

CONTENT ANALYSIS OF PICTURE BOOKS ABOUT BULLYING

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ABSTRACT

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The purpose of this thesis was to investigate how bullying episodes were resolved in children's books. Various studies have identified the behavior of bullies and causes of bullying. Limited research has been conducted on how episodes of bullying have been resolved in children's literature. This investigation used content analysis methodology to identify episodes of bullying in children's books and to analyze and evaluate how the stories resolve the bullying situations. The content analysis format established by Martinez and Harmon (2012) was used in collecting data during this investigation. Both quantitative and qualitative data were collected. Content from the chosen children's books were analyzed, compared, and contrasted to other data found throughout other children's books relating to incidences of bullying. The study used 12 children's picture books and found five broad categories depending on how the bullying episode was resolved at the end of each story. From the results, it was determined the picture books concluded the bullying episodes in an assortment of ways: (a) the victim stands up to the bully; (b) a parent or authority figure intervenes in the bullying situation; (c) the bully apologizes for the bullying behavior and the story ends happily; (d) the bully gets what he/she deserves; and (e) other.

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TABLE OF CONTENTS

	Page
CHAPTER I. INTRODUCTION	1
Statement of the Problem	2
Research Question	3
Rationale	4
Definition of Terms	4
Limitations	6
Summary	6
CHAPTER II. REVIEW OF LITERATURE	7
Content Analysis	7
Definition	8
Types of Data	9
Components of Content Analysis	9
Procedures	10
Content Analysis with Picture Books	11
Theoretical Orientation to Study	11
Social Constructivism Theory	11
Child-Centered Play Therapy	13
Understanding Bullying	16
Definition of Bullying	17
Implications of Bullying	19
Impact of Bullying	21
Actions Taken by Schools	22

Interventions of Bullying.....	23
Bibliotherapy	25
Definition of Bibliotherapy	26
Process of Bibliotherapy.....	27
Book Selection for Bibliotherapy	28
Effectiveness of Bibliotherapy	30
Limitations of Bibliotherapy	32
Summary.....	34
CHAPTER III. METHODS AND PROCEDURES	36
Methods	37
Research Design	37
Materials	37
Instrumentation.....	38
Procedures	38
Data Collection.....	39
Data Analysis.....	40
Summary.....	40
CHAPTER IV. DATA ANALYSIS AND DISCUSSION OF RESULTS	41
Results	41
JoJo the Giant	42
Gimme-Jimmy	43
Bullies Never Win	43
Dare!	44
Leave Me Alone	45

The Three Bully Goats	46
Trouble Talk	47
The Tale of Sir Dragon.....	47
Two of a Kind.....	48
Annie Mouse Meets a New Friend.....	49
How Eric Stopped Being a Bully	50
Arlo Makes a Friend.....	51
Discussion of Results.....	52
Victims/Students Stands up to Bully	52
Authority Figure Intervenes in Bullying Situation	54
Bully Apologizes	55
Bully Gets His/Her Due.....	55
Resolution Not Apparent.....	56
Summary.....	56
CHAPTER V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	58
Summary.....	58
Conclusions	59
Recommendations	61
Teachers.....	61
Teacher Educators	62
Guidance Counselors.....	63
Future Research	64
Summary.....	66
REFERENCES	68

APPENDIX A. DATA CHART	74
APPENDIX B. BOOK LIST	80
APPENDIX C. CATEGORIES OF BULLYING RESOLUTIONS	86

CHAPTER I. INTRODUCTION

Brent acted out in a classroom, craved attention from students and teachers, and pestered other students for the fun of it. Kendra was liked by teachers, received good grades in school, and defended her friends. Whenever Brent engaged in name calling, teasing, stealing, or annoying any one of Kendra's friends after he had been asked to leave them alone, she waited until recess to defend her friends. Kendra pushed and threw Brent in the grass so he would get grass stains on his clothes. Kendra always gave Brent verbal warnings to stay away and leave her friends alone.

Anyone meeting Brie for the first time would find she was a student who appeared to be very kind and helping in the classroom. In reality, she was constantly mean to other students in her class behind the teacher's back. Brie would make mean and hurtful comments, push and shove, pinch, and steal; she did these things to her classmates on a daily basis.

These are real-life examples that provide insight into bullying in an elementary school setting. Students being bullied do not enjoy coming to school because a bully's behavior diminishes their self-esteem. According to Weissbourd and Jones (2012), "Some children remain haunted by the humiliation long into adulthood" (p. 27). The classroom teacher takes every measure possible to create a positive and safe classroom environment, which includes documenting every incident of bullying they encounter. Teachers try many different solutions to resolve the bullying behavior, but the behavior of the bully still seems to permeate the classroom environment. When dealing with a bully's behavior, focusing on resolving the bullying episode is important to the bully as well as to the student being bullied.

One way in which teachers might engage students in a proactive way in addressing bullying is to introduce the topic of bullying to students through children's books about bullying. Entenman, Murnen, and Hendricks (2005) state:

Targeted use of books that deal with bullies and bullying is one way for classroom teachers to address, and perhaps deter, this behavior. In the hands of the right teacher at the right moment, a children's book can be a powerful tool for engaging students in dialogue that either ends the bullying or gives victims and bystanders the knowledge and confidence to face it. (p. 362)

Children's books about bullying may have a place in helping children and teachers address the bullies they encounter.

Statement of the Problem

Bullying has become a major problem in school districts throughout the United States. The U.S. Department of Health and Human Services (USDHHS, n. d.) noted two federally funded investigations designed to collect data on youth bullying. In 2011, the Youth Risk Behavior Surveillance System reported 20% of students in grades 9 through 12 experienced bullying. Also, the same report indicated 16% of those same students experienced being electronically bullied. The U.S. Department of Health and Human Services (n. d.) also noted in the School Crime Supplement in 2008-2009, 28% of students in 6th through 12th grades experienced bullying. The School Crime Supplement also reported 6% of those same students experienced cyberbullying (USDHHS).

Many factors contribute to why students bully other students or peers. Given the prevalence of bullying in the elementary school setting, it is important for teachers and students to be aware of the nature and characteristics of bullies, how bullies intimidate their victims and

how bullies can be minimized. A popular way of introducing bullying into the school curriculum is through the use of children's books. Cianciolo (1965) mentioned children's books were a good resource for students when dealing with concerns of bullying and providing strategies how handling situations in a school setting. When children read about other students who are bullied, it may help them understand bullying, may assist them in reporting bullying that had been ignored, and it may help them understand they are not alone if they are being bullied.

Before teachers can select the appropriate books to share with the class, they must know what the book is about, and, more importantly, how the bully situation is resolved. Therefore, it is imperative that children's books about bullying be analyzed to determine how children's stories about bullying episodes resolve conflicts with a bully at the end of the story.

Research Question

Many investigations, conducted by Craig and Pepler (2007), Weissbourd and Jones (2012), and Rigby (2005), have been conducted pertaining to identifying bullying behaviors and what causes bullying. Likewise, significant research conducted by Morgan (2012), Allen (2010), and Danielson and LaBonty (2009) with regard to bullying intervention and bullying prevention programs. Additionally, researchers like Entenman, Murnen, and Hendricks (2005) have also explored and/or identified children's literature that may be used in classrooms to address bullying issues or behaviors among bullies in various settings. However, limited research has been conducted on the outcomes of the bullying episodes in the stories identified as appropriate for children. Therefore, the purpose of this investigation was to answer the following research question: How are bullying episodes resolved in children's books about bullying?

Rationale

The importance of this study is its potential impact on the bullying problem that faces our nation's school-aged children. Many times students are bullied in school with teachers, administrators, and parents unaware of the problem, so there is limited opportunity for the issue to be resolved between the students being bullied and the bully themselves. First, it is crucial and important for teachers or parents who have students who are bullies to read and review the research from this study. Teachers may be able to reference children's books about bullying when dealing with bullies in their classrooms, and, applying that same mentality, resolving the episodes with the bullies in their classroom through the use of quality children's literature. Bullies and their victims may be able to read and reflect on a situation in a children's book to determine how to resolve the problem. Then, bullies can apply it to their own situations and learn how to improve their behaviors. Also, children's books about bullying can be used for a whole class to read and address the bullying problem.

Students who are bullied are reluctant to come to school because they do not want to encounter a bully's aggressive behavior towards them that puts the student down and makes them feel inferior. How teachers, administrators, and parents react to resolve a situation with a bully can significantly and permanently impacts a student if immediate action is not taken to alleviate the bully's behavior. Children's books provide an excellent resource regarding handling bullying behavior and alleviating the situation. Books provide examples of both fictional and non-fictional characters facing similar dilemmas to those students being bullied.

Definition of Terms

The terms provided are in alphabetical order for a better understanding of how they are used in this investigation:

1. Bullying: Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose (USDHHS, n. d.b).
2. Cyberbullying: Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles (USDHHS, n. d.c).
3. Physical bullying: Physical bullying involves hurting a person's body or possessions. Physical bullying includes: hitting/kicking/pinching, spitting, tripping/pushing, taking or breaking someone's things, and making mean or rude hand gestures (USDHHS, n. d.a).
4. Social bullying: Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes: leaving someone out on purpose, telling other children not to be friends with someone, spreading rumors about someone, and embarrassing someone in public (USDHHS, n. d.a).

5. Verbal bullying: Verbal bullying is saying or writing mean things. Verbal bullying includes: teasing, name-calling, inappropriate sexual comments, taunting, and threatening to cause harm (USDHHS, n. d.a).

Limitations

The books used in this investigation were limited to picture books. Chapter books and nonfiction books were not used or considered when conducting research during the investigation. Using these types of literature could have affected or changed the results of the research. Another limitation to this investigation was that the books used in the study were only fiction. Nonfiction children's books were not used when compiling the book list for the content analysis. If nonfiction picture books were considered, different results may have been obtained. The time frame for the books selected was also a limitation. Using books published before or after the established time frame may have yielded different results.

Summary

The focus of this investigation was to answer the following research question: How are bullying episodes resolved in children's books about bullying? This question was investigated during this course of this research study. Analyzing children's books about bullying provides different perspectives on resolving episodes of bullying, and how children's books handle how each episode is addressed throughout the variety of analyzed children's books. While this investigation addressed some general aspects of bullying, the focus was on one specific aspect of the bullying event by exploring how episodes of bullying were resolved in children's books. With respect to bullying, Benjamin (n. d.) said, "You will never reach higher ground if you are always pushing others down" (para. 7). Analyzing children's books allowed an exploration of different bullying episodes and their resolutions.

CHAPTER II. REVIEW OF LITERATURE

Bullying has become problematic in public schools around the United States and statistics from the U.S. Department of Health and Human Services have shown many of the students who experience bullying are being bullied electronically as well. Investigations conducted by Craig and Pepler (2007) and Weissbourd and Jones (2012) identified behaviors in bullies and the reasons causing them to bully other students; however, insufficient research has been conducted on outcomes of bullying episodes in stories recognized as age appropriate for children. It is important that teachers and authority figures in school settings become aware of the nature of bullying taking place within the school, how bullies intimidate students, and how the behavior of the bully can be diminished. Therefore, the purpose of this investigation was to answer the following research question: “How are bullying episodes resolved in children’s books?” This chapter will discuss the historical background for content analysis, which is the research methodology selected. Then, the chapter will discuss the theoretical aspects to bullying from a social constructivist and child-centered play perspective, followed by contemporary research on bullying and bibliotherapy.

Content Analysis

Content analysis, as a research methodology, has been around for many years. According to Prasad (2008):

The development of content analysis as a full-fledged scientific method took place during World War II when the U.S. government sponsored a project under the directorship of Harold Lasswell to evaluate enemy propaganda. The resources made available for research and the methodological advances made in the context of the problems studied

under the project contributed significantly to the emergence of the methodology in content analysis. (p. 1)

Krippendorff (2010) traces the use of content analysis to Waples and Berelson in 1941; however, it was Lazarsfeld and Berelson who defined the methodology in 1948. Krippendorff explains that the use of content analysis was found interesting by the church. The church was worried about the written word other than God's in a government, journalism, corporations, and social scientists setting.

Harwood and Garry (2003) explain that content analysis was originally used in the 19th century to analyze hymns, newspaper articles, magazine articles, advertisements, and political speeches. Neundorff (2002) noted that content analysis had a long history of use in certain fields such as communication, journalism, sociology, psychology and business, and was gaining popularity in other fields of study.

Definition

Understanding the purposes of content analysis lead to attempts by researchers to define content analysis as a research method. One early attempt at a definition was made by Krippendorff (1980) who defined content analysis as "...a research method for making replicable and valid inferences from data to their context, with the purpose of providing knowledge, new insights, a representation of facts and a practical guide to action" (p. 108). Later, Krippendorff (2010) defined the research method by stating, "Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of their use" (p. 233). White and Marsh (2006) define content analysis, "...as a systematic, rigorous approach to analyzing documents obtained or generated in the course of research" (p. 41). Most recently, Prasad (2008) defined content analysis as "...the scientific study of content

of communication. It is the study of the content with reference to the meanings, contexts and intentions contained in messages” (p. 1). Prasad suggests that content analysis can be used broadly to conduct research on a wide range of themes.

