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# 3rd Grade Bullying Assessment

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Running head: 3<sup>rd</sup> GRADE BULLYING ASSESSMENT

3<sup>rd</sup> Grade Bullying Assessment

Jenna Moschetto

University of Rhode Island

3<sup>rd</sup> Grade Bullying Assessment

Bullying is a form of aggression in which harm is intended physically, verbally, or psychologically. A study done by Craig and Pepler tells that there are two elements of bullying. The first is that bullying is indeed a form of aggressive behavior imposed from a position of

power. The children who are bullying others continuously have more power than the children who are the victims. The second element is that bullying is an aggressive behavior that is repeated over time. Since it is repeated the child who is the bully gains power over time and the child who is the victim loses power and unable to defend themselves. PREVnet is a Canadian group who is trying to prevent bullying from happening they provide three key messages to the children they work with. The first is bullying is wrong and hurtful. This is saying that “bullying affects children and youth who are bullied, those who bully others, and those who know it is going on” (Craig & Pelper). The second is bullying is a relationship problem. This is stressed by PREVnet because bullying others can lead to sexual harassment, date aggression, workplace harassment, and marital, child, and elder abuse. This means that it is crucial to stop bullying at an early age. The third thing they stress is promoting relationships and eliminating violence are everybody’s responsibility. This is saying that schools need to be more involved and have interventions in the classroom that promote positive interactions between the children.

Bullying affects both the bullies and the victims in negative ways. Bullies “are at increased risk of becoming involved in delinquency, crime, and alcohol abuse. Bullying might allow children to achieve their immediate goals without learning socially acceptable ways to negotiate with others, resulting in persistent maladaptive patterns.” (Veenstra, R., Winter, A., Oldehinkel, A.J., Verhulst, F., & Ormel, J.) Victims also have long-term consequences. They are increased risk of depressions and lower self esteem developed in adulthood.

Bullies feel less anxious when they are in control and believe that success will be achieved through their aggression. Bullies show poorer psychosocial functioning, poorer school adjustment, and less social support from teachers and peers. Bullies also come from homes in which parents that are physical, hostile and rejecting, and have poor problem solving skills. The victims tend to be “more withdraw, depressed, anxious, cautious, quiet, and insecure than others. Victims report feeling lonelier and less happy at school and having fewer good friends.” (Veenstra, R., Winter, A., Oldehinkel, A.J., Verhulst, F., & Ormel, J). However what is interesting that this study found was that half of the bullies also report to be victims as well. They conducted a study by interviewing parents and giving children mean age of 11 a questionnaire. The results concluded “on average, respondents designated 6% of relations with their classmates as bullying and 4% as victimization. Uninvolved children were almost never perceived as bullies (.02) or as victims (.01) by their classmates”.

### *Participants*

Participants were third grade students from West Warwick (16 boys and 7 girls) from Massie E. Quinn Elementary School and Central Falls (41 boys and 42 girls) from Veteran's Elementary School. Participants ranged from 88 months to 124 months old. In West Warwick 5 children were not allowed and 8 children refused to participate. In Central Falls every child was allowed and no child refused.

### *Material*

A passive parental permission form (See Appendix A and B) was handed out to the children a week before the study. A child assent form (See Appendix C and D) was handed to the children the day of the study. A 32 item-bullying questionnaire was created (See Appendix E and F) which included gender, birth date, and 32 closed questions. Jenna Moschetto and Professor Collyer created the rating scale. The first section included the choices very often, often, sometimes, or never. The second section included the choices every day, every week, every month, or never. The third section included the choices very bad, bad, not so bad, and ok. The fourth section included the choices before school, after school, in class, lunchtime, in school but not in class or at lunch, or other. If the child could not or did not want to participate he or she was given a word search puzzle (See Appendix G) to complete instead.

