



kkf research final report

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executive summary

purpose

More than three million students are bullied every year. Bullying is defined as an “unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance” (StopBullying.gov). One in four teachers see nothing wrong with bullying, and will only intervene four percent of the time. Sixty-seven percent of students believe that schools poorly respond to incidents of bullying (DoSomething.org).

In the city of Syracuse, the need for anti-bullying campaigns and education for students is pressing. Noticing the Karen Klein Anti-Bullying Foundation (KKF) has no presence in the Syracuse community, we examined the most effective ways of integrating KKF into the city. In this report, we first analyzed KKF’s market position by conducting an evaluation of its programs, ideas, goals and probable future outcomes through SWOT and content analyses.

methods

We conducted two surveys, targeting Syracuse City School District educators and community leaders in the city, using the Qualtrics program to determine what the most efficient and most preferred methods were to implement the KKF materials to the local community (*Appendices I & II*). The educator survey had 17 questions, and the community partner survey had 15 questions.

Through in-depth and group interviews with the Syracuse University Literacy Corps (SULC) Program Coordinator and tutors on Corps Council, SULC’s leadership team, we determined the possibility of a partnership between SULC and KKF to utilize KKF anti-bullying resources to train tutors, and eventually influence children in the Syracuse community (*Appendices V & IV*).

The educators, community partners, Program Coordinator and Corps Council were all given a clearly stated human rights protection policy, in either a written email or verbal communication from one of our team members (*Appendices III*).

findings & recommendations

According to the SWOT and content analysis, we found that the foundation's strengths of having readily available anti-bullying materials and the opportunities to partner with local nonprofit organizations allow the foundation to turn its weaknesses and threats into more viable possibilities.

The quantitative report stated that a vast majority of the surveyed individuals believed schools could benefit greatly from anti-bullying materials.

Key findings include:

- 96% of educators and 86% of community leaders are not aware of the foundation
- Bullying greatly interfered inside the classroom
- 93% of educators and community leaders would utilize anti-bullying materials
- Possible collaborations: Boys and Girls Club (73%), community centers and athletic groups (64%) and Syracuse University (44%)

These findings suggest that there is a need for the materials, and based on the findings, we recommend:

- Collaborate with Syracuse University's Literacy Corps, a strategic community partnership
- Include picture books and DVDs in materials

Both interviews from the qualitative study revealed that a collaboration in the form of an in-service training would be highly beneficial to both SULC and KKF.

Key findings include:

- Tutors prefer interactive trainings rather than lecture style trainings
- Tutors provide an element of mentorship through tutoring
- Include anti-bullying materials in in-service training, to create a "bullying toolkit"

KKF has a significant opportunity to partner with SULC to shape children's lives, therefore, we recommend:

- Offer an anti-bullying interactive in-service training in the spring semester
- Find a KKF representative who is familiar with the materials to teach the strategies within them to tutors
- Approach SULC in January 2015, to create a training for March 2015

introduction

background

Karen Klein faced bullying in her own life, but not in her elementary or middle school years. She was 68 when four boys verbally bullied her on a school bus in Greece, N.Y. in 2012. They posted the video on YouTube. Max Sidorov saw the story and wanted to help; he did so by creating an indiegogo.com crowdfunding campaign to raise enough money for Klein to go on a vacation. 32,000 people raised \$703,873 for her. She used \$100,000 to start the Karen Klein Anti-Bullying Foundation (Noah, 2012).

Based on our situational analysis, the Karen Klein Anti-Bullying Foundation has products, materials and services that can be utilized in the Syracuse community. There are plenty of schools and organizations that the foundation can collaborate with to raise awareness for the issue of bullying. It was imperative to study the current bullying situation in the community and the children these materials could impact. We also found that teachers' insights were important in order for us to understand the situation and how to implement anti-bullying materials into schools and organizations.

The purpose of our quantitative study is to understand the need of anti-bullying materials in the school district, and how to integrate KKF into the community. In wanting to know if teachers are aware of bullying and how they feel about implementing anti-bullying materials in a classroom, we surveyed a census sample of teachers, administrators and community leaders through an emailed survey questionnaire.

Our quantitative research demonstrated that both schools and organizations could be partners for KKF. Based on our situational analysis, one community partner that could be beneficial for the Karen Klein Foundation to collaborate with is the Syracuse University Literacy Corps (SULC). SULC, a Mary Ann Shaw Center for Public and Community Service initiative, creates opportunities to affect students in elementary, middle and high schools. From the results of the quantitative study, we believe the Karen Klein Foundation could also enter the Syracuse community and decrease bullying by teaching tutors effective methods to combat bullying in the schools they work in.

Syracuse University students are hired as tutors to work in the Syracuse City School District. In the 2012 to 2013 school year, there were 220 SULC tutors working in 39 different school and community sites. More than 6,200 students were tutored over the course of one year by these University students. shawcenter.syr.edu/resources/annual-reports/

The purpose of our qualitative research study is to find out how tutors could use KKF resources to decrease bullying, and if a collaboration with KKF and SULC is possible. Tutors learn different strategies to help their students through in-service trainings once or twice a semester.

research questions

quantitative research

- 1** What is the level of awareness of KKF within the Syracuse community?
- 2** What are the attitudes of teachers and community leaders on the issue of bullying?
- 3** Which anti-bullying materials would have the most impact in the Syracuse City School District?
- 4** What possible collaborations in the community would be most useful for KKF?

qualitative research

- 1** What in-service training elements are the most effective or ineffective for tutors?
- 2** To what extent are tutors currently trying to influence positive behaviors in SCSD students?
- 3** How could KKF resources be utilized in an in-service training?

secondary research

organization

the history

Bus driver Karen Klein, then 68, was verbally bullied by four boys in Greece, N.Y. in 2012. Max Sidorov started a campaign for Klein on indiegogo.com to raise money for her to go on a vacation after the boys posted a video of the incident online. His goal of \$5,000 was surpassed by 14,000 percent; the total money raised was \$703,873 by 32,000 people. His campaign went from June 20, 2012 to July 20, 2012. Karen Klein was able to retire, put money away for her children and eight grandchildren, and go on a Disney cruise. She used \$100,000 to start the Karen Klein Anti-Bullying Foundation (Noah, 2012).

personnel

Karen Klein, 70, founder, anti-bullying advocate and face of the organization

Chris Surrey, senior director of Paintbox Labs Media Group, partner for KKF behind the development of KKF materials and event creation

Teresa Springer, director and partner of Entertainment Lab, Paintbox Labs Media Group, influencer and promoter of KKF in Tacoma, WA
Stephen Paletta, founder of GiveBack, helped to set up the foundation with Mr. Surrey

the mission

“The goal of the Karen Klein Anti-Bullying Foundation is to help teach kids and teens about being kind, friendly and playing nicely with others. In an effort to reinforce this message, the Karen Klein Anti-Bullying Foundation will help introduce educational content on the subject of anti-bullying into schools across the nation.”

