

Blythe F. Hinitz *Editor*

# Impeding Bullying Among Young Children in International Group Contexts

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*Editor*  
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*This volume is dedicated to my husband  
Herman Hinitz, Ph.D.*

*For his unflagging support of this project.*

*The lead authors of each chapter who did the  
work with children and supported their  
collaborators with unstinting devotion.*

*The teacher and student (undergraduate and  
graduate) researchers whose individual and  
collective studies form the foundation for this  
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## About the Contributors

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**Lisa Cipriano-Rogalski** received her master’s degree in educational leadership, as well as her bachelor of science degree in early childhood education and English from The College of New Jersey. She is an adjunct faculty member at TCNJ, as well as the director of Academic Affairs for Howley School in Trenton, New Jersey. She has presented numerous workshops on anti-bullying and teasing individually and partnered with Dr. Blythe Hinitz both nationally and internationally. Lisa began her involvement with anti-bullying and teasing education during her undergraduate career under the tutelage of Dr. Hinitz in 1999. Under Lisa’s direction, Howley School was the pilot site for *The Anti-Bullying and Teasing Book for Preschool Classrooms* by Sprung, Froschel, and Hinitz.

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**Blythe F. Hinitz** is professor of elementary and early childhood education at The College of New Jersey, where she serves as chapter president of the Honor Society of Phi Kappa Phi. She was named distinguished professor by the Secretary of Higher Education of the State of New Jersey in 2012. Dr. Hinitz is a charter member of the Eleanor Roosevelt Chapter of Kappa Delta Pi [Honor Society] and a past chair of the Peace Education Special Interest Group (SIG) of the American Educational Research Association (AERA). She currently serves on the Expert Advisory Group to the NJ Coalition for Bullying Awareness and Prevention and the Board of the World Organization for Early Childhood Education—US National Committee (OMEP-USA). She was named an Exceptional Master Leader by *Exchange* in 2015. She holds a doctorate from Temple University and bachelor's and master's degrees from Brooklyn College. Dr. Hinitz's publications include *Teaching Social Studies to the Young Child: A Research and Resource Guide*, *The Hidden History of Early Childhood Education* (editor), "History of Early Childhood Education in Multicultural Perspective" in *Approaches to Early Childhood*

*Education* 6th ed., “Practical Applications from the History of Gender and Early Childhood Education” in *Perspectives on Gender in Early Childhood*, and “Historical Research in Early Childhood Education” in *Handbook of Research on the Education of Young Children* 2nd ed. Coauthored publications include *History of Early Childhood Education*, *The Anti-Bullying and Teasing Book for Preschool Classrooms*, *Una Guía de Prevención de Bullying y Burlas en Salones de Clases del Pre-escolar*, and “History of Early Childhood Teacher Education” in *Handbook of Early Childhood Teacher Education*.

**Amitya Kumara** (M.S. psychologist) has worked as a teaching professor in the Faculty of Psychology, specializing in educational psychology, at Gadjah Mada University in Yogyakarta, Indonesia, for over 30 years. Based on her extensive research experience in anti-bullying and student mental health, Professor Kumara established “Sekolah Sejahtera” in 2011 at the Center of Public Mental Health (CPMH) of Gadjah Mada University. The program was founded as a result of evidence of mental health problems in schools, one of the most concerning ones being bullying. “Sekolah Sejahtera” developed a model school of well-being education and offers anti-bullying program training. Professor Dr. Kumara has trained and consulted on students’ mental health in Indonesian schools. She worked closely with guidance counselors and students to achieve effective school climate through research in empowering the role of teachers and counselors in 2010 and 2012 also to prevent bullying through regulating student’s emotions and mental health in 2013. Professor Kumara has presented her work at the conferences of the American Educational Research Association (AERA), the Association for Childhood Education International (ACEI), and the International Congress for School Effectiveness and Improvement (ICSEI). Her publications include *Psikologi untuk kesejahteraan masyarakat (Kesehatan mental disekolah) [Psychology for Public Well-Being (Mental Health in School)]* (Pustaka Pelajar), *Kesulitan berbahasa pada anak [Language Learning Difficulties in Children]* and *Pengelolaan emosi [Emotional Regulation]* (Kanisius), *Mengembangkan kesehatan mental siswa [Developing Students’ Mental Health]* (Graha Cendekia), and Validasi modul “SHARING” untuk fasilitator program anti-bullying [“SHARING” Module Validation for Anti-bullying Program Facilitator] in *Gama JP*. Professor Kumara left us at the beginning of September. We offer a traditional blessing for Professor Dr. Amitya Kumara: Mugi Gusti Allah tansah paring pangapunten sedaya kelapetanipun lan ketampi sedaya amal kebecikanipun. Semanten ugi, keluarga ingkan dipun tilar tansah pinaringan sabar lan tabah. May Heaven forgive all her sins and accept all her kindness. May Heaven give her family strength and love.

