
<td>17. I felt like crying</td>
<td></td>
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<tr>
<td>18. I felt sad</td>
<td></td>
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<tr>
<td>19. I felt people didn’t like me</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>20. It was hard to get started doing things</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
## Life events
Below is a list of things that sometimes happen in people’s lives. We would like to know if any of these things have happened to you in the last six months. Please fill in the box for ‘Yes’ or ‘No’ for each question.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You moved to a new school</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2. Your parents had a new baby</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3. One or both of your parents got married to another person</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4. Kids at your school started to treat you badly</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>5. Your brother or sister left home</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>6. You have had problems with your parents (fighting or arguing a lot)</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>7. You got very sick or badly hurt</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>8. Someone very special to you got very sick or badly hurt</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>9. Someone very special to you died</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>10. Your parents separated or divorced</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>11. You had a serious problem or fight with a close friend or relative</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>12. Your family has had major money problems</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>13. You were suspended from school or left school because things were not going well</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>14. You failed an important exam or got seriously behind in your school work</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>15. You moved house</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
**Problem-Solving Scale**

Below are some ways that you might think, feel and act when faced with problems in your life. In this questionnaire, a problem is something important in your life that bothers you a lot but you don’t immediately know how to make it better or stop it from bothering you so much. The problem could be something about yourself (such as your thoughts, feelings, behaviour, appearance, or health), your relationships with other people (such as your family, friends, teachers), or the things around you and the things that you own (such as where you are living, your belongings). Think about how you usually think, feel and act when you are faced with important problems in your life at the moment. Please read each item carefully and for each one, fill in the box that best describes you.

<table>
<thead>
<tr>
<th></th>
<th>Not At All True of Me</th>
<th>Slightly True of Me</th>
<th>Moderately True of Me</th>
<th>Very True of Me</th>
<th>Extremely True of Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel afraid when I have important problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. When making decisions, I do not carefully check all my options.</td>
<td></td>
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<tr>
<td>3. I feel unsure of myself when making important decisions.</td>
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<tr>
<td>4. When my first attempt to solve a problem fails, I believe that if I keep trying I will eventually succeed.</td>
<td></td>
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<tr>
<td>5. I try to see my problems as challenges.</td>
<td></td>
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<tr>
<td>6. I wait to see if a problem goes away before trying to solve it myself.</td>
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<tr>
<td>7. When my first efforts to solve a problem fail, I get very frustrated.</td>
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<tr>
<td>8. I doubt that I can solve difficult problems no matter how hard I try.</td>
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<tr>
<td>9. I believe that my problems can be solved.</td>
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<tr>
<td>10. I go out of my way to avoid dealing with problems.</td>
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<tr>
<td>11. Difficult problems make me very upset.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Not At All True of Me</td>
<td>Slightly True of Me</td>
<td>Moderately True of Me</td>
<td>Very True of Me</td>
</tr>
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<td>-----------------------------------------------------------------</td>
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</tr>
<tr>
<td>12. When making decisions, I try to predict the good points and bad points of each option.</td>
<td>□ □ □ □</td>
<td></td>
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<tr>
<td>13. I like to deal with problems as soon as possible.</td>
<td>□ □ □ □</td>
<td></td>
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<tr>
<td>14. When solving problems, I go with the first good idea that comes to mind.</td>
<td>□ □ □ □</td>
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<tr>
<td>15. I believe I can solve difficult problems on my own if I try hard enough.</td>
<td>□ □ □ □</td>
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<tr>
<td>16. When I have a problem, I get as many facts about it as possible.</td>
<td>□ □ □ □</td>
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<tr>
<td>17. I put off solving problems for as long as possible.</td>
<td>□ □ □ □</td>
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<tr>
<td>18. I spend more time avoiding my problems than solving them.</td>
<td>□ □ □ □</td>
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<tr>
<td>19. Before trying to solve a problem, I set a goal so that I know exactly where I am going.</td>
<td>□ □ □ □</td>
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<tr>
<td>20. When making decisions, I do not take the time to think about the good points and bad points of each option.</td>
<td>□ □ □ □</td>
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<tr>
<td>21. After I carry out a solution, I check to see how much the problem has gotten better.</td>
<td>□ □ □ □</td>
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<tr>
<td>22. I put off solving problems until it is too late to do anything about them.</td>
<td>□ □ □ □</td>
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<tr>
<td>23. When solving problems, I think of many different options.</td>
<td>□ □ □ □</td>
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<tr>
<td>24. When making decisions, I go with my “gut feeling” without thinking about what will happen.</td>
<td>□ □ □ □</td>
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<tr>
<td>25. I am too quick to act when making decisions.</td>
<td>□ □ □ □</td>
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</tbody>
</table>
What would you do?
Pretend you have seen a girl in your class looking sad for the last week. You have noticed that at lunch time some of the other kids in your class have been picking on her and calling her names and that no-one is sitting with her anymore. She never seems to do anything about it and the teachers haven’t noticed.