THE KAREN KLEIN ANTI-BULLYING
FOUNDATION WEBSITE

strengths

overall

- + The foundation's support system:
Chris Surrey, senior director of Paintbox Labs Media Group, is an alumnus of Syracuse University. He can help to introduce the foundation to the city of Syracuse.
- + Positive media coverage built a good reputation for the start of the organization. Karen Klein also has an emotionally connective story, based on her own experience.
- + The Karen Klein Foundation (KKF) has collaborative campaigns with celebrities and other organizations.
- + Various educational content and programs have been created for implementation in schools.
- + The national attention garnered from the creation of the foundation and its collaborations is helpful to introduce the foundation into different communities.

controlled communication

- + The KKF Facebook page has 1,747 likes
- + The KKF Twitter account tweets relevant information about anti-bullying with 279 followers
- + KKF has a Dropcards page to play music from Artists Against Bullying, with a link to the KKF website
- + The KKF website is a blog through BlogSpot, serving as the home page for the foundation

programs, products, services

- + 4,000 Play Pretty & Play Pals books available for purchase through the KKF website, with a suggested \$10 to \$20 donation price
- + Project54Tour CD called 'Bullying Behavior In America: Words Do Hurt, Volume 1'
- + No Bully Tour 2012: *October 2012*, National Bullying Awareness Month with Miss Teen USA 2012 Logan West, a live performance at The Tralf Music Hall in Buffalo, N.Y., and the support of Lisa Nikolaou, co-owner of Harbour Sixty Steakhouse in Toronto, Canada
- + Artists Against Bullying collaboration
- + Macmillan's Children's Publishing Group created an anti-bullying awareness educational program called 'Be A Buddy, Not A Bully'
- + Chekesha & Tiffany Live, a show created to spread the word about the foundation, and daily topics for entertainment and information
- + "Bullying Behavior in America" documentary, featuring 'The Good Samaritan: A Karen Klein Story'
- + *2014 Goal:*
National Anti-Bullying Awareness Tour Campaign 2014, on October 10, 2014 to be National "Be a Buddy, Not a Bully Day:"
To introduce free educational content through World Vision's Teacher Resource Centers in Dallas, Chicago, Bronx N.Y., rural West Virginia, and their primary location in Tacoma/Seattle, which serves teachers from 150 Title 1 schools in the Northwest region

weaknesses

- Although the foundation has a Facebook page, a Twitter account and a blog, there is minimal activity on these platforms. Based on our analysis, the following three social media accounts could increase their activity
- The Facebook page only has 1,747 likes. More likes, comments and shares would lead to more awareness of this organization
- The Twitter account only has 279 followers. Most tweets are retweets of other relevant organizations rather than original content. The account needs more engagement with its followers via tweets and hashtags
- There is no Instagram account so there is a loss of an audience on that platform
- The website needs to be updated
- The website currently has two domains: karenkleinfoundation.blogspot.com and karenkleinfoundation.org, thus confusing interested audiences
- The 'Shop' button in the navigation bar does not link to a web page
- The blog doubles as a homepage when it should be its own section
- There is no clear marketing strategy or cohesive communications strategy for the foundation
- The foundation does not have an in house PR team; instead, it works with PaintBox Labs Media Group's senior director, Chris Surrey
- There is a decrease in media coverage of the foundation after October each year



SHOP

opportunities

Based on our analysis, the foundation has room to grow in their social media platforms, with new content and a new campaign to report on. This could also include partnering up with other organizations in Syracuse or Central New York, and working with them to increase awareness of KKF.

possible national collaborations

Stomp Out Bullying: This organization aims to reduce bullying, cyberbullying and online abuse through education stompoutbullying.org

The Anti-Defamation League: *Trickery, Trolling and Threats:* This program helps educators promote online safety and respect among students inside and outside the classroom adl.org

Becoming an Ally: *Responding to Name Calling and Bullying Behaviors:* This program provides school administrators and students with the knowledge to examine, address and to understand bullying behaviors, and empower students with the skills needed to address bullying adl.org/education-outreach/anti-bias-education/c/Bullying-and-Cyberbullying-Workshops.html

Olweus Bullying Prevention Program: An anti-bullying curriculum violencepreventionworks.org

The AMA Alliance: This organization helps to disseminate materials to help schools address bullying amaalliance.org

Be A Star: Ensuring a safe and positive social environment regardless of race, age, religion or sexual orientation ommunity.wwe.com/diversity/programs/be-star

Champions Against Bullying: This is an organization committed to creating a society where every child has the opportunity to thrive without fear of bullying championsagainstbullying.com

media list

Alice Maggiore - Producer at CNY Central
Maggiore reported on Karen Klein's initiative to promote kindness

Erik Ortiz - New York Daily News reporter
Ortiz reported on how Karen Klein used her donations to start an anti-bullying campaign

Carolyn Thompson- Huffington Post reporter
Thompson reported on Karen Klein's Anti-Bullying Foundation

Jonathan Noah - CNN contributor
Noah reported on the Karen Klein Anti-Bullying Foundation

Sarah Moses - Syracuse.com staff writer
Moses reported on bullying incidents in Syracuse

Neetzan Zimmerman - Gawker reporter
Zimmerman reported on how internet donations were used to launch Karen Klein's campaign

Scott Stump - TODAY contributor
Stump reported on how Klein has become a symbol for antibullying

Valerie Strauss - Washington Post reporter
Strauss has written about why it is hard to monitor bullying in schools

Frazier Moore - AP writer
Moore wrote about a new digital anti-bullying crusade

Matthew DeLuca - NBC News staff writer
DeLuca reported about how an anti-bullying video could've provoked a school shooting

possible local collaborations

Stop the Hate, Spread the Hope: This nonprofit in Syracuse provides anti-bullying awareness. It was created by teens, for teens. The nonprofit travels to schools to speak to students, teachers and parents about bullying. If KKF partners with this nonprofit, both organizations' goals for the great good can be achieved through combined resources and contacts sthsquared.org

Ted Finlayson-Schueler: Ted is the founder of Safety Rules!, an organization that is dedicated to safe travels for children to and from school and field trips. This would be a beneficial relationship for KKF because Ted could possibly explain the importance of safety rules, bullying and traveling on buses safetyrules.net

Boys and Girls Club of Syracuse: The Boys and Girls Club is a safe space for young people to go after school, on Saturdays, and during school vacations. The local connection would be beneficial for KKF to distribute materials for a positive teaching impact about anti-bullying techniques outside a classroom setting bgcsyracuse.org

The Salvation Army of Syracuse: The Salvation Army provides child care and educational programming for children from six weeks to 12 years old. They also collaborate with Say Yes to Education Syracuse to facilitate after school programs in the Syracuse City School District. We can partner with the Salvation Army to implement meaningful changes to educate younger children outside of school syracuse.ny.salvationarmy.org

Syracuse University Literacy Corps (SULC): SULC is a program that allows non-education majors at Syracuse University the chance to tutor children in elementary, middle and high schools in the Syracuse City School District. This organization has connections with the school district to reach staff members and administrators. SULC could be a useful mediator for KKF and local schools shawcenter.syr.edu/student/student-literacy/su-literacy-corps

content analysis

Based on SEO (search engine optimization), these were the most relevant articles that fell within the category of national and local media. We included outlets with a large readership online so anti-bullying messages and information about the foundation was widely received by people from all over the country. Additionally, gossip and celebrity blogs provided for a different audience for greater coverage of such an engaging story. The Syracuse media also responded well to our messages of anti-bullying and the creation of the foundation. These outlets serves as prime targets for all future work that the foundation does inside and outside of Syracuse.

