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By

Evelyn R. Perez

April 2015

SCHOOL CLIMATE: EDUCATORS' TRAITS, PERCEPTIONS, AND REACTIONS
TO AGGRESSIVE BEHAVIOR

A Dissertation Presented to the
Faculty of the College of Education
University of Houston

In Partial Fulfillment of the Requirements for the Degree

Doctor of Philosophy

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Abstract

This study examined educators' perceptions of bullying scenarios when victims were presented as lesbian, gay, bisexual, transgender, questioning and/or gender non-conforming (LGBTQ/GN) youth versus victims neutral of gender and sexual orientation. The aforementioned variables were analyzed by conducting a 2X3 MANCOVA investigating the main effects and interaction of group membership (LGBTQ/GN and non-LGBTQ/GN) and type of bullying (verbal, physical, and relational) upon educators' perceived seriousness, likelihood to intervene, and level of empathy toward victims while accounting for participants' homonegativity and social desirability. Educators' perceptions were gathered through a modified version of the Bullying Attitudes Questionnaire- (BAQ; Bauman and Del Rio, 2000). The Scale of Homonegativity (Wrench, 2005) and the Social Desirability Scale -17 (SDS-17; Stöber, 2001) were used to assess covariates. In total, 520 participants completed the survey; however only 439 were included in the data analysis because they assented to participation, had no missing data, met inclusion criteria, were not affected by a typographical error ($n = 75$), and agreed to allow their data to be used after disclosure of deceit of the true purpose of the study after the completion of the survey. Educators ($N = 439$) from elementary, middle school, and high school were recruited primarily from social networking and two school districts. Results revealed no significant differences in perceptions of bullying related to seriousness when considering group membership (LGBTQ/GN v. non-LGBTQ/GN); however, there were significant differences in perceptions of seriousness when

considering type of bullying with verbal bullying being the most serious followed by physical then relational. Similarly, there were no significant differences in educators' level of empathy or likelihood to intervene with regard to the main effect of group membership; however, with regard to the type of bullying as it relates to level of empathy and likelihood to intervene there were significant differences detected. Across both LGBTQ/GN and non-LGBTQ/GN group membership, verbal bullying was rated highest for likelihood to intervene, followed by physical being next highest and then relational bullying lowest. This pattern was not the same for level of reported empathy. Verbal bullying was rated highest followed by relational then physical being rated lowest for both LGBTQ/GN and non-LGBTQ/GN victims. Social desirability did not account for significant amounts of the variance; however, homonegativity accounted for a significant amount of the variance across all three dependent variables (seriousness, likelihood to intervene, and level of empathy).

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Chapter I

Introduction

Bullying is a construct that has evolved over time and has been researched since the late 1960s (Olweus, 2000). Ongoing research has led to a better understanding of this type of aggressive behavior (Conoley, 2008; Olweus, 2000). In 2007, 32% of students from a national survey endorsed being bullied at school during the school year (Robers, Zhang, & Truman, 2010) and has remained fairly stable over the last few years (Robers, Zhang, Truman, & Snyder, 2012). Data reflect a slight overall decrease in reported incidents (32% and 28%, respectively), and maintains a similar pattern of under reported incidents to teachers.

Youth who are lesbian, gay, bisexual, transgender, or questioning (LGBTQ) are at greater risk of encountering bullying during their school experience (Kosciw, Greytak, Diaz, & Bartkiewicz, 2010). In 2009, The Gay, Lesbian, and Straight Education Network (GLSEN) surveyed over 7,000 students who identified as LGBTQ. Based on the survey, the majority of students indicated feeling unsafe at school due to their sexual orientation or gender expression (Kosciw et al., 2010), and these percentages increased per the most recent data collection from the agency. Similarly, a large number of LGBTQ youth indicated that they would be unlikely to report incidents to teachers (Kosciw, Greytak, Bartkiewicz, Bowen, & Palmer, 2012).

The existence of the discrepancy between incidence of bullying and the reluctance of students to report to teachers are of concern particularly for those youth who identify as LGBTQ given the higher risk of being victimized. The remainder of this introduction will present pertinent terminology and ideologies within the manuscript.

Related Terminology

For the ease of the readers, the following terminology and description of ideologies related to the research topic are offered. A demographic that has recently, both through media and research, is youth who identify as LGBTQ, as well as those youth who do not conform to gender typical behaviors (e.g., Gender Nonconforming; GN). Savage and Harley (2009) pointed out that sexual orientation is not as easily defined as one may think given disagreement, opposition, and cultural bias; yet, operationalizing it for purposes of study and communication are necessary to meet the needs of these students in the schools. The Committee on Lesbian, Gay, Bisexual, and Transgender Health Issues and Research Gaps and Opportunities Board described the acronym of LGBT as a phrase (“lesbian, gay, bisexual, and transgender”) that “refers to a broad coalition of groups that are diverse with respect to gender, sexual orientation, race/ethnicity, and socioeconomic status” (Institute of Medicine; IOM, 2011, p. 1-1). The IOM recognized in their description of LGBT that each letter of the acronym represents different populations with qualities unique to themselves; yet, they each share one major commonality, stigmatization.

Sex is one’s biological status (i.e., male, female, intersex), and gender describes “attitudes, feelings, and behaviors that a given culture associates with a person’s biological sex. Behavior that is compatible with cultural expectations is referred to gender normative; behaviors that are viewed as incompatible with these expectations constitute gender nonconformity” (American Psychological Association, 2012, p. 11). According to Hollander (2000), sexual orientation is the preferred term to reference the innate gender preference for sexual partner(s), and sexual preference is a term that

implies a voluntary and conscious choice regarding one's sexual orientation. Sexual orientation can be further categorized into homosexuality, heterosexuality, and bisexuality which "one's psychosocial, emotional, spiritual, erotic, and sexual attraction and behaviors as being oriented toward a person of the same, opposite, or both sexes" (p. 3, Savage & Harley, 2009). According to APA (2012), sexual orientation is widely categorized into the aforementioned three categories (i.e., homosexual, heterosexual, bisexual), yet a person's experience of sexual orientation appears to occur on a fluid continuum rather than rigid adherence to a single category.

In addition to the concept of sexual orientation, The American Institutes for Research promoted additional terminology to describe among (Poirier, Fisher, Hunt, & Bearse, 2014) gender identity, gender expression, and Questioning as the following. Gender identity is the internal sense of being male or female. Those individuals who have a sense that is similar to that of their sex are considered cisgender and those who do not are described as individuals that are transgender. Those who do not conform to gender norms are also referred to as gender non-conforming or gender independent (Pyne, 2014). Gender independence, according to Pyne (2014), is a shift in terminology meant to affirm gender variance, rather than framing it in a pathological manner, by families of children that challenge gender norms. Those individuals who are transgender and moving toward, and making changes to have their sex match their gender orientation, are described as going through transition (Pyne, 2014). So one has a gender identity and how an individual represents that gender is gender expression. The term Questioning is used to describe those who are "unsure of their sexual orientation or gender identity" (Poirier & et al., 2014, p. 2), and allows for the individual's own self-exploration and

determination of sexual orientation (Savage & Harley, 2009). For purposes of this paper, the “Q” in the acronym LGBTQ/GN is referring to those who are unsure of their sexual orientation or gender identity also known as Questioning.

Persons who do not conform to normative standards with respect to gender specific behavior may experience negative interaction with their peer groups and/or bullying. Anagnostopoulos, Buchanan, Periera, and Litchty (2009), defined gender-based bullying as having the essential components of bullying (i.e., intent to do harm, repeated nature, verbal/physical/relational forms) blended with sexual harassment (i.e., unwanted sexual attention and coercion), “through which traditional gender roles and sexual identities are policed and reinforced” (p. 520). Gender-based bullying can be perpetrated upon anyone; however, individuals who identify as LGBT, or perceived to be LGBT, report more frequent harassment (Kosciw et al., 2010).

Social Attitudes and Belief Systems

Historically, individuals who challenge the gender and heterosexual cultural norms were treated as though they were pathological (APA, 1980; 2000a; Pyne, 2014); more recently, this perspective has been admonished as detrimental and ineffective, and furthermore, this perspective is not supported by empirical data (APA, 2012). One could argue that the pathologizing and stigmatization of those who do not conform to gender and sexual orientation norms is due to the historically dominant heterosexual society and embedded belief systems.

As described by APA (2012), living in a heterosexual society poses challenges for those individuals with nonheterosexual orientations. This may include social stigma (i.e. negative social attitude or disapproval directed toward a characteristic of a person

(VandenBos, 2007), heterosexism, violence, and discrimination. Heterosexism, as defined by Herek (1995), is “the ideological system that denies denigrates, and stigmatizes any nonheterosexual form of behavior, identity, relationship, or community” (p. 321) and is similar to homophobia. Homophobia is a belief system, which encompasses general attitudes that are negative toward those who are not heterosexual (Poteat, 2008; Wright, Adams, & Bernat, 1999). Homophobia was a term coined in the 1970’s by Weinberg. The term described the fear of being near homosexual and the self-contempt that homosexuals had toward themselves and others similar to them (Green, 2000). Since that time, several schools of thought have investigated the concept of homophobia (e.g., sociology, psychology, medical, and communication) (e.g., Anagnostopoulos, Buchanan, Periera, & Litchty, 2009; IOM, 2011; Mills & Carwile, 2009; Poteat, 2008; Pyne, 2014; Robers et al., 2012; Tharinger, 2008; Wright et al., 1999). The concept of homophobia is not believed to be a pathology or fear; rather, this negative belief system is better described as homonegativity, defined as negative perceptions of individuals who are LGBTQ/GN (Wrench, 2005). While homonegativity may be the better descriptor of the belief system, the common term which is most recognized is homophobia. For that reason, the terms homonegativity and homophobia will be used interchangeably within this manuscript to reflect the variations used by researchers.

Homonegativity may implicitly affect social climate and behavior particularly in schools (Poteat, 2008; Tharinger, 2008). The negative belief system may manifest in aggressive behaviors such as verbal pejoratives and epithets, which are also known as, “homophobic banter” (p. 223, Tharinger, 2008). “Gay-baiting” a term coined by Kimmel

and Mahler (2003) is a “boy being dominated by another boy” and it is not necessarily about the actual sexual orientation of the victim being “gay.” Rather, gay-baiting is a means of control or power that is related to gender-nonconformity or a perceived weakness of not performing up to standards of the gender (Kimmel & Mahler, 2003; Swearer, Turner, & Given, 2008; Tharinger, 2008). While these terms may be used interchangeably (i.e., heterosexist, homophobic, gender-based bullying), they each have the underlying element of asserting power over a person who is perceived to be non-conforming to gender and/or sexual norms.

Individuals as well as institutions, such as schools, hold belief systems that inherently pass down the dominant cultures belief systems. Therefore, policies held by the dominant society (country, state, and district) have an impact on the climate of the schools (Savage & Harley, 2009). Puchner and Klein (2014) describe these institutions as “communities of practice...whereby students learn what is appropriate and inappropriate from observing and interacting with others whose behavior encourages them and models for them how to act, talk, and dress according to the masculine or feminine norms of the school community” (p. 234) which can be applied to sexual orientation and gender norms and identification. So a community with a belief system that favors heterosexual and gender conforming beliefs may in effect hold a homonegative belief system. Hudson and Ricketts (1980) investigated the construct of homonegativity and created a questionnaire, namely the Index of Homophobia (IHP). Within their sample of 300 persons from a university setting in Hawaii, they noted that individuals with more education were less homophobic; however, education alone did not necessarily reduce homophobia. They concluded based on their outcomes that “...if

education is expected to have any future impact upon the salving of our personal fear of being in close quarters with homosexual men and women, it would seem that the present educational system must be changed radically” (p. 368). Hence, the under reporting of intervention and limited effectiveness by students on the part of the educators (Kosciw et al., 2010; Kosciw et al., 2012) of bullying related to sexual orientation or gender norms may be related to these types of belief systems being held by the institution, or communities of practice, as well as the individuals within them and lends to the statement of the problem.

Statement of the Problem

A disconnect exists between student reporting of incidences of bullying to teachers and the actual frequency of occurrence (Robers et al., 2012). Students under report incidents of bullying to teachers for a myriad of reasons such as the perception that reporting does nothing to help, or they perceive reporting makes the situation worse (Kosciw et al., 2012). This disconnect is worthy of exploration through the perceptions and individual differences of the educators who witness these types of situations. To improve understanding of the effects of stigma and its various negative contextual manifestations in the lives of LGBTQ/GN youth (APA, 2012) and advocate for LGBTQ/GN population in the schools (NASP, 2010, 2011), the current study aimed to continue the line of research related to educators’ perceptions of bullying. Understanding educators’ perceptions related to the bullying of LGBTQ/GN youth is of value because it is likely that educators will encounter anti-LGBTQ/GN bias and bullying given the high prevalence reported by youth who identify as LGBTQ/GN (Kosciw et al., 2012) and those who do not identify as LGBT/GN but encounter anti-LGBT/GN biased bullying

(Swearer et al., 2008). Understanding the perceptions of educators would be beneficial because they are the individuals who are most likely to encounter bullying of all students and of those who are, or perceived to be, LGBTQ/GN.

This line of research comes at the risk of becoming marginalized or the target of controversy given the topic of sexuality as it relates to youth in schools. Researchers have been found to self-censor or remove research agendas such as these due to their controversial nature in other professional fields for researching topics such as sexual health and/or orientation of adolescents (Kempner, 2008). This may be a reason for topics such as sexuality and aggression toward youth that are LGBTQ/GN having been limited with regard to the educators who interact with them daily. Despite having the risk of stemming controversy, understanding educators' perceptions may assist in training endeavors and break through self-imposed self-censorship of researchers related to this topic. It may also add to existing literature related to the social influences that LGBTQ/GN youth live (i.e., school) (IOM, 2011).

The remainder of the manuscript will focus on literature related to these topics of bullying and anti-LGBTQ biased bullying. The definition of bullying, prevalence rates, psychosocial effects, and educators' perceptions and conditions that contribute to intervening will be reviewed. The literature on bullying is vast, so the information reviewed was narrowed to that pertinent to educators' perceptions of bullying and bullying of LGBTQ/GN youth. The reviewed materials excluded literature related to bullying prevention and intervention to narrow the review of existing literature to a manageable scope. Following the review of related literature, hypotheses will be given, then a description of the methodology, results, and discussion of the findings.

Chapter II

Literature Review

School Climate: Educators' Traits, Perceptions, and Reactions to Aggressive Behavior

Bullying

Modern research methods have led to a better understanding of bullying (Conoley, 2008; Olweus, 2000). Many recognize the construct of bullying originated from the larger construct of aggressive behavior (e.g., Bauman & Del Rio, 2006; Olweus, 2000) such as the Scandinavian term “mobbing - uncontrollable group violence against an individual who disturbed the group’s activity on the school ground” (p. 6) (Craig, Henderson, & Murphy, 2000). Soon after, the specific term “bullying” originated and began to be investigated beginning in the 1970s in Sweden by Dan Olweus when he wrote the book “Whipping Boys and Bullies” circa 1973 (Olweus, 2000).

Presently, there are several means of defining the construct; however, the primary components found in Olweus’s original definition continue to inform present day research, and have been expanded upon by researchers such as, but not limited to, Crick and Bigbee (1998). An essential component included in the definition of bullying is the an act of aggression causing intentional distress upon another person repeatedly over time as a function of expressing power over someone of lesser perceived power (Olweus, 2000). Olweus (2000) noted the repeated nature of the aggressive act, and the function of asserting power over another, bullying can be considered a form of abuse perpetrated by peers that is similar in form to that of abuse in general (e.g., domestic abuse between adults). Bullying can be perpetrated by an individual upon another individual, or group, or by a group upon an individual as defined by Olweus.

The three types of bullying, defined in the literature, are generally represented as either overt or indirect in nature. The prominent overt presentations are also known as direct types of behavior, which involve “face-to-face contact” (Craig, Henderson, & Murphy, 2000). Overt types of bullying behavior can be further broken down into physical and verbal types of aggression. Physical bullying can include, but is not limited to, hitting, pushing, spitting and so forth. Verbal bullying includes behaviors such as threats, name-calling, and teasing (Bauman & Del Rio, 2006). The second prominent type of bullying behavior is indirect, or covert in nature, and is not clearly visible to people such as adult teachers (Bauman & Del Rio, 2006; Craig et al., 2000). Relational bullying is categorized as indirect because the aggressive behavior is accomplished through the use of peer relationships (Crick & Bigbee, 1998). This type of bullying includes behaviors intended to create social distress (emotional and/or psychological) such as spreading rumors, social exclusion, and/or withholding friendship. Importantly noted by Reid, Monsen, and Rivers (2004), “As, such intention and context are important determinates in defining a bullying episode. Because of this subjective element problems can arise for both adults (teachers and parents/carers) and pupils in interpreting what is and is not ‘bulling’” (p. 242).

Further complicating the matter for educators in schools is differentiating between teasing and bullying and knowing when to intervene. Mills and Carwile (2009) researched the similarities that teasing and bullying shared and well as what characteristics distinguished the two. They defined teasing as a multifaceted act of communication that have the interplay of the elements play and challenge and the potential for multiple interpretations. Teasing may be a positive communication act that

creates affiliation, is an exchange between people to teach socially acceptable behaviors (e.g., parent teaching a child), can be used to facilitate the discussion of difficulty topics, for fun or humor, and a means of passing cultural norms. The distinction between teasing and bullying relies on the context and history between the individuals involved.

Teasing becomes bullying when the acts are intended to do harm to another. This takes previous knowledge of a relationship and exchanges and the use of judgment when witnessing such exchanges. Mills and Carwile (2009) emphasize that post hoc statements to rationalize cruel behavior, such as “I was just teasing,” are unacceptable. Further, they state that if a recipient shows behaviors that suggest that the teasing is hurtful (e.g., crying, frowning, etc.) that the teasing should be stopped by either the individuals involved or by witnesses (e.g., educators). They suggested to educators that situations that encounter teasing that leads to an upset child to use it as a teachable moment to enhance social skills, and that truly cruel acts followed by “just teasing” remarks can also be a teachable moment to aid in differentiated between bullying (infliction of harm), and the pro social skill of teasing. Mills and Carwile offered an illustration referred to as the “Teasing Totter” which gives a visual representation of the components of teasing (i.e. play and challenge). When the totter leans primarily toward challenge and loses the component of play and is harmful, it then becomes an exchanged that should be intervened.

Given the latest advancements of technology, a new forum for social interaction has emerged. Virtual environments such as social networking web sites, texting via cell-phones, and instant messaging have become formats to gain support (Varjas, Meyers, Kiperman, & Howard, 2013) and perpetrate aggression, namely cyber bullying. Hinduja

and Patchin (2011) described cyber bullying as having all qualities of traditional bullying, yet it occurs through electronic sources previously listed and it has limitless boundaries to perpetrate aggressions for reasons such as revenge and sexual orientation (Varjas et al., 2013). For example, it does not cease once a student leaves the school grounds. Rather, this type of bullying has the potential to occur at all hours of the day, via several modalities, and it may be able to reach many people at any given time at several geographic locations. Willard (2007) detailed methods that are used to victimize through cyber space such as flaming, harassment, denigration, impersonation, outing/trickery, and exclusion, cyberstalking, cyberthreats and their implications. Preliminary research has suggested that cyber bullying is a separate latent construct despite having some overlap with the latent constructs of overt (physical and verbal) and covert (relational) types of bullying (Dempsey, Sulkowski, Nichols, & Storch, 2009; Varjas et al., 2013). While researchers have offered varying depictions and contributions to the topic of cyber bullying (i.e., prevalence and latent construct), for the purposes of this study the primary focus was on three forms of bullying of verbal, physical, and relational per the foundational definitions provided by Olweus (2000) and Crick and Bigbee (1998) and did not include cyber bullying.

Prevalence of Bulling

The National Center for Education Statistics (NCES), Institute of Education Sciences (IES), and the Bureau of Justice Statistics (2009) jointly published a report on school safety during the 2007 – 2008 year. Prevalence rates were gathered using the National Crime Victimization Survey (NCVS). The NCVS data collection has occurred since 1992 (with the exception of 2006). The NCVS assesses several areas of school

safety including: a) violent deaths, b) nonfatal student and teacher victimization, c) school environment, d) fights, weapons, and illegal substances, e) fear and avoidance, f) and discipline, safety, and security measures. Subsumed under the area of school environment are six indicators, one specific area, “Indicator 11: Bullying at School and Cyber-Bullying Anywhere” is specifically related to bullying (Robers et al., 2010).

Complementing Indicator 11, the School Crime Supplement (SCS) has been collected every other year since 1995 as a supplement to the annual NCVS with household members whom attended school within the preceding year. The SCS surveys students about their perception of crime and violence in their schools, on the school grounds, on school transportation, and back and forth from school. Of the households, which completed the NCVS survey in 2007, 90% completed the SCS supplemental survey (5, 600 students) (Robers et al., 2010).

Based on the analysis of the data provided by the SCS, in 2007, 32% of students (ages 12-18) reported being bullied at school and another 4% reported being cyber-bullied during the school year. Of those participants 27% reported being bullied verbally (e.g., being made fun of, threatened with harm), 15% physically (e.g., pushed, shoved, tripped, spit on, made to do things they would not otherwise do, or property destruction), and 18% relationally (e.g., being the subject of rumors). Respondents indicated that the frequency of said bullying occurred: a) once or twice per school year (63%), b) once or twice per month (21%), c) once or twice per week (10%), and d) almost daily (7%). Based on their report, bullying occurred more often inside the school (79%) when compared to elsewhere (23% outside on school grounds, 8% on bus, 4% somewhere else). Despite the large prevalence of bullying being indicated as occurring inside the

school (79%), only 36% of those students who reported being bullied reported the incidents to teachers (Robers et al., 2010).

The joint agency publication from NCES for Indicators of School Crime and Safety released updated prevalence rates in 2012 (Robers et al., 2012) reflecting data collected for the 2009 academic year. In 2009, 28% (N = 5,000) of respondents ages 12-18, endorsed being bullied at school during the school year. Those who reported being bullied were made fun of or called names (19%) were the subject of rumors (16%), were threatened with harm (6%), were shoved, tripped or spit on (9%), were excluded purposefully from activities (5%), were made to do things they did not want to do (4%), and had their property described purposefully (3%). Of those who reported being shoved, tripped or spit on 22% resulted in injury. These incidents were reported to occur in places such as the hallway or stairwell (48%), inside the classroom (34%), outside on school grounds (24%), inside the bathroom or locker room (9%), inside the cafeteria (7%), on the school bus (6%), and somewhere else in the school (3%). Of those bullied at school in 2009 (28%), only 36% notified an adult. The sample from 2007 compared to 2009 evidences a slight decrease in overall endorsement in reported incidents (32% and 28%, respectively), yet maintains the pattern of under reported incidents to teachers.

Bullying and Youth Who Identify as LGBTQ/GN

Prevalence rates. Prevalence rates indicate a high number of adolescent students will experience what is referred to as gender-based, homophobic, and anti-LGBT bias bullying (Anagnostopoulos et al., 2009; Meyer 2008; Kosciw et al., 2012). This lends to the notion that educators have a high likelihood of encountering this type of bullying given the time students are in school and the social nature of schools.

Bullying of youth who identify as LGBTQ/GN may be related to homophobia. In interviews with middle school boys, 80% reported that homophobic teasing and name-calling was very common, and that only 8% of those boys said they were not homophobic (Phoenix, Frosh, & Pattman, 2003). The GLSEN has collected prevalence rates (for the past ten years) related to bullying of youth who identify as LGBTQ/GN and predictors of negative school climate and negative psychosocial effects (Kosciw et al., 2010). In 2009, GLSEN surveyed over 7,000 students who identified as LGBTQ/GN. Based on the survey, a majority of students indicated feeling unsafe at school due to their sexual orientation (61%) or gender expression (39.9%). Additionally, approximately 72% of students reported hearing homophobic remarks either frequently or often, with 62.6% noting negative comments related to gender expression (Kosciw et al., 2010).

Related to physical bullying, approximately 40% of students who are LGBTQ/GN reported being harassed at school due to their sexual orientation, with 27% of students endorsing physical harassment due to their gender expression. Acts of physical assault against a youth based sexual orientation, or gender expression, was reported by 18% and 12% of youth, respectively (Kosciw et al., 2010). GLSEN also included a longitudinal analysis of data collected over the past 10 years (1999-2009) that reflected a decreasing trend of reporters hearing homophobic epithets. While this is positive in nature, bullying such as harassment (verbal and physical) and assault showed a consistent trend with no significant decrease. GLSEN concluded that schools were not safe for students that identified as LGBTQ/GN (Kosciw et al., 2010).

In 2011, GLSEN (Kosciw et al., 2012) surveyed over 8,500 students who identified as LGBTQ/GN. Of those surveyed, a large percentage indicated feeling unsafe

at school due to their sexual orientation (63%) or gender expression (44%). LGBTQ/GN students reported being verbally bullied due to their sexual orientation (80%) and gender expression (64%). Respondents were physically bullied due to sexual orientation (38%) and gender expression (27%). Additionally, of those surveyed it was reported that they were physically assaulted due to sexual orientation (18%) and gender expression (12%). A large number of students who self identified as LGBTQ/GN indicated that they would be unlikely to report incidents (60%). According to the data collected, compared to previous years, victimization related to sexual orientation and gender expression has lowered and targeted interventions have increased (e.g., Gay Straight Alliance, positive representation of LGBTQ/GN issues in curriculum, supportive educators, and anti-bullying policies).

Psychosocial effects of bullying. Researchers agree that bullying is correlated with psychosocial effects upon both the bully and the victims. LGBTQ/GN identification is a predictor of elevated risk for adverse psychosocial effects when compared to youth that identify as heterosexual (Robinson & Espelage, 2012). These include increased levels of fear, physical complaints, depression, drug use, academic difficulties, lower self-esteem, school absenteeism, drop out rates, and suicide (APA, 2012; Anagnostopoulos et al., 2009; Birkett et al., 2009; Conoley, 2008; Dempsey et al., 2009; IOM, 2011; Kosciw et al., 2012; Poland, 2010; Rivers & Noret, 2008; Swearer, Song, Cary, Eagle, & Mickelson, 2001; Swearer et al., 2008). Many adverse psychosocial effects have been noted related to youth who identify as LGBTQ/GN being bullied due to sexual orientation or gender expression such as increased absenteeism, lowered student educational goals and achievement, lowered self-esteem, increased levels of depression

and anxiety (IOM, 2011; Kosciw et al., 2012), and posttraumatic stress disorder (D'Augelli, Pilkington, & Hersherberger, 2002). Among a sample of 9th – 12th graders who identified as LGBT, Almeida, Johnson, Corliss, and Azrael (2009) found that perceived discrimination related to sexual orientation mediated and accounted for higher rates of depression, symptomology among LGBT males and females and accounted for higher risk of suicidal ideation and self-harm. Furthermore, for male adolescents, increased suicidality was associated with gender nonconformity and mediated by bullying; however, with increased social support suicidality decreases (Friedman, Koeske, Silvestre, Korr, & Sites, 2006). Interestingly, children who identified as being both victim and bully were at higher risk for exhibiting anxiety and depression in comparison to those who did not play either role. Further, those who were bullies and bully/victims also endorsed higher levels of depression compared to those who did not have an identified role (Swearer et al., 2001).

Swearer, Turner, Givens and Pollack (2008) examined perceptions about being bullied verbally related to gender non-conformance with 9th-11th graders at an all male private school. Males who experienced bullying victimization through name-calling (e.g. “gay”), versus those bullied for other reasons, endorsed greater levels of distress psychologically (e.g., anxiety, depression, and external locus of control) and negative perceptions of school climate and experience. Based on Swearer and colleagues’ (2008) findings, for males, heterosexist/homophobic/gender-based forms of bullying appear to have a greater psychosocial impact than for those bullied for reasons other than being “gay.” Swearer and colleagues concluded that recognizing the forms of bullying and its

occurrence, in addition to understanding the attitudes students hold regarding bullying, will have implications for prevention and intervention in the schools.

Rivers and Noret (2008) explored the differences between youth whom identified as being attracted to members of the same-sex and those whom identified as being attracted to the opposite sex in 14 schools in England. The sample was matched to equate groups, including exposure to bullying (e.g., victimization, perpetration, and observation). The researchers investigated four areas: likelihood to engage in risky health related behaviors, worries and concerns, level of home and school support, and mental health and well-being. Rivers and Noret concluded that same-sex attracted students drank alcohol more frequently, alone, as opposed to opposite sex attracted individuals whom drank more in general (i.e., special occasions, everyday). There were no significant differences in the frequency of using tobacco products or using illegal drugs such as marijuana, ecstasy, and/or inhalants. While psychosocial indicators did not result in significant differences between the two groups on the variables of interpersonal sensitivity, depression or anxiety, there were differences in the area of hostility and loneliness. Groups offered no significant differences, with the exception of one item (e.g., worry about being gay or lesbian), which was only elevated for same-sex attracted youth. Further, there were no significant differences between the groups regarding seeking out social support (e.g., family, friends, and school staff); rather, each group rated all social groups high as confidants. Interestingly, it was noted that same-sex attracted youth were more likely to seek out the school nurse.

Young and Sweeting (2004) also conducted research indicating that gender non-conformity (for males in particular) was related to factors such as being victimized, more

loneliness, less friendships with same-sex peers, and lower self-esteem as opposed to those who behaved gender typical. Additionally, Espelage, Aragon, Birkett, and Koenig (2008) found that students who were questioning their sexual orientation reported greater encounters with bullying in addition to psychosocial effects such as depression, suicide, feelings of loneliness, and suicidality when compared to sexual minority and youth who identified as heterosexual. Self identified LGBTQ/GN youth, compared to youth who identified as heterosexual, endorsed higher levels of depression, suicidality, and substance use. Students who endorsed a high frequency of homophobic teasing and low parental support indicated higher use of substances (alcohol and marijuana). Conversely, those with greater parental support indicated lower psychosocial effects (i.e., depression, suicidality, substance use). Those who perceived a low positive school climate reported higher depression, suicidal feelings and substance use. In contrast, those with a high perception of positive school climate endorsed less depression and suicidal feelings. These findings were similar to GLSEN (Kosciw et al., 2010, 2012), which noted a positive effect upon school climate and experience when there are support systems in place (e.g., staff and clubs), in addition to policies and curriculum.

Perceptions and Influences Related to Bullying and School Practice

The present section reviews literature related to perceptions and influences related to bullying and school practice. The “General” section covers this topic as it relates to perceptions and practice of bullying in general for pre-service and experienced teachers, contextual factors that influence those perceptions, how teachers understand the definitions of bullying, their various responses to bullying, and mediation effects related to normalization of bullying behaviors.

Lastly, this section reviews literature related to perceptions and influences related to bullying and school practice that is related to sexual orientation and gender-based in nature. The “Sexual Orientation and Gender-Based” section covers internal and external influences that drive intervention, how teachers understand gender-based bullying, prevalence, and how sexual orientation and gender influence educators’ perceptions.