1. What would you do? (how likely would you be to…?)

<table>
<thead>
<tr>
<th>Option</th>
<th>Very Likely</th>
<th>Likely</th>
<th>Unlikely</th>
<th>Very unlikely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do nothing, try to ignore it</td>
<td></td>
<td></td>
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<tr>
<td>Try to include her with your friends</td>
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<tr>
<td>Talk to an adult about what to do</td>
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<tr>
<td>Tell the other kids to stop treating her badly</td>
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<tr>
<td>Join in with the other kids in teasing her</td>
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</tbody>
</table>

2. Would you suggest she get help from any of these places in the next few days?

<table>
<thead>
<tr>
<th>Place</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td></td>
<td></td>
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<tr>
<td>Friends</td>
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<tr>
<td>Family</td>
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<tr>
<td>School counsellor</td>
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</tr>
<tr>
<td>Church Leader</td>
<td></td>
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</tr>
</tbody>
</table>

3. If you had the same thing happening to you as the girl in the above description, would you try to get help from any of these places in the next few days?

<table>
<thead>
<tr>
<th>Place</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Friends</td>
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<td>Family</td>
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<tr>
<td>School counsellor</td>
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<tr>
<td>Church Leader</td>
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</tbody>
</table>
Pretend that you have noticed some older kids pushing around a boy from your class before school, taking his hat and also his lunch money. When the bell rang they told him that they would be back again tomorrow to do it again. The boy from your class looked really scared.

4. What would you do? (how likely would you be to…?)

<table>
<thead>
<tr>
<th>Action</th>
<th>Very Likely</th>
<th>Likely</th>
<th>Unlikely</th>
<th>Very unlikely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do nothing, try to ignore it</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tell him not to go around that place anymore</td>
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<td></td>
</tr>
<tr>
<td>Talk to an adult about what to do</td>
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<tr>
<td>Talk to a friend about what to do</td>
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<tr>
<td>Tell the other kids to stop treating him badly</td>
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<tr>
<td>Join in with the older kids in pushing him around or just watch them pushing him around</td>
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</tr>
</tbody>
</table>

5. Would you suggest he get help from any of these places in the next few days?

<table>
<thead>
<tr>
<th>Place</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
<th>Place</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td></td>
<td></td>
<td></td>
<td>Doctor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends</td>
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<td></td>
<td></td>
<td>Telephone help-line</td>
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<td></td>
</tr>
<tr>
<td>Family</td>
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<td>Internet</td>
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</tr>
<tr>
<td>School counsellor</td>
<td></td>
<td></td>
<td></td>
<td>Police</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Church Leader</td>
<td></td>
<td></td>
<td></td>
<td>Nobody</td>
<td></td>
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</tr>
</tbody>
</table>

6. If you had the same thing happening to you as the boy in the above description, would you try to get help from any of these places in the next few days?

<table>
<thead>
<tr>
<th>Place</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
<th>Place</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td></td>
<td></td>
<td></td>
<td>Doctor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends</td>
<td></td>
<td></td>
<td></td>
<td>Telephone help-lines</td>
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<td>Family</td>
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<td></td>
<td></td>
<td>Internet</td>
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<td></td>
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</tr>
<tr>
<td>School counsellor</td>
<td></td>
<td></td>
<td></td>
<td>Police</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Church Leader</td>
<td></td>
<td></td>
<td></td>
<td>Nobody</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Psychometrics of Study Variables

*Cronbach’s alpha and test-retest reliability coefficients for all variables in the study*

