Bullying of Special Education Students Who Have Autism

at Private and Public High Schools in New Jersey

  by

Kerry Magro M.A.

A Research Study for

2075EDTC806

 Research Methods in ET Leadership

New Jersey City University

**Abstract**

Bullying of Special Education/Autistic Students at Private and Public High Schools in New Jersey Kerry Magro, 2017: A Research Paper, New Jersey City University

New Jersey has a high prevalence of bullying and autism. Students with autism are educated in public, private and Regional Day schools setting. This research will look at two programs publicly funded in the Jersey City Public School system, the Win Access Program for 100 autistic students 14-21 housed within Mc Nair Academic High School, and the Regional Day School in Jersey City which has 109 students of which 50 are high school aged. Newmark Private School located in Scotch Plains NJ, a private school for the handicapped that services 150 autistic students.

Through this research we offered facts and figures about bullying in relationship to autism and also in schooling. These include inside looks from leading experts in the field of bullying prevention including StopBullying.gov and the Pacer’s National Bullying Prevention Center.

A quantitative survey on students’ experiences with bullying as a victim or perpetrator including the growing topic of cyber-bullying will be administered to 300 students, and parents/caregivers for students who cannot fill out the survey themselves.

We are surveying 300 autistic students in private and public schools and parent caregivers. If the student can’t complete the survey their parent/guardian will be asked to complete it for them.

Keywords: Bullying, HIB, autism, special education, private schools for the disabled, public schools

**Table of Contents**

                                                                                                                                        Page

Chapter 1: Introduction....................................................................................................... 4

 Background and Justification 5

Audience 6

Definiton of Terms             Purpose 7

Chapter 2: Literature Review..............................................................................................8-10

Chapter 3: Methodology.................................................................................................... 11

Introduction Statement of Problem 11

 Research Questions           11-12

Instruments’Participation and Sample 12

Procedures 13

References......................................................................................................................... 14-17

*Appendices*

*A.   Survey Instrument 18-24*

*B.  Permission Letter for Use of Survey.*

*C. Parental Permission Form to Administer Survey*

*D.Assent Form for Students*

*E.New Jersey State Bullying (HIB)Policy*

*Tables: Results from Survey 28-29*

 *Questions 1-25*

*Private School*

*Public Schools*

*Analysis Instruments- Chi Square and Excel*

*Presentation of Results 27*

*Figure 1 Pie Chart*

*Figure 2 Bar Charts.*

**Chapter 1: Introduction**

     Stopbullying.gov defines bullying as unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems. [[1]](#footnote-1) This has been a national epidemic in the school systems for years with 1 in 6 students being a victim of bullying. Those with a diagnosed disability are twice as likely to be bullied compared to their peers who don’t have a disability.

Organizations such as StopBullying.gov and the Pacer’s National Bullying Prevention Center have taken the lead to put an end to this epidemic.

Bullying unfortunately goes unreported in the majority of cases because it’s done while teachers and/or adults are not looking. Bullying is not a harmless crime. Based on statistics from the United States Department of Education in 2012, 1 in 10 students drop out of school because of repeated bullying.[[2]](#footnote-2) Bullying also on average leads to a decrease in grades and a loss of interest in academic achievement as well as psychological problems, depression, suicide, and school violence.

**Background and Justification**

The federal government has recognized bullying as a major issue in the United States educational system effecting student performance, and leading to suicide and acts of violence among students. New Jersey passed legislation in 2012. Since then The Interactive Autism Network (IAN) conducted the largest research survey on bullying of students on the autism spectrum who are school age. This was done in a 2012 survey asking 1,167 U.S. parents of children with autism about their experience with bullying. IAN Network showed 63% of children with autism ages 6, to 15 had been a victim of bullying at some point in their lives. In addition, Figure 1.2 indicates that, based on the same survey group of parents, that children with ASD in regular public school are most likely to be bullied versus regular private schools, special education public schools and special education private schools. This shows a clear indication of how bullying affects school experiences differently and why a bullying survey, in the state of New Jersey where the prevalence of autism is the 2nd highest in the country at 1 in 41 children are diagnosed. Is warranted.

In New Jersey autistic students are educated primarily in public schools, Regional Day Schools, and private schools for the handicapped. In 2012 the NJ DOE sent guidance to Private schools for the handicapped that they did not have to have an on site coordinator for bullying although they were encouraged them to track and report incidences like the public schools are required. This study will examine the incidence of bullying of students with autism in each setting. If the results show that less bullying occurs in private schools that finding will be used to seek out best practices and procedures to relay to the public schools and define areas for further study.

