

Chicken Soup for the Soul[®]

GRADES 1-6

Hallway
HEROES

White Paper

This White Paper was created
by Resources for Learning, LLC.

RESOURCES *for* LEARNING

www.resourcesforlearning.net



With support from:
The Boniuk Foundation
www.theboniukfoundation.org

Published by CSS Boniuk, an imprint of Chicken Soup for the Soul Publishing, LLC
www.chickensoup.com. Copyright ©2016 by Chicken Soup for the Soul Publishing, LLC.
All Rights Reserved.

CSS Boniuk, CSS, Chicken Soup for the Soul, Hallway Heroes, and its Logo and Marks are trademarks of
Chicken Soup for the Soul Publishing, LLC.

Cover and Interior Design & Layout by Daniel Zaccari.

Front cover photo courtesy of iStockPhoto.com/egal (© egal).
Front cover photo of black board courtesy of iStockPhoto.com/Kesu01 (© Kesu01).
Front cover, back cover and interior hand-painted illustrations courtesy of iStockPhoto.com/
joebelanger (© joebelanger).

No part of this book may be reproduced by any means without written permission from the publisher
except in the case of certain pages that may be reproduced for classroom use and are so indicated.

This page may be reproduced for classroom use.

ISBN: 978-1-942649-47-2

PRINTED IN THE UNITED STATES OF AMERICA

25 24 23 22 21 20 19 18 17 16

01 02 03 04 05 06 07 08 09 10 11

Introduction

Bullying is a significant problem in today's schools. Bullying is defined as unwanted, aggressive behavior among students that involves a power imbalance, both perceived and real (U.S. Department of Health and Human Services, 2015). Bullying can occur in various social contexts such as playgrounds and classrooms, as well as locations away from school and online.

In a 2015 National Center for Education Statistics report, 21 percent of students aged 12-18 reported being bullied at school. Rumors (18.3 percent) and name calling (17.6 percent) are the most frequent forms of bullying encountered by students. Bullying, however, often goes unreported by students. In one study, 47 percent of high school students who had been bullied indicated that they did not inform anyone about their bullying experiences (Olweus & Limber, 2010). It is possible that a lack of confidence in how schools respond to bullying hinders students from reporting bullying incidents. Over two-thirds of students perceive that schools respond poorly to bullying (Cohn & Cantor, 2013).

In response to this concern, recent research has shown that relationships are critical to bullying prevention (Espelage, 2012). Anti-bullying efforts are now using social-emotional learning (SEL) as a framework for addressing bullying in schools (Jones, Doces, Swearer, & Collier, 2013). The Collaborative for Academic, Social, and Emotional Learning defines SEL as the process through which children and adults learn how to manage their emotions, define positive goals, express empathy for others, maintain positive relationships, and engage in responsible decision-making. From an SEL perspective, bullying prevention initiatives emphasize school climate, as well as social and emotional competence (CASEL, 2009). SEL-based interventions have been associated with decreased bullying (Brown, Low, Smith, & Haggerty, 2011; Espelage, Low, Polanin, & Brown, 2013).

Just as enhancing SEL requires adopting new attitudes and behaviors, so does repurposing the use of literacy instruction as a primary tool for students to construct new ideas about the world around them (Gambrell, Malloy, & Mazzone, 2011). Narratives have emerged as a promising strategy for bullying intervention programs (Cowie & Jennifer, 2008). Immersing oneself in stories can result in changes in attitudes and intentions based on the reading (Green, 2008). Narratives, and especially real-life stories, are well suited for bullying prevention programs intended to alter student perspectives. Stories serve as vehicles for students to develop and practice SEL skills. Through stories, children gain problem-solving skills, consider multiple perspectives, and interact with role models, all of which can reduce bullying (Cowie & Jennifer, 2008).

Chicken Soup for the Soul Hallway Heroes aims to combat bullying in schools. By using real-life narratives as primary tools to learn SEL skills, the program is focused on encouraging the goals of universal tolerance, acceptance, respect, kindness, and compassion and promoting social-emotional learning. The program is based on current research in bullying prevention, social-emotional learning, and literacy. The purpose of this white paper is to describe Chicken Soup for the Soul Hallway Heroes in more detail, as well as provide a description of the underlying research and practices supporting Chicken Soup for the Soul Hallway Heroes.