<table>
<thead>
<tr>
<th>Scale/Subscale</th>
<th>Cronbach’s Alpha</th>
<th>N</th>
<th>Test-retest correlation coefficient over a 6-week period (N = 286)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSPSS - Family</td>
<td>.82</td>
<td>279</td>
<td>.60</td>
</tr>
<tr>
<td>MSPSS - Friends</td>
<td>.81</td>
<td>283</td>
<td>.49</td>
</tr>
<tr>
<td>MSPSS – Significant Others</td>
<td>.82</td>
<td>279</td>
<td>.54</td>
</tr>
<tr>
<td>MSPSS – Total</td>
<td>.89</td>
<td>269</td>
<td>.58</td>
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<tr>
<td>MSLSS – Family</td>
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<td>.71</td>
</tr>
<tr>
<td>MSLSS – Friends</td>
<td>.86</td>
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<td>.59</td>
</tr>
<tr>
<td>MSLSS – School</td>
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<td>276</td>
<td>.65</td>
</tr>
<tr>
<td>MSLSS – Living Environment</td>
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</tr>
<tr>
<td>MSLSS – Total</td>
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</tr>
<tr>
<td>SDQ – Hyperactivity</td>
<td>.70</td>
<td>281</td>
<td>.65</td>
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<tr>
<td>SDQ – Emotional Symptoms</td>
<td>.70</td>
<td>278</td>
<td>.68</td>
</tr>
<tr>
<td>SDQ – Conduct Problems</td>
<td>.63</td>
<td>278</td>
<td>.60</td>
</tr>
<tr>
<td>SDQ – Peer Problems</td>
<td>.55</td>
<td>280</td>
<td>.57</td>
</tr>
<tr>
<td>SDQ – Prosocial Behaviour</td>
<td>.62</td>
<td>284</td>
<td>.57</td>
</tr>
<tr>
<td>SDQ – Total</td>
<td>.80</td>
<td>267</td>
<td>.73</td>
</tr>
<tr>
<td>RSE</td>
<td>.87</td>
<td>273</td>
<td>.70</td>
</tr>
<tr>
<td>SCAS – GAD</td>
<td>.88</td>
<td>283</td>
<td>.57</td>
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<tr>
<td>SCAS – Social Phobia</td>
<td>.89</td>
<td>281</td>
<td>.62</td>
</tr>
<tr>
<td>CES-D</td>
<td>.91</td>
<td>270</td>
<td>.61</td>
</tr>
<tr>
<td>Life Events</td>
<td>.64</td>
<td>280</td>
<td>.53</td>
</tr>
<tr>
<td>SPSI-R:SF – PPO</td>
<td>.73</td>
<td>273</td>
<td>.49</td>
</tr>
<tr>
<td>SPSI-R:SF – NPO</td>
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<tr>
<td>SPSI-R:SF – RPS</td>
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<td>273</td>
<td>.53</td>
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<tr>
<td>SPSI-R:SF – ICS</td>
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<td>273</td>
<td>.38</td>
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<tr>
<td>SPSI-R:SF – AS</td>
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<td>.54</td>
</tr>
<tr>
<td>SPSI-R:SF – TOTAL</td>
<td></td>
<td></td>
<td>.69</td>
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</table>

*Note: MSPSS = Multidimensional Scale of Perceived Social Support; MSLSS = Multidimensional Students’ Life Satisfaction Scale; SDQ = Strengths and Difficulties Questionnaire; RSE = Rosenberg Self-Esteem Scale; SCAS = Spence Children’s Anxiety Scale; CES-D = Centre for Epidemiological Studies – Depression Scale for Children; SPSI = Social Problem Solving Inventory- Revised: Short Form.*
### Percentages of Self-Reported Witnessing Bullying Behaviours Across Four Measurement Occasions in Intervention Condition

<table>
<thead>
<tr>
<th>Type of bullying</th>
<th>Time 1 (n=172)</th>
<th>Time 2 (n=162)</th>
<th>Time 3 (n=163)</th>
<th>Time 4 (n=147)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>Less than once a week</td>
<td>About once a week</td>
<td>Most days</td>
</tr>
<tr>
<td>1. Teasing/calling names</td>
<td>24.7%</td>
<td>32.5%</td>
<td>25.9%</td>
<td>16.9%</td>
</tr>
<tr>
<td>2. Rumors</td>
<td>32.5%</td>
<td>33.1%</td>
<td>20.5%</td>
<td>13.9%</td>
</tr>
<tr>
<td>3. Exclusion</td>
<td>33.7%</td>
<td>38.6%</td>
<td>17.5%</td>
<td>10.2%</td>
</tr>
<tr>
<td>4. Physically hurt/threatened</td>
<td>59.0%</td>
<td>27.1%</td>
<td>7.8%</td>
<td>6.0%</td>
</tr>
</tbody>
</table>

### Percentages of Self-Reported Witnessing Bullying Behaviours Across Four Measurement Occasions in Control Condition

<table>
<thead>
<tr>
<th>Type of bullying</th>
<th>Time 1 (n=172)</th>
<th>Time 2 (n=162)</th>
<th>Time 3 (n=163)</th>
<th>Time 4 (n=147)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>Less than once a week</td>
<td>About once a week</td>
<td>Most days</td>
</tr>
<tr>
<td>1. Teasing/calling names</td>
<td>24.2%</td>
<td>30.0%</td>
<td>26.7%</td>
<td>19.2%</td>
</tr>
<tr>
<td>2. Rumors</td>
<td>33.3%</td>
<td>33.3%</td>
<td>25.5%</td>
<td>10.8%</td>
</tr>
<tr>
<td>3. Exclusion</td>
<td>25.0%</td>
<td>42.5%</td>
<td>19.2%</td>
<td>13.3%</td>
</tr>
<tr>
<td>4. Physically hurt/threatened</td>
<td>46.7%</td>
<td>30.0%</td>
<td>18.3%</td>
<td>5.0%</td>
</tr>
</tbody>
</table>
**Students Self-Reported Reactions to Witnessing a Teasing/Exclusion Bullying Scenario, Percentage of Students Endorsing Each Action in Program Condition**