General. There are various perceptions and influences related to bullying and school practice in general particularly for the educators in those environments. Craig et al. (2000) explored pre-service personal teachers’ attributes and perceptions about bullying (physical, verbal, or relational) and whether or witnessing an incident first hand influenced their labeling of the aggressive behavior as bullying, how serious the depicted situation was, and their likelihood to intervene. Demographic data related to participant attributes such as sex and age, sex role orientation (masculinity and femininity), and level of belief in a just world were also obtained. To assess the dependent variables of type of aggression, perceived seriousness and likelihood to intervene, 18 vignettes depicted the three types of bullying written in first and third person (witnessed v. not witnessed). The dependent variables were measured by forced answer (e.g., “yes/no” this is a bullying situation) and Likert scale questions for their likelihood to intervene and perceived seriousness. Based on their analysis, Craig and colleagues concluded that the pre-service teachers were more likely to label physical aggression as bullying, perceive physical bullying as more serious and rate their likelihood to intervene as higher for said vignettes. Those behaviors presented in first person (witnessed) and less covert (relational types of aggression) were more likely to result in higher endorsement of empathy. They also noted that empathy was a strong predictor for pre-service teachers identifying vignettes as

bullying and higher ratings of likelihood to intervene. None of the personal attributes had predictive value for any of the dependent variables measured.

Using the Bulling Attitudes Questionnaire (BAQ: Craig et al., 2000), Yoon and Kerber (2003) investigated perceived seriousness, likelihood to intervene and level of empathy toward the victims of bullying (verbal, physical, and relational); however, their sample consisted of experienced teachers. Outcomes indicated that their sample viewed physical bullying as more serious than verbal and relational, and that verbal was perceived as more serious than relational types of bullying. Notably, teachers were less empathetic toward victims in cases of relational bullying and less likely to intervene when compared to its counterparts verbal and physical bullying.

Based on the aforementioned studies, Bauman and Del Rio (2006) modified the BAQ and examined pre-service teachers' perceived seriousness, empathy toward the victim, and likelihood to intervene for physical, verbal, and relational bullying. They also took their research a step further and compared their sample findings against Yoon and Kerber's (2003) previous findings related to teachers with experience. Similar to the Yoon and Kerber sample, perceptions of seriousness, empathy for the victim, and likelihood to intervene were significant across all three types of bullying scenarios for physical types of bullying when compared to verbal and relational bullying. The comparison between pre-service and experienced teachers resulted in significant differences between the two groups. Namely, pre-service teachers' perceived seriousness, empathy toward the victim, and likelihood to intervene were higher than those of experienced teachers. No significant difference was found between the two groups regarding how they would react or intervene when faced with the bullying.

As a supplemental study, Bauman and Del Rio (2006) extended upon their main study by sampling a university teaching program. Participants were given the six vignettes presented to participants in the main study and directed to rank order the vignettes from least to most serious. Rankings indicated that physical bullying was rated the most serious when compared to verbal and relational vignettes with relational being the least.

To evaluate the construct of bullying on the BAQ and to assess if there were differences between teachers and experts in the area of bullying, Bauman and Del Rio (2006) also surveyed individuals that had published on the topic of bullying. Similar to teachers' results, the experts had significant results however the results indicated that experts perceived relational bullying to be more serious than physical and verbal types of bullying with no difference between the latter two. Feedback provided by the expert participants regarding the BAQ vignettes, resulted in vignette 2 (relational bullying) being determined to be an outlier, because it lacked victim reaction and an actual incident of social exclusion, which was missing in prior versions. Given this information regarding vignette 2, Bauman and Del Rio reanalyzed data using vignette 5 (the other relational bullying scenario) by proxy. The reanalysis of the data with the proxy resulted in no significant differences for perceived serious for the experts. In other words, regardless of type, all types of bullying were perceived as serious for the experts. On the other hand, the sample of pre-service teachers outcomes related to perceived seriousness continued to yield significant differences with physical being greatest and relational least.

In an effort to enhance understanding of teachers' definitions of bullying and their responses, Marshall, Vargas, Meyers, Graybill, and Skoczylas (2009), conducted semi-

structured interviews with 30, 4th-8th grade teachers. Teacher interviews included answering in depth questions about tactics they used when intervening with bullying situations they have personally experienced. Four themes evolved from their data analysis, which included two strands of teacher responses: teacher intent (purpose of the response) and teacher involvement (role of the teacher implementing the strategy). Teacher intent fell into two categories – constructive response and punitive response toward the perpetrator. Constructive approaches included reactions, which were educational and supportive in nature; whereas, punitive were punishment oriented reactions (e.g., corporal, in-school suspension, out-of-school suspension, expulsion). Teacher involvement also broke into two categories: direct (teacher delivered) and indirect response (delegated to others).

The aforementioned categories could be conceptualized as a two-dimensional model and used to describe the various combinations of teacher intent (constructive v. punitive) and involvement (direct v. indirect). For example, educational responses delivered by the teacher were labeled constructive-direct (C-D). Specific reactions of C-D included pulling aside the student(s) and speaking with them, calling attention to the behavior, being protect of the victim, having the bully apologize, and sharing a personal experience with said bully. There are also three other types when they are crossed: constructive-indirect (C-I) (e.g., refer to counselor, consultation with other professionals, phone parents of victim), punitive-direct (P-D) (e.g., removal, punishment, placing oneself in between the students, and yelling), and punitive-indirect (P-I) (e.g., phone parents of bully, and refer bully to administration). This study provided several themes related to how teachers approach and react to bullying, which resulted in a two-

dimensional model. Limitations of the study include generalization due to the low number of participants, the limited ability to generalize because the sample consisted mainly of 4th-8th grade teachers, and the subjective nature of interview format. Similar to survey research, it is unclear if individuals would act in the same manner that they verbally reported.

While it does have limitations, this research supports previous findings regarding how teachers react to bullying scenarios they encounter and provides further evidence validating the two-dimensional model, whether or not the subcategories are valued more or less by teachers, and how this information could contribute to the design of prevention and intervention efforts (Marshall, Varjas, Meyers, Graybill, & Skoczylas, 2009).

Blain-Arcaro, Smith, Cunningham, Vaillancourt, and Rim (2012) focused their research to the contextual variables of indirect (i.e., relational bullying) that affect teachers' perceptions and likelihood to intervene when faced with relational bullying. They recruited experienced teachers through two teacher federations (approximately 40,000 available recruits) and yielded a final sample of experienced licensed teachers (N = 235) comprised of 78% females that were primarily full-time working status. Reportedly, their sample was distributed across grade levels (K-12) and varied across geographic contexts (e.g., urban to rural). Participants completed a web-based questionnaire comprised of demographic questions and items related to bullying and varied across nine contextual attributes. The attributes included: "(a) level of victim distress, (b) frequency of victimization, (c) disability status of victimized and bullying child, (g) socioeconomic status of victimized and bullying child, (h) physical size of victimized and bullying child, and (i) sex of victimized and bullying child. Each attribute

contained either three or four different levels (e.g., frequency of victimization: ‘Victim is [constantly / often / rarely / never] bullied’)” (p. 231). To create a large number of scenarios, an algorithm was used via a computer program; so, the same attribute was varied at three different levels across the same scenario.

Based upon their analysis of survey data collected, Blain-Arcaro et al. (2012) categorized participants into two categories: “protective” (i.e., more sensitive to scenarios that depicted the victim as vulnerable or powerless) or “contextually sensitive” (i.e., higher sensitivity to a range of contextual attributes in bullying situations). Across both types of teachers, of the nine attributes, victim distress and frequency of victimization had the greatest influence on their likelihood to intervene. Individual characteristics were less likely to influence the teachers’ decision process. Interestingly, while sex (i.e., male v. female; with greater likelihood to intervene when males bullied females) was a contextual variable considered in their study, sexual orientation and gender norms related to the bully or the victim were not included as part of the study.

Hektner and Swenson (2012) investigated mediation effects related to teachers’ perceptions of bullying being normal and found that the higher the teacher’s perception related to normalization, the less likely they were to intervene when witnessing a bullying situation. Additionally, students were also less likely to intervene when faced with similar situations of bullying. Furthermore, students’ perceptions of how much teachers empathized with victims also tied to how much students empathized and intervened when faced with bullying of peers. If teachers were low in empathy, students were also low in empathy and less likely to intervene.

In summary, there is a body of literature related to how different attributes such as work experience (e.g., pre-service teachers, experienced teachers, and experts) influence outcome variables such as perceived seriousness, level of empathy for the victim, and how likely they are to intervene related to bullying in general (Bauman & Del Rio, 2006; Craig et al., 2000; Yoon & Kerber, 2003). Further, the above literature captures how types of reactions by teacher faced with bullying can be conceptualized such as intent and involvement (Marshall et al., 2009) and “protective” or “contextually sensitive” (Blain-Arcaro et al., 2012). Individual characteristics and how they influenced teachers’ decision process when faced with bullying have also been explored (Blain-Arcaro et al.). Additionally, research has been completed related to how students’ perceptions and intervention are influenced by their teachers’ level of empathy when they are faced with bullying of their peers (Hektner & Swenson, 2012). All of these are valuable to the body of literature in understanding how teachers perceive bullying in general; however, they do not capture how sexual orientation and gender would influence those outcomes and reactions to bullying.

Sexual orientation and gender-based. The following studies add to the body of literature related to various perceptions and influences related to bullying and school practice that tie to sexual orientation and gender, particularly for the educators in those environments. Meyer (2008) completed a qualitative study of victimization involving sexually oriented harassment and identified internal and external influences that drive intervention by educators, or lack thereof. Internal influences encompassed personal identities and experiences with discrimination. External influences included teacher workload, emphasis on academics, insufficient training regarding bullying and sexual

harassment, inconsistent school policy, resistance to addressing the topic in teacher education programs, perceptions of campus administrators' shaping school climate (e.g., their policy implementation, leadership style, and personal values), lack of support in addressing incidents of harassment, lack of consistency between colleagues addressing such incidents, and interpersonal relationships with students. Meyer emphasized facilitating safer schools would take a systemic approach, which engaged multiple contexts such as family, students, teachers, administration, and community.

Anagnostopoulos et al. (2009) acknowledged the need for understanding teachers' perceptions and confusion about what constitutes gender-based bullying because they are the first line of prevention for students. Anagnostopoulos et al. examined the consequences of gender-based bullying as it affects students' academic engagement by reviewing the role of teachers and staff. They investigated teachers' definition of gender-based bullying their responses to such incidents, and how policy affected such responses. The study was conducted in a Midwestern school, during the 2004-2005 academic year. Interviews of 15 teachers and support staff included questions aimed at the (a) description of gender-based bullying (prevalence, frequency, severity, and features); (b) how, when, why school staff responded to the bullying; and (c) opinions about the school's policy for sexual harassment. Students were also surveyed to supplement staff interview data.

Teachers were posed with three types of gender-based bullying (a) male-on-female sexual harassment, (b) violence embedded within a heterosexual dating relationship, and (c) homophobic bullying. Male-on-female sexual harassment revealed themes related to swift prosecution when behavior was overt and public; however, when situations were posed in a subtle manner, teachers endorsed dual obligations to teaching

and discipline. When female victims were depicted as reacting overtly (e.g., crying), teachers aligned with the victim and intervened more readily; however, teachers reported the responsibility to lie in the hands of the female victim to report incidents. Male teachers admonished or punished when they intervened on behalf of a female victim. Female teachers disciplined the male perpetrators, and felt the need to teach the female victims about how the female victims' behaviors facilitated or prevented harassment.

Themes also included normalizing the perpetrator's behavior (e.g., male staff referring to it as immaturity rather than maliciousness in male-on-female situations); assigning responsibility to both the perpetrator and victim in the heterosexual dating relationships while exhibiting reluctance to intervene; and lastly, gay and lesbian targeted students were viewed as both perpetrator and victim (e.g., the student put themselves in that position by being of a different sexual orientation). While staff endorsed disciplining homophobic name-calling, they also described a lack of interaction with the gay/lesbian students when intervening. This study shared similar limitations to that of Marshall et al. (2009) such as generalizability and whether or not participants would behave in a similar fashion as they report.

Per the student surveys, half of the students reported having experienced a form of gender-based bullying at least once within the past year; moreover, one third had experienced it on more than one occasion (Anagnostopoulos et al., 2009). The prevalent types endorsed included sexual comments, staring (at bodies), and remarks about gender. Least endorsed were unwanted touching, putdowns based on gender, stories or jokes related to sex, name calling (homophobic), and rumors (sexually oriented). Despite the

high endorsement of experiences, only 24% of students reported to a staff member; rather, they talked to friends (87%) or ignored the perpetrator (71%).

Perez, Schanding, and Dao (2013) extended upon Bauman and Del Rio's (2006) research by conducting a partial replication of their study using the BAQ. Perez et al. (2013) did a preliminary investigation into educators' (N = 186) perceptions of bullying (verbal, physical, relational) when the victim's sexual orientation was a component of the vignette describing the victims. Vignettes depicted three types of bullying (verbal, physical, and relational), written in first person format, and assessed for three dependent variables (i.e., perceived seriousness, empathy toward the victim, and likelihood to intervene). Likert scales (5-point), one for each vignette, targeted the dependent variables. Vignettes were revised to reflect expert feedback provided in Bauman and Del Rios's study related to Vignette 2 (relational bullying), which lacked victim reaction and an actual incident of social exclusion, which was missing in prior versions. In order to assess the additional independent variable of group membership, the original BAQ was modified (i.e., BAQ-M) in Perez et al. to enable the researchers to measure how anti-LGBTQ/GN bias affected perceptions by developing a second set of vignettes, which depicted group membership of the victim as LGBTQ/GN.

The educators' rated all types of aggression high for both groups with LGBTQ/GN rated higher across all types of aggression with the exception of physical bullying. Physical bullying was rated slightly lower for group membership LGBTQ/GN when compared to non-LGBTQ/GN group membership across all three dependent variables resulting in an interaction effects. The existence of the interaction was not able to be determined but was speculated upon given the exploratory nature of the research. It

was a suggestion by the authors to conduct further research in this area correcting for weaknesses such as methods and statistical analysis while adding measures for homophobia and social desirability to see if these variables would influence outcomes.

Currently researchers have found that personal identities and experiences with discrimination (Meyer, 2008) and understanding of gender-based bullying (Anagnostopoulos et al., 2009), as well as external influences such as workload and so forth drive intervention, and lack thereof, of sexually oriented harassment (Meyer, 2008). The educators' rated physical, verbal, and relational types of aggression high for victims described as LGBTQ/GN and non-LGBTQ/GN with the exception of physical bullying. Physical bullying was rated slightly lower for group membership LGBTQ/GN when compared to non-LGBTQ/GN group membership for teachers' perceptions of perceived seriousness, level of empathy, and likeliness to intervene (Perez, Schanding, & Dao, 2013). Perez et al. (2013) adds to the body of work that precedes it that indicated differences in complex responses when individuals are of a non-normative sexual or gender orientation (Anagnostopoulos et al., 2009; Blain-Arcaro et al., 2012; Marshall et al., 2009; Meyer, 2008). It also supports previous findings that educators perceive the three different types of bullying (physical, verbal and relational) as greater for physical, then verbal, then relational for outcomes such as perceived seriousness, level of empathy, and likelihood to intervene despite sexual or gender orientation. A desire to further investigate why educators perceived physical aggression differently for victims depicted as LGBTQ/GN (Perez et al., 2013), and add to the growing body of literature related to educators' perceptions of bullying (Anagnostopoulos et al., 2009; Bauman & Del Rio, 2006; Blain-Arcaro et al., 2012; Craig et al., 2000; Hektner & Swenson, 2012; Marshall

et al., 2009; Meyer, 2008; Yoon & Kerber, 2003), motivates the rationale for the present study.

Rationale for Study

Current literature evaluates prevalence rates, psychosocial implications, interventions, and teachers' perceptions of bullying of both youth who identify as non-LGBTQ/GN and LGBTQ/GN (Anagnostopoulos et al., 2009; Kosciw et al., 2010, 2012; Robers et al., 2010). To strengthen understanding of the effects of stigma and its various contextual manifestations in the lives of youth who identify as LGBTQ/GN (APA, 2012; IOM, 2011) and advocate for LGBTQ/GN population in the schools (NASP, 2011), the current study aimed to continue the line of research related to educators' perceptions and bullying. Gaining additional understanding of the perceptions of educators who encounter anti-LGBT biased bullying will add to the literature related to the social influences, such as school, in youths' lives who are LGBTQ/GN (IOM, 2011). Understanding educators' perceptions related to the bullying of youth who are LGBTQ/GN is of value because it is likely that educators will encounter anti-LGBTQ/GN bullying given its large prevalence reported by youth that identify as LGBTQ/GN (Kosciw et al., 2012) and those who do not identify as LGBT but encounter anti-LGBT biased bullying (Swearer et al., 2008).

Hypotheses

The purpose of the present study was to merge recent research from both general bullying and gender-based bullying literature. This study expanded upon Perez et al.'s (2013) study by conducting a partial replication regarding educators' perceptions of three types of bullying across group membership (e.g., victims depicted as youth who were

LGBTQ/GN v. non-LGBT/GN) while accounting for the covariates of homonegativity and social desirability. Specifically, the following questions and hypotheses were investigated:

1. What are the effects of a student's group membership (i.e., LGBTQ/GN v. non-LGBTQ/GN) and type of bullying (e.g., verbal, physical, and relational) on educators' perception of seriousness of bullying behavior when accounting for homophobia and social desirability?
 - a. There will be a significant difference of educators' perception of seriousness of bullying behavior based on group membership.
 - i. Educators' perception of seriousness of bullying behavior will be greater for group membership of non-LGBTQ.
 - b. There will be a significant difference of educators' perceptions of seriousness of bullying based on type of bullying.
 - i. Educators' perceptions of seriousness will be greater for physical when compared to verbal and relational types of bullying.
 - ii. Educators' perceptions of seriousness will be greater for verbal when compared to relational types of bullying.
 - iii. No hypothesis is offered regarding the interaction of the main effects.
 - iv. No hypothesis is offered regarding the moderator effects of homophobia or social desirability.
2. What are the effects of a student's group membership (e.g., LGBTQ/GN v. non-LGBTQ/GN) and type of bullying (e.g., verbal, physical, and relational) on

educators' empathy for the victim of bullying behavior when accounting for homophobia and social desirability?

- a. There will be a significant difference of educators' perceptions of empathy toward the victim of bullying based on group membership.
 - i. Educators' perceptions of empathy toward the victim of bullying will be greater for group membership of non-LGBTQ.
 - b. There will be a significant difference of educators' perceptions of empathy toward the victim of bullying based on type of bullying.
 - i. Educators' perceptions of empathy will be greater for physical when compared to verbal and relational types of bullying.
 - ii. Educators' perceptions of empathy will be greater for verbal when compared to relational types of bullying.
 - iii. No hypothesis is offered regarding the interaction of the main effects.
 - iv. No hypothesis is offered regarding the moderator effect of homophobia or social desirability.
3. What are the effects of a student's group membership (e.g., LGBTQ/GN v. non-LGBTQ/GN) and type of bullying (e.g., verbal, physical, and relational) on educators' likelihood to intervene while accounting for homophobia and social desirability?
- a. There will be a significant difference of educators' perceptions of likelihood to intervene in bullying based on group membership.

- i. Educators' likelihood to intervene will be greater for group membership of non-LGBTQ/GN.
- b. There will be a significant difference of educators' perceptions of likelihood to intervene in bullying based on type of bullying.
 - i. Educators' perceptions of likelihood to intervene will be greater for physical when compared to verbal and relational types of bullying.
 - ii. Educators' perceptions of likelihood to intervene will be greater for verbal when compared to relational types of bullying.
 - iii. No hypothesis is offered regarding the interaction of the main effects.
 - iv. No hypothesis is offered regarding the moderator effects of homophobia or social desirability.

Chapter III

Methodology

Participants and Setting

This research was designed to investigate experienced educators' (e.g., teachers, diagnosticians, administrators, counselors, curriculum specialists, school psychologists, etc.) perceived seriousness of bullying, level of empathy toward the victim, and their likelihood to intervene when presented with bullying vignettes. Therefore, educators who indicated pre-service levels of experience and/or those with no teaching or field experience were excluded from this study. Educators' were asked to provide their current job title and the number of years of experience they had been within the field of education. Educators with one year and greater, who worked within elementary, middle, or high school setting were included in the study. Those who worked within higher education or had less than 1 year of experience working with elementary, middle, or high school settings were excluded from the study. A preliminary power analysis was conducted using G*Power to obtain a sample size. Based on the number of independent and dependent variables, as well as expecting a medium effect size (setting an alpha level of .05 and power of .80), a necessary sample size of approximately 400 participants was estimated (Erdfelder, Faul, & Buchner, 1996).

Participants were offered the option to enter a raffle for a \$100 gift card to compensate them for their time following the completion of the survey via an electronic survey link powered by Survey Gizmo. Participants were recruited utilizing electronic invitation via social networks such as Facebook, a university list-serve, and two school

district email list-serves, which connected the educators to an electronic survey managed through Survey Gizmo.

In total, 520 completed the survey; however only 439 were included in the data analysis because they assented to participation, had no missing data, met inclusion criteria, and agreed to allow their data to be used after disclosure of deceit of the true purpose of the study after the completion of the survey. Additionally, surveys that were affected by a typographical error were also excluded ($n = 75$). During the course of data collection, a typo was discovered within a vignette that affected 1 out of the 2 vignettes for Relational Bullying of LGBTQ/GN group membership. Upon discovery, recruitment was ceased, and revisions were made to the identified vignette after discussion with the dissertation committee. Recruitment continued following the revision leading to a lower number of participants for that particular type of bullying and group membership ($n = 15$).

Of the total participants ($N = 439$), all participants completed demographic information including age, sex, gender, state of residence, occupation, sexual orientation, and other demographics (see Appendix A for specific demographics questions). Most individuals who participated were recruited through email ($n = 297$) (see A5).

Participants resided in 18 of the 50 U.S. states, and the vast majority reported residing in Texas ($n = 403$), and identified as female ($n = 390$), heterosexual ($n = 418$), and Caucasian or White ($n = 321$). A large proportion of participants reported being between the ages of 31-40 ($n = 153$) and reported 11-15 years of experience as an educator. For additional demographic details see Appendix A.

Table 1

Participants' Individual Years of Experience in Frequency and Percentage

Years of Experience	Frequency	Percentage
1-5	95	21.4
6-10	102	23.0
11-15	104	23.5
16-20	57	12.9
21>	84	19.0
Missing	1	.2

The sample of educators indicated that their work experience involved working at school levels in early childhood ($n = 23$), elementary school ($n = 139$), middle/junior high school ($n = 75$), High School ($n = 116$), and multiple levels ($n = 86$). Job titles included various roles within the school setting and were in the realms of special education (e.g., speech pathologist) and general education (administration and nurses) and the vast majority of participants were teachers ($n = 237$) and support staff ($n = 47$) (see table A4).

Instruments

Bullying attitude questionnaire-Modified (BAQ-M). The BAQ was originally developed by Craig et al. (2000). The BAQ is a scale that depicted three types of bullying (verbal, physical, and relational) using vignettes which are written in a manner which the participant both witnesses the incident and does not witness the incident (i.e., first person v. third person). There were three vignettes per type of bullying type written from each perspective resulting in a total of 18 vignettes. Cronbach's alphas for internal consistencies ranged from $\alpha = .69$ to $\alpha = .85$. Craig et al.'s BAQ scale assessed for three constructs, whether or not the participant considered the situations depicted in the vignette as bullying, perceived seriousness of the situation, and their likelihood to intervene.

Yoon and Kerber (2003) modified Craig et al.'s (2000) BAQ, which, "included changing some scenarios to make the bullying seem less ambiguous, and using only witnessed bullying situations" (p. 29). The modification of the original BAQ included adding an additional Likert scale question assessing empathy toward the victim and one open-ended question regarding the teacher's involvement in intervention: (e.g., How would the teacher intervene with the perpetrator?). Bauman and Del Rio (2006) utilized the BAQ as modified by Yoon and Kerber's study. Bauman and Del Rio utilized a total of six bullying vignettes written in first person (2 verbal, 2 physical, and 2 relational). Each vignette was then followed by three Likert scale questions (5- point) which assessed teachers' perceived seriousness of the bullying (Cronbach's alpha $\alpha = .74$), their level of empathy toward the victim (Cronbach's alpha $\alpha = .85$), and their likelihood to intervene (Cronbach's alpha $\alpha = .67$) which were then summed and calculated for mean scores. The researchers also used Craig et al.'s BAQ two open-ended questions related to how the respondent would respond to the victim and perpetrator (Cronbach's alpha $\alpha = .60$ and $.54$, respectively).

Perez et al. (2013) utilized the BAQ-Modified (BAQ-M) in order to assess the additional independent variable of victim's group membership (non-LGBTQ/GN v. LGBTQ/GN). To do so, two sets of the BAQ-M were created as described above with all of the aforementioned corrections and omissions suggested by previous researchers (Bauman & Del Rio, 2006; Yoon & Kerber, 2003). The two sets distinguished the group membership (non-LGBTQ/GN and LGBTQ/GN) of the victim in each vignette yielding 6 scores for Cronbach's alphas for perceived seriousness ($\alpha = .68/.92$), level of empathy ($\alpha = .73/.94$), and likelihood to intervene ($\alpha = .63/.94$) (Perez et al., 2013).

In the present study, the BAQ-M was revised reflecting corrections to weaknesses noted by previous researchers (Bauman & Del Rio, 2006; Yoon & Kerber, 2003).

Similar to Perez et al. (2013), the BAQ-M was modified to depict the two different victim's group memberships. Additional revisions made to the survey items included removing age related content such as "children participating in centers" and "children participated in group work." Phrases such as these were changed to be broader and less age specific to phrases such as "students participated in groups." Additionally, to focus solely on gender-based bullying, vignettes utilized gender-based language and epithets across all vignettes. For example, in the previous non-LGBTQ/GN version used in Perez et al., verbal bullying scenarios used words such as "dork" as opposed to its counterpart in the LGBTQ/GN version that used language such as "faggot." Gender/sexual orientation based epithets and pejoratives were balanced across all vignettes.

The independent variable of group membership (LGBTQ/GN v. non-LGBTQ/GN labeled L and X, respectively) was depicted in the description of the victims in each scenario of the BAQ-M. Vignettes XA-XF depicted victims' with group membership identified as non-LGBTQ/GN (Appendices E – G), and the vignettes LA-LF identified victims' group membership as LGBTQ/GN (Appendices H – J). To capture the spectrum of sexual orientations and gender orientation, there were two scenarios describing a homosexual male, two scenarios with a homosexual female, and two scenarios with gender-nonconforming victims (e.g., 1 male, 1 female). For both types of group membership, there were two vignettes for three types of bullying (verbal, relational, and physical) for a total of 12 scenarios. The scenarios were as follows: (a) verbal scenarios

were items A and B, (b) relational were items C and D, and (c) physical were items E and F; Hence, vignettes XA-XF and LA-LF as noted above.

Following each scenario, participants answered three questions, which assessed each dependent variable (perceived seriousness, level of empathy, and likelihood to intervene). Dependent variables were each measured by a 5-point Likert scale, ranging from strongly disagree to strongly agree. In this study, participants only answered questions related to 1 of 6 combinations of vignettes to maintain independence for the methods and analysis that are explained later in more detail. Cronbach's alphas ranged from $\alpha = .51$ to $\alpha = .92$ with internal reliability being the weakest for the scales measuring perceived seriousness of physical bullying of youth who are LGBTQ/GN.

Table 2

Internal Reliability Coefficients For Each Survey Type For Dependent Variables Of Perceived Seriousness, Likelihood to Intervene, and Level Of Empathy

Survey Type	Dependent Variable		
	Perceived Seriousness	Level of Empathy	Likelihood to Intervene
	α	α	α
Non-LGBTQ/GN Verbal	.77	.72	.81
Non-LGBT/GN Relational	.74	.86	.90
Non-LGBTQ/GN Physical	.65	.92	.80
LGBTQ/GN Verbal	.62	.91	.74
LGBTQ/GN Relational	.77	.80	.92
LGBTQ/GN Physical	.51	.82	.67

Note. Cronbach Alpha's reported are rounded to the hundredths place value; LGBTQ/GN = Lesbian, Gay, Bisexual, Transgender, Questioning/Gender Non-Conforming

Homonegativity short form. The Homonegativity -16 Scale was originally designed in 2001 (Wrench, 2005). For purposes of this study, the short form of the Homonegativity Scale (as opposed to the 16-item original) was used as a measure of homophobia/homonegativity. The Homonegativity Short Form (HSF) is a self-report 10-item measure that participants responded to using a 5-point Likert scale ranging from 1 to

5, strongly disagree to strongly agree, respectively (Appendix K). Scores were summed (possibility of 50 points for 10 items) and a mean score was derived (highest mean score possible being 5). Higher scores were indicative of higher levels of homonegativity or negative perceptions of individuals that were described as LGBTQ/GN (Wrench, 2005). Reliability alpha coefficients were as follows: (a) current student $\alpha = .89$, (b) original form $\alpha = .936$, and (c) the original short form $\alpha = .90$. Construct validity was explored by Wrench (2005) by conducting a factor analysis of the HSF and found, “the scree plot clearly indicated that there was only one primary factor and only one factor with an eigenvalue above one accounting for 53.5% of the variance” (p. 159). Factor loadings for the ten items ranged from .67 to .79. Wrench also explored convergent and predictive validity of the HSF. According to Wrench, there is a positive relationship between ethnocentrism and homonegativity that previous studies investigated regarding convergent validity (see Wrench & McCoskey, 2003). Wrench also noted that previous studies indicated that males scored higher than females in homonegativity. So to test convergent validity of the HSF, Wrench also theorized that the HSF would be positively correlated with higher levels of ethnocentrism and it distinguish males from females on ratings of homonegativity. These measures of validity were positive as theorized (r value .57 with ethnocentrism and males scoring higher on the HSF than females as measured by a series of t tests). To measure predictive validity, Wrench found that the HSF predicted ethnocentrism fairly well when compared to a measure of ethnocentrism (i.e., see Ethnocentrism Scale: Neuliep & McCroskey, 1997).

Social desirability scale-17 (SDS-17). The Social Desirability Scale-17 (SDS-17) (Stöber, 2001), is a 17-item measure (Cronbach’s $\alpha = .72$, test-retest $r^2 = .82$ (across 4

wks.), $r^2 = .74$ convergent validity with the Marlowe-Crown Social Desirability Scale (MCSDS; see Crowne & Marlowe, 1960) which measures an individual's responses to items that target socially undesirable behaviors that occur frequently and a "readiness to give biased, distorted self-descriptions that portray oneself in a manner that can make a favorable impression on others" (Blake, Valdiserri, Neuendorf, & Nemeth, 2006, p. 1626) (Appendix L). Stöber (2001) reported that the SDS-17 scores correlated more with impression management and the Big Five personality dimensions agreeableness and conscientiousness, and diverged from scales related to self-deprecation. Participants respond to a forced answer format, "true" or "false". Scores increase by true responses on 9 items and false responses on 7 items (reverse score items 1, 4, 6, 7, 11, 15, 17).