Hypothesis: The media portrayed Karen Klein as a hardworking woman, victimized and bullied by four boys

Unit of Measure: Headlines were similar, and many media outlets used the same images

Tonality: The tone of the articles were all positive

Keywords: Anti-bullying, prevention, education, tolerance, safe, stop, abuse, cyberbullying

Population: Local and national newspapers, magazine and celebrity blogs

The words 'bullying' and 'bullied' were used in the headline of every story written about the Karen Klein Foundation. As a result, we can conclude that our main message of 'bullying prevention' is strongly being conveyed by the media. The story gained national and local media coverage. Karen's story and her foundation are truly inspiring and unique. Most of the articles used the same tone and language. All of them included facts about the campaign and Karen's foundation in a positive light to reinforce the 'anti-bullying' image.

threats

There are several alternative anti-bullying organizations which operate in or target the Syracuse/Central New York area. They organize similar campaigns to KKF, aiming to reduce bullying through education. These organizations include the following:

Stop the Hate, Spread the Hope: Founded in 2010, the group targets schools in the Syracuse/Central New York area to raise awareness of anti-bullying. It provides a \$1,000 scholarship for students who demonstrate leadership and contribution to create a bully-free environment. The Facebook page has generated 5,788 likes as of October 12, 2014.

RESPECT: A national organization with a mission to decrease violence and abuse in communities through interactive theater programs. It recently visited Syracuse in early September and assembled different programs at three elementary, middle and high schools. They have an experienced team, reaching approximately 40,000 students a year.

Intergroup Dialogue at Syracuse University: This group engages anti-bullying education in school, community and higher education facilities.

Syracuse Crunch and Sunny Delight Anti-Bullying Program: This program brings in ice hockey players from the team to speak with elementary school students to encourage bullying awareness and the importance of respect and teamwork. Students who agree to sign an anti-bullying pledge receive a free ticket for an upcoming Crunch game.

Syracuse Chiefs and Bully Busters Unite Partnership: This partnership aims to end bullying in Central New York. They hosted an “Anti-Bullying Night” on May 6, 2014 and encouraged attendees to vow not to take part in bullying and stop it from occurring. A series of their anti-bullying campaigns will launch in September, at the start of the 2014-2015 academic year.

Although these organizations and programs are in the same target market as KKF, they could potentially become partners to further the mission of the foundation. KKF remains advantageous as not all of the above listed organizations offer free anti-bullying education and support, with readily available materials.

quantitative research

research questions

- 1** What is the level of awareness of KKF within the Syracuse community?
- 2** What are the attitudes of teachers and community leaders on the issue of bullying?
- 3** Which anti-bullying materials would have the most impact in the Syracuse City School District?
- 4** What possible collaborations in the community would be most useful for KKF?

This study evaluated the need of anti-bullying materials in the Syracuse City School District, and how to effectively integrate the Karen Klein Anti-Bullying Foundation into the Syracuse community.

methods

survey research

We created a survey questionnaire online via Qualtrics. There are 17 questions on the survey for Syracuse educators and 15 questions for potential community partners (*Appendices I & II*). We decided to use a web-based medium because it is a systematic and effective way to gather information. Qualtrics generates detailed reports based on the data collected by the individual survey, for each individual question. It shows the number of responses, percentages, minimum and maximum value, order of rankings, etc., in the final result. Qualtrics is also helpful in overcoming geographical difficulties during survey distribution. Based on the email distribution of the survey, Qualtrics allows sample groups to access and respond at their convenience. Therefore, it is a secure way to collect data.

target populations

We have designed separate surveys dedicated to two specific target populations: the Syracuse city schools and potential community partners. We chose these populations because they are on the front lines of teaching and influencing children in Syracuse. They could be familiar with the current bullying situation on a classroom or outside-of-school basis, and might give great insights into the implementation of materials to help combat bullying. Their contact information was found through the SCSD websites or the community organization websites (*Appendices IV*).

sampling technique

We attempted a census of the public elementary and middle schools in Syracuse. All publicly available staff and teacher addresses were sent an email invitation to participate (*Appendix III*). The names of schools and contact information of the staff were obtained from the Syracuse City School District website syracusecityschools.com. We also attempted another census of nonprofit youth organizations listed in the White Pages online. The contact information of each organization was obtained online through their own websites.

We clearly stated the human subject protection policy in the email invitations we sent (*Appendix III*). All information obtained and the identities of the participants would be kept confidential; no personal data collected from this survey would be exposed. The participation of each participant was valued. We welcomed any concerns regarding the participation in this study by providing the contact information of our professor, Dr. Ford, and the IRB.

As of November 3, 2014, a total of 743 emails were sent to educators, and 119 emails to community representatives. Of that, we received 70 responses from 14 different schools and 20 responses from the community leaders. There are 673 educators and 99 community leaders who did not respond.

findings

awareness of kkf:

WHAT IS THE LEVEL OF AWARENESS OF KKF IN THE SYRACUSE COMMUNITY?

96%

55 out of 57 educators surveyed stated that they **did not know** about the Karen Klein Anti-Bullying Foundation

86%

8 out of 14 community leaders surveyed stated that they **did not know** about the Karen Klein Anti-Bullying Foundation

attitudes of bullying:

WHAT ARE THE ATTITUDES OF TEACHERS AND COMMUNITY LEADERS ON THE ISSUE OF BULLYING?

54 percent of community leaders believe that a community-based anti-bullying program would be more effective than an in-school program



Teachers, consisting of 82 percent of the educators surveyed, stated that bullying greatly interferes in their classrooms



“Bullying is a large problem for our school. It is accompanied by gangs and other violence.

&

The bullying exists mostly between kids of racial differences, social class difference, physical appearances, and intellectual abilities.”

TWO ELEMENTARY SCHOOL TEACHERS



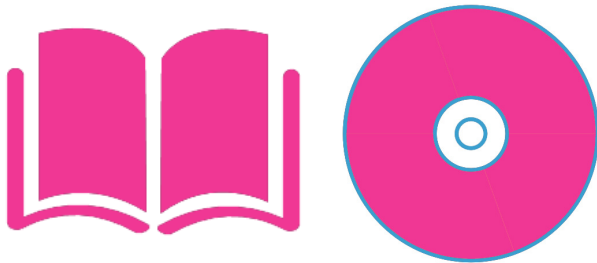
60 percent of educators stated that **boys** are more likely to be bullied, and 69 percent responded that **boys** are more likely to initiate bullying

impactful materials:

WHICH ANTI-BULLYING MATERIALS WOULD HAVE THE MOST IMPACT IN THE SYRACUSE CITY SCHOOL DISTRICT?