<table>
<thead>
<tr>
<th>Action</th>
<th>Very likely</th>
<th>Likely</th>
<th>Unlikely</th>
<th>Very unlikely</th>
<th>Time 1 (n=172)</th>
<th>Time 2 (n=162)</th>
<th>Time 3 (n=163)</th>
<th>Time 4 (n=147)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do nothing, try to ignore it</td>
<td>2.4%</td>
<td>16.3%</td>
<td>42.2%</td>
<td>39.2%</td>
<td>7.2%</td>
<td>15.1%</td>
<td>39.2%</td>
<td>38.6%</td>
</tr>
<tr>
<td>Try to include victim</td>
<td>33.7%</td>
<td>45.6%</td>
<td>18.7%</td>
<td>2.4%</td>
<td>38.6%</td>
<td>42.8%</td>
<td>15.1%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Talk to an adult</td>
<td>21.7%</td>
<td>47.0%</td>
<td>24.7%</td>
<td>6.6%</td>
<td>25.3%</td>
<td>37.3%</td>
<td>29.5%</td>
<td>7.8%</td>
</tr>
<tr>
<td>Intervene</td>
<td>36.1%</td>
<td>45.2%</td>
<td>16.3%</td>
<td>2.4%</td>
<td>38.0%</td>
<td>42.2%</td>
<td>15.7%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Join in bullying</td>
<td>3.0%</td>
<td>1.2%</td>
<td>8.4%</td>
<td>87.3%</td>
<td>3.0%</td>
<td>1.2%</td>
<td>8.4%</td>
<td>87.3%</td>
</tr>
</tbody>
</table>

**Students Self-Reported Reactions to Witnessing a Teasing/Exclusion Bullying Scenario, Percentage of Students Endorsing Each Action in Control Condition**

<table>
<thead>
<tr>
<th>Action</th>
<th>Very likely</th>
<th>Likely</th>
<th>Unlikely</th>
<th>Very unlikely</th>
<th>Time 1 (n=172)</th>
<th>Time 2 (n=162)</th>
<th>Time 3 (n=163)</th>
<th>Time 4 (n=147)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do nothing, try to ignore it</td>
<td>2.5%</td>
<td>28.3%</td>
<td>35.0%</td>
<td>34.2%</td>
<td>5.0%</td>
<td>18.3%</td>
<td>43.8%</td>
<td>34.2%</td>
</tr>
<tr>
<td>Try to include victim</td>
<td>30.0%</td>
<td>40.0%</td>
<td>23.3%</td>
<td>6.7%</td>
<td>23.3%</td>
<td>48.3%</td>
<td>21.7%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Talk to an adult</td>
<td>15.8%</td>
<td>48.3%</td>
<td>25.0%</td>
<td>10.8%</td>
<td>17.5%</td>
<td>35.8%</td>
<td>36.7%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Intervene</td>
<td>29.2%</td>
<td>45.8%</td>
<td>21.7%</td>
<td>3.3%</td>
<td>31.7%</td>
<td>45.8%</td>
<td>19.2%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Join in bullying</td>
<td>0.8%</td>
<td>2.5%</td>
<td>18.3%</td>
<td>78.3%</td>
<td>2.5%</td>
<td>3.3%</td>
<td>15.8%</td>
<td>78.3%</td>
</tr>
</tbody>
</table>
### Students Self-Reported Reactions to Witnessing a Physical Bullying Scenario, Percentage of Students Endorsing Each Action in Program Condition

<table>
<thead>
<tr>
<th>Action</th>
<th>Time 1 (n=172)</th>
<th>Time 2 (n=162)</th>
<th>Time 3 (n=163)</th>
<th>Time 4 (n=147)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very likely</td>
<td>Likely</td>
<td>Unlikely</td>
<td>Very likely</td>
</tr>
<tr>
<td>Do nothing, try to ignore it</td>
<td>1.8% 7.8% 44.6% 45.8%</td>
<td>7.8% 14.5% 32.5% 45.2%</td>
<td>4.2% 15.1% 34.3% 46.4%</td>
<td>2.6% 16.0% 36.1% 42.4%</td>
</tr>
<tr>
<td>Tell victim to avoid bully</td>
<td>15.7% 51.7% 23.5% 9.0%</td>
<td>18.1% 51.8% 24.1% 6.0%</td>
<td>19.3% 49.4% 20.5% 10.8%</td>
<td>17.9% 53.1% 22.8% 6.2%</td>
</tr>
<tr>
<td>Talk to an adult</td>
<td>46.4% 39.8% 9.6% 4.2%</td>
<td>36.7% 40.4% 16.9% 6.0%</td>
<td>29.5% 42.8% 19.9% 7.8%</td>
<td>31.7% 42.1% 20.0% 6.2%</td>
</tr>
<tr>
<td>Talk to a friend</td>
<td>35.5% 42.2% 18.1% 4.2%</td>
<td>30.1% 47.6% 16.3% 6.0%</td>
<td>28.3% 45.8% 17.5% 8.4%</td>
<td>26.9% 46.9% 18.6% 7.6%</td>
</tr>
<tr>
<td>Intervene</td>
<td>40.4% 39.2% 16.2% 4.2%</td>
<td>38.6% 37.3% 19.9% 4.2%</td>
<td>33.1% 41.0% 19.3% 6.6%</td>
<td>28.7% 39.9% 27.3% 4.2%</td>
</tr>
<tr>
<td>Join in bullying</td>
<td>2.4% 0.6% 8.4% 88.6%</td>
<td>1.8% 4.2% 10.2% 83.7%</td>
<td>0.6% 6.0% 13.3% 80.1%</td>
<td>2.1% 3.4% 9.0% 85.8%</td>
</tr>
</tbody>
</table>