Based upon Stöber's (2001) analysis of the tool, item #4 (i.e. "I have tried illegal drugs (for example, marijuana, cocaine, etc.)") was excluded from the calculation of the total score due to low item-total correlation ($r = -.07$) leaving only 16 items. Stöber's SDS-17 has had preliminary validation in American context (Blake et al., 2006). Tran, Stieger, and Voracek (2012) further investigated the psychometrics of the SDS-17 in 5 samples ($N = 2, 817$). While Stöber's analysis of item #4 resulted in the recommendation to delete it, Tran et al. (2012) recommended that it fit better with younger homogenous cohorts and could be deleted when not used in that instance. They also suggested the deletion of item #12 (i.e., "I would never live off other people.") because it most frequently showed poor fit across all five of the samples. Based on this recommendation and Stöber's, both items #4 and #12 were not used as part of the present study for a total of 15 items related to social desirability (Cronbach's $\alpha = .78$).

The aggression questionnaire. Additional scales were included within the questionnaire to assist with concealing the main purpose of the study (Appendix M) one of which was a portion of the Aggression Questionnaire. The predecessor to the Aggression Questionnaire was the Hostility Inventory created in 1957. The Aggression Questionnaire (AQ; Buss & Perry, 1992) was a selection of items from the aforementioned inventory and has four self-report subscales: physical aggression, verbal aggression, anger, and hostility. For purposes of concealment the subscale, anger, was used. The subscale is made up of seven 5-point Likert scale items (least to most) with one item that is reversed scored. Internal consistency rating for the subscale of Anger was .83 and test-retest correlations were .72, and for the current study, Cronbach's $\alpha = .83$.

GLSEN local school climate survey: school-based version. Additional scales were included within the questionnaire to assist with concealing the main purpose of the study (Appendix M) one of which was a revised portion of the school-based version of the local school climate survey (GLSEN and Harris Interactive, 2012). Items from the school-based version of GLSEN's Local School Climate Survey (GLSEN and Harris Interactive, 2012) were selected and modified to be applicable to educators. The original survey has several sections and items. Of those items, 5 were selected and adapted to be from the perspective and self-report for adults in the school environment rather than students for which the survey was originally intended resulting in 20 items total for this measure. Items were a combination of 5-point Likert scale (frequently to never) and self-selection regarding traits (e.g., Has anyone in your work place expressed feeling unsafe at your school because of your sexual orientation, race, gender, etc.?). Psychometrics were

not available for this instrument because the instrument is meant to be utilized to develop local norms and drive intervention and prevention efforts at a local level. For the current study Cronbach's $\alpha = .90$.

Procedure

Individuals were recruited by electronic invitation through social networking, University of Houston Curriculum and Instruction graduate students' list serves, email, and two Texas based public school districts' employee list serves/emails using a scripted recruitment statement (Appendix B). Informed consent was included at the beginning of the survey and was required to complete prior to the participants moving through the remainder of the survey (Appendix C). All potential participants were reminded that their participation was completely voluntary and there were no penalties or prejudice should they have decided not to participate or abandon the survey. Deceit regarding the true purpose of the study was utilized to avoid priming participants and increasing the likelihood of gaining unbiased response patterns due to the targeted variables. Therefore, words such as bullying, LGBTQ/GN, social desirability, and homonegativity were excluded from the consent statement. If individuals did not provide consent after being informed, they were directed to a closing page of the electronic survey thanking them for their participation (Appendix O). If they provided consent they were routed into the electronic questionnaire.

Within each version of the survey each participant completed demographic questions at the beginning of the survey following consent (Appendix D). Then they were routed to 1 of 6 groups of vignettes to which they were randomly assigned to 1 of 6 bullying vignettes and group membership: (a) verbal bullying of non-LGBTQ/GN

membership, (b) relational bullying of non-LGBTQ/GN membership, (c) physical bullying of non-LGBTQ/GN membership, (d) verbal bullying of LGBTQ/GN membership, (e) relational bullying of LGBTQ/GN membership, and (f) physical bullying of LGBTQ/GN membership. Following each vignette they were prompted to answer three questions related to the dependent variables of perceived seriousness, likelihood to intervene, and level of empathy. Lastly, each participant continued on to answer questions related to social desirability, homonegativity, as well as items related to level of anger and school climate. Items related to level of anger and school climate were integrated with the scales related of social desirability and homonegativity to deter bias and priming and conceal the true purpose of the study. All of these items were presented in a randomized order as to avoid presentation bias.

Upon completion of the questionnaire, participants were then provided with disclosure of deceit page which informed them of the variables being measured and the main purpose of the study (see Appendix N). Following the disclosure of deceit, the participants were then asked if they consented to have their responses recorded as part of the study with a forced answer response (“yes or no”) (See Appendix N). At that point, if participants elected to continue to allow for the responses to be a part of the study, they were given the option to enter a raffle for a \$100 gift card with a forced response item (“yes” or “no”). Individuals that desired to enter the raffle were then provided a new Survey Gizmo link connecting them to a separate survey link requesting their email addresses for purposes of the raffle, only. It was necessary to record identifiers for purposes of the raffle drawing; however, the personal identification information was not

linked to responses on the survey data. It was estimated the survey took less than 25 minutes to complete. The investigator did not offer additional inducement to participants.

Variables

Independent variables. Two primary independent variables were investigated. The first independent variable, group membership (sexual orientation and gender expression) had two levels: (a) LGBTQ/GN and (b) non-LGBTQ/GN. Non-LGBTQ/GN victims were of neutral sexual orientation and gender expression; whereas, LGBTQ/GN scenarios identified the victim's sexual orientation and gender as non-heterosexual or gender non-conforming.

The second independent variable, type of bullying scenario, had three different levels: (a) physical, (b) verbal, and (c) relational bullying. The independent variable of bullying was defined as being repetitive in nature that caused distress. Each scenario reflected this definition, and was specific to the type of aggressive behavior (physical, verbal or relational). Physical scenarios had behavior such as pushing, kicking, spitting, or taking belongings of the victim. Verbal bullying scenarios displayed behavior such as name-calling or verbal threats. Lastly, relational bullying scenarios included behaviors such as alienation or leaving out the victim from social opportunities.

Dependent variables. There were three dependent variables investigated which included (a) educators' perceived seriousness of the bullying scenario, (b) educators' level of empathy toward the victims in each bullying scenarios, and (c) educators' likelihood to intervene in each bullying scenario.

Covariates. A covariate is an independent variable not manipulated by the experimenter but still affecting the response of the dependent variable so scores are

adjusted statistically for the covariates (Tabachnick & Fidell, 2007). Two covariates were also employed. The covariate, homonegativity, was defined as an “individual’s negative perceptions” of LGBT individuals (a.k.a. homophobia) (Wrench, 2005, p. 158; see Wright et al., 1999 for original Homophobia scale). The covariate, social desirability, was defined as, “readiness to give biased, distorted self-descriptions that portray oneself in a manner that can make a favorable impression on others” (Blake et al., 2006, p. 1626).

Chapter IV

Results

Preliminary Data Analysis

Initially, data were analyzed for inclusion and exclusion criteria via questions within the demographic section of the survey. Experienced educators were included (>1 year of experience) while pre-service (< 1 year of experience) and individuals who failed to report their years of experience were excluded from the data analysis. Individuals who elected for their responses to be excluded following the disclosure of deception ($n = 3$) were also removed from the data analysis. Partial responses were excluded from the overall analysis and were deleted list wise. After determining inclusion criteria for participants, means were calculated for each dependent variable (e.g., seriousness, empathy, and likelihood to intervene) across the independent variables of type of bullying (verbal, physical, relational) and group membership (non-LGBTQ/GN and LGBTQ/GN).

Total $N = 520$ was reduced to $N = 439$ with list wise deletion for participants that did not assent to participation ($n = 3$), give consent for their data to be included in the analysis ($n = 3$), and for those who were affected by a typographical error ($n = 75$). While the typographic error reduced the sample by 75 and created an uneven randomization, examination of variances indicated similar patterns pre and post reduction. See Appendix Q-R for tables of data analysis that included list wise deletion due to assent and consent and the deleted 75 participants ($N = 514$). Patterns prior to the participant reduction were consistent with the final analysis following the deletion of affected participant data.

Participants were randomly assigned to versions of the survey through Survey Gizmo. Participants were assigned to one of six combinations of group membership and bullying type with the majority being assigned to verbal bullying of non-LGBT/GN, physical bullying of LGBTQ/GN, then relational bullying of non-LGBTQ/GN, verbal bullying of LGBTQ/GN, physical bullying of non-LGBTQ/GN, lastly, relational bullying of LGBTQ/GN.

Table 3

Frequency and Percentages Of Random Assignment Of Participant To One Of Six Vignettes Types

Group Membership	Type of Bullying		
	Verbal	Relational	Physical
Non-LGBTQ/GN	114 (26)	79 (18)	70 (15.9)
LGBTQ/GN	78 (17.8)	15 (3.4)	83 (18.9)

Note. Percentages of frequency appear in parenthesis.

Sampling of participants included solicitation through email of two public school districts, list serves of a major university, and social media (FB). Sampling was snowball and self-selection to the study. Over 6,000 emails were directly sent out to individuals within two separate school districts via email after permission was obtained through their respective research review boards. A return rate of approximately 520 completed surveys was obtained after all modes of recruitment were exhausted. The return rate resulted in approximate return of 719 individuals that initiated the survey. Only 520 surveys (72.3%) were completed in totality while 189 (26.3%) were completed partially and 10 (1.4%) were disqualified. Partially completed surveys included those individuals that opened the survey, consented and then did not answer every question, any question, or left survey without going through to the last item. It is unknown if individuals that completed the survey partially, later returned to complete it in totality or abandoned it all

together. Those that were disqualified did not meet inclusion criteria. The previous table shows the number of participants with the list wise deletion of participants ($N = 439$). For the frequency and percentages of the random assignment of participants prior to the case wise deletion see Table R1 ($N = 514$).

There are four assumptions to MANCOVA: independence, random sampling, normality, and homogeneity of covariance matrices. Assumptions were checked as part of the analysis. The assumption of independence means that each participant does not influence one another, thereby making the reported data from each participant independent of each other. By nature of the design of the questionnaire, participants' responses were not influenced by those of other participants. However, there was no way to prove definitively that participants did not communicate with each other about the content of the questionnaires.

Normality assumes that the sampled group is distributed normally for each independent variable based upon the central limit theorem therefore normally distributed. Checks for normality included a visual examination of histograms, Shapiro-Wilk's test, and box plots. All tests for normality indicated results that were not normally distributed. As reported in Table 4, Shapiro-Wilk's test of normality indicated violation $p = .000$ for both independent variables.

Table 4
Statistic, Degrees Of Freedom And p Values For Shapiro-Wilk's Test Of Normality Across Group Membership And Type Of Bullying

Variable	df	Statistic	<i>p</i>
Group Membership			
Non-LGBTQ/GN	263	.81	.000
LGBTQ/GN	176	.79	.000
Type of Bullying			
Verbal	192	.72	.000
Relational	94	.87	.000
Physical	153	.83	.000

As shown in Table 5, Levene's Test of Homogeneity was also violated across both group membership and type of bullying indicating that variances of all dependent variables were not equal.

Table 5

Test of Homogeneity Based on Mean Across Group Membership and Type of Bullying

Variable	Group Membership ^a		Type of Bullying ^b	
	Statistic	<i>p</i>	Statistic	<i>p</i>
Seriousness	10.47	.001	5.11	.006
Intervene	6.97	.009	23.70	.000
Empathy	4.33	.038	3.07	.048

^adf1 = 1, df2 = 437. ^bdf = 1, df = 436

When a distribution is normal, skewness and kurtosis values are zero. When the mean of the variable is not in the center of the distribution then it is not symmetrical, also known as skewed. The skewness for all the DVs were in a negative direction giving a left tail skew indicating a higher proportion of scores were found to the right of the distribution (Tabachnick & Fidell, 2007) as shown in Table 6 and displayed in histograms of the skewness and kurtosis (Appendix P). Kurtosis values significantly higher than zero indicate a distribution that too peaked with short and thick tails (Tabachnick &

Fedell, 2007). In this instance, particularly for verbal types of bullying, as shown in Table 6 and displayed in histograms of skewness and kurtosis (Appendix P), kurtosis is peaked and at times flat (relational types of bullying).

Table 6
Means, Standard Deviation, Skewness, and Kurtosis Coefficients For Perceived Seriousness Across Group Membership And Type Of Bullying

Variable	Mean (SD)	Skewness	Kurtosis
Group Membership			
Non-LGBTQ/GN	4.47 (.60)	-1.12	1.06
LGBTQ/GN	4.58 (.49)	-1.10	.67
Type of Bullying			
Verbal	4.65 (.50)	-1.78	4.23
Relational	4.31 (.61)	-.58	-.20
Physical	4.46 (.57)	-1.02	.69

Homogeneity of covariance matrices is the assumption that the samples come from populations that have the same variances for each dependent variable, and they are equally distributed. Box's M Test of Homogeneity of covariance was also violated $F(30, 27668) = 4.68, p = .000$.

Primary Analysis

To examine differences across the two group memberships and three types of bullying while adjusting for covariance of two variables, a 2 X 3 between-subjects multivariate analysis of covariance was performed using SPSS MANCOVA. Factorial MANCOVAs were used to evaluate several independent and dependent variables at the same time while decreasing the likelihood of making a Type I error (Tabachnick & Fidell, 2007). Independent variables were group membership of bullying victims (GM; non-LGBTQ/GN and LGBTQ/GN) and type of bullying (TOB; verbal, relational, and physical). The 2 X 3 MANCOVA was used to evaluate three dependent variables

associated with educators' perceptions of bullying behaviors: perceived seriousness, level of empathy, and likelihood to intervene. Adjustment was made for two covariates: social desirability and homonegativity. A series of analyses of variance were conducted as a follow up to significant differences discovered for the overall multivariate effects. Significant ANCOVAs were followed by post hoc pairwise comparisons analysis (Tabachnick & Fidell, 2007).

A 2 X 3 MANCOVA was used to evaluate data and minimize the likelihood for Type I error (false positive of a significant difference). With the use of Wilk's criterion, the combined DVs of perceived seriousness, likelihood to intervene, and level of empathy were all significantly related to the covariate homonegativity, $F(1, 431) = 7.577, p = .000$, partial $\eta^2 = .050$ but not to the covariate of social desirability, $F(1, 431) = 2.365, p = .071$, partial $\eta^2 = .016$. With the use of Wilk's criterion, the combined DVs of perceived seriousness, likelihood to intervene, and level of empathy were all significantly related to the main effect of type of bullying, $F(2, 431) = 7.971, p = .000$, partial $\eta^2 = .053$ but not to the main effect group membership, $F(2, 431) = 1.000, p = .393$, partial $\eta^2 = .007$. The interaction of main effects GM and TOB was also non significant, $F(2, 431) = .403, p = .877$, partial $\eta^2 = .003$. The following table summarizes the results of the analysis. (See Index Q, specifically Table Q7, for a review of the 2 X 3 MANCOVA that was used to evaluate data that included all data prior to list wise deletion of cases due to the typographical error, $N = 520$.)

Table 7

Means and Standard Deviations for Seriousness, Empathy, and Likelihood to Intervene

	Type of Bullying					
	Verbal		Relational		Physical	
	M	SD	M	SD	M	SD
LGBTQ/GN Scenarios						
Seriousness	4.69	.41	4.33	.52	4.51	.54
Empathy	4.53	.85	4.43	.46	4.32	.85
Likelihood to Intervene	4.88	.32	4.47	.61	4.86	.34
Non-LGBTQ/GN Scenarios						
Seriousness	4.61	.55	4.30	.63	4.41	.60
Empathy	4.57	.68	4.43	.58	4.31	.80
Likelihood to Intervene	4.85	.41	4.61	.59	4.84	.39

Note. LGBT = lesbian, gay bisexual, transgender, questioning; GN = gender nonconforming. M = average of two items related to each type of bullying; SD = Standard Deviation. Average scores (minimum = 1, maximum = 5) are plotted in Figures 1 – 3.

Covariates, homonegativity and social desirability, may have influenced the dependent variables so they were included in the 2 X 3 MANCOVA. By including the covariates, the within-group error variance was reduced because they explained some of the error variance (Tabachnick & Fidell, 2007). Looking first at significance values, social desirability did not influence any of the three DVs while homonegativity did.

Homonegativity, provided significant adjustment to all three dependent variables. The B value of -.121 (confidence interval from -.192 to -.050) for perceived seriousness was significantly different from zero, $t(425) = -3.33, p = .001$, as was the B value of -.164

(confidence interval from -.261 to -.067) for level of empathy, $t(425) = -3.34, p = .001$, as was the B value of likelihood to intervene -.116 (confidence interval from -.171 to -.061), $t(425) = -4.12, p = .000$.

For Social Desirability, none of the DVs reached statistical significance. The B value of .221 (confidence interval from -.013 to .454) for perceived seriousness was not significantly different from zero, $t(425) = 1.86, p > .05$, as was the B value of -.198 (confidence interval from -.515 to .118) for level of empathy, $t(425) = -1.23, p > .05$, as was the B value of likelihood to intervene .108 (confidence interval from -.073 to .289), $t(425) = 1.18, p > .05$. See table A6 for additional means and standard deviations for social desirability based upon occupation.

Overall, participants' reported level of perceived seriousness, level of empathy for the victim, and likelihood to intervene were inversely influenced by their level of homonegativity. To be more specific, as the level of homonegativity increased their level of seriousness, empathy, and likelihood to intervene decreased. After adjusting for differences on the covariates, TOB made a significant contribution to the composite of the DVs that best distinguishes between perceived seriousness, level of empathy, and likelihood to intervene.

Post hoc analysis of homonegativity as it related to occupation was conducted using an Analysis of Variance Analysis (ANOVA). Levene's Test of Homogeneity was not violated indicating that variances of the covariate variable was equal $F(12, 426) = 1.90, p = .033$. Post hoc comparisons were followed through after the ANOVA indicated significance $F(12, 426) = 1.86, p = .037$. An analysis of homonegativity as it related to occupations revealed that school psychologists reported significantly less homonegativity

when compared to counselors ($p = .013$), diagnosticians/psychometricians ($p = .002$), speech pathologists ($p = .011$), support staff ($p = .000$), and teachers ($p = .001$) (Table 8). Nurses also evidenced a significant difference in homonegativity means when compared to support staff ($p = .047$).

Table 8

Mean and Standard Deviations for Homonegativity Based Upon Educators' Occupation

Occupation	N	M	SD	95% CI	
				LB	UB
Behavior Specialist	12	1.89	.73	1.43	2.36
Counselor	19	2.10	.73	1.75	2.45
Curriculum Specialist	6	1.88	.72	1.13	2.65
District Administrator	9	2.06	.54	1.64	2.47
Diagnostician or Psychometrician	26	2.17	.51	1.96	2.37
Nurse	2	1.15	.07	.51	1.79
Occupational Therapist	3	1.87	.47	.69	3.04
Reading Specialist	7	2.01	1.01	1.08	2.95
School Administrator	15	2.00	.68	1.62	2.38
School Psychologist	45	1.61	.54	1.45	1.77
Speech Pathologist	11	2.22	.59	1.83	2.62
Support Staff	47	2.17	.67	1.98	2.37
Teacher	237	2.01	.77	1.91	2.11
Total	439	2.00	.72	1.93	2.06

Note. N = number of participants; M = mean; SD = standard deviation; CI = confidence interval; LB = lower bound UB = upper bound

Two-way ANCOVA for perceived seriousness. A two-way ANCOVA was conducted to determine the effects of GM and TOB on educators' perceptions of bullying seriousness. Based on the analysis, a main effect for TOB on level of perceived serious

reported, $F(2, 431) = 10.287, p = .000$, partial $\eta^2 = .046$. Generally, educators perceived the TOB to be greater in seriousness for verbal than that of physical and relational types of bullying with the adjustment of covariates (Table 9). The main effect for the victims' sexual orientation/gender expression (non-LGBTQ/GN or LGBTQ/GN) on the level of perceived seriousness of bullying was non-significant, $F(1, 431) = 1.663, p = .198$, partial $\eta^2 = .004$. Overall, a non-significant interaction effect was found between the TOB and the youth's GM on the level of perceived seriousness endorsed $F(2, 431) = .095, p = .910$, partial $\eta^2 = .000$. Generally, educators perceived seriousness of verbal, physical, and relational bullying of youth depicted as LGBTQ/GN was slightly higher than youth described as non-LGBTQ/GN; however, these differences were not significant with the adjustment of covariates (Table 9 and Figures 1-3).

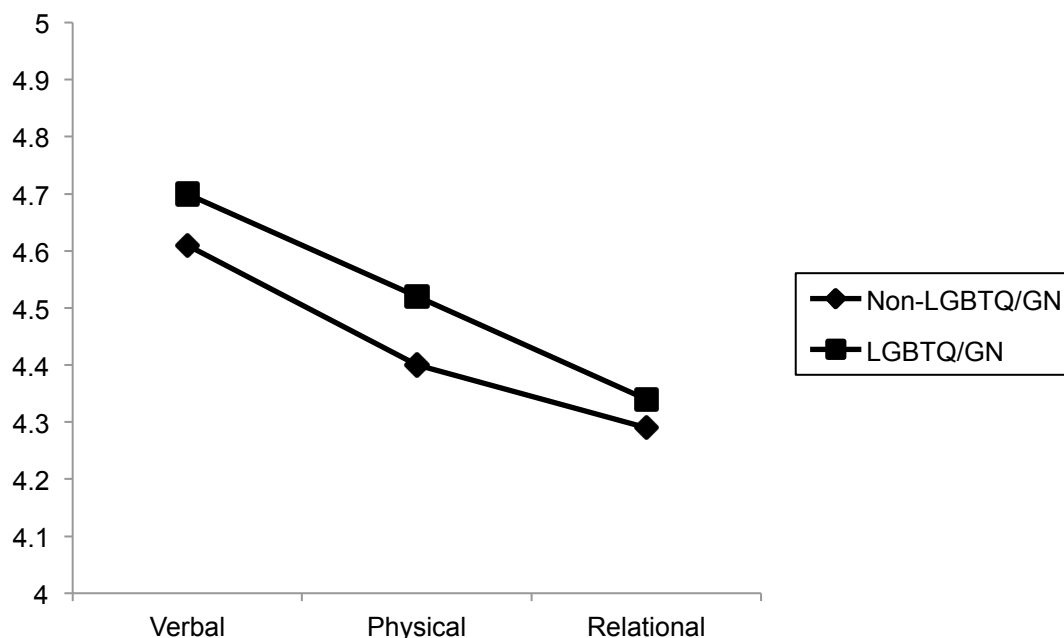


Figure 1. Estimated marginal means of perceived seriousness.

LGBT = lesbian, gay bisexual, transgender, questioning; GN = gender nonconforming. M = average of two items related to each type of bullying. Scale reduced for clarity of outcomes. Average scores (minimum = 1, maximum = 5). Covariates appearing in the model are evaluated at the following values: Homonegativity = 1.9954, Social Desirability = .5996.

Two-way ANCOVA on level of empathy. A two-way ANCOVA was conducted to determine the effects of GM and TOB on educators' level of empathy toward the victims depicted in the vignettes. Based on the analysis, a main effect for type of bullying on level of empathy reported, $F(2, 431) = 5.138, p = .006$ partial $\eta^2 = .023$. Generally, educators reported level of empathy to the TOB was greater for verbal than that of relational and physical types of bullying with the adjustment of covariates (see Tables 9). The main effect for the victims' sexual orientation/gender expression (non-LGBTQ/GN or LGBTQ/GN) on the level of reported empathy bullying was non-significant, $F(1, 431) = .079, p = .778$, partial $\eta^2 = .000$. Overall, a non-significant interaction effect was found between the TOB and the youth's sexual orientation/gender

expression on the level of empathy endorsed $F(2, 431) = .140, p = .870$, partial $\eta^2 = .001$. Generally, educators reported level of empathy of verbal, physical, and relational bullying of youth identified as LGBTQ/GN as greater than youth depicted as non-LGBTQ/GN; however, these differences were not significant with the adjustment of covariates.

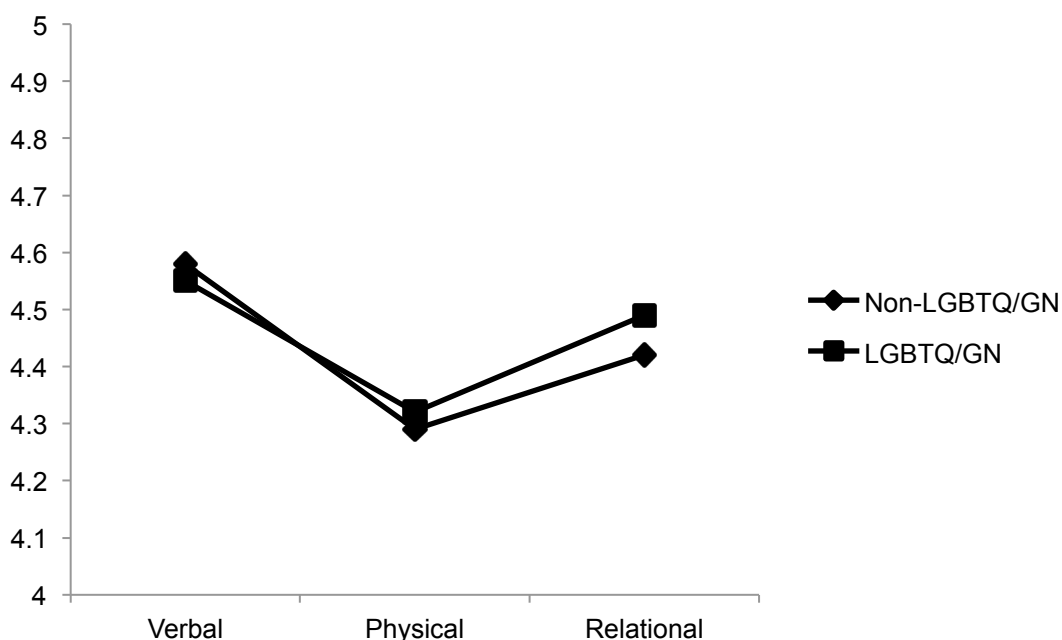


Figure 2. Estimated marginal means of empathy toward the victim. LGBTQ = lesbian, gay bisexual, transgender, questioning; GN = gender nonconforming. M = average of two items related to each type of bullying. Scale reduced for clarity of outcomes. Average scores (minimum = 1, maximum = 5). Covariates appearing in the model are evaluated at the following values: Homonegativity = 1.9954, Social Desirability = .5996.

Two-way ANCOVA for likelihood to intervene. A two-way ANCOVA was conducted to determine the effects of GM and TOB on educators' level of empathy toward the victims when faced with bullying situations posed in vignettes. Based on the analysis, a main effect for type of bullying on the reported likelihood to intervene reported, $F(2, 431) = 12.472, p = .000$, partial $\eta^2 = .055$. Generally, educators' likelihood to

intervene to the different types of bullying to be greater for verbal than that of physical, and, lastly, relational types of bullying (see Table 9). The main effect for the victims' sexual orientation/gender expression (non-LGBTQ/GN or LGBTQ/GN) on the level of reported likelihood to intervene to bullying was non-significant, $F(1, 431) = .069, p = .793$, partial $\eta^2 = .000$. Overall, a non-significant interaction effect was found between the TOB and the youth's GM on the likelihood to intervene endorsed $F(2, 431) = .759, p = .469$, partial $\eta^2 = .004$. Generally, educators perceived their likelihood to intervene of verbal, physical, and relational bullying of LGBTQ/GN youth slightly greater than youth depicted as non-LGBTQ/GN; however, these differences were not significant with the adjustment of covariates.

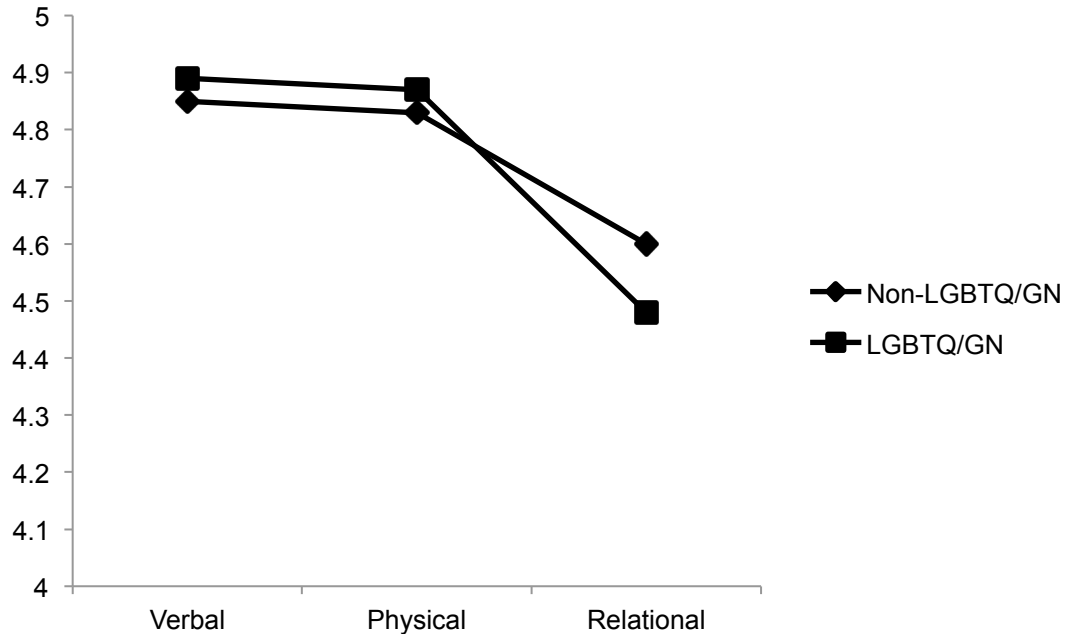


Figure 3. Estimated marginal means of likelihood to intervene. LGBT = lesbian, gay bisexual, transgender, questioning; GN = gender nonconforming. M = average of two items related to each type of bullying. Scale reduced for clarity of outcomes. Average scores (minimum = 1, maximum = 5). Covariates appearing in the model are evaluated at the following values: Homonegativity = 1.9954, Social Desirability = .5996.

Summary of univariate effects. Post hoc analysis of the significant main effect of type of bullying was completed using pairwise comparisons with a Bonferroni adjustment for multiple comparisons. Since there were no significant main effects detected for GM, no further analysis was conducted related to pairwise comparisons. Estimated means were as follows for GM and TOB, respectively. For a review of estimated means prior to list wise deletion (N = 514) see Appendix R.