93%

54 out of 58 teachers surveyed stated that they **would implement** anti-bullying materials in their classrooms



Educators were asked to rank **picture books, chapter books, CDs and DVDs** in order of preference

Picture books and DVDs were ranked most useful

100%

14 out of 14 community leaders surveyed stated that they **would utilize** anti-bullying materials to help local youth

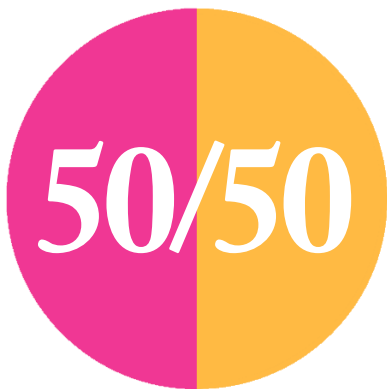


Community leaders were asked to rank **picture books, chapter books, CDs, DVDs and concerts/assemblies** in order of preference

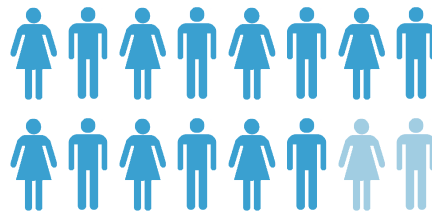
DVDs and concerts/assemblies were ranked most useful

useful collaborations:

WHAT POSSIBLE COLLABORATIONS IN THE COMMUNITY WOULD BE MOST USEFUL FOR KKF?



Half of all educators surveyed **do not know** of an anti-bullying program in their school, but 59 percent said that implementing an anti-bullying program would be beneficial



88 percent of community leaders **do not know** of an anti-bullying program in their partner schools

educators chose
the Boys and Girls Club, community centers and athletic groups, and Syracuse University
as the best groups to partner with to reach Syracuse children to stop bullying

100%

14 out of 14 community leaders surveyed stated that they are **somewhat, considerably or definitely interested** in partnering with KKF

qualitative research

research questions

- 1** What in-service training elements are the most effective or ineffective for tutors?
- 2** To what extent are tutors currently trying to influence positive behaviors in SCSD students?
- 3** How could KKF resources be utilized in an in-service training?

This study evaluated how to effectively implement the Karen Klein Anti-Bullying Foundation materials and support the cause of anti-bullying in the Syracuse community through the training of Syracuse University Literacy Corps tutors.

methods

We facilitated an in-depth interview and a group interview. Notes were taken during both discussions. We did a in-depth interview to gain insight about current trainings and how a KKF training could be useful to help decrease bullying in classrooms. The group interview provided an understanding of the tutors who work for SULC and in the schools. These tutors must attend trainings and implement the strategies they learned from trainings in classrooms within the Syracuse community.

target public

Our public is the Syracuse University Literacy Corps, a learning experience for non-education majors at Syracuse University to provide academic support to students in small group or one-on-one settings within SCSD. As stated previously, over 200 Syracuse University students are hired as tutors to work with children in the Syracuse community throughout the year. They work with more than 6,000 students in almost 40 sites.

sampling technique

All participants were selected because they work for SULC, and were contacted through one of our group members, Courtney Inbody, a Literacy Corps tutor and member of Corps Council. Courtney participated in the focus group, thus conducting participant observation. There were no proposed incentives; all parties participated voluntarily. Courtney asked Corps Council during a meeting if they would participate, and four agreed. The other four members could not participate because of time conflicts.

We spoke to Amanda Johnson, the Winnick Literacy Program Coordinator, and five members of Corps Council. The Program Coordinator creates in-service trainings each semester and is a direct mediator between SULC and tutors. Corps Council is the leadership team for SULC. All are or have been tutors in the Syracuse community. We chose to conduct a focus group of tutors because their comments and concerns about bullying and what materials would work best are invaluable. There were three female and two male tutors present during the group interview, between the ages of 19 and 21. Three were Caucasian, one was African American and one was Hispanic. The members have tutored in kindergarten, first, second, third, fourth and fifth grade classrooms.

protocols

The in-depth discussion guide followed a strict guideline (*Appendix V*). We thanked the Program Coordinator for participating and explained our research project. Each question was stated; notes were taken of Ms. Johnson's answers, which served as a means of understanding her thoughts and values. The moderator's guide for the group interview was more flexible (*Appendix VI*). We set simple ground rules and took notes on site. Each of the five tutors introduced themselves after we explained our research project. We stressed the importance of everyone's participation. As a question was asked, one person gave their opinion, then the next, and so on, which allowed every person to answer questions freely. The human subject protection was stated at the beginning of the group interview so the participants knew their rights to be anonymous.

data analysis

The data collected was encoded through different methods. We analyzed the interviews by using in vivo coding. Exact phrases were used in order to find words associated with bullying and anti-bullying solutions. We also encoded data by the affective method of values. We looked at how the participants felt about bullying, KKF and anti-bullying materials. The tutors gave first-hand accounts of bullying that they witnessed. As a result, the affective method of emotion was used to analyze the tutors' classroom experiences.

findings

in-service trainings:

WHAT IN-SERVICE TRAINING ELEMENTS ARE THE MOST EFFECTIVE OR INEFFECTIVE FOR TUTORS?

In-service trainings are paid opportunities provided by the Literacy Corps to enhance tutors' strategies and knowledge. They are either workshops or lectures that are an hour to an hour and a half long; this duration is the most effective. Tutors have to attend at least one training, but can get paid for up to three sessions. After a training session, tutors must submit evaluations.

Out of the five Corps Council members that participated, there was an overwhelming consensus that the in-service trainings they have to attend do not provide them with any new insights or opportunities to teach the children at their sites. A majority do not feel as though they get anything out of their trainings, unless they are interactive and provide some form of discussion.

EFFECTIVE TRAININGS INCLUDE:

- Interactive workshops
- Conversation and dialogue
- Reading books or poems aloud to others
- Sharing personal tutoring experiences
- Writing or drawing on handouts

“In-service trainings are supposed to enhance our tutoring experiences; using a book that you would use at a site, that's what matters.”

ONE TUTOR, ON INTERACTIVE TRAINING SESSIONS

Reading books about non-traditional American names, pronouncing different words, and learning about other cultures allowed tutors to help children realize that reading is fun and engaging - something diverse students could relate to. Poetry was also used to provide children with a different, more creative way to express themselves. One tutor said, “these are creative and literacy relevant methods to help us tailor boring books and activities to kids who don't like reading.”

Interactive trainings allow tutors to have fun; they retain the information better. Based off tutor feedback, workshops score higher than lectures. The lecture series scored lower but were not unsatisfactory. An example of a successful training was a literacy workshop. Participants learned to use graphic organizers, how to support students in inclusive settings, strategies for working with all learners, engaging diverse populations, cultural relevance and spoken word.

“Every tutor is at a different level of comfort with their tutoring style. Having different topic areas allows them to pick ones they need most.”

PROGRAM COORDINATOR, ON THE IMPORTANCE OF IN-SERVICE TRAININGS

5 interactive workshops & 5 lectures

tutors will sit and listen if it is a lecture or will work in small groups to discuss different strategies, topics and challenges if it is a workshop

being influential tutors:

TO WHAT EXTENT ARE TUTORS CURRENTLY TRYING TO INFLUENCE POSITIVE BEHAVIORS IN SCSD STUDENTS?