Chicken Soup for the Soul Hallway Heroes: A Literacy-Based Anti-Bullying Program

Chicken Soup for the Soul Hallway Heroes is designed to combat bullying by providing students in grades 1-6 with opportunities to develop and practice the five critical SEL competencies through narrative and storytelling. The program's curriculum includes 12 lessons per grade based on the book of real-life stories, *Chicken Soup for the Soul: Be the Best You Can Be*.

A compilation of narratives written by many authors, the stories used in *Chicken Soup for the Soul: Be the Best You Can Be* are real-life accounts of events that each author has experienced personally. The authors, both students and adults, share their joy, pain, sadness, hope, and wisdom by telling stories of challenges faced, obsta-

cles overcome, and lessons learned in their childhoods. By using real-life stories in each lesson, Chicken Soup for the Soul Hallway Heroes connects students to the themes and topics of the program in deeper, more powerful ways than fictional accounts or scenarios can.

Each lesson teaches at least one of the five SEL competencies, as well as essential reading and writing skills. Literacy skills emphasized include: reading comprehension; writing narrative and persuasive texts; speaking, listening, and writing in response to literature; and using writing for inquiry and research. Students are also asked to deepen their understanding of the stories, moving from simply identifying the setting, characters, and events of the story to making inferences about how characters' traits affect their response to major events or how they overcame obstacles. Throughout the lessons, students use journals to reflect on questions and deepen their understanding of the stories and themselves.

Chicken Soup for the Soul Hallway Heroes was developed using the 7E model (Eiskenraft, 2003), which includes the additional instructional elements, *elicit* and *extend*, in addition to the 5E model's original elements (i.e., *engage*, *explore*, *explain*, *elaborate*, and *evaluate*). The 7E model ensures that students draw from prior experiences and apply new learning to real-world situations. The social-emotional competencies taught in Chicken Soup for the Soul Hallway Heroes are learned at a deeper level when students have multiple opportunities to apply new learning in new contexts, simulations, and real-world scenarios. The curriculum also incorporates project-based learning and group work, as well as a service-learning component. Lessons are also integrated with other subject areas such as fine arts, social studies, and technology applications.

Through active, engaging learning activities based on real-life narratives, Chicken Soup for the Soul Hallway Heroes provides students with opportunities to develop the social-emotional skills they need to combat the bullying behaviors so prevalent in the life of children and teenagers today. Chicken Soup for the Soul Hallway Heroes provides a promising approach to help students address bullying behaviors through tolerance, respect, and compassion. In the next section of the white paper, research that informed the development of the program will be discussed.

The Bullying Problem

Prevalence of Bullying

Bullying is a pervasive problem that affects students of all ages. During the 2012-2013 school year, among students aged 12-18, 21 percent reported being bullied at school National Center for Education Statistics, 2015). In 2012-2013, nearly seven percent of students 12-18 reported being a victim of online bullying, or cyberbullying (National Center for Education Statistics, 2015), which involves the use of electronic technology in bullying and includes online harassment and victim blaming. A later study reported that close to 15 percent of students reported cyberbullying (National Center for Disease Control, 2014). Since students are using more social media, such as Facebook and Twitter, cyberbullying incidents are expected to increase (The Complicated Web of Teen Lives, 2015).

Of those who are bullied, 34 percent experience bullying behaviors once a month or more, and six percent of them are bullied every day (Dinkes, Kemp, & Baum, 2009). Reported bullying incidents do not completely represent actual incidents. By the time that students graduate from high school, it is likely that nearly all students will have been exposed to some type of bullying behavior (Dinkes et al., 2009).

Types of bullying behaviors include direct (e.g., physical aggression) and indirect (e.g., name calling and rumors). Boys experience more direct aggression than girls (Lundh, Daukantait, & Wangby-Lundth, 2014). Students are bullied for a variety of reasons with the most common reasons attributed to physical appearance and race (Davis and Nixon, 2010).

Cyberbullying

The Cyberbullying Research Center reports that nearly 25 percent of students surveyed over eight studies have said they have been cyberbullied in their lives, and 9 percent indicated they were cyberbullied in the previous 30

days (Cyberbullying Research Center, 2015). In many studies, cyberbullying has been linked to low self-esteem, suicidal thoughts, anger, frustration, and other emotional or psychological problems (Brighi et al., 2012; Hinduja & Patchin, 2010; Kowalski & Limber, 2013; Patchin & Hinduja, 2010; Wang, Nansel, & Iannotti, 2011). The Chicken Soup for the Soul Hallway Heroes curriculum equips students with the social-emotional skills needed to respond to these situations both in person and online.