Table 9

Estimated Marginal Means and Standard Error for Perceived Seriousness, Empathy, and Likelihood to Intervene Adjusting for Homonegativity and Social Desirability

	Type of Bullying					
	Verbal		Relational		Physical	
	M ^a	SE	M ^a	SE	M ^a	SE
LGBTQ/GN Scenarios						
Seriousness	4.70	.06	4.34	.14	4.52	.06
Empathy	4.55	.08	4.49	.19	4.32	.08
Likelihood to Intervene	4.89	.05	4.48	.11	4.87	.05
Non-LGBTQ/GN Scenarios						
Seriousness	4.62	.05	4.29	.06	4.40	.07
Empathy	4.58	.07	4.42	.08	4.29	.09
Likelihood to Intervene	4.85	.04	4.60	.05	4.83	.05

Note. LGBTQ = lesbian, gay bisexual, transgender, questioning; GN = gender nonconforming. M = average of two items related to each type of bullying; SE = Standard Error. Average scores (minimum = 1, maximum = 5) are plotted in Figures 1 – 3.

^aCovariates appearing in the model are evaluated at the following values: Homonegativity = 1.9954, Social Desirability = .5996.

With regard to post hoc pairwise comparisons of perceived seriousness as they related to TOB, significant mean differences existed between verbal and relational bullying ($p = .000$) and between verbal and physical bullying ($p = .004$). However, there was no significant difference for perceived seriousness between relational and physical bullying ($p = .276$).

Post hoc pairwise comparisons of level of empathy toward the victim in the vignettes for TOB also resulted in significant differences between verbal and relational bullying ($p = .000$) and physical and relational bullying ($p = .000$). Yet, the estimated

means difference between verbal and physical types of bullying was non significant ($p = .670$).

Pairwise comparisons of likelihood to intervene for TOB resulted in significant difference between verbal and physical types of bullying ($p = .001$); yet no significant differences were detected between verbal and relational ($p = .363$) or relational and physical ($p = .205$) types of bullying.

Chapter V

Discussion

Main Findings

The present study's aim was to merge recent research related to general bullying and gender-based bullying by investigating educators' perceptions of three types of bullying across youths' sexual orientation and gender expression while considering homonegativity (i.e., homophobia) and social desirability. Specifically, educators' perceptions of seriousness, empathy, and likelihood to intervene were examined.

Social desirability and homonegativity. As previously stated, the under reporting of educator interventions to address bullying and their limited effectiveness (Kosciw et al., 2010, 2012) by students related to sexual orientation or gender norms may be related to inherent bias within institutions or communities of practice (as well as the individuals within them) and further supports the central statement of the problem. Social desirability was assessed to determine if participants answered questions related to the vignettes (as well as other items) in a biased manner. Based on mean scores, school psychologists rated social desirability lowest. Curriculum specialists, support staff, and teachers endorsed the highest levels of social desirability, in descending order, respectively (see Table A6). Social desirability did not influence educators' perceptions based on these data.

While social desirability did not significantly account for educators' perceptions of bullying, as individuals' homonegativity increased, their level of perceived seriousness, level of empathy, and likelihood to intervene toward the victims in the vignettes decreased. As stated previously, individuals as well as institutions, such as

schools, hold belief systems that inherently transmit the dominant culture's belief systems. Therefore, policies held by the dominant society (e.g., country, state, and school district) have an impact on the climate of the schools (Puchner & Klein, 2011; Savage & Harley, 2009), possibly accounting for the under reporting of intervention and limited effectiveness by students on the part of the educators (Kosciw et al., 2010, 2012) in addressing gender-based bullying or anti-LGBTQ/GN bias.

Data indicated that homonegativity was significantly related to the dependent variables on an individual level. Therefore, those individuals with greater negative perceptions of persons who are LGBTQ/GN are more likely to perceive gender-based or sexual-orientation based bullying as less serious, in turn leading to a lesser likelihood to feel empathetic and intervene. While there were no significant differences between the victim groups of LGBTQ/GN v. non-LGBTQ/GN, all the vignettes depicted gender/sexuality based bullying of the victims.

The lack of significant differences between the two group memberships that faced similar gender/sexually based policing and bullying of the victims can be interpreted both positively and negatively. First, the fact that there were no significant differences between the two groups means that participants perceived the groups similarly and that all bullying, despite sexual and gender orientation backgrounds, were rated high on seriousness, empathy, and likelihood to intervene. In contrast to previous research, the level of seriousness, empathy, and likelihood to intervene were rated as slightly higher for youth described as LGBTQ/GN; however, the differences were not significantly different from youth who were non-LGBTQ/GN. These findings are encouraging as it gives support that educators' perceive all children that perceive bullying of students

equally regardless of the student's perceived or declared sexual orientation or gender expression.

Research does exist regarding homophobia as a social construct relates to bullying in the schools. However, existing literature has not looked at homonegativity as it relates to occupation within the school system and may be a new area of investigation. Per the items related to homonegativity (i.e., Homonegativity Short Form), participants that held the occupations nurse ($n = 2$) and school psychologist ($n = 45$) had the lowest ratings of homonegativity. However, since nurses had low representation, this finding warrants replication with a larger sample. School psychologists scores related to homonegativity were significantly different from counselors, diagnosticians, speech pathologists, support staff, and teachers (Table 8). Further research should be conducted to determine why these differences exist (e.g., variations in training) that predict level of homonegativity as it relates to occupation.

Previous research related to anti-bullying/no tolerance policies in schools is primarily related to the presence or absence of said policies (Kosciw et al., 2010, 2012). Per the present study, of those that answered, 91% ($n = 401$), participants reported having an anti-bullying policy for their district; however, whether or not those policies included anti-LGBTQ/GN bias language or antidiscrimination and harassment language geared to sexual orientation and/or gender expression is uncertain because survey items did not request this information to avoid biasing participants prior to their moving through the remainder of the survey. Fewer educators reported having specific training for bullying prevention (78%). Again, it is unclear if those that reported having training in bullying prevention and intervention were provided with information related to anti-LGBTQ/GN

bias and its psychosocial implications. For those who did participate in the present study, it is unclear whether or not the presence or absence of the policies affected their perceptions of gender/sexuality-based bullying and how they would intervene. Additionally, whether or not the presence or lack thereof of specific training for bullying prevention influenced outcome variables was not ascertained. This is a noteworthy area for further exploration.

Perceived seriousness. It was hypothesized that there would be a significant difference in educators' perceptions of seriousness of bullying behavior based upon group membership after accounting for social desirability and homonegativity. Previous research reported differences in perceived seriousness related to group membership, with outcomes being higher for LGBTQ/GN group membership across verbal and relational types of bullying but not for physical bullying (Perez et al., 2013). The current research did not support previous findings, with no significant differences in educators' perceptions of seriousness of bullying based upon group membership (LGBTQ/GN v. non-LGBTQ/GN) or type of bullying. Educators rated the seriousness of bullying to be very high for both groups.

The current findings stand in contrast to previous findings, but may be related to the specific pejoratives and epithets utilized in the revised bullying scenarios. As noted in Chapter 1, homophobic banter, or the pejoratives and epithets used in the current study, are a form of policing gender norms and sexual orientation for those youth that are or are not LGBTQ/GN (Anagnostoulos et al., 2009; Swearer et al., 2001). This type of language is used by individuals to police gender and sexual norms that are culturally determined appropriate with or without the knowledge of a victim's actual sexual

orientation or gender identity. Therefore, the current study's description of gender/sexuality-based bullying was similar across all vignettes to capture this universal aspect of this type of aggressive behavior. By having these present throughout all scenarios, the data may reflect a more authentic depiction of scenarios that educators may encounter and possibly a better account of the outcome variables. Vignettes in previous studies (i.e., Bauman & Del Rio, 2006; Craig et al., 2000) did not use strong language or used words that were possibly less offensive. The current study, in contrast, used language that may have been perceived as offensive, thereby eliciting a more unique response pattern from participants. It is unknown if this response pattern from participants was more authentic and/or socially desirable in nature despite measures of social desirability being non significant.

Unlike previous research (Bauman & Del Rio, 2006; Craig et al., 2000; and Perez et al. 2013; Yoon & Kerber, 2003), educators' perceptions of the seriousness of bullying type was greatest for verbal when compared to physical and relational. Physical was perceived as more serious than relational. Relational continued to be perceived as least serious in nature, a finding consistent with previous literature (Bauman & Del Rio, 2006; Craig et al., 2000; Perez et al., 2013; Yoon & Kerber, 2003). There were no significant interaction effects between group membership and type of bullying for perceived seriousness as in Perez et al. (2013) indicating that previous findings with this interaction may have been unique in nature.

Educators may find verbal bullying more serious than the other types of bullying because it is something that they are familiar with and may feel more comfortable confronting it. Youth reportedly encounter the verbal type of bullying more frequently

than physical or relational (Kosciw et al., 2010, 2012; Phoenix et al., 2003; Robers et al., 2010, 2012), which may lead to educators encountering this type of behavior more often. Therefore, the familiarity and comfort level may have theoretically resulted in higher ratings on this outcome variable.

Level of empathy toward the victim. While the level of empathy was slightly higher for LGBTQ/GN youth, there were no significant differences upon educators' level of empathy with regard to group membership after adjusting for social desirability and homonegativity. This finding also contrasts previous findings of Perez et al. (2013). Despite nonsignificant differences between groups, there were significant differences in educators' level of empathy toward the victims in the vignettes with regard to the type of bullying presented in the vignette. Similar to perceived seriousness, empathy was also highest for verbal types of bullying. In contrast, physical bullying was rated the lowest instead of relational bullying which was the typical pattern found by previous researchers. This finding is different than previous research completed in which physical bullying received the highest ratings of empathy (Bauman & Del Rio, 2006; Craig et al., 2000; Perez et al., 2013; Yoon & Kerber, 2003). It is unclear what caused verbal bullying to result in higher outcomes; however, like perceived seriousness, it is possible that educators may have higher empathy because they too have experienced policing of gender norms through verbal pejoratives and epithets (Kosciw et al., 2010, 2012; Phoenix et al., 2003; Robers et al., 2010, 2012). Interestingly, empathy toward the victim for relational bullying was rated as higher than physical bullying despite this factor being rated lower than perceived seriousness and likelihood to intervene. This finding is counterintuitive, as one may anticipate that higher empathy for relational bullying would

result in higher likelihood to intervene and perceived seriousness (Bauman & Del Rio, 2006; Craig et al., 2000; Yoon & Kerber, 2003). There were no significant interaction effects between group membership and type of bullying.

Likelihood to intervene. While participants reported that they would be more likely to intervene for those youth who were LGBTQ/GN, the differences were nonsignificant after adjusting for social desirability and homonegativity. However, there were significant differences based upon type of bullying with verbal bullying being greatest and relational being rated the least likely to elicit intervention. Again, it is speculative that the prevalence of verbal bullying (Kosciw et al., 2010, 2012; Phoenix et al., 2003; Robers et al., 2010, 2012) may predispose educators to report a higher level of intervention due to their own opportunities to witness such types of bullying and comfort level, or self-efficacy, to intervene in these types of situations regardless of group membership. There were no significant interaction effects between group membership and type of bullying.

Summary. Heterosexism is a belief system that has recently been challenged by society at large over the recent decades through advocacy and legislative gains. However, the negative attitudes toward those that challenge gender and sexual orientation norms continue to be evident in today's society. One of the institutions that pass on the larger culture's belief systems is the educational system (Puncher & Klein, 2011) through local policies and climates. These negative belief systems may guide educators' attitudes toward aggressive acts that are gender and sexually based (i.e., gender-based bullying). Educators could serve to improve school climate for students who are LGBTQ/GN. This study involved reports from various educators ranging from support staff (e.g.,

paraprofessionals) to school administrators (e.g., principals), with the main contributors being teachers from across grade levels, with outcomes that resulted in one's level of perceived seriousness, the level of empathy, and likelihood to intervene decreasing as one's level of homonegativity increased.

School psychologists' and nurses' levels of homonegativity were lowest and significantly different from other occupations, thereby influencing their outcomes on dependent variables. Hudson and Ricketts (1980) posited that level of training and education may have an influence on levels of homonegativity. While school psychologists and nurses typically require higher levels of education, it is not clear that the significant differences are directly attributed to their level of education. However, one could speculate that this may be correlated with the amount of course work in the area of cultural diversity. Rather, training endeavors, such as course work and amount of cultural diversity, by disciplines such as the IOM, APA, and NASP (which not only have policies and position statements but on-going training initiatives related to mental health and physical health) may also be a reason for the lower levels of homonegativity reported by these two occupations, though this is purely speculative. With this in mind, it calls into question the level of training, such as cultural competence and diversity training, related to sexual orientation and gender orientation within all educators' unique training programs. Further research exploring the correlation between outcome variables and the amount of introspective explorations of belief systems and how they influence one's practice (e.g., cultural competence) for the various professionals in educational settings (e.g., teachers, counselors, etc.) would also be a worthy endeavor.

Based upon literature previously discussed regarding teachers' attitudes, perceptions, belief systems, traits related to gender-based bullying (Anagnostopoulos et al., 2009; Bauman & Del Rio, 2006; Conoley, 2008; Meyer, 2008; Perez et al., 2013; Reid et al., 2004;), group membership did influence their level of perceived seriousness, level of empathy, or likelihood to intervene. In contrast to previous research, the current study found the levels of seriousness, empathy, and likelihood to intervene were rated as slightly higher for youth described as LGBTQ/GN; however, the differences were not significantly different from youth who were non-LGBTQ/GN. These findings are encouraging as it gives support that educators' perceive all children that encounter gender/sexuality-based bullying equally regardless of their perceived or declared sexual orientation or gender expression.

That said, the outcomes of this study do not take away from the national findings of organizations such as GLSEN that indicate that students perceive their schools to be unsafe (Kosciw et al., 2012); rather, it may support the findings of GLSEN because homonegativity did negatively influence the educators' perceived seriousness, likelihood to intervene, and empathy toward the victim for both LGBTQ/GN and non-LGBTQ/GN students. So, if gender-based bullying is occurring and an individual has a high level of homonegativity, it may influence how they react, therefore, affecting school climate for all students.

The outcomes related to group membership in the current research may be a reflection of efforts by large organizations such as GLSEN and NASP regarding safe schools and school climate through advocacy and training of the professionals that work in these environments. It may also be attributable to legislative and school policy

endeavors which target protecting against discrimination in the schools related to differences including sexual orientation, gender identity, and gender expression such as enumerated anti-bullying state laws and non-discrimination state laws (Kosciw et al., 2010, 2012).

While the outcomes related to the main effect of group membership are hopeful, training endeavors should continue to emphasize the different types of bullying and the psychosocial impact, particularly for relational bullying as it has longer lasting implications for those children that either perpetuate or endure it (APA, 2012; Anagnostopoulos et al., 2009; Birkett et al., 2009; Conoley, 2008; Dempsey et al., 2009; IOM, 2011; Kosciw et al., 2012; Poland, 2010; Rivers & Noret, 2008; Swearer et al., 2001, 2008). Moreover, advocacy toward change of anti-discrimination policy and laws in the schools should continue. While there has been a large movement and education in this realm, not all states have laws that protect against discrimination related to gender-based bullying, and even have legislation that counter act such efforts such as “no homo promo” laws that prohibit antidiscrimination laws related to sexual orientation and gender expression (Kosciw et al., 2012).

Additionally, it was theorized that the outcome variables would be affected by the group membership of the victim depicted in the vignettes while accounting for homonegativity. It was hypothesized that across all three outcome variable (seriousness, empathy, and likelihood to intervene, that bullying vignettes featuring non-LGBTQ/GN youth would be rated significantly higher when compared to those vignettes containing LGBTQ/GN youth. Despite an adequate sample size as determined by a power analysis, no significant effects were detected related to the main effects of group membership as it

pertains to the outcome variables. The current findings stand in contrast to previous research. The lack of significant difference between group memberships may be explained by different social theories related to prejudice, victim blame, and/or participants under or over reporting their homonegativity or social desirability. Only further investigation, and possibly conceptualizing the project based upon modifications of current theories or different theories altogether may assist in explaining this lack of significance. That said, the lack of difference, while previously noted as optimistic, may also highlight that participants lack of differences means that they consider all cases of gender-based bullying the same despite the sexual orientation and/or gender expression of the youth depicted in the vignettes. Individual differences may not be taken into consideration when confronted with these types of scenarios. Furthermore, knowing what we know about the psychosocial impact of gender-based bullying on those youth that are LGBTQ/GN, this is critical. Therefore, research may need to begin reconceptualizing the impact of variables such as homonegativity and the impact it has on teachers' perceptions of bullying.

Strengths and Limitations of the Present Study

Similar to Perez et al. (2013), a strength of the current study is that it includes a variety of educational professionals (e.g., school psychologists, teachers, counselors) and support staff (e.g., paraprofessionals such as teaching assistants) that have a higher likelihood of encountering bullying on a daily basis and have a role in protecting children while in the school setting. It was also one of the few studies that compared group membership of youth who are LGBTQ/GN against non-LGBTQ/GN as they relate to educators' perceptions when faced with realistic scenarios.

This study had a larger sample size than its predecessor study that the partial replication was based upon (Perez et al., 2013) and has national representation; however, the majority of the sample was derived primarily from Texas so generalizing outcomes to a larger population of educators outside of Texas and other states represented should be done with caution. Outcomes should also be interpreted with caution due to the violations of normality (i.e., skewness and kurtosis). These violations do not necessarily negate the outcomes; however, they may further limit the inferences that may be drawn from the study. Cronbach reliability coefficients that were calculated for the BAQ-M, which ranged from .51 to .92. Therefore, it would be of additional interest to conduct validity and reliability research protocols for the various vignettes to ascertain if they are measuring the type of bullying and outcome variables they were meant to measure (construct, divergent, and convergent tests). Furthermore, the original BAQ was developed in the early 2000s and the varied reliability may indicate that the survey may need to be updated, and/or a new instrument is necessary to capture gender-based bullying behaviors.

While the survey was set up to be completed independently, it is assumed that participants completed the questionnaire independently and without influence from others; however, recruitment was through social media sources (such as e-mail and Facebook) it could not be ruled out that an individual could have spoken to a peer and been influenced in their response pattern. Because the test was one of self-selection this could be a threat to interval validity of the outcomes. Each individual that chose or did not choose to participate or allow their responses to be used following the disclosure of deceit may have created bias in the responses. This selection process may have

influenced the statistical outcomes. Over 6,000 emails were directly sent to two large school districts, in addition to social media recruitment, resulted in approximate return of 719 individuals that initiated the survey. Only 520 (72.3%) were completed in totality while 189 (26.3%) were completed partially and 10 (1.4%) were disqualified. Partially completed surveys included those individuals that opened the survey, consented and then did not answer every question, any question, or left survey without going through to the last item. Those that were disqualified did not meet inclusion criteria. While this return rate was low, a true return rate was calculated and believed to be an estimate due to the inability to capture those that abandoned the survey at any point. Further complicating the ability to calculate a true return rate was not being able to estimate those individuals that chose to abandon the survey initially but may have returned at another time to complete it in its entirety. Outcomes may have also been different if everyone that received the recruitment statement met inclusion criteria, participated fully, and gave consent for their responses to be used in the research. Moreover, outcomes may have been influenced because people who had an interest in the topic participated versus those who did not complete it fully or denied the use of their responses. For example, individuals that participated may have considered themselves to be allies or individuals that support and/or advocate for those who identify as LGBTQ/GN. In total, 520 completed the survey; however only 439 were included in the data analysis due to list wise deletion and due to a typographical error ($n = 75$). The typographical error primarily affected the participants that took the survey for LGBTQ groups for relational bullying resulting in reduced participants for that survey ($n=15$). While the typographical error reduced the sample by 75 and created an uneven randomization, examination of

variances indicated similar patterns pre and post reduction; therefore, the error was thought to not significantly influence the findings. That said, outcomes should be interpreted with caution knowing that this group was affected by a typographical error.

A measure of social desirability was obtained from survey participants to account for the possibility that individuals may have become savvy to what was being measured by the survey, and rated items in a socially desirable manner rather than how they would typically report. While a measure was given to ascertain this response pattern, it remains unknown how many participants answered survey questions in a more socially acceptable manner, as opposed to how they would actually respond to the vignette situations if presented to them in their life. Furthermore, a measure of how realistic the vignettes were was not obtained from participants. How realistic, or lack thereof, may or may not have contributed to the large variation in internal reliability ratings which influenced the results being interpreted with caution. It is unknown whether or not this measure would adequately predict the behavior of educators when compared to real life situations. That said, capturing how educators would react to bullying situations in a naturalistic setting on a daily basis would be difficult; therefore, vignettes are an acceptable acquisition method for data related to bullying in schools (Schoenberg & Ravdal, 2000).

Furthermore, those that may have become aware of the topics being measured, despite the efforts to conceal them, may have discontinued or not allowed their responses to be included in the data analysis. This was evident by one individual that elected to not have their information included following the disclosure at the end of the survey, and the few emails that were sent to the principal investigator that were emotionally charged and

voicing their opposition to the project (e.g., stating that the research had a liberal agenda and for the principal investigator to remove them from their recruitment list).

The heterogeneous populations of youth who identify as LGBTQ/GN (IOM, 2011) may further complicate the generalization of these findings. It is unclear if participants would rate outcome variables differently if the variable of LGBTQ/GN group membership were further analyzed. For example, respondents may evidence bias when posed with vignettes that described victims as gay versus transsexual. Outcomes may also vary for youths depicted as identifying as bisexual when compared to gay or lesbian. This would be another avenue to explore in relations to educators' perceptions and how they affect the outcome variables targeted in the current research project.

Future Prospects and Implications to the Field of School Psychology

Future directions. In light of the contribution of the current study, there continues to be a need for further exploration into the field of bullying in general and that related to anti-LGBTQ/GN bias and gender-based bullying. First, previous research typically places the level of seriousness, empathy toward the victim, and likelihood to intervene as greater for physical types of bullying (e.g., Bauman & Del Rio, 2006; Craig et al., 2000; Perez et al., 2013; Yoon & Kerber, 2003). The current study had verbal bullying higher for the outcome variable of empathy toward the victim. This view of verbal bullying over physical and relational types of bullying would be an area worthy of further investigation to understand why this deviation from previous research arose (Bauman & Del Rio, 2006; Craig et al., 2000; Perez et al., 2013; Yoon & Kerber, 2003).

The current research agenda included the collection of data related to variables that were not utilized in the primary analysis (e.g., level of anger and school climate).

Using this data to answer additional questions such as the whether or not homonegativity and/or anger levels of participants mediates school climate would be an interesting avenue to explore. Furthermore, the current study could analyze the data to ascertain if years of experience have any predictive value for the outcome variables similar to Bauman & Del Rio's (2006) comparison between pre-service and seasoned teachers. Moreover, the current data may enable researchers to distinguish how outcomes vary between those early in their career compared to those with several years of experience. The current analysis, while outside of the primary analysis, explored how occupations varied with regard to social desirability and homonegativity. This analysis showed significant differences between school psychologists in comparison to other occupations surveyed such as support staff and teachers. Types of training may contribute to these differences and is worthy of investigation.

Additionally, whether or not vignettes that are more realistic to what practitioners may encounter versus vignettes that are less realistic and how they influence the outcome variables is also noteworthy for further investigation. For example, different language or gay discourse (McCormack, 2013; i.e., epithets) and victim descriptions (e.g., "openly gay") when presenting the gender-based bullying may have more readily assisted the educators to make their decisions related to perceived seriousness, level of empathy toward the victim, and their likelihood to intervene. It would be of interest to obtain further research to see how educators' personal experience (i.e., prevalence) and comfort level influence outcomes related to gender-based bullying that is more realistic in nature. Moreover, obtaining opinions related to the current study's vignettes and whether or not

they are perceived as more naturalistic as opposed to its predecessors (e.g., BAQ; Bauman & Del Rio, 2006; Craig et al., 2000; Perez et al., 2013) would be note worthy.

To further explore the policing of gender-roles, it would be of equal interest to measure how much variability would be accounted for by educators' level of conformity to gender-roles and if that had any predictive value toward the three outcome variables in the current study. Henderson and colleagues (2010) investigated factors that influenced jurors' decisions toward LGBTQ/GN sexual assault victims, namely, how they labeled the crime, and how they attribute blame to the victim and assailant. Those who were lower in measures of homonegativity were more likely to have lower levels of blame toward the victim. Another avenue to explore, related to victim blame, would be to see if findings similar to Henderson and colleagues would occur if a partial replication was conducted with educators determining the impact of blaming the victim in gender-based bullying vignettes as a function of homonegativity and whether or not it would impact assigned discipline/intervention for the bully (assailant) and the victim in bullying scenarios/vignettes as Henderson and colleagues did.

Differences in how educators react to gender-based bullying and how they occur for students may differ. The situations depicted in the vignettes in the present study are not situations that are exclusive to educators, and can also occur for students. Understanding students' views regarding the vignettes describing these gender-based bullying situations would be an interesting addition to the literature, and may highlight why students underreport incidents to teachers (Anagnostopoulos et al., 2009; Kosciw et al., 2012). Further comparison of these data to educators' perceptions may shed interesting light upon how students' reactions contribute to school climate.

Consequently, a combination of methods (observations, interviews, vignettes) may provide a larger picture of how students and teachers perceptions contribute to overall school climate.

Gini (2008) investigated elementary and middle school aged Italian students' perception of the victim of bullying by investigating the level of blame toward the victims of non gender-based and various types of bullying, how age influenced outcomes, and how the children's perception of the moral atmosphere influenced their level of victim blame toward the victim and how well they liked the victim. Vignettes presented to the children were of the same gender. The research outcomes resulted in males blaming the victims more than females. Further, overt and direct types of bullying (i.e., physical) resulted in higher levels of blame being directed toward the victims as opposed to indirect types of bullying. Additionally, "the higher sense of community, the more the children liked the victimized child" (p. 349). It would be an interesting project to conduct a partial replication of the current study and Gini's study in an attempt to understand how students and educators in American schools would perceive victims (e.g., victim liking, victim blaming, level of perceived seriousness, level of empathy for the victim, and likelihood to intervene) of bullying when the victim's sexual or gender orientation (LGBTQ/GN v. non-LGBTQ/GN group membership) is not the same as the participant's while accounting for their level of homonegativity and/or heterosexism and perceived sense of community. Outcomes may also vary if vignettes depict victims as strictly bisexual, gay, or lesbian as opposed to a broad categorization as in the current study (LGBTQ/GN). This would be another avenue to explore in relations to educators'

perceptions and how they affect the outcome variables targeted in the current research project.

Lastly, completing a study related to the perceptions of how realistic the current study's vignettes are to students and educators should be considered. More specifically, investigating how realistic are the vignettes to what is experienced by educators in the school setting and whether or not the vignettes are measuring what they set out to measure (e.g., bullying) or if they are capture a different form of aggression/violence (e.g., sexual harassment). Therefore, it would be of additional interest to conduct validity and reliability research protocols for the various vignettes to ascertain if they are measuring the type of bullying and outcome variables they were meant to measure (construct, divergent, and convergent tests). Furthermore, determining if data collected would have any predictive value to determining characteristics of a bystander versus an ally of the victim would also contribute to the current body of research related to gender/sexuality-based bullying. For example, do the outcomes predict who will identifies as an ally or ultimately a bystander when faced with anti-LGBTQ/GN bullying vignettes?

In closing, while there is a growing body of literature related to gender-based bullying and bullying in general (e.g., APA, 2012; Anagnostopoulos et al., 2009; Birkett, et al., 2009; Conoley, 2008; Dempsey et al., 2009; IOM, 2011; Kosciw et al., 2012; Poland, 2010; Rivers & Noret, 2008; Swearer et al., 2001, 2008), and the current study added a small contribution related to this literature; there continues to be areas for further exploration that may contribute to the overall understanding of how personal attributes

and contextual factors may contribute to the perpetuation of bullying in our schools; thereby influencing school climate for all students.

Implications to the field of school psychology. With regard to bullying in general and gender-based bullying, several studies have been completed regarding individual (Anagnostopoulos et al. 2009; Craig et al., 2000; Meyer, 2008) and contextual attributes (Anagnostopoulos et al. 2009; Blain-Arcaro et al., 2012; Meyer, 2008) and how they predict outcomes such as aggression (Craig et al., 2000), perceived seriousness, level of empathy, likelihood to intervene (Bauman & Del Rio, 2006; Perez et al., 2013; Yoon & Kerber, 2003), how individuals intervene (Anagnostopoulos et al., 2009; Marshall et al., 2009); and the psychosocial impact (APA, 2012; Anagnostopoulos et al., 2009; Birkett et al., 2009; Conoley, 2008; Dempsey et al., 2009; IOM, 2011; Kosciw et al., 2012; Poland, 2010; Rivers & Noret, 2008; Swearer et al., 2001, 2008). This is one of the few studies that has set out to investigate educators' perceptions related to bullying and group membership of sexual minorities when compared to non-sexual minorities. While differences were not detected between group memberships (LGBTQ/GN v. non-LGBTQ/GN), this study highlighted how outcomes may be influenced by individual attributes such as homonegativity. It is possible that if homonegativity influenced the perceptions of seriousness, level of empathy toward the victim, and likelihood to intervene in an inverse manner, that school climate could also be influenced in a negative manner. Understanding that these influences exist is necessary in the promotion and creation of safe schools for all youth. Creating safe schools is not simply providing mental health services to the youth who are, or perceived to be, LGBTQ/GN through

counseling and connecting them and their families to support services in the community, but being proactive to eliminate anti-LGBTQ/GN bias within the school setting.

This study supports the position that schools should take homophobic teasing and sexual harassment seriously in order to prevent the violation of students' civil rights to access their education (Espelage, 2013), and that there continues to be a need for education regarding discrimination and bias based upon individual differences including the sexual orientation and gender expression of all children served (NASP, 2011). There are many avenues for advocating for youth who are LGBTQ/GN including educating students as well as staff regarding the "range of normal human diversity" including sexual orientation, gender identity, and gender expression (NASP, 2011). This may be accomplished through trainings or through organizations such as Gay-Straight Alliances (GSAs; Schneider, Travers, St. John, Munro, & Klein, 2013) and the creation and promotion of policy regarding discrimination based upon sexual orientation and gender expression in the schools (Espelage, 2013). Training should encompass materials related to traditional masculinity, gender nonconformity, and sexual harassment (Espelage, 2013) and heterosexism (Schneider et al., 2013). As Schneider and colleagues highlighted in their interview data with teachers, one can not just deal with topic of homophobia, heterosexism has to also be addressed because that would be like talking about multiculturalism without talking about racism, sexism, or the like.

It is important to note that this research contribution is not about changing individuals beliefs. Rather, its contribution is about understanding how personal insight into how one's personal beliefs may influence school climate. Promotion of school climates does not stand for discrimination or harassment related to human diversity and

promotes an understanding how beliefs may influence how educators and other professionals within the school setting react when encountering gender-based bullying despite their beliefs (Case & Meier, 2014). Data from this study may influence the development of cultural competence related to gender and sexual orientation diversity and how personal biases impact practice. Increasing cultural competence, and the understanding of the complex nature of anti-LGBTQ/GN bias and gender-based bullying, may help increase tolerance of differences within school environments and thereby impacting school climate (NASP, 2011). As Case and Meier (2014) emphasized, it about learning how to create an environment that is safe for all individuals in the school including the students and adults and this research takes the field one small step closer to that overarching goal.