**Cynthia A. Lins** has a bachelor’s degree, with honors, from The College of New Jersey in early childhood education and sociology and also attended Coastal Carolina Community College as a sociology major. Mrs. Lins has been teaching at the Howley School for 13 years, 9 years as a teacher in her own classroom and 4 years as a substitute teacher. During her years at Howley School, Mrs. Lins has been an instructor for the William Paterson Student Teacher Internships and for Student

JPE Practicums. She is also an instructor for continuing education and professional development courses. Mrs. Lins is the founder of a Summer School Educational Program for inpatient children at Angel's Wings, St. Francis Medical Center, Trenton, New Jersey. She collaborates with The College of New Jersey on anti-bullying awareness and initiatives worldwide. Mrs. Lins was elected a member of Who's Who of American Community Colleges.

**Margaret Ellen Shore** holds a doctoral degree in the philosophy of education from the University of Queensland and focuses on teaching basic human rights and responsibilities. Dr. Shore has worked in Indonesia since 1999, mostly as a volunteer, implementing early childhood education. In 2005 she established Sekolahku MySchool in Yogyakarta to develop a model of inclusive early childhood education. The school now covers playgroup to primary school and grades 1 to 6, with an enrolment of 180+ children, 15 of whom have special needs. The school has a solid philosophical background. The year-long anti-bullying program is implemented throughout the school and a training unit offers training in anti-bullying programs. Dr. Shore's publications include "Students as Tutors in Early Childhood Settings" in S. Goodlad (editor) *Students as Tutors and Mentors* and "Constituting the Context for Effective Teaching and Learning Environments" in the Australian *National Quality Standards Framework*.

# List of Abbreviations<sup>1</sup>

ACB	Advanced Core Block (at The College of New Jersey)
ADHD	Attention deficit hyperactivity disorder
ASD	Autism spectrum disorder; autistic spectrum disorder
BSP	Badan Pusat Statistik
CCYC	County Council for Young Children
CDC	The US Centers for Disease Control and Prevention
CRC	<i>Convention on the Rights of the Child</i>
CYO	Catholic Youth Organization
DAP	Developmentally Appropriate Practice
DLAM	<i>Don't Laugh at Me</i> Curriculum for “Creating a Ridicule-Free Classroom”
ECE	Early childhood education
EECE	Department of Elementary and Early Childhood Education (at The College of New Jersey)
ELC	Education Law Center
ELE	Elementary education
ELL	English language learners
HIBT	Harassment, intimidation, bullying, and teasing
HOS	Head of School
ICPECE	International Conference on Primary and Early Childhood Education (Indonesia)
ILP	Individual Learning Program
LLC	Limited Liability Company
NAEYC	National Association for the Education of Young Children (USA)
NJ	New Jersey
NJDOE	New Jersey (State) Department of Education
NTT	Nusa Tenggara Timur (Indonesia)
NTT PEP	Nusa Tenggara Timur, Primary Education Partnership (Indonesia)

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<sup>1</sup>The abbreviations CYOM, STS and THS that appear in Chapter 6 are used to disguise the school names and are not included in the abbreviations list.

OECD	Organisation for Economic Co-operation and Development
PI	Project investigator [in Chapter 1], principal investigator [in Chapter 6]
QEA	Quality Education Act
QI	<i>Quit It! A Teacher's Guide on Teasing and Bullying for Use with Students in Grades K-3</i>
SES	Socioeconomic status
SMS	Sekolahku MySchool
SOM	Methods of Teaching Social Studies in Multicultural Perspective
TABTB	<i>The Anti-Bullying and Teasing Book for Preschool Classrooms</i>
TALIS	Teaching and Learning International Survey (of OECD)
TCNJ	The College of New Jersey (USA)
UGM	University of Gadjah Mada (Indonesia)
U.S.	United States
YIS	Yogyakarta International School