Types of Data

Research using the content analysis methodology can yield both qualitative and quantitate data. Elo and Kyngas (2007) stated, “Content analysis ... may be used with either qualitative or quantitative data...” (p. 109). Stempel (1989) suggests that quantitative data are more commonly used in content analyses, but qualitative content can be just as effective.

Components of Content Analyses

When conducting content analyses, researchers recommend several steps to follow in completing the research. Any scholar using content analysis as the research methodology should understand the formation of the research question and objective of the investigation are crucial to the success of the content analysis. Prasad (2008) noted, “... making a clear statement of the research question or objective, the researcher can ensure that the analysis focuses on those aspects of content, which are relevant for the research” (p. 9). A well-developed research question will allow for the formation of clearly delineated objectives when conducting content analysis research, which will serve as a guide to the researcher.

White and Marsh (2006) believe that analytical constructs must be formulated before beginning to conduct a content analysis. They believe analytical constructs may be formulated in one of three ways: (1) existing practices or theories, (2) knowledge and experience of experts, and (3) previous research. These allow the researcher to critically analyze the practices and theories of their research through a derived meaning to answer their research question. Krippendorff (2010) concurs, but adds before any research can be conducted, researchers must

test and explore their evidence and theories to justify an analytical construct. After processing data, the inferences will require related explanations from the research found.

Procedures

To ensure all relevant aspects were included in content analysis, researchers began to identify steps or procedures that could be used in conducting content analysis research. The procedure for collecting quantitative data for content analysis investigations advocated by White and Marsh (2006) includes 10 steps: (1) establish hypothesis or hypotheses, (2) identify appropriate data (text or other communicative material), (3) determine sampling method and sampling unit, (4) draw sample, (5) establish data collection unit and unit of analysis, (6) establish coding scheme that allows for testing hypothesis, (7) code data, (8) check for reliability of coding and adjust coding process if necessary, (9) analyze coded data, applying appropriate statistical test(s), and (10) write up results.

Krippendorff (2004) provides a separate set of directions for content analysis designed to produce qualitative data. There are four major components incorporated: (1) sample text, in the sense of selecting what is relevant, (2) unitize text, in the sense of distinguishing words or propositions and using quotes or examples, (3) contextualize what they are reading in light of what they know about the circumstances surrounding the text, and (4) have specific research questions in mind.

Prasad (2008) identified six steps to follow when conducting research using content analysis: (a) formulation of the research question or objectives, (b) selection of communication content and sample, (c) developing content categories, (d) finalizing units of analysis, (e) preparing a coding schedule, pilot testing and checking inter coder reliabilities, and (f) analyzing the collected data. Prasad believes using these steps will help insure the information is being

collected and examining data within the theme. Prasad's procedures seem to be aligned with those recommended by White and Marsh (2006).

Content Analysis with Picture Books

Many research investigations have been conducted using content analysis to investigate and understand children's books. Various elements of children's pictures books have been explored using content analysis such as story elements (plot, characters, setting, theme), pictures (Martinez & Harmon, 2012) and vocabulary. Additionally, issues such as diversity, ethnicity, and gender have been analyzed for their representation in children's books. For example, vocabulary used in children's books relate to diversity, ethnicity, and gender of each children's book written by the author and what the author wants to convey in the message. Characters in children's books relate to diversity, ethnicity, and gender the author portrays in the message or content of the children's book. These various elements can be analyzed in children's books through content analysis to investigate the message and content in children's books. Content analysis with picture books allow for the exploration of a variety of literacy elements.

Theoretical Orientation to Study

Central to any content analysis investigation is the development of the research question to be answered and an understanding of the theoretical perspectives upon which the research is based. Two theories can be used to explain the growth and development of children and their interactions with others: Social Constructivism and Play Theory.

Social Constructivism Theory

Social constructivism, a theory proposed by Lev Vygotsky, "is a branch of constructivist thought, which holds that knowledge is individually constructed via one's experiences. Social constructivism was developed in Russia in the 1930s..." (Vygotsky & Kozulin, 1989, p. 396).

Vygotsky placed a strong emphasis on learning in a social environment. Vygotsky's observations placed a strong emphasis about the relationship between thought and language to broaden the view of learning (Oldfather, West, White, & Wilmarth, 1999).

According to Schreiber and Valle (2013), Vygotsky wanted his work to have social and cultural impacts on students. Students with various backgrounds and learning experiences mold students into who they are today through learning and understanding concepts. Students bring many different cultural backgrounds and aspects to school, which impacts and affect students' learning to create meaning. Powell and Kalina (2009) defined social constructivism as an effective teaching method student's benefit from with incorporation of collaboration and social interaction. Oldfather, West, White, and Wilmarth (1999) say, social constructivists focus on the learning as making sense instead of obtaining knowledge outside the learner.

Social constructivism is creating interactions between one another in a learning environment with social and collaborative ideas (Schreiber & Valle, 2013). Powell and Kalina (2009) state, "Vygotsky is a firm believer that social interaction and cultural influences have a huge effect on a student and how learning occurs" (p. 245). Schreiber and Valle found:

For Vygotsky, the learning context was of critical importance in shaping knowledge. He was a strong advocate for learning as experiencing, and emphasized the importance of creating a learning environment where students are active participants in the creation of their own knowledge. (p. 397)

Setting up a learning classroom environment will provide children with insight to create their own knowledge through reading children's literature. Powell and Kalina (2009) explain, in the classroom language usage is essential to a social constructivist setting. Children being exposed to language whether through social interactions or children's books is important in a

classroom setting. According to Powell and Kalina, “Social interaction is important to effective language usage and the development of efficient communication in the classroom. Students should use language as much as they use oxygen” (p. 245). A key factor to any effective classroom environment is communication as the common ground for all participants involved (Powell & Kalina).

Schreiber and Valle (2013) summarize social constructivism as providing many valuable points about teaching and learning and how to apply these concepts in the classroom through five ways: First, when a child interacts with another child, he/she is gaining knowledge of social interactions and behaviors. Second, children’s interactions can mold understandings occurring within a cultural aspect. Third, social constructivist teaching presumes students are in control of their own knowledge and they learn the knowledge through experiences taught by their teacher or parent. Fourth, the teacher’s role is to be supportive, helpful, a guide, and overlook students learning experiences and processes. Finally, teaching instructions through academic context are more beneficial to the students learning process if they are exposed to real life world problems. Oldfather, West, White, and Wilmarth (1999) add, “Social constructivism stretches us to think beyond narrow, curricular goals and to reach toward broad purposes of learning such as students’ self-knowledge, development of identities, and belief that they can make a difference in the world” (p. 12).

Child-Centered Play Therapy

Another theoretical perspective is child-centered play therapy. Play is defined as “... a process chosen freely and directed by the players, and one that seems to be its own reward: ...playing children choose the content and purpose of their actions, following their own instincts, ideas and interests, in their own way for their own reason” (Else, 2009, p. 3). Clark and Miller

(1998) identified four principles for children's play as the following: (1) it is nonliteral; (2) it is done for its own reasons and not directed toward an external goal; (3) it is associated with positive feelings and is enjoyable; and (4) it involves flexibility in the use of play objects as well as in the process. The process of play is important for a child to establish. Children are selecting or choosing activities that interest them and practicing social interactions. VanFleet, Sywulak, and Sniscak (2010) noted, "Furthermore, children's free play facilitates their social development as they engage in imaginary roles and activities together, enacting family and other social scenarios through which they make decisions, solve problems, and learn from each other" (p. 6). When children play they are acting out their own scenarios and solving problems, it can be incorporated into any real life scenario, such as bullying. Also, the process in how children play is a critical element in child-centered play.

Play therapy has three types of categories: (a) directive or structured play therapy, (b) nondirective play therapy or Child-Centered Play Therapy (CCPT), and (c) family play therapy (VanFleet, Sywulak, & Sniscak, 2010). Directive play therapy entails a therapist taking control of the child's play in a directed and structured manner. Nondirective play therapy, or child-centered play, involves the therapist being supportive and allowing the child to have self-direction during play. Family play therapy is focused on the parent-child relationship during play. It assists parents with learning skills along the way to eliminate problems with the child's behavior and build the foundational parent-child relationship (VanFleet, et al.). For bullies, these play therapies would be beneficial to building a relationship with a parent, which may alleviate behavior problems as mentioned in family play therapy. Children may need to build that supportive relationship whether with a parent, teacher, or therapist to attest if play therapy is benefitting children who are bullies.

According to VanFleet, Sywulak, and Sniscak (2010), during nondirective play children behave and react in a variety of ways. Therapists need to be prepared to handle and apply skills learned through CCPT to a range of situations. A child's behavior of being bossy during play can come across as bullying to some children. Children create the roles of an authority or "bossy" figure while diminishing and demeaning other children with whom they are playing (VanFleet et al.). This type of behavior may stem from a problem at home with the child's parents or an issue arising at school. When children act out a bossy behavior during play, children are communicating they feel hurt and broken. Also, children are experimenting with power and control connected to their feelings (VanFleet, et al.). Children feel this power or control over other children during play, which causes them to appear or act bossy.

Aggressive play is a more physical type of play between children, but pertains to different qualities from real fighting. Two types of aggressive play have been identified as (a) real aggression, where actual behaviors can cause physical harm and damage to a child during play, and (b) imaginary aggression, where the behaviors are more conscious to a child's feelings and issues during play (VanFleet et al., 2010). Also, two key factors were identified when handling children with aggressive behavior: (a) determine when limits should be set and when simply to reflect or engage in assigned imaginary play roles; and (b) ensure a high level of skill when responding to children's aggressive play (VanFleet, et al.).

Different types of aggressive play could feed into the type of aggressive play a bully demonstrates at school when he/she bullies other children. In VanFleet, Sywulak, and Sniscak, 2010, "...children's play represents their inner worlds and perceptions, and that they work through problems by the means of their play, then it is desirable to permit them to play out any themes that do not require limits" (p. 177). Children may choose the aggressive play of power

and control to override fearful and emptiness in their life because it appears "... children who play aggressively may actually feel vulnerable in daily life" (VanFleet, et al., p. 177). Helping children work through aggressive behaviors has underlying factors that play a major role in addressing feelings beneath aggressive behavior: anger, frustration, vulnerability, insecurity, need for greater safety, helplessness, power and control, "Can you accept me and all my feelings?" (an unspoken question for the therapist), "Can you contain me and keep me safe?" (another unspoken question), and communications of how the child has felt in daily life (VanFleet, Sywulak, & Sniscak, 2010). All these underlying feelings can be a combination of responses resulting in a child's aggressive play; in turn can lead to bullying, or the type of aggressive play could be a form of bullying having the child act out the power and control replacing insecurities in their own life.

Play is an important process for a child to develop and establish. Different categories of play can be to build support or relationships with the child while they play. Building support and relationships with a child during play is important to help minimize the behaviors the child exhibits during play with other children, teachers, or parents. The type of play a child exhibits can help determine the behavior the child is demonstrating during play, which can be beneficial for the child improving their behavior during play with other children.

Understanding Bullying

Through social interactions and play, children interact with each other for a variety of purposes. The outcomes of these interactions can be positive experiences, or they can lead to interactions that impact children in negative ways. One such outcome is bullying behaviors. Understanding aspects of bullying are essential to understanding the research itself.

Definition of Bullying

Bullying has various definitions, all of which are demeaning to students. According to the National Center for Injury Prevention and Control (NCIPC, 2012), bullying is a type of youth violence with uneven power between a bully and a victim. Bullies intimidate students with the intent to cause fear and harm, which are usually repeated with the same children over and over again. Types of bullying include aggression that can be physical, verbal, or psychological/social. Also, bullying may occur through technology or electronic aggression called cyberbullying (NCIPC). Olweus, one of the first researchers to begin studying bullying, laid a foundation for what is known today about bullying (Powell & Ladd, 2010). Olweus (1993) defined bullying as a student being victimized repeatedly over time to negative actions by the hand of other students, one or more. He explained a negative action was "... when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another..." (p. 9). Bullying often receives a negative reaction from people when inflicted upon a student or victim. Children often times bully other students for strength and power; however, students sometimes bully because they think it is amusing and funny with no intention of harming another student. Smith, Ananiadou, and Cowie (2003) stated bullying is often defined as unprovoked aggressive behavior repeatedly carried out against victims who are unable to defend themselves.

Craig and Pepler (2007) noted the children who bully have more power over their victims/other students. This power can stem from a physical advantage of strength and size, a social advantage, more dominant social status in a group of students, power in numbers, or systematic power. A bully can have any formation of power over another student; however, a bully may display multiple forms of power. The power can also be obtained from a bully knowing the victim's vulnerability or weakness to inflict agony (Craig & Pepler). According to

Craig and Pepler, a second component is the repetition of bullying over time to a particular student or a group of students. Each time a bullying incident is repeated it increases the bully's power over victims/other students causing them to lose power each time. Craig and Pepler emphatically state, "Children who bully are learning to use power and aggression to control and distress others; children who are victimized become increasingly powerless and unable to defend themselves from this peer abuse" (p. 86). Bullies overpower and use that power in their favor inflicting distress to students who are unable to defend themselves because the bully made them lose their self-confidence leaving them powerless.