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Appendix A

Tables of Frequencies and Percentages of Participants' Characteristics and

Descriptives

Table A1

Participants' Age and Sex as Frequency and Percentage of Sample

Characteristic	Frequency	Percentage
Age		
21-30	75	17.1
31-40	153	34.9
41-50	100	22.8
51-60	88	20.1
61+	22	5.0
Missing	1	.5
Sex		
Male	48	10.9
Female	390	88.8
Other	1	.2

Table A2

Sample Race/Ethnicity and Sexual Orientation Frequency and Percentages

Race/Ethnicity	Frequency	Percentages
African American or Black	30	6.8
Asian, Asian American, or Pacific Islander	6	1.4
Hispanic or Latino	65	14.9
American Indian or Native American	5	1.1
Caucasian or White	321	72.9
Biracial/Multiracial	12	2.7
Sexual Orientation		
Heterosexual	418	95.2
Homosexual	13	3.0
Bisexual	3	.7
Queer	1	.2
Other	3	.7
Missing	1	.2

Table A3

Individual Residence Characteristics as Frequency and Percentage of Sample

State	Frequency	Percentage
Arkansas	1	.2
Colorado	6	1.4
Connecticut	2	.5
Indiana	2	.5
Kentucky	4	.9
Maine	1	.2
Michigan	3	.7
Mississippi	1	.2
Nebraska	1	.2
Nevada	1	.2
New Mexico	2	.5
New York	1	.2
North Carolina	1	.2
Pennsylvania	3	.7
South Carolina	1	.2
Texas	403	91.8
Virginia	1	.2
West Virginia	1	.2
Missing	4	.9

Table A4

Individual Job Title as Frequency and Percentage of Sample

Job Title	Frequency	Percentage
Behavior Specialist	12	2.7
Counselor	19	4.3
Curriculum Specialist	6	1.4
District Administrator	9	2.1
Diagnostician or Psychometrician	26	5.9
Nurse	2	.5
Occupational Therapist	3	.7
Reading Specialist	7	1.6
School Administrator	15	3.4
School Psychologist	45	10.3
Speech Pathologist	11	2.5
Support Staff	47	10.7
Teacher	237	54

Table A5

Recruitment Source of Participants

Source	Frequency	Percentage
Email	297	67.7
Facebook	70	15.9
A Friend	59	13.4
Other	13	3

Table A6

Mean Scores and Standard Deviations of Social Desirability Based upon Occupation

Occupation	Frequency	Mean	Standard Deviation
Behavior Specialist	12	.53	.22
Counselor	9	.55	.25
Curriculum Specialist	6	.74	.20
District Administrator	9	.63	.25
Diagnostician or Psychometrician	26	.60	.19
Nurse	2	.57	.05
Occupational Therapist	3	.60	.18
Reading Specialist	7	.59	.18
School Administrator	15	.65	.22
School Psychologist	45	.32	.20
Speech Pathologist	11	.58	.22
Support Staff	47	.68	.22
Teacher	237	.64	.12
Total	439	.60	.22

Appendix B

Recruitment Statement

UNIVERSITY OF HOUSTON REQUEST TO PARTICIPATE IN RESEARCH

School Climate: Educators' Traits, Perceptions, and Reactions to Aggressive Behavior.

You are invited to participate in a dissertation research project conducted by Evelyn Perez from the Department of Educational Psychology at the University of Houston under the supervision of Professor of School Psychology, Thomas Kubiszyn, Ph.D. The purpose of the study is to investigate school climate as it relates to the traits and perceptions of educators' (e.g., teachers, diagnosticians, administrators, counselors, curriculum specialists, school psychologists) when presented with various scenarios of children and adolescent's aggressive behaviors. Participants have the option to enter a raffle for a \$100 Target gift card after the submission of their responses.

To participate please connect to the following link

<http://edu.surveymzmo.com/s3/1129591/Dissertation-Research-copy-January-9-2013>

THIS PROJECT HAS BEEN REVIEWED BY THE UNIVERSITY OF HOUSTON
COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (713-743-9204).

Appendix C

Assent

UNIVERSITY OF HOUSTON CONSENT TO PARTICIPATE IN RESEARCH
School Climate: Educators' Traits, Perceptions, and Reactions to Aggressive Behavior.

You are invited to participate in a dissertation research project conducted by Evelyn Perez from the Department of Educational Psychology at the University of Houston under the supervision of Professor of School Psychology, Thomas Kubiszyn, Ph.D.

NON-PARTICIPATION STATEMENT

Your participation is voluntary and you may refuse to participate or withdraw at any time without penalty or loss of benefits to which you are otherwise entitled. You may also refuse to answer any question. If you are a student, a decision to participate (or not) or to withdraw your participation will have no effect on your standing.

PURPOSE OF THE STUDY

The purpose of the study is to investigate school climate as it relates to the traits and perceptions of educators' (e.g., teachers, diagnosticians, administrators, counselors, curriculum specialists, school psychologists) when presented with various scenarios of children and adolescent's aggressive behaviors.

PROCEDURES

A total of 700 subjects will be asked to participate in this project. Information will be provided to potential participants regarding the qualifications of participation, and demographic data collected from the survey will also be utilized in determining eligibility.

The research project requires reading 2 vignettes and answering 3 questions for each scenario posed (e.g., In your opinion, how serious is this situation? How likely are you to intervene in the situation? I would be upset by the student's behavior and feel sympathetic.). It also requires answering 39 questions regarding individual differences and demographics (e.g., In conversations I always listen attentively: True or False? I would feel comfortable having a gay roommate? Number of years of teaching experience?). It will occur on one occasion for a total of 25 minutes.

CONFIDENTIALITY

Your participation will be kept confidential, and your responses will remain anonymous.

RISKS/DISCOMFORTS & BENEFITS

The questionnaire may be a sensitive subject matter and may make some individuals somewhat uncomfortable regarding the content. Participants may talk to the principal investigator, or faculty sponsor, if they have any questions or would like additional information.

While you will not directly benefit from participation, your participation may help investigators better understand factors related to aggression and school climate.

ALTERNATIVES

Participation in this project is voluntary and the only alternative to this project is non-participation.

INCENTIVES/REMUNERATION

Participants have the option to enter a raffle for a \$100 Target gift card after the submission of their responses. Individuals that desire to enter the raffle will be asked to release their email address for purposes of the raffle, only. A separate URL will be provided for the participants to provide their raffle information following the survey. The principal investigator will not be offer additional inducements.

PUBLICATION STATEMENT

The results of this study may be published in professional and/or scientific journals. It may also be used for educational purposes or for professional presentations. However, no individual subject will be identified. If you have any questions, you may contact Evelyn Perez at erperez3@uh.edu. You may also contact Thomas Kubiszyn, Ph.D., faculty sponsor, at 713-743-9865.

ANY QUESTIONS REGARDING YOUR RIGHTS AS A RESEARCH SUBJECT
MAY BE ADDRESSED TO THE UNIVERSITY OF HOUSTON COMMITTEE FOR
THE PROTECTION OF HUMAN SUBJECTS (713-743-9204).

I understand by participating, I provide my consent. *

☐ Yes

☐ No

Appendix D

Survey Questions: Demographics

Questionnaire

Please answer the following questions. Please fill in or select your answers.

1. What is your age?

18-21	▲
21-30	
31-40	
41-50	
51-60	
60+	▼

2. What is your sex?

If "Other," please indicate in open comment box.

- ☐ Male
- ☐ Female
- ☐ Other

Comments

--

3. What is your sexual orientation?

If "Other," please indicate using the provided comment box.

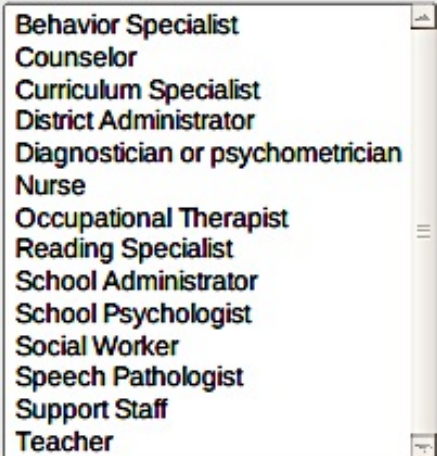
Heterosexual	▲
Homosexual	
Bisexual	
Queer	
Other	▼

Comments

--

4. Ethnicity/Race?

- ☐ African American or Black
- ☐ Asian, Asian American, or Pacific Islander
- ☐ Hispanic or Latino
- ☐ American Indian or Native American
- ☐ Caucasian or White
- ☐ Biracial/Multiracial

5. Current Position?

Behavior Specialist
Counselor
Curriculum Specialist
District Administrator
Diagnostician or psychometrician
Nurse
Occupational Therapist
Reading Specialist
School Administrator
School Psychologist
Social Worker
Speech Pathologist
Support Staff
Teacher

6. How many years have you worked in education? *

- ☐ 0
- ☐ 1-5
- ☐ 6-10
- ☐ 11-15
- ☐ 16-20
- ☐ 21>

7. For your current employment, select the school level which you work?

Early Childhood	▲
Elementary School	
Middle/Junior High School	≡
High School	
Multiple Levels	▼

8. State of Residence?:

Alabama
Alaska
American Samoa
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
District of Columbia
Federated States of Micronesia
Florida
Georgia
Guam
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Puerto Rico
Rhode Island
South Carolina
South Dakota
Tennessee
-
Texas
Utah
Vermont
Virgin Islands
Virginia
Washington
West Virginia
Wisconsin
Wyoming

9. Does your current employer have anti-bullying policy?
(select one which applies)

Yes	<input type="radio"/>
No	<input type="radio"/>

10. Does your current employer provide anti-bullying training?
(select one which applies)

Yes	<input type="radio"/>
No	<input type="radio"/>

11. Does your current employer use a specific bullying prevention program?
(select one which applies)

Yes	<input type="radio"/>
No	<input type="radio"/>

12. How did you find out about this study?

Email	<input type="radio"/>
Facebook	<input type="radio"/>
A friend	<input type="radio"/>
Other	<input type="radio"/>

Comments

Appendix E

Survey Questions BAQ-M: Non-LGBTQ/GN Verbal Bullying Vignettes

Directions: The following are some scenarios that you may have experienced as an educator. Please read each scenario carefully. Answer each of the following questions by selecting your responses. (Scenarios adapted from Bauman and Del Rio, 2006; Perez, Schanding, Dao, 2013)

13. At the writing station you hear a student chant to another peer, "Sissy boy, faggot, homo." The student tries to ignore the remarks but sulks at his/her desk. You've seen this same thing happen between these students several times this year.

In your opinion, how serious is this situation?

Not at all
Serious

☐

Not very
Serious

☐

Moderately
Serious

☐

Serious

☐

Very Serious

☐

I would be upset by the student's behavior and feel sympathetic.

Strongly
Disagree

☐

Disagree

☐

Neither Agree
nor Disagree

☐

Agree

☐

Strongly
Agree

☐

How likely are you to intervene in the situation?

Not at all Likely

☐

Not Very
Likely

☐

Somewhat
Likely

☐

Likely

☐

Very Likely

☐

14. A class is getting ready to go to lunch and the students are gathering at the door. You hear a student say to another classmate, "Hey, give me your lunch money or I'll give you a fat lip, queer." The classmate complies at once. This is not the first time this has happened.

In your opinion, how serious is this situation?

Not at all
Serious

☐

Not very
Serious

☐

Moderately
Serious

☐

Serious

☐

Very Serious

☐

I would be upset by the student's behavior and feel sympathetic.

Strongly
Disagree

☐

Disagree

☐

Neither Agree
nor Disagree

☐

Agree

☐

Strongly
Agree

☐

How likely are you to intervene in the situation?

Not at all Likely

☐

Not very Likely

☐

Somewhat
Likely

☐

Likely

☐

Very Likely

☐

Appendix F

Survey Questions BAQ-M: Non-LGBTQ/GN Relational Bullying Vignettes

Directions: The following are some scenarios that you may have experienced as an educator. Please read each scenario carefully. Answer each of the following questions by selecting your responses. (Scenarios adapted from Bauman and Del Rio, 2006; Perez, Schanding, Dao, 2013)

15. During project time you overhear a pupil say to another student, "You're a dyke, so there's no way you can come to my sleepover." The student tries to ignore the remarks but sulks at the desk. This is not the first time you have heard this pupil say this type of thing.

In your opinion, how serious is this situation?

Not at all
Serious

☐

Not Very
Serious

☐

Moderately
Serious

☐

Serious

☐

Very Serious

☐

I would be upset by the student's behavior and feel sympathetic.

Strongly
Disagree

☐

Disagree

☐

Neither Agree
nor Disagree

☐

Agree

☐

Strongly
Agree

☐

How likely are you to intervene in the situation?

Not at all Likely

☐

Not very Likely

☐

Somewhat
Likely

☐

Likely

☐

Very Likely

☐

How likely are you to intervene in the situation?

Not at all Likely

☐

Not very Likely

☐

Somewhat
Likely

☐

Likely

☐

Very Likely

☐

16. You have allowed the students in a class to have a little free time because they've worked so hard today. You witness a pupil say to another student, "No, absolutely no. I already told you that fags can't hang with us." The student is isolated and sits alone for the remaining time crying slightly. This is not the first time this pupil has isolated someone from hanging with the group.

In your opinion, how serious is this situation?

Not at all
Serious

☐

Not very
Serious

☐

Moderately
Serious

☐

Serious

☐

Very Serious

☐

I would be upset by the student's behavior and feel sympathetic.

Strongly
Disagree

☐

Disagree

☐

Neither Agree
nor Disagree

☐

Agree

☐

Strongly
Agree

☐

How likely are you to intervene in the situation?

Not at all Likely

☐

Not very Likely

☐

Somewhat
Likely

☐

Likely

☐

Very Likely

☐

Appendix G

Survey Questions BAQ-M: Non-LGBTQ/GN Physical Bullying Vignettes

Directions: The following are some scenarios that you may have experienced as an educator. Please read each scenario carefully. Answer each of the following questions by selecting your responses. (Scenarios adapted from Bauman and Del Rio, 2006; Perez, Schanding, Dao, 2013)

17. A student brought a dinosaur shaped eraser to school. The student boasts that it was a prize from an arcade game. Another classmate goes over and smacks the student's head, demanding the eraser. The student refuses at first, but eventually gives in. This is not the first time you have witnessed this behavior.

In your opinion, how serious is this situation?

Not at all
Serious
☐

Not very
Serious
☐

Moderately
Serious
☐

Serious
☐

Very Serious
☐

I would be upset by the student's behavior and feel sympathetic.

Strongly
Disagree
☐

Disagree
☐

Neither Agree
nor Disagree
☐

Agree
☐

Strongly
Agree
☐

How likely are you to intervene in the situation?

Not at all Likely
☐

Not very Likely
☐

Somewhat
Likely
☐

Likely
☐

Very Likely
☐

18. You have assigned the students in a class to work in groups of 4 to do projects. While the pupils are getting in their groups you see a student push another classmate with enough force that the classmate falls to the ground. The push was clearly intentional and was not provoked. The classmate that fell yells, "Stop pushing me around! You always do this, just go away."

In your opinion, how serious is this situation?

Not at all
Serious
☐

Not very
Serious
☐

Moderately
Serious
☐

Serious
☐

Very Serious
☐

I would be upset by the student's behavior and feel sympathetic.

Strongly
Disagree
☐

Disagree
☐

Neither Agree
nor Disagree
☐

Agree
☐

Strongly
Agree
☐

How likely are you to intervene in the situation?

Not at all Likely
☐

Not very Likely
☐

Somewhat
Likely
☐

Likely
☐

Very Likely
☐

Appendix H

Survey Questions BAQ-M: LGBTQ/GN Verbal Bullying Vignettes

Directions: The following are some scenarios that you may have experienced as an educator. Please read each scenario carefully. Answer each of the following questions by selecting your responses. (Scenarios adapted from Bauman and Del Rio, 2006; Perez, Schanding, Dao, 2013)

19. At the writing station you hear a student chant to a feminine-acting peer, "Sissy boy, faggot, homo." The child tries to ignore the remarks but sulks at his desk. You've seen this same thing happen between these students several times this year.

In your opinion, how serious is this situation?

Not at all
Serious

☐

Not very
Serious

☐

Moderately
Serious

☐

Serious

☐

Very Serious

☐

I would be upset by the student's behavior and feel sympathetic.

Strongly
Disagree

☐

Disagree

☐

Neither Agree
nor Disagree

☐

Agree

☐

Strongly
Agree

☐

How likely are you to intervene in the situation?

Not at all Likely

☐

Not Very
Likely

☐

Somewhat
Likely

☐

Likely

☐

Very Likely

☐

20. A class is getting ready to go to lunch and the students are gathering at the door. You hear a kid say to a homosexual classmate, "Hey, give me your lunch money or I'll give you a fat lip, queer." The classmate complies at once. This is not the first time this has happened.

In your opinion, how serious is this situation?

Not at all
Serious

☐

Not very
Serious

☐

Moderately
Serious

☐

Serious

☐

Very Serious

☐

I would be upset by the student's behavior and feel sympathetic.

Strongly
Disagree

☐

Disagree

☐

Neither Agree
nor Disagree

☐

Agree

☐

Strongly
Agree

☐

How likely are you to intervene in the situation?

Not at all Likely

☐

Not very Likely

☐

Somewhat
Likely

☐

Likely

☐

Very Likely

☐

Appendix I

Survey Questions BAQ-M: LGBTQ/GN Relational Bullying Vignettes

Directions: The following are some scenarios that you may have experienced as an educator. Please read each scenario carefully. Answer each of the following questions by selecting your responses. (Scenarios adapted from Bauman and Del Rio, 2006; Perez, Schanding, Dao, 2013)

21. During project time you overhear a pupil say to an openly lesbian student, "You're a dyke, so there's no way you can come to my sleepover." The student tries to ignore the remarks but sulks at the desk. This is not the first time you have heard this child say this type of thing.

In your opinion, how serious is this situation?

Not at all
Serious

☐

Not Very
Serious

☐

Moderately
Serious

☐

Serious

☐

Very Serious

☐

I would be upset by the student's behavior and feel sympathetic.

Strongly
Disagree

☐

Disagree

☐

Neither Agree
nor Disagree

☐

Agree

☐

Strongly
Agree

☐

How likely are you to intervene in the situation?

Not at all Likely

☐

Not very Likely

☐

Somewhat

Likely

☐

Likely

☐

Very Likely

☐

22. You have allowed the students in a class to have a little free time because they've worked so hard today. You witness a pupil say to another homosexual student, "No, absolutely no. I already told you that fags can't hang with us." The student is isolated and sits alone for the remaining time crying slightly. This is not the first time this pupil has isolated someone from hanging with the group.

In your opinion, how serious is this situation?

Not at all
Serious

☐

Not very
Serious

☐

Moderately
Serious

☐

Serious

☐

Very Serious

☐

I would be upset by the student's behavior and feel sympathetic.

Strongly
Disagree

☐

Disagree

☐

Neither Agree
nor Disagree

☐

Agree

☐

Strongly
Agree

☐

How likely are you to intervene in the situation?

Not at all Likely

☐

Not very Likely

☐

Somewhat
Likely

☐

Likely

☐

Very Likely

☐

Appendix J

Survey Questions BAQ-M: LGBTQ/GN Physical Bullying Vignettes

Directions: The following are some scenarios that you may have experienced as an educator. Please read each scenario carefully. Answer each of the following questions by selecting your responses. (Scenarios adapted from Bauman and Del Rio, 2006; Perez, Dao, Schanding, 2013)

23. A tomboy brought a dinosaur shaped eraser to school. The student boasts that it was a prize from an arcade game. Another classmate goes over and smacks the tomboy's head, demanding the eraser. The student refuses at first, but eventually gives in. This is not the first time you have witnessed this behavior.

In your opinion, how serious is this situation?

Not at all
Serious

☐

Not very
Serious

☐

Moderately
Serious

☐

Serious

☐

Very Serious

☐

I would be upset by the student's behavior and feel sympathetic.

Strongly
Disagree

☐

Disagree

☐

Neither Agree
nor Disagree

☐

Agree

☐

Strongly
Agree

☐

How likely are you to intervene in the situation?

Not at all Likely

☐

Not very Likely

☐

Somewhat
Likely

☐

Likely

☐

Very Likely

☐

24. You have assigned the students in a class to work in groups of 4 to do projects. While the pupils are getting in their groups you see a student push another gay classmate with enough force that the classmate falls to the ground. The push was clearly intentional and was not provoked. The classmate that fell yells, "Stop pushing me around! You always do this, just go away."

In your opinion, how serious is this situation?

Not at all
Serious

☐

Not very
Serious

☐

Moderately
Serious

☐

Serious

☐

Very Serious

☐

I would be upset by the student's behavior and feel sympathetic.

Strongly
Disagree

☐

Disagree

☐

Neither Agree
nor Disagree

☐

Agree

☐

Strongly
Agree

☐

How likely are you to intervene in the situation?

Not at all Likely

☐

Not very Likely

☐

Somewhat
Likely

☐

Likely

☐

Very Likely

☐

Appendix K

Survey Question: Homonegativity Short Form

Traits

25. Gay and lesbian people make me nervous.

Strongly
Disagree
☐

Disagree
☐

Neither Agree
or Disagree
☐

Agree
☐

Strongly
Agree
☐

26. Homosexuality is perfectly normal.

Strongly
Disagree
☐

Disagree
☐

Neither Agree
or Disagree
☐

Agree
☐

Strongly
Agree
☐

27. I wouldn't want to have gay or lesbian friends.

Strongly
Disagree
☐

Disagree
☐

Neither Agree
or Disagree
☐

Agree
☐

Strongly
Agree
☐

28. I would trust a gay or lesbian person.

Strongly
Disagree
☐

Disagree
☐

Neither Agree
or Disagree
☐

Agree
☐

Strongly
Agree
☐

29. I fear homosexual persons will make sexual advances towards me.

Strongly
Disagree
☐

Disagree
☐

Neither Agree
or Disagree
☐

Agree
☐

Strongly
Agree
☐

30. I would have no problem living with someone who is gay or lesbian.

Strongly
Disagree
☐

Disagree
☐

Neither Agree
or Disagree
☐

Agree
☐

Strongly
Agree
☐

31. Homosexual behavior should be perfectly legal.

Strongly
Disagree
☐

Disagree
☐

Neither Agree
or Disagree
☐

Agree
☐

Strongly
Agree
☐

32. I would have a serious problem if I saw two men or women kissing in public.

Strongly
Disagree
☐

Disagree
☐

Neither Agree
or Disagree
☐

Agree
☐

Strongly
Agree
☐

33. I think that gay and lesbian people need civil rights protection.

Strongly
Disagree
☐

Disagree
☐

Neither Agree
or Disagree
☐

Agree
☐

Strongly
Agree
☐

34. When I see a gay or lesbian person I think, "What a waste."

Strongly
Disagree
☐

Disagree
☐

Neither Agree
or Disagree
☐

Agree
☐

Strongly
Agree
☐

Appendix L

Survey Questions: Social Desirability – 17 (SDS-17) - 15 Items

35. I sometimes litter.

- ☐ True
- ☐ False

36. I always admit my mistakes openly and face the potential negative consequences.

- ☐ True
- ☐ False

37. In traffic I am always polite and considerate of others.

- ☐ True
- ☐ False

38. I always accept others' opinions, even when they don't agree with my own.

- ☐ True
- ☐ False

39. I take out my bad moods on others now and then.

- ☐ True
- ☐ False

40. There has been an occasion when I took advantage of someone else.

- ☐ True
- ☐ False

41. In conversations I always listen attentively and let others finish their sentences.

- ☐ True
- ☐ False

42. I never hesitate to help someone in case of emergency.

- ☐ True
- ☐ False

43. When I have made a promise, I keep it -- no ifs, ands or buts.

- ☐ True
- ☐ False

44. I occasionally speak badly of others behind their back.

- ☐ True
- ☐ False

45. I always stay friendly and courteous with other people, even when I am stressed out.

- ☐ True
- ☐ False

46. During arguments I always stay objective and matter-of-fact.

- ☐ True
- ☐ False

47. There has been at least one occasion when I failed to return an item that I borrowed.

- ☐ True
- ☐ False

48. I always eat a healthy diet.

- ☐ True
- ☐ False

49. Sometimes I only help because I expect something in return.

- ☐ True
- ☐ False

Appendix M

Survey Questions: Distractor Items Not Included In Analysis

Anger Scale

50. I flare up quickly but get over it quickly.

Extremely
uncharacteristic
of me

☐

Uncharacteristic
of me

☐

Neutral

☐

Characteristic
of me

☐

Extremely
characteristic
of me

☐

51. When frustrated, I let my irritation show.

Extremely
uncharacteristic
of me

☐

Uncharacteristic
of me

☐

Neutral

☐

Characteristic
of me

☐

Extremely
characteristic
of me

☐

52. I sometimes feel like a powder keg ready to explode.

Extremely
uncharacteristic
of me

☐

Uncharacteristic
of me

☐

Neutral

☐

Characteristic
of me

☐

Extremely
characteristic
of me

☐

53. I am an even tempered person.

Extremely
uncharacteristic
of me

☐

Uncharacteristic
of me

☐

Neutral

☐

Characteristic
of me

☐

Extremely
characteristic
of me

☐

54. Some of my friends think that I'm a hothead.

Extremely
uncharacteristic
of me

☐

Uncharacteristic
of me

☐

Neutral

☐

Characteristic
of me

☐

Extremely
characteristic
of me

☐

55. Sometimes I fly off the handle for no good reason.

Extremely
uncharacteristic
of me

☐

Uncharacteristic
of me

☐

Neutral

☐

Characteristic
of me

☐

Extremely
characteristic
of me

☐

56. I have trouble controlling my temper.

Extremely
uncharacteristic
of me

☐

Uncharacteristic
of me

☐

Neutral

☐

Characteristic
of me

☐

Extremely
characteristic
of me

☐

School Climate Scale

57. In the past year, has anyone expressed feeling unsafe at your current place of employment because of... (check all that apply)

☐ sexual orientation

☐ race or ethnicity

☐ gender

☐ how he/she expresses gender (how traditionally "masculine" or "feminine" he/she is in appearance, or how he/she acts)

☐ religion

☐ because of a disability or because people think he/she has a disability

58. In the past year, how often have you witnessed verbal harassment (name calling, threats, etc.) at your current place of employment/school because of...

	Frequently	Often	Sometimes	Rarely	Never
a) sexual orientation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) gender?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) how he/she expresses his/her gender? (how traditionally "masculine" or "feminine" he/she is in appearance, or how he/she acts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) race or ethnicity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) religion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) because of a disability or because people think he/she has a disability?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

59. In the past year, how often have you witnessed physical harassment (pushing/shoving, tripping, spitting, etc.) at your current place of employment/school because of...

	Frequently	Often	Sometimes	Rarely	Never
a) sexual orientation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) gender?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) how he/she expresses his/her gender? (how traditionally "masculine" or "feminine" he/she is in appearance, or how he/she acts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) race or ethnicity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) religion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) because of a disability or because people think he/she has a disability?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

60. How often have you witnessed someone spreading mean rumors or lies about another person in your current employment/school?

Frequently	▲
Often	
Sometimes	▬
Rarely	
Never	▼

61. How often have you witnessed property being stolen or deliberately damaged, such as a car, clothing, or supplies?

Frequently	▲
Often	
Sometimes	▬
Rarely	
Never	▼

Appendix N

Disclosure of Deceit and Assent

Additional Information

The purpose of the present study is to merge recent research from both the areas general bullying and gender-based bullying. This study will expand upon Perez et al.'s (2013) study by conducting a partial replication regarding educators' perceptions of three types of bullying across group membership (e.g., LGBTQ/GN v. non-LGBTQ/GN) while controlling for the covariates of homonegativity (a.k.a. homophobia) and social desirability. To accomplish this, additional information was gathered for purposes of this study such as sexual orientation, perceptions related to sexual orientation (i.e. homonegativity), and the level at which an individual answered in a social desirable manner. Furthermore, key words such as social desirability, homonegativity, and bullying (i.e. aggressive behaviors) and information explaining these variables was withheld in the title and original consent so as to not bias the participant in their responses to questions related to bullying behaviors depicted in the vignettes presented. This additional information allows for controlled and exploratory analysis of the independent (verbal, physical, and relational bullying) and dependent variables (perceived seriousness, level of empathy, and likelihood to intervene) as they relate to group membership (LGBTQ/GN or non-LGBTQ/GN). No identifying information is connected to data collected. Given the information provided, I continue to give my consent for my responses to be included. *

- ☐ Yes
- ☐ No

Appendix O

Raffle Information and Closing Statement

Raffle Information

Would you like to enter the raffle for the \$100 Target gift card for your participation? Please follow the provided link. Your personal information will not be linked to your responses on the survey in any way.

- ☐ Yes
- ☐ No

Thank You!

Thank you for taking our survey. Your participation is very important to us.

Appendix P

Histograms of Skewness and Kurtosis (N = 439)

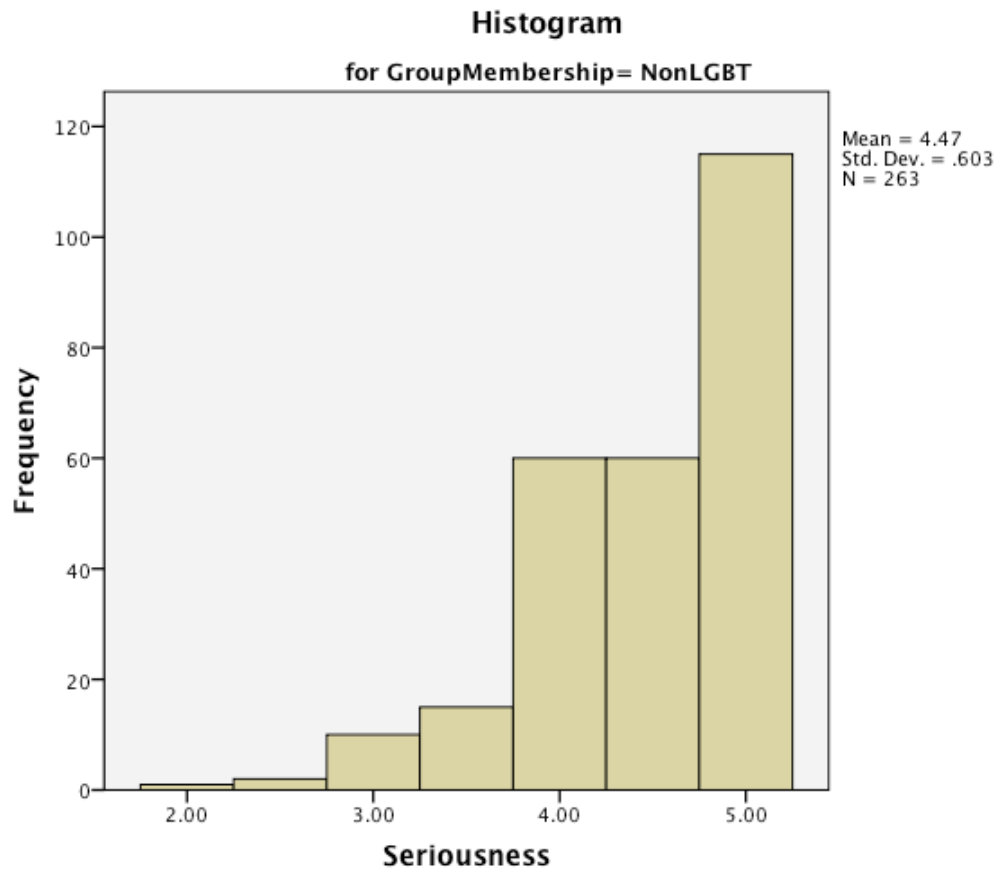


Figure P1. Histogram of Perceived Seriousness for Non-LGBTQ/GN (N = 439).