# Chapter 1

## Introduction



**Blythe F. Hinitz**

### An Unmet Need

Harassment, intimidation, bullying, and teasing (HIBT) are common phenomena throughout the world, permeating all levels of education, including early childhood/early years education (Reunamo et al., 2015, p. 952). The authors and editor of this book believe that if children begin to practice empathy, welcoming behavior, peaceful conflict resolution, respect, problem-solving behavior, anger management, and collaboration in their earliest years, the majority of HIBT can be stopped before it starts. Thoughtful, warm, involved, and caring adults who are prepared with developmentally appropriate strategies, materials, curriculum, and environments are the guides on the path to the establishment of safe and peaceful early education settings where young children thrive.

Olweus demonstrated through research in multiple venues in two countries with speakers of a variety of languages who came from many cultures, races, and religions that evidence-based bullying prevention initiatives work. But, as he and his colleagues wrote, although “substantial savings likely would result from widespread implementation of effective bullying prevention efforts ... the majority of schools in the United States and Norway (not to mention elsewhere around the globe) are not implementing evidence-based bullying prevention initiatives in schools.” They continue, “... state laws typically require the establishment of bullying prevention policies, but few require research-based approaches to prevention and intervention. As a result, what exists in American schools is a hodgepodge of efforts to address bullying, many of which are short term and/or ‘quick fixes’ that are unlikely to have significant effects on the culture of bullying within schools” (Olweus & Limber, 2010, p. 132).

The situation is even more dire in early childhood education programs, many of which do not fall under state education guidelines and standards. Almost 20

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years ago Froschl and Sprung (1999, p. 70) wrote that there was “no body of research investigating teasing and bullying at the early childhood level.” In 1996, Ross wrote that “teasing and bullying are harmful and can create a classroom climate that negatively affects children’s ability to learn and the teacher’s ability to teach” (Ross, 1996 in Froschl & Sprung 1999, p. 70–1). While the situation has changed somewhat in the past 15 years with more attention being paid to the youngest citizens of the world, “Research shows that the adults tend to overlook bullying in kindergarten, and to trivialize the children’s behavior.” (Helgeland & Lund, 2017, p. 133) Beginning in the 2000s a few researchers designed, piloted, and disseminated programs for kindergarten to grade three. However, the majority of the programs do not address the preschool cohort—children 2-to-5 years of age, enrolled in child care centers and family child care homes. In addition, very little research exists on the kindergarten cohort of 4-to-6-year-olds.

## First Steps in Meeting the Need

Twenty years, and much research and writing later, we in the international teaching community are still pondering the need for “using a proactive approach to reducing teasing and bullying” during the early childhood years. But, initial steps toward accepting this need and implementing a proactive approach have been taken as these chapters and *The Anti-Bullying and Teasing Book for Preschool Classrooms* (TABTB) attest. Children in the preschool cohort and their families form the basic population for Chapters 2, 3, 5 and 7 in this volume, and for TABTB. (The extension of learnings from TABTB to older students and students with differing abilities is discussed in Chapters 4 and 5.)

## Different Definitions of Bullying

### *Olweus’, Paris’, and Cahill’s Definitions*

Most early education research reports use Olweus’ definition of bullying which states that “a person is being bullied when he or she is exposed, repeatedly over time, to negative actions on the part of one or more other students” (Olweus, 1993, p. 9). Olweus and his associates have established three criteria for labeling a behavior as bullying: “(1) it is an aggressive behavior of intentional ‘harmdoing’ (2) which is carried out repeatedly and over time (3) in an interpersonal relationship characterized by an imbalance of power” (Olweus and Limber, 1999, p. 31; Kaiser & Rasminsky, 2012, pp. 253–4). Paris, in a publication for practitioners, wrote: “In my studies of social competence and peer relations in early childhood, we define bullying as ongoing, targeted, and emotionally harmful behavior that evolves out of a



perceived sense of power imbalance. Children who engage in bullying behavior believe that they have the ability to bully others because victims are easy targets.” In the same publication Cahill stated, “I teach the children about feelings early in the year. I let parents know that we are teaching children to recognize and communicate about feelings, but that because children are just learning, there will be some mistakes along the way. We emphasize that not every social mistake is bullying. When children know how to recognize and describe their feelings, they can tell an adult when they feel scared or uncomfortable. If one child is making another child feel scared, the second child is being bullied. By putting it that plainly to children—and their families—we help children take better control of their actions and learn to recognize how they make each other feel. By June, the children are expert communicators about feelings” (Paris & Cahill, 2012, p. 34).

