Realistic Strategies for Bully Prevention and Promoting Positive School Climate

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Funding Sources & Disclaimer

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University of Illinois - Research Program

- **SOCIAL-ECOLOGY & SCHOOL-BASED PREVENTION** (Espelage & Swearer, 2003; Espelage, 2012, in press)

- **EXPOSURE TO VIOLENCE STUDY** (Espelage, 1998; Low & Espelage, in press)

- **SOCIAL NETWORK ANALYSIS STUDY** (Birkettt & Espelage, in press; Espelage, Holt, & Henkel, 2003; Espelage, Green, & Wasserman, 2007; Espelage, Green, & Polanin, 2012)

- **SEXUAL HARASSMENT, DATING VIOLENCE, & BULLYING STUDIES** (Holt & Espelage, 2003; Holt & Espelage, 2005; Espelage & Holt, 2006; Espelage, Basile, & Hambuger, 2012)

- **THEORY OF MIND, EMPATHY, & PEER RELATIONS** (Espelage et al., 2004; Mayberry & Espelage, 2006)

- **SEXUAL VIOLENCE, & BULLYING** (Poteat & Espelage, 2006; Espelage et al., 2008; Espelage et al., 2012)

- **YOUTH & MENTAL HEALTH OUTCOMES** (Espelage, Aragon, Birkett, & Koenig, 2008; Poteat, Espelage, & Koenig, 2009; Birkett, Espelage, & Koenig, 2009; Robinson & Espelage, 2012, 2013)

- **STUDENTS WITH DISABILITIES - Victimization & Psychological Correlates & SEL prevention** (Rose et al., 2010; Rose & Espelage, 2012; Rose, Polanin, & Espelage, in press)

- **SCHOOL CLIMATE, ACADEMIC ENGAGEMENT** (Espelage et al., in press)

Espelage Mantra:
With Awareness Comes Misperception

Misperception in Media

Bullying is an epidemic.

Bully-suicide linked.

Bully are young criminals.

Bullies need to be punished.

Bullies – dysfunctional families

Scientific Evidence

Bully Rates Have Not Changed

Bully Only One of Many Predictors

Bullies are diverse in their outcomes

Ignores Group Phenomena

Good kids get involved in bullying

Abandon Word – Bullying?

- **May 1, 2013: Dorothy Espelage cited in USA TODAY: "Stop using the word 'bullying' in school"**
- **~~Bullying:~~**
  - **Victimization**
  - **Aggression**
  - **Mean/Cruel Behavior**
  - **Disrespect**
  - **Sexual Harassment**
  - **Racism**
  - **Violence**

Definition of Bullying
(CDC; Gladden et al., 2014)

Bullying is unwanted aggressive behavior(s) among school-age children that has a high likelihood of causing physical or psychological harm or injury and is characterized by:

1) an imbalance of **real or perceived power** that favors the aggressor(s);

2) is **repeated or has a high likelihood** of being repeated;

3) The victim(s) of bullying may feel **intimidated, demeaned, or humiliated as a result of the aggression**.

Components Matter
(Ybarra, Espelage, & Mitchell, 2014; *JAH*)

- Nationally-representative samples: (1) 2008: 1,157 12- to 17-year-olds; (2) 2010-11: 3,989 13- to 18-year-olds.
- Youth who reported **neither differential power nor repetition** had the lowest rates of interference with daily functioning.
- Youth who reported **either differential power or repetition** had higher rates.
- Highest rates of interference with daily functioning were observed among youth who reported **both differential power and repetition; these youth report highest level of helplessness.**
- Youth were victims of online generalized peer aggression (30%) or both online generalized peer aggression and cyberbullying (16%) **but rarely cyberbullying alone (1%).**

Cyber-Bullying

"Cyber-bullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others."

(Bill Belsey: www.cyberbullying.ca)

Cyberbullying is inescapable (?)

Cyberbullying is inescapable (?)