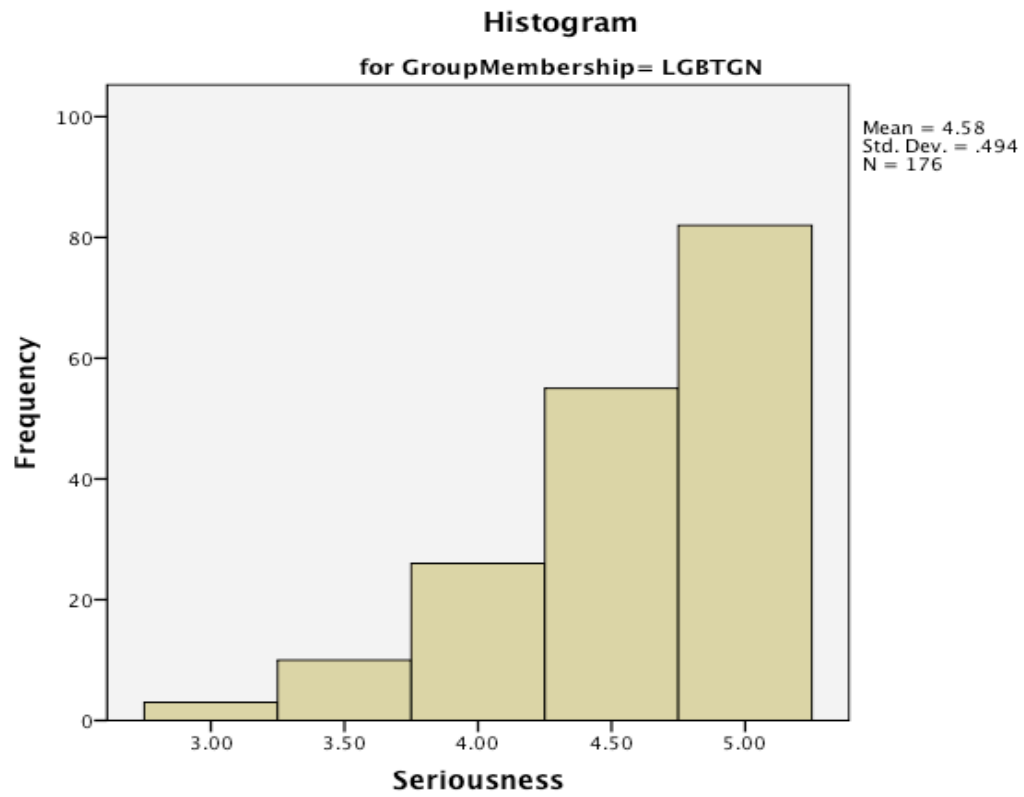


Figure P2. Histogram of Perceived Seriousness for LGBTQ/GN (N = 439).

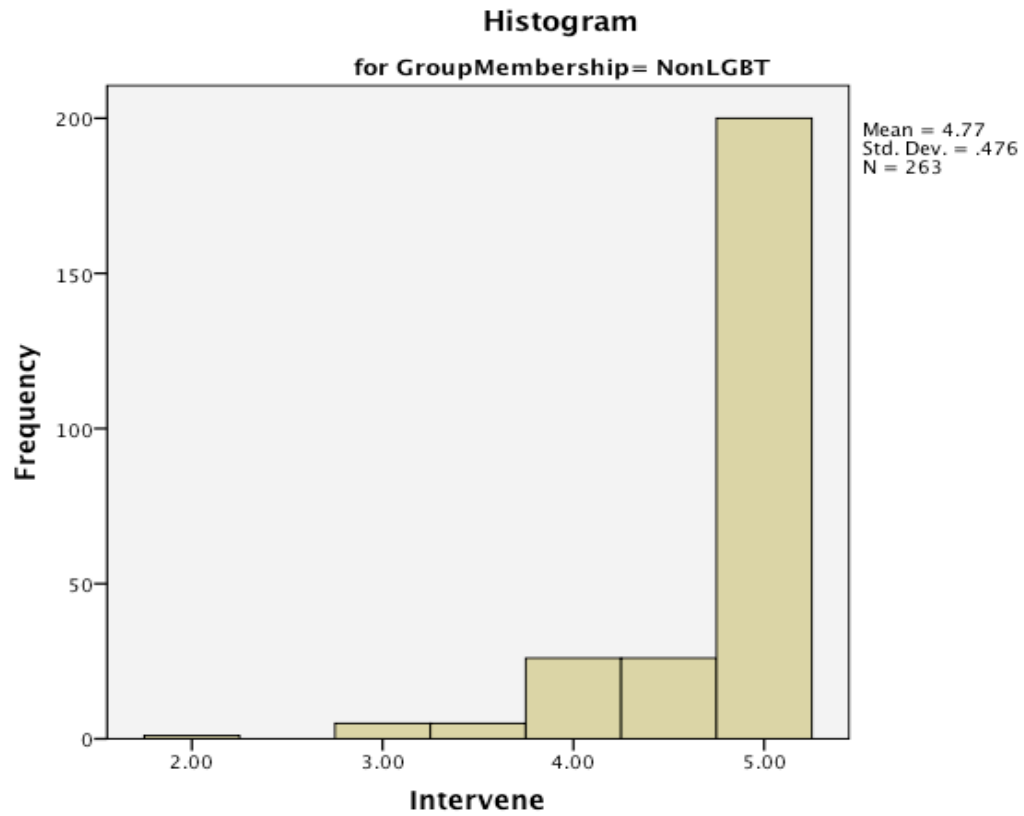


Figure P3. Histogram of Likelihood to Intervene for Non-LGBTQ/GN (N = 439).

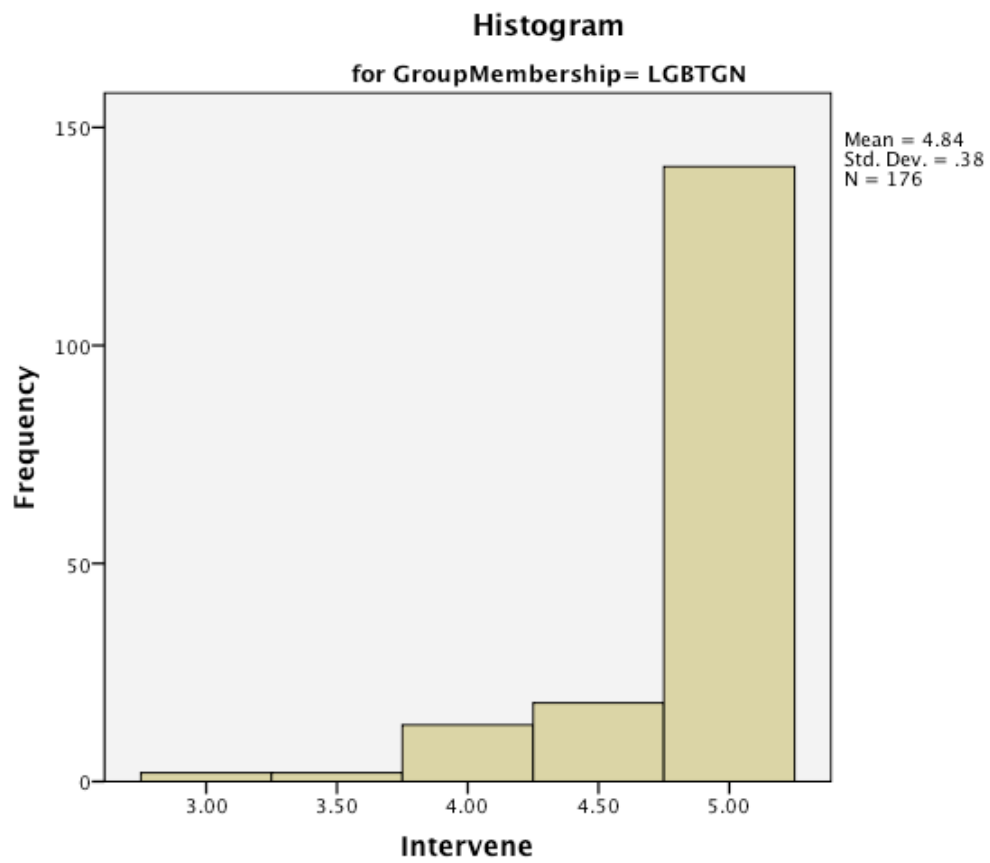


Figure P4. Histogram of Likelihood to Intervene for LGBTQ/GN (N = 439).

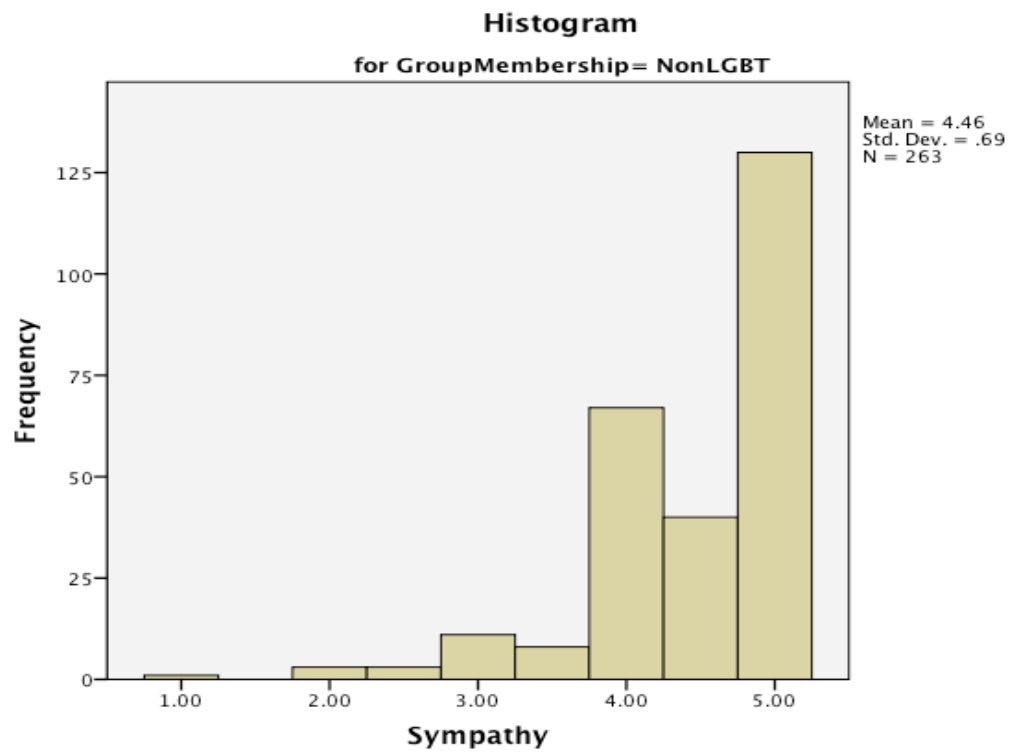


Figure P5. Histogram of Level of Empathy for Non-LGBTQ/GN (N = 439).

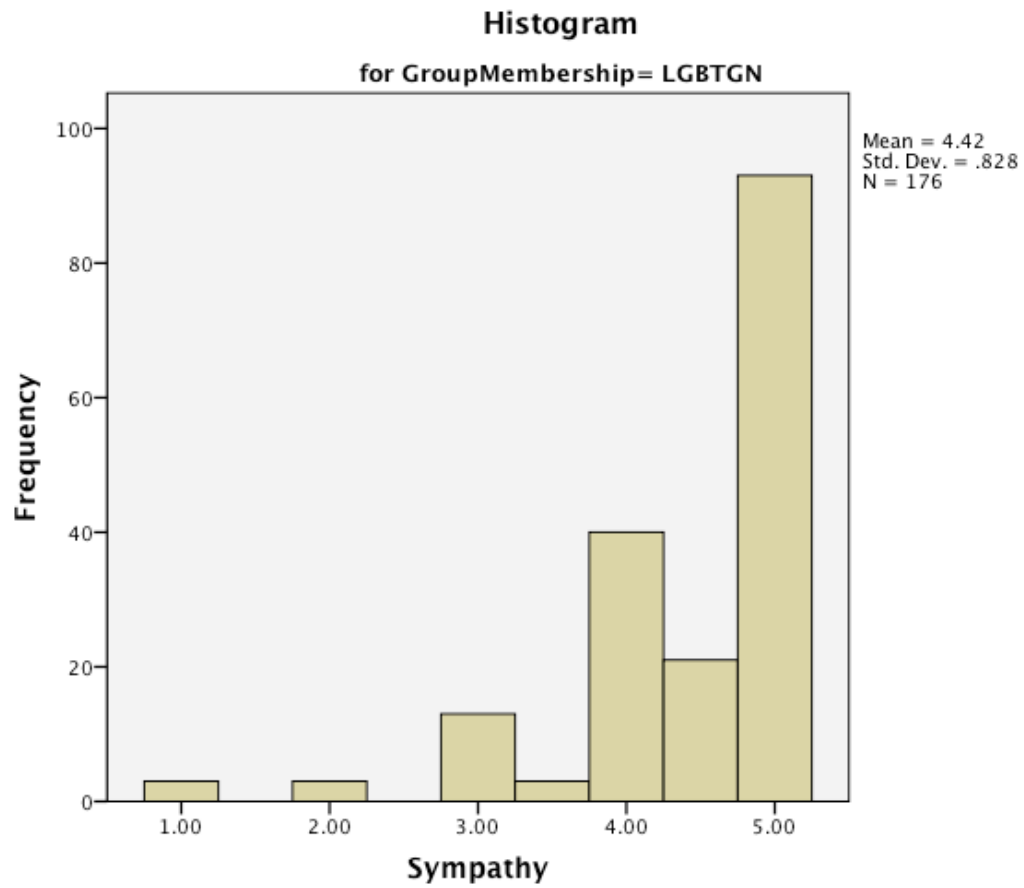


Figure P6. Histogram of Level of Empathy for LGBTQ/GN (N = 439).

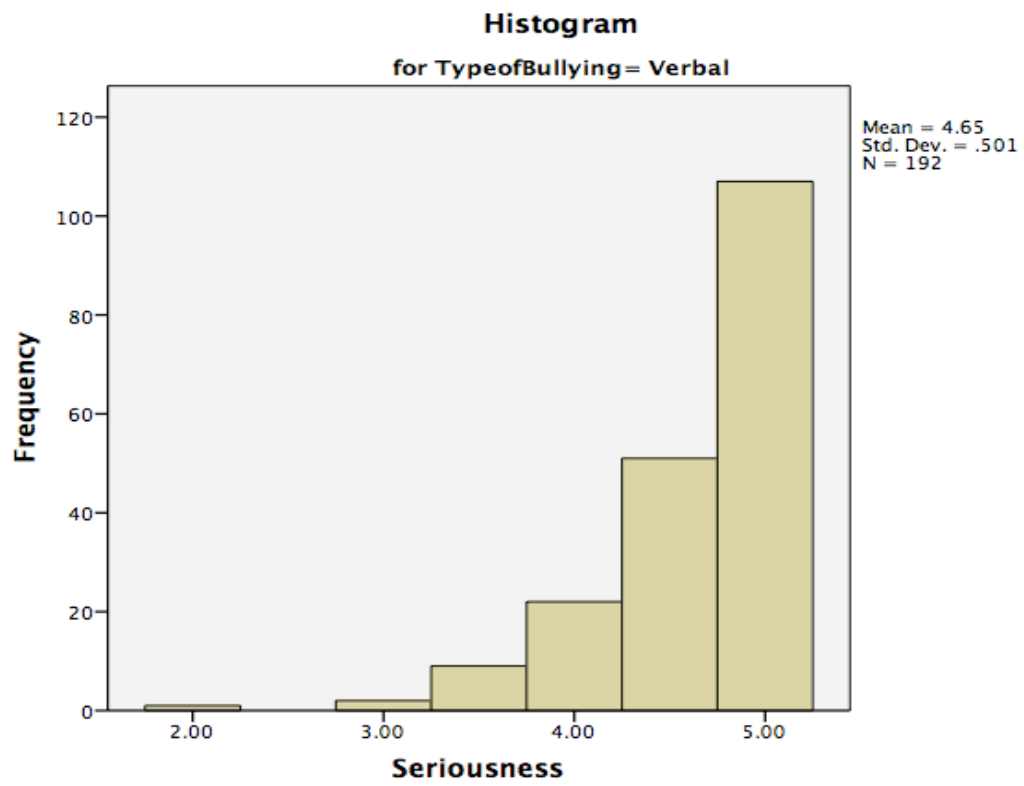


Figure P7. Histogram of Perceived Seriousness for Verbal Bullying (N = 439).

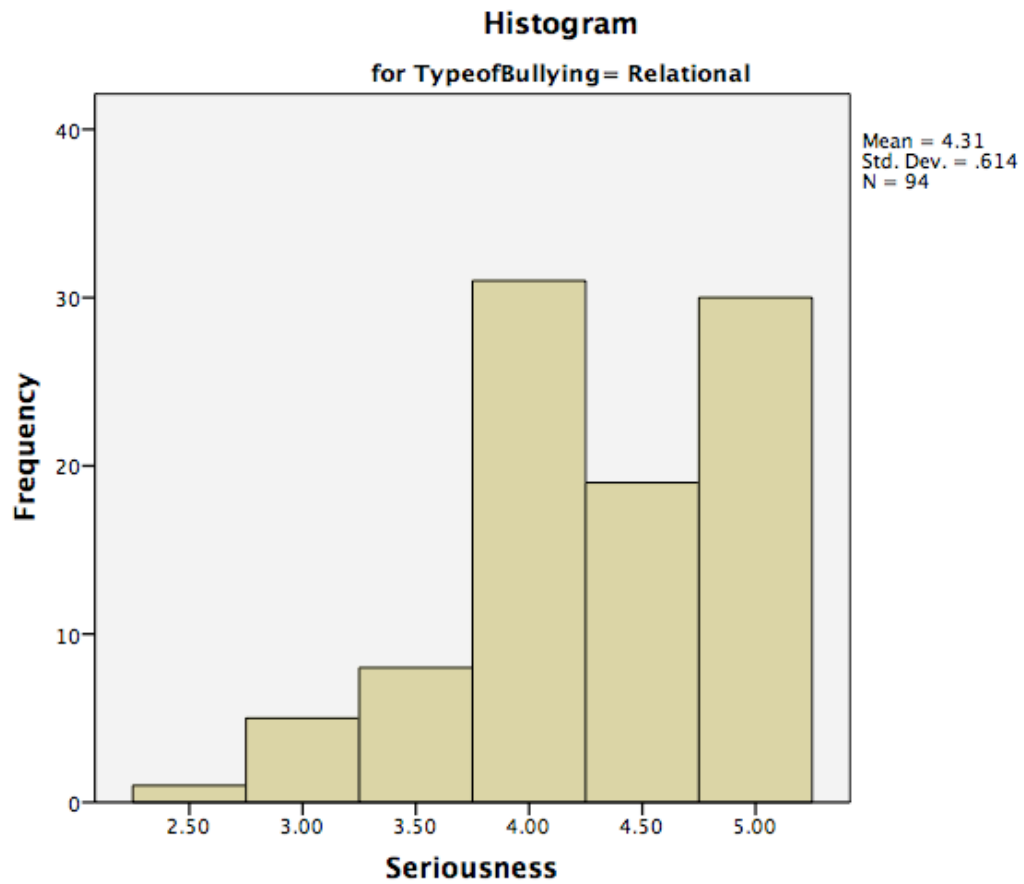


Figure P8. Histogram of Perceived Seriousness for Relational Bullying (N = 439).

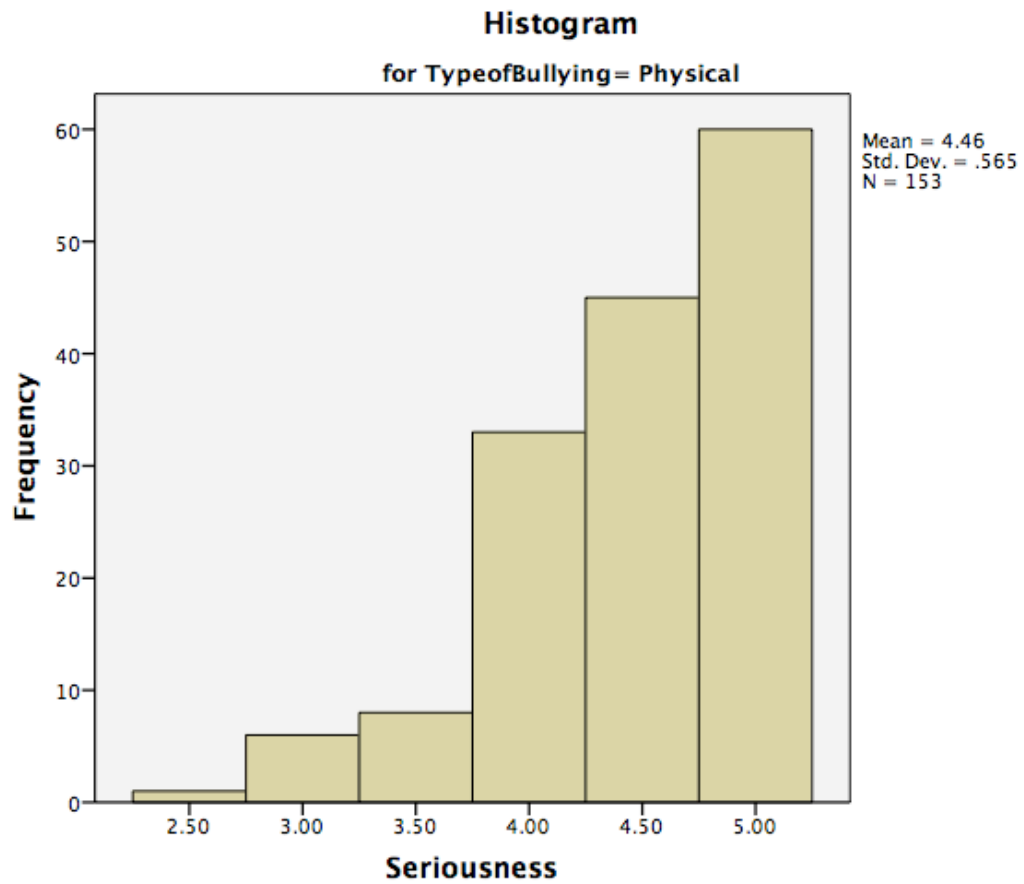


Figure P9. Histogram for Perceived Seriousness for Physical Bullying (N = 439).

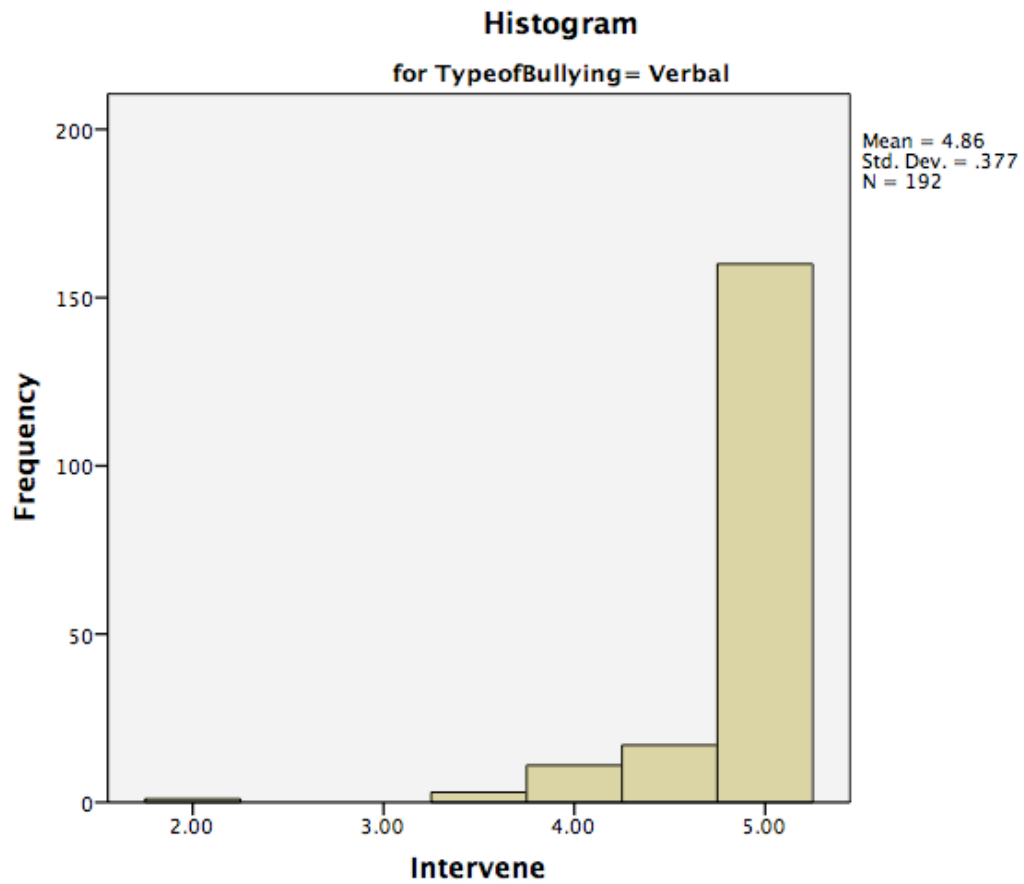


Figure P10. Histogram of Likelihood to Intervene for Verbal Bullying (N = 439).

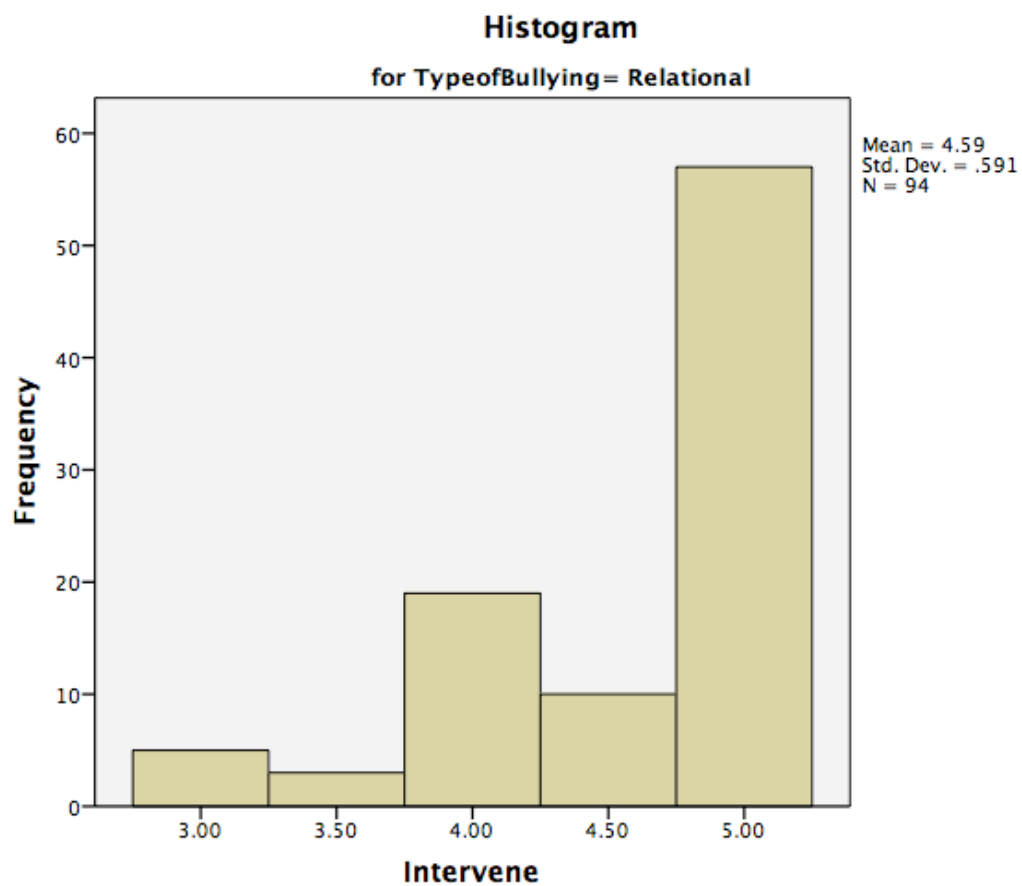


Figure P11. Histogram Level of Empathy for Non-LGBTQ/GN Group Membership.

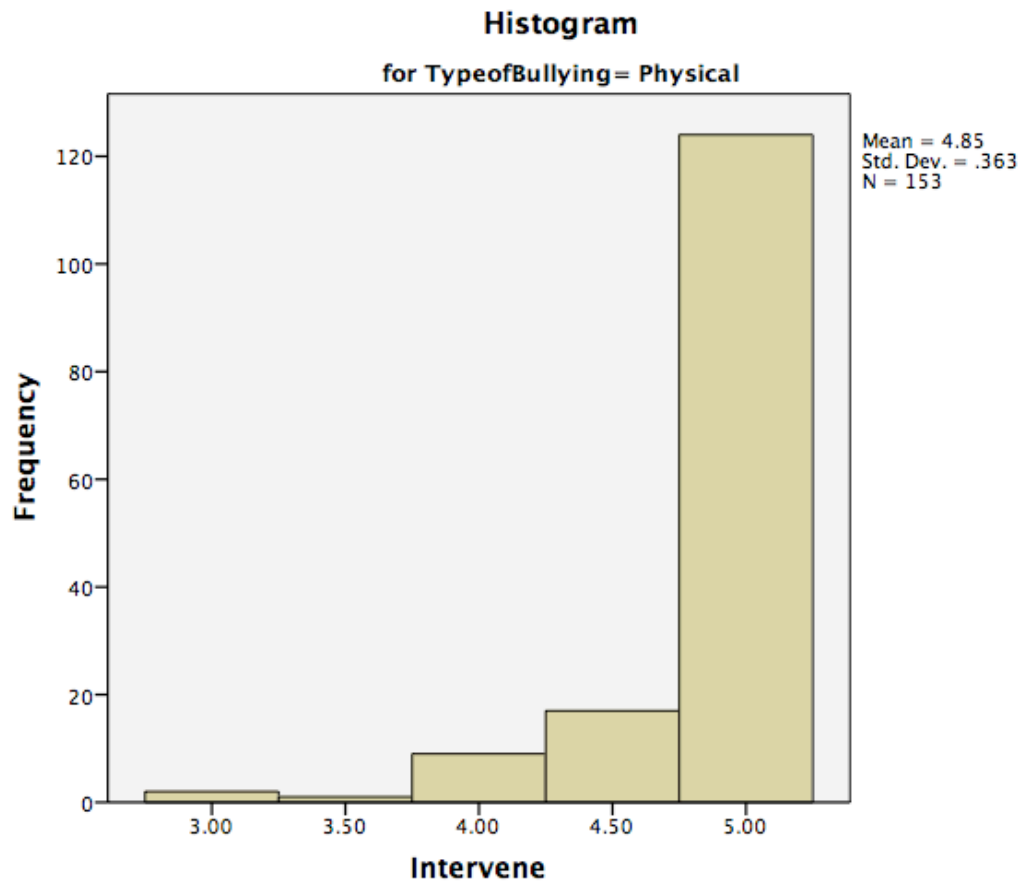


Figure P12. Histogram of Likelihood to Intervene for Physical Bullying (N = 439).