The five tutors who we interviewed work mainly with elementary school students ranging from kindergarten to fifth grade. When asked if they had seen bullying in their classrooms before, the answer was unanimous: *yes*. Two tutors said they had been bullied by their students, and had pencils or chairs thrown at them.

“One little boy has long hair; his parents are free-spirited so he wore pink. The kids call him a girl. One day he asked the teacher if he was a boy or a girl, having an identity issue because of his parent’s views. Being a five-year-old, that’s horrible.”

ONE TUTOR, ON ISSUES OF BULLYING IN THE CLASSROOM

CAUSES OF BULLYING:

- Issues with ability
- English language learners
- Height and weight
- Slow learners
- Mental disabilities

The tutors found many ways to diffuse these situations. Their position gives them authority in their classrooms, because they are authority figures, but not on the same level as the teachers. Normally, SULC tutors are trained to be upbeat and fun, in order to engage their students, but when these situations appeared, they were stern and serious. One tutor said, “When I’m serious, they listen.” This extra respect provides the tutors with a unique perspective in the classroom with these children.

TOP THREE PHRASES TUTORS USED TO STOP BULLYING IN CLASSROOMS:

1. “Would you like it if someone said those things to you”
2. “We don’t talk to each other like that”
3. “We treat each other with respect”

“Tutors help to build the basic knowledge set, the foundation for learning, and support students of all ages and backgrounds. [Children] have to start [learning] when they’re young, when their minds are starting to develop; that’s what they’ll learn for the rest of forever.”

THE PROGRAM COORDINATOR, ON TUTORS TEACHING EARLY ELEMENTARY LEARNERS

The Program Coordinator that tutors help students overcome challenges. Students struggle in the classroom, so tutors provide verbal motivation and work with the student’s content level.

Tutors have to set goals in their beginning tutor reflections. One was being a good role model - what the characteristics and challenges of being a good role model are. Trainings help tutors reinforce relationships. They are told to be mindful of being ethical and professional, as well as aware of their language and actions.

possible kkf trainings:

HOW COULD KKF RESOURCES BE UTILIZED IN AN IN-SERVICE TRAINING?

The tutors revealed that they do not feel they are currently being trained effectively to address issues of bullying in their classrooms. One tutor said, “knowing what words to say would really help.” Another said, “in those situations, I am so overwhelmed by processing that I don’t know how to handle it; if we had more training, I would be more prepared.” The tutors responded unanimously that they would use resources, and the messages they hold, about differences in gender, race and ability if provided.

Since KKF has CDs as one of their resources, the tutors were asked if their host teachers let their students listen to music. In second and fifth grade classrooms, songs are provided to get kids engaged as well. One tutor said, “songs get them smiling and happy, and that’s when students want to learn.”

“If [children] read books about disability, homosexuality, hearing aids, learning impairments, or behavioral problems, these issues would be ‘normal’ or more normal than they are now. *It wouldn’t be funny, it would just be.*”

ONE TUTOR’S THOUGHTS ON ANTI-BULLYING BOOKS IN CLASSROOMS (EMPHASIS ADDED)

ONE TUTOR, ON SINGING IN KINDERGARTEN CLASSROOMS:

“Having a song about bullying, it’s something they’ll remember. Singing is something not commonly done in the classroom, but it’s one way to effectively teach them how to learn.”

The Program Coordinator answered that it would give the tutors some language to work with. If tutors are not comfortable intervening, they need a few phrases or something they could use, as a “bullying toolkit,” to pull from. It would also help with classroom management and student engagement.

all tutors interviewed who are currently enrolled in classes

stated that they would skip class to attend a training with these types of resources, or just to learn about anti-bullying to help their children

“This would be something that everyone could implement in their classes, not just one or two tutors at a couple sites. Everyone could use this type of training.”

ONE TUTOR, ON HAVING A KKF IN-SERVICE TRAINING

The Program Coordinator stated that the organization will get their biggest group of tutors in the fall. The spring semester is normally when “tutors are able to specialize their own teaching style. Every tutor is at a different level of comfort with their tutoring style. Having different topic areas allows them to pick ones they need most.”

SULC will be holding an anti-bullying in-service training with the School of Education for the Spring 2015 semester. It normally takes SULC two months to develop and finalize an in-service training. Most SULC in-service trainings are held during March and October every year.

conclusions

Our situational analysis illustrated evidence that KKF's weaknesses in social media offers room to reach new audiences, specifically those in the SU community. KKF has a strong and compelling story, which is evident based on our content analysis, and this story will further the cause of anti-bullying with a Syracuse partnership. KKF can also establish joint partnerships with several alternative anti-bullying organizations that operate in the Syracuse area, such as Stop the Hate, Spread the Hope, Syracuse's sports teams, the Crunch and the Chiefs, Safety Rules! and the Boys and Girls Club. Each of these provide viable possibilities to gain more interaction with users on social media platforms for KKF.

The lack of knowledge about KKF presents the unique opportunity for the foundation to go into different schools or organizations to promote its mission through the distribution of materials. Our quantitative research stated that bullying is an issue that can be addressed by both teachers and community leaders. Both believe that bullying is a prevalent issue that needs the attention of parents, teachers and the community. In the end, it would make sense for KKF to take steps to distribute materials in and partner with both schools and community organizations. Many teachers and community leaders are willing to utilize anti-bullying materials. KKF has an even stronger motivation to target elementary schools for the distribution of the materials that were seen as relevant and effective.

In terms of possible partnerships, there are various opportunities to explore. The survey revealed that all of the leaders were unanimously in favor of partnering with KKF. Community leaders are an especially viable option for partnership. However, it is also important to note that Syracuse University is one partnership within the community to explore, which is why our team decided to do our qualitative research on a partnership possibility with the tutors of the Syracuse University Literacy Corps.

The responses from the surveys also stated that bullying prevention outside the classroom is necessary to fully reach children in kindergarten through fifth grade and affect their behaviors. This data further substantiates the possibility of a partnership between SULC and KKF, as influencers inside and outside the classroom are essential to child development and awareness of their own attitudes and actions.

The responses from the Corp Council tutors' group interview also confirmed that SULC is open for the opportunity in the community. The tutors are required to complete in-service trainings; this is how KKF could enter the Syracuse community. Since interactive in-service trainings are most effective for tutors, KKF could present a speaker who could demonstrate the use of anti-bullying materials.

The tutors are trying to influence positive behaviors in the SCSD students by offering their support and verbal motivation. The themes and messages in KKF materials could be used to emphasize the importance of verbal communication, in the form of words and phrases, when discussing bullying, therefore becoming a "toolkit" for the tutors. By partnering with SULC, KKF has a chance to interact with the children of the Syracuse community through the unconventional medium of tutors.

recommendations

Social Media

Having a strong social media presence is vital to connecting and communicating with a younger demographic. As a result, there should be consistent and engaging updates that appeal to the sensibilities of a younger audience. Therefore, Twitter and Facebook should have interesting bullying stories, facts, KKF's pictures and other appealing content KKF's website should be fully functioning and straightforward. There should be weekly updates in the form of news releases, blog posts, and any bullying related news. KKF must also take advantage of other social media platforms such as Instagram and YouTube. Both of which can be useful in displaying the good work of the organization and can also be a great for KKF to connect with a younger audience.