Graham (2010) introduces a new term that is characterized with bullying and harassment called peer victimization, which appears to have increased significantly in recent years in American schools. Peer victimization is defined along the same lines of bullying of physical, verbal, or psychological harm inflict upon another student around a school environment usually with minimal teacher supervision. The distinctive difference of peer victimization and arguments between students is the imbalance of power and the inflicting harmful actions and words. Those particular actions can be dealt with through face-to-face interaction, social media, indirectly, or cyberbullying. Graham states:

A generation ago, if we had asked children what they worry most about at school, they probably would have said, "Passing exams and being promoted to the next grade."

Today, students' school concerns often revolve around safety as much as achievement, as the perpetrators of peer harassment are perceived as more aggressive and the victims of their abuse report feeling more vulnerable. (p. 66)

Bullying has grown to overpower and implant this power with bullies that allow them control to victimize other students based on weakness, insecurities, and vulnerabilities causing those

students distress. The question is can anything be put into place to help prevent bullying incidents at school?, and what can be done to prevent bullying incidents between students at school?

Implications of Bullying

The implications of bullying can have major impacts on students or victims of a bully. Students do not like to feel weak, helpless, or defenseless when bullies use power to inflict and cause distress. Esch (2008) stated a lack of maturity and learning communication skills, social norms, controlling emotions, and acceptable behavior factor into being able to handle another person or bullying distressing them; however, these students quickly learn a bully's main objective is to overpower with control. Esch explains, bullies like an audience and rarely bully in isolation. Also, the victim is portrayed as the offender with the bully controlling the situations. When a child tells a bully to "stop picking on me and leave me alone," the bully misunderstands and continues bullying, thinking the child is acting out as revenge. This is when the child/victim feels defenseless and helpless not being able to take a stand against the bully.

Rigby (2004) identified five major theoretical perspectives on bullying - each perspective containing a justification for bullying behavior and an implication for schools addressing the situation. The theoretical perspectives of Rigby can be described as: (a) bullying as an outcome of individual differences between students; (b) bullying as a developmental process; (c) bullying as a socio-cultural phenomenon; (d) bullying as a response to peer pressures within the school and (e) bullying from the perspective of restorative justice. About the implication of bullying as the outcome of individual differences between students, Rigby believes:

This view of the causes of bullying directs the attention of teachers towards identifying individuals who are likely to become 'problems', that is, children who appear

predisposed to act aggressively without concern for the well-being of others or have characteristics that suggest that they are more likely than others to be victimized. (p. 290)

There is a strong need to adjust behaviors of the student and means of disciplinary action taken towards bullies who bully. Interventions need to be established to modify or improve behaviors clearly stating how students should be treated in a school setting.

Bullying as a developmental process, the second theoretical perspective, says schools should not be blamed for bullying because it is a natural developmental process for students (Rigby, 2004). The third perspective is bullying as a socio-cultural phenomenon. Rigby adds, "... striking implications for how a school approaches the problem of bullying" (pp. 293-294). The curriculum in the school promotes acceptance and respect of different cultures among the students; but more importantly, the curriculum should address bullying through a multitude of activities ranging from critical thinking, problem-solving, and emotional sensitivity (Rigby).

A fourth perspective of bullying is a response to peer pressure within the school. Rigby (2004) believes the implication of the school needs to be observant with groups and individuals and the roles they play; the school has a responsibility to acknowledge and work with the groups. This involves communicating with the family, bully, and victims involved in the incident to schedule a meeting addressing the situation. The meeting can be whole with all parties involved or small group/individual with one party involved at a time working to resolve the incident. Ideas have been applied through programs role playing instances of resolving bullying conflicts among the bully, victim, and bystander incorporating feelings and emotions into the role playing (Rigby). In Rigby's article, the implications were associated and related to the theoretical perspectives along with the school practices and policies.

Impact of Bullying

The impacts of bullying can cause a variety of issues affecting students being bullied. Weissbourd and Jones (2012) claimed students who bully have been humiliated and mistreated themselves, and multiple forms of discipline resurface feelings of separation causing students who bully to harass other students. More importantly, bullying and other types of bullying and harassment increase when bullying is supported by social norms; discipline and punishment have no effect changing the norms. Johnson (2012) stated:

In recent studies, 65 percent of victims said bullying was not reported by them or others observing to teachers or school officials. Even when a bullying victim had suffered injury, 40 percent of the time the students said the bullying was not reported. In fact, studies show only one or two out of every 10 incidents are being reported; 80 to 90 percent of incidents are unreported and school leaders remain in the dark. (p. 36)

The Public News Service (2013) discussed a study completed at Duke University finding bullying increases the risk of levels of anxiety and disorders of depression years after bullying incidents occur. Researchers of the study followed children for over 20 years and found, as adults, they were more likely to display severe problems due to bullying. The Public News Service explained numerous people who have been bullied are dealing with a number of health concerns like depression, anxiety, panic disorders and fear of being out in public. These health concerns are all related to being bullied at a younger age. It shows the impact and effect bullying can have on people as they age and how they have to adapt to these health concerns.

Weir (2001) argued family physicians have four roles: (1) identifying the problem, (2) screening for psychiatric comorbidities, (3) counseling the families, and (4) advocating for violence prevention. Weir also noted, children who are bullied often have problems sleeping,

feeling depressed, stomach aches, headaches, and wetting the bed compared to children who have not been bullied.

Actions Taken by Schools

Actions need to be taken by school to prevent or minimize the impact bullies have in schools. Weissbourd and Jones (2012) provided an example of how a new student at a school felt distress after students began ignoring her. The new student wanted to ensure no other new student would feel the exact same way she felt coming into this school. She invited new students for sleepovers at her house and created a welcoming place for new students in the cafeteria. Someone's personal experience with bullying at a new school caused a girl to take action ensuring future new students would have a friend and a welcoming environment. This girl created a positive situation of assisting new students in school based on her negative experience. According to Weissbourd and Jones, a number of schools in the United States are directing their attention on decreasing bullying. Johnson (2012) confirmed, "The Office of Civil Rights requires schools to investigate bullying incidents, and take immediate action to stop harassment and prevent its recurrence" (p. 36). If a school is aware and recognizes students are being bullied or harassed and fails to take action, the school opens up to federal lawsuits and investigations within the matter. School districts must establish policies and procedures for how to handle, identify, report, address, and investigate bullying incidents or harassment that occurs within the school environment (Johnson).

Kuykendall (2012) indicated the criminal penalties for bullying attacks are very severe towards those particular students because they are tried as adults in court. Weissbourd and Jones (2012) added two forms taking precedence: (a) schools concentrate on punishing the culprit; and (b) now focusing attention to students who are bystanders and encourage them to begin standing

up for those particular students being bullied. Immediate actions taken by schools against bullying are going to impact how the students and parents feel about the awareness of handling and diffusing bullying incidents in the school environment. For students to realize bullying will not be tolerated at school, the district and school need to take immediate action and investigate each bullying situation. If students see action, policies, and consequences for bullying and harassment in the school environment being enforced, a decrease in students bullying will occur. Teaching students behavior in a school setting is different from behavior at their home or in neighborhood will help students in social situations (Kuykendall).

Interventions of Bullying

Interventions are a plan to help students understand and cope with being a victim of bullying, as well as the bully to understand their bullying behavior. Morgan (2012) claimed, it is important for educators to have a strategic plan when handling the problem with the rise of bullying over the years. Allen (2010) reported many teachers do have enough training on responding to bullying; enforcing a school policy, however, obtaining information from students may be difficult and the information students give can be limited. Graham (2010) stated educators understanding the dynamics of bullying in school need to realize not every situation between a bully and victim will be the same. Interventions need to emphasize bullies learning strategies controlling their behavior rather than concentrating on self-esteem. He adds that victims need interventions that help them understand the bullying is not their fault and they should not blame themselves for the actions brought forth upon them. They should create and develop positive self-images.

Interventions are a way to assist students/victims who need specific help with understanding and managing how to handle situations pertaining to bullying or strategies how to

handle a situation in the future. Bullies are able to learn and implement strategies to control themselves when they are unable to control their bodies and actions, which potentially could take some time to adjust in their everyday routine. Allen (2010) indicated the following:

It's important to note that the bullying intervention system is not the same as the school's code of conduct, not does it supplant it. Whereas the code of conduct is designed to deal with serious infractions via main office referrals initiated by staff that are dealt with through usually punitive consequences, the bullying intervention system was designed to offer educative support to improve student behaviors. (p. 200)

While some bullying prevention programs have not had success, Morgan (2012) cites an example of a bully prevention program called Olweus Bullying Prevention Program that has been quite successful in over 6,000 schools across the nation. The report and results come from the state of Virginia only. Their bullying prevention program noted the following changes: (1) a 63% decrease in the frequency of children being bullied; (2) a 75% decrease in children bullying others; (3) a 31% increase in the amount of time that teachers spoke to students about bullying behaviors; and (4) an 81% increase in teachers actively trying to prevent bullying in the classroom. Morgan also noted, "Virginia schools using the program also reported a growth in academic achievement, including an increase in standardized test scores in English, math, science, and history, when they implemented the complete program" (p. 177). The Olweus Bullying Prevention Program has shown growth in the areas of preventing bullying in the school and the classroom among students. Results are positive and showing improvements with bullies behaviors and actions towards other students. Types of bullying prevention programs, such as Olweus Bullying Prevention Program should be considered by more schools nationwide considering the successful outcomes.

Danielson and LaBonty (2009) described what is needed for successful bullying programs, involving the community in effective intervention programs along with the victims, bullies, and bystanders. An intervention is extremely important not only for the members involved within the bullying, but the entire school or district environment to decrease the number of bullying incidents occurring in the school. Olweus (1993) mentioned involving parents to support the anti-bullying programs within the school. Teachers should develop rules for bullying in their classrooms, along with role-playing scenarios and learning activities for students to implement in real life situations if bullying occurs.

Bibliotherapy

Another potential intervention or prevention for bullying is children's literature and the impact discussions in the classroom pertaining to bullying can have on children. Cianciolo (1965) added children's books could be a source for students providing students relief from concerns and worries about bullying. Children's picture books can provide students with strategies to use when dealing with bullying incidents in a school environment. Danielson and LaBonty (2009) noted teachers who read books dealing with bullying to students in their classroom, offer students an opportunity for in-depth discussions with students before, during, and after the story. Students are able to discover and explore their own feelings with a children's book. They can discuss and relate to how it feels being bullied in relation to the character in the story; also, the children's book can mention how bullying can be stopped in which students can apply to their own bullying situations. This bibliotherapeutic use of children's literature has an historical and research base to support its use.

Definition of Bibliotherapy

Bibliotherapy has many various definitions all of which can be used as treatment through children's books. Rubin (1978) states, "The term 'bibliotherapy' is derived from the Greek *biblion* (book) plus *oepatteid* (healing)" (p. 1). According to Rubin, the first definition of bibliotherapy appeared in *Dorland's Illustrated Medical Dictionary* in the year 1941, defining bibliotherapy as, "... the employment of books and the reading of them in the treatment of nervous disease" (p. 1). In an *Atlantic Monthly* article, Samuel McChord Crothers coined the word in 1916 (Rubin). Good (1973) defined bibliotherapy as:

The use of books to influence total development, a process of interaction between the reader and literature which is used for personality assessment, adjustment, growth, clinical and mental hygiene purposes; a concept that ideas inherent in selected reading material can have a therapeutic effect upon the mental or physical ills of the reader. (p. 58)

Bibliotherapy, defined by Pardeck and Pardeck (1989, 1990), is the use of books to help solve problems; more specifically, bibliotherapy techniques occur between the participants and facilitator with their mutual sharing of literature. Moulton, Heath, Prater, and Dyches (2011) concur, "Bibliotherapy involves reading a carefully selected book independently or in a group, discussing the story, and applying lessons learned in activities that build on the story's message" (p. 122). Good stories invite children to identify and make a connection with characters, become invested emotionally, express one's emotions, and apply new perceptions to personal circumstances (Pardeck & Pardeck, 1984). Pardeck and Pardeck (1987) also stated bibliotherapy occurs when children read and relate problems encountered and solved within the stories. Bibliotherapy can be used to help children who have experienced difficulty with a number of

problems throughout their lives, especially bullying. Children's picture books can be an avenue for helping children cope and handle problems they have encountered with bullying and how to resolve the bullying episode.

