An Examination of Relational Bullying in Award Winning Newbery Books, 1996-2016

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AN EXAMINATION OF RELATIONAL BULLYING IN AWARD WINNING NEWBERY BOOKS, 1996-2016

by

KAYSEY WANN

A thesis submitted in partial fulfillment of the requirements for the Honors in the Major Program in Elementary Education in the College of Education and Human Performance and in The Burnett Honors College at the University of Central Florida Orlando, Florida

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Thesis Chair: Dr. Elizabeth Hoffman
Abstract

Relational bullying, although covert in nature and difficult for adults to notice and identify, is becoming increasingly prevalent among young children and teens. The success of bibliotherapy as preventative and intervention practices for bullying shows that portrayals of relational bullying in quality children’s literature would be effective in reducing and preventing it. However, relational bullying is rarely portrayed in children’s literature. My goal was to find quality children’s realistic fiction literature that portrays relational bullying in Newbery award-winning books, and to bring them to the attention of teachers.

After creating a table to determine what types of bullying, if any, were portrayed in the 21 Newbery Medal and Honor realistic fiction children’s literature (1996-2016), the books were read in their totality, and analyzed for any portrayals of relational bullying, including the experience of bullying from the eyes of the bully, victim, and bystander. The bullying portrayed in the literature was described, as well as the characteristics of the bully and victim. Only 10 out of the 21 books read contained portrayals of bullying in the plot.

Using this information, future research will include creating a website for teachers, other educational professionals, and parents, to help bring quality children’s literature portrayals of relational bullying to their attention. The hope is that teachers will begin to use the findings of this study as a resource with their students, to prevent or address relational bullying in their classrooms, and to recommend it to school psychologists, counselors, and parents, as needed.
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Chapter One: Introduction

Most of us can remember bullying in school, whether we were the bully, victim, or bystander. Some people think that bullying is a part of childhood that one just has to go through, like puberty. What these people are forgetting, is that children and teens who are bullied are silently suffering, losing self-esteem, missing school, and some have even committed suicide due to the pain caused by the bullying. You may remember young people in the news, including Phoebe Prince, Tyler Clementi, Dylan Klebold, or Lamar Hawkins III. They are all tragic examples of how deeply bullying can affect young people. Phoebe, Tyler, and Lamar all committed suicide at young ages after being tormented, and Dylan was one of the executioners from the Columbine shooting. Brooks Brown, a friend of Dylan’s, said that he would’ve gone down the same path, had it not been for one caring teacher (Lowe, 2009).

Maybe if children were educated about bullying at a young age, we would have fewer bullies, and fewer children losing their lives because they would rather escape their tormentors, than try to endure the bullying. Therefore, the purpose of this project was to examine award winning children’s literature, specifically Newbery Award winners from 1996 through 2016, in order to identify quality resources that contain references to bullying. These texts would then be used by teachers, counselors, and/or parents for bibliotherapy in order to help educate children about, and hopefully, ultimately curb the escalation of, bullying.

Bullying has become such an epidemic partly due to technology which makes bullying easier than ever. In response to this escalation, many different bullying prevention programs and interventions have been designed and implemented in classrooms and counseling offices. According to Dailey, Frey, and Walker (2015), one intervention is WITS (Walk away, Ignore
Talk, and Seek help), a curriculum-based program that was developed in urban western Canada, which was designed for kindergarten through third graders. The curriculum is implemented throughout the school year by integrating WITS lessons and books with existing classroom learning objectives, and is meant to promote positive conflict resolution and improve social emotional skills (Dailey, Frey, & Walker, 2015). Another example is the Resolving Conflict Creatively Program, an intervention program started in New York City that focuses primarily on solving problems in ongoing relationships in elementary school (Dailey, Frey, & Walker, 2015).

“Results suggest that those receiving a high level of intervention over the two-year period showed significant decreases in hostile attribution bias and the use of aggressive problem-solving strategies” (Dailey, Frey & Walker, 2015, p. 83).

Another method gaining attention as an effort to curb bullying is bibliotherapy. Bibliotherapy is the practice of using books to solve or cope with problems. “The aim of the practice of bibliotherapy is to elicit change in the attitude or behavior of the reader to enhance their problem solving skills, and hence increase their resourcefulness” (Chamberlain & McCulliss, 2013, p. 14). Through the use of appropriate books, bibliotherapy is able to show students the outcomes of different problem solving strategies, or can make their situation easier to talk about by discussing a character or problem from the story that is similar to theirs. In my research, I hoped to discover children’s literature, through Newbery award winning books, that addressed bullying appropriately, specifically relational bullying. In the end, books that provide these opportunities may help elementary students cope with bullying. Therefore, this thesis researched and discovered which of the Newbery realistic fiction award winners and runners-up from 1996-2016 include themes related to bullying.
Despite its real life prevalence, relational bullying seems to be under-represented in children’s literature compared to other types of bullying such as physical bullying or verbal bullying (Flanagan et al., 2013). “Relational aggression [bullying] is a nonphysical form of aggression [bullying] whereby the perpetrator’s goal is to inflict or threaten damage to relationships, including harm to the target child’s social standing or reputation” (Dailey, Frey, & Walker, 2015, p.79). Relational bullying can be seen when a bully uses their victim’s reputation or friends against them. For example, if Sally (bully) is jealous of Jenny’s (victim) friendship with Gina, Sally will tell Gina that Jenny talks about her behind her back, or isn’t pretty enough to be friends with her. Soon, if her plan works, Sally and Gina will become friends, and Jenny will be left out, as a result of lies that Sally told about her. I believe this type of bullying is more common than people think. This may be because adults may not notice this type as easily because it consists of covert actions like spreading rumors about someone, rather than overt actions such as physical (hitting or pushing) bullying or verbal (yelling and saying mean things directly to the victim) bullying. Bibliotherapy may help heal children dealing with all types of bullying. In a later section, I share texts that teachers and parents can use for bibliotherapy to help all children deal with bullying. Although more research and children’s literature has been written about overt (shown openly) bullying than covert (not openly displayed) bullying, I feel that this must change, as more and more tragic relational bullying cases are making news, and young people are becoming statistics. It is my hope that my research will unearth valuable resources for teachers and children alike to help combat this troubling trend of escalating incidences of relational bullying.
Rationale

From a young age, bullying has been an issue that sits heavy on my heart. It was as early as elementary school that I began to notice mean-spirited actions from my peers. I met my best friend of 17 years in first grade. Although most of the time we spent together was after school, during the day other girls in our class tried to keep me from her during recess. They would talk to my best friend, keeping her busy, so she would not have time to spend with me, and they’d even immediately choose her to be on their team for games, conveniently leaving me without a team. I learned later in life that this was a form of relational bullying. “Relational aggression [bullying] includes negative social behaviors that are intended to harm relationships, social roles, and/or social standing. These include exclusion from activities or a desired friendship group, the silent treatment, and spreading false rumors” (Pronk & Zimmer-Gemback, 2010, p. 176).

Later, in third grade, I was close friends with a girl who was from Palestine. She had an accent, and brought food for lunch that I had never seen before, but I thought she was nice, and I sat with her at lunch every day. All the other kids would tease her saying, “Where are you from again? Pakistan?” and she’d reply, “No! I’m from Palestine! It’s not the same!” This scene was repeated many times during the week. It would seem the children would be able to remember where she was from, so these questions were meant to be mean-spirited. After 9/11 occurred, the comments became more hurtful, such as: “I bet that was your family that crashed those planes.” This upset my friend very much, and at this age, all I knew to do was tell my classmates to shut up and leave her alone, and then continue our conversation. My friend from Palestine ended up moving away, but I never forgot her, especially when I became even more knowledgeable about bullying.
In high school, relational bullying became even more personal and I could not escape, no matter where I turned or with whom I became friends. When I went to school administrators for assistance, I was shot down and turned away, and at one point I felt truly trapped. I never want any child to feel this way; therefore, I wanted to find ways and resources to help children cope with bullying, as well as help to transform bullies into more compassionate people, in an effort to help minimize this problem.

My hope is that if teachers, parents, and psychologists start educating children about bullying at a young age, it will become less likely for children to experience bullying, or become bullies themselves. The following section presents a review of the literature pertaining to relational bullying, bullying presented in children’s literature and finally, bibliotherapy.
Chapter Two: Review of Literature

Relational Bullying

Although it is harder for adults to spot because of the covert nature, relational bullying is increasingly gaining more attention from school professionals due to the severe impact on its victims. Relational aggression or bullying is a “nonphysical form of aggression whereby the perpetrator’s goal is to inflict or threaten damage to relationships, including harm to the target child’s social standing or reputation” (Dailey, Frey, & Walker, 2015, p. 79). This can include students telling rumors, secrets, or lies about another student, purposefully ignoring another student, trying to intercept or destroy friendships of the victim, or threatening to take a friendship away if the victim does not do as the perpetrator asks.