Target Audience

College-aged students who are interested in making a difference in the lives of students in the Syracuse school district. These students are employed by the Syracuse University Literacy Corps, a federal work study program and initiative of the Mary Ann Shaw Center for Public and Community Service.

Message

The key message is that tutors can have a significant impact on the lives of their students and most become positive role models for these children. However, tutors have issues with resolving bullying activities in the classrooms and it is hard for them to act promptly. Therefore a collaboration between SULC and KKF will offer tutors useful tools to properly react to bullying.

Channels

The key messages should be distributed through many different mediums. For example, on campus news organizations should be contacted to spread any relevant news about KKF and SULC's collaboration. Some of these organizations include The Daily Orange and Jerk Magazine. Additionally, if this partnership moves forward we recommend that an informational booth should be set up in Schine Student Center to explain the partnership and anti-bullying training sessions.

Internal Operations

KKF and SULC should collaborate to find someone who understands the missions and goals of both organizations and can effectively instruct a group of tutors on how to use KKF's anti-bullying materials and how to react to bullying activities.

We also recommend that KKF reach out to SULC in a timely manner to coordinate the in-service trainings. KKF should reach out to the Program Coordinator early to secure one of the interactive in-service training opportunities; around January for the March in-service trainings, and September for the October trainings.

appendices

appendix i: community partner survey

This study aims to understand the level of interest in anti-bullying outreach in Syracuse. The answers are being used by a Public Relations Research Class at Syracuse University under the direction of Dr. Rochelle L. Ford. All of your answers will be held confidential. The results will be compiled into a summative report for students to plan a campaign around it. The survey should take no more than 10 minutes of your time. While we would like you to complete all questions, you may stop at any time without effecting your relationship with Syracuse University or its partners including the schools or other non-profit organizations.

- With which Syracuse City Schools do you partner? (Check all that apply, if any.)
 - Bellevue Elementary School
 - Clary Middle School
 - Danforth Magnet School
 - Delaware Elementary School
 - Dr. King Elementary School
 - Dr. Weeks Elementary School
 - Ed Smith Pre-K-8 School
 - Expeditionary Learning Middle
 - Franklin Elementary School
 - Frazer K-8
 - Grant Middle School
 - Hugh Elementary School
 - Huntington Pre-K-8 School
 - HW Smith Pre-K-8 School
 - LeMoyne Elementary School
 - Lincoln Middle School
 - McKinley Brighton Elementary
 - Meachem Elementary School
 - Roberts Pre-K-8 School
 - Salem Hyde Elementary School
 - Syracuse Latin
 - Webster Elementary School
 - Other
- Do you have an anti-bullying program run-by or sponsor-by your organization?
 - Currently
 - Previously
 - No
- When did your anti-bullying program end?
- To which grade level(s) does your organization do outreach in general? (Check all that apply.)
 - Pre-K
 - Kindergarten
 - 1st Grade
 - 2nd Grade
 - 3rd Grade
 - 4th Grade
 - 5th Grade
 - 6th Grade
 - 7th Grade
 - 8th Grade
- Are you aware of a current anti-bullying program operating within your partner schools?
 - Yes
 - No
- Who sponsors the anti-bullying program(s) at your partner school(s)?
- To what extent would you be interested in partnering with a non-profit to implement an anti-bullying program for your partner schools?
 - Not at all
 - Little
 - Somewhat
 - Much
 - A great deal
- Which do you believe an anti-bullying program would be more effective in changing bullying behavior among youth in elementary or middle school - one operating within schools or one

through an organization outside of the schools?

- An in-school anti-bullying program would be more effective
- A community-based anti-bullying program would be more effective
- Have you heard of the Karen Klein Foundation; it provides support to develop and distribute anti-bullying materials?
 - Yes
 - No
- If provided with anti-bullying material, would you utilize these anti-bullying educational materials to help local youth?
 - Yes
 - No
- Rank how useful you think the following materials would be to your partner schools in fighting bullying. Most useful would be 1 and least would be 5.
 - Picture books
 - Chapter Books
 - CDs
 - DVDs
 - Concerts/Assemblies
- To what extent would you be interested in partnering with Karen Klein Foundation that aims to help teach kids and teens about being kind, friendly, and playing nicely with others?
 - Definitely Interested
 - Considerably Interested
 - Somewhat Interested
 - Not very Interested
 - Not at all interested
- Please give additional comments regarding the use of anti-bullying educational materials to outreach to schools?
- If you would like more information about the Karen Klein Foundation and possible partnership opportunities, please leave your contact information. This response to this item will be kept separate and will not be included in the presentation of results of this study.

appendix ii: educator survey

This survey aims to understand how school employees feel about bullying. The answers to this survey will be kept anonymous. Please do not put your name or other identifying information on the survey. Only Dr. Rochelle L. Ford, APR, and her students enrolled in PRL 315 Research course will have access to this data. The results will be compiled into a summary report that will offer recommendations on how to help introduce free anti-bullying materials into the Syracuse community. These materials are aimed at elementary and middle-school aged children. By answering these questions you are giving us your informed consent to participate and use your answers for planning purposes. While we hope you complete all of the answers, you may stop at any time without affecting your relationship with Syracuse University or its partners including your school. The survey should take no more than 10 minutes.

- Which Syracuse City School are you employed at?
 - Bellevue Elementary School
 - Clary Middle School
 - Danforth Magnet School
 - Delaware Elementary School
 - Dr. King Elementary School
 - Dr. Weeks Elementary School
 - Ed Smith Pre-K-8 School
 - Expeditionary Learning Middle
 - Franklin Elementary School
 - Frazer K-8
 - Grant Middle School
 - Hugh Elementary School
 - Huntington Pre-K-8 School
 - HW Smith Pre-K-8 School
 - LeMoyne Elementary School
 - Lincoln Middle School
 - McKinley Brighton Elementary
 - Meachem Elementary School
 - Roberts Pre-K-8 School
 - Salem Hyde Elementary School
 - Syracuse Latin
 - Webster Elementary School
 - Other
- What is your role within the school?
 - Administrator
 - Teacher
 - Counselor
 - Other (please describe)
- Which grade level(s) do you teach?
 - Pre-K
 - Kindergarten
 - 1st Grade
 - 2nd Grade
 - 3rd Grade
 - 4th Grade
 - 5th Grade
 - 6th Grade
 - 7th Grade
 - 8th Grade
- How often do you observe students at your school exhibiting the following behaviors?
 - Name calling - less than once a month, once a month, 2-3 times a month, once a week, 2-3 times a week, daily
 - Teasing - less than once a month, once a month, 2-3 times a month, once a week, 2-3 times a week, daily
 - Pushing or shoving - less than once a month, once a month, 2-3 times a month, once a week, 2-3 times a week, daily
 - Hitting or punching - less than once a month, once a month, 2-3 times a month, once a week, 2-3 times a week, daily
 - Social exclusion - less than once a month, once a month, 2-3 times a month, once a week, 2-3 times a week, daily
- Which gender is most often the VICTIM of the bullying behaviors (name calling, teasing, pushing or shoving, social exclusion)?
 - Male
 - Female
- Which gender is most often seen INITIATING the bullying behaviors (name calling, teasing, pushing or shoving, social exclusion) or being a bully?
 - Male