% of youth reporting being bullied online

- At school: 15%
- Home: 83%
- To and from school: 4%
- Somewhere else: 7%
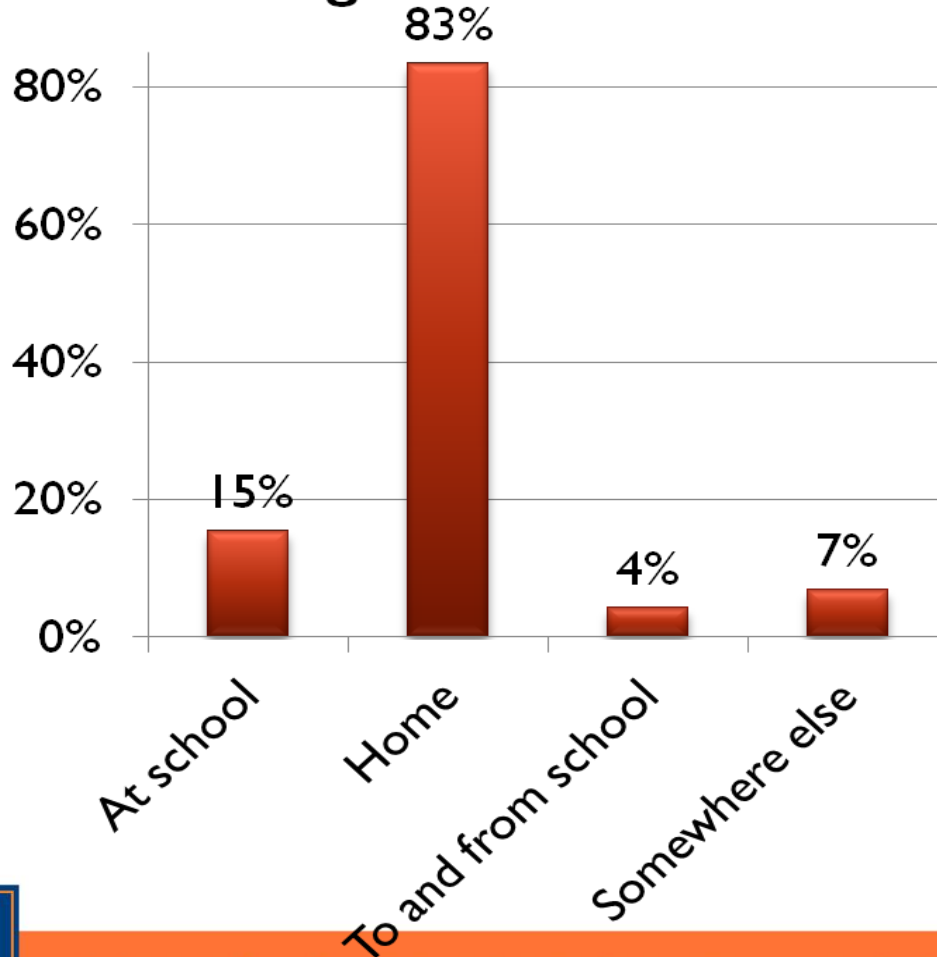
of different environments one is bullied among those bullied online

- 1: 92%
- 2: 6%
- 3: 2%
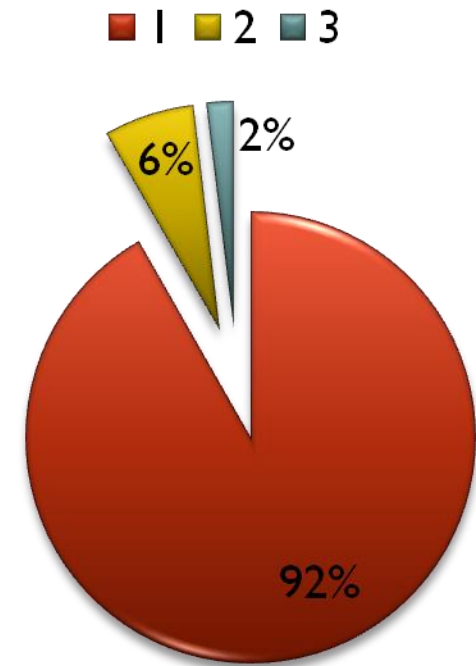
CyberBullying (Ybarra, 2011)

- Cyberbullying (bullying online) affects between 15-17% of youth each year; harassment affects about 38%
  - More than 80% youth who use the Internet are ***not* cyberbullied**

- About 1/3 of bullied and harassed youth are very or extremely upset
  - 75% who are bullied and harassed youth were not upset

- Bullying is most commonly an i**n-person** experience (21% are bullied exclusively this way).
  - For a concerning minority (8%), bullying is ubiquitous (in person, online, via text)

- Internet victimization is **not increasing**
  - Text messaging victimization may be increasing…

Transactional Associations Between School-Based Aggression/Bullying & Cyberbullying