According to data collected by Dailey, Frey, and Walker (2015) from 11,561 rural and urban students in third to eighth grades, 41% to 48% of girls and 31% to 42% of boys reported exposure to relational aggression during the 30 days of data collection for the study. Children may participate in this kind of behavior due to a variety of reasons. For instance, they may lack a moral compass, they may not have proper role models at home, or they could simply want power and social status and they have found bullying to be a way to attain either or both. Researchers have found that children who are relational bullies use this aggression as a strategy for influencing their social worlds; it has also been found that adolescents who are relationally aggressive have been found to be the most prominent, or well-known, amongst their peers (Pronk & Zimmer-Gemback, 2010). In other words, the kids with many friends may be more likely to be relationally aggressive to maintain their social status.
Given the convenience of technology and social media, the difficulty of identification due to covert and behind the scenes organizing, as well as the manipulated use of free speech as an excuse, relational aggression has become elusive (Dailey et al., 2015). Relational bullying not only has detrimental consequences for its victims, but for its perpetrators as well. Relational bullies are more likely to suffer from emotional adjustment issues and are more likely to need assistance from mental health professionals (Harman Ehrentraut, Smith-Adcock, & Smith-Bonahue, 2015). As for victims, the consequences could be anything from depression, and a drop in grades, to violence, and attempts at suicide, depending on the situation. “Consequences of sustained relational aggression in adolescents often appear in the news, with stories of young people driven to acts of violence or even suicide as a result of extended social bullying from their peers” (Harman Ehrentraut, Smith-Adcock, & Smith-Bonahue, 2015, p. 77).

Since the discovery of relational bullying due to the increase in occurrences, an explosion of research investigating relational bullying has surfaced; however, currently very little information exists regarding relational bullying behaviors specific to girls (Underwood, 2003). “A great deal of girls’ anger flows quietly beneath the radar of teachers, guidance counselors, and parents” (Simmons, 2002, p. 10). Relational bullying is almost exclusive to girls, and is also under-explored by researchers and many times goes unnoticed or undetected by teachers. When teachers are scanning their classrooms for disturbances and inappropriate behavior, they tend to look for what is most noticeable: yelling (verbal bullying), and talking off task, students poking or pushing each other, or even fist-fights, and punches being thrown (physical bullying). When a teacher spots physical bullying, they understand students may be hurt, and most likely, these situations are dealt with expeditiously. However, teachers may be unaware that hurtful and exclusive notes are being
passed, a group of girls is ignoring another girl trying to ask them what they are talking about, and another group is whispering and quietly laughing while glancing at their victim. These actions are easy to hide, and more importantly, make it seem like no one is being hurt if they are not being physically touched.

Simmons (2002) described the secret aggressive culture of girls best:

Within the hidden culture of aggression, girls fight with body language and relationships instead of fists and knives. In this world, friendship is a weapon, and the sting of a shout pales in comparison to a day of someone’s silence. There is no gesture more devastating than the back turning away (p. 3).

Relational bullying is something many girls may have experienced, but are afraid to talk about for fear of a lack of understanding on the listener’s part. Rachel Simmons (2002) wanted to know more about this covert form of bullying that girls exclusively seem to take part in, because she had experienced it herself as a young girl, so she emailed every woman she knew and asked them to describe to her any bullying experiences they had with other females. Simmons received emails from women all over the country, including women she did not even know. She realized this was an epidemic, and she was definitely not alone. This illustrates why relational bullying must continue to be researched. It is so easily hidden, and yet so widespread and harmful, that girls all over the country may be experiencing it, yet likely feel very alone. The lack of research on the subject, other than the recent works mentioned previously, indicates that this is something that is going to keep happening among children, because adults may not see it, and that must change. It is important to conduct research in this relevant, but often unexplored domain (Underwood, 2003).
Bullying in Children’s Literature

Students who are dealing with bullying in their everyday lives are often trying different coping strategies like revenge, ignoring, rumination, and distancing, which are all said to be ineffective (Flanagan, Vanden Hoek, Shelton, Kelly, Morrison, & Young, 2013). Additionally, in-school bullying intervention programs are not always effective (Flanagan et al., 2013). Seeking support, problem solving, and constructive active responses are more likely to have a positive outcome for bullying victims than using retaliatory or aggressive coping strategies (Flanagan et al., 2013). Through children’s literature, “Children may learn about coping strategies through stories of other children’s struggles” (Flanagan et al., 2013, p. 694). Children need to know the effective ways of coping with bullying, not the strategies that will get them into more trouble. To do this, children must have books that closely match their bullying experience, as well as promote appropriate coping strategies.

When examining 73 children’s picture books on the subject of bullying, Flanagan et al. (2013) found: 43% of books depicted verbal bullying, 33% verbal and physical bullying, 10% physical bullying, 6% verbal and relational bullying, 4% relational bullying, 3% physical and verbal bullying, and 3% verbal, physical, and relational bullying. As evidenced by Flanagan et al’s results, children suffering from physical and verbal bullying have books to connect with, but children dealing with relational bullying may have a tougher time finding the right book. Although using children’s literature as a coping strategy for bullying may help students respond to their bullying experiences, there seems to be a true lack of children’s literature depicting relational bullying compared to physical and verbal bullying, despite its prevalence among students (Flanagan et al., 2013). This may be due to the fact that relational bullying is covert and not as
easy to be defined as bullying. Some adults may not even know this type of bullying exists. Due to its covert nature, relational bullying is an underground type of bullying that still needs more research and exposure, so parents and educators can recognize it. Furthermore, children’s literature that portrays relational bullying is needed to offer for guidance and therapy. With more literature written on the subject for children and adults, a better chance exists that information on relational bullying could become more common knowledge and mainstream, providing more chances for bystanders, teachers, and therapists to prevent it.

Exposing children to literature that portrays bullying cannot only help the victims choose coping strategies, but also can help bullies see and change their behavior. It could also help children re-think how they react to other children that don’t fit their idea of social norms. Whether it be from older siblings, parents, the media, or the many questionable resources technology provides for us in the modern age, elementary school students have already learned social norms and they are sure to tell other children whether or not they fit those norms, why it is bad if they don’t, and how they should fix it (Pace, Lowery & Lamme, 2004). Using picture books depicting bullying as a read-aloud and discussion, teachers can invite their students to reflect on the out-casting behaviors presented in the books that could lead to relational bullying (Pace, Lowery & Lamme, 2004). This may help students understand that their actions do have consequences, and that the teacher is aware of this type of behavior, and will notice it in the classroom.

Through children’s literature about bullying, children may be better able to understand the negative impacts relational bullying has on its victims, as they live vicariously through the characters’ experiences (Pace, Lowery & Lamme, 2004). According to Pace et al. (2004), through these vicarious experiences, the children are able to understand these facts about bullying: bullying
is never caused by the victim, being different is a gift, ignoring bullying leads to more bullying and standing up for victims is very important, and standing up to bullying is the only way to end it. “These texts [children’s literature portraying bullying] can provide a vehicle for discussing what bullying feels like, how it is a group phenomenon, how early individuals can be influenced by their peers, and how hard it is to stand up to peer pressure” (Dyches, Heath, Moulton, & Prater, 2011, p. 36).

Due to the scarcity of relational bullying portrayed in children’s literature and its invisibility to adults, a need to draw attention to this phenomenon is imperative so that more people can discuss this type of bullying and how to cope with it. Researchers should be encouraged to investigate and publish more literature on the subject to share with appropriate audiences (Flanagan et al., 2013).

**Bibliotherapy**

When educational professionals and parents find the appropriate books, they can use them to help students who are victims of bullying cope with it through bibliotherapy. Bibliotherapy is the use of literature as a coping and healing mechanism as well as a problem solving method. It gives children the opportunity to see their problem through the eyes of someone similar. Children exposed to bibliotherapy as a problem solving strategy for bullying can see many strategies being used, as well as the outcomes, which will help them decide how to deal with their problem. “Children might identify with fictional characters and bullying situations both at a cognitive and emotional level and gain insight more easily than talking directly about their own experiences” (Flanagan et al., 2013). Literature gives bullying victims a voice and a vicarious situation to discuss when he or she may be too shy or ashamed to discuss his or her own bullying experiences. Dyches
et al. (2011) state that reading in the classroom helps teachers strengthen bystander support for victims and builds proactive efforts against bullying amongst their students. Additionally, the use of children’s literature that deals with bullying is an effective intervention strategy for dealing with these complex issues (Gregory & Vessey, 2004). According to Andreuo, Gkouni, and Paparoussi (2013), experts argue that reading carefully selected children’s literature that portrays bullying is a quick and cost effective strategy to initiate conversations about bullying with children, as well as build bystander support. Andreuo et al. (2013) also state that bibliotherapy has been proven effective in treating aggressive behaviors in clinical contexts, and that researchers and practitioners often recommend children’s literature to address the topic of bullying.

Bibliotherapy has been found to be effective in reducing aggressive behavior, and is promoted and used regularly by clinicians, teachers, and librarians (Flanagan et al., 2013). Carefully selected picture books and open communication about those narratives can reduce alienation and isolation, normalize challenges, model desired behavior, and offer hope (Brown et al., 2011). In order for bibliotherapy to be successful as a bullying coping strategy for children, the professional using the literature should match the protagonist, situation, strategy, and desirable outcome to a student’s needs. Otherwise, the student may not be able to emotionally connect with the literature, and may not find the appropriate response to the bullying situation they are facing. If possible, the character in the story should match the characteristics of the student reading the story, and the story should match the nature of the student’s bullying situation (Dyches, Heath, Moulton, & Prater, 2011).

The professional choosing the book should focus on variables in the story such as characters’ gender, type(s) of bullying, characters’ role in bullying, adults’ role in the situation,
and coping strategies (Dyches et al., 2011). Dyches et al. reviewed 38 children’s books on the topic of bullying and found that close to half of the books reviewed contained animals and the rest contained only Caucasian bullies and victims. This is a reminder to all educational professionals using bibliotherapy to remember to find books with characters of the same ethnic background as the student reader so they are able to connect to the story. This also seems to be an indication for a need for more multicultural children’s literature on the topic of bullying.

After the teacher, therapist, counselor, or parent identifies the student’s specific bullying problem, and finds a book that matches the student’s experience as well as his/her gender and ethnic identity, three stages in bibliotherapy should be used in order for bibliotherapy to be a successful coping strategy for bullying.