Process of Bibliotherapy

Bibliotherapy can be helpful to children in a variety of ways when confronting or handling situations with particular people or issues within their own life. Pardeck and Pardeck (1988) mention reasons why a bibliotherapeutic method can be beneficial when working with children, (a) through books a child can see how others confronted and solved problems similar to their own; (b) a child can see how others have encountered anxieties and frustrations, hopes and disappointments, and then apply this insight to real-life situations, and (c) a child can see how others have solved problems, and with the support of the helping person, gain insight into alternative solutions. Gregory and Vessey (2004) provided their own take on a three stage process of bibliotherapy connecting with a children's book: (a) identification, (b) catharsis, and (c) insight. Shrodes (1955) in relation to identification, catharsis, and insight being persuaded by reading stated the following:

The reader will abstract from the work of art only what he is able to perceive and organize. Hence, he may introject meaning that will satisfy his needs and reject meaning that is threatening to his ego. In either case what he experiences and feels determines what he perceives in the book and what meaning he attaches to it. (p. 24)

Pardeck and Pardeck (1984) concurred, "Bibliotherapy is far more than matching a book with a reader, even though this matching takes skill and insight by the helping person. When used as a form of therapy, the reader must be able to identify with the character in the book who is experiencing a problem similar to the reader's" (p. 2). It is the reader's job to anticipate the

intentions of the characters in the story and evaluate the relationship between the characters in the story. The next step of the process is having the reader make inferences about the meaning of the story and relating the meaning to the problem encountering the reader. This step in the process is known as the identification and projection, which appears before other steps of bibliotherapy. Abreaction and catharsis are the next steps in the bibliotherapy process. During this step, the reader must release their emotions in a verbal or nonverbal way. Final step of the bibliotherapy process is insight and integration. The reader gathers insight on the characters in the book recognizing self and importance of others, which develops insight for the reader to be able to solve problems and determine solutions (Pardeck & Pardeck). Bibliotherapy has a process that is similar among many researches when assisting children and matching the children's book to the identified need, issue, or problem of each individual child.

Book Selection for Bibliotherapy

Selecting the books is a major and important part of bibliotherapy for children. Matching the correct children's book to identified need of the child is crucial. Esch (2008) believed:

Children's literature that relates to teasing, mockery, and bullying can provide a gratifying perspective on varying kinds of bullying problems that can occur, as well as a myriad of possible strategies for not becoming a victim. Children can make a connection with story characters and their feelings, and this association can promote self-confidence, empathy, and insight. (p. 381)

When it comes to the books children should read, the children should be able to read the book themselves; however, there are other ways to implement bibliotherapy without the children reading the book themselves (Pardeck, 1990).

Pardeck (1990) identifies one way to implement bibliotherapy without the children

reading the book themselves and that is to provide or read the book onto a cassette tape for children who are unable to read or do not like reading. While the child is listening to the tape, an adult can encourage the child to share feelings as he/she listens. The adult can choose to read a particular book to the child and ask the child to share his/her feelings about the book. Also, Pardeck adds children must be able to connect with the victimized character in the story; thus, children's books should reflect the victim's family situation and other crucial circumstances related to the victimized character. Comparisons must be obvious to children between the reader and the book character. Rubin (1978) outlined the major ideologies for selecting books for bibliotherapy: (1) the use familiar reading materials, (2) conscious of the length of reading materials; complex materials with extraneous details and situations should be avoided with children, (3) consider the issues or problems; materials should be related to the issue, but not necessarily identical, (4) consider the reading ability of the child; reading aloud to a child is acceptable if they are unable read or have reading difficulties, (5) consider the emotional and chronological age of a child, (6) select materials that express the same feelings or mood as a child, and (7) audiovisual materials should be given equal attention as print materials.

Moulton, Heath, Prater, and Dyches (2011) believed when screening a book prior to sharing it with a child to read, professionals should consider a variety of variables, such as (a) the characters' gender, (b) type(s) of bullying, (c) characters' role in bullying (i.e., bullies, victims, bystanders), (d) adults' role in the situation, and (e) coping strategies (p. 123). This increases the possibly for children to identify with elements in a story and their characters. Books selected for children to read should match the student's needs and their type of issue or problem, in the case here it would be bullying. Pardeck and Pardeck (1984) concluded matching the book to a particular child is an important step for bibliotherapy to be effective, the most important factor

knowing the problem the child is facing and selecting an appropriate book based on those results. Other factors that should be taken into consideration are the age level of the children's book, the age of the child, and the publication date of the children's book. After, identifying the problem, appropriate books can be acquired for the need or challenge of the student (Pardeck & Pardeck). When a child appears ready for the bibliotherapy process and the children's books have been selected, it is best to have a variety of children's books on hand dealing with the child's particular problem (Pardeck & Pardeck).

Effectiveness of Bibliotherapy

The effectiveness of bibliotherapy depends on how the child reacts to the children's book. Younger children will possibly comment on any illustrations while the book is being read, whereas, older children may comment on the main characters in the book. Discussion can be used to facilitate identification with a book character's situation or with the feelings expressed by a character in the book (Pardeck & Pardeck, 1988). A study conducted by Giblin (1989) found of the 206 therapists, psychologists, counselors, social workers, psychotherapists, and researchers who participated in his investigation, 81% use bibliotherapeutic intervention. From those results, 94% specified their patients thought bibliotherapy was a beneficial experience. These data help support the concept to further investigate or reexamine using children's books to resolve children's issues and problems.

Gregory and Vessey (2004) identified two websites as resources for children's book reviews and electronic venues for families to explore with their children: The Child Adolescent Teasing in Schools (CATS) and Health Resources Services Administration's (HRSA) Prevention Campaign. These websites were created for children searching for information and suggestions about children's books appropriate for their age and particular situation. It shows children are

not alone when dealing with these situations specifically related to teasing and bullying, and children will understand how bibliotherapy has helped other children with similar situations. A majority of students are hesitant to share experiences of being bullied, therefore, a safe reading environment of children's books is effective extracting problematic stories from students (Gregory & Vessey). Gregory and Vessey (2004) believed:

Bibliotherapy is one method that can be readily used when intervening with these youth. Through the exchange that takes place while reading a book or exploring a new resource on the Internet, children can express their feelings to adults and learn new coping mechanisms to deal with difficult issues such as teasing and bullying. (p. 132)

Using bibliotherapy and reading children's books about bullying with children allows them to explore and advance their knowledge to influence how to handle a situation in the future involving a bullying episode. According to Gregory and Vessey (2004), having discussions will only help children see they are not only in these particular situations and inspire ideas as to how they might handle nasty teasing or bullying the next time they encounter it. The use of bibliotherapy can help children learn possible solutions to handling bullying problems. Bullies will begin developing sympathy skills, victims obtain strategies helping them deal with bullies in the future, and bystanders will begin realizing the importance they have in preventing the bullying episode (Danielson & LaBonty, 2009).

Pardeck and Pardeck (1984) indicated much research has been conducted involving the effectiveness of bibliotherapy with the finding stating bibliotherapy works with some types of problems, but not all problems. The research presently resides in these categories: academic achievement, assertiveness, attitude change, behavioral change, marital relations, reducing fear, self-concept and self-development, and therapeutic usefulness (p. 5). According to Pardeck and

Pardeck, many of the research studies have been found to benefit children and adolescents using bibliotherapy, which gives self-assurance to people using bibliotherapy with such young children. Some of the categories provide little research supporting their claims using bibliotherapy helps children in those particular areas; whereas, other categories have found bibliotherapy useful bring about change and increase in children in those particular areas. Even though bullying was not directly mentioned as a category, it falls into other subcategories such as assertiveness, attitude change, behavioral change, reducing fear, and self-concept and self-development. These categories provided all relate to bullying whether the child is the victim, the bully, or the bystander; and bibliotherapy research can be used to benefit and impact children who encountered bullying episodes through the use of children's books. Rubin (1978) enlightened us with the power of bibliotherapy claiming:

The goal of bibliotherapy should be insight and understanding. To understand is to stand under, to stand away, to stand apart, in order to see something from a different perspective; to learn; to know, and then to integrate that knowledge in the self. Insight is the power of a thinking, feeling a person to look within and beneath the surface of things; it is an ability that can be strengthened through bibliotherapy. (p. 9)

Limitations of Bibliotherapy

As with most therapies or experimental interventions, there are limitations. Pardeck and Pardeck (1984) explained, "Bibliotherapy should not be used as a single approach to treatment, as it appears to be most effective when used in conjunction with other therapeutic approaches" (p. 14). Also, bibliotherapy seems to be effective with children who read constantly and have a habit of reading. The books should be selected matching the child's reading ability and reading level, if the books are not matched the child will likely get frustrated during the bibliotherapy

process (Pardeck & Pardeck). Hendricks and Hendricks (1998) noted another issue affecting the use of bibliotherapy, the misunderstanding only having one type of bibliotherapy. However, Rubin (1978) identified three types of bibliotherapy, but developmental bibliotherapy is the only type appropriate. Developmental bibliotherapy entails using imaginative and moralistic literature with children in particular situations. The developmental bibliotherapy sessions are conducted by a librarian, classroom teacher, or helping professional. Mainly, developmental bibliotherapy helps children with common tasks; cope with personal problems, and other crisis situations. This causes self-help children's books to be classified as materials for developmental bibliotherapy.

Another limitation outlined by Pardeck and Pardeck (1984), "... the client may intellectualize about problems when reading about them" (p. 14). This means the child fails to identify with the characters in the children's book and release any accountability of resolving any problem the child may have. It is highly unlikely for this to occur with younger children because they have minimal cognitive development; however, it is important for older children and adults (Pardeck & Pardeck).

Hendricks and Hendricks (1998) explained the final limitation affecting bibliotherapy, professional standards lacking governing of who should participate in bibliotherapy. As of now, there are currently few licensed regulators who can manage conducting bibliotherapy. Rudman, Gagne and Bernstein (1993) conferred:

Some feel those should only undertake bibliotherapy well-versed in psychodynamics, neurosis, and psychotherapy. Others, such as ourselves, feel that it can be and is safely undertaken by those with less sophisticated expertise in human nature: teachers, librarians, doctors, lawyers, parents, and others. . . adults who find themselves in guiding

positions need not and should not feel embarrassed by their inadequate backgrounds in psychology. Perhaps, instead, adult guides should try to meet other obligations. These include the obligations of knowing how and when to introduce the materials, being sufficiently familiar with the materials, and knowing each child's particular situation. (p. 39)

Aiex (1993) complements stating bibliotherapy must be handled carefully regardless of being a classroom teacher, librarian, or mental health professional. Everyone does not acquire the skills and practices to facilitate the process of bibliotherapy. However, if professionals are interested they need to obtain constancy, a passion for working with others, and sympathize without being threatening or authoritative. Bibliotherapy needs to be handled with care when introducing the materials and knowing each child's particular need with their given situation. The misuse of bibliotherapy can cause more harm than benefit to children using bibliotherapy to overcome a problem such as bullying, child abuse, death, illness, or other social issues faced by children.

Summary

The purpose of this research investigation is to answer the question: How are bullying episodes resolved in children's books? The goal of this chapter was to explain historical perspectives relating to the use of content analysis as a research method, theoretical perspectives related to social interaction with children (social constructivism and child-centered play), and perspectives on bullying and bibliotherapy.

Content analysis entails analyzing picture books focusing on gender, diversity, ethnicity, culture, or elements within a book. However during this research investigation, content analysis is a collection of research and data from children's picture books. Social constructivism and child-centered play therapy was the focus of theoretical orientation. These ideas concentrated on

how important each are when dealing with episodes of bullying, and how valuable each aspect of social constructivism and child-centered play can be with bullying situations.

A review was completed with bullying involving the implications, impacts, actions taken by schools, and interventions. The implication of bullying is to overpower and control the victims or students. It leaves the victim or student feeling weak, helpless, and defenseless when a bully places them in a situation of distress. Also, this impacts the victim or student because he/she feels mistreated and humiliated in front of his/her peers at school or neighborhood.

Another review was completed on the aspect of bibliotherapy involving the process, book selection, effectiveness, and limitations. Using bibliotherapy helps students to understand they are not alone when handling and dealing with episodes of bullying. Students will be able to read children's books and reflect upon experiences expressed from the author relating to their similar situations they are dealing with in their lives. Bibliotherapy enlightens students going through the same or similar situations with insight and understanding through the use of children's picture books.

CHAPTER III. METHODS AND PROCEDURES

Research has shown bullying is becoming more prominent in schools. According to Graham (2010) students are just as worried about safety in schools as academics, whereas in the past students were concerned about advancing to the next grade level and standardized tests. Investigations have been conducted pertaining to identifying behaviors in bullies and the reasons causing them to bully. Additional research has been conducted by Entenman, Murnen, and Hendricks (2005) to suggest that children's literature can be used to help children better understand bullying, the bullying behaviors and how to react to bullying situations. Although suggestions and recommendations have been made about using children's literature in a bibliotherapeutic manner, it has been suggested that teachers who engage in bibliotherapy must be familiar with the books they intend to use. Pardeck and Pardeck (1988) believed a bibliotherapeutic approach was valuable when working with students. This means they must review children's books to determine how the bullying incidents occur and how they are resolved.