Implications of Bullying

Bullying has detrimental short- and long-term implications on students. Bullying prevents students from achieving academic success in school by affecting their physical, interpersonal, and mental well-being. Students victimized by bullying experience a higher risk of the following:

- Depression and anxiety, as well as sleep difficulties, and disruptions in school adjustment (Center for Disease Control, 2012)
- Health challenges (e.g., headaches and stomach aches) (Gini and Pozzoli, 2013)

The risks of bullying are not limited to the victims. Students who exhibit bullying behaviors towards others are also at risk for substance use, academic problems, and other violent behaviors (Center for Disease Control, 2012).

Importance of Relationships in Bullying Prevention Initiatives

Relationships are important to students. Bullying is a social enterprise that obstructs relationships. A positive school climate, which includes supportive relationships between students and staff, serves as a factor in reducing bullying behaviors and teasing, as well as minimizing aggressive attitudes (Espelage, 2012; Klein, Cornell, & Konold, 2012). School-based bullying prevention programs can reduce bullying behaviors by at least 25 percent (McCallion and Feder, 2013). Successful bullying interventions require open communications with adults, models of kindness and respect, and broad awareness of support structures (U.S. Department of Education, 2015). Accessing the support of others, especially peers, is the most positive factor identified by students in addressing bullying concerns (Davis and Nixon, 2010). These findings are consistent with the White House's Conference on Bullying Prevention (2011). The goal of current bullying prevention initiatives is to

...better integrate bullies and the children they harass into the social fabric of the school and better inform educators of how to recognize, understand, and help guide children's relationships. With guidance from caring, engaged adults, youth can organize themselves as a force that makes bullying less effective as a means of social connection or as an outlet for alienation (Rodkin, 2011).

Caring relationships and positive social interactions are integral components of Chicken Soup for the Soul Hallway Heroes. Students learn how to address bullying behaviors by making thoughtful decisions, treating others with respect and empathy, and creating socially aware and compassionate communities. Given the need to enhance relationships in bullying prevention, recent anti-bullying efforts have incorporated SEL competencies in enhancing positive relationships and prosocial behaviors (Jones, Doces, Swearer, & Collier, 2013). As a framework, SEL is well suited for anti-bullying interventions because of the emphasis placed on emotional regulation, positive relationships, and responsible decision-making.

Social-Emotional Learning

The most effective SEL bullying prevention programs are embedded throughout the school environment. SEL is most beneficial when it is integrated schoolwide—not just in classrooms or as interventions with select students (CASEL, 2009). Ideally, prevention programs provide training for all stakeholders, including school staff and faculty, students, and parents (Jones, Doces, Swearer, & Collier, 2013). All stakeholders have responsibility for creating a safe school climate (Cohen, McCabe, Michelli, & Pickeral, 2009).

In Chicken Soup for the Soul Hallway Heroes, students work with peers and teachers to practice developing

social and emotional skills. As students reflect on the real-life stories they read, they will gain a deeper understanding of their own feelings, as well as the feelings of others. Empathy will encourage students to better support their peers and their school, and compassion will instill the desire to take action when needed. Chicken Soup for the Soul Hallway Heroes is consistent with the goals of the SEL programs, because of the emphasis placed on understanding self and others, as well as changing behaviors, based on enhanced SEL skills.

The goals of SEL programs (CASEL, 2015) are as follows:

- Facilitate self-awareness, social awareness, relationship, and responsible decision-making skills
- Enhance student attitudes and beliefs about self, others, and school

Effective SEL programs comprise the following characteristics (CASEL, 2013): repeated opportunities to practice new skills and behaviors, sequenced step-by-step training, active forms of learning, specific time and attention on skill development, explicit definition of skills, and multi-year duration. Additionally, ongoing high quality training and support for school staff facilitates successful implementation.

Effectiveness of SEL Bullying-Prevention Programs

There is emerging evidence that bullying-prevention programs based on the SEL framework enhance positive student outcomes. In several randomized control trials, interventions with an SEL component reduced student bullying (Espelage, 2012). One program (grades 3-6), which includes explicit skills instruction in 11 classroom lessons, increased positive bystander behaviors and decreased physical bullying (Jones, Doces, Swearer, & Collier, 2013). Consistent with a whole-school approach to SEL, all administrators and school staff participated in the program.