The process of classroom bibliotherapy is often described as developmental bibliotherapy because it focuses on helping children cope with developmental needs rather than relying on a clinical or individualized approach to bibliotherapy. Through this developmental process, students are likely to experience identification with the main character in the story, experience a catharsis and release of emotion, and develop insight to solve their problem (Andreuo, Gkouni & Paparoussi, 2013, p. 104).

The first stage of bibliotherapy is identification. Once the appropriate book is chosen and shared with the child, identification occurs when the child is able to identify with the main character of the story and his/her experience, in this case, specifically with bullying. Children need to identify with the fictional character in order for bibliotherapy to be therapeutic (Gregory & Vessey, 2004). The next stage of bibliotherapy is catharsis. If the child is able to fully identify with the character and the events in the story, the child will hopefully become emotionally involved
with the story and will develop a meaningful bond with the protagonist (Gregory & Vessey, 2004). This deep connection to the story may facilitate a release of pent-up emotions from the child stemming from their own struggle with bullying (Gregory & Vessey, 2004). Through catharsis, the child is finally able to release those strong emotions they were initially holding back, and they can find relief in the personal connection they find within the story. The final stage of bibliotherapy is insight. After the child identifies with the character and story, connects to the story, and is able to release their emotions hidden within, he or she becomes aware that his or her problems may be solved in a similar way as the character in the story (Gregory & Vessey, 2004). This happens when the child and adult can finally discuss how the problem might be solved and what strategies are appropriate, based on what the child learned from the story.

“Bibliotherapy holds promise as a potential tool to strengthen positive, supportive, and inclusive classroom environments, in particular educating and involving bystanders in more actively supporting victims” (Andreuo et al., 2013). Bibliotherapy is a therapeutic intervention that can be used to approach many different topics, but is especially effective in working through interpersonal issues such as childhood teasing and bullying (Gregory & Vessey, 2004).

When some in-class intervention programs do not seem to be making a difference in children’s lives because of a lack of emotion and real life application, bibliotherapy can be an effective strategy to turn to for children suffering from bullying. Additionally, when children are feeling isolated and lonely, the time they spend with their teacher or therapist reading about a situation very similar to their own, they may find comfort in the trusting bond that ensues (Pardeck & Pardeck, 1993).
From the literature on relational bullying, bullying presented in children’s literature, and bibliotherapy, I have found that relational bullying is more prevalent than previously thought, but due to its covert nature, it seems to be an underground form of aggression, mostly exclusive to girls; relational bullying is severely underrepresented in children’s literature compared to other types of bullying, but children becoming familiar with bullying in children’s literature may be an effective coping strategy; and bibliotherapy can be an effective, therapeutic method of helping children dealing with bullying to heal and find a solution. The goal of my research was to identify quality resources (Newbery Medal and Honor Realistic Fiction texts, 1996-2016) that could be made available to teachers and school professionals who wish to use bibliotherapy as a way to help bullying victims cope, and to find a way to make these resources easily accessible to teachers.

The next chapter provides the timeline of my proposal and thesis writing process. I also provide an explanation of my research methodology, how I planned to record and organize my research, as well as how I planned to use my research to serve professionals in education.
Chapter Three: Methodology

Timeline
The timeline for my research process was as follows:

- May, 2016: Met with thesis chair to discuss topic
- June, 2016: Began research with related articles
- June-September, 2016: Began writing proposal
- October, 2016: Defended proposal
- November-December, 2016: Searched for data from award-winning children’s books by writing summaries
- January-June, 2017: Wrote thesis based on data from award-winning children’s literature
- July, 2017: Defended thesis

Procedures for Researching Newbery Books
My research began by searching the UCF John C. Hitt Library for literature that already exists on relational bullying, children’s literature, and bibliotherapy. I read through books and academic articles. I used the UCF’s interlibrary loan system as well as other search engines for academic articles like WorldCat, GoogleScholar, and Academia.

The research I conducted consisted of reading 21 Newbery Medal and Honor realistic fiction children’s books from 1996-2016. I searched all Newbery Medal and Honor books from 1996-2016 on www.ala.org, and read only the books that were considered to be realistic fiction. I specifically chose to read realistic fiction books from 1996-2016, to find resources to which bullying victims can relate, in order to have a successful bibliotherapy experience. In bibliotherapy, it is imperative that that book the child is reading closely aligns with his or her real life. For
example, a child may not be able to make a connection with a biography or historical fiction book that portrays a lifestyle with which he or she is not familiar. Out of the total 88 Newbery Honor and Medal texts from 1996-2016, 67 texts were omitted because they identified with, or contained elements of genres such as historical fiction, biography, or fantasy. I read the remaining 21 Newbery Honor and Medal winning realistic fiction books from 1996-2016 in their totality, and I examined these texts for any mention of bullying. The reading and annotations of these texts were spread out over a six-month period. I used a data collection method, similar to the method used by Dyches et al. (2011), to record the book title and author, year of award, and if bullying was found in the book (See Appendix A for blank data collection instrument). Dyches et al. (2011) used two charts to organize their findings from the 38 children’s picture books about bullying that they used in their research (See Appendix B and C). The first chart described the characteristics and demographics of the bullies and victims portrayed in the texts. For example, the book title, type of characters (human or animal), gender of bully and victim, race/ethnicity of bully and victim, ages of bully and victim, and character traits of each. The second chart used by Dyches et al (2011) included the book title, type and setting of bullying, bystander and adult involvement, and outcome or resolution of bullying problem.

When conducting my research, I looked for, and identified patterns of bullying types, strategies, and resolutions that emerged as I reviewed the texts. If bullying was found, a description or quote from the book was noted to exemplify the type of bullying. Similar to Dyches et al.’s (2011) strategy, I also described evidence of the victim and bully’s character traits to give the reader a sense of the social dynamics in the text. This data is presented in Appendix D. Through this data collection and analysis process, I found a number of award winning children’s literature
texts that paint a clear picture of relational bullying that could then be shared with children in the classroom or as a resource for bibliotherapy, and highlighted for teachers and other educational professionals.

In the next chapter, I will discuss the results of my research. The results include how many books contained each bullying type, examples of strategies found in the texts, and the conclusions that resulted from those strategies, in comparison with what research tells us the most effective bullying strategies are.
Chapter Four: Results and Discussion

After reading 21 Newbery Honor (15) and Medal (6) winning realistic fiction children’s literature from 1996-2016 (See Appendix E), I found that several patterns of bullying coping strategies, and the effects directly caused by those actions emerged. Those strategies include effective strategies such as bystander and adult support, and creative problem solving, and ineffective strategies such as ignoring, rumination, revenge, distancing, and acting/reacting upset. These strategies will be discussed in more depth later in the chapter, as well as the conclusions from the different strategies found in the texts, both of which can be found in Appendix F. These actions, and their effects, are what students using these texts for bibliotherapy would be comparing to their individual situations, in order to find an appropriate coping strategy.

Out of the 21 Newbery medal and honor realistic fiction books I read, from years 1996-2016, a total of 10 books contained instances of bullying: 2 books had a combination of the three types of bullying (verbal, physical, and relational), 4 had a mixture of verbal and relational, 1 had only verbal, 3 had a mixture of physical and verbal, and 11 contained no bullying at all (See Appendix G). Any act of bullying has to include the three components, repetitive, intentional, and power imbalance. Only literature describing all of these components, were noted in my research as literature students could use during bibliotherapy.

Strategies like revenge, ignoring, rumination, and distancing, which are all said to be ineffective (Flanagan, Vanden Hoek, Shelton, Kelly, Morrison, & Young, 2013), are all present in the literature I read for this project, and all have different effects on the victims. There are many different combinations of strategies within each book, which are presented in Appendix H. Out of the 10 books that did contain bullying, 1 victim chose rumination as a coping strategy, 3 chose
ignoring, 4 reacted upset or angry to the bully’s face, 4 tried to hide from or avoid the bully, 2 went along with what the bully said, if they were trapped in a friendship with them, and 1 reacted physically to the bully (Many victims used many different strategies throughout the text, see Appendix H). Seeking support, problem solving, and constructive active responses, which are said to be the best bullying coping strategy options, were few, and far between. Two victims stayed confident in themselves, and created a new life and friends for themselves, 3 chose to seek support from adults either early on, or as a last resort, 1 book discussed the importance of bystander support, 2 victims apologized to the bully for something they felt was wrong of them to do, seeking a truce, 2 victims stood up for themselves, and only 1 victim creatively solved his problem (Wringer had 2 victims, each used different strategies). In each situation, the bully and victim are unique, therefore, for the best guidance and results, adults choosing a text for a child for use in bibliotherapy should be sure to choose a book with the plot that is most similar to the child’s own situation. Below is a discussion of the strategies that emerged during my research along with exemplars from the texts reviewed.

**Examples of Relational Bullying in Newbery Award-winning Texts**

As discussed in the literature review, relational bullying is rarely found in children’s literature, despite its growing prevalence. In the award winning children’s literature I read, only a small percentage contained relational bullying. In *When You Reach Me*, the main character describes what seems to be relational bullying that is present in her school; however, it is not overly important to the plot. On pages 33-34 in *When You Reach Me* (2010), Miranda describes what relational and verbal bullying looks like: “The girls at school had been hurting each other’s feelings for years before Sal left me and I was forced to notice them. I had watched them trade best friends,
start wars, cry, trade back, make treaties, squeal and grab each other’s arms in this fake excited way, et cetera, et cetera.” However, the descriptions are realistic, just as the main character’s realization that bystander support is crucial in how others are treated by students with bullying tendencies, especially in relational bullying. “I wasn’t one of those girls who tortured her on purpose, but I had never lifted a finger to help her before, or even spent one minute being nice to her” (When You Reach Me, 2010, p.144).