### Students Self-Reported Reactions to Witnessing a Physical Bullying Scenario, Percentage of Students Endorsing Each Action in Control Condition

<table>
<thead>
<tr>
<th>Action</th>
<th>Time 1 (n=172)</th>
<th>Time 2 (n=162)</th>
<th>Time 3 (n=163)</th>
<th>Time 4 (n=147)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very likely</td>
<td>Likely</td>
<td>Unlikely</td>
<td>Very likely</td>
</tr>
<tr>
<td>Do nothing, try to ignore it</td>
<td>4.2% 15.0% 40.8% 40.0%</td>
<td>4.2% 10.0% 35.8% 50.0%</td>
<td>5.0% 13.3% 40.8% 40.8%</td>
<td>2.3% 12.6% 44.8% 40.2%</td>
</tr>
<tr>
<td>Tell victim to avoid bully</td>
<td>17.5% 50.0% 30.0% 2.5%</td>
<td>17.5% 60.0% 15.8% 6.7%</td>
<td>16.7% 65.0% 13.3% 5.0%</td>
<td>14.9% 67.8% 14.9% 2.3%</td>
</tr>
<tr>
<td>Talk to an adult</td>
<td>29.2% 50.0% 19.2% 1.7%</td>
<td>29.2% 42.5% 23.3% 5.0%</td>
<td>29.2% 42.5% 22.5% 5.8%</td>
<td>27.3% 44.3% 25.0% 3.4%</td>
</tr>
<tr>
<td>Talk to a friend</td>
<td>26.7% 50.8% 20.0% 2.5%</td>
<td>25.8% 50.0% 18.3% 5.8%</td>
<td>28.3% 46.7% 17.5% 7.5%</td>
<td>22.1% 55.8% 19.8% 2.3%</td>
</tr>
<tr>
<td>Intervene</td>
<td>36.7% 37.5% 23.3% 2.5%</td>
<td>35.8% 38.3% 15.8% 10.0%</td>
<td>27.5% 50.8% 14.2% 7.5%</td>
<td>29.4% 40.0% 23.5% 7.1%</td>
</tr>
<tr>
<td>Join in bullying</td>
<td>3.3% 1.7% 11.7% 83.3%</td>
<td>2.5% 4.2% 11.7% 81.7%</td>
<td>1.7% 4.2% 14.2% 80.0%</td>
<td>2.3% 0% 15.1% 82.6%</td>
</tr>
</tbody>
</table>
Students Reported Preferences for Sources of Support, Relating to Self and Others for a Teasing/Exclusion Bullying Scenario, Intervention Condition

<table>
<thead>
<tr>
<th>Help Source</th>
<th>Time 1 (n=172)</th>
<th>Time 2 (n=162)</th>
<th>Time 3 (n=163)</th>
<th>Time 4 (n=147)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recommend to other</td>
<td>Access for self</td>
<td>Recommend to other</td>
<td>Access for self</td>
</tr>
<tr>
<td>Teacher</td>
<td>79.5%</td>
<td>71.7%</td>
<td>82.5%</td>
<td>77.1%</td>
</tr>
<tr>
<td>Friends</td>
<td>72.3%</td>
<td>79.5%</td>
<td>69.9%</td>
<td>80.1%</td>
</tr>
<tr>
<td>Family</td>
<td>88.0%</td>
<td>88.6%</td>
<td>82.5%</td>
<td>87.3%</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>39.8%</td>
<td>38.6%</td>
<td>50.0%</td>
<td>47.6%</td>
</tr>
<tr>
<td>Church Leader</td>
<td>17.5%</td>
<td>15.1%</td>
<td>19.3%</td>
<td>16.9%</td>
</tr>
<tr>
<td>Doctor</td>
<td>12.0%</td>
<td>7.2%</td>
<td>11.1%</td>
<td>12.7%</td>
</tr>
<tr>
<td>Telephone Help-Line</td>
<td>13.3%</td>
<td>11.4%</td>
<td>30.1%</td>
<td>28.3%</td>
</tr>
<tr>
<td>Internet</td>
<td>7.8%</td>
<td>10.2%</td>
<td>11.4%</td>
<td>14.5%</td>
</tr>
<tr>
<td>Police</td>
<td>14.5%</td>
<td>10.8%</td>
<td>15.7%</td>
<td>15.7%</td>
</tr>
<tr>
<td>Nobody</td>
<td>1.8%</td>
<td>4.8%</td>
<td>7.2%</td>
<td>7.2%</td>
</tr>
</tbody>
</table>