### *Procedure*

Passive consent forms were sent home to the parents of each 3<sup>rd</sup> grade student a week before the survey was taking place. The teacher pointed out the children whose parent's did not want them to participate. They were handed a word puzzle and everyone else was handed a child assent form. Next, the researcher read out loud the child assent form and instructed the children to sign

it if they agreed to participate. The children who did not want to participate were handed a word puzzle while all the students who signed the assent form were handed the questionnaire. Some children who did not speak English were handed a Spanish questionnaire instead. The researcher then read out loud each question and then the teacher read the same question out loud in Spanish. After every page was complete the researcher asked the children to raise their hand when the page was complete. After the survey was through the researcher asked the children to make sure they had one answer for each question. When the children were done double-checking they were asked to put their questionnaire face down on their desks. Each class took about 25-35 minutes.

### *Results*

In both school districts physical bullying (35.8%) took place after school verbal bullying (26.4%) took place at lunch time, and social bullying (22.6%) took place in class. In West Warwick Physical bullying (26.1%) occur the most in other places other than before school, after school, lunch time, or in class. Some examples that were given were in the hallways and the bathroom. Verbal bullying (30.4%) happens the most in class. Social bullying (34.8%) happen the most in other places other than before school, after school, lunch time, or in class. In Central Falls physical bullying (41%) takes place the most after school. Verbal bullying (30.1%) happens the most at lunch time. Social bullying (31.3%) happen the most at lunch time.

A sensitivity scale was created from both school districts and each separately. For both school districts combined the perceived severity rating of bullying went punching (the worst), breaking property, telling lies and kicking, teasing, making jokes about a kid, pinching, and not letting a kid play. In West Warwick the perceived severity rating of bullying went punching and breaking a kids property, telling lies, kicking, saying mean things, teasing, making jokes about others, pinching, and not letting another kid play. In Central Falls the perceived severity rating of

bullying went punching, breaking a kids property, teasing, kicking, telling lies, saying mean things to others, making jokes, pinching and not letting a kid play.

As a whole in both school districts girls (3.60) were more sensitive to violence than boys (3.43) In Central falls girls (3.60) were slightly more sensitive than boys (3.42) in regards to sensitivity to violence. (2 tail sig .040) In West Warwick girls (3.48) were very slightly more sensitive than boys (3.47) but not by much.

Age and sensitivity to violence was not significant except that older kids more likely to report kids starting rumors about them (.308 sig level). The children less sensitive to violence are the children who watch other children being bullied more (-.209). Classmates call me names and kids hit and push me around are correlated (.460) at the 2tailed .01 level. Other kids leave me out of things and kids hit and push me around is correlated (.425) at the 2tailed .01 level. Kids start rumors about me and classmates call me names is correlated (.482) at the 2 tailed .01 level. I help kids who are being bullied and I try to help the kid who is being bullied is correlated (.447) at the 2 tailed .01 level. The highest correlation was found between how often does another kid say mean thing to you and how often does another kid say mean things about you to others (.555) 2 tailed .01 level.

#### *Discussion*

Both school districts seemed to have a greater percentage of where bullying took place the most. Each school district bullying took place the most in different places. However, on the sensitivity scale of both school districts answers very similar to one another in the order of severity. In both school districts girls were more sensitive to violence than the boys which is a usual result for these genders.

Interestingly age was not a significant factor in relation to bullying. The correlations found help the reliability of my study. Example is the highest correlation was between how often does

another kid say mean things to you and how often does another kid say mean things about you to others .555 is saying that these children are not lying about their answers.

There were a couple limitations to this study. For one thing some students did not understand the questions and certain words. The researcher had to explain and give some examples of the question. Another limitation was that there was confusion with the answers. Some students could not differentiate between very often and often. The language barrier was also a limitation because some student's first language was not English. A Spanish version was provided but some children spoke other language.

### *References*

Craig, W.M., & Pepler, D.J. (2007). Understanding bullying: from research to practice. 28(2), 86-93.

Veenstra, R., Winter, A., Oldehinkel, A.J., Verhulst, F., & Ormel, J. (2005). Bullying and victimization in elementary schools: a comparison of bullies, victims, bully/victims, and uninvolved preadolescents. *Developmental Psychology*, 41(4), 672-682.