In Roller Girl, after lashing out at her bully and ex-friend after over-hearing something hurtful about her, Astrid apologizes to both people, even though she was only standing up for herself, which does make Astrid feel better about herself in the end, and she simply moves on from her bully, and the girl she thought was her best friend. Her friend eventually understands what she had done wrong, and tries to make amends. Although I do not believe victims should have to apologize for defending themselves, it may be more effective to have a calm discussion when your thoughts are not clouded by pain. Astrid’s episode initially only made her bully say more mean things about her, whereas the apology shocked the girls, creating a change in them, and cleared her own conscience.

In Rules, the victim never explains to her friend what the bully actually does to hurt her and her brother, so the bully’s ‘nice guy’ cover blinds the friend. However, she ends up becoming more comfortable with herself, her brother, and her new best friend who also has a disability she was once afraid to reveal to others. Although relational bullying is rare in (children’s) literature, and it is difficult to manage in reality, the most effective coping strategies were mentioned in the texts mentioned above: find possible bystander support, be the ‘bigger person’, and become comfortable with yourself.
Relational bullying is difficult, because it forces you to be the strong and confident person that the bully makes you believe that you are not. In order for victims to be able to use bibliotherapy to guide them, support them, and help them strategize, the literature has to be relevant, and align with what research says is happening, and how it can effectively be handled.

Ignoring

Some of the coping strategies for bullying revealed in my review of the literature for this project include descriptions of strategies that would be the most helpful for victims, while other strategies sometimes employed are less effective. One of those less effective strategies I noted in the children’s literature I reviewed was that of ignoring. In texts such as *The Year of Billy Miller* (Henkes, 2014) and *Wringer* (Spinelli, 1997), the victims continuously ignore their bullies, which eventually ends the harassment. Although the bullies initially become irritated that they are not receiving the type of reaction they are craving from their victim, eventually they become bored and give up. For example, in *The Year of Billy Miller*, Henkes describes how Billy’s strategy of ignoring his bully’s continuous comments about his intelligence give him the results for which he hoped. “After months of sitting by her, Billy had learned the best way to deal with Emma was to ignore her” (p. 206). Additionally, in *Wringer*, Spinelli describes how Beans and his boys finally get bored with their victim, Dorothy, whose determination to seem unfazed by their constant tormenting finally pays off. “By spring they had tired of tormenting Dorothy, and pretty much ignored her” (p. 124). This is the type of consequence victims who choose ignoring as a strategy hope for, but as previously stated, it is not always this effective.
Problem Solving

Some physical bullies and verbal bullies, like Dana in *Hoot* (Hiaasen, 2003), are relentless and never grow bored of tormenting their unfortunate victims. For example, on page 94 of *Hoot*, although Roy reluctantly wrote Dana an apology letter for punching him, saying he wouldn’t do it again if he would leave him alone, Dana tells Roy he will be his worst nightmare, hits him three times, and continues to bully him (2003). In a situation like Roy’s, the victim needs to become creative and problem solve, tell an adult, or find a bystander they can count on. In *Wringer, Hoot*, and *Rules*, the victims befriend outsiders to the situation that create an obstacle for the bully, help the victim outsmart the bully, or simply act as a support system. In *Wringer*, Beans, the bully, does not pursue his victim, Palmer, outright. However, he pursues him when he is easily accessible and continues throughout the text. Additionally, Palmer has a true friend that helps him through those difficult times. In *Hoot*, Roy and his friends must work creatively to end his bullying. Throughout the story, the victim never backs down from his bully, whether he has friends around, or not. Although this seems to irritate the bully more than if he were timid and scared, the bully’s own personality flaws eventually land him in jail, which seems to be the only reason he stops bullying Roy.

Seeking Support

Some bullying victims may say that telling an adult will not, or has not, helped their situation, or has made it worse. However, the support and reassurance that an adult knows the victim’s side of the story is imperative. This is one of the more effective coping strategies, although in the children’s literature I researched, victims such as the characters from *Roller Girl* and *Wringer*, purposefully do not tell their parents about their situation until the end. In *Roller Girl*, Astrid does
not tell her mother she is being bullied (relationally), which causes her to have to walk alone to and from summer camp every day, because her friend’s mother is not taking her. Discussing her situation with her mother would have given her support, and kept her from being so exhausted every day! On the other hand, in *Hoot*, Roy does tell his parents, who then tell the skeptical guidance counselor, which actually makes things worse for the victim. However, no matter the involvement of the parents or adult figures in the books, the victims are always described as feeling a type of catharsis and relief, after talking to an adult about their situation. In *Wringer*, Palmer cries in his mother’s arms after describing what he had been going through alone. This type of support is what is needed to keep victims from feeling overwhelmed, and alone, and may prevent them from doing something they would regret in the future. While this strategy of seeking support has been shown to be effective, unfortunately, the texts mentioned above do not show any direct effect of parental involvement and support regarding whether or not the victim continued to be bullied. Children’s literature authors that wish to write about bullying should continue to include the importance of adult support in their writing as well as the positive effect this strategy can have on a situation.

Although some strategies are perceived or have been found to be more ineffective than others, based on the literature I have read, I found the most successful coping strategy used will always be determined by the bully’s personality, the situation, and the victim’s attitude towards the bully, situation, and his or herself. As earlier recommended, when choosing a book for bibliotherapy for a child who is a victim of bullying, the book must be as close to the student’s situation as possible, to lead him or her to the most appropriate conclusions on how to handle their situation.
Chapter Five: Conclusions, Implications, and Further Research

The purpose of this study was to examine Newbery books for incidences of bullying, in particular relational bullying, to locate quality children’s literature that would be effective with perpetrators and/or victims of bullying, who may gain guidance through bibliotherapy, and more specifically, to find resources that contain relational bullying, as it has been said to be rare. Additionally, I wanted to see what messages were being sent to readers from these popular texts about bullying, and whether or not they aligned with what research says is effective, or ineffective, coping strategies. After reading Newbery Medal and Honor realistic fiction texts from 1996-2016, my findings align with the research of Flanagan et al. (2013), which states that a lack of relational bullying exists in children’s literature. However, I did find several texts that did contain different types of bullying and portrayed different types of coping strategies as presented in Appendices G and H.

After reading Newbery medal and honor realistic fiction texts from 1996-2016, my findings align with the research of Flanagan et al. (2013), which states that there is a lack of relational bullying in children’s literature. All of the 10 books that contained bullying out of the total of 21 Newbery award winning realistic fiction books read (11 books did not contain bullying), contained verbal bullying, 6 of the 10 books contained an allusion to, or a portrayal of relational bullying, and 5 of the 10 books contained physical bullying.

Future Research and Projects

It is imperative that the information found in this study be organized in a way that is accessible to its intended audience. Using the data I collected and discussed in this thesis, I plan to create a website that organizes this information in such a way that is easy for teachers,
psychologists, counselors, therapists, and parents to use. Each text that contains bullying will be organized by the type(s) of bullying found in the text, a synopsis of the story will be included as well as a description of the bullying situation, the coping strategy used, and the conclusion of the bullying situation. With this type of resource on hand, anyone desiring to help their child, student, or patient, because they suspect or know that bullying is effecting the child’s life, will have a resource that is easy to navigate and shares pertinent information about the text, so the audience does not have to do any further research. Professionals and parents that want to explore bibliotherapy as an option for their bullying victim may not have any idea what book would be appropriate and may not have the time to do an extensive search. Students participating in bibliotherapy need a book that is characteristically, and situationally appropriate. It must align with their situation and needs. This website would have all the answers ready for those that needed them. Additionally, for the audience that understands that their student needs help, but is unsure of the specifics of the bullying situation and how to classify it, there will also be a page which has the sole purpose of describing the different types of bullying (relational, verbal, physical). Users of the website will be able to learn about the bullying their student is coping with as well as the resources that are available to that student.

Another future project I would like to create based on this research is a realistic fiction children’s novel. I would like this text to paint a clear picture of relational bullying, make it the center of the plot, and include effective research-based strategies and realistic conclusions that young readers can relate to and could actually picture happening in their own lives. As earlier mentioned, relational bullying in children’s literature is scarce, and when it is mentioned, it is not discussed in great detail. An engaging fictional text, which focuses on relational bullying, may
bring it to the forefront of the bullying conversation, making it more commonly known, and easily recognizable. Bringing more attention to this type of aggression would hopefully inspire authors to create similar resources for victims of relational bullying.

**Lesson Learned**

This project has shown me that although quality children’s literature that portrays bullying exists, we are only scratching the surface. Relational bullying is elusive both in reality, and in the literature in which it is portrayed. Victims of bullying need to see their situations at the forefront of the literature they are reading. Bullying does not simply go away as it sometimes does in literature. Bullying situations in children’s literature should be specific, explicit, and should contain realistic resolutions grounded in the research and hopefully used by the victim in the text, as to not send the readers the wrong message. Victims of bullying who are reading books portraying bullying as a part of bibliotherapy need to see strategies and situations that are relevant and realistic, so they do not do something that may make their situation worse. Bullying victims also need to read literature portraying bullying that does not normalize bullying. Bullying is not a rite of passage, but a harmful form of harassment, that has taken, and destroyed young lives, and should be treated as such in children’s literature. The role of the bystander is also imperative in resolving bullying, and should be treated as such in literature that portrays bullying, in order to show children who are not the victim, but have seen them, how they can help put an end to the bullying of their peers. This was not always the case in the literature read during this project. However, the literature read during this project did contain a variety of situations, personalities, strategies, types of bullying, and resolutions. If quality children’s literature continues to provide a
variety of factors, as well as realistic and effective strategies, and conclusions, bibliotherapy will continue to be a great tool for bullying victims.