Students Reported Preferences for Sources of Support, Relating to Self and Others for a Teasing/Exclusion Bullying Scenario, Control Condition

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<thead>
<tr>
<th>Help Source</th>
<th>Time 1 (n=172)</th>
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<tr>
<td></td>
<td>Recommend to other</td>
<td>Access for self</td>
<td>Recommend to other</td>
<td>Access for self</td>
</tr>
<tr>
<td>Teacher</td>
<td>77.5%</td>
<td>70.8%</td>
<td>84.2%</td>
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</tr>
<tr>
<td>Friends</td>
<td>72.5%</td>
<td>75.8%</td>
<td>66.7%</td>
<td>78.3%</td>
</tr>
<tr>
<td>Family</td>
<td>87.5%</td>
<td>78.3%</td>
<td>90.0%</td>
<td>85.8%</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>31.7%</td>
<td>21.7%</td>
<td>31.7%</td>
<td>27.5%</td>
</tr>
<tr>
<td>Church Leader</td>
<td>13.3%</td>
<td>5.8%</td>
<td>14.2%</td>
<td>15.0%</td>
</tr>
<tr>
<td>Doctor</td>
<td>12.5%</td>
<td>13.3%</td>
<td>8.3%</td>
<td>10.8%</td>
</tr>
<tr>
<td>Telephone Help-Line</td>
<td>15.8%</td>
<td>8.3%</td>
<td>19.2%</td>
<td>23.3%</td>
</tr>
<tr>
<td>Internet</td>
<td>9.2%</td>
<td>9.2%</td>
<td>7.5%</td>
<td>15.0%</td>
</tr>
<tr>
<td>Police</td>
<td>10.8%</td>
<td>10.0%</td>
<td>10.0%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Nobody</td>
<td>3.3%</td>
<td>5.8%</td>
<td>5.8%</td>
<td>6.7%</td>
</tr>
</tbody>
</table>
### Students Reported Preferences for Sources of Support, Relating to Self and Others for a Physical Bullying Scenario, Intervention Condition

<table>
<thead>
<tr>
<th>Help Source</th>
<th>Time 1 (n= 172)</th>
<th>Time 2 (n= 162)</th>
<th>Time 3 (n= 163)</th>
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<tbody>
<tr>
<td></td>
<td>Recommend to other</td>
<td>Access for self</td>
<td>Recommend to other</td>
<td>Access for self</td>
</tr>
<tr>
<td>Teacher</td>
<td>89.8%</td>
<td>80.7%</td>
<td>85.5%</td>
<td>84.3%</td>
</tr>
<tr>
<td>Friends</td>
<td>84.3%</td>
<td>84.9%</td>
<td>83.7%</td>
<td>85.5%</td>
</tr>
<tr>
<td>Family</td>
<td>93.4%</td>
<td>92.2%</td>
<td>87.3%</td>
<td>88.0%</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>45.2%</td>
<td>44.0%</td>
<td>55.4%</td>
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<tr>
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<tr>
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<tr>
<td>Internet</td>
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<tr>
<td>Police</td>
<td>16.9%</td>
<td>17.5%</td>
<td>21.7%</td>
<td>22.3%</td>
</tr>
<tr>
<td>Nobody</td>
<td>3.0%</td>
<td>4.2%</td>
<td>4.2%</td>
<td>4.8%</td>
</tr>
</tbody>
</table>

### Students Reported Preferences for Sources of Support, Relating to Self and Others for a Physical Bullying Scenario, Control Condition

<table>
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<tr>
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<th>Time 1 (n= 172)</th>
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<td>85.8%</td>
<td>78.3%</td>
<td>88.3%</td>
<td>80.0%</td>
</tr>
<tr>
<td>Friends</td>
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<td>85.0%</td>
<td>83.3%</td>
</tr>
<tr>
<td>Family</td>
<td>85.8%</td>
<td>87.5%</td>
<td>90.0%</td>
<td>86.7%</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>35.0%</td>
<td>27.5%</td>
<td>36.7%</td>
<td>31.7%</td>
</tr>
<tr>
<td>Church Leader</td>
<td>8.3%</td>
<td>8.3%</td>
<td>13.3%</td>
<td>13.3%</td>
</tr>
<tr>
<td>Doctor</td>
<td>8.3%</td>
<td>10.8%</td>
<td>9.2%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Telephone Help-Line</td>
<td>14.2%</td>
<td>10.0%</td>
<td>30.0%</td>
<td>19.2%</td>
</tr>
<tr>
<td>Internet</td>
<td>7.5%</td>
<td>7.5%</td>
<td>10.8%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Police</td>
<td>7.5%</td>
<td>8.3%</td>
<td>12.5%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Nobody</td>
<td>2.5%</td>
<td>4.2%</td>
<td>0.8%</td>
<td>3.3%</td>
</tr>
</tbody>
</table>
ThinkSMART Session Review

