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K-12 LEADERSHIP

A SURVEY STUDY OF THE PERCEPTIONS OF MIDDLE SCHOOL PERSONNEL
WITH RESPECT TO LEARNING DISABLED STUDENTS AS VICTIMS OF
BULLYING/HARASSMENT AND THE CORRESPONDING RELATIONSHIPS
WITH BULLYING PREVENTION AND DISCIPLINE (199 pp.)

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The purpose of this quantitative survey study was to examine the perceptions of administrators and other support staff in public middle schools across the United States regarding the current bullying prevention/treatment program being used in their school building and whether it is effective with all types of students, regardless of academic standing (particularly the effectiveness for students with learning disabilities). Secondary purposes included surveying administrators and other support staff about the differences in bullying behaviors between LD students and students not on an Individualized Education Program (IEP) and soliciting feedback from administrators to determine disciplinary procedures when an LD student is a bullying victim.

The survey was distributed to public middle school principals, assistant principals, school psychologists, and school counselors across the United States. A correlational ex post facto design was used, and the survey instrument used was created by combining two surveys from previously published studies.

The instrument data were analyzed using analysis of variance (ANOVA) and an independent samples t-test. Findings revealed significant differences amongst the administrator and school psychologist populations regarding the effectiveness of anti-

bullying programs for all student populations (including the learning disabled). Further, findings indicated significant differences between school psychologists and the other populations surveyed with respect to the frequency of learning disabled students as victims of bullying. The results support a greater need for specialized bullying prevention programs, more intervention for this population following incidents of bullying, and heightened sensitivity with respect to the overall safety of students placed on IEPs.