### *The U.S. Centers for Disease Control and Prevention’s Definition*

There are differing opinions about definitions. Brion-Meisels and Garnett wrote in *Contemporary School Psychology* that: “the current Centers for Disease Control and Prevention (CDC) definition of bullying<sup>1</sup> does not fully capture the experiences of many U.S. youth, making it difficult for practitioners to apply theory and research from the field to their everyday work.” They proposed the term “relational youth violence,” as explained in the footnote,<sup>2</sup> as an alternative that “captures the CDC’s broader ideas about the types of violence that youth face and demands that researchers better explore the intersections of bullying, discrimination, and harassment in schools” (Brion-Meisels & Garnett, 2016, p. 240).

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<sup>1</sup>The current Centers for Disease Control and Prevention (CDC) definition of bullying [Bold in the original] is: “any **unwanted aggressive behavior(s)** by another youth or group of youths, who are not siblings or current dating partners, involving an **observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated**. Bullying may inflict **harm or distress** on the targeted youth including physical, psychological, social, or educational harm.” (Gladden, Vivolo-Kantor, Hamburger, & Lumpkin, 2014, 7). A young person can be a perpetrator, a victim, or both (also known as a “bully/victim”).

<sup>2</sup>“As an alternative to the current definition of bullying, we introduce the idea of relational youth violence—behaviors (physical, relational, sexual, verbal, or psychological) and policies (formal or informal) that are intentionally or unintentionally harmful to a young person or group of young people, based on real or perceived power imbalances that reflect larger social structures of equity and power” (Brion-Meisels & Garnett, 2016, p. 240).

## *Early Childhood Education Researchers' Definitions*

Looking at definition through the lens of early childhood education research, Saracho presents another aspect, stating, "... early childhood education researchers challenged the use of the traditional definition of bullying with young children. They believe that this definition makes it difficult to distinguish between the initial appearance of more risky bullying behaviors in young children and their natural sequence in communicating aggressive behaviors. Arseneault et al. (2006) classified behaviors as bullying when children were excluded from groups and games, called names such as those children who do not have a father, were slapped daily across the face for a month, stabbed with a pencil, and struck with something. When conducting studies in early childhood education, researchers need to use definitions that are appropriate to use in early childhood education settings" (Saracho, 2017a, p. 454). In their research on kindergarten students, Helgeland and Lund (2017, p. 134) use Søndergaard's definition of bullying as "social processes gone awry, an approach which moves the focus from the young child's personal qualities to context, culture and social processes," and removes the portion of Olweus' definition mandating "intention to harm." This definition posits bullying "as one of many reactions to particular kinds of social insecurity." Human beings are dependent on belonging to a community, and when this stability is threatened, they become anxious and may turn to HIBT.

Repo and Repo (in Saracho, 2016) discuss some of the challenges the Olweus and CDC definitions present to researchers studying bullying in preschool environments. The criterion of intentionality is difficult to assess in young children. The use of this criterion could be problematic because recent research has demonstrated that young children do show empathy and awareness of other people's feelings, do help and share, do demonstrate respect, can respond to another person's perspective, and are beginning to develop moral reasoning and schemas. Repo and Repo echo Brion-Meisels and Garnett in warning that because the accepted definitions view only repetitive, long-term actions as bullying, some degrading or hidden offensive actions may be ignored by adults. The narrowness of the definitions may disregard a child's subjective experience. Several authors discuss the similarities and differences between aggressive behavior and bullying. Kaiser and Rasminsky (2012, p. 253) say that "bullying is a special form of aggressive behavior." Repo and Repo (2016, p. 276) state that bullying may be viewed as "a subtype of aggressive behavior," stating that, "aggressive behavior in early childhood can be confused with bullying behavior, ... however children who are behaving aggressively tend to have a higher risk of becoming bullies." "A number of studies also indicate that children who bully others are at considerable risk of engaging in other troubling, antisocial and violent behavior both in the short and long term. Accordingly, even though the primary reason for initiating systematic anti-bullying work in school is consideration of bullied students, it also is important to counteract bullying for the sake of the perpetrators" (Olweus & Limber, 2010, p. 126). This book uses the Olweus basic definition, adapted for observation of young children.<sup>3</sup>

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<sup>3</sup>For an overview of the history of bullying, the development of definitions of bullying, and the types of bullying and aggression see Saracho (2016, pp. 20–7).

