EVALUATION OF A PSYCHOEDUCATIONALLY-BASED PROGRAM ADDRESSING BULLYING AMONG STUDENTS WITH DISABILITIES THROUGH TEACHER TRAINING (189 pp.)

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The purpose of this study was to examine an abbreviated model of the Bully Busters Teacher Training Program (grades 6-8), paired with an added module designed to meet the needs of students with disabilities. The participants in this study were 14 teachers at a middle school in the Midwestern part of the United States. With regard to bullying prevention and intervention for all students – including those with disabilities -- teachers completed pre-test and post-test assessments evaluating their self-efficacy and expectations as related to successfully intervening in a bully victim conflict, knowledge and use of bullying interventions, and perceived frequency of bullying in the school setting. Data analyses revealed that teachers’ self-efficacy, expectations for student behavior, and knowledge and use of bullying interventions significantly increased following training. Comparisons with existing bullying literature and implications for practice are discussed.