Bauman, S., & Del Rio, A. (2006). Preservice teachers. *Journal of Educational Psychology*, 98(1), 219-231.



**Appendix A**  
**Parental Permission for a Child's Participation in Research**

Dear Parent or Guardian,

Your child has been asked to participate in a bullying survey. Each of the 3<sup>rd</sup> grade classes in the Central Falls and West Warwick School District has been asked. This survey is confidential so your child's identity will not be revealed. The name of the researcher is Jenna Moschetto, a senior at University of Rhode Island. She is being supervised by Professor Charles Collyer. The survey will take about 40 minutes in class. Children will be given an alternate activity (word puzzles) if they do not want to do the survey. They may also stop working on the survey and switch to the alternate activity at any time. If you have any concerns or questions about your child's rights as a research subject, you may contact URI's Vice President for Research at 874-4328.

Doing this survey has no risk or benefit to the 3<sup>rd</sup> grade student but will allow information on bullying in the West Warwick and Central Falls School District. The survey will be completely by either pen or pencil and consists of 29 multiple choice questions. Please return this form if you do not want your child to participate in the bullying questionnaire.

-----  
I **do not** give my child permission to participate in the survey:

Signature of parent/guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Name of child: \_\_\_\_\_

**Appendix B**  
**Autorización de Padres de familia para la participación de su hijo en investigación académica**

Querido Padre de Familia o guardian responsable,  
Los niños de las clases de tercer grado en las escuelas del Distrito de Central Falls y West Warkwick han sido invitadas han sido invitados a participar en una encuesta sobre bullying . La encuesta es confidencial y la identidad de su hijo no sera revelada. El nombre de la persona que realiza el estudio es Jenna Moschetto, estudiante de psicología de la Universidad de Rhode Island. La supervisión esta a cargo, de su profesor, el Dr. Charles Collyer.  
La encuesta toma aproximadamente 40 minutos y tendría lugar en el salón de clase. En caso que usted no desee que su nino/a participe el o ella tendran la posibilidad de realizar una actividad alternativa -armar rompecabezas-, mientras sus companeritos completan el cuestionario. Los ninos también tienen la posibilidad de interrumpir el cuestionario y realizar el rompecabezas en cualquier momento.  
Si tiene alguna inquietud relacionada con la participación de su hijo como sujeto de estudio en una investigación académica, usted se encuentra libre de contactar el Vicepresidente de Investigación de la Universidad de Rhode Island.  
Esta encuesta no representa ningún riesgo o beneficio para los niños estudiantes de tercer grado. Sin embargo permite recolectar información valiosa sobre bullying en West Warwick y el Distrito de Central Falls. La encuesta consta de 32 preguntas que serán respondidas con lápiz o lapicero. Por favor, regrese esta forma **si usted no desea** que su hijo complete el cuestionario sobre intimidación (bullying).

-----  
**No autorizo** la participación de mi niño en el cuestionario:  
Firma del padre (o madre) /guardian responsable \_\_\_\_\_  
Date: \_\_\_\_\_  
Nombre del niño:  
\_\_\_\_\_  
\_\_\_\_\_

### Appendix C

#### ASSENT FORM FOR RESEARCH

My name is Jenna Moschetto. I am a student at the University of Rhode Island. My teacher, Professor Collyer, and I are interested in what kids think about bullying. We are inviting you to be in our research project. There are 33 questions for you to answer.

The research study is not dangerous, and will not hurt you. You will not get anything for being in the study, but we may learn more about bullying from your answers, and this may help the school.

In the research, we will ask you about different kinds of bullying that you may know about. We want to understand bullying and see what can be done about it. But if you do not want to answer the questions, that is OK. Instead of the questions, you can work on one or two word puzzles.

There are two word puzzles stapled to the research questions on bullying. If you do not want to answer the questions, just work on the word puzzles.