**Educational Implications**

Many different people could use the research and resources discovered in this project in many different ways. Bibliotherapy does not have to be something that is only done formally in a psychologist’s office. Although that is an excellent setting for bibliotherapy, teachers, and parents can also use bibliotherapy in a relaxed setting with one single child, or a classroom full of children in many different ways, still keeping the goal of coping with, preventing, or educating students about bullying, in mind. After finding an appropriate text, the possibilities of bibliotherapy for teachers are endless. Teachers can lead think-alouds with their students, let the students do the reading and facilitating in literature circles, or even keep the self-reflection of the texts personal, by providing time for students to record their feelings about a text in a dialogue journal that only the teacher will be able to read and discuss with the student.

Parents can add texts discussed in this thesis that portray bullying to their nightly read-aloud time with their child. During or after reading the book to the child, the parent may comment on the strategies or struggles of the victim in the story, or how a bystander could have helped the situation, and could ask the child what he or she would have done in that situation. The parent could then have that conversation about bullying with the child, and could discuss with them what they should do if they, or someone they know, become the victim of bullying. The efforts of teachers, parents, as well as counselors, and other professionals to use bibliotherapy to combat bullying would hopefully decrease the amount of bullying, as well as bring peace and guidance to the victims enduring it.
APPENDIX A: BLANK DATA COLLECTION INSTRUMENT
## Appendix A: Blank Data Collection Instrument

<table>
<thead>
<tr>
<th>Title and award won:</th>
<th>Author</th>
<th>Year of award</th>
<th>Bullying found?</th>
<th>If found, description of bullying</th>
<th>Type of bullying</th>
<th>Characteristics of bully and victim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newbery Medal= M/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newbery Honor= H</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

V=Verbal
R=Relational
P=Physical
## Appendix B: Dyches et al. Data Model Sample 1

### Selected Books: Description of Characters

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Type of Character</th>
<th>Gender</th>
<th>Gender</th>
<th>Ethnicity/Race</th>
<th>Bully's age Compared to Victim</th>
<th>Traits of Victim (if specified)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucy and the Bully</td>
<td>Animal</td>
<td>Male</td>
<td>Female</td>
<td>NA</td>
<td>NA</td>
<td>Same age, Artistic, admired by classmates</td>
</tr>
<tr>
<td>A Play's the Thing</td>
<td>Human</td>
<td>Male</td>
<td>Mixed group</td>
<td>Hispanic</td>
<td>Mixed group</td>
<td>Same age, Not mentioned</td>
</tr>
<tr>
<td>Coyote Raid in Cactus Canyon</td>
<td>Animal</td>
<td>Unknown</td>
<td>Mixed group</td>
<td>NA</td>
<td>NA</td>
<td>Unknown, Smaller size, less social power</td>
</tr>
<tr>
<td>The Last Laugh</td>
<td>Animal</td>
<td>Unknown</td>
<td>Unknown</td>
<td>NA</td>
<td>NA</td>
<td>Unknown, Less social power</td>
</tr>
<tr>
<td>Not So Tall for Six</td>
<td>Human</td>
<td>Male</td>
<td>Female</td>
<td>Caucasian</td>
<td>Caucasian</td>
<td>Same age, Smaller size</td>
</tr>
<tr>
<td>The Bully Blockers Club</td>
<td>Animal</td>
<td>Male</td>
<td>Female</td>
<td>NA</td>
<td>NA</td>
<td>Same age, Smaller size</td>
</tr>
<tr>
<td>I Get So Hungry</td>
<td>Human</td>
<td>Male</td>
<td>Female</td>
<td>Black</td>
<td>Black</td>
<td>Same age, Larger size (overweight)</td>
</tr>
<tr>
<td>Finduli</td>
<td>Animal</td>
<td>Mixed group</td>
<td>Female</td>
<td>NA</td>
<td>NA</td>
<td>Older, Unique appearance</td>
</tr>
<tr>
<td>Goji Goji</td>
<td>Animal</td>
<td>Unknown</td>
<td>Male</td>
<td>NA</td>
<td>NA</td>
<td>Older, Smaller size, unique behavior</td>
</tr>
<tr>
<td>How to Make Friends with a Giant</td>
<td>Human</td>
<td>Mixed group</td>
<td>Male</td>
<td>Mixed group</td>
<td>Unknown</td>
<td>Same age, Extra tall, new kid</td>
</tr>
<tr>
<td>Tough Jim</td>
<td>Human</td>
<td>Male</td>
<td>Female and Male</td>
<td>Caucasian</td>
<td>Caucasian</td>
<td>Older, Smaller size, younger</td>
</tr>
<tr>
<td>Ten Gallon Bart</td>
<td>Animal</td>
<td>Male</td>
<td>Male</td>
<td>NA</td>
<td>NA</td>
<td>Unknown, Not mentioned</td>
</tr>
<tr>
<td>Bullies Never Win</td>
<td>Human</td>
<td>Female</td>
<td>Female</td>
<td>Caucasian</td>
<td>Caucasian</td>
<td>Same age, Less social power, smaller size (thin)</td>
</tr>
<tr>
<td>Ella, the Elegant Elephant</td>
<td>Animal</td>
<td>Female</td>
<td>Female</td>
<td>NA</td>
<td>NA</td>
<td>Same age, Smaller size, new kid, unique personality and clothing</td>
</tr>
<tr>
<td>Rocky and the Lamb</td>
<td>Animal</td>
<td>Male</td>
<td>Female</td>
<td>NA</td>
<td>NA</td>
<td>Unknown, Smaller size</td>
</tr>
<tr>
<td>Jungle Bullies</td>
<td>Animal</td>
<td>Male</td>
<td>Male</td>
<td>Mixed group</td>
<td>NA</td>
<td>Unknown, Smaller size less social power</td>
</tr>
<tr>
<td>Team Henry and His Brother</td>
<td>Animal</td>
<td>Male</td>
<td>Female group</td>
<td>NA</td>
<td>NA</td>
<td>Unknown, Not mentioned</td>
</tr>
<tr>
<td>Stay away from Rich Boy!</td>
<td>Human</td>
<td>Male</td>
<td>Mixed group</td>
<td>Caucasian</td>
<td>Mixed group</td>
<td>Same age, Less social power, easily intimidated</td>
</tr>
<tr>
<td>Little Zoo</td>
<td>Human</td>
<td>Male</td>
<td>Caucasian</td>
<td>Caucasian</td>
<td>Caucasian</td>
<td>Same age, Less social power, Small person</td>
</tr>
</tbody>
</table>
APPENDIX C: DYCHES ET AL. DATA MODEL SAMPLE 2
### Description of Bullying Situation, Character Involvement, and Outcome

<table>
<thead>
<tr>
<th>Book title</th>
<th>Type of bullying</th>
<th>Setting of bullying</th>
<th>Bystander involvement</th>
<th>Adult involvement</th>
<th>Outcome or resolution(s) to bullying problem</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Lucy and the Bully</em></td>
<td>Verbal, Physical</td>
<td>School: classroom, grounds</td>
<td>Ignore, act unaware</td>
<td>Victim’s mother asks questions, listens, calls teacher; Bully’s mother corrects bully</td>
<td>Victim supported by mother, Empathy for bully, Bully stops, with realization of wrong, Uses humor, Friendly to bully</td>
</tr>
<tr>
<td><em>A Play’s the Thing</em></td>
<td>Verbal, Physical</td>
<td>School: classroom</td>
<td>Sticks up for victim Indirect support Tells adult</td>
<td>Teacher corrects bully, encourages friendship</td>
<td>Friendly to bully, Victim supported by others, Bully stops, with realization of wrong</td>
</tr>
<tr>
<td><em>Coyote Raid in Cactus Canyon</em></td>
<td>Physical</td>
<td>Other</td>
<td>Ignores it Also victimized</td>
<td>No adult involvement</td>
<td>Bully chased away by another, Victim supported by others</td>
</tr>
<tr>
<td><em>The Last Laugh</em></td>
<td>Verbal</td>
<td>Not described</td>
<td>No bystanders</td>
<td>No adult involvement</td>
<td>Revenge, retaliation, Increased self-confidence, Victim supported by others</td>
</tr>
<tr>
<td><em>Not So Tall for Six</em></td>
<td>Verbal</td>
<td>School: playground</td>
<td>1 friend’s hand on victim’s shoulder (indirect support) 2 ignore, whisper to each other</td>
<td>Family traditions (memories)</td>
<td>Uses humor, Empathy for bully, Friendly to bully, Bully stops</td>
</tr>
<tr>
<td><em>The Bully Bunchers Club</em></td>
<td>Verbal, Physical</td>
<td>School: classroom, hallway, playground, grounds</td>
<td>Ignores it Seeks up for victim Indirect support Also victimized</td>
<td>Parent, teacher, and playground supervisor correct bully, support victim, teach victim</td>
<td>Friendly to bully, Increased self-confidence, Ignoring, events, Uses humor, Victim supported by others, Bully stops, with realization of wrong</td>
</tr>
</tbody>
</table>
APPENDIX D: NEWBERY BOOKS (1996-2016) DATA
**Appendix D: Newbery Books (1996-2016) Data**

