Blake Tubbs: “Perceptions of Bullying: Connecting the Experiences of Elementary Students, Teachers, and Administration.”

Understanding perceptions of bullying and bullying experiences in elementary schools is essential for implementing prevention/intervention in the classroom. Previous research has compared perceptions of students, parents, and teachers. This research uses qualitative semi-structured interviews to compare perceptions of bullying between students, elementary teachers, and school administration. Data was coded with the use of Atlas.ti software for common thematic elements within groups as well as similarities/differences between groups. Results show that while students (n=16) know what bullying is, what it means, and how to recognize it, it continues to happen, but only on rare occasion. It is inferred that this school and perhaps the entire community is doing an exemplary job at educating about bullying behaviors within the school and how to deal with them. Teacher (n=8) and administration (n=2) interviews showed accurate and extensive knowledge about bullying. Personal experiences were collected from all participants. Results also show the level of character education, particularly about bullying, given to students as well as training and education within the faculty (both teachers and administration). Perceptions of solutions were most interesting as they ranged from full bystander intervention to situational avoidance for bystander and victim, which was the case for both adult and child interviews.


The purpose of this study was to evaluate the relationship between participant empathy scores and the type of engagement in the acting out of a date rape scenario (using dolls) that is designed to trigger an empathetic repose. For the experimental groups, participants were asked to read a script of a date rape scenario then asked to act out said scenario using two small dolls and a diorama of the environment where the rape took place as the researcher narrates. Once the scenario was acted out the participants completed a survey consisting of: date rape scenario follow up questions—which assess the participants’ opinion of the male and female characters in the scenario; an empathy scale—which consisted of several sub scales; and a brief demographic questionnaire. The results of this study are in favor of our hypothesis, which is that a participant who takes on the perspective of an opposing gender through the reenactment process will then have more empathy for that particular character. Likewise, a participant who takes on the perspective of the same gender will have more empathy for the character that is the same gender of the participant.


Performance anxiety in dance is not a new phenomenon. The effects that this kind of anxiety can have been suggested to be debilitative (negative impacts) or facilitative (positive impacts), and its source caused by internal and environmental conditions. When a dancer is exposed to motivational climate conditions that do not support the positive aspects of anxiety or they consistently experience the more debilitative form, how they cope can be a valuable tool. This study examines a combination of techniques learned in several other studies that have provided valuable in the field of Dance Psychology. We will provide dancers a challenge to learn a moderate to difficult ballet phrase over the period of a week, and then they are to perform the phrase for evaluation. We will compare dancer’s anxiety levels before and after to determine if a combined use of specific and intense visual imagery and marking can be used to reduce overall performance anxiety levels.