## The Confirmed Negative Effects of Bullying

All of the reviewed literature agrees that bullying causes physical, social-emotional (affective), and psychological distress, and academic difficulties. (Froschl & Sprung, 1999, p. 72; Saracho, 2017a, p. 68, 72, 2017b, p. 454) “Several decades of research confirm that children and adolescents who are exposed to bullying are likely to be seriously affected by this experience in a number of ways. Bullied children tend to suffer from elevated levels of depression, anxiety, poor self-esteem, social isolation, psychosomatic problems, and suicidal ideation” (Olweus & Limber, 2010, p. 126). In fact, Olweus contends that bullying is a human rights issue covered under international law, including the United Nations *Universal Declaration of Human Rights* and [the] *Convention on the Rights of the Child* (CRC). The CRC (1989) states that governments are required to “take all appropriate legislative, administrative, social, and educational means to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation . . . while in the care of parent(s), legal guardian(s), or any person who has the care of the child” (Article 19, §1). The CRC solicits the perspectives of children and youth on these and other issues (Lund, Helgeland, & Kovac, 2016, p. 1531). Saracho and Helgeland and Lund concur. Saracho states, “Bullying is an international problem that can have negative effects on young children’s rights to learn in a safe environment without fear” (Saracho, 2017a, p. 68). Helgeland and Lund (2017, p. 133) affirm that “. . . kindergarten is meant to be a safe place that facilitates the development of friendship, play, and wellbeing, [therefore] prevention of bullying is important.”

## Impetus for This Book

The impetus for this book came from a desire to share the background and foundations of the educational programs described. Additionally, the authors wish to disseminate information about the approaches, procedures and strategies successfully utilized in actual classrooms and schools. Early childhood teacher education has been a part of The College of New Jersey (TCNJ) since its founding as the New Jersey State Normal School at Trenton. The College has more than 160 years’ history in curriculum research and development and support for social justice education. A recent example is Peter Yarrow’s choice of TCNJ and its Professional Development School in New Egypt, New Jersey to pilot the *Don’t Laugh at Me* (DLAM) curriculum for “Creating a Ridicule-Free Classroom” (Roerden, 2000). International education is the strength of the TCNJ School of Education, which supports numerous projects and courses worldwide annually. The writer and another chapter author collaborated in mentoring a 2009 undergraduate research project on gender-based anti-bullying books, which formed a foundation for some of the work reported in this volume. The implementation of HIBT education in the editor’s social studies classes began in 1998, with the publication of *Quit It! A Teacher’s*

*Guide on Teasing and Bullying for Use with Students in Grades K-3*. In 2005, the newly published *Anti-Bullying and Teasing Book for Preschool Classrooms* (TABTB) was introduced. In 2011, to meet requirements in the updated State of New Jersey anti-bullying law, entitled the *Anti-Bullying Bill of Rights*, a full-day workshop was initiated as a part of the Advanced Core Block (ACB) in the Department of Elementary and Early Childhood Education. Some of the ideas for undergraduate research highlighted in Chapter 6 developed as a result of this workshop and its lesson planning, teaching, and reflection/assessment requirements.

The chapters in this book constitute a report on 20 years of collaborative research, as follows:

#### Chapter 2: Howley Preschool, LLC

Abstract—The private Howley Preschool, LLC, in Trenton, New Jersey, has worked in partnership with the City of Trenton Board of Education, under the New Jersey State Department of Education, in its Abbott Preschool Program for close to two decades. This Program was one outcome of *Abbott v. Burke*, the most significant education litigation for poor and minority schoolchildren in the United States since *Brown v. Board of Education*. This chapter describes in detail the 18 year journey of Lisa Cipriano-Rogalski, Howley’s Academic Director, in supporting pro-social behavior with an emphasis on family engagement, and the peaceful classroom, in that pre-school setting. Data presented include the on-going guidance received from Dr. Blythe Hinitz in the establishment of the anti-bullying program as a central policy at Howley, assessment and research on that policy, and Cipriano-Rogalski’s collaborative efforts to share her program locally, nationally, and internationally.