While some research has been conducted on bullying in children's books, limited research has been conducted on the outcomes of the bullying episodes in the stories identified as appropriate for children. Therefore, the purpose of this investigation was to answer the following research question: "How are bullying episodes resolved in children's books about bullying?" This chapter will describe and provide details about the methods and procedures used during this investigation.

Methods

Research Design

This study was designed to investigate how bullying episodes are resolved in children's books. Therefore, this study included an analysis of children's books about bullying to determine how the stories resolve episodes with a bully at the end of the story. The methods used to conduct this investigation were a mixed methods design, collecting both qualitative and quantitative data.

A content analysis was the primary form of data collection. Martinez and Harmon's (2012) content analysis format was used to conduct the study. Their analysis involved three phases. The first phase involved the data collection using a three-step process. These three steps include: (1) taking picture walks through the book, (2) conducting a page-by-page analysis, and (3) determining an overall categorization of the characters and plot. The second phase was gathering and gaining a deeper perspective of the significant areas within the text (Martinez & Harmon). The third and final phase was evaluating the author and illustrator within each book. This investigation employed Phase One and Two as identified by Martinez and Harmon; however, Phase Three was adapted to include analyzing and interpreting the data to answer the research question: How are bullying episodes resolved in children's books about bullying?

Materials

A children's book is a book with pictures and words appropriate for children between the ages of 5 and 12. This investigation involved the use of children's books to provide data for analysis. A random selection of 10 to 15 children's books about bullying published between 2007 and 2012 was used to conduct this investigation.

Resources were used such as Amazon and Goodreads to locate and compile a list of children's books relating to bullying. The search terms used when searching for appropriate books were bullying picture books, bullying children's books, and books about bullying. Once the full list of books were compiled, a random selection took place where every seventh book was selected for the content analysis. Finally, a further analysis was performed with the information and context within each children's book portraying bullying with the information placed in a coding sheet.

Instrumentation

To facilitate the analysis, a coding sheet was created (see Appendix A). This coding sheet allowed for a systematic exploration of the content of each book and followed the established procedure by Martinez and Harmon (2012). The coding sheet consisted of a table with all the children's books, authors, and dates in one column and the analysis of the books written in adjacent columns. Coding strategies were developed and modified as needed to allow the data to emerge from the children's books.

Procedures

The first step of this investigation was to conduct a review of literature to determine what is known about bullying and the dynamics associated with bullying. The background information consisted of the definition of bullying, implications of bullying, impacts of bullying, actions taken by schools, and intervention of bullying.

Then, a search was conducted to identify books appropriate for this investigation. A list of children's books portraying bullying was compiled. After a list of children's books was generated, the books were checked to ensure they follow the established publication date, which

was between 2007 and 2012. Finally, from the compiled list of books, every seventh book was selected for the content analysis.

When the final list of children's books was compiled and completed, the process of analyzing each book began. The books were read the first time to get a general sense of the story and to understand the situation as it appears in the story. The books were read a second time and a coding sheet was used to record the title, author, and date of the book read, and to record the bullying situation in each book and how the book resolved episodes with a bully by the end of the story. The books were read again for accuracy in data collection. Once all the data was collected, it was analyzed and interpreted to answer the guiding question for this investigation.

Data Collection

Data was collected through the use of a researcher-developed data chart (see Appendix A). The data collected from each children's book was typed into a table adjacent from the title, author, and date of the children's book. The chart was divided into columns to analyze children's books about bullying episodes. Vertical columns were labeled with the titles of all the children's book being analyzed. Horizontal columns were labeled accordingly when reading and analyzing children's books: Who is the bully? (including gender, age, and race) Are there victims within the story? What is the bullying episode? How often does it occur? What is the bullying episode type? Was the bullying episode/episodes resolved? How was the bullying episode/episodes resolved? These points were recorded when children's books about bullying episodes were analyzed. The books were read to collect data on the coding sheets numerous times to ensure accuracy for the analysis.

Data Analysis

Once the researcher examined each of the children's books in the compiled list and completed the data chart, the researcher interpreted the results. Examining the results, the researcher provided a descriptive analysis from the various categories of data that emerged from the investigation. A more in-depth analysis followed whereby an examination of the similarities and differences between all of the children's books was completed. Finally, the data and the analysis were presented in such a way as to answer the research question.

Summary

The purpose of the investigation was to identify how bullying episodes are resolved in children's books about bullying. This research question was investigated and analyzed during the course of this investigation. Children's books portraying bullying were collected and analyzed providing insight as to how to resolve episodes with a bully. Content from the selected children's books were analyzed, compared, and contrasted to other informational content found throughout the other children's books pertaining to the research question.

CHAPTER IV. DATA ANALYSIS AND DISCUSSION OF RESULTS

The motivation behind the act of bullying is to overpower and control the victims, leaving them feeling weak, helpless, and defenseless. Helping children understand bullying behavior is appropriate in today's schools due to the rise in the number of bullying episodes, and the increased intensity of the bullying behaviors, including death. Entenman, Murnen, and Hendricks (2005) suggest children's literature can be used to help children better understand bullying, the bullying behaviors and how to react to bullying situations. While some research has been conducted on bullying in children's books, limited research has been conducted on the outcomes of the bullying episodes in the stories identified as appropriate for children.

Using children's literature about bullying in a bibliotherapeutic manner requires an understanding of the bullying behaviors and how they are resolved in the children's stories. Therefore, the purpose of this investigation was to answer the research question: "How are bullying episodes resolved in children's books about bullying?" A content analysis was conducted on selected children's picture books to analyze how bullying episodes were resolved. This chapter will provide the results of the content analysis of picture books and bullying episodes along with discussing the results found during the investigation to answer the research question.

Results

To answer the research question, it is essential to provide a context for the bullying episodes experienced in each of the children's books. The results section will include a brief summary to contextualize each of the books analyzed in this investigation. The context is essential because it provides background knowledge of each children's literature book before answering and discussing the research question. Following the summary of the story, there will

be a discussion of the bullying episodes, and then the data regarding how the bullying episodes were resolved. For continuity and ease of reading, each book will be discussed in the three parts identified.

JoJo the Giant

Book Summary

JoJo, the main character, always asks his mother the same question: “How much did I grow today?” His mother constantly assures him good things come in small packages, however JoJo is desperate to be bigger. After seeing the red Rocket Racers in the window at Smiling Sam’s Shoe Shop, he wants to run in a race to win the pair of shoes. But, can JoJo stand up and compete against the bullies who are much bigger than he is to run the race of his life.

Bullying Episodes

There were two bullying incidents in this story, both including the same victim. The first involved a male bully who was making comments towards JoJo while he was signing up for the race. Comments were made twice throughout the story. The second incident involved three males and a female bully who made a comment toward the victim saying, “Check out the runaway shrimp!” This incident with the group of bullies occurred once in the story.

Resolution

From the two bullying episodes in the story, the first incident was slightly resolved between the male bully and JoJo. During the race the bully said, “Hey shrimp! I’ll wait for you at the finish line.” JoJo always ran faster when he heard bullies, so he zipped past the bully beating him in the race. The crowd went wild and JoJo had just won the red Rocket Racers. As for the second bullying episode, it was never resolved. However, the group of bullies cheered for JoJo during his race yelling, “Go shrimp, go! Go shrimp, go!”

Gimme-Jimmy

Book Summary

James Alexander had a nickname “Gimme-Jimmy” because he was greedy and self-centered. Nobody would be friends with him or play with him since he always said “Gimme”. Imagine Jimmy’s concern when he realized his hand grew bigger each time he said “Gimme”. However, Jimmy was happy to discover when he was polite using “please” and “thank you” his hand began to shrink.

Bullying Episodes

This story included a male bully who victimized his classmates at school. He would always say “Gimme,” grabbing things from girls and snatching things from boys. This incident occurred at home and at school.

Resolution

Bullying episodes from the story were resolved between the bully and his classmates. The bully listened to his dad’s advice learning to be polite, sharing, and saying “please” and “thank you” to his classmates at school and parents at home day every day. He wrote a “Polite Rule” and tried hard to practice his rules every day. His dad was very proud of what he had done saying, “Now that you’ve shown us this very big change, We’ll not call you Jimmy; you’ll have to be James!” James had many friends now, and he learned it was fun to share, rather than take things vowing he would never taken again.

Bullies Never Win

Book Summary

Jessica worries about everything including Brenda Bailey who bullies Jessica and will not leave her alone. It worries Jessica all the time and she does not know what to do. She does not

want to be a tattletale, but she also wants Brenda to stop bullying her. Jessica stands up to Brenda and finally stops worrying.

Bullying Episodes

This story involved a female bully in the first grade who mistreated another student in her class named Jessica. She would make nasty and mean comments to Jessica, which caused her to worry. This episode occurs at school each day.

Resolution

Bullying incidents were resolved between Jessica and the bully. Jessica stood up for herself against the bully and said, "Toothpicks may be thin, but bullies never win!" Brenda was embarrassed and turned pink. Jessica threw her shoulders back and marched out of the cafeteria. She shared the news with her family at dinner when they asked how it went saying; "I don't think Brenda will pick on me anymore. But even if she does, I know what to do." Her family was happy for her and said "Hooray for Jessica!"

Dare!

Book Summary

Jayla feels intimidated by a classmate named Sam who has bullied her in the past. Now, Sam is bullying her friend Luisa and requires Jayla's assistance. She is reluctant to join Sam, but eventually does soon realizing how wrong it is. Jayla sympathizes with Luisa and finds the courage to herself to stand up to Sam and end bullying.

Bullying Episodes

A very tough female was the bully in this story. She picked on students, mainly two girls, Jayla and Luisa. Also, she said mean and rude comments about the girls making fun of them. This bullying incident happened at school.

Resolution

The bullying episodes were solved because Jayla decided to take the dare and stand up to the bully, even though she was scared. She apologized to Luisa for not standing up for her and returned her boots before asking if she wanted to play together. Jayla realized if everyone joined together, we could all play a role and making things better at school. Now anytime Sam calls Luisa weird, she acts like she does not care and Jayla acts like she is not scared. Both girls are beginning to realize the more they act like they are not scared, the more it is true. Also, the more Sam thinks that they are not scared, the more she leaves Jayla and Luisa alone.

Leave Me Alone

Book Summary

A little boy is feeling sad and struggles every day when he has to face a bully. However the boy has friends who insist on helping him even after he tells them “There’s nothing you can do for me” or “There’s nothing you can say.” The boy is mistaken because the next encounter with the bully all his friends join in saying, “Leave him alone!” It works since the bully turns around and walks away.

Bullying Episodes

In this story, there was a male bully. The bully was a giant, huge, and strong. He teased and used nasty words towards a young boy for fun. This episode of bullying was present everyday.

Resolution

The episode of bullying was resolved in this story. The young boy’s friends stood tall, strong, and firm facing the boy’s enemy. His friends showed him eight voices are stronger than one voice alone telling the giant to “Leave Him Alone.” The giant stopped and stared at

everyone not knowing what to say. Then, he took his dark shadow and walked away from the little boy never seeing him again.

The Three Bully Goats

Book Summary

Gruff, Ruff, and Tuff bully their way across a bridge and into a green, grassy meadow. They tease a kind ogre and butt baby animals along the way. The ogre was friendly and polite to each of the bully goats, but became frustrated with them and devised a plan to teach the bully goats a lesson.

Bullying Episodes

There were three male bullies in this story. The bullies victimized an ogre and baby meadow animals. They did not share the meadow, head-butted baby animals, and said mean things. This bullying incident existed all the time at the grassy meadow.

Resolution

The bullying in this story was resolved with the ogre's clever idea. Tuff head-butted four baby skunks and sent them tumbling across the grass. He told Gruff and Ruff to join him while they chanted their song. However, before they could finish the baby skunks squealed, "Should we use our stuff?" Then, the baby skunks turned their backsides to the three bully goats, raised their tails, and sprayed the bully goats with their repulsive odor. All the animals of the meadow laughed and chanted, "Hip hip hooray! We called their bluff! So long, bully goats Gruff, Ruff, and Tuff!" Three smelly bully goats left the meadow embarrassed never bullying the ogre or baby animals again.

Trouble Talk

Book Summary

Maya's friend Bailey loves to talk about everything and everyone. Bailey's talk leads to harmful rumors and hurt feelings of everyone around her. Maya begins to question their friendship and wonders if she can ever trust Bailey again.

Bullying Episodes

This story had one female bully. She said mean things about students and friends in her class, started rumors, and embarrassed her friends. These incidents occurred with friends and students in her class and took place every few days or every couple of weeks.

Resolution

The bullying behavior between Bailey and her classmates was resolved. One of Bailey's friends talked to the school counselor about Bailey's behavior during school, and the issues she had been having with Bailey spreading a rumor about her parents getting a divorce. The counselor encouraged her to continue what she had been doing; not joining in and passing rumors along, changing the subject, and hanging out with students who make her feel safe. Also, the counselor talked with Bailey and she worked on stopping her trouble talk. She also wrote "I'm sorry" cards to her friends.