 Our hope is that these findings will have a real world impact on schools, advocates, and parents so that protection of children with ASD becomes a priority. We want children with ASD to benefit from education, therapies, and socialization in whatever setting they are being educated and treated. We do not want to see their mental health and self-esteem eroded by bullying. We acknowledge that autistic students are a marginalized population per Creswell Research Design.

**Audience**

The audience for this study results is parents, teachers, school administrators, conference attendees and the educational community.

**Definition of Terms**

**Bullying -** Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems ([www.stopbullying.gov](http://www.stopbullying.gov))

 **Autism Spectrum Disorder (ASD) -** Autism, or autism spectrum disorder, refers to a range of conditions characterized by challenges with social skills, repetitive behaviors, speech and nonverbal communication, as well as by unique strengths and differences. We now know that there is not one autism but many types, caused by different combinations of genetic and environmental influences. (<http://www.autismspeaks.org/what-autism>)

**Purpose**

The purpose of the study is to examine bullying of autistic students in private and public schools in New Jersey. Just as bullying has increased nationwide the prevalence of Autism is 1 in 68, 1 in 41 in NJ. Under the Individual with Disabilities Education Act (IDEA) children should be educated in the least restrictive environment but more than 30-50% of students with autism are educated in private schools for the handicapped or Regional Day Schools which are State schools administered by local districts that they reside in. A review of the literature revealed no existing studies exist on bullying of high school students with autism in New Jersey. This study would examine both boy and girl students in private and public school settings. The overall intent of the study is to provide data to serve as an impetus for recommendations for a more supportive environment for these already challenged students the study results will be presented to advance the literature to foster a safer environment for all autistic students whether in public or private schools in New Jersey

The research problem is do NJ students with autism get bullied more in private or public schools?

**Chapter 2 - Literature Review**

Substantial scholarly articles exist on bullying and autism students. My review focused on nine articles from scholarly journals, and one dissertation on Bullying in Private and Public Schools done by Daniel Ryan, University of Iowa, as well as reviews of study results for the Interactive Autism Network and Autism Speaks. A literature review of research on bullying experiences among children with Autism Spectrum Disorders (Schroder , Cappadocia, Bebko, Pepler, Weiss, 2014) noted that are at higher risk victimization rates 50% higher and lead to psychological issues. This review shows 17 studies , 8 done in the US, the rest internationally broken down by type of schools public or private, size of survey, measures and included surveys, size of survey, questionnaires for parents and interviews. Cappadocia et al (2012) reported that cyber bullying rates were low at that time. Each identified students with Aspergers a form of autism as highest risk of bullying and recommended further study of this group. Longitude studies are suggested for further research. Higher functioning students with ASD may be more exposed to other students and have more opportunity to be bullied.

Two articles addressed my topic of Bullying in Private and Public schools experience for students with autism. (Begeer, Fink, van der Meijden, Goosens & Olth, 2016) examined Bullying related behavior in mainstream high school versus a high school for autism, 2016 published in Autism journal, noted that while 30-50% of students with ASD are educated in special schools for the handicapped bullying behaviors are rarely studied there . Prior work by the Center for Disease Control 2012 focused primarily on boys: subjects were 28 children, 26 boys. The validity of this study was question due to the absence of girls in the research. Bullying roles as victim and defender were examined and t-tests were done to validate .While this report added to the literature by showing students with ASD would accurately describe their behaviors more study was called for in Theory of the Mind and empathy and more girls need to be added to the surveys.

Ryan’s’ dissertation work did not deal with special needs students but rather private and public schools as such it can be used for comparative information for typical students who are bullied and bully and also provides information on cyber bullying which was higher in public schools than private schools and notes face book is a growing area for further investigation. His research also indicated where bullying occurred playgrounds, hallways, lunchrooms and the school bus widening the research done by Whitney and Smith 1993 where playgrounds were the most likely place for bullying.

An article Schroder et al 2014 points out that bullying results from a power imbalance (Olweus 1993; Pepler et al 1999 and typical involves an intent to harm someone(Nansel et al. 2001) this review of research on children with ASDS points out the scarcity of literature on victimization within this group. Risk factors for bullying children with ASD, (Zablotsky, 2014) also mentions the limited number of studies that exist that will predict if a child with ASD will become a bullier. This article reflects the finding of a study of 1221 parents who were selected from a national web based registry. Risk factors were identified as victim, bully or bully victim. The results of this study were analyzed by type of classroom setting and also showed that ASD students with Aspergers were more likely to be victimized. Recommendations for further studies to provide supports for these children are warranted. School characteristics were reported for the four groups, no bullying, Victim, Bully only and Bully-victim.