#### Chapter 3: Developing and Implementing an Anti-Bullying Program in Sekolahku-MySchool, Yogyakarta, Indonesia: Years 2005–2009

This chapter covers the translation, adaptation, development and implementation of an Anti-Bullying and teasing program written in the U. S., at Sekolahku-MySchool (SMS), a kindergarten and primary school that includes children with special needs located in Sleman, Yogyakarta, Indonesia. It covers the years 2005–2009. The challenges, the need for translating and adapting the program to be culturally appropriate, and the sensitivity required in introducing the concept of bullying into a society where it is viewed as normal behavior are included. The chapter concludes with an outline of the activities presented each year and a brief discussion of these activities grouped under five themes taken from the *Code of Ethical Conduct and Statement of Commitment* of the National Association for the Education of Young Children (NAEYC) (2005).

#### Chapter 4: Implementing and Evaluating an Anti-Bullying Program in Sekolahku-MySchool, Yogyakarta, Indonesia: Years 2009–2015

Chapter 4 is a continuation of the Anti-Bullying program outlined in Chapter 3 that was presented at Sekolahku-MySchool (SMS) during the years 2005–2009: This chapter covers the implementation of the same program during the years 2009–2015. SMS is an inclusive school that integrates children with different special

needs into a regular school setting. Rich data from many sources: video, photographic, teacher observations, parent feedback and children's own work are presented as evidence of the successful application of the program. Analysis of data drawn mainly from children's own work during the whole year program 2011–2012, showed five definite topic groups that emerged as important. The groups were 'Class Rules' 'Friendship' 'Same and Different' 'Teasing and Bullying' and 'What should we do?' Children's illustrations provide evaluations of their learning and understanding of the different aspects of the program. The chapter concludes with brief case studies of three children who transferred into SMS after being bullied at their previous schools.

#### Chapter 5: Graduate Anti-Bullying Research Programs Conducted at the University of Gadjah Mada (UGM), Yogyakarta, Indonesia: 2010–2017

This chapter reviews a series of six research studies piloting an Anti-Bullying program, Creating Friendly Classroom, conducted in Kindergartens, and five research studies in High Schools piloting a different Anti-Bullying program, Positive Peer Project, by students at the University of Gadjah Mada (UGM) in Yogyakarta, Indonesia. A survey of the instances of bullying in kindergartens in 2010 in Sleman, Yogyakarta, and another survey of Sleman high schools in 2014 highlighted the desperate need for intervention programs to prevent bullying. UGM, under the leadership of Professor Amitya Kumara, Head of the Psychology Department, gathered teams of psychology student researchers to conduct the programs. The Kindergarten programs were sequential and built on each research finding while the High School programs were conducted simultaneously in different High Schools to compare the most effective approach. A variety of research tools were used that determined the overall effectiveness of the Anti-Bullying programs creating changes. In kindergartens the influences of the program included 'improvements in the classroom climate', and the 'competence of teachers in building safe and comfortable classrooms'; children's aggressiveness was reduced and their prosocial behaviour increased. In High Schools the *Lentera Sahabat Program* (role-play method) was found to be the most effective in assisting students to develop skills in guiding role-playing sessions with the aim of preventing their peers from being bullied.

#### Chapter 6: Undergraduate Research Projects Conducted by College of New Jersey Students

This chapter presents excerpts from the research conducted by undergraduate students at The College of New Jersey between 2009 and 2017 that focused on the topic of anti-harassment, intimidation, bullying and teasing (HIBT). Complimentary work by graduate students and undergraduate student teachers, conducted during clinical practicum experiences, and by students whose work focused on creating the peaceful classroom are cited in context. Several of the studies developed from required assignments in undergraduate and graduate social studies courses in the Department of Elementary and Early Childhood Education and/or State of New Jersey certification requirements. The theoretical and philosophical bases of the studies are reviewed. Studies with a focus on

classrooms and curricula and those with a focus on families comprise the data set. Variations in socio-economic, religious and cultural aspects are discussed. The chapter includes links to larger research projects in which the author was a co-project investigator (PI).