The Tale of Sir Dragon

Book Summary

A girl and her dragon friend are setting out for Camp Camelot searching for a noble quest when a bully of a knight crosses their path. Playtime is ruined at Camp Camelot and the girl stands up for her friend, the dragon. After a roundtable discussion, the bully comes to realize everyone is entitled to play at Camp Camelot.

Bullying Episodes

In this story, there was one male bully and two female bullies. The bullies mistreated a dragon by saying meaning things about him playing knights and snatched his bear. One of the bullies said, “We’ve told you before, You’re too big, tall and green to play knights anymore!” This indicates they have bullied the dragon before. However, this particular episode of bullying in the story happened at camp that day.

Resolution

The bullying was resolved with the group of bullies. As the girl and her dragon were eating lunch, the group of bullies approached and one bully said, “You can play. What I did wasn’t fair.” Next, he reached out and returned the dragon’s teddy bear. A decree was written including the knights, dragon, and the girl stating nobody would take things or hurt and say anything mean. They all played knights together searching for adventure, traveling the land, and performing good deeds.

Two of a Kind

Book Summary

Kayla and Melanie are mean girls who tease, whisper, and get their way all the time, even if they turn one friend against each other. Anna and Julisa are friends who laugh until their glasses fall off and invite other friends to play with them. Anna fell for the charms of Kayla and Melanie, but Anna discovers she is stronger when she stands up for herself and her friend Julisa.

Bullying Episodes

There were two female bullies in this story. Both of the girls picked on classmates who were friends Julisa and Anna. They made faces, said rude comments, took things from the girls, and laughed, pointed, and made fun of people. This occurred during school each day.

Resolution

The bullying episodes were slightly resolved between the two female bullies and Julisa and Anna. Anna was accepted and liked by the bullies, but they continued to make fun of Anna's friend Julisa while poking fun at Anna. Anna never said anything about Julisa or told the bullies to stop. She would just sit there and occasionally glance over at Julisa sitting by herself. After the bell rings at recess, the bullies want Anna to stay with them on the monkey bars and have someone come and get them. Julisa waits for Anna reminding her recess is over. Anna leaves the bullies and runs with Julisa to get in line. She learns her real, true friend was Julisa because they are two of a kind!

Annie Mouse Meets a New Friend

Book Summary

During summer vacation, Annie made friends with Molly, a mole who happened to be blind. When school starts Annie introduces Molly to her friends, however Annie's friends begin to ridicule her and she is at risk of losing her old friends. After being torn between her loyalty to her old friends and her new, genuine friend, Annie eventually learns what the meaning of friendship is all about.

Bullying Episodes

This story included two female bullies. The two female bullies victimized a mole named Molly who was blind. They said she couldn't sit with them during lunch, play with them at recess, teased her, and knocked her cane out of her hands. These occurrences took place during school hours.

Resolution

From the story, the episodes of bullying were resolved between one of the female bullies. Annie and Molly were reading together with Molly teaching Annie to read with her fingers. Annie's old friends sat back and watched wondering what they could be doing because it looked like they were having fun. The next day at lunch, one of the bullies apologized and was ashamed of how she behaved towards Molly realizing Annie was a true friend. They were all playing together for recess every day and hoped one day the other bully would join along, too. They never wanted to have anyone feel left out.

How Eric Stopped Being a Bully

Book Summary

Eric is the mean kid in school who calls everyone with embarrassing names and threatens to hurt those who told on him. One day he picked on a girl Nathalie, and her friend Billy told his parents. With the help of effective communication, Billy's parents got ahold of Nathalie's parents who turned the situation over to the principal. The principal warned Eric of his behavior and watched him closely. An incident in the library reformed Eric and how he treated students in his class.

Bullying Episodes

There was one male bully in the third grade who mistreated students in his class. He bossed the other kids around, threatened them, took their things, and embarrassed kids making fun of them and calling them names. The bullying episodes with the students took place at school.

Resolution

Bullying episodes were resolved when the principal found out Eric was being a bully to other students in his class. She told him bullying was not tolerated in school and he would be watched closely. A power failure occurred during school, all of the students made it out except Eric. Two students, Nathalie and Nathan, went back in to find him. Nathan found Eric, who could not see in the dark because he was afraid, and led him outside with the rest of the class. However, Nathalie was still inside from looking for Eric. Eric said he would go back to find her and Nathan agreed to join him. They both searched together until Eric found her trapped inside a locked room. Eric grabbed Nathalie and Nathan's hand and directed them out of the dark building. He became friends with the students in his class and apologized to the students for his actions. The principal told Eric how proud she was of him and he thanked her for never giving up on him.

Arlo Makes a Friend

Book Summary

Arlo moved to a new home with his family and he is lonely without anyone to play with. His first journey did not go well when he encountered a mean snake who attacked Arlo with mangos. Then, Arlo began digging an underground hideout where he ran into a rabbit named Jack. The snake threatened both of them, until they realized two are better than one.

Bullying Episodes

There was one male bully who tormented Arlo in this story. He hit Arlo with mangos and said impolite comments to Arlo before and after hitting him with mangos. These incidents of bullying transpired four times during the story.

Resolution

The bullying behavior was slightly resolved between Arlo and the bully. Arlo's friend, Jack, kicked mangos, fallen on the ground, at the bully. The bully slid down the tree and snuck away. Arlo told Jack "Nice work" before he tucked himself into a ball and rolled home. At home, he shared about his day barely mentioning the bully because it was more fun talking about his new friend.

Discussion of Results

This investigation was designed to answer the research question: "How are bullying episodes resolved in children's books about bullying?" After analyzing how the bullying behaviors were resolved, categories emerged that described the types of resolutions portrayed in the books. These categories included: (a) the victim/student stands up to the bully; (b) a parent or authority figure intervenes in the bullying situation; (c) the bully apologizes for the bullying behavior and the story ends happily; (d) the bully gets what he/she deserves; and (e) the resolution to the bullying behavior was not evident in the story. These five categories allowed further investigation of each of the solutions to answer the research question.

Victims/Student Stands up to Bully

The first category was the victim/student stands up to the bully. Four children's picture books were characterized in this category: *Two of a Kind*, *Leave Me Alone*, *Dare!*, and *Bullies Never Win*. In these stories, the students being bullied took a stance and stood up to the bullies, handling the bullying episodes on their own. Each story demonstrated their own way of how students stood up to a bully through their own determined behavior.

In the story *Two of a Kind*, the bullies made faces, said rude comments, took things, and laughed, pointed, and made fun of people. Eventually, the bullies accepted Anna, however they

continued to tease her friend Julisa and making jokes about Anna in the process. Anna would never comment or say anything about Julisa, but she also never defended her either. One day Anna soon realized they were not her true friends and Julisa did care about her. She stopped hanging out with them because they were teasing her and making fun of her friend Julisa. So, Anna took a stance and left the bullies on the monkey bars realizing they did not care about her, Julisa did. She realized Julisa was her real friend and cared about her, which is what makes them two of a kind.

The story *Leave Me Alone* entailed a young boy bullied by a huge and strong giant who used nasty words and teased him. His friends showed him that eight voices were stronger than one voice telling the bully to “leave him alone.” Consequently, the young boy and his friends stood tall, strong, and firm, showing the bully they were taking a stance. The bully walked away with the boy never seeing him again.

In the story, *Dare!*, a bully picked on students and made fun of them. Jayla was nervous to take the dare, but eventually took the dare and defended Luisa. Therefore, one student took the dare to stand up to a bully; once one student stood up, everyone else started to join. They did not let the bully’s comments affect them, which made the bully leave them alone.

Finally, in the story, *Bullies Never Win*, Jessica worried because a bully in her class always said rude and mean things to her. One day at lunch Jessica had enough and said, “Toothpicks may be thin, but bullies never win!” The bully was embarrassed and did not say anything. Jessica handled the situation with the bully by being strong and standing up for herself.

Authority Figure Intervenes in Bullying Situation

The second category involved a parent or authority figure intervening in the bullying situation. Three children's picture books were categorized in this grouping: *Gimme-Jimmy*, *How Eric Stopped Being A Bully*, and *Trouble Talk*. In these stories, parents or authority figures handled the bullying situation and made the bullies see how their behavior was impacting others and themselves.

In *Gimme-Jimmy*, the bully always said "gimme" grabbing and snatching things away from classmates. He listened to advice his dad gave him about sharing, being polite, and always saying "please" and "thank you." Consequently, listening to his dad resolved the bullying episode and allowed him to make friends.

In the story *How Eric Stopped Being A Bully*, the bully teased, embarrassed, threatened, and called students names. When a student told parents about the situation with the bully, the parents notified the principal about what had been happening. The principal met with the bully, discussed that bullying was not tolerated in school, and explained that the bully would be monitored closely. When a power failure occurred at school, the bully assisted his classmates out of the building. So, the principal intervened into the bullying episode, giving the bully one last chance to stop his bullying behavior.

Finally, in *Trouble Talk*, the bully said rude comments, started rumors, and embarrassed her friends. One student talked with the school counselor about the mean and embarrassing things the bully said to her friends. The counselor worked with the bully on her trouble talk and she even wrote "I'm sorry" cards to her friends. Therefore, the counselor working with the bully handled the situation that diminished the bully's trouble talk.

Bully Apologizes

The third category was the bully apologizing for his/her behavior with story ending happily ever after. Two children's literature books were illustrated in this category: *The Tale of Sir Dragon* and *Annie Mouse Meets a New Friend*.

In the story *The Tale of Sir Dragon*, the group of bullies took the dragon's bear and told him he could not play knights anymore. However in the end, the bullies resolved their situation by apologizing to the dragon for their behavior, said he could play knights with them, and returned his bear. So, the knights all played together and rode around performing good deeds.

The story *Annie Mouse Meets a New Friend*, Annie's friends did not like Annie's friend Molly. They said Molly could not sit with them at lunch, play with them during recess, and the knocked her cane out of her hands. Towards the end of the story, Annie's friend apologized for her behavior and was ashamed of the way she acted to Molly. They all started playing together at recess, hoping Annie's other friend would apologize because they did not want to leave anyone out. Therefore, the bullying episodes were resolved with the bullies being sympathetic and compassionate, apologizing for the behavior resulting in a happy storybook ending.

Bully Gets His/Her Due

The fourth category involved the bully getting his/her due. Three children's picture books were characterized in this category: *JoJo the Giant* (for one of the bullying episodes), *The Three Bully Goats*, and *Arlo Makes a Friend*. In each of these books, the bully earned what punishment or circumstance befell him/her, getting a dose of their own medicine.

In *JoJo the Giant*, the bully mocked JoJo in the middle of the race saying, "Hey shrimp! I'll wait for you at the finish line." JoJo always ran faster whenever bullies were around and he

did just that, zipping past the bully in the race across the finish line. So, the bully got what he deserved as he lost the race for taunting JoJo before and during the race.

In *The Three Bully Goats*, the three goats mistreated baby animals in the meadow and the ogre, until the ogre had an ingenious idea. The ogre sent the bully goats to a part where there were baby skunks. After the bully goat head-butted the baby skunks, the skunks sprayed the three bully goats; they were embarrassed and galloped out of the meadow never to bully anyone again. So, the three bully goats got what they deserved.

Finally, in *Arlo Makes a Friend*, Arlo encountered a mean bully who hit him with mangos and said impolite things. However in the end, Arlo met a friend, Jack, who kicked the mangos back up at the bully. The bully proceeded to slither down the tree and sneak away. Consequently, the bully got what he deserved for always hitting people with mangos.

Resolution Not Apparent

The final category was resolution to the bullying behavior was not apparent. This was the case in one of the bullying episodes in the story *JoJo the Giant*. In the beginning, a group of bullies were on a corner chanting, “Check out the runaway shrimp!” as JoJo ran by. However at the end of the story, they were cheering JoJo on at the race yelling, “Go shrimp, go! Go shrimp, go!” The story never stated the bullying issue was resolved, if it was resolved, or how it was resolved within the story.

Summary

The National Center for Injury Prevention and Control (NCIPC, 2012) described bullying as, bullies terrorize students with the intent to cause anxiety and hurt, which are recurring with the same students over and over again. Some of these bullying episodes focus on one specific incident in each story, but from context within the story the bully continues to intimidate students

repeatedly time and time again. The purpose of the analysis was to identify how bullying episodes were resolved in children's books about bullying. This research question was answered after analyzing the content within the children's picture books about bullying. After the context was provided for each children's picture book and bullying episode, further analysis and discussion of findings were completed.

Resolutions to the bullying episodes in the children's books were placed into five broad categories depending on how the bullying episode was resolved at the end of the story. These categories included: (a) the victim/student stands up to the bully (33% of the books); (b) a parent or authority figure intervenes in the bullying situation (25%); (c) the bully apologizes for the bullying behavior and the story ends happily (17%); (d) the bully gets what he/she deserves (25%); and (e) the resolution to the bullying behavior was not evident in the story (8%). This totals more than 100% because several of the books had more than one bully or bullies, and the resolutions may have been different causing the book to be in more than one category.

