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Fostering effective school leaders: An anti-bullying intervention group composed of positive and negative class leaders

This study builds on the research concerning school bullying. Within this literature there is much information on bullies, victims, the causes of bullying, and the effects of this behavior. However, there is little research on the effectiveness of student directed anti-bullying interventions. This study examines the impact of a student directed anti-bullying intervention on reducing school bullying, and increasing positive leadership skills in students that display bullying behavior thereby fostering a positive school climate. The theoretical framework behind this research is that the bullies should learn pro-social skills by modeling the behavior of the positive school leaders. Also, some research has shown that children bully because they lack control or power. Membership to the leadership group should fulfill this function by providing a leadership project they can control. Eight 7th graders with bullying characteristics and eight 7th graders seen as positive class leaders formed a leadership club. This club researched bullying in their school by developing a survey to measure bullying. Next, they developed and implemented the bullying intervention. Students in the leadership group were given a questionnaire pre-and -post intervention that measured how they perceive themselves socially and academically. Teachers were interviewed following the intervention and asked about their perception of the impact of participating in the leadership group on students' behavior and academics. We expect that students in the leadership group should have a higher self-concept after participating in the leadership club. In addition, results are expected to show that students that displayed bullying characteristics will have improved classroom behavior-including fewer incidences of bullying-and increased academic performance and school engagement while they participated in the group.