Bullying and Harassment of Students with Disabilities continues to confirm throughout the literature. Disabled students are two to three times as likely to be bullied as their neurotypical peers. 10 studies have been conducted in the US results indicate that students with disabilities. (Disabilities: Insights from Across Fields and Around the World; Marshall, Kendall, Banks & Gover (Eds.), 2009). One study shows that 60 percent of students with disabilities report being bullied regularly compared with 25 percent of all students. (Source: British Journal of Learning Support, 2008) Organizations like the Interactive Autism Network have conducted survey work from parents, and report on What to Expect from Teens, Marris (2013, July 23). A growing area of concern is cyber bullying .347 surveys showed 38% cyber bullied in past month, 63% during lifetime. Rieffe et al 2012 addresses the emotional dysregulation in young adolescents with ASD diagnosis measuring the impact of bullying.

|  |  |
| --- | --- |
| **White** | 14% |
| **Hispanic/Latino** | 29% |
| **Black or African American** | 40% |
| **Asian** | 17% |

 Literature was found on suggestions to be made on how to deal with bullying.

Hong, Neely and Lund (2015) address suggestions for families and educators. The majority of

This work was qualitative and will be explored in the next assignment.

Risk and protective factors, Humprey and Hebron (2014) were studied again using surveys from 772 teachers and 119 parents Concordance was developed between parents and teacher responses The study added to the field of knowledge by identifying risk and protective factors that were not studied before such as traveling on the bus and bullying prevention (Ferguson et al 2007, Merrel et al 2008, Smith et al 2004).

For someone new to research the literature presented information about the underlying research question I choose Bullying of Students with Autism Spectrum disorders, whether it be in Public or Private educational settings and also showed me more about how studies are constructed and conducted and validated by a number of methods with the results presented and sorted into usable information that can be then used to make recommendations to assist these students. I believe after the literature review that I chose a topic where more needs to be studied.

**Chapter 3: Methodology**

**Introduction**

This study will be conducted as a quantitative study using a non-experimental design.

**Statement of Problem**

The study problem is to figure out whether or not students with autism are bullied more or less in private school or. A public school setting

**Research Questions**

The questions that make up this research paper are:

**Research Question #1:** Is there a difference in the incidence of bullying of autistic students in private and public schools?

**Research Question #2:** Do demographic factors influence bullying rates in public and private schools?

**Research Question #3:** Does being bullied lead to the bully victim bullying someone else?

**Research Question #4**: How are students with autism bullied?

A survey of 300 students will be asked twenty-five questions are asked to answer these research questions.

 **Instruments**

A survey collection instrument developed by Kent Reade Consulting was modified for the purpose of this research. A letter asking permission to use parts of the survey is attached in the Appendix. Each response will be presented in a table broken down by private or public school responses. Information will also be presented as to whether the student or parent filled in the survey. Further information will be broken down by age and gender. If the survey needs to be translated into the student’s native language that will be accounted for.

**Participants and sample**

The study will consist of 300 students completing self reported surveys, 150 from private school and 150 students from public and Regional day. Demographic information as to age, and gender and disability will be collected from one public school system Jersey City including its Regional Day School, and one private school Newmark High School in Scotch Plains, NJ.

Students will be high school age appropriate approximately 14 thru 21 years of age. These schools were selected because they all have autistic programs for high school aged students. The results of the survey will be anonymous with only aggregate data report not specific to any one individual by name.

**Procedures**

**Design.** Since we are using human subjects the Institution Research Board from New Jersey City University will be consulted for approval before starting the study. On approval:

Steps 1 – schools will be contacted to introduce the study and gain permission from the administration and school boards of the two school districts.

Step 2 – it will be agreed with the schools that the survey will be conducted in fall of 2017 during a 10 week period.

Step 3- Based on consultation with the school Consent from parents, and assent forms for students along with a teacher instruction form will be prepared for distribution next fall.

Step 4-Administer the Survey

Step 5-Data analysis- once the survey is completed they will be returned to the researcher who will complete the data analysis. The researcher will conduct a Chi-square test. Because the data is nominal because there are multiple areas where a student with autism may be bullied. Cross tabulation of data will be conducted based on demographics and other factors.

 Along with the Chi-square test and Excel Analysis of the data we receive from the surveys the responses will be cross referencing of independent and dependent variable from the survey results**.**

**Limitations** Internal validity may be compromised by student cognitive ability and ability to respond to the survey questions. Parent s will be asked to reply to the questions if the student is unable.

