

## MIDDLE SCHOOL REPORT

### I. Results of the annual survey on teasing

Dr. Susan West in conjunction with the DuPage YWCA conducted a survey of all students at Peacock with over 263 completed and returned usable surveys addressing our students' involvement with teasing. The results, which are contained in this report, will serve as a basis for focus of current intervention programs we use through the YWCA and the Alexian Brothers Behavioral Health Resource programs.

Students were asked a series of ten questions on teasing. When asked if they had ever been teased, made fun of, or been insulted, over 217 or 75% of the students responded with a yes. When asked what the reason for the behavior was, the following responses in rank order from most to least highlight this area of the survey. I have been teased, made fun of, or insulted for:

- |                 |                 |
|-----------------|-----------------|
| 1. What I do    | 6. My size      |
| 2. What I wear  | 7. My hair      |
| 3. How I look   | 8. What I say   |
| 4. What I like  | 9. How I act    |
| 5. What I think | 10. What I have |

When asked how often they are teased, student responses were as follows:

1. Rarely – 58%
2. Maybe once a week – 17%
3. Several times a week – 6%
4. Every day – 3%
5. Several times a day – 2%

Students were also asked to define the location where the teasing takes place. The students indicated that teasing takes place:

- |                              |                                       |
|------------------------------|---------------------------------------|
| 1. At lunch – 29%            | 6. In the locker area – 11%           |
| 2. In the classroom – 28%    | 7. On the way to and from school – 7% |
| 3. In the neighborhood – 16% |                                       |
| 4. On the playground – 13%   |                                       |
| 5. On the school bus – 12%   |                                       |

The respondents were asked to state the approximate age of the teaser. Over 24% indicated that the teaser was the same age while 20% stated that the teaser was older.

The next question addressed the relationship between the teaser and the person being teased. When “victims” of teasing were asked to identify the teaser, 20% identified a friend, 35% identified someone outside of their circle of friends, 24% identified a person they sometimes considered a friend, 3% indicated a sibling teased them, and 18% could not place the person into a category.

Students were asked the age of the teaser. Nearly 63% indicated someone of the same age teased them. Additionally, nearly 24% cited an older person as someone who teased them. When students were asked whether the teaser who teases them also teases other kids over 40% answered this question “yes” while 8% answered “no”. The remaining respondents indicated that they did not know whether the person teasing them also teased others.

When students were asked how they felt when they were being teased, the following responses represent Peacock students.

- |                               |                     |
|-------------------------------|---------------------|
| 1. It doesn't bother me - 35% | 6. Hurt – 16%       |
| 2. Angry - 27%                | 7. Frustrated – 11% |
| 3. Upset – 22%                | 8. Stressed – 8%    |
| 4. Embarrassed – 19%          | 9. Helpless – 3%    |
| 5. Sad – 16%                  | 10. Afraid – 3%     |

Finally, students were asked to state what they did when they were being teased.

1. Ignore the teaser – 56%
2. Tease the teaser – 12%
3. Hit the teaser – 7%
4. Argue with the teaser – 7%
5. Tell and adult- 7%

Analysis of the data on teasing and bullying seems to suggest trends. When comparing grade levels, it appeared that the older a child gets the less likely he/she is to tell an adult. Over 15% of 6<sup>th</sup> graders chose that course of action while only 6% of 8<sup>th</sup> graders responded to being teased by telling an adult. Furthermore, the responses students have given to the reasons for being teased have remained consistent over the years. Most attribute personal appearance and clothing as reasons fore being teased. However, when students reflect on the frequency of teasing that they experience, the response “Rarely” has increased over the years.

Early intervention with teasing and bullying is essential. Programs such as the YWCA’s CAP program as well as the Alexian Brothers Behavioral Health Resources Skills Training program have been extremely beneficial in helping Peacock students develop skills that will allow them to successfully and appropriately deal with the issues of teasing, bullying, and peer pressure.

## **II. Parent Advisor Committee**

Peacock’s newly created Parent Advisory Committee has been formed with sixteen members of our school’s community having volunteered to participate. The group’s first meeting has been scheduled for Wednesday, October 29, 2003 with an initial task of creating a prioritization of current critical issues impacting Peacock.