You can ask me any questions about this. You can also talk to the school counselor if you want to talk about bullying or anything that is in our set of questions. If you have more questions about this study later, please call my supervisor, Professor Charles Collyer, at 401-258-9834, or email him at [collyer@uri.edu](mailto:collyer@uri.edu). I will give you this information on a card if you want to keep it.

When you are finished answering the questions or working on the puzzles, raise your hand and I will take your papers. You can also raise your hand if you just want to stop, and I will take your papers.

Your part in this study is confidential, which means that we will not put your name on your paper. No one else will know if you were in this study and no one else can find out what answers you gave.

You might want to talk this over with your parents before you decide about being in this study. We will also ask your parents to give their permission. Even if your parents say “yes” you can still say “no.” If you do decide to answer our questions on bullying, you can stop anytime. No one will be upset if you don’t want to be in the research or even if you change your mind later and want to stop. If you want to quit the study, just let Jenna know (by calling her at 201-294-7816) or ask one of your parents to call us.

Would you like to read or hear about this study again?

Signing your name at the bottom of this form means that you have read or listened to what it says and you understand it. Signing this form also means that you agree to participate in this study and your questions have been answered. You and your parents will be given a copy of this form after you have signed it.

---

Signature of participant

---

Signature of Researcher

\_\_\_\_\_  
Typed/printed Name

\_\_\_\_\_  
Typed/printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

### **Appendix D**

## **AUTORIZACIÓN PARA LA PARTICIPACIÓN EN ESTUDIO**

Mi nombre es Jenna Moschetto, estudiante de psicología en la universidad de Rhode Island. Mi profesor, el Dr. Charles Collyer y yo estamos interesados en saber que piensan los niños acerca de bullying. Te estamos invitando a que participes en nuestro proyecto de investigación.

El cuestionario consta de 32 preguntas que debes contestar. Esta encuesta no representa ningún riesgo o beneficio para ti, sin embargo permite recolectar información valiosa sobre intimidación (bullying) que pueden ayudar a la escuela.

En el cuestionario te preguntaremos acerca de las diversas clases de bullying que conoces y que pueden estar a tu alrededor. Queremos entender bullying y buscar formas de eliminarlo. Si no quieres contestar las preguntas, esta bien. En ese caso, podrás trabajar en uno o dos rompecabezas de palabras que se encuentran en el cuestionario sobre bullying. Si no quieres contestar las preguntas, puedes trabajar en los rompecabezas.

Puedes preguntar en cualquier momento. También puedes hablar con el consejero de la escuela sobre bullying o cualquier duda que tengas sobre las preguntas. En el futuro, si tienes más preguntas sobre este estudio, puedes contactar a mi supervisor, el profesor Charles Collyer, al 401-258-9834, o puedes enviarle un correo electrónico a: collyer@uri.edu. Te daré esta información en una tarjeta si quieres guardarla. Cuando acabes de contestar las preguntas o el rompecabezas, levanta tu mano y yo cogeré el cuestionario. Puedes levantar la mano en caso que quieras parar.

Tu participación en este estudio es confidencial. Por favor no pongas tu nombre en el papel. Nadie sabrá que tu participaste en este estudio y nadie podrá descubrir tus respuestas. Puedes hablar con tus padres antes de que decidas participar en esta encuesta. También pediremos que tus padres den su permiso. Incluso si tus padres dicen “sí” tu puedes decidir “No” participar.

Si decides contestar a nuestras preguntas sobre bullying, puedes parar en cualquier momento. Nadie se molestará contigo si no quieres participar en la investigación. En cualquier caso si cambias de opinión, puedes contactar a Jenna por teléfono llamándola al 201-294-7816 o pedir que uno de tus padres nos llame. ¿Deseas saber más sobre este estudio otra vez?

La firma de su nombre en la parte inferior de esta forma significa que has leído, escuchado y entendido acerca del cuestionario sobre intimidación (bullying). Firmar este papel también significa que estas de acuerdo en participar en este estudio y en contestar sus preguntas. Tus padres y tu recibirán una copia de esta forma después de que hayas firmado.