Another SEL intervention program, which is designed for preK-8 students, focuses on empathy, emotion management, friendship skills, and problem solving. Students have opportunities to practice skills and engage in cross-curricular lessons that include stories and discussions. Participation in this program resulted in a 30 percent reduction in physical fights after one year of 15 SEL lessons (Espelage, Low, Polanin, & Brown, 2013). In another study of this program, students experienced 56 percent less homophobic name calling and 39 percent less sexual violence perpetration (Espelage, Low, Polanin, & Brown, 2015).

Another SEL program (preK-6th grade) is designed to encourage peaceful conflict resolution, emotion regulation, empathy, and responsible decision making. Lessons include the application of information to practical settings. In several randomized control studies, this program improved academic performance and positive social behavior, as well as decreased conduct problems and emotional distress (Domitrovich, Cortes, & Greenberg, 2007).

Based on the studies discussed, as well as other reviews (Jones et al., 2013), there is evidence to support the effectiveness of a social-emotional learning framework for bullying-prevention programs. Many effective programs are consistent with the Chicken Soup for the Soul Hallway Heroes approach as they provide students with ongoing opportunities to practice SEL skills and apply new skills to settings in real-life situations. In Chicken Soup for the Soul Hallway Heroes, real-life stories are used to spark dialogue, active learning and journaling to help students learn bullying prevention skills. Ultimately, effective programs are comprehensive in nature and reinforce new skills throughout the day.

Literacy-Based Curriculum

Bullying-prevention and SEL programs should not be divorced from the school context. They need to be purposefully linked to academics and the school curriculum (Elias et al, 1997). Without this interdependence, educators and students may experience a mishmash of fragmented components. SEL concepts should pervade academic subjects such as literacy development (Zins, Weissberg, Wang et al, 2004). Infusing SEL throughout the school day also contributes to program sustainability.

A literacy-based curriculum provides a relevant context for an SEL approach to bullying prevention. Language arts offers students the possibility to experience and embrace diverse perspectives. According to the National Council of Teachers of English's (NCTE) core values, English language arts classrooms offer unique spaces for students to develop their own voices, respect other voices, explore multiple forms of literacy, value differences, and experience relevant and inclusive classrooms.

Effective literacy instruction is consistent with current approaches to bullying prevention. Literacy instruction does not occur in isolation. Students and teachers learn together in communities (Pressley, 2007). In the 21st century, students are required to gain meaningful conceptual understanding of texts (Gambrell et al., 2011). Students construct their own understanding of text they read rather than simply recalling simple facts. Comprehensive literacy instruction supports the personal, intellectual, and social elements of literacy (Gambrell et al., 2011). Students apply information to critical, real-world issues. Ultimately, teachers aim to engage students in genuine literacy activities (Duffy, 2003).

In a literacy curriculum, narratives, or stories, serve as vehicles for student exploration and application. According to narrative transportation theory, narratives change perspectives by transporting individuals into the story (Green & Brook, 2003). Transportation occurs similarly for fiction and non-fiction stories, as well as equally for men and women (Green & Brook, 2003). Cognitive and emotional attachment to the story can facilitate changes in attitudes, beliefs, and behaviors. Transportation persuades individuals. Being transported can eliminate opposing viewpoints and spark enhanced personal connection to a story, as well as personal identification with characters (Green & Sestir, 2015). Multiple studies confirm the role of stories as change agents (Appel & Richter, 2007; Green, 2006; Green & Brook, 2000; Murphy, Frank, Chatterjee et al., 2013, Slater, 1990, 1997).

Real-life narratives, such as the stories in *Chicken Soup for the Soul: Be the Best You Can Be*, can stimulate empathy, tolerance, and acceptance, all of which are critical components to SEL and bullying-prevention programs. Researchers agree that the emotions and beliefs found in stories influence reader's emotions and beliefs (Kreuter, Green, Cappella et al., 2007; Gilbert, 1991; Cohen & Mallon, 2001). Similar to empathy, emotions experienced during transportation can evoke perspective taking (Green & Sestir, 2015). Transportation can affect how individuals view others. In one study, Mazzocco, Green, Sasota, & Jones (2010) found that highly transportable individuals (i.e., those who have greater involvement with and absorption of the narrative) had more positive attitudes about lifestyles different from their own. Consistent with comprehensive literacy instruction, narratives can be used for critical examination and reflection. Narratives provide students with opportunities to engage, empathize, and transform attitudes and behaviors.