**References**

ASAH Member Schools, <http://www.asah.org/asah-memer-schools-alpha/> Retrieved from the web

Autism Speaks. (2012, July 24). Retrieved March 17, 2017, from https://www.autismspeaks.org/science/grants/peer-mediated-social-skills-training-high-school-students-autism-spectrum-disorders

Bullying and Harassment of Students with Disabilities. (n.d.). Retrieved March 17, 2017, from http://www.bing.com/cr?IG=338EE1A20AC24B09A3F96C76C0B7850D&CID=201A0717B46D6D89283E0D5FB55C6CA9&rd=1&h=HxealFo5jO4rEIqmHAgO0JTg4hRzxkXP2r\_JI8sVLtk&v=1&r=http%3a%2f%2fdisabilityrightspa.org%2fFile%2fbullyltr.pdf&p=DevEx,5074.1

Bullying Survey Template. (n.d.). Retrieved March 17, 2017, from https://www.surveymonkey.com/mp/bullying-survey-template/

Bullying/Cyberbullying | Safe Supportive Learning. (n.d.). Retrieved March 17, 2017, from https://www.bing.com/cr?IG=B45E45DED04F44B381DC78C2E48391EE&CID=180CDCF87A9B61A12FF7D6B07BAA6067&rd=1&h=iL8slf8aEMkylESN0Vsn6aLWmQMeC0297fp2bnLWFLQ&v=1&r=https%3a%2f%2fsafesupportivelearning.ed.gov%2ftopic-research%2fsafety%2fbullyingcyberbullying&p=DevEx,5147.1

Cohen, Cheryl, Teens, Autism and the Web, Purchasing Networking and cyber bullying concerns 2016

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.

[**https://www.amazon.com/Research-Design-Qualitative-Quantitative-Approaches-ebook/dp/B00DYWBXXE/ref=sr\_1\_1?s=books&ie=UTF8&qid=1483548130&sr=1-1&keywords=creswell**](https://www.amazon.com/Research-Design-Qualitative-Quantitative-Approaches-ebook/dp/B00DYWBXXE/ref%3Dsr_1_1?s=books&ie=UTF8&qid=1483548130&sr=1-1&keywords=creswell)

Creswell, John W., Educational research, Planning Conducting and Evaluating Quantitative and Qualitative Research, Fifth Edition

https://www.amazon.com/Educational-Research-Conducting-Quantitative-Qualitative/dp/0133831531/ref=sr\_1\_1?ie=UTF8&qid=1483553585&sr=8-1&keywords=creswell+educational+research

Combating Bullying. (2012, July 24). Retrieved March 17, 2017, from https://www.autismspeaks.org/family-services/bullying

Harassment, Intimidation & Bullying (HIB). (n.d.). Retrieved March 17, 2017, from http://www.state.nj.us/education/students/safety/behavior/hib/

Home. (2012, February 17). Retrieved March 17, 2017, from http://www.stopbullying.gov/

Hong, E. R., Neely, L., & Lund, E. M. (2015, November 10). Addressing Bullying of Students with Autism: Suggestions for Families and Educators. Retrieved March 17, 2017, from https://utsa.influuent.utsystem.edu/en/publications/addressing-bullying-of-students-with-autism-suggestions-for-families

IAN Research Report: Bullying and Children with ASD. (2014, October 07). Retrieved March 17, 2017, from https://iancommunity.org/cs/ian\_research\_reports/ian\_research\_report\_bullying

IAN Research Report: Bullying and Children with ASD. (2014, October 07). Retrieved March 17, 2017, from https://iancommunity.org/cs/ian\_research\_reports/ian\_research\_report\_bullying

National Autism Association - Autism Safety Initiative - Our mission is providing resources, education, advocacy, awareness and support - Bullying. (n.d.). Retrieved March 17, 2017, from http://www.autismsafety.org/bullying.php

OSERS Aug. 20, 2013 Dear Colleague Letter to educators and ... (n.d.). Retrieved March 17, 2017, from <https://www.bing.com/cr?IG=86D0E2F889B04A6793EE4D29AAC2E30C&CID=37403C7C8BF66451041D36348AC7652B&rd=1&h=SrfJwPkd4ZshzfOZ3WMteZkL_Mxc21s_03bpgFXOMWM&v=1&r=https%3a%2f%2fwww2.ed.gov%2fpolicy%2fspeced%2fguid%2fidea%2fmemosdcltrs%2fbullyingdcl-8-20-13.pdf&p=DevEx,5033.1>