<table>
<thead>
<tr>
<th>Title and award won: Newbery Medal= M/ Newbery Honor= H</th>
<th>Author</th>
<th>Year Of Award</th>
<th>Bullying found? Y=Yes/N =No</th>
<th>If found, description of bullying</th>
<th>Type of bullying V=Verbal R=Relational P=Physical</th>
<th>Characteristics of bully and victim</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Last Stop On Market Street</em> (M)</td>
<td>Matt De La Pena</td>
<td>2016</td>
<td>N</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><em>Roller Girl</em> (H)</td>
<td>Victoria Jamieson</td>
<td>2016</td>
<td>Y</td>
<td>On pages 28-29, Astrid’s first encounter with Rachel is when Astrid touches a dead squirrel out of curiosity, and Rachel tells everyone at recess that Astrid now has rabies. Rachel says the following to their classmates: “Stay away from her- you might catch it.” She says the following to Astrid: “Now you’re going to start foaming at the mouth, and then you’ll go crazy, and then you’ll die.” On pages 30-31, Astrid starts to feel sick and believes she does have rabies, while Rachel still whispers “rabies” to her. Astrid then meets Nicole, who makes her feel better and becomes her best friend. On pages 48-49, Astrid finds out that Rachel, her bully, is at her best friend Nicole’s house. Nicole is planning on spending her summer with Rachel at a victim Astrid: Astrid is portrayed as a tom-boy, and does not care about the same stuff that other girls do. She marches to the beat of her own drum, but this seems to be the basis of Rachel’s bullying, who is a popular ‘girly-girl’. The fact that Astrid does not conform to the social norms of most girls gives her the disadvantage in the</td>
<td>V/R</td>
<td></td>
</tr>
</tbody>
</table>
dance camp, instead of at a roller derby camp with Astrid. While Astrid and Nicole are discussing this, Rachel comes rushing out of Nicole’s house, flaunting their friendship, and then teases Astrid about her clothes. Rachel says the following about Astrid to her best friend, Nicole: “I can’t believe you invited her to the mall. What would she buy- more baggy shorts? On page 139, after making fun of Astrid’s hair on page 136, Rachel says the following about Astrid to Nicole, who was once Astrid’s best friend: “She is so annoying! Why does anyone put up with her?” “Unless, of course, that freak show Astrid scared him off. I can’t believe you used to be friends with her.” On pages 140-141, the conversation continues, and Astrid, hiding behind a tree, hears the conversation and becomes upset.

Rachel tells Nicole that she thinks Astrid may be on drugs, and that she shouldn’t be friends with her in middle school, to save herself from a bad reputation. Rachel gives Nicole the following power imbalance between her, and Rachel. However, she is never portrayed as a wallflower, just simply non-conforming. Bully-Rachel: Rachel is a typical girly-girl, described as popular and only caring about boys, clothes, makeup, and clothes. She is a loud busy-body who tries to always get her way. She uses Astrid’s differences from the other girls they go to school with as her advantage over her in their power imbalance.
advice: “Just because you were friends last year, doesn’t mean you have to be friends this year.” “The best thing is to stop talking to her cold turkey. It sounds mean, but it’s meaner to string her along and pretend you’re still friends. If she says hi to you in the halls, just ignore her.” At this time, Nicole has not verbally said she does not want to be Astrid’s friend anymore. Rachel is simply making demands, to which Nicole replies, “I guess.” However, since she did not tell Rachel “no,”

On pages 142-143, Astrid becomes upset and throws a drink at them. Rachel then makes a joke referring to Astrid’s sexuality.

<table>
<thead>
<tr>
<th><strong>The Crossover</strong> (M)</th>
<th>Kwame Alexander</th>
<th>2015</th>
<th>N</th>
<th>N/A</th>
<th>N/A</th>
<th>N/A</th>
</tr>
</thead>
</table>

| **The Year of Billy Miller** (H) | Kevin Henkes | 2014 | Y | On page 24, everyone is laughing at something Billy Miller had said, and he feels good about himself at first. He was supposed to say his name and something about himself. He says, “I’m in second grade,” then everyone laughs. Then Emma’s character is introduced. “But not everyone thought he was funny. Emma looked at V | Billy is a very sweet and innocent young boy. On page 1, Billy explains that he is nervous that he won’t be smart enough for second |
him, rolled her eyes, and said, “You are so dumb.” The good, warm feeling vanished.” During journal-writing time, Emma goes on to say, “maybe you should write that you’re in second grade so you don’t forget.”

Emma drags this moment out to page 40, when she says, “Don’t forget, you’re in second grade. That’s the grade after first.”

On page 43:
“What are you doing?” said Emma.
“Nothing,” said Billy.
“As usual,” said Emma.

Billy calls his father ‘papa’. He does so on page 86, and Emma responds, “Papa?” she repeated. She rolled her eyes dramatically. “That is so babyish, I can hardly believe it.”

On page 206, Billy is able to ignore Emma, and not pay attention to what she says. “After months of sitting by her, Billy had learned the best way to deal with Emma was to ignore her.”

grade, mainly because he had fallen and hit his head very hard during summer vacation. It is clear that he will be sensitive and vulnerable this year when it comes to his academic abilities.

On page 219, Emma is described as wearing a “know-it-all grin”. This is an accurate depiction of her character. Emma is constantly boasting, and correcting Billy, and it seems to make her feel smarter, if she corrects someone.
| **When You Reach Me (M)** | Rebecca Stead | 2010 | Y | On page 22, the main character, Miranda, describes a boy being punched repeatedly by a large group of other young men. She then describes another boy who was punched once in the stomach by one person. On pages 33-34, Miranda describes what relational and verbal bullying looks like: “The girls at school had been hurting each other’s feelings for years before Sal left me and I was forced to notice them. I had watched them trade best friends, start wars, cry, trade back, make treaties, squeal and grab each other’s arms in this fake excited way, et cetera, et cetera. I had seen which ones tortured Alice Evans, who even though we’d started sixth grade, still waited too long to pee and never wanted to say out loud that she had to go. These girls would wait until she was pretty far gone, jiggling one foot and then the other, and then they would start asking her questions." On page 35, Miranda describes when a girl named Annemarie’s best friend Julia announced loudly that she was not going to have lunch with V/R/P | On page 22, the first boy is out-numbered. The second boy is caught off-guard. On page 33-34, the individual that is described seems shy, nervous, and not fully mature. On page 35, the ‘bully’ mentioned is described as being of a higher status, because of the many European trips she takes with her parents. |
her for the remainder of the week. On page 144, Miranda describes what it is like when the bystander realizes the responsibility of helping the victim: “I wasn’t one of those girls who tortured her on purpose, but I had never lifted a finger to help her before, or even spent one minute being nice to her.”

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Year</th>
<th>Rating</th>
<th>V/R</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The Higher Power of Lucky</em> (M)</td>
<td>Susan Patron</td>
<td>2007</td>
<td>N</td>
<td>N/A</td>
</tr>
<tr>
<td><em>Rules</em> (H)</td>
<td>Cynthia Lord</td>
<td>2007</td>
<td>Y</td>
<td>V/R</td>
</tr>
</tbody>
</table>

In this story, Catherine talks about her little brother, David, who has autism. On page 30, Ryan Deschaine is introduced as someone that would openly pick on David, to see his reaction, because he knew there would be one. Unfortunately, David had mistaken Ryan for a friend. On page 90: “Ryan Deschaine said he’d steal David’s umbrella if he let go of it, and David believed him. I told him Ryan was joking but that made it worse, because David laughed and laughed in that twisted position, and Ryan mimicked David, tipping his own head way over, laughing.” On page 57, Ryan befriends Catherine and

Ryan’s mom works at the community center, giving him a ‘good kid’ disguise. He makes fun of David to get him to react, and embarrass himself, but coolly blows it off as a ‘joke’. His bullying is sly and covert. He bullies David, which also bullies Catherine because she knows her
David’s new next door neighbor, and talks to her while Catherine watches through the window. On page 58: “I hope he isn’t saying things about me—especially not how I yelled at him when he called David a retard on the bus.”

On page 81, Catherine’s neighbor, Kristi, who she has become friends with, is telling Catherine about how nice she thinks Ryan is because he lets other kids waiting for the bus in the morning into his house when it rains. Catherine knows he only lets the kids in that he personally invites, not including her brother. She does not explain this to Kristi because she does not want to discuss her brother’s autism.