Firma del participante \_\_\_\_\_

Firma del investigador \_\_\_\_\_

Nombre mecanografiado/impreso Nombre mecanografiado/impreso \_\_\_\_\_

Fecha \_\_\_\_\_

**Appendix E**  
**Bullying Questionnaire**

I am a: boy \_\_\_\_\_ girl \_\_\_\_\_

I was born on this date: \_\_\_\_\_

The purpose of this study is to find out about bullying.

Do not put your name on this survey, because it is anonymous.

Please answer each question honestly, based on your own experience.

**Part One** – Answer these questions using one of the four answer choices Very Often, Often, Sometimes, or Never. Circle only one of these choices for each question.

- |   |            |       |           |       |
|---|------------|-------|-----------|-------|
| 1. Classmates call me names                       | Very Often | Often | Sometimes | Never |
| 2. My friends don't let other kids play with them | Very Often | Often | Sometimes | Never |
| 3. I help kids who are being bullied              | Very Often | Often | Sometimes | Never |
| 4. I like to make kids scared of me               | Very Often | Often | Sometimes | Never |
| 5. Other kids leave me out of things              | Very Often | Often | Sometimes | Never |
| 6. Kids hit and push me around                    | Very Often | Often | Sometimes | Never |
| 7. I watch other kids being bullied               | Very Often | Often | Sometimes | Never |

8. Kids don't let me join them at lunch time  
 Very Often                  Often                  Sometimes                  Never
9. I see bullying going on when kids play  
 Very Often                  Often                  Sometimes                  Never
10. Kids call me names in the hallway  
 Very Often                  Often                  Sometimes                  Never
11. Kids start rumors about me  
 Very Often                  Often                  Sometimes                  Never
12. I spread rumors about other kids  
 Very Often                  Often                  Sometimes                  Never
13. I walk away when I see someone being bullied  
 Very Often                  Often                  Sometimes                  Never
14. I try to help the kid who is being bullied  
 Very Often                  Often                  Sometimes                  Never

**Part Two** - Answer these questions using one of the four answer choices: Every Day, Every Week, Every Month, or Never. Circle only one of these choices for each question.

15. How often do other kids hit you?  
 Every Day                  Every Week                  Every Month                  Never
16. How often does another kid say mean things to you?  
 Every Day                  Every Week                  Every Month                  Never
17. How often does another kid say mean things about you to others?  
 Every Day                  Every Week                  Every Month                  Never

18. How often do you hit others?

Every Day                  Every Week                  Every Month                  Never

19. How often do you tell your friends bad things about other kids?

Every Day                  Every Week                  Every Month                  Never

20. How often do you use mean language to others?

Every Day                  Every Week                  Every Month                  Never

**Part Three** - Answer these questions using one of the four answer choices Very Bad, Bad, Not So Bad, or OK. Circle only one of these choices for each question.

21. I feel that teasing a kid is

Very Bad                  Bad                  Not So Bad                  OK

22. I feel that punching another kid is

Very Bad                  Bad                  Not So Bad                  OK

23. I feel that breaking a kid's property on purpose is

Very Bad                  Bad                  Not So Bad                  OK

24. I feel that pinching someone is

Very Bad                  Bad                  Not So Bad                  OK

25. I feel that telling lies is

Very Bad                  Bad                  Not So Bad                  OK

26. I feel that making jokes about a kid is

Very Bad                  Bad                  Not So Bad                  OK

27. I feel that kicking another kid is

Very Bad                  Bad                  Not So Bad                  OK

28. I feel that saying mean things about other kids is

Very Bad                  Bad                  Not So Bad                  OK



29. I feel that not letting a kid play is

Very Bad

Bad

Not So Bad

OK

**Part Four** - Answer by saying when each type of bullying happens the most often.

30. Physical bullying is related to the body. Examples are hitting, punching, slapping, pinching, biting, and choking.

When does physical bullying happen the most?

- Before school
  - After school
  - In class
  - Lunch time
  - In school but not in class or at lunch
  - Other (please say when)
- 

31. Verbal bullying is related to what people say. Examples are name calling, teasing, mean criticism, racist comments, and other hurtful language.