CHAPTER V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Instances and episodes of bully behaviors are more commonplace than in previous decades. These bullies are also intensifying their bullying behaviors becoming more and more violent, and leading to more permanent psychological and physical harm to victims. Schools are not immune to bullying behavior. Students who are bullied are reluctant to come to school because they do not want to encounter a bully's aggressive behavior. How teachers, administrators, and parents react to resolve a situation with a bully can significantly and permanently impact the victims.

Children's books may provide an excellent resource regarding handling bullying behavior and alleviating the situation. While some research has been conducted on bullying in children's books, limited research has been conducted on the outcomes of the bullying episodes in the stories identified as appropriate for children. Therefore, the purpose of this investigation was to answer the following research question: "How are bullying episodes resolved in children's books about bullying?" This chapter will summarize the study, present conclusions drawn from the study and provide recommendations for teachers, teacher educators and future research based on the results from the investigation.

Summary

The study was focused on looking at "How are bullying episodes resolved in children's books about bullying?" But, before the research question could be answered background knowledge needed to be addressed on the topics and literature of content analysis, social constructivism theory, child-centered play therapy, understanding bullying, and bibliotherapy. Each of these areas provided knowledge and awareness of how bullying can be impacted and play a role through bibliotherapy, content analysis, child-centered play therapy, and social

constructivism theory. After gathering background information, content analysis was conducted as the primary form of collecting data through 12 children's books selected by random. A coding sheet was created for the methodical exploration of content within each book. Finally, the data were collected from the results of the children's books, then evaluated and interpreted to answer the specific research question for the investigation.

To answer the research question, context for each children's picture book was crucial for the bullying episodes experienced. The context describes background information from each book starting with a summary of the story, followed by a discussion of the bullying episodes, and concluding with the data concerning how the bullying episodes were resolved. After analyzing how bullying was resolved, categories were distributed describing the types of resolutions portrayed in each book. Each category allowed for further investigation of the solutions examining the books classified into those groups. These categories included: (a) the victim/student stands up to the bully (33% of the books); (b) a parent or authority figure intervenes in the bullying situation (25%); (c) the bully apologizes for the bullying behavior and the story ends happily (17%); (d) the bully gets what he/she deserves (25%); and (e) the resolution to the bullying behavior was not evident in the story (8%). The percentages total over 100% because numerous books had more than one bully or bullies. Also, it affected resolutions possibly being different and causing the book to be in more than one category.

Conclusions

One conclusion reached as a result of this investigation was that children's books can be used in classroom settings to teach children about bullying and victims. Previous research supports this notion. Cianciolo (1965) suggests children's picture books can provide students with strategies to use when dealing with bullying incidents in a school environment. Danielson

and LaBonty (2009) also noted teachers who read books about bullying offer students an opportunity for in-depth discussions before, during, and after the story. The books used in this investigation provided a somewhat shallow view of the bullying/victim interactions, which may present an overly simplistic view of bullying. It appeared at times the solutions seemed superficial between the bully and victim. Whereas utilizing children's books about bullying and victims in a classroom setting can be beneficial, teachers need to be cautious of a naïve view on bullying and resolutions seeming artificial.

Another conclusion drawn from the data is that teachers need to be aware of the way stories about bullying end if they are to be effective in using them in a bibliotherapeutic manner. Pardeck (1990) mentions students must connect with the story and the character that is victimized. Also, Pardeck and Pardeck (1988) include, using a bibliotherapeutic method can be beneficial to a student when they have encountered those emotions and applied them to real-life situations. Knowing how the behavior of the bully and how the bullying situation is resolved is essential if bibliotherapy is to be successful. Pardeck and Pardeck (1984) wrote, "... the reader must be able to identify with the character in the book who is experiencing a problem similar to the reader's" (p. 2). Bibliotherapy is effective with allowing students to identify with characters in a story that have encountered the same emotional hurt and pain they have experienced in real-life.

A third conclusion is that content analysis is a useful methodology to use when reviewing the content of children's books. Various elements of children's picture books have been explored using content analysis such as story elements (plot, characters, setting, theme), pictures (Martinez & Harmon, 2012) and vocabulary. This investigation was able to explore resolutions of bullying behavior in a systematic fashion and discover five types of endings to episodes of

bullying: (a) the victim stands up to the bully; (b) a parent or authority figure intervenes in the bullying situation; (c) the bully apologizes for the bullying behavior and the story ends happily; (d) the bully gets what he/she deserves; and (e) unclear resolutions. Content analysis was applied in discovering the elements within the story finding the resolutions to the bullying behavior. This, in turn, determined the five categories to occurrences of bullying within the children's books.

A final conclusion drawn is that children's books about bullying and bullying behavior tend to simplify resolutions to bullying rather than allow children to see bullying as complex. For example, in most cases, someone was reported, the issue was mostly resolved, and the story ended. It is unclear why the resolutions are so simplistic, but it may be due to lack of information on how to address bullying with children. Allen (2010) reported many teachers do not have enough training on responding to bullying. Training is essential for teachers because not every bullying incident is going to be handled the exact same way and training will allow teachers to respond accordingly to the situation. Graham (2010) added that interventions for bullies might need to focus on anger management, and accepting responsibility for behaviors. These types of interventions were not apparent in the stories used in this investigation.

Recommendations

Teachers

When teachers want to utilize children's stories involving bullying episodes, they need to be cautious when using stories that all end happily because not every bullying episode has a happy ending. The books used in this investigation may have oversimplified the bullying behavior and the resolution by showing bullies and victims being friends, setting aside their differences, or living happily after. Likewise, teachers should limit the number of picture books

where the bully gets bullied. This scenario does not happen often with students and teachers do not want to give them the wrong idea.

Also, teachers may want to focus on books where parents or an authority figure intervenes on the child's behalf. Oftentimes, children are not equipped to handle a confrontation with a peer that is likely to result when attempts are made to resolve a bullying situation. Stories that focus on adult intervention would lead school-aged children to believe they could trust parents, teachers, or other authority figures. Teachers can emphasize this is what students should do and should be done because then students will replicate the action whenever they encounter this particular bullying episode.

Teachers of older students may want to consider using picture books such as these as discussion starters. After reading one of these books, older readers could focus on appropriate actions to take for victims of bullies. They might also focus on the bully and aspects of bullying that help understand the bullying dynamic.

Teacher Educators

Teacher educators can use these children's picture books learning about how bibliotherapy can be beneficial with students relating emotionally to the bullying episodes in the stories. First, college students should learn about bibliotherapy and how it can be utilized in a classroom setting. Learning about the process of bibliotherapy, the effectiveness of bibliotherapy, and the limitations of bibliotherapy will help pre-service teachers better understand how to use children's literature to assist students who are facing bullies in their every day lives. Then, they learn how to apply and select books for students who have encountered these emotions and experienced the same problem. A student needs to connect and identify with the character victimized in the story. It is the obligation of the teacher educators to understand

bibliotherapy and implementing this practice in their classrooms with students. Teacher educators need to comprehend the stories they select for students need to relate to their real-life experience.

Exposure to books about social issues, bullying is one. Teacher educators can use these picture books as a teaching and learning-base for college prep classes. College students can learn how to apply children's books about bullying with students in their classroom who are bullies or have been bullied. They can learn why certain books are used for particular bullying episodes rather than other stories. For example, a student is getting bullied during recess, but he/she is too afraid to tell a teacher. The teacher would recommend and share a story where the student informs an adult who intervenes in the bullying episode. Compared to sharing a story where the bully gets what he/she deserves, which has nothing to do with the current situation. The responsibility of the teacher educators is to teach and provide knowledge to which children's stories applies to the bullying episodes because they can vary among students.

Also, teacher educators can have a collection of bullying picture books, and similar to my study, students can analyze how these stories are resolved and if they serve a meaningful purpose in a classroom. The goal for teacher educators is having college prep programs teach college students to discover how to use children's literature to resolve bullying episodes.

Guidance Counselors

Bibliotherapy can utilize children's books providing students with strategies or skills to use when handling bullying episodes at school. Children's picture books are being applied as a treatment mechanism to assist students solving problems. The guidance counselors would need to have background information about the effectiveness and limitations of using bibliotherapy with students. Also, the process of selecting a book appropriate to the needs of the student is

crucial and important when implementing bibliotherapy. Guidance counselors can have students use the books to help understand the behavior problems while instructing students to brainstorm resolutions to the problems. Students connecting with picture books on how to handle bullying episodes in the future with learning possible solutions to handle the problems incorporated with bullying. Strategies can be obtained through the use of bibliotherapy when dealing with bullying and learning ways to prevent bullying episodes from occurring. However, guidance counselors need to understand bibliotherapy cannot be applied to all bullying problems and work successfully each and every time. The responsibility falls on the guidance counselor to utilize his/her knowledge of bibliotherapy to inform students going through similar situations with insight and understanding using children's picture books.

Guidance counselors also need to be aware that in some of the books, anthropomorphism is used to convey information to the children. When using these particular picture books with students, counselors should allow them to realize nonhuman characters can be affected and harmed through bullying just like them. The behaviors and actions of the characters are relative to human behavioral characteristics. Students can still make connections with the nonhuman characters in the stories, guidance counselor's just need to demonstrate these qualities to the students.

Future Research

Content analysis on nonfiction picture books would provide further research on possible developments of bullying and explaining resolutions of bullying as complex to students. Exploring the content within nonfiction books would provide factual information on story elements pertaining to characters, plot, and setting. The goal in nonfiction books is to convey

factual information, which may possibly provide intricate details relating to problems and solutions of bullying.

Future research might compare fiction to nonfiction, relating how each children's picture book concluded the bullying episodes and how realistic this is based on statistical data collected by authorities. Fiction books allow a writer to write what they want and characters can experience many different emotions, be exposed to countless situations, resolve the problem/solution, and produce a happy/sad ending. Nonfiction writers need to stay true to the facts and information within the story while still providing a good story arc. Additional research could be further explored to discover whether the interactions and solutions between the bully and victim are represented as shallow or complex within the books. Additional studies could examine whether the situations pertaining to the bullying problem are similar or different in fiction or nonfiction stories. Certain characteristics or qualities exist within each fiction or nonfiction story, whereas others have distinctive features highlighted within the story. The purpose of comparing fiction and nonfiction picture books would be to find the association between the resolutions of bullying episodes.

Exploring the character development of bullies in stories requires a profile of their behavior and actions towards other students. Examining the development of each character allows a researcher to see underlying characteristics causing the behaviors of bullies. A chart or timeline can be compiled with information from the stories about each character to discover reasons why they bully and what implementations probed them to discontinue their actions.

Another future research topic would be to assess whether the books are authentic as they relate to bullies and bullying. Many children's books provide scenarios unrealistic to how bullying episodes are resolved today. An investigation that focused on this could help in

determining whether these books are suitable and dependable for students to use in a classroom setting for bibliotherapeutic measures relating to real-life experiences. Overall, the goal would be to evaluate reliable books for students to read when they relate their own personal experiences to bullies and bullying.

Finally, exploring the role race plays on socioeconomic status of how many books were bullying episodes might lead to interesting conclusions. Examining the gender within the picture books and finding a pattern of how the bullying episodes were resolved might be relevant to understanding the representation of male/female bullies as well as male/female victims. Such studies might determine if connections were made between race and gender when solving the episodes of bullying. Investigations might question whether a relationship exists between the bully and gender, race, or anthropomorphism. Interesting conclusions may be reached in an investigation that explores human versus animal reference bullies and bullying situations, and whether there is a connection in the types of bullying and whether the author chooses to use a human or nonhuman character. All of these ideas would allow for an interesting future and further investigation utilizing the same children's picture books conducted in this particular study. The purpose of conducting a further exploration is to continue research analysis within the role of race, gender, or human versus animal characters from the children's picture books already used in this investigation.

Summary

The focus of this investigation was to answer the question: "How are bullying episodes resolved in children's books about bullying?" From the results, it was determined the children's picture books ended the bullying episodes in a variety of ways: five types of endings to episodes of bullying: (a) the victim stands up to the bully; (b) a parent or authority figure intervenes in the

bullying situation; (c) the bully apologizes for the bullying behavior and the story ends happily; (d) the bully gets what he/she deserves; and (e) unclear resolutions. Even though bullying episodes were focused over a short period of time and one detailed incident was targeted, bullying was occurring repeatedly through content analysis and context provided from each picture book.

This chapter also provided recommendations for classroom teachers in how to use the books about bullying in their classrooms. It also made recommendations for teacher educators, and for future research. Overall, this investigation can serve to inform readers of the ways in which children's books address outcomes of bullying situations and how this information can be used to better inform children about dealing with bullying situations.