As a literacy-based program, *Chicken Soup for the Soul Hallway Heroes* is aligned with current English language arts and literacy standards in all 50 states, as well as national standards. The program supports student literacy development in reading and comprehension of narrative text; speaking, and listening; writing in response to literature; and writing across multiple genres. Consistent with effective comprehensive literacy instruction, *Chicken Soup for the Soul Hallway Heroes* supports literacy as a social enterprise, student representation of knowledge, and application of information to the real world.

Conclusion

Bullying is a serious problem that negatively affects schools and students, as well as threatening the well-being of students and schools (Center for Disease Control, 2012). Increasing evidence points to an SEL framework to address the bullying problem (Espelage, 2002). Effective bullying-prevention programs nurture SEL skills (Jones et al., 2013), which include empathy, positive relationships, and responsible decision-making. Further, SEL programs should be interwoven in the school (Zins et al., 2004). Along with a literacy focus, SEL programs focused on bullying prevention have been shown to reduce bullying behavior and improve school climate. In particular, narratives can transport students and ultimately alter their perspectives about critical social issues (Green & Brook, 2000).

Chicken Soup for the Soul Hallway Heroes is a literacy-based curriculum that focuses on the enhancement of SEL skills to combat bullying and cyberbullying behaviors through the use of real-life narratives. The following skills are emphasized in the program:

- Identifying skills and traits of characters to address bullying behaviors and how their actions affect story outcomes
- Explore what bullying behaviors look like when they are done online and using digital devices and how they can be addressed
- Applying story lessons or strategies concerning bullying behaviors to students' own lives
- Writing narrative and persuasive texts on bullying behaviors, respect, compassion, and tolerance
- Engaging in inquiry and research about community issues
- Participating in discussions and collaborative groups to generate solutions to bullying and cyberbullying behaviors

By engaging students in the authentic development of strategies to address bullying behaviors, students assume ownership of the problems of bullying behaviors in their school and community. Enhancing SEL skills such as empathy and the management of emotions will contribute to a healthier school climate and ultimately reduce incidents of bullying behaviors. Consistent with evidence-based bullying interventions, Chicken Soup for the Soul Hallway Heroes, a literacy-based anti-bullying program, is grounded in current research on bullying prevention, social-emotional learning, and literacy development.

References

- Anti-Defamation League. (2015). *Education & Outreach BULLYING/CYBERBULLYING*. Retrieved from <http://www.adl.org/education-outreach/bullying-cyberbullying/>
- Appel, M. & Richter, T. (2007). Persuasive effects of fictional narratives increase over time. *Media Psychology*, 10, 113-134.
- Bailey, R., Jones, S. M., & the Harvard SECURE Development Team. (2012). *Social, Emotional, Cognitive Regulation and Understanding (SECURE) Program Teacher Manual*. Produced for the Children's Aid College Prep Charter School. Cambridge, MA: Harvard University.
- Barr, D., & Facing History and Ourselves. (2010). *Continuing a tradition of research on the foundations of democratic education: The national professional development and evaluation project*. Brookline, MA: Facing History and Ourselves National Foundation, Inc.
- Brighi, A., Melotti, G., Guarini, A., Genta, M. L., Ortega, R., Mora-Merchán, J., Smith, P. K. and Thompson, F. (2012). Self-Esteem and Loneliness in Relation to Cyberbullying in Three European Countries, in *Cyberbullying in the Global Playground: Research from International Perspectives* (eds Q. Li, D. Cross and P. K. Smith), Wiley-Blackwell, Oxford, UK.
- Brown, E. C., Low, S., Smith, B. H., & Haggerty, K. P. (2011). Outcomes from a school randomized controlled trial of STEPS to RESPECT: A bullying prevention program. *School Psychology Review*, 40, 423–443.
- Bybee, R.W. (1997). *Achieving Scientific Literacy*. Portsmouth, N.H.: Heinemann.