When does verbal bullying happen the most?

- Before school
  - After school
  - In class
  - Lunch time
  - In school but not in class or at lunch
  - Other (please say when)
- 

32. Social bullying means when one person or a group of people hurts another person's feelings by ignoring them, gossiping about them, or not letting them play.

When does social bullying happen the most?

- Before school
  - After school
  - In class
  - Lunch times
  - In school but not in class or at lunch
  - Other (please say when)
-

## Appendix F

### Cuestionario sobre intimidación en la escuela

Yo soy: Niña \_\_\_\_ Niño \_\_\_\_

MI fecha de nacimiento es: \_\_\_\_\_

El propósito de este estudio es estudiar Intimidación en la escuela. (Bulling)

Por favor **NO escribas tu nombre**, el presente sondeo es anónimo.

Por favor, responde honestamente a cada pregunta, basado en tu propia experiencia.

**Primera parte** – Responde cada una de las siguientes preguntas. Para cada pregunta, encierra en un círculo la respuesta que consideres mas apropiada. Escoge solo una de las siguientes respuestas: Muy frecuentemente, Frecuentemente, algunas veces, nunca.

1. Mis compañeros de clase me llaman por sobre-apodo:

Muy Frecuentemente	Frecuentemente	Algunas Veces	Nunca
--------------------	----------------	---------------	-------

2. Mis amigos no dejan otros niños jugar con ellos

Muy Frecuentemente	Frecuentemente	Algunas Veces	Nunca
--------------------	----------------	---------------	-------

3. Ayudo a otros niños que son molestados (bulling)

Muy Frecuentemente	Frecuentemente	Algunas Veces	Nunca
--------------------	----------------	---------------	-------

4. Me gusta que otros niños sientan miedo de mi

Muy Frecuentemente	Frecuentemente	Algunas Veces	Nunca
--------------------	----------------	---------------	-------

5. Otros niños me ignoran , me excluyen o no juegan conmigo

Muy Frecuentemente	Frecuentemente	Algunas Veces	Nunca
--------------------	----------------	---------------	-------

6. Otros niños me pegan o me empujan

Muy Frecuentemente	Frecuentemente	Algunas Veces	Nunca
--------------------	----------------	---------------	-------

7. Yo miro a otros niños cuando están siendo molestados

Muy Frecuentemente	Frecuentemente	Algunas Veces	Nunca
--------------------	----------------	---------------	-------

8. Otros niños no me dejan almorzar con ellos

Muy Frecuentemente	Frecuentemente	Algunas Veces	Nunca
--------------------	----------------	---------------	-------

9. Veo niños ser molestados (Bulling) cuando están jugando

Muy Frecuentemente	Frecuentemente	Algunas Veces	Nunca
--------------------	----------------	---------------	-------

10. Otros niños me ponen sobre-apodos/ sobrenombres en el corredor de la escuela

Muy Frecuentemente	Frecuentemente	Algunas Veces	Nunca
--------------------	----------------	---------------	-------

11. Otros niños inventan cosas o rumores sobre mi

Muy Frecuentemente	Frecuentemente	Algunas Veces	Nunca
--------------------	----------------	---------------	-------

12. Comento o invento chismes o rumores acerca de otros niños

Muy Frecuentemente	Frecuentemente	Algunas Veces	Nunca
--------------------	----------------	---------------	-------

13. Me alejo cuando veo que otro niño esta siendo molestado

Muy Frecuentemente	Frecuentemente	Algunas Veces	Nunca
--------------------	----------------	---------------	-------

14. Trato de ayudar cuando otro niño esta siendo molestado

Muy Frecuentemente	Frecuentemente	Algunas Veces	Nunca
--------------------	----------------	---------------	-------

**Segunda parte** – Responde las siguientes preguntas usando una de las cuatro opciones de respuesta. Todos los días, Todas las semanas, Todos los meses, o Nunca. Encierra en un circulo solo una opción por cada pregunta.