On page 108, Catherine, David, Ryan, and Kristi are all standing together. Ryan purposefully gives Catherine and Kristi a piece of gum, but not David, anticipating a reaction. Catherine mentions taking David to his Occupational Therapy, and Ryan asks what he does there. When Catherine mentions that he practices things like writing and jumping, Ryan asks, “You can’t

brother does not understand the situation and it upsets her. Ryan befriends Catherine’s friend and neighbor, and acts as if he is not bullying David, in front of the friend, when Catherine knows he is being sneaky. Catherine is protective of her brother, who is autistic, but also is tired of having to worry about it so much. David does not understand social cues, likes rules, and does not understand why things don’t turn out to be the way he thinks they should be. For example,
jump?” and tells David to jump. David jumps over and over again. On page 108: “Ryan, give him some gum,” Kristi says. “It’s a miracle! Ryan holds a piece of gum out to David. “You’re cured!” But when David opens the wrapper, there’s nothing inside.” Catherine then yells at Ryan, who coolly brushes it off as a joke, and asks Kristi to leave with him.

| Criss-Cross (M) | Lynne Rae Perkins | 2006 | N | N/A | N/A | N/A |
| Olive’s Ocean (H) | Kevin Henkes | 2005 | N/A | The author mentions that a character was bullied, but no specific events are given. On pages 17-18: “He was so mean to her. So was Dana Lewis.”…”I feel so bad. I mean, we should have been nicer to her.”…”I know but we should have asked her to sit at our table at lunch, or at least talked to her more, or something.”…”She was kind of…I mean…weird.”…”I don’t think she had any friends.” On page 21: “Olive had seemed nearly invisible, passing through the halls and days unnoticed, except when she was being teased by Josh |

|  |  |  |  | when his dad comes home late from work, David counts the minutes until his dad pulls into the driveway. |

<p>|  |  |  |  | Olive is mentioned as being nice, quiet, and not having friends, but she liked to write. The characteristics of the bullies were not described. |</p>
<table>
<thead>
<tr>
<th>Title (H)</th>
<th>Author</th>
<th>Year</th>
<th>Selection</th>
<th>N/A</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Pictures of Hollis Woods</em> (H)</td>
<td>Patricia Reilly Giff</td>
<td>2003</td>
<td>N</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><em>Hoot</em> (H)</td>
<td>Carl Hiaasen</td>
<td>2003</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On pages 1-3 the main character, and bullying victim, Roy Eberhardt, and his bully, Dana Matherson. In the beginning of the story, Dana is squeezing Roy’s head and pressing it against the school bus window, asking, “had enough yet?” On page 13, Dana, who is a large eighth grader, is described as mercilessly tormenting a sixth grader from Haiti. On page 14, Roy moves further up the bus to once again torment Roy. He grips Roy’s throat tightly, closing his windpipe. Roy asked Dana to “lemme go,” but Dana only tightened his grip, and called Roy “cowgirl” and asked him where his boots were, as Roy had moved from Montana. Roy punched Dana in order to break free. On page 18, the assistant principal questions Roy about the events because Dana’s injury from the punch was so severe. Because Dana told a different story, and the bus driver did not see Roy being strangled, The

Although Roy is self-described as “the third smallest guy in his class,” and is the new kid, he is not afraid of Dana, although he is relentless. Whenever he can, Roy stands up to Dana whether it be physically, verbally, or through a slick plan. Dana is described as very large, not very smart, and has a rap sheet with mostly fighting and stealing on it. He seems to be this way from his poor upbringing. Eventually he is sent to
AP suspended Roy from the bus for two weeks (page 28).
Page 19: “Matherson is the menace! He hassles all the smaller kids on the bus.” “Nobody else has complained.” “Because they are scared of him,” Roy said.
On page 94, although Roy reluctantly wrote Dana an apology letter for punching him, saying he wouldn’t do it again if he would leave him alone, Dana tells Roy he will be his worst nightmare, and hits him three times.
On pages 108-109, Dana grabs Roy, and pulls him into a closet, holds him down, and smothers him with his large body, and Roy truly believes he is going to die there.
On pages 168-169, Roy visits Dana at his house to try and talk out their issues so he can end the fighting. Dana laughs and says “you’re so dead.”
On pages 183-184, Dana chases Roy, and smothers and strangles him again.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Year</th>
<th>N</th>
<th>V/R</th>
<th>Other Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surviving the Applewhites (H)</td>
<td>Stephanie S. Tolan</td>
<td>2003</td>
<td>N</td>
<td>N/A</td>
<td>N/A N/A</td>
</tr>
<tr>
<td>Everything on a Waffle (H)</td>
<td>Polly Horvath</td>
<td>2002</td>
<td>Y</td>
<td>V/R</td>
<td>Primrose is the victim. Primrose’s parents have</td>
</tr>
</tbody>
</table>
giggling. When I turned, there they were, two feet away, crushed together like a bunch of asparagus.”

On page 15: “One of the girls detached herself while I was thinking about this and said, “We were just wondering, Primrose, why aren’t you wearing black? Miss Honeycut told the whole class we had to be nice to you because you are bereaved.”

The girls continue to harass Primrose about the way she is grieving over her parents lost at sea. They said she didn’t seem to be in mourning, and that she wasn’t acting the way she should, and needed to accept their death.

“We think it’s time you faced the fact that your parents are dead.” Another one of the girls giggled. I turned my back and started walking away faster but they kept following me. “We just want you to know that we’re here for you when you being the mourning process,” said another, hot on my heels.”

The girls continued to describe how she was supposed to be acting, and asked why her mother went out into a

| been lost at sea, and everyone believes they are dead, except for her. She is hopeful, and is has close relationship with many adults in her town, but does not have friends her own age. She keeps away from the girls that harass her but she does not seem overly bothered by them. The bullies are not characterize d, other than the direct dialogue between Primrose, and them. |
storm instead of watching her. On page 16, the girls chased her. On page 18, Primrose opens up to an adult friend about what the girls had been saying. The adult jokes that she should get her uncle to ‘kick the crap out of them.’ Primrose preferred to lay low. On page 32, Primrose ran and hid in stores away from the girls who had harassed her before.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Year</th>
<th>Teasing</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Because of Winn-Dixie</em> (H)</td>
<td>Kate DiCamill o</td>
<td>2001</td>
<td>N</td>
<td>N/A</td>
<td>Teasing is found in the book, however it seems more like bickering because both parties are just as tough. Bullying must be intentional, repeated, and there must be a power imbalance, which was not found in the interactions between characters.</td>
</tr>
<tr>
<td><em>The Wanderer</em> (H)</td>
<td>Sharon Creech</td>
<td>2001</td>
<td>N</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><em>Joey Pigza Loses Control</em> (H)</td>
<td>Jack Gantos</td>
<td>2001</td>
<td>Y</td>
<td>V/Other/possible R</td>
<td>Joey’s father (who would be considered the bully in this text) is described as ‘wired’ just like Joey, who takes medicine to not act so hyper and</td>
</tr>
</tbody>
</table>
find out that you are okay. Is that it? You’d find out that you aren’t some drug dependent guinea pig for doctors?” Carter seems to truly believe he is helping his son when he says, “The greatest thing I could do for you is to show you that you are a normal kid and don’t need this stuff.”

On page 95, He flushes Joey’s medication down the toilet, even after Joey’s mother constantly reminded him of its importance.

On page 101, Carter tells Joey that his mom wants them to do everything by her ‘girl rules’ dismissing the importance of his medication. “Plus, your mom would baby you along on medicine for the rest of your life. To me, that is not a solution. Now, you can call your mom if you want. But I think you should be a man, and prove to everyone that you don’t have any problems you can’t fix yourself.”

On page 116, Carter seems to really care about Joey’s well-being, and that he is doing the right thing. After Joey out of control. He also is an alcoholic.

On page 194, Joey and his mother have a conversation where they say that Carter (Joey’s dad) needs help and medicine, but he has been self-medicating (alcohol) for years, and does not believe in help. Joey is a young child that is described as hyper and wired, and he gets worried when he thinks he will go back to his old ways. He has been bullied before, so he is familiar
tells his dad he was right for throwing out his medicine, Carter wipes tears from his eyes and says, “That’s the greatest thing anyone ever said to me.” This is the gray area of whether or not Carter’s actions constitute bullying by definition.

On page 142, Carter tells Joey he should get his ear pierced. Joey says mom won’t want him to. Carter then says, “What are you? A mama’s boy? Get it pierced.”

On page 187, Carter calls Joey a retard when he runs away from his baseball game after one of his episodes.

Joey’s father does things that scare or upset Joey repeatedly, he is an adult, not to mention his father, which creates a power imbalance, and the things he does are not accidents. However, Joey’s father is sick and needs help, and has no self-control (p. 194). The details from this story tell me that Joey’s father does not mean to hurt his son, however, his sickness clouds his judgement. I would describe Joey’s situation as a type of...
child abuse, however, there are gray areas within the bullying definition and the actions of Joey’s father, making this a rare bullying case.

<table>
<thead>
<tr>
<th><strong>Getting Near to Baby (H)</strong></th>
<th>Audrey Couloumbis</th>
<th>2000</th>
<th>N</th>
<th>N/A</th>
<th>N/A</th>
<th>N/A</th>
</tr>
</thead>
</table>

**Wringer (H)**

Jerry Spinelli

1998 Y

On pages 13-14, the author describes how a group of boys repeatedly harasses a girl. On this occasion, they call ‘fish-face’, and leave muck from the sewer at her door step.

On page 17: “Palmer had the feeling that he was seeing more than a game, that Henry was not just a member of the group, but also its prey.” The author goes on to describe Henry’s two ‘friends’, Mutto and Beans strangling and shaking him, while laughing.

On page 23, the author describes a large boy named Farquar that gives boys ‘the treatment’ every year on their birthday. The treatment is the tradition of this boy punching his victim in the arm as many times as number of years he is turning. Some tougher kids find this to be a rite of passage, others are afraid. On page 27, while Palmer receives ‘the treatment’ he starts to

The bully, Beans, is described as dirty and tough, and enjoys harassing other kids, and dreams of wringing pigeon’s necks at the annual town festivals. He enjoys being mean and gross, and does not brush his teeth. He is a manipulator, and the boys are surprised to find he has a normal house, and normal parents. Dorothy is a sweet, normal girl, and is not interested in
silently cry and his two ‘friends’, Beans (the ring-leader and bully) and Mutto tell Farquar to give him extra hits for crying.  
On page 48, the author describes the first time Beans and Palmer met when they were five years old, and Beans called Palmer names for not wanting to wring pigeon’s necks at the annual festival when he grew up.  
On page 51, Palmer describes the many times he blew off his neighbor and childhood friend, Dorothy, in order to fit in with Bean’s group of guys.  
On page 73, Palmer throws snowballs at Dorothy because the other guys want to. They made him believe she was not cool enough to be friends with. Palmer describes how no matter what, Dorothy always ignored whatever they put her through.  
On page 98: Palmer describes how him and the guys messed up Dorothy’s hopscotch squares, ambushed her on the way to school, ran around her while she walked, and stopping in front of her while she hurting pigeons like everyone else in town. She is described as not being like other girls because she never got upset when she was bullied, she only ignored them. Palmer is a boy with a good heart, who initially wanted to fit in with the tough group, and did what he had to do to maintain his reputation. Henry is tall, but is described as weak, and meek. He tries to warn Palmer that Beans will sneak into his house, but is too afraid to stand up to Beans to his face.
walked, which they called tree-stumping. On page 104, Beans takes a dead muskrat that he warmed up in the microwave, and nails the tail to Dorothy’s front door.