- Center for Disease Control, National Center for Injury Prevention and Control (2012). *Understanding bullying*. Retrieved from <http://www.cdc.gov/violenceprevention/pdf/bullyingfactsheet2012-a.pdf>.
- Center for Disease Control (2014). *Youth risk behavior surveillance- United States, 2013*. Retrieved from <http://www.cdc.gov/mmwr/pdf/ss/ss6304.pdf>
- Cohen, L., & Mallon, M. (2001). My brilliant career? Using stories as a methodological tool in careers research. *International Studies of Management & Organization*, 48-68.
- Cohn, A. & Canter, A. (2003). *Bullying: Facts for schools and parents*. Retrieved from http://www.nasponline.org/resources/factsheets/bullying_fs.aspx.
- Cohen, J., McCabe, E., Michelli, M., & Pickeral T. (2009). School climate: Research, policy, practice, and teacher education. *Teacher College Record*, 11(1), 180-213. Retrieved from <http://www.schoolclimate.org/climate/documents/policy/School-Climate-Paper-TC-Record.pdf>
- Collaborative for Academic, Social, and Emotional Learning (CASEL). (2009). *Social and emotional learning and bullying prevention*. Retrieved from http://static1.squarespace.com/static/513f79f9e4b05ce-7b70e9673/t/5367958ee4b0dbc1364dbb7b/1399297422536/3_SEL_and_Bullying_Prevention_2009.pdf.
- Collaborative for Academic, Social, and Emotional Learning (CASEL). (2013). *Effective social and emotional learning programs*. Retrieved from <https://static1.squarespace.com/static/513f79f9e4b05ce-7b70e9673/t/526a220de4b00a92c90436ba/1382687245993/2013-casel-guide.pdf>.
- Collaborative for Academic, Social, and Emotional Learning (CASEL). (2015). *Social and emotional learning core competencies*. Retrieved from <http://www.casel.org/social-and-emotional-learning/core-competencies/>.
- Committee for Children. (2015). *Social-Emotional Learning: Why It Matters*. Retrieved from <http://www.cfchildren.org/second-step/social-emotional-learning>.
- Cowie, H. & Jennifer. D. (2008). *New Perspectives on Bullying*. Maidenhead: Open University Press.
- Cyberbullying Research Center. (2015). *Resources*. Retrieved from <http://cyberbullying.us/resources/educators/>
- Department for Children, Schools and Families (2009). *Cyberbullying: Supporting School Staff*. Retrieved from http://www.digizen.org/downloads/cyberbullying_teachers.pdf
- Davis, S., & Nixon, C. (2010). *The youth voice research project: Victimization and strategies*. Retrieved from <http://njbullying.org/documents/YVPMarch2010.pdf>.
- Dinkes, R., Kemp, J. & Baum, K. (2009). *Indicators of School Crime and Safety: 2008* (NCES 2009-022/NCJ 226343). Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice.
- Domitrovich, C. E., Cortes, R. C., & Greenberg, M. T. (2007). Improving young children's social and emotional competence: A randomized trial of the Preschool PATHS Curriculum. *Journal of Primary Prevention*, 28, 67-91.
- Duffy, G.G. (2003). *Explaining reading: A resource for teaching concepts, skills, and strategies*. New York: Guilford Press.