Reade, Kent, School wide Survey on Bullying, RETRIEVED March 13, 2017, http://community.ksde.org/LinkClick.aspx?fileticket=DHpX%2BFb03DM%3D&tabid=3912

Research Discussion with Interactive Autism Network IAN

Responding to Bullying of Students with Disabilities - ed.gov. (n.d.). Retrieved March 17, 2017, from http://www.bing.com/cr?IG=2498CE5DE6D74EFF8F9FC3CD27AB383A&CID=1F7EF517032E68B124A3FF5F021F6921&rd=1&h=9LotP9EHfBqBfP5BEmSxI1CpC49vOso30r5n\_KCrwsE&v=1&r=http%3a%2f%2fwww2.ed.gov%2fabout%2foffices%2flist%2focr%2fletters%2fcolleague-bullying-201410.pdf&p=DevEx,5172.1

Rieffe, Carolien *Marina Camodeca, Lucinda B. C. Pouw, Aurelie M. C. Lange, and Lex Stockmann* [Don't anger me! Bullying, victimization, and emotion dysregulation in young adolescents with ASD](http://www.tandfonline.com/doi/abs/10.1080/17405629.2012.680302),*,* [European Journal of Developmental Psychology](http://www.tandfonline.com/toc/pedp20/9/3) Vol. 9 , Iss. 3,2012

Ryan, D. J. (n.d.). *A Comparison of Bullying in Public and Private Schools in A Small*

*Midwestern Community* [Scholarly project]. Retrieved March 13, 2017

http://draweb.njcu.edu:2096/dissertations/results/1522BC0065B64E04PQ/1?accountid=12793

Sarris, Marina Autism in the Teen Years: What to Expect, How to Help. (2013, July 23).

Retrieved March 17, 2017, from https://iancommunity.org/cs/simons\_simplex\_community/autism\_in\_teens

 Students with Disabilities - National Bullying Prevention Center. (n.d.). Retrieved March 17, 2017, from http://www.pacer.org/bullying/resources/students-with-disabilities/

 Schroeder, J. H., Cappadocia, M. C., Bebko, J. M., Pepler, D. J., & Weiss, J. A. (2014). Shedding Light on a Pervasive Problem: A Review of Research on Bullying Experiences Among Children with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders,* *44*(7), 1520-1534. doi:10.1007/s10803-013-2011-8

 Types and experiences of bullying in adolescents with an autism spectrum disorder. (n.d.). Retrieved March 17, 2017, from http://www.sciencedirect.com/science/article/pii/S175094671300038X

*Appendices*

*A.   Survey Instrument*

*B.  Permission Letter for Use of Survey.*

*C. New Jersey State HIB Policy*

*Tables: Results from Survey*

 *Questions 1-25*

*Private School*

*Public Schools*

*Analysis Instruments*

*Presentation of Results*

*Figure 1 Pie Chart*

*Figure 2 Bar Charts.*

**APPENDIX A**

Survey Instrument

**School Wide Bullying Survey**

Credit: KDSE School Counseling, Kent Reed, Consultant

Bullying Questions: Check all that are true for you.

1. During this school year how often have you seen someone being bullied?

□ Never.

□ Sometimes (1 or 2 times a month).

□ Regularly (1 or 2 times a week)

□ Every day.

2. During this school year how often have you been bullied at school?

□ Never.

□ Sometimes (1 or 2 times a month).

□ Regularly (1 or 2 times a week)

□ Every day.

3. How were you bullied?

□ I haven’t been bullied.

□ I have been teased and called names.

□ I have been hit, kicked or pushed.

□ Others leave me out of their group.

□ Others have taken my belongings.

□ Others don’t sit by me or talk to me.

□ Others say they will hurt me.

□ Others try to hurt me on the way to and from school.

□ Others bully me by phone or text message.

4. How many kids have bullied you?

□ I haven’t been bullied.

□ One kid bullies me.

□ Two or more bully me.

□ Lots of kids bully me.

5. During the past year how often did you miss school because you felt unsafe,

uncomfortable or nervous at school or on your way to or from school?

□ Never.

□ Sometimes (1 or 2 times a month).

□ Regularly (1 or 2 times a week)

□ Every day.

6. If you have saw bullying at school, what would you do?

□ I haven’t seen any bullying.

□ Ignored it as none of my business.

□ Nothing, just watched.

□ Joined in on the fun.

□ Tried to stop the bully or help the victim.

□ Asked for help from an adult or other student.