On pages 109-113, Beans is determined to upset Dorothy, the fact that she only ignores his antics make him want to bother her more. He continues to follow her home and get in her face, and he steals her hat every day. Finally, she asks Palmer “why are you doing this to me?” Showing Palmer that he’s the one who’s been really hurting her, not Beans.

On page 124: “By spring they had tired of tormenting Dorothy, and pretty much ignored her.” Dorothy’s tactic of ignoring the bullies, plus Palmer becoming her friend again, put an end to Beans bothering her.

On page 131, Palmer explains that he does not want to wring pigeon necks like all the other ten-year-old boys, but he will endure consequences from Beans if he doesn’t. “What makes you think Beans would ever let me get away with it? They would drag me out of this bed and out to the park.
They would wring my neck.”
On page 161, Palmer explains that although he once craved the ‘Beans boy’s’ attention, he now feared them. He thought they would torture him if they found out about his secret pet pigeon.
On page 176, Palmer describes one of the boys, Henry, too weak to do anything but follow Beans.
On page 179, Palmer finally stands up to Beans, and runs away. Beans threatens to rip Palmer’s head off, and eat Palmer’s pigeon.
On page 183, the author describes how once again, Beans had snuck his cat into Palmer’s house hoping he would eat the pigeon.
On page 196, Beans and Mutto start to bully Palmer, since he would not do what they wanted him to.
On pages 226-227, Beans tried to have Palmer’s pigeon killed at the festival.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Year</th>
<th>Type</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The View from Saturday</td>
<td>E.L. Konigsburg</td>
<td>1997</td>
<td>Y</td>
<td>On page 71 and 72, a new student named Julian Singh, who is Indian, and does things differently than other students, begins to be picked on by the school bully and trouble-child, V/P On page 65, Julian, the victim, is described as wearing weird clothes, and introducing</td>
</tr>
</tbody>
</table>
Hamilton Knapp, among other students. Students purposely tripped Julian when he boarded the school bus. They also repeated whatever he said in an exaggerated imitation of his British accent.

On pages 72-73, the bullying becomes physical from Hamilton Knapp. Hamilton waits for Julian to get off of the bus, then he barrels towards them, steals Julian’s leather book-bag, and runs away. Hamilton’s friend Michael Froelich blocked Julian from chasing after Hamilton to retrieve his book-bag by jumping up and down as if he were guarding him in a game of basketball. When Julian was finally able to get his leather bag back, he noticed that Hamilton had managed to write on it, in black felt tip pen, “I am a ass”.

On page 107, Julian describes how ever since he started school, he had been unable to avoid Hamilton Knapp and his friends. He said he tried to ignore them, but he was always on high alert when they were near. This shows that the acts against Julian by Hamilton were repeated, himself differently than most kids would. Ethan, who later befriends and defends Julian, initially does not want to talk to or be seen with Julian. On page 69, Hamilton asks his teacher, who is paralyzed from the waist down, if she could write a little higher on the board so he could see better, knowing that she cannot.

On page 71, when no one else was around, Hamilton erases the word his teacher wrote on the board, ‘paraplegic’, and replaces it with the
and on purpose, two components that prove it to be bullying.
On page 109, Julian describes Hamilton’s plan to harm/embarrass Julian’s friend’s dog, during a performance of Annie, when the dog was playing Sandy. Hamilton tried to get the owner of the dog to give her dog treats laced with tranquilizers and laxatives.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Year</th>
<th>YOLANDA</th>
<th>V/P</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Jamie Saw (H)</td>
<td>Carolyn Coman</td>
<td>1996</td>
<td>N</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Yolanda’s Genius (H)</td>
<td>Carol Fenner</td>
<td>1996</td>
<td>Y</td>
<td>V/P</td>
<td>Yolanda was the new kid in town, and very large, and this both caused trouble for her, and made her feel strong and powerful. She is very large, and very smart, so she always fought back. It is difficult to say whether or not there was a power imbalance, because her...</td>
</tr>
</tbody>
</table>
On page 31, a group of boys harassed Yolanda by chanting, “Yolanda! Yoh-lon-dahh! Big as a Honda!”

On pages 64-65, a group of middle school drug dealers and skateboarders stole Yolanda’s little brother Andrew’s beloved harmonica, and smashed it, because they said it drove off customers. They then said, good thing it wasn’t your fingers.

On pages 95-97, after learning what happened to Andrew, Yolanda went after the boys, and got into a fight with them. They continued to call her ‘fatso’ as she hurt them.

weight was a weakness, and one of her many strengths. The bullies were never described in great detail, besides the fact that they were consistent with their weight jokes.
APPENDIX E: BIBLIOGRAPHY OF CHILDREN’S LITERATURE ANALYZED
Appendix E: Bibliography of Children’s Literature Analyzed


   Foundation of the Blind.


APPENDIX F: CONCLUSIONS/EFFECTS OF STRATEGIES FOUND IN CHILDREN’S LITERATURE
### Appendix F: Conclusions/Effects of Strategies Found in Children’s Literature

<table>
<thead>
<tr>
<th>Text title</th>
<th>Strategy pattern</th>
<th>Result of strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Roller Girl</strong></td>
<td>• Goes to roller derby camp on her own, focuses on that, and makes new friends.</td>
<td>• Has something that belongs to her, something to work towards, and something that does not have anything to do with her bully, and her ex-friend.</td>
</tr>
<tr>
<td></td>
<td>• Gets upset, and throws a drink at her bully, and her ex-friend.</td>
<td>• Makes bully angrier, and questions her sexuality.</td>
</tr>
<tr>
<td></td>
<td>• Apologizes for throwing drink.</td>
<td>• Apology shocks bully. Her friend apologizes, comes to support her at her roller derby tournament, and asks to hang out.</td>
</tr>
<tr>
<td><strong>The Year of Billy Miller</strong></td>
<td>• Rumination/reacts upset</td>
<td>• Bullying continues</td>
</tr>
<tr>
<td></td>
<td>• Ignores bully</td>
<td>• Bullying stops</td>
</tr>
<tr>
<td><strong>When You Reach Me</strong></td>
<td>• Bystander support</td>
<td>• No conclusion, just a realization from the bystander.</td>
</tr>
<tr>
<td><strong>Rules</strong></td>
<td>• Gets angry/yells</td>
<td>• Bullying continues to get reaction.</td>
</tr>
<tr>
<td></td>
<td>• Makes new friend, removes self from situation, feels more comfortable with herself, new friend, and brother.</td>
<td>• Bully loses interest.</td>
</tr>
<tr>
<td><strong>Hoot</strong></td>
<td>• Ignore</td>
<td>• Bullying continues</td>
</tr>
<tr>
<td></td>
<td>• Avoid</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>• Talks to bully/tries to make a truce/apologizes</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>• Punches bully</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>• Talks to adults</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>• Bullying does not stop until they trick him into</td>
<td>-</td>
</tr>
<tr>
<td>Story Title</td>
<td>Creative problem solving/uses bully’s weakness against him</td>
<td>stealing cigarettes, which gets him arrested.</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
</tbody>
</table>
| **Joey Pigza Loses Control** | • Does what bully says  
• Does not tell mom at first  
• Tells mom | • Bullying continues  
• Bullying continues  
• He is separated from the bully |
| **Wringer**                 | • One victim: Ignores bully  
• Other victim: Goes along with what bully says, then stands up to bully  
• Tries to keep away from bully as much as possible | • Eventually bullying stops  
• Bullying initially gets worse  
• Victim is only bullied when he is in near the bully, and doesn’t scope him out like before. |
| **The View from Saturday**  | • Ignores bully | • Bullying continues |
| **Yolanda’s Genius**        | • Continued to be herself  
• Acts tough  
• Stands up for herself  
• Never doubts herself | • Kids tease Yolanda about her weight, but she always fights back  
• There is no conclusion to the bullying, Yolanda deals with the teasing as it comes |
| **Everything on a Waffle**  | • Hides from bullies  
• Adult support | • Worries about bullies still bothering her about whether her parents died or not, and how she should be acting  
• Catharsis, has someone to listen and support her, lifts weight off her chest  
• Bullies are not revisited, no conclusion. |
APPENDIX G: TYPES OF BULLYING FOUND
### Appendix G: Types of Bullying Found

<table>
<thead>
<tr>
<th>Book titles of texts where bullying was found</th>
<th>Physical bullying found</th>
<th>Verbal bullying found</th>
<th>Relational bullying found</th>
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APPENDIX H: BULLYING STRATEGIES FOUND IN TEXTS
## Appendix H: Bullying Strategies Found in Texts

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References


doi: 10.1080/08893675.2013.764052


doi: 10.1007/s40688-015-0064-8


http://dx.doi.org.ezproxy.net.ucf.edu/cs/cdv003


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http://dx.doi.org/10.1177/0743558409350504