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APPENDIX A.
DATA CHART

Title, (Author, Date)	Who is the Bully? (Gender, Age, & Race)	Are their victims within the story?	What is the bullying episode?	How often does it occur?	What is the bullying episode type?	Was the bullying episode/ episodes resolved?	How was the bullying episode/ episodes resolved?
JoJo the Giant (Barclay, 2012)	Gender: M Age: N/A Race: White	Yes, boy named JoJo	Big Tony making comments to JoJo signing up for a race	Twice	Verbal Bullying	Sort of	Big Tony said, "Hey shrimp! I'll wait for you at the finish line." JoJo ran faster when he heard bullies and beat Big Tony in the race.
	Gender: 3M & F Age: N/A Race: 2M White, 1M African- American , 1F White	Yes, boy named JoJo	Comments: "Check out the runaway shrimp!"	Once	Verbal Bullying	No	However, they cheered for JoJo at the race, "Go shrimp, go! Go shrimp, go!"

Title, (Author, Date)	Who is the Bully? (Gender, Age, & Race)	Are their victims within the story?	What is the bullying episode?	How often does it occur?	What is the bullying episode type?	Was the bullying episode/ episodes resolved?	How was the bullying episode/ episodes resolved?
Gimme- Jimmy (Cannon, 2010)	Gender: M Age: N/A Race: White	Yes, classmates at school	Always said, “Gimme” and took things from girls and boys	At school and home	Physical and Verbal Bullying	Yes	He listened to his dad learning to be polite, share, and say “please” and “thank you.”
Bullies Never Win (Cuyler, 2009)	Gender: F Age: 1 st grade Race: White	Yes, a girl named Jessica	Brenda said nasty and mean comments to Jessica	At school	Verbal Bullying	Yes	Jessica stood up for herself and said, “Toothpicks may be thin, but bullies never win!”
Dare! (Frankel, 2012)	Gender: F Age: N/A Race: White	Yes, two girls Jayla and Luisa	Sam is tough and picks on students, mainly Jayla and Luisa saying mean things	At school	Verbal Bullying	Yes	Jayla took the dare and stood up for Luisa.

Title, (Author, Date)	Who is the Bully? (Gender, Age, & Race)	Are their victims within the story?	What is the bullying episode?	How often does it occur?	What is the bullying episode type?	Was the bullying episode/ episodes resolved?	How was the bullying episode/ episodes resolved?
Leave Me Alone (Gray, 2011)	Gender: M Age: N/A Race: N/A	Yes, a young boy	Giant huge and strong, teasing and using nasty words for fun	Everyday	Verbal Bullying	Yes	His friends show him eight voices are stronger than one saying, "Leave him alone!"
The Three Bully Goats (Kimmelman, 2011)	Gender: 3M Age: N/A Race: Animals	Yes, ogre and baby meadow animals	They don't share, butt baby animals, and say mean things	All the time	Verbal Bullying	Yes	Skunks sprayed the bully goats and they left, never bullying anyone again.
Trouble Talk (Ludwig, 2008)	Gender: F Age: N/A Race: White	Yes, other students in her class	Bailey said mean things, started rumors, and embarrassed friends	Every few days or every couple of weeks	Social and Verbal Bullying	Yes	A friend talked to the counselor about Bailey. Bailey worked on stopping her trouble talk and wrote "I'm sorry" cards to her friends.
The Tale of Sir Dragon (Pendziwol, 2007)	Gender: 1M/2F Age: N/A Race: White	Yes, a dragon	They said mean things and took dragon's teddy bear	At camp that day	Physical and Verbal Bullying	Yes	They told the dragon he could play, what they did wasn't fair, and returned his teddy bear.
Two of a Kind (Robbins & Phelan, 2009)	Gender: 2F Age: N/A Race: African American and	Yes, two classmates Julisa and Anna	Both girls make faces, say mean things, take things, and laugh, point, and make fun of people	At school	Physical, Social, and Verbal Bullying	Sort of	Anna stopped hanging out with Melanie and Kayla because they were making fun of her

	White						friend Julisa and teasing her.
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Title, (Author, Date)	Who is the Bully? (Gender, Age, & Race)	Are their victims within the story?	What is the bullying episode?	How often does it occur?	What is the bullying episode type?	Was the bullying episode/ episodes resolved?	How was the bullying episode/ episodes resolved?
Annie Mouse Meets a New Friend (Slanina, 2008)	Gender: 2F Age: N/A Race: Animals	Yes, a mole named Molly who was blind	They said she couldn't sit with them at lunch, play with them at recess, teasing, and knocking Molly's cane out of her hand.	At school	Physical, Social, and Verbal Bullying	Yes	Gina apologized and was ashamed of how she behaved. They hoped Mindy would join one day, too.
How Eric Stopped Being A Bully (Thompson & Moscovitz, 2012)	Gender: M Age: 3 rd Grade Race: White	Yes, kids in his class	Eric bossed around other kids, threatened them, took things, and embarrassed kids making fun of them and calling names.	At school	Physical, Social, and Verbal Bullying	Yes	The principal found out Eric was bullying students. She told him bullying would not be tolerated in school and he would be closely watched. There was a power failure at school and Eric helped other children out.
Arlo Makes a Friend (Wax, 2008)	Gender: M Age: N/A Race: Animal	Yes, Arlo the armadillo	Boris hit Arlo with mangos and said mean things	Four times	Physical and Verbal Bullying	Sort of	Jack, the rabbit, kicked the mangos back up at Boris. Boris slid down the tree and snuck away.

APPENDIX B.

BOOK LIST

1. Achor, S., Blankson, A., & Rehora, C. (2012). *Ripple's Effect*
2. Agassi, M. & Heinlen, M. (2009). *Hands Are Not for Hitting (Best Behavior)*
3. Alexander, C. (2008). *Lucy and the Bully*
4. Amato, M. & Durand, D. (2008). *The Chicken of the Family*
5. Aston, D. H. & Dormer, F. W. (2010). *Not So Tall for Six*
6. Azore, B. (2012). *Wanda's Freckles*
7. Barclay, J. (2012). *JoJo the Giant*
8. Barnes, S. (2012). *Hector*
9. Beake, L. & Pal, E. (2012). *Little Lion*
10. Binkow, H. (2008). *Howard B. Wigglebottom Learns About Bullies*
11. Blathwayt, B. (2010). *Dinosaur Disaster*
12. Bracken, B. & Bell, J. A. (2012). *The Little Bully*
13. Brolsma, J. & Harrington, D. (2011). *Fez and the Big, Bad Bully*
14. Cannon, S. S. (2010). *Gimme-Jimmy*
15. Carlson, N. (2010). *Henry and the Bully*
16. Codell, E. J. & Plecas, J. (2011). *The Basket Ball*
17. Cohen, M. & Himler, R. (2008). *Tough Jim*
18. Cook, J. & DuFalla, A. (2009). *Bully B.E.A.N.S.*
19. Cook, J. (2012). *Wilma Jean the Worry Machine*
20. Covey, S. & Curtis, S. (2009). *Just the Way I Am: Habit 1 (The 7 Habits of Happy Kids)*
21. Cuyler, M. (2009). *Bullies Never Win*
22. Dismondy, M. & Shaw-Peterson, K. (2008). *Spaghetti in A Hot Dog Bun: Having the Courage to Be Who You Are*

23. Eaton, M. (2010). *Two Dumb Ducks*
24. Fearnley, J. (2011). *Arthur and the Meanies*
25. Ferguson, S. & Cunliffe, I. (2010). *Matthew and the Bullies*
26. Fischer, R. & Sponaugle, K. (2010). *Randy Kazandy, Where Are Your Glasses?*
27. Foley, M. & Lawler, J. (2012). *A Most Miserable Christmas*
28. Frankel, E. (2012). *Dare!*
29. Frankel, E. (2012). *Tough!*
30. Frankel, E. (2012). *Weird!*
31. Fryett, C. (2009). *Mere Mihare Flips Her Lid*
32. Galan, A., Galan, A., & Simpson, S. (2009). *Billy Bully*
33. Gordon, J. (2012). *The Energy Bus for Kids: A Story about Staying Positive and Overcoming Challenges*
34. Grandits, J. & Austin, A. A. (2011). *Ten Rules You Absolutely Must Not Break if You Want to Survive the School Bus*
35. Gray, K. (2011). *Leave Me Alone*
36. Harris, B. K. & Harris, P. (2011). *My Brother and I*
37. Hemingway, E. (2012). *Bad Apple: A Tale of Friendship*
38. Henkes, K. (2008). *Chrysanthemum*
39. Hilton, P. & Hill, J. (2011). *The Boy With Pink Hair*
40. Javaherbin, M. & Ford, A. G. (2010). *Goal!*
41. Kilodavis, C. & Desimone, S. (2010). *My Princess Boy*
42. Kimmelman, L. (2011). *The Three Bully Goats*
43. Lesley, E. & Dunbar, P. (2008). *Measuring Angels*

44. Lester, H. & Munsinger, L. M. (2011). *Wodney Wat's Wobot*
45. Levert, M. (2011). *Eddie Longpants*
46. Liebermann, S. (2011). *THE LAST BULLY (HUGO THE HAPPY STARFISH)*
47. Lovascio, J. & Jasuna, A. (2011). *Casey and Bella Face Their First Bully*
48. Ludwig, T. (2011). *Better Than You*
49. Ludwig, T. (2008). *Trouble Talk*
50. Moore, J. & Pham, L. (2009). *Freckleface Strawberry and the Dodgeball Bully*
51. Moorehead, M. & Parks, K. (2007). *The Student from Zombie Island: Conquering the Rumor Monster*
52. Moss, P. & Lyon, L. (2008). *Say Something*
53. Mull, B. (2012). *Pingo and the Playground Bully*
54. Murphy, S. J. (). *Isil #11: Freda Stops a Bully*
55. Muse, A. & Podles, E. (2012). *The Bee Bully*
56. Pendziwol, J. E. (2007). *The Tale of Sir Dragon*
57. Penn, A. & Gibson, B. L. (2008). *Chester Raccoon and the Big Bad Bully*
58. Polacco, P. (2012). *Bully*
59. Polacco, P. (2010). *Junkyard Wonders*
60. Polacco, P. (2012). *Thank You, Mr. Falker*
61. Rath, T. & Manning, M. J. (2009). *How Full Is Your Bucket? For Kids*
62. Recorvits, H. & Swiatkowska, G. (2008). *Yoon and the Jade Bracelet*
63. Robbins, J. & Phelan, M. (2009). *Two of a Kind*
64. Scott, G. G. (2012). *The Wall*
65. Scotto, M. & The Ink Circle (2012). *Be a Buddy, Not a Bully*

66. Shally, C. & Harrington, D. (2009). *The Bully Blockers: Standing Up for Classmates with Autism*
67. Shaw, H. (2008). *Sneaky Weasel*
68. Shepard, A. (2010). *Timothy Tolliver and the Bully Basher*
69. Shuert, R. & Van Sant, J. (2012). *Randy Ray and Easy Jay Clearly Wrong Adventure*
70. Slanina, A. (2011). *Annie Mouse Meets a New Friend*
71. Smallman, S. & Pedler, C. (2011). *Who's Afraid of the Big Bad Bunny?*
72. Sornson, B., Dismondy, M., & Shaw, K. (2010). *The Juice Box Bully: Empowering Kids to Stand Up For Others*
73. Sorsa, A. T. (2012). *MY NAME IS ART- A Children's Picture Book About Bullying*
74. Stohner, A. & Wilson, H. (2009). *Brave Charlotte and the Wolves*
75. Taylor, W. (2012). *Annabella's Bully*
76. Thaler, M. & Lee, J. (2008). *The Bully from the Black Lagoon*
77. Thompson, R. & Moscovitz, S. (2012). *How Eric Stopped Being A Bully*
78. Trem, H. E. & Janson, G. L. (2012). *Beat the Bullies*
79. Tutu, D. & Ford, A. G. (2012). *Desmond and the Very Mean Word*
80. Vachss, A., Caruso, F., & Mucha, Z. (2010). *Heart Transplant*
81. Vandygrift, W. (2011). *Lilly Lamoo and the Stray Gray Hair*
82. Voyer, D. M. (2010). *The Big Jump*
83. Weston, C. & Warnes, T. (2008). *The New Bear At School*
84. Wax, W. (2008). *Arlo Makes a Friend*
85. Winn, D. M. (2010). *Shelby the Cat*
86. Wishinsky, F. (2011). *You're Mean, Lily Jean!*

87. Woodson, J. (2012). *Each Kindness*

APPENDIX C.
CATEGORIES OF BULLYING RESOLUTIONS

Victim/Student Stands up to Bully	Authority Figure Intervenes in Bullying Situation	Bully Apologizes	Bully Gets His/Her Due	Resolution Not Apparent
Two of a Kind (Robbins & Phelan, 2009)	Gimme-Jimmy (Cannon, 2010)	The Tale of Sir Dragon (Pendziwol, 2007)	JoJo the Giant (Barclay, 2012)	JoJo the Giant (Barclay, 2012)
Leave Me Alone (Gray, 2011)	How Eric Stopped Being a Bully (Thompson & Moscovitz, 2012)	Annie Mouse Meets a New Friend (Slanina, 2008)	The Three Bully Goats (Kimmelman, 2011)	
Dare! (Frankel, 2012)	Trouble Talk (Ludwig, 2008)		Arlo Makes a Friend (Wax, 2008)	
Bullies Never Win (Cuyler, 2009)				