7. If you have been or are being bullied, why do you think it happens?

□ No one bullies me.

□ I don’t know why others bully me.

□ I act or look different.

□ I always do well in class.

□ I’m smaller or weaker.

□ I guess I deserve it.

□ Other reasons:

8. How many times in the past year have you bullied, teased or made fun of someone?

□ Never.

□ Sometimes (1 or 2 times a month).

□ Regularly (1 or 2 times a week)

□ Every day.

9. Why are some kids bullies?

□ I don’t know.

□ They are bigger and stronger.

□ They think it is fun.

□ They want to get even for being bullied themselves.

□ They want to “show off” or impress their friends.

□ They fight in their own families.

□ Other reasons:

10. During this past school year how often have you had your property stolen or

deliberately damaged, such as your car, clothing, or books?

□ Never.

□ Sometimes (1 or 2 times a month).

□ Regularly (1 or 2 times a week)

□ Every day.

11. How many times in the past year (the last 12 months) have you been afraid of being

pushed, shoved, slapped, hit, or kicked by someone on school property?

□ Never.

□ Sometimes (1 or 2 times a month).

□ Regularly (1 or 2 times a week)

□ Every day.

12. How many times in the past year (the last 12 months) have you been afraid of having

your property stolen or deliberately damaged, such as your car, clothing, or books?

□ Never.

□ Sometimes (1 or 2 times a month).

□ Regularly (1 or 2 times a week)

KSDE School Counseling

Kent Reed, Consultant

□ Every day.

13. How many times in the past year (the last 12 months) have you pushed, shoved,

slapped, hit, or kicked someone on school property?

□ Never.

□ Sometimes (1 or 2 times a month).

□ Regularly (1 or 2 times a week)

□ Every day.

14. How many times in the past year (the last 12 months) have you stolen or deliberately

damaged property, such as someone’s car, clothing, or books?

□ Never.

□ Sometimes (1 or 2 times a month).

□ Regularly (1 or 2 times a week)

□ Every day.

15. What do adults do at school when they see bullying?

□ Nothing, they ignore it.

□ Stop it and tell everyone to leave.

□ Stop it and solve the problem.

□ Other:

16. Has an adult at school talked to your class about bullying?

□ No.

□ Once, and what they said helped me a lot.

□ Once, but they don’t really understand what’s going on.

□ We talk regularly about bullying.

17. What can adults at school do better to help stop bullying?

□ Supervise the school better.

□ Make rules against bullying and discipline bullies.

□ Talk about bully prevention in class.

□ Help students work problems out.

□ Bullying is not a problem at our school.

21. Have you ever been bullied while using online communication technology? If yes please check which apply

□ Facebook

□ Twitter

□ Email

□ Instagram

□ Instant Messaging

□ Other \_\_\_\_\_\_\_\_\_\_\_\_\_

22. What school do you attend?

a. Regional Day

b. Win Access Program

c. Newmark High School

23. What age are you?

1. 14-16
2. 17-18
3. Over 18

24. Are you male or female?

a. Male

b. Female

25. Are you filling this survey out on behalf of your child?

a. Yes

b. No

**PERMISSIONS**

Excerpted from Simon, M. K. (2011). Dissertation and scholarly research: Recipes for success (2011 Ed.). Seattle, WA, Dissertation Success, LLC.

Find this and many other dissertations guides and resources at

http://dissertationrecipes.com/

PERMISSION: TO USE AN EXISTING SURVEY



<Date>

Permissions Editor <Address of Publisher>

Dear Kent Reed,

I am a doctoral student from New Jersey City University writing a research project tentatively titled Bullying of Special Education Students Who Have Autism

at Private and Public High Schools in New Jersey under the direction of my dissertation committee chaired by Dr. Christopher D. Carnahan.

I would like your permission to reproduce to use survey instrument in my research study. I would like to use and print your survey under the following conditions:

* I will use this survey only for my research study and will not sell or use it with any compensated or curriculum development activities.
* I will include the copyright statement on all copies of the instrument.
* I will send my research study and one copy of reports, articles, and the like that make use  of these survey data promptly to your attention.  If these are acceptable terms and conditions, please indicate so by signing one copy of this letter and returning it to me either through postal mail, fax, or e-mail:

<Date>

Permissions Editor <Address of Publisher>

Dear [Permissions Editor/Author]:

I am a doctoral student from <insert name of university> writing my dissertation tentatively titled <insert dissertation title> under the direction of my dissertation committee chaired by Dr. <insert committee chairperson’s name>.