#### Chapter 7: The Early Childhood Anti-bullying Project at Kidsbridge Tolerance Museum

Kidsbridge, a Ewing, New Jersey 501(c)(3) organization, has a mission to educate and empower children and youth through character education, diversity appreciation and prosocial skills. This chapter presents descriptions and data about Kidsbridge's development and implementation of an Early Childhood Anti-Bullying Project. Included are details regarding participating classes, the Anti-Bullying Project's four museum stations, assessments, major achievements and major challenges. Over a 3-year period, 2012–2015, 320 young children in preschool and kindergarten practiced their prosocial skills by participating in this project.

Bullying has been a behavior of some humans throughout history. Yet in today's society, freedom from bullying is considered a fundamental human right. To achieve such a goal is difficult unless we in the educational community accept the responsibility for laying a foundation of mutual respect, problem-solving peacefully, and treating others fairly and kindly, with young children, commencing with preschoolers. The hardest part is taking the initial step. This book will support your continuing efforts.

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**Part I**  
**School-Based Research Programs**



## Chapter 2

# Howley Preschool, LLC



Lisa Cipriano-Rogalski, Harlene Galen, Cynthia Lins, and Stephanie Harle

**Abstract** The private Howley Preschool, LLC, in Trenton, New Jersey, has worked in partnership with the City of Trenton Board of Education, under the New Jersey State Department of Education, in its Abbott Preschool Program for close to two decades. This Program was one outcome of *Abbott v. Burke*, the most significant education litigation for poor and minority schoolchildren in the United States since *Brown v. Board of Education*. This chapter describes in detail the 18-year journey of Lisa Cipriano-Rogalski, Howley's Academic Director, in supporting pro-social behavior with an emphasis on family engagement, and the peaceful classroom, in that preschool setting. Data presented include the ongoing guidance received from Dr. Blythe Hinitz in the establishment of the Anti-Bullying program as a central policy at Howley, assessment and research on that policy, and Cipriano-Rogalski's collaborative efforts to share her program locally, nationally, and internationally (Fig. 2.1).



Fig. 2.1 Bullying vocabulary word picture

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## Background

As an undergraduate early childhood major at The College of New Jersey, I had been introduced to techniques and methods for building a school environment in which children feel safe and accepted. In my junior year, I had taken Dr. Blythe Hinitz's course in Social Studies and Multi-culturalism. One of the major areas of problem-solving in Hinitz's curriculum was the prevention of teasing and bullying. My classmates and I explored this topic through discussion, role-playing, and field-placement teaching of a lesson from *Quit It! A Teacher's Guide on Teasing and Bullying for Use with Students in Grades K-3* (Froschl, Sprung, & Mullin-Rindler, 1998).

After graduating with a bachelor's degree in early childhood education, I began my professional work with preschool children at Howley School LLC, a private New Jersey (NJ) preschool working in partnership with the City of Trenton Board of Education under the New Jersey State Department of Education (NJDOE) in its Abbott Preschool Program.

The Abbott Preschool Program was one outcome of the historic case *Abbott v. Burke*, widely described as the most significant education litigation for poor and minority schoolchildren since *Brown v. Board of Education*. A synopsis of the history of this class action lawsuit will increase understanding of Howley School.

### *Brief History of Abbott V. Burke*

In 1981 the Newark, NJ-based Education Law Center (ELC) filed a complaint in the state Superior Court on behalf of 20 children attending public schools in four NJ cities—Camden, East Orange, Irvington, and Jersey City. *Abbott* refers to Raymond Abbott, the first name in the alphabetical list of the 20 children plaintiffs. *Burke* is Fred R. Burke, NJ Commissioner of Education, the first name on the list of defendants. Also included on the defendants' list were the NJ Director of Budget and Accounting, the NJ State Treasurer and the NJ State Board of Education (Poritz, n.d.). The lawsuit challenged NJ's system of financing public education under Chapter 212, The Public School Education Act of 1975. ELC argued that the state had failed to uphold its constitutional obligation to provide a "thorough and efficient system of public schools" for children in poor, urban school districts. Eventually, the case went to the NJ Supreme Court.

In 1985, the NJ Supreme Court issued the first *Abbott* decision, *Abbott I*, which transferred the case to an administrative law judge for an initial hearing. In 1990 in *Abbott II*, the NJ Supreme Court upheld the administrative law judge's ruling, finding the State's school funding law unconstitutional as applied to children in 28 (later expanded to 31) poorer urban school districts. Trenton was one of these designated districts. The other 30 original *Abbott* districts were: Asbury Park, Bridgeton,