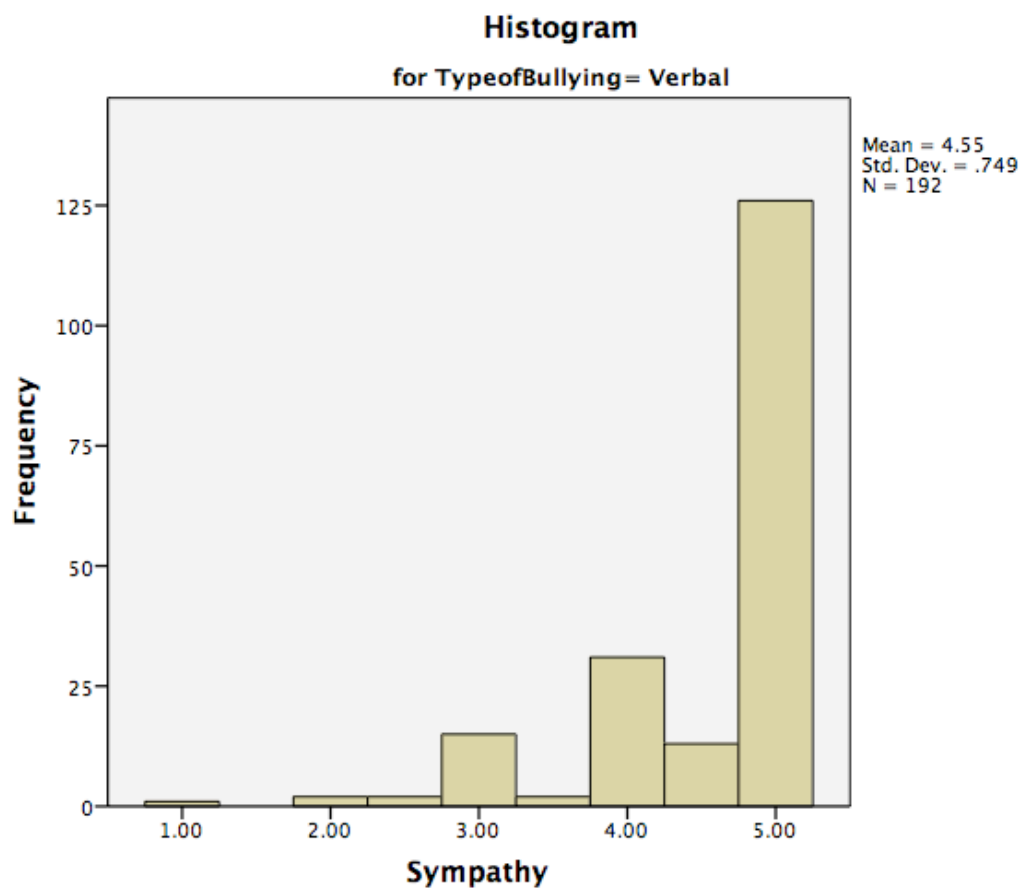


Figure P13. Histogram of Level of Empathy for Verbal Bullying (N = 439).

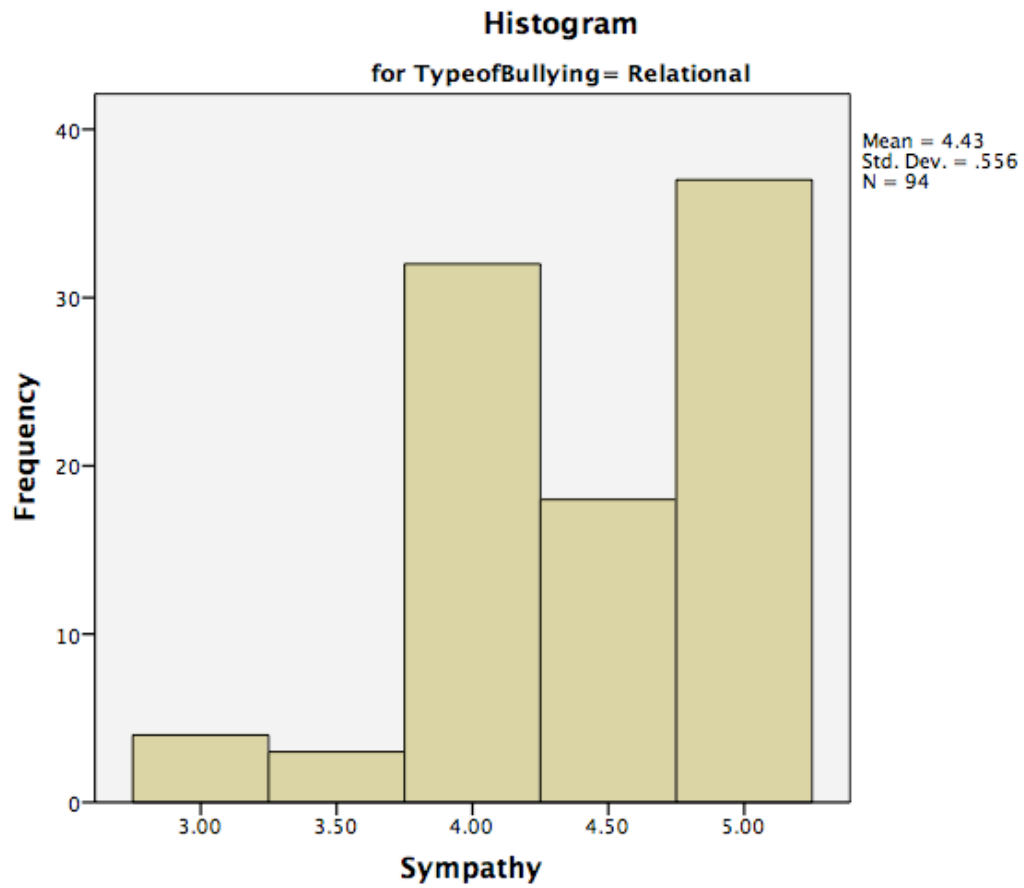


Figure P14. Histogram Level of Empathy for Relational Bullying (N = 439).

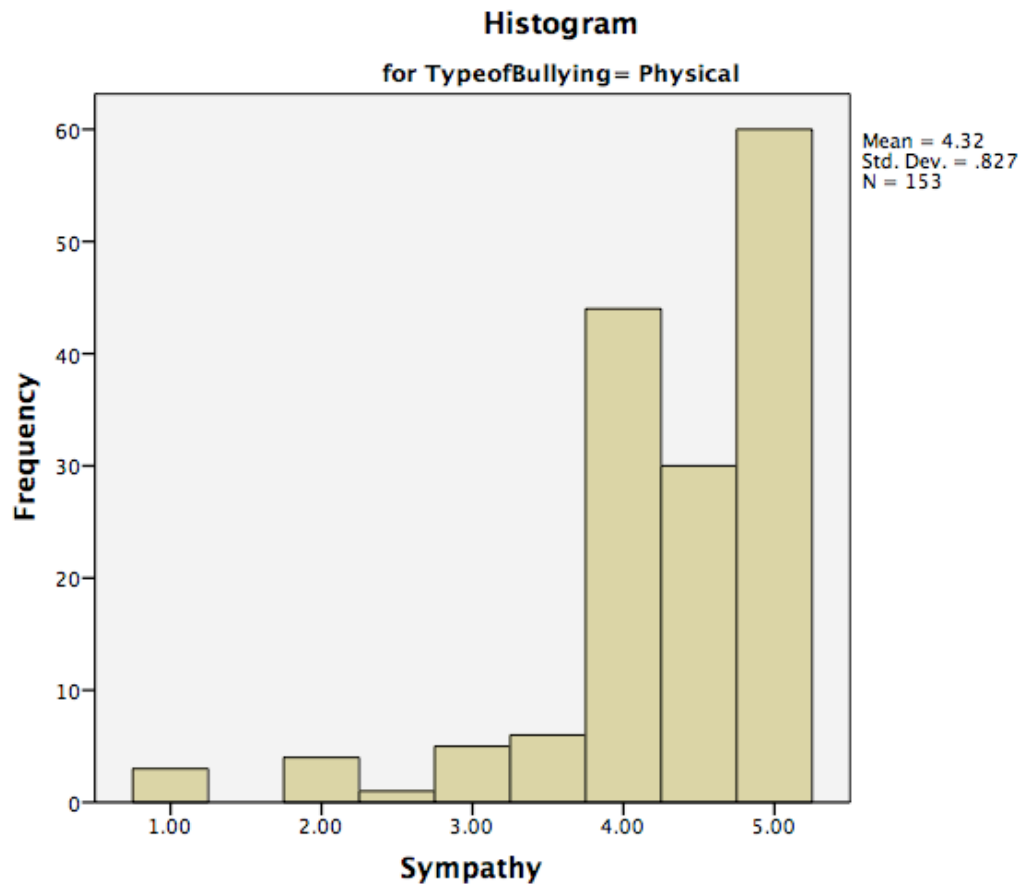


Figure P15. Histogram Level of Empathy for Physical Bullying (N = 439).

Appendix Q

**Histograms of Skewness and Kurtosis Prior to Deletion of Cases Affected with
Typographical Error (N = 514)**

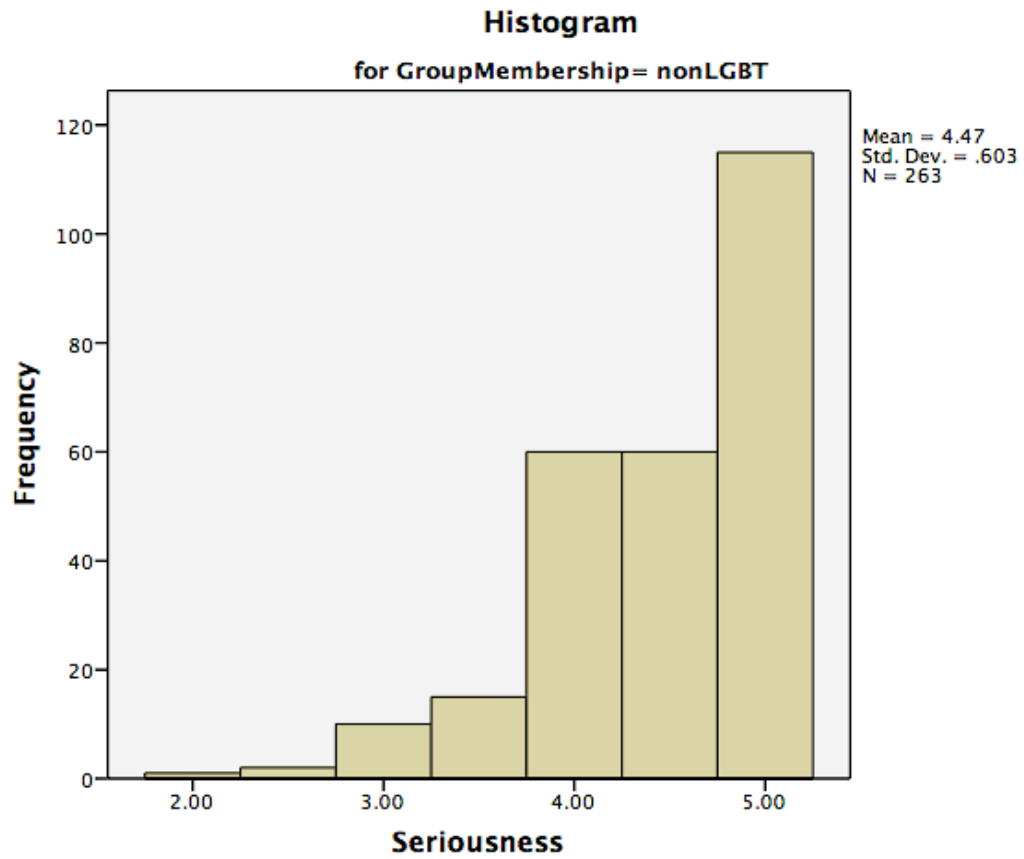


Figure Q1. Histogram of Perceived Seriousness for Non-LGBTQ/GN (N = 514).

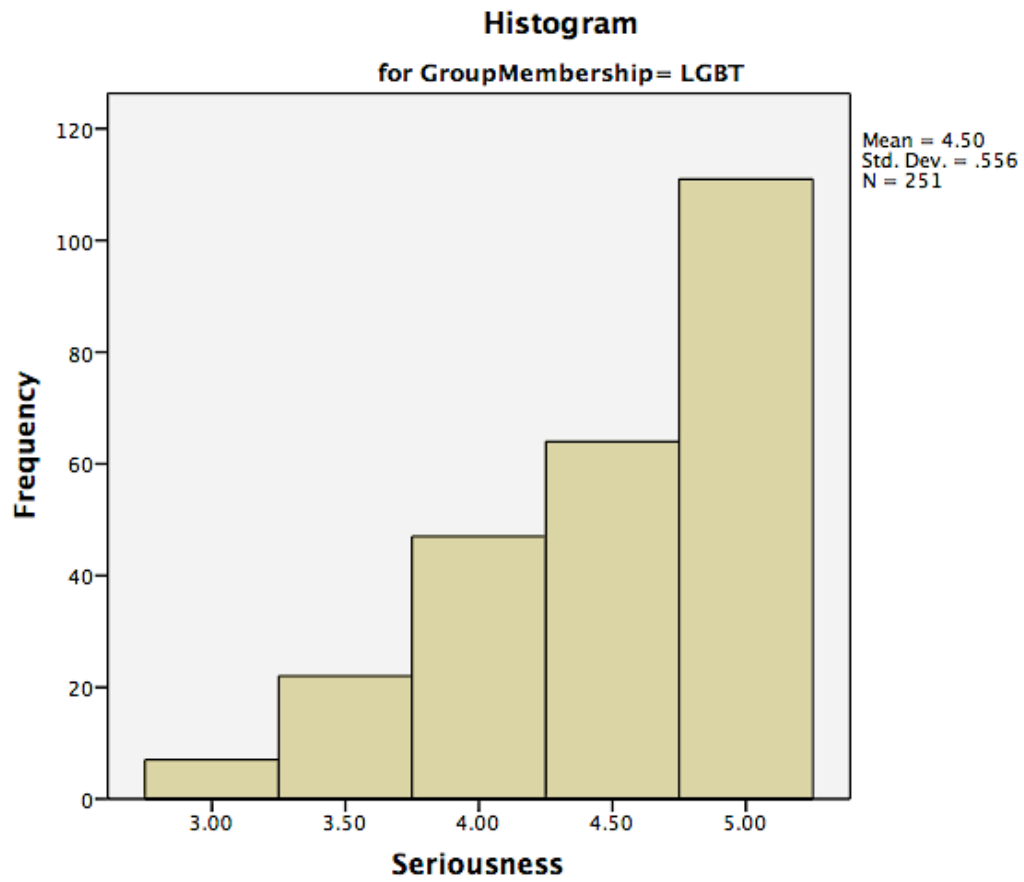


Figure Q2. Histogram of Perceived Seriousness for LGBTQ/GN (N = 514).

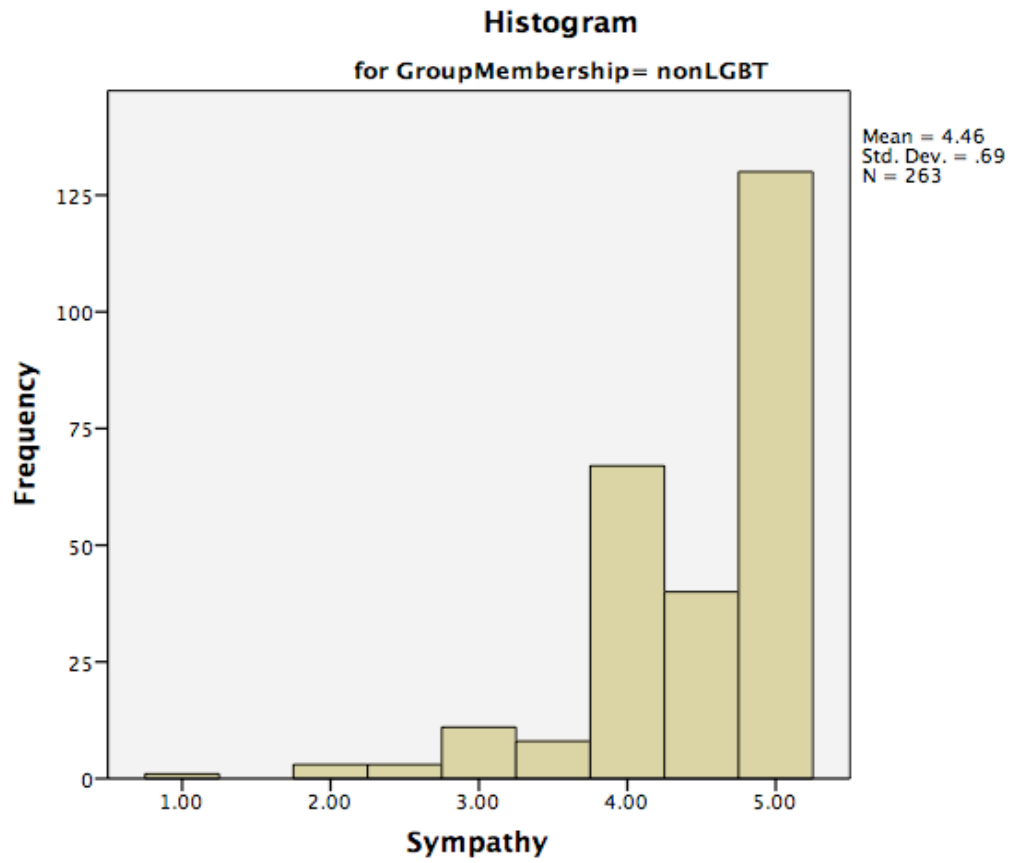


Figure Q3. Histogram of Level of Empathy for Non-LGBTQ/GN (N = 514).

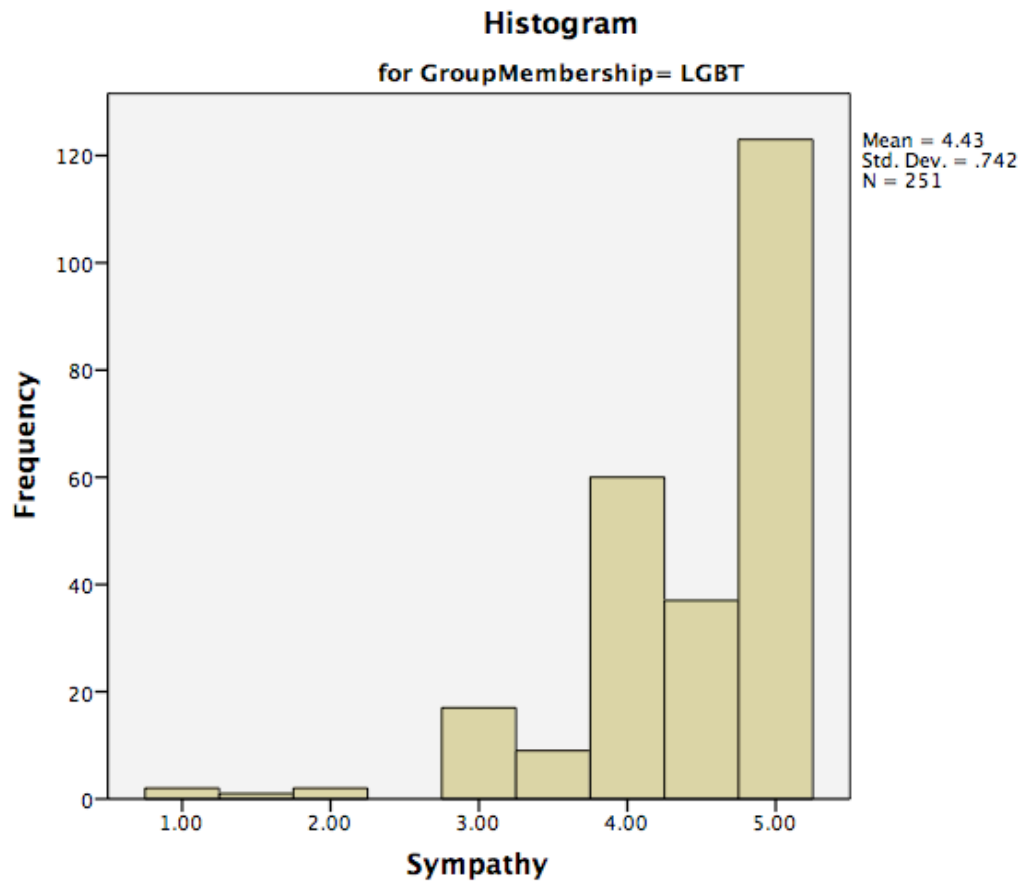


Figure Q4. Histogram of Level of Empathy for LGBTQ/GN (N = 514).

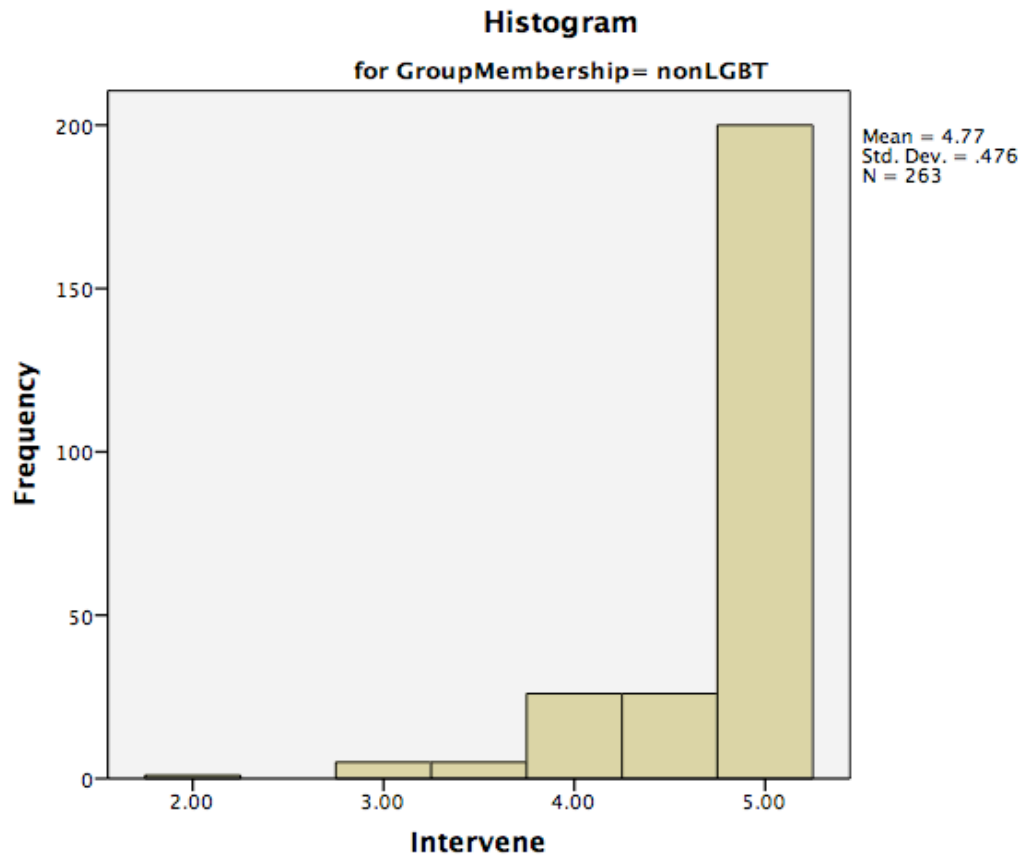


Figure Q5. Histogram of Likelihood to Intervene for Non-LGBTQ/GN (N = 514).

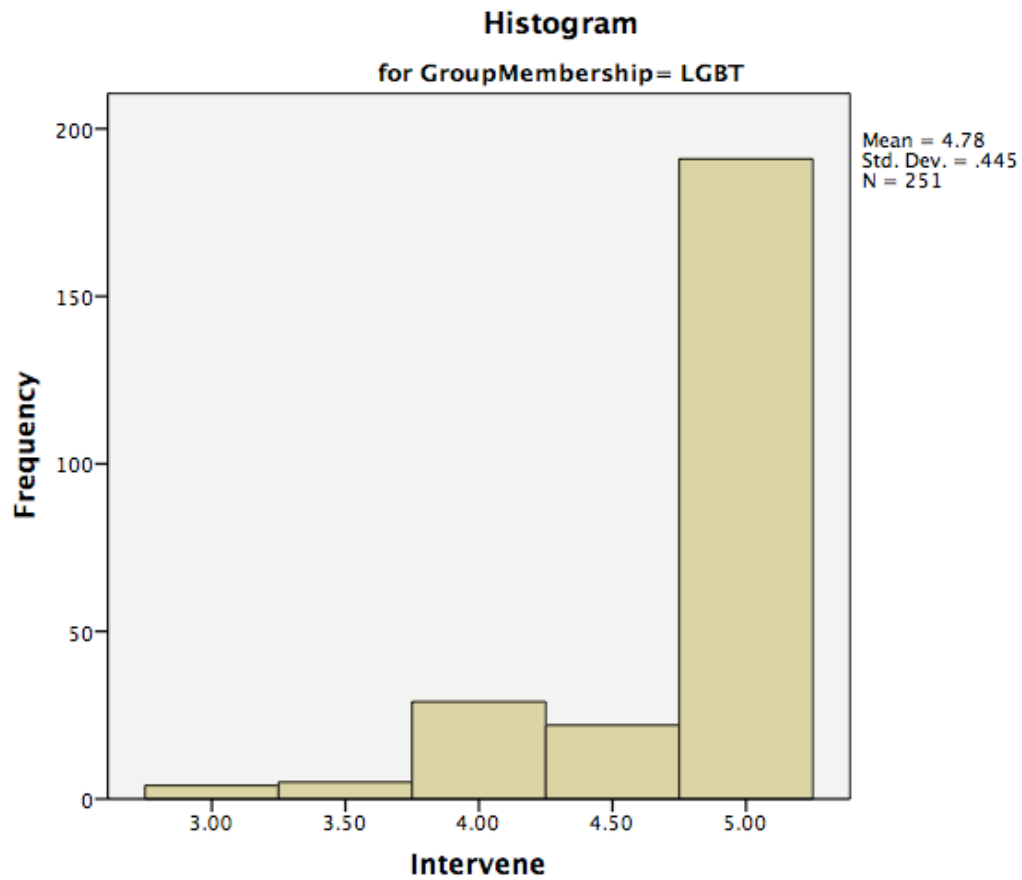


Figure Q6. Histogram of Likelihood to Intervene for LGBTQ/GN (N = 514).

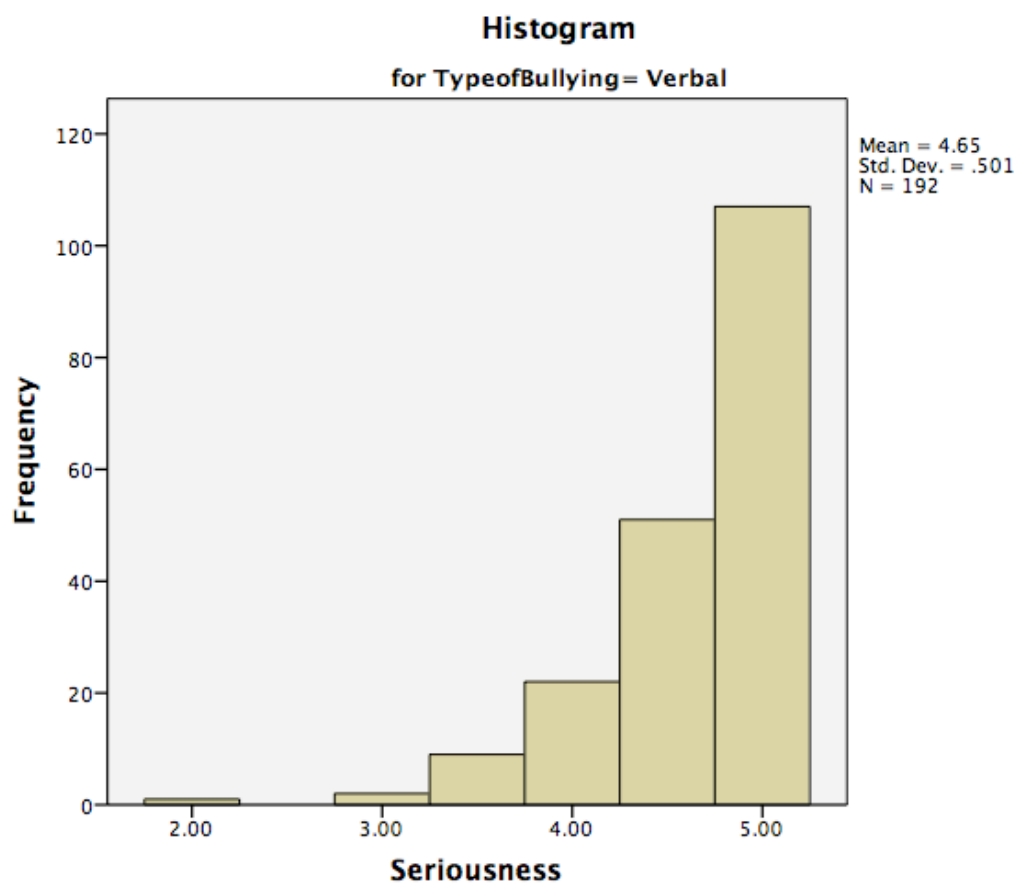


Figure Q7. Histogram of Perceived Seriousness for Verbal Bullying (N = 514).