Facilitator__________________________________________________
School ____________________________________ Class ___________

Session 1: Getting Along

<table>
<thead>
<tr>
<th>Activity</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ground Rules</td>
<td></td>
</tr>
<tr>
<td>Getting to know each other</td>
<td></td>
</tr>
<tr>
<td>Getting along with others</td>
<td></td>
</tr>
<tr>
<td>Is bullying harmful?</td>
<td></td>
</tr>
<tr>
<td>Role Play: Group Interactions</td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td></td>
</tr>
<tr>
<td>Fun Activity: Building a better...</td>
<td></td>
</tr>
<tr>
<td>Session Summary</td>
<td></td>
</tr>
</tbody>
</table>

How confident did you feel in teaching the material?

not at all   2  3  4  5 very much

How much did you enjoy teaching the material?

not at all   2  3  4  5 very much

How engaged were the students?

not at all   2  3  4  5 very much

Was the material age appropriate?

not at all   2  3  4  5 very much

How long did you spend on this session? __________ mins

What did you like about this session?

What did you not like about this session?
Which activity/activities did you think students particularly enjoyed?

Which activity/activities did you think students particularly benefitted from?

Which activities did you think could be removed from this session to reduce time?

How could the facilitator manual instructions be made clearer for this session?

How else would you modify this session for the future?

Comments?
ThinkSMART Session Review

Facilitator ____________________________________________
School ___________________________ Class ____________

Session 2: Problem Solving

<table>
<thead>
<tr>
<th>Activity</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of previous session</td>
<td></td>
</tr>
<tr>
<td>The six steps of problem solving</td>
<td></td>
</tr>
<tr>
<td>Problem solving scenarios</td>
<td></td>
</tr>
<tr>
<td>Make pocket reminders of the six steps</td>
<td></td>
</tr>
<tr>
<td>Individual practise: A real life example</td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td></td>
</tr>
<tr>
<td>Fun Activity: Marshmallow Towers</td>
<td></td>
</tr>
<tr>
<td>Session summary</td>
<td></td>
</tr>
</tbody>
</table>

How confident did you feel in teaching the material?

<table>
<thead>
<tr>
<th>not at all</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>very much</th>
</tr>
</thead>
</table>

How much did you enjoy teaching the material?

<table>
<thead>
<tr>
<th>not at all</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>very much</th>
</tr>
</thead>
</table>

How engaged were the students?

<table>
<thead>
<tr>
<th>not at all</th>
<th>1</th>
<th>2</th>
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</tr>
</thead>
</table>

Was the material age appropriate?

<table>
<thead>
<tr>
<th>not at all</th>
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</table>

How long did you spend on this session? ______ mins

What did you like about this session?

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Which activity/activities did you think students particularly enjoyed?

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Which activities did you think could be removed from this session to reduce time?

How could the facilitator manual instructions be made clearer for this session?

How else would you modify this session for the future?

Comments?
ThinkSMART Session Review

Facilitator__________________________________________________
School ____________________________________  Class ___________

Session 3: In Someone Else’s Shoes

<table>
<thead>
<tr>
<th>Activity</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of Previous Session</td>
<td></td>
</tr>
<tr>
<td>Feelings</td>
<td></td>
</tr>
<tr>
<td>Identifying Emotion Game</td>
<td></td>
</tr>
<tr>
<td>Perspective Taking Scenarios</td>
<td></td>
</tr>
<tr>
<td>Bullying and Perspective Taking</td>
<td></td>
</tr>
<tr>
<td>Bullying and Problem Solving</td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td></td>
</tr>
<tr>
<td>Fun Activity: Cooperative Stand-up</td>
<td></td>
</tr>
<tr>
<td>Session Summary</td>
<td></td>
</tr>
</tbody>
</table>

How confident did you feel in teaching the material?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>very much</td>
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</tbody>
</table>

How much did you enjoy teaching the material?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
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<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>very much</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

How engaged were the students?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>very much</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Was the material age appropriate?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>very much</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

How long did you spend on this session?  ____ mins

What did you like about this session?

What did you not like about this session?
Which activity/activities did you think students particularly enjoyed?

Which activity/activities did you think students particularly benefitted from?

Which activities did you think could be removed from this session to reduce time?

How could the facilitator manual instructions be made clearer for this session?

How else would you modify this session for the future?

Comments?
ThinkSMART Session Review

Facilitator ________________________________  School __________________________  Class _________

Session 4: Help!