I would like your permission to reproduce a <table/chart/figure/quotation> from:

<insert the citation of the work from which you wish to reproduce>

<Example: Simon, M. K. (2011). Dissertation and scholarly research: Recipes for success (2011 Ed.). Seattle, WA, Dissertation Success, LLC.

Specifically, I am requesting permission to reprint <insert your specific request here>:

Example 1: Figure 1: A mind map of mind mapping on page 44

Example 2: The following quote: Mind mapping is an individual brainstorming process. In brainstorming, you are interested in generating as many ideas as possible, even wild and crazy ones. Just write or otherwise record whatever comes into your head, as it occurs. Quantity, not quality, is what you are after. No criticism is allowed during the brainstorming itself. Later you can go back and critique your work. You can also generate new ideas by looking at what you have already written—piggybacking on the work you've done before. (p 43).

I am requesting nonexclusive rights in all languages. These rights will in no way restrict publication of your material in any other form by you or by others authorized by you. If you do not control these rights in their entirety, please inform me of the proper agency to contact.

Below is a release form for your convenience. If these are acceptable terms and conditions, please indicate so by signing this letter and returning it to me either through postal mail, fax , or e-mail:

<Provide postal address, fax number, email.>

Sincerely,

<Your name> Doctoral Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2

I grant permission requested on the terms stated in this letter. Credit line to be used (if different from citation given above):

Agreed to and accepted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Letter to use instrument

Letter to parents requesting students participate in Survey

Statement of Assent to be read to students

**Parental Letter**

Dear Participant,

I invite you to participate in a research study. entitled (specify): : Bullying in Private Schools v Public Schools for students with disabilities in NJ

 I am currently enrolled in the Educational Technology program at NJCU and am in the process of writing my Ed.d Research Paper. The purpose of the research is to determine: Bullying in Private Schools v Public Schools for students with disabilities in NJ

The enclosed questionnaire has been designed to collect information on:  Bullying in Private v Public Schools for students with disabilities in NJ.

The participation of you and your child in this research project is completely voluntary. You may decline altogether, or leave blank any questions you don’t wish to answer. There are no known risks to participation beyond those encountered in everyday life. Your responses will remain confidential and anonymous. Data from this research will be kept under lock and key and reported only as a collective combined total. No one other than the researchers will know your individual answers to this questionnaire.

If you agree to participate in this project, please answer the questions on the questionnaire as best you can. It should take approximately 30 minutesto complete. Please return the questionnaire as soon as possible to your homeroom teacher

If you have any questions about this project, feel free to contact *Kerry Magro at* *kerrymagro@gmail.com* *or 201-360-7819 n*. Information on the rights of human subjects in research is available through the NJCU Instititutional Review Board at NJCU Kennedy Boulevard, Jersey City NJ 07302 : [www.njcu.edu/irb](http://www.njcu.edu/irb);

Thank you for your assistance in this important endeavor.

Sincerely yours,

PRINCIPAL INVESTIGATOR

Permit A Template for Teenager

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_understand that my parent /guardian have given permission to me to participate in a study converning under the direction of Kerry Magro. .

My participation in this project is voluntary and I have been told that I may stop my participation in this study at any time without penalty and loss of benefit to myself

Research.com

Permission to Use Existing Survey

Dissertationreceipes.com/

**Presentation of Data from Survey**

Figure 1.1 IAN Network



Figure 1.2 IAN Network



Likert Chart Excel

**Research Question #1:**

|  |  |  |
| --- | --- | --- |
| Has my child with autism been bullied at school? | Yes | No |
| Public School (150 students) | 130 | 20 |
| Private School (150 students) | 95 | 55 |

**Research Question #2:** Do demographic factors influence bullying rates in public and private schools?

|  |  |  |  |
| --- | --- | --- | --- |
| How old is my child? | 14-16 | 17-18 | Over 18 |
| Public School (150 students) | 95 | 35 | 20 |
| Private School (150 students) | 85 | 25 | 40 |

|  |  |  |
| --- | --- | --- |
| Is my child male or female? | Male | Female |
| Public School (150 students) | 100 | 50 |
| Private School (150 students) | 115 | 35 |

**Research Question #3:** Does being bullied lead to the bullied victim bullying someone else?

|  |  |  |
| --- | --- | --- |
| Does being bullied lead to the bullied victim bullying someone else? | Yes | No |
| Public School (150 students) | 65 | 85 |
| Private School (150 students) | 55 | 95 |

**Research Question #4**: How are students with autism bullied?

|  |  |  |  |
| --- | --- | --- | --- |
| How are students with autism bullied? | Face-to-face | Cyber-bullying | Not bullied at all |
| Public School (150 students) | 80 | 50 | 20 |
| Private School (150 students) | 60 | 35 | 55 |

**Appendix - NJ State Law CHAPTER 122**

New Jersey Anti Bullying Law

AN ACT concerning harassment, intimidation, and bullying in school settings, amending various parts of the statutory law and supplementing P.L.2002, c.83 (C.18A:37-13 et seq.) and chapter 3B of Title 18A of the New Jersey Statutes.

 BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:

 C.18A: 37-13.2 Short title. 1. Sections 1, 2, and 16 through 30 of this act and P.L.2002, c.83 (C.18A:37-13 et seq.) shall be known and may be cited as the “Anti-Bullying Bill of Rights Act.”

C.18A: 37-13.1 Findings, declarations relative to school bullying. 2. The Legislature finds and declares that: a. A 2009 study by the United States Departments of Justice and Education, “Indicators of School Crime and Safety,” reported that 32% of students aged 12 through 18 were bullied in the previous school year. The study reported that 25% of the responding public schools indicated that bullying was a daily or weekly problem; b. A 2009 study by the United States Centers for Disease Control and Prevention, “Youth Risk Behavior Surveillance,” reported that the percentage of students bullied in New Jersey is 1 percentage point higher than the national median; c. In 2010, the chronic persistence of school bullying has led to student suicides across the country, including in New Jersey; d. Significant research has emerged since New Jersey enacted its public school anti-bullying statute in 2002, and since the State amended that law in 2007 to include cyber-bullying and in 2008 to require each school district to post its anti-bullying policy on its website and distribute it annually to parents or guardians of students enrolled in the district; e. School districts and their students, parents, teachers, principals, other school staff, and board of education members would benefit by the establishment of clearer standards on what constitutes harassment, intimidation, and bullying, and clearer standards on how to prevent, report, investigate, and respond to incidents of harassment, intimidation, and bullying; f. It is the intent of the Legislature in enacting this legislation to strengthen the standards and procedures for preventing, reporting, investigating, and responding to incidents of harassment, intimidation, and bullying of students that occur in school and off school premises; g. Fiscal responsibility requires New Jersey to take a smarter, clearer approach to fight school bullying by ensuring that existing resources are better managed and used to make our schools safer for students; h. In keeping with the aforementioned goal of fiscal responsibility and in an effort to minimize any burden placed on schools and school districts, existing personnel and resources shall be utilized in every possible instance to accomplish the goals of increased prevention, reporting, and responsiveness to incidents of harassment, intimidation, or bullying, including in the appointment of school anti-bullying specialists and district anti-bullying coordinators; i. By strengthening standards for preventing, reporting, investigating, and responding to incidents of bullying this act will help to reduce the risk of suicide among students and avert not only the needless loss of a young life, but also the tragedy that such loss represents to the student’s family and the community at large; and j. Harassment, intimidation, and bullying is also a problem which occurs on the campuses of institutions of higher education in this State, and by requiring the public institutions to include in their student codes of conduct a specific prohibition against bullying, this act will be a significant step in reducing incidents of such activity

Approved April 5, 2011

**Jersey City Board of Education Anti-bullying Policy**

 JERSEY CITY BOARD OF EDUCATION FILE CODE 5131.2 Jersey City, New Jersey \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 HARASSMENT, INTIMIDATION AND BULLYING POLICY

 1. Purpose The board of education prohibits acts of bullying, harassment and intimidation of students and staff. The board has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards, and for staff to educate students effectively. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student’s ability to learn and a school’s ability to educate its pupils in a safe environment. This same conduct also disrupts and negatively impacts a staff member’s work environment and potentially leads to, in some cases, a hostile work environment. All members of the Jersey City public schools community have a right to live and work in an environment that is safe.

Harassment and bullying will not be tolerated because it can lead to more serious violence, and because such behavior is gravely inconsistent with district efforts to improve academic performance, improve school attendance, reduce the drop-out rate, and improve employee performance and attendance. Students and staff who are intimidated and fearful cannot give the single-minded attention they need for success.

All students and staff are expected to treat each other with civility and respect and not to engage in behavior that is disruptive or violent. Therefore, the school district will not tolerate acts of harassment, intimidation or bullying against any students or staff.

1. https://www.stopbullying.gov/ [↑](#footnote-ref-1)
2. http://www.pacer.org/publications/bullypdf/BP-18.pdf [↑](#footnote-ref-2)