15. Cada cuanto otros niños te agreden físicamente?

Todos los días	Todas las semanas	Todos los meses	Nunca
----------------	-------------------	-----------------	-------

16. Cada cuanto otros niños te dicen cosas malas que te molestan?

Todos los días	Todas las semanas	Todos los meses	Nunca
----------------	-------------------	-----------------	-------



27. Siento que pegarle a otro niño esta

Muy mal                      Mal                      No tan mal                      Bien

28. Siento que inventar chismes y hablar de otras personas esta

Muy mal                      Mal                      No tan mal                      Bien

29. Siento que no dejar jugar a otro niño esta

Muy mal                      Mal                      No tan mal                      Bien

**Cuarta Parte** - Responde contestando cuando cada tipo de agresión pasa mas frecuentemente.

1. Intimidación física: Relacionada con el cuerpo. Ejemplos como golpear, pegar, pellizcar, dar una palmada, morder o estrangular.

Quando son mas frecuentes las agresiones físicas?

Antes de la escuela

Después de la escuela

En clase

Durante el tiempo de almuerzo

En la escuela, pero no en clase o durante el almuerzo

Otra (Por favor, di cuando)

---

2. Intimidación verbal: Esta relacionada con lo que la gente dice. Por ejemplo cuando inventan o llaman a alguien por sobre-nombres o apodos. Cuando critican, se burlan o hacen comentarios racistas. Cuando usan un lenguaje que hiera a la otra persona.

Quando son mas frecuentes las agresiones verbales?

Antes de la escuela

Después de la escuela

En clase

Durante el tiempo de almuerzo

En la escuela, pero no en clase o durante el almuerzo

Otra (Por favor, di cuando)

---

3. Intimidación social: Hace referencia a una situación en la cual una persona o un grupo de personas hiere los sentimientos de otra persona ignorándola, inventando chismes sobre ella o no dejándola jugar.

Cuando es mas frecuente la intimidacion social?

Antes de la escuela

Después de la escuela

En clase

Durante el tiempo de almuerzo

En la escuela, pero no en clase o durante el almuerzo

Otra (Por favor, di cuando)

---

**Appendix G**

Dr. Seuss Word Search Puzzle Name \_\_\_\_\_

Dr. Seuss Characters A word search puzzle

Locate each character from books written by author Dr. Seuss in the word search below. Circle the name of each character as you find it. Words can be forward, backward, diagonal, vertical or horizontal.

The real name and the pen name of this author are hidden in the puzzle. Can you find them?

What is your favorite story by Dr. Seuss? \_\_\_\_\_ Draw your favorite character on the back of this page!

Horton Thidwick Sneetches Marvin

Ned Sally Gerald

Schlottz Mayzie Grinch

Yertle Marco

Lorax Nook Hooley Who

DGBHCNIRGHAWCALTIPJ BCZHPMTRKGDNIXAROLP DQEYOYCFDREORUSHRPLR  
 ERURWHVXMRKOSNNTXMZ NMDTGELLAAKTYEGWAOT  
 OEHONSNDPLMYLEUHDKT CRONIVRAMDFLRTRSREO RLOFBEIBLJELKCATSYL  
 AAECURBHIRSAFHIBLIH MAYZIENJHMNSFERTUEC GPYOCRAMVODUBSEYBCS  
 ELETHIDWICKVSJMWLX KLBHCNTYPTUNIEHUHLT OPWGQNLKOOONIEHTOOZ  
 CTHEODORGEISELSYMUA

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Dr. Seuss Word Search Puzzle answer key

HCNIRG H GD XAROL D O E R  
 E R R S Z N T A YE T  
 HO L Y EU T ONIVRAMD L RS O O L TS L  
 E A L H MAYZIE S EC OGRAM S  
 THIDWICK W H  
 KOON O THEODORGEISEL

Horton Ned Sally Gerald

Thidwick Schlottz Mayzie Grinch

Sneetches Marvin Yertle Marco Lorax Nook Hooley Who

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