- Female
- Does bullying (name calling, teasing, pushing or shoving, social exclusion) interfere with classroom instruction?
 - Yes
 - No
- Are you aware of a current anti-bullying program within your school?
 - Yes
 - No
- Who sponsors the anti-bullying program at your school?
- To what extent would your school benefit from the implementation of an anti-bullying program?
 - Not at all
 - Little
 - Somewhat
 - Much
 - A great deal
- Which community groups would make good partners to reach Syracuse youth to fight bullying or encourage anti-bullying behavior?
 - Parent Teacher Association
 - Boys and Girls Club
 - Church/Religious Organizations
 - Syracuse University
 - Scouts (Girl or Boy)
 - Schools
 - Community Centers
 - Athletic Groups
 - Other
- If provided, would you utilize anti-bullying educational materials in the classroom?
 - Yes
 - No
- Rank the following materials in order of preference from 1 (most useful) to 4 (least useful)?
 - Picture Books
 - Chapter Books
 - CDs
 - DVDs
- Have you heard of the Karen Klein Foundation, a non-profit that aims to help teach kids and teens about being kind, friendly and playing nicely with others?
 - Yes
 - No
- Do you have any additional comments regarding the impact anti-bullying educational materials would have in your school/classroom?
- Thank you for your time. To learn more about the Karen Klein Foundation, please visit <http://karenkleinfoundation.blogspot.com>.

appendix iii: email invitation

Dear educator,

Bullying continues to be a challenge in many schools. Under the direction of Dr. Rochelle L. Ford, my Public Relations Research class in the S.I. Newhouse School of Public Communications at Syracuse University is conducting a survey to help inform the creation of a campaign to help introduce anti-bullying material to the Syracuse area. Because you are on the front lines of teaching and working with youth in Syracuse, we need your input to help plan our campaign. This survey is part of our service-learning final project for class.

We are inviting you to participate in a research study. Involvement in the study is voluntary, so you may choose to participate or not.

Please click on the attached link to participate in this study, or paste it into your browser:
https://syracuseuniversity.qualtrics.com/SE/?SID=SV_e2MLHikkKG2MB3n

We are interested in learning more about bullying and what strategies might be helpful in reducing it through educational materials. You are being asked to answer a series of questions about your opinions and observations. This survey will take approximately 10 minutes of your time. All information will be kept anonymous. This means that your name will not appear anywhere and your specific answers will not be linked to your name in any way. Please do not put your name on the questionnaire.

Your responses will be combined with the other respondents to create a summary report that will be used to plan an anti-bullying outreach campaign.

There are minimal risks associated with participating in this study. Those risks may include increased concern about the issue of bullying or feeling uncomfortable about discussing the issue. If you have any questions, concerns, complaints about the research, contact Dr. Rochelle L. Ford, APR, professor and chair at 315-443-9347 (office) or at rlford@syr.edu. If you have any questions about your rights as a research participant, you have questions, concerns, or complaints that you wish to address to someone other than the investigator, if you cannot reach the investigator, contact the Syracuse University Institutional Review Board at 315-443-3013.

Sincerely,

appendix iv: contact list

SCHOOLS FOR EMAIL INVITATION

1. Clary Middle School
2. Delaware Elementary School
3. Delaware Primary
4. Dr. King Elementary School
5. Dr. Weeks Elementary School
6. Ed Smith Pre-K-8 School
7. Expeditionary Learning Middle School
8. Franklin Elementary School
9. Grant Middle School
10. Hugh Elementary School
11. Huntington Pre-K-8 School
12. HW Smith Pre-K-8 School
13. LeMoyne Elementary School
14. Lincoln Middle School
15. McKinley Brighton Elementary
16. Meachem Elementary School
17. Roberts Pre-K-8 School
18. Salem Hyde Elementary School
19. Syracuse Latin
20. Webster Elementary School
21. Bellevue Elementary School
22. Danforth Magnet School
23. Frazer K-8 School

ORGANIZATIONS FOR EMAIL INVITATION

1. Boy Scouts of America
2. Boys & Girls Club
3. Boys & Girls Club of America 1
4. Boys & Girls Club of America 2
5. Catholic Charities
6. Determination Center of Central New York
7. Focus Greater Syracuse
8. Geddes Little League Inc.
9. Girls Inc. of Central New York
10. Hawley Youth Organization
11. Junior Achievement of CNY
12. Junior League of Syracuse
13. Junior League of Syracuse Inc.
14. Longhouse Council
15. Media Unit
16. New Beginnings Christian Center
17. Peace Inc.
18. Valley Little League Inc.
19. Vincent House
20. West Area Athletic & Education Center
21. Westcott Community Center
22. Youth Leadership of Syracuse Inc.

appendix v: discussion guide

Thank you for taking time from your busy schedule to talk with me about issues related to in-service trainings and the topic of bullying and anti-bullying. As outlined in my email and our follow-up conversation, I am doing research for my client, the Karen Klein Anti-Bullying Foundation, through my public relations research class. My team is determining the best ways to integrate the Karen Klein Anti-Bullying Foundation into the Syracuse community, but also the best way for our campaigns class in the spring semester to create a viable collaboration between the foundation and another community organization.

During our discussion today, I will cover several topic areas. In doing so, I will ask about your experiences in creating in-service trainings for the tutors of the Literacy Corps, what is successful and what has failed, and how a collaboration between the foundation and the Literacy Corps could be possible.

To ensure that we capture your answers completely, I plan to record our discussion. Is this okay with you? If so, then let's proceed! (If not, just take notes.)

- What is your position?
- Can you tell me a little about why in-service trainings are important for the Literacy Corps tutors every semester?
- How long is an in-service training?
- How many in-service must tutors complete?
- What do tutors have to do during these in-service trainings?
- What do the tutors have to do after they get through with a training?
- What is the process of setting up an in-service training?
- How do you get in touch with the men and women who conduct the training?
- How far in advance do you need to discuss the actual in-service, get the materials, etc. before you can put a time and date for it?
- How do you reserve the room?
- How interactive can an in-service be?
- How many interactive trainings did the Literacy

Corps have this semester?

- Have you looked through reflections?
- What do you believe a successful in-service training looks like?
- What types on in-services have gotten positive feedback by the tutors?
- Which ones have gotten negative feedback?
- Would it be possible to include materials into an in-service training?
- How would an in-service training incorporate books, CDs or videos?
- In the past, have you heard of these interactive trainings being successful? Why?
- Have you had in-services about bullying in the classroom before?
- How were these trainings successful?
- How were they unsuccessful?
- Do you believe an anti-bullying training would be beneficial for tutors?
- Would you consider doing an anti-bullying in-service every semester?

We are just about finished, so I'd like to conclude by asking the following:

- How do you believe the tutors influence the students they are working with?
- Can you give some examples of tutors being positive role models?
- How do you think their trainings help them in reinforcing these relationships?
- Is there anything you'd like to add or any questions you'd like to ask?