- Elias, M. J., Zins, J. E., Weissberg, R. P., Frey, K. S., Greenberg, M. T., Haynes, N. M., Kessler, R., Schwab-Stone, M. E., & Shriver, T. P. (1997). *Promoting social and emotional learning: Guidelines for educators*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Espelage, D.L. (2012). Bullying prevention: A research dialogue with Dorothy Espelage. *Prevention Researcher*, 19(3), 17-20.
- Espelage, D.L., Low, S., Polanin, J.R. & Brown, E.C. (2013). The impact of a middle school program to reduce aggression, victimization, and sexual violence. *Journal of Adolescent Health*, 53 (2), 180-6.
- Espelage, D.L., Low, S., Polanin, J.R. & Brown, E.C. (2015). Clinical trial of Second Step middle school program: Impact on aggression and victimization. *Journal of Applied Developmental Psychology*, 37, 52-63.
- Edutopia. 2015. *Social and Emotional Learning*. Retrieved from <http://www.edutopia.org/social-emotional-learning>
- Ferguson, Y., & Sheldon, K.M. (2010). Should goalstrivers think about ‘why’ or ‘how’ to strive? It depends on their skill level. *Motivation and Emotion*, 34, 253-265.
- Gambrell, L.B., Malloy, J.A., & Mazzone, S.A. (2011). *Evidence-based practices in comprehensive literacy instruction*. In L.M. Morrow & L.B. Gambrell (Eds.), *Best practices in literacy instruction* (4th ed., pp. 11-36). New York: Guilford Press.
- Gardinier Halstead, A. (2015). *8 Steps to Combat the Bullying Epidemic*. Edutopia, February 9, 2015. Retrieved from <http://www.edutopia.org/blog/8-steps-combat-bullying-epidemic-ann-marie-gardinier-halstead>
- Gilbert, D.S. (1991). How mental systems believe. *American Psychologist*, 46, 107-119.
- Gini, G., & Pozzoli, T. (2013). Bullied children and psychosomatic problems: A meta-analysis. *Pediatrics*. Retrieved from <http://pediatrics.aappublications.org/content/early/2013/09/11/peds.2013-0614>.
- Greater Good: The Science of a Meaningful Life. (2015). *Social Emotional Learning: Why Now?* Retrieved from http://greatergood.berkeley.edu/article/item/social_emotional_learning_why_now.
- Green, M. C. (2006). Narratives and cancer communication. *Journal of Communication*, 56, 163-183.
- Green, M.C. (2008). Transportation theory. In W. Donsbach (Ed.), *International Encyclopedia of Communication* (pp. 5170-75). Oxford: Wiley-Blackwell.
- Green, M. C., & Brock. T. C. (2000). The role of transportation in the persuasiveness of public narratives. *Journal of Personality and Social Psychology*, 79, 701-721.
- Green, M.C. & Sestir, M. (n.d.). Transportation theory. *International Encyclopedia of Media Effects*.
- Hall, B.W. & Bacon, T.P. (2005). Building a foundation against violence: Impact of a school-based prevention program on elementary students. *Journal of School Violence*, 4(4), 63–83.
- Hinduja, S. & Patchin, J. W. (2010). Bullying, cyberbullying, and suicide. *Archives of Suicide Research*, 14(3), 206-221.

- Jones, L., Doces, M., Swearer, S., & Collier, A. (2013). *Kinder and braver world project*. Research Series: Implementing bullying prevention programs in schools: A how to guide. Retrieved from http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2197498
- Jones, S. M., Brown, J. L., & Aber, J. L. (2011). The longitudinal impact of a universal school-based social-emotional and literacy intervention: An experiment in translational developmental research. *Child Development*, 82(2), 533-554.
- Jones, S., Bouffard, S. (2012). Social and Emotional Learning in Schools: From Programs to Strategies. Social Policy Report, *Society for Research in Child Development*. 26(4), 1-33.
- Klein, J., Cornell, D., & Konold, T. (2012). Relationships between bullying, school climate, and student risk behaviors. *School Psychology Quarterly*, Vol 27(3), Sep 2012, 154-169.
- Kowalski, R, Giumetti, G., Schroeder, A., & Lattanner, M. (2014). Bullying in the digital age: A critical review and meta-analysis of cyberbullying research among youth. *Psychological Bulletin*, 140(4), 1073-1137.
- Kowalski, R. M. & Limber, S. P. (2013). Psychological, Physical, and Academic Correlates of Cyberbullying and Traditional Bullying. *Journal of Adolescent Health*, 53(1), S13-S20.
- Kreuter M.W., Green, M.C., Cappella, J.N., Slater, M.D., Wise, M.E., Storey, D., Clark, E.M., O'Keefe, D.J., Erwin, D.O., Holmes, K., Hinyard, L.J., Houston, T. & Woolley, S. (2007). Narrative communication in cancer prevention and control: A framework to guide research and application. *Annals of Behavioral Medicine*, 33(3):221-235.
- Lundh, L.G., Daukantait, D. & Wangby-Lundth, M. (2014). *Direct and indirect aggression and victimization in adolescents: Associations with the development of psychological difficulties*. Retrieved from <http://www.biomedcentral.com/2050-7283/2/43>.
- McCallion, G., & Feder, J. (2013). Student bullying: Overview of research, federal initiatives, and legal issues. *Congressional Research Service*. Retrieved from <http://www.fas.org/sgp/crs/misc/R43254.pdf>.
- Mindess, M., Chen, M., Brenner, R. (2008). *Social-Emotional Learning in the Primary Curriculum*. National Association for the Education of Young Children. Beyond the Journal, Young Children on the Web, November 2008, 1-5.
- Morningside Center for Teaching Social Responsibility. (2001). *The 4Rs (reading, writing, respect, & resolution): A teaching guide*. New York, NY: Author.
- Murphy, S. T., Frank, L. B., Chatterjee, J. S., & Baezconde-Garbanati, L. (2013). Narrative versus Non-narrative: The Role of Identification, Transportation and Emotion in Reducing Health Disparities. *The Journal of Communication*, 63(1), 10.1111.
- National Center for Education Statistics. (2015). *Bullying and Cyberbullying: Results From the 2013 School Crime Supplement to the National Crime Victimization Survey*. Retrieved from <http://nces.ed.gov/pubs2015/2015056.pdf>
- Olweus, D., & Limber, S. P. (2010). Bullying in school: Evaluation and dissemination of the Olweus Bullying Prevention program. *American Journal of Orthopsychiatry*, 80,124-134. Retrieved from <http://dx.doi.org/10.1111/j.1939-0025.2010.01015.x>
- Patchin, J. W. & Hinduja, S. (2010). Cyberbullying and self-esteem. *Journal of School Health*, 80(12), 614-621.