<table>
<thead>
<tr>
<th>Activity</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of previous session</td>
<td></td>
</tr>
<tr>
<td>Mapping my world</td>
<td></td>
</tr>
<tr>
<td>Why ask for help?</td>
<td></td>
</tr>
<tr>
<td>Who can you go to for help?</td>
<td></td>
</tr>
<tr>
<td>How to ask for and receive help</td>
<td></td>
</tr>
<tr>
<td>Help seeking scenarios</td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td></td>
</tr>
<tr>
<td>Fun Activity: Strike a pose</td>
<td></td>
</tr>
<tr>
<td>Session summary</td>
<td></td>
</tr>
</tbody>
</table>

How confident did you feel in teaching the material?

<table>
<thead>
<tr>
<th></th>
<th>not at all</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much did you enjoy teaching the material?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>not at all</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>How engaged were the students?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>not at all</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was the material age appropriate?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>not at all</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>How long did you spend on this session?  mins</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What did you like about this session?

What did you not like about this session?
Which activity/activities did you think students particularly enjoyed?

Which activity/activities did you think students particularly benefitted from?

Which activities did you think could be removed from this session to reduce time?

How could the facilitator manual instructions be made clearer for this session?

How else would you modify this session for the future?

Comments?
## Session 5: Showing Feelings

<table>
<thead>
<tr>
<th>Activity</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of previous session</td>
<td></td>
</tr>
<tr>
<td>Feelings</td>
<td></td>
</tr>
<tr>
<td>What our bodies can tell us about feelings</td>
<td></td>
</tr>
<tr>
<td>My body symptoms</td>
<td></td>
</tr>
<tr>
<td>Showing feelings</td>
<td></td>
</tr>
<tr>
<td>Expressing emotion scenarios</td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td></td>
</tr>
<tr>
<td>Fun Activity: Balloon chain</td>
<td></td>
</tr>
<tr>
<td>Session summary</td>
<td></td>
</tr>
</tbody>
</table>

### How confident did you feel in teaching the material?

<table>
<thead>
<tr>
<th>not at all</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>very much</th>
<th>5</th>
</tr>
</thead>
</table>

### How much did you enjoy teaching the material?

<table>
<thead>
<tr>
<th>not at all</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>very much</th>
<th>5</th>
</tr>
</thead>
</table>

### How engaged were the students?

<table>
<thead>
<tr>
<th>not at all</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>very much</th>
<th>5</th>
</tr>
</thead>
</table>

### Was the material age appropriate?

<table>
<thead>
<tr>
<th>not at all</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>very much</th>
<th>5</th>
</tr>
</thead>
</table>

### How long did you spend on this session?  ____ mins

### What did you like about this session?

### What did you not like about this session?
Which activity/activities did you think students particularly enjoyed?

Which activity/activities did you think students particularly benefitted from?

Which activities did you think could be removed from this session to reduce time?

How could the facilitator manual instructions be made clearer for this session?

How else would you modify this session for the future?

Comments?
ThinkSMART Session Review

Facilitator ____________________________________________
School __________________________ Class __________

**Session 6: Remember?**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of previous session</td>
<td></td>
</tr>
<tr>
<td>Big Quiz</td>
<td></td>
</tr>
<tr>
<td>Getting along recap</td>
<td></td>
</tr>
<tr>
<td>Problem solving recap</td>
<td></td>
</tr>
<tr>
<td>In someone else’s shoes recap</td>
<td></td>
</tr>
<tr>
<td>Help! Recap</td>
<td></td>
</tr>
<tr>
<td>Showing Feeling Recap</td>
<td></td>
</tr>
<tr>
<td>Finished– Congratulations</td>
<td></td>
</tr>
</tbody>
</table>

How confident did you feel in teaching the material?

<table>
<thead>
<tr>
<th>not at all</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>very much</th>
</tr>
</thead>
</table>

How much did you enjoy teaching the material?

<table>
<thead>
<tr>
<th>not at all</th>
<th>1</th>
<th>2</th>
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How engaged were the students?

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<tr>
<th>not at all</th>
<th>1</th>
<th>2</th>
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</thead>
</table>

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How could the facilitator manual instructions be made clearer for this session?

How else would you modify this session for the future?

Comments?
Tell us what you think about ThinkSMART

What did you like about ThinkSMART?

________________________________________________________________________

What did you not like about ThinkSMART?

________________________________________________________________________

How much did you enjoy ThinkSMART?

Not at all  □  A little  □  Some  □  Very much  □

How much did you learn from ThinkSMART?

Nothing  □  A little  □  Some  □  Very much  □

What was the most useful thing that you learned from ThinkSMART?

________________________________________________________________________

How much have you used what you learned from ThinkSMART in your life?

Not at all  □  A little  □  Some  □  Very much  □

Is there anything that you would like to be different about ThinkSMART?

________________________________________________________________________

Would you recommend ThinkSMART to other people?

□ Yes  □ No

Is there anything else that you would like to tell us about your experience with ThinkSMART?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________