Thank you so much for your time!

appendix vi: moderator's guide

Moderator: All topics in italics are “time fillers” to be asked only if all other topics have been exhausted.

Ground Rules

The rules are simple: I'll bring up a topic, and I want to get your thoughts and opinions. Sometimes I'll ask a question and we'll just go around the table and get everyone's thoughts, and other times I'll just wait for anyone to answer.

We want everyone to participate. If you're not talking, I will eventually notice and ask you for your opinions. On the other hand, if you're the only one talking, please recognize that and give others a chance to participate. Feel free to respond to something that someone else says, and feel free to disagree, but please respect others and their opinions, even if you disagree with them.

Finally, I may cut you off if you are talking about something that is a little too far off topic. I mean no disrespect by this, but we have a lot to accomplish in a short amount of time, so staying focused is key.

Ice Breaker/Personal Intros

First, I'd like everyone to go around and briefly introduce ourselves. We'll go around the table and I would like everyone to tell us your name, your year, your major/minors, where you are originally from, why you joined the Literacy Corps, what school and grades you worked with, and why you wanted to be on Corps Council.

(Moderator: start with your own bio as a model in terms of content and time. Time your own intro to be about 30-45 seconds. As you go around the room, ask each person a short follow-up question to break the ice in terms of conversation and participation.)

In-Service Trainings

Okay, as I said when I first brought up the idea of having a Corps Council focus group tonight, I mentioned the topic to be about in-service trainings, since you all have to attend them, and their strengths and weaknesses.

- First, do you like attending in-service trainings? What do you feel you get out of them? DO you feel like you don't get anything out of them?

- What do you believe creates a successful or unsuccessful in-service training? Can you give me an example of each?
- How do you think the Literacy Corps can make in-service trainings more interactive, or something you all would like to participate in?

I know the Literacy Corps has provided interactive in-service trainings in the past, where they bring books or materials to play with or read from.

- How many of you have participated in something like this? Please raise your hand.
- Do you think these types of in-service trainings are more influential and successful than trainings where you have to listen to speakers from the School of Education, or other types of speakers? Why do you think this is?
- Did you feel like you could use these materials and the information you learned from them in the classrooms when you are teaching children?
- How do you feel you incorporate in-service trainings into your tutoring position at your sites?

KKF and Anti-Bullying

The second part of this focus group is going to be about my client, the Karen Klein Anti-Bullying Foundation, and the materials that the foundation has created.

- First, has anyone ever heard of Karen Klein, or her anti-bullying foundation?

For those of you who do not know, if you can remember back to a couple of years ago, in 2012, a group of boys bullied a bus driver up in Rochester, NY and videotaped it. They later uploaded it to YouTube and the video went viral. A crowd-funding campaign was started for Mrs. Klein, to help give her a vacation after this awful event. What started as a \$6,000 campaign turned into a donation to Mrs. Klein of over \$700,000. With that money, she took her family on a Disney cruise, put money away for her grandchildren and her children, retired, and used \$100,000 to start the

Karen Klein Anti-Bullying Foundation. Currently, this foundation has books, CDs, a documentary as the list of resources. Previously, the foundation put on concerts and school rallies to engage students in anti-bullying activities.

- Have you ever attended an in-service training about bullying or anti-bullying? Please explain.
- Do you think this in-service was successful in providing you with information about bullying or how to prevent it in the classrooms you tutor in? How so?
- How often do your host teachers let their students listen to music in the classroom? Do you remember what type of music that was? What this activity engaging?
- Have you seen bullying occur in your classrooms? Can you give me an example?
- What did you do to diffuse the situation? What strategies did you use?
- Do you feel that learning about anti-bullying strategies through the use of materials would be beneficial for tutors in the future? Why or why not?
- Can messages of these materials, about differences in gender, race, ability, etc. affect the way Literacy Corps tutors tutor in their classrooms in a positive way? Why or why not?
- Would you participate in an in-service training like this, if you saw the sign up sheet outside the Literacy Corps office? Why or why not?
- Do you have any questions for me?

Thank you so much for your time!

table of figures

figure i: community leaders



figure ii: teachers surveyed



figure iii: bullying by gender

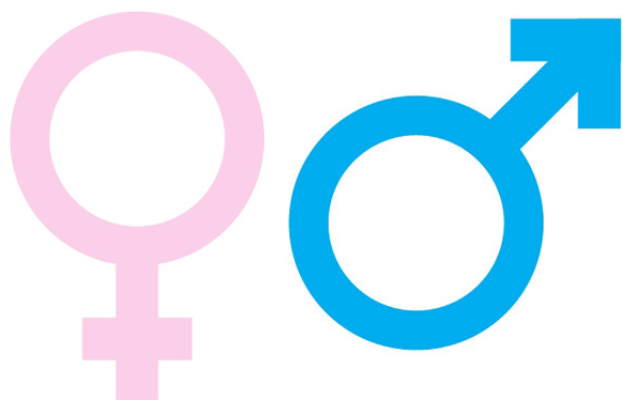


figure iv: effective materials 1

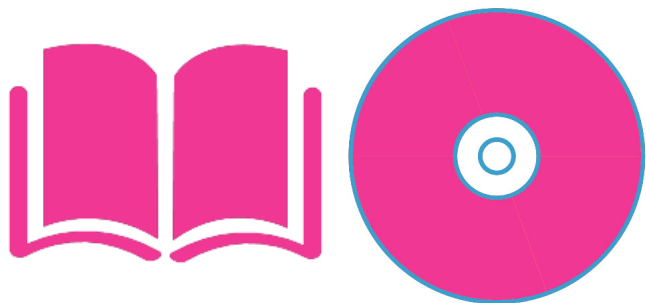


figure v: effective materials 2



figure vi: educators program awareness

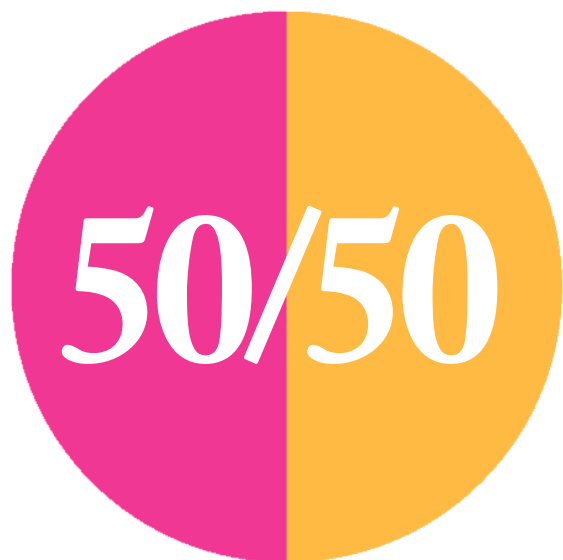
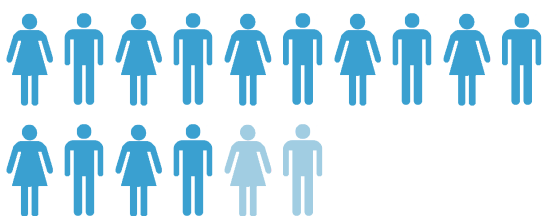


figure vii: leaders program awareness



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