- Petrosino, A., Guckenburg, S., DeVoe, J., & Hanson, T. (2010). *What characteristics of bullying, bullying victims, and schools are associated with increased reporting of bullying to school officials?* Washington, D.C.: National Center for Education Evaluation and Regional Assistance. Retrieved from: http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2010092_sum.pdf.
- Pressley, M. (2007). *Achieving best practices*. In L.B. Gambrell & L.M. Morrow (Eds.), *Best practices in literacy instruction* (pp. 397-404). New York: Guilford Press.
- Robers, S., Kemp J., and Truman, J. (2013). *Indicators of School Crime and Safety: 2012*. Washington, DC: National Center for Education Statistics, U.S. Department of Education.
- Robert Wood Johnson Foundation. 2015. *How Children's Social Skills Impact Success in Adulthood*. Research Brief. Retrieved from http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2015/rwjf421663
- Rodkin, P.C. (2011). White House Report / Bullying and the Power of Peers: Promoting Respectful Schools, *Educational Leadership* (69), 10-16.
- Slater, M. D. (1990). Processing social information in messages: Social group familiarity, fiction vs. non-fiction, and subsequent beliefs. *Communication Research*, 17, 327-343.
- Slater, M. D., & Rouner, D. (1997, May). *The processing of narrative fiction containing persuasive content about alcohol use: Effects of gender and outcome*. Paper presented to the International Communication Association, Montreal, Canada.
- Stauffer, S., Heath, M. A., & Coyne, S. M., & Ferrin, S. (2012). High school teachers' perceptions of cyberbullying [51] prevention and intervention strategies. *Psychology in the Schools*, 49(4), 352-367.
- Stopbullying.gov. (2015) *N.D. Educators*. Retrieved from <http://www.stopbullying.gov/what-you-can-do/educators/index.html>
- Teaching Tolerance: A Project of the Southern Poverty Law Center (2010). *Cyberbullying*. Blogs and Articles: Bullying, Number 38, Fall 2010. Retrieved from <http://www.tolerance.org/magazine/number-38-fall-2010/feature/cyberbullying>
- Teaching Tolerance: A Project of the Southern Poverty Law Center. *N.D. Bullying: Guidelines for Teachers*. Retrieved from <http://www.tolerance.org/supplement/bullying-guidelines-teachers>
- NoBullying.com. (2015). *The Complicated Web of Teen Lives*. Retrieved from <http://nobullying.com/the-complicated-web-of-teen-lives-2015-bullying-report/>
- U.S. Department of Health and Human Services (2015). *What is bullying?* Retrieved from <http://www.stopbullying.gov/what-is-bullying/definition/>
- Wang, J., Nansel, T. R., & Iannotti, R. J. (2011). Cyber Bullying and Traditional Bullying: Differential Association with Depression. *Journal of Adolescent Health*, 48(4): 415–417.
- Worf, L. (2013). *Cyberbullying Law Shields Teachers From Student Tormentors*. WFAE 90.7. Retrieved from <http://www.npr.org/2013/02/19/172329526/cyber-bullying-law-shields-teachers-from-student-tormentors>
- Ybarra, M., Diener-West, M., & Leaf, P. J. (2007). Examining the Overlap in Internet Harassment and School Bullying: Implications for School Intervention. *Journal of Adolescent Health*, 41: S42–S50.
- Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (Eds.). (2004). *Building academic success on social and emotional learning: What does the research say?* New York: Teachers College Press.