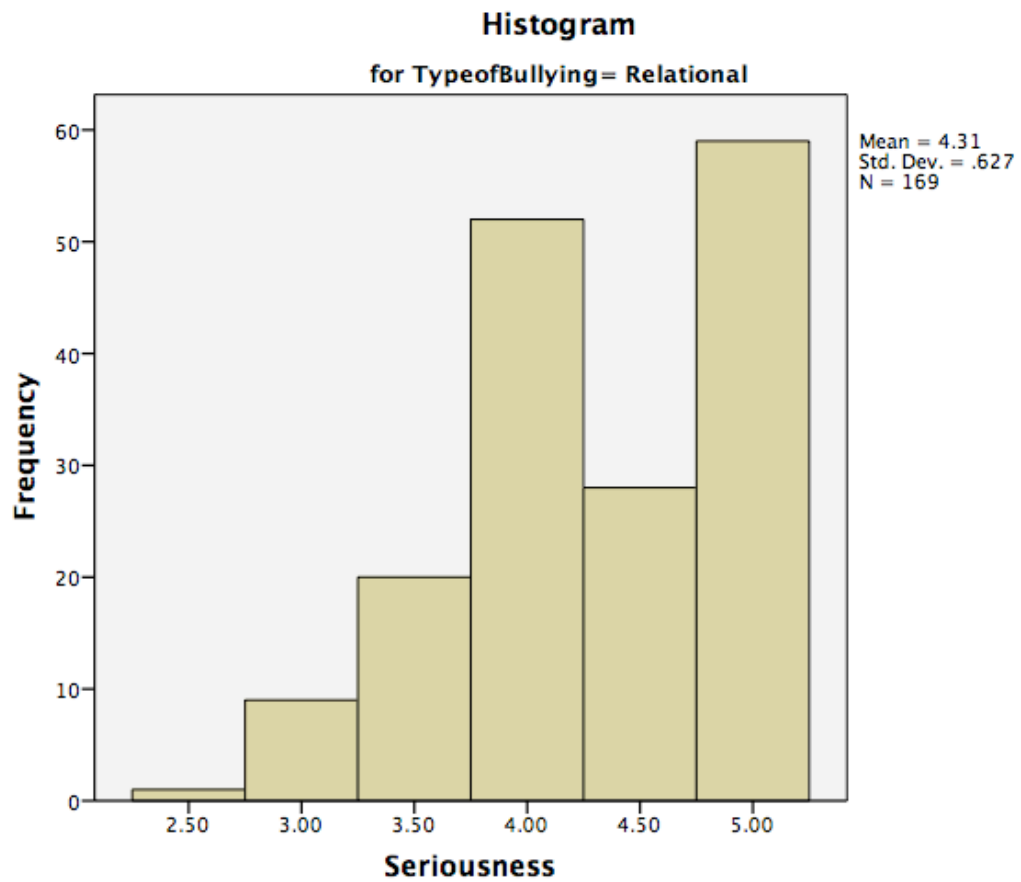


Figure Q8. Histogram of Perceived Seriousness for Relational Bullying (N = 514).

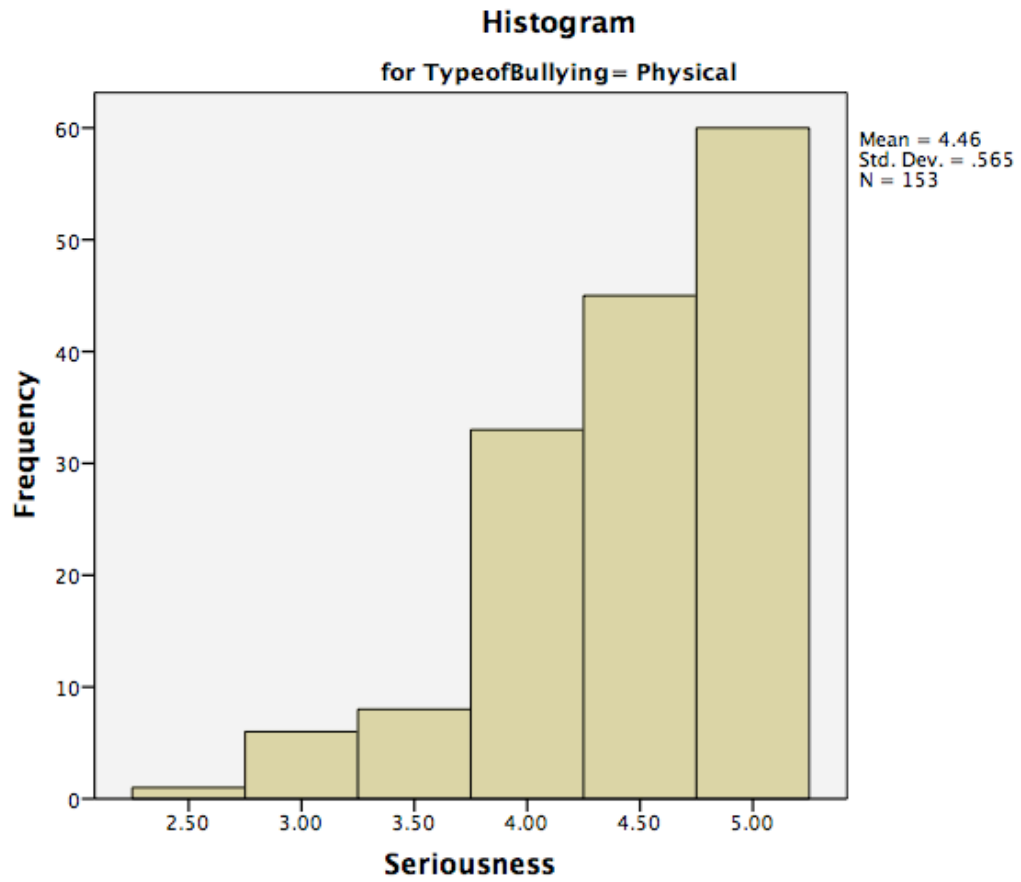


Figure Q9. Histogram of Perceived Seriousness for Physical Bullying (N = 514).

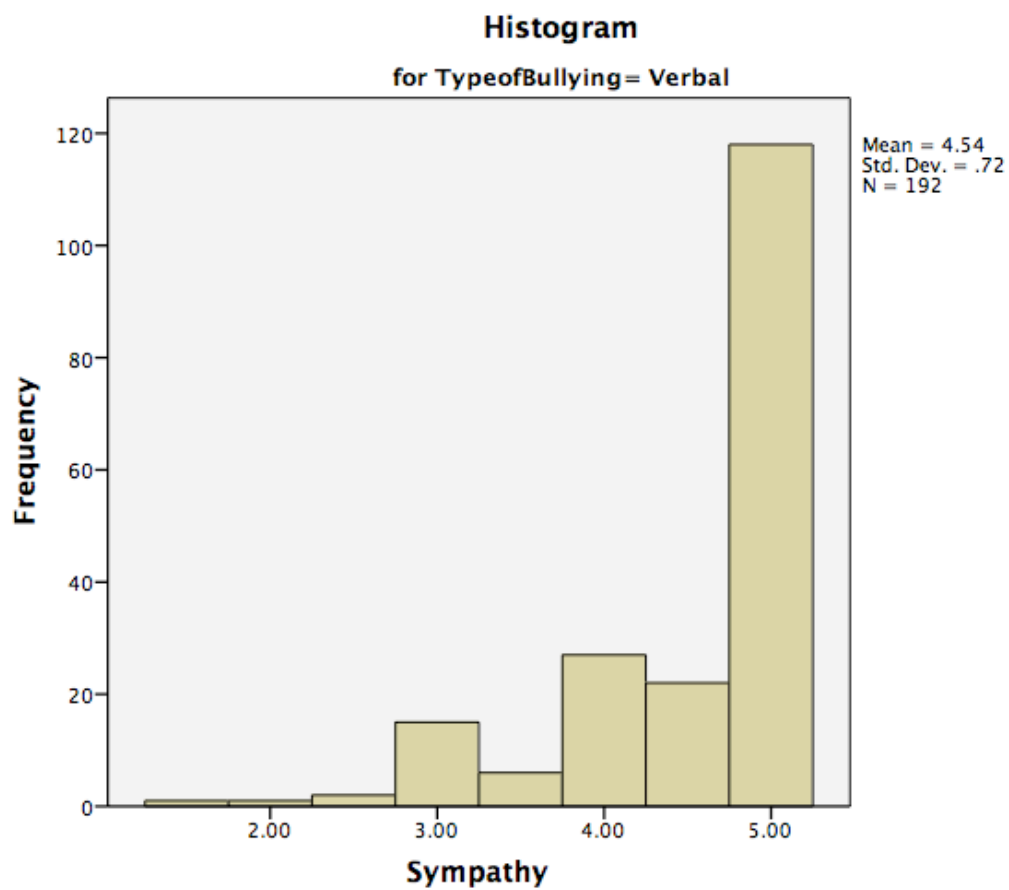


Figure Q10. Histogram of Level of Empathy for Verbal Bullying (N = 514).

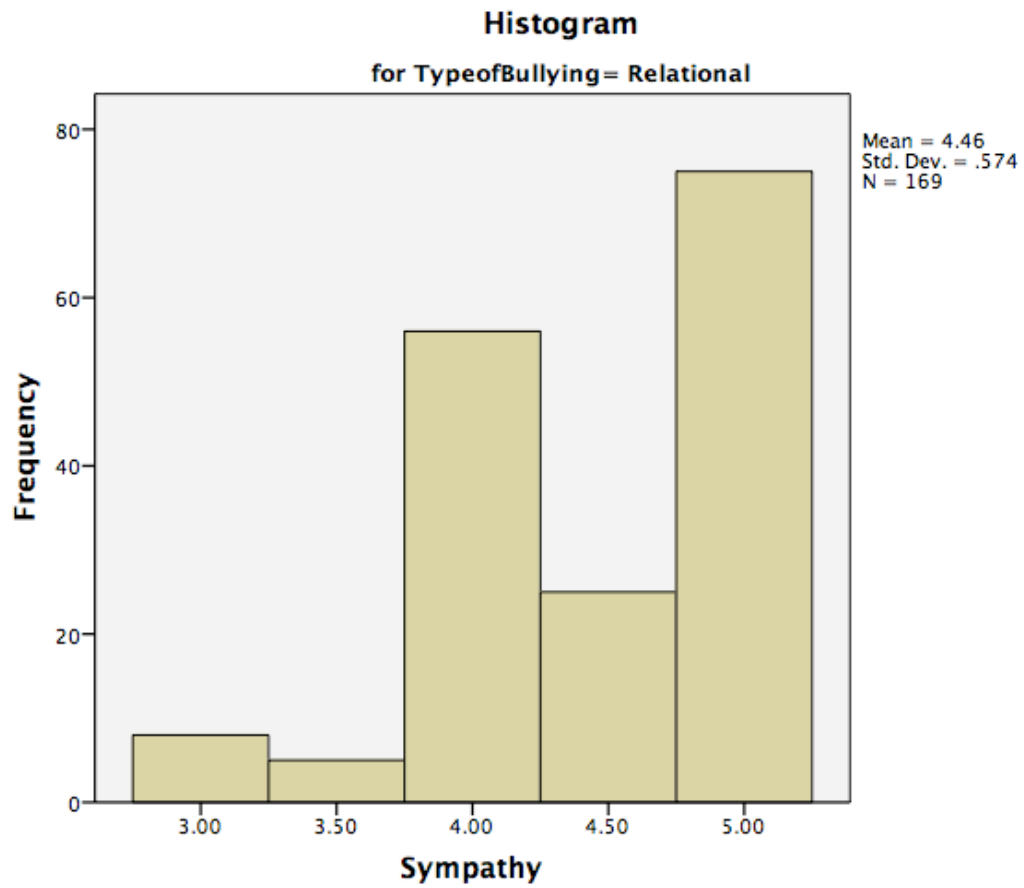


Figure Q11. Histogram of Level of Empathy for Relational Bullying (N = 514).

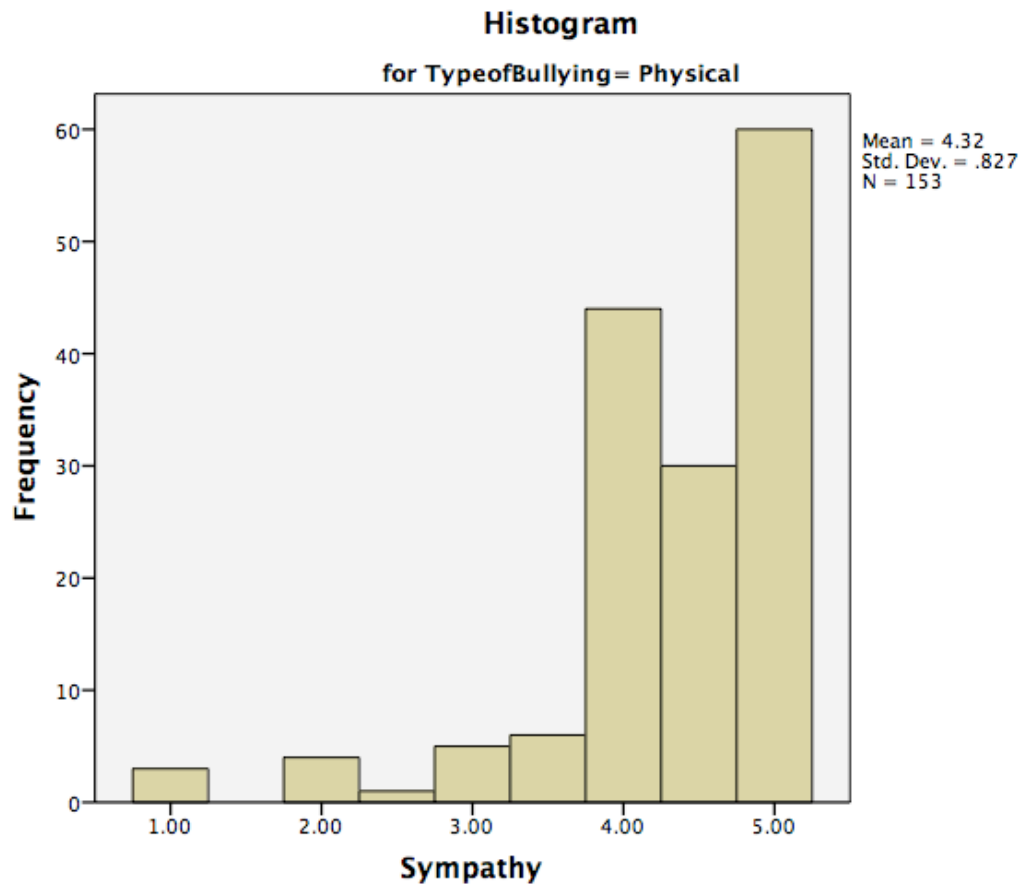


Figure Q12. Histogram of Level of Empathy for Physical Bullying (N = 514).

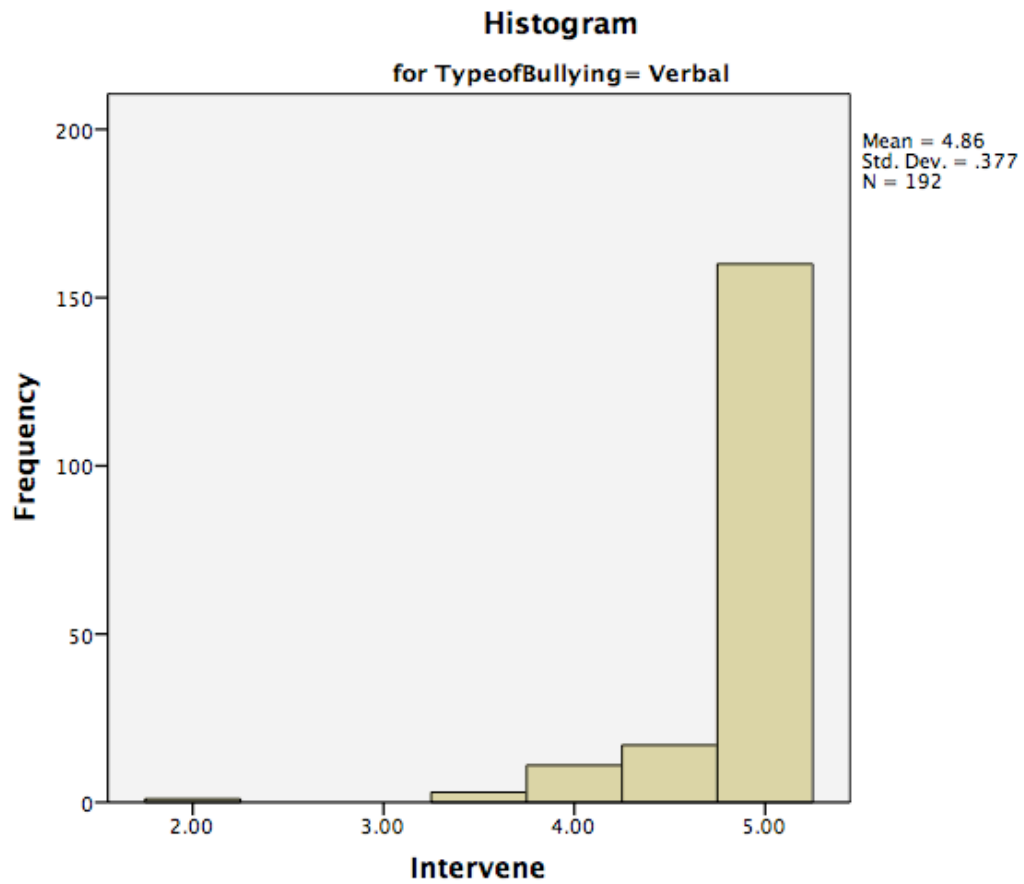


Figure Q13. Histogram of Likelihood to Intervene for Verbal Bullying (N = 514).

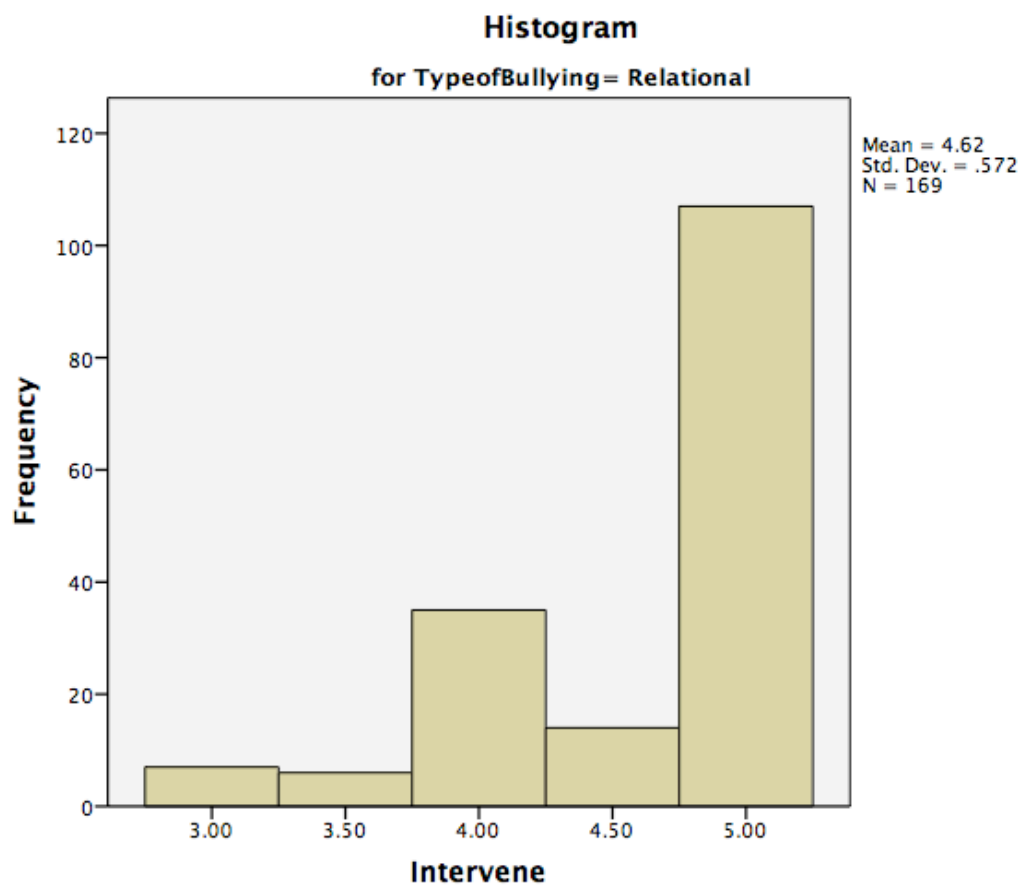


Figure Q14. Histogram of Likelihood to Intervene for Relational Bullying (N = 514).

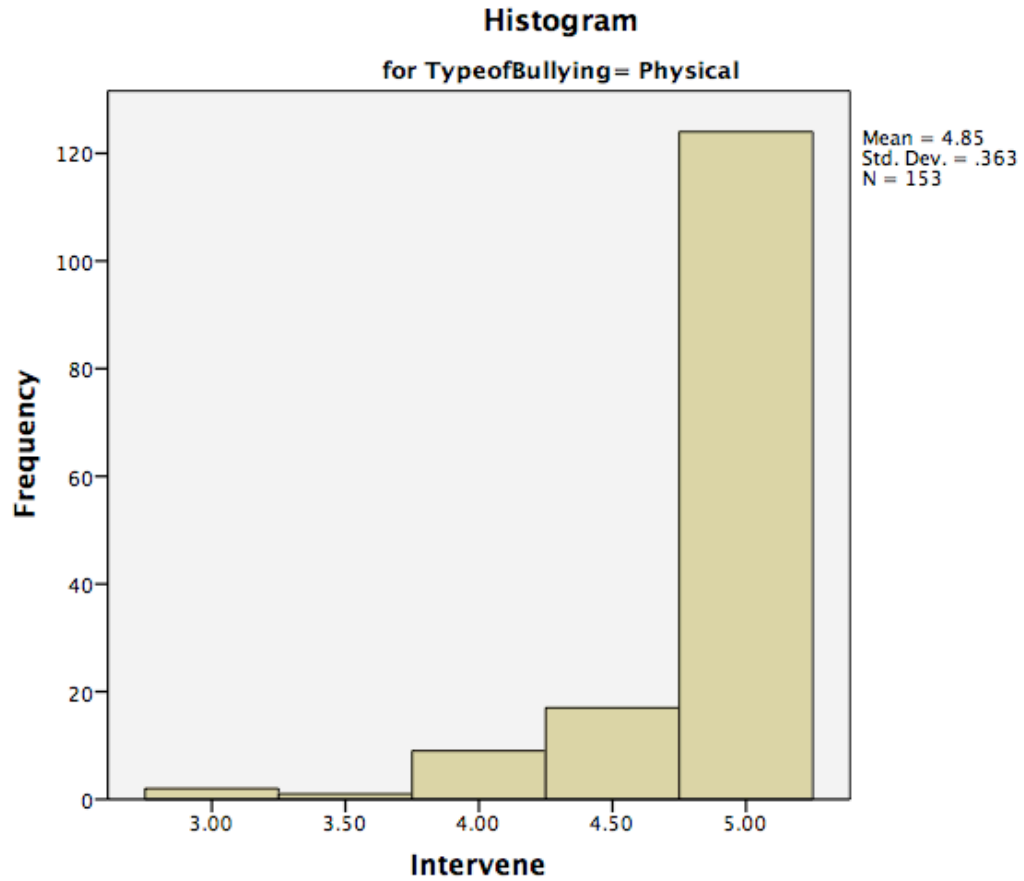


Figure Q15. Histogram of Likelihood to Intervene for Physical Bullying (N = 514).

Appendix R

Table and Figures Including Participant Data Affected by Typographical Error

(N = 514)

Table R1

Frequency and Percentages of Random Assignment of Participant to One of Six Vignettes Types Prior to Typographical Error Deletion

Group Membership	Type of Bullying		
	Verbal	Relational	Physical
Non-LGBTQ/GN	114 (22.2)	79 (15.4)	70 (13.6)
LGBTQ/GN	78 (15.2)	90 (17.5) ^a	83 (16.1)

Note. Percentages of frequency appear in parenthesis.

a. Vignette affected by typographical error and was decreased to n = 15 following correction which is reflected within the table in the main analysis section.

Table R2

Participants' Age and Sex as Frequency and Percentage of Sample

Characteristic	Frequency	Percentage
Age		
21-30	88	17.1
31-40	187	36.4
41-50	114	22.2
51-60	96	18.7
61+	27	5.3
Missing	2	.4
Sex		
Male	62	12.1
Female	451	87.7
Other	1	.2

Table R3

Sample Race/Ethnicity and Sexual Orientation Frequency and Percentages

Race/Ethnicity	Frequency	Percentages
African American or Black	37	7.2
Asian, Asian American, or Pacific Islander	6	1.2
Hispanic or Latino	74	14.4
American Indian or Native American	5	1.0
Caucasian or White	378	73.5
Biracial/Multiracial	14	2.7
Sexual Orientation		
Heterosexual	489	95.1
Homosexual	15	2.9
Bisexual	4	.8
Queer	1	.2
Other	3	.6
Missing	2	.4

Table R4

Individual Residence Characteristics as Frequency and Percentage of Sample

State	Frequency	Percentage
Arkansas	1	.2
Colorado	9	1.8
Connecticut	2	.4
Indiana	3	.6
Kentucky	4	.8
Maine	1	.2
Michigan	4	.8
Mississippi	2	.4
Nebraska	1	.2
Nevada	1	.2
New Mexico	3	.6
New York	1	.2
North Carolina	1	.2
Pennsylvania	3	.6
South Carolina	1	.2
Texas	469	91.2
Virginia	1	.2
West Virginia	1	.2
Missing	4	.8

Table R5

Individual Job Title as Frequency and Percentage of Sample

Job Title	Frequency	Percentage
Behavior Specialist	13	2.5
Counselor	21	4.1
Curriculum Specialist	7	1.4
District Administrator	11	2.1
Diagnostician or Psychometrician	28	5.4
Nurse	3	.6
Occupational Therapist	5	1.0
Reading Specialist	7	1.4
School Administrator	20	3.9
School Psychologist	57	11.1
Speech Pathologist	13	2.5
Support Staff	54	10.5
Teacher	273	53.1

Table R6

Recruitment Source of Participants

Source	Frequency	Percentage
Email	338	65.8
Facebook	87	16.9
A Friend	74	14.4
Other	15	2.9

Table R7

Means and Standard Deviations for Seriousness, Empathy, and Likelihood to Intervene (N = 514)

	Type of Bullying					
	Verbal		Relational		Physical	
	M	SD	M	SD	M	SD
LGBTQ/GN Scenarios						
Seriousness	4.69	.41	4.32	.62	4.51	.54
Empathy	4.49	.78	4.48	.58	4.32	.85
Likelihood to Intervene	4.88	.32	4.62	.56	4.86	.34
Non-LGBTQ/GN Scenarios						
Seriousness	4.61	.55	4.30	.63	4.41	.60
Empathy	4.57	.68	4.43	.58	4.31	.80
Likelihood to Intervene	4.85	.41	4.61	.59	4.84	.39

Note. LGBTQ = lesbian, gay bisexual, transgender, questioning; GN = gender nonconforming. M = average of two items related to each type of bullying; SD = Standard Deviation. Average scores (minimum = 1, maximum = 5).

A 2 X 3 MANCOVA was used to evaluate data and minimize the likelihood for Type I error (false positive of a significant difference). With the use of Wilk's criterion, the combined DVs of perceived seriousness, likelihood to intervene, and level of empathy were all significantly related to the covariate homonegativity, $F(1, 506) = 12.803, p$

=.000, partial $\eta^2 = .071$ but not to the covariate of social desirability, $F(1, 506) = 2.200$, $p = .087$, partial $\eta^2 = .013$. With the use of Wilk's criterion, the combined DVs of perceived seriousness, likelihood to intervene, and level of empathy were all significantly related to the main effect of type of bullying, $F(2, 506) = 11.129$, $p = .000$, partial $\eta^2 = .062$ but not to the main effect group membership, $F(2, 506) = 0.880$, $p = .451$, partial $\eta^2 = .005$. The interaction of main effects GM and TOB was also non significant, $F(2, 506) = .301$, $p = .937$, partial $\eta^2 = .002$. The previous table (Q7) summarizes the results of the analysis.

Table R8

Estimated Marginal Means and Standard Error for Perceived Seriousness, Empathy, and Likelihood to Intervene Adjusting for Homonegativity and Social Desirability

	Type of Bullying					
	Verbal		Relational		Physical	
	M ^a	SE	M ^a	SE	M ^a	SE
LGBTQ/GN Scenarios						
Seriousness	4.70	.06	4.31	.06	4.53	.06
Empathy	4.52	.08	4.47	.07	4.33	.08
Likelihood to Intervene	4.90	.05	4.61	.05	4.87	.05
Non-LGBTQ/GN Scenarios						
Seriousness	4.62	.05	4.29	.06	4.40	.07
Empathy	4.58	.07	4.42	.08	4.29	.08
Likelihood to Intervene	4.85	.04	4.60	.05	4.83	.05

Note. LGBT = lesbian, gay bisexual, transgender, questioning; GN = gender nonconforming. M = average of two items related to each type of bullying; SE = Standard Error. Average scores (minimum = 1, maximum = 5) are plotted in Figures 1 – 3.

a. Covariates appearing in the model are evaluated at the following values:

Homonegativity = 1.9954, Social Desirability = .5996.

Table R12

Beta Values for the Covariates of Homonegativity and Social Desirability for the Dependent Variables Prior to List Wise Deletion

Covariate	Dependent Variables		
	Perceived Seriousness	Empathy	Likelihood to Intervene
Homonegativity	-.155(-4.53)***	-.216(-5.01)***	-.125(-4.58)***
Social Desirability	.226(2.00)	-.216(-5.01)	.091(1.01)

Note. Values in cells are *B* (t) values.

* $p < .05$

** $p < .01$

*** $p < .001$

Table R13

Mean Scores and Standard Deviations of Social Desirability Based upon Occupation

Occupation	N	M	SD
Behavior Specialist	13	.53	.21
Counselor Curriculum Specialist	21	.57	.24
District Administrator	7	.68	.26
Diagnostician or Psychometrician	11	.61	.24
Nurse	28	.61	.19
Occupational Therapist	3	.64	.14
Reading Specialist	5	.59	.18
School Administrator	7	.59	.18
School Psychologist	20	.64	.21
Social Worker	57	.35	.20
Speech Pathologist	2	.60	.28
Support Staff	13	.53	.24
Teacher	54	.65	.23
Total	273	.64	.19
	514	.60	.22

R14

Means and Standard Deviations of Homonegativity Based Upon Occupation Description

Occupation	N	M	SD
Behavior Specialist	13	1.88	.70
Counselor	21	2.10	.71
Curriculum Specialist	7	1.83	.68
District Administrator	11	2.27	.68
Diagnostician or Psychometrician	28	2.17	.52
Nurse	3	1.83	1.18
Occupational Therapist	5	1.76	.46
Reading Specialist	7	2.01	1.00
School Administrator	20	2.21	.74
School Psychologist	57	1.60	.54
Social Worker	2	1.2	.28
Speech Pathologist	13	2.16	.57
Support Staff	54	2.11	.68
Teacher	273	1.98	.76
Total	514	1.98	.72