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Method

▶ Participants
- 1,132 students (49.1% female)
- 3 cohorts (5th, 6th, 7th graders)
- Assessed across 4 waves including Spring/Fall 2008, Spring/Fall 2009
- Racially diverse (51% Black; 34% White; 3% Hispanic; 3% Asian; 9% Other)

Bullying Perpetration & Cyberbullying Perpetration
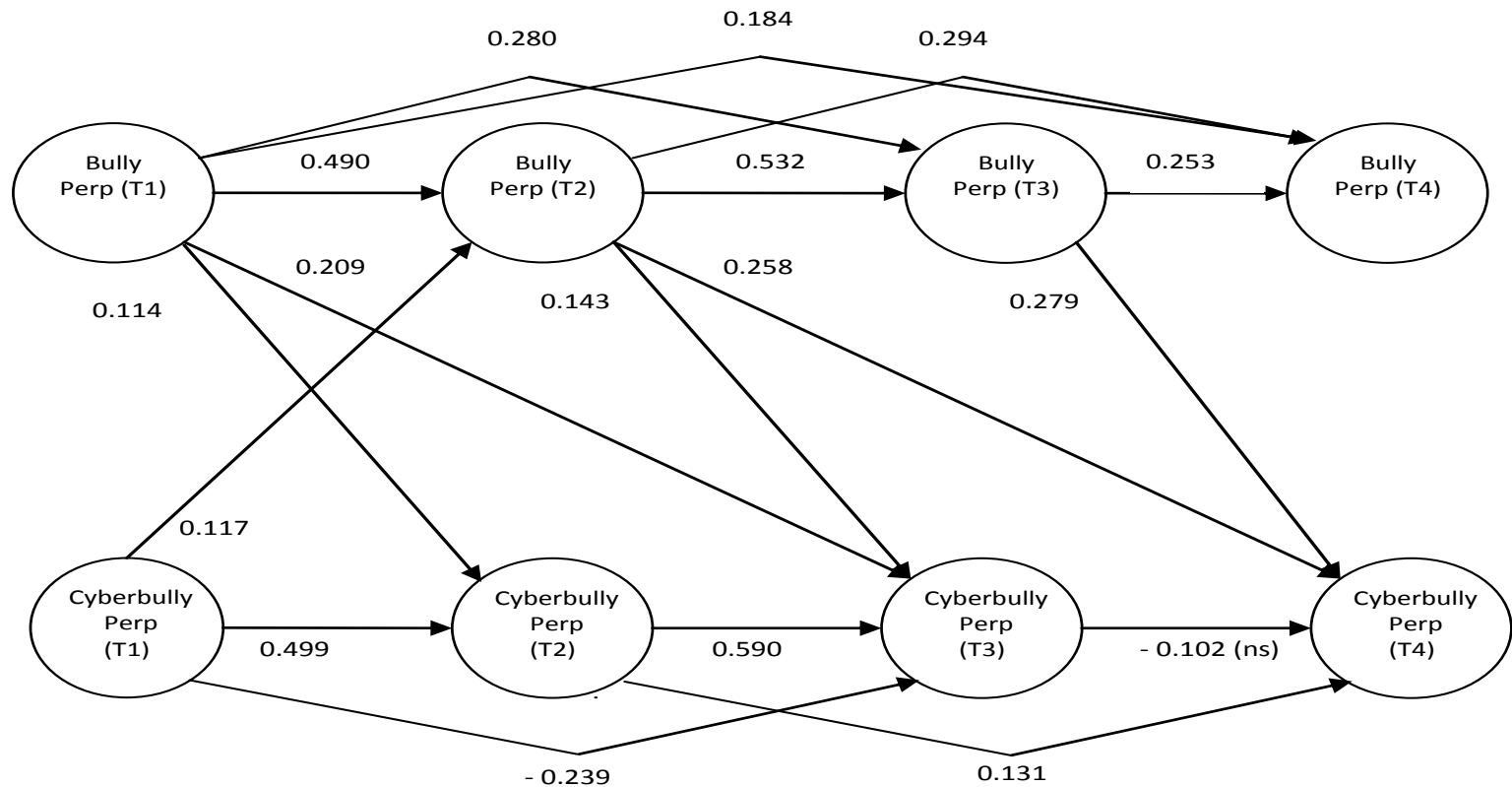
Figure 1. Model Fit: $\chi^2_{(219,\ n=1132)}$ = 945.318; RMSEA = 0.0542 $_{(0.0506\ ;\ 0.0577)}$; NNFI = .0975; CFI = 0.980

Bullying Victimization and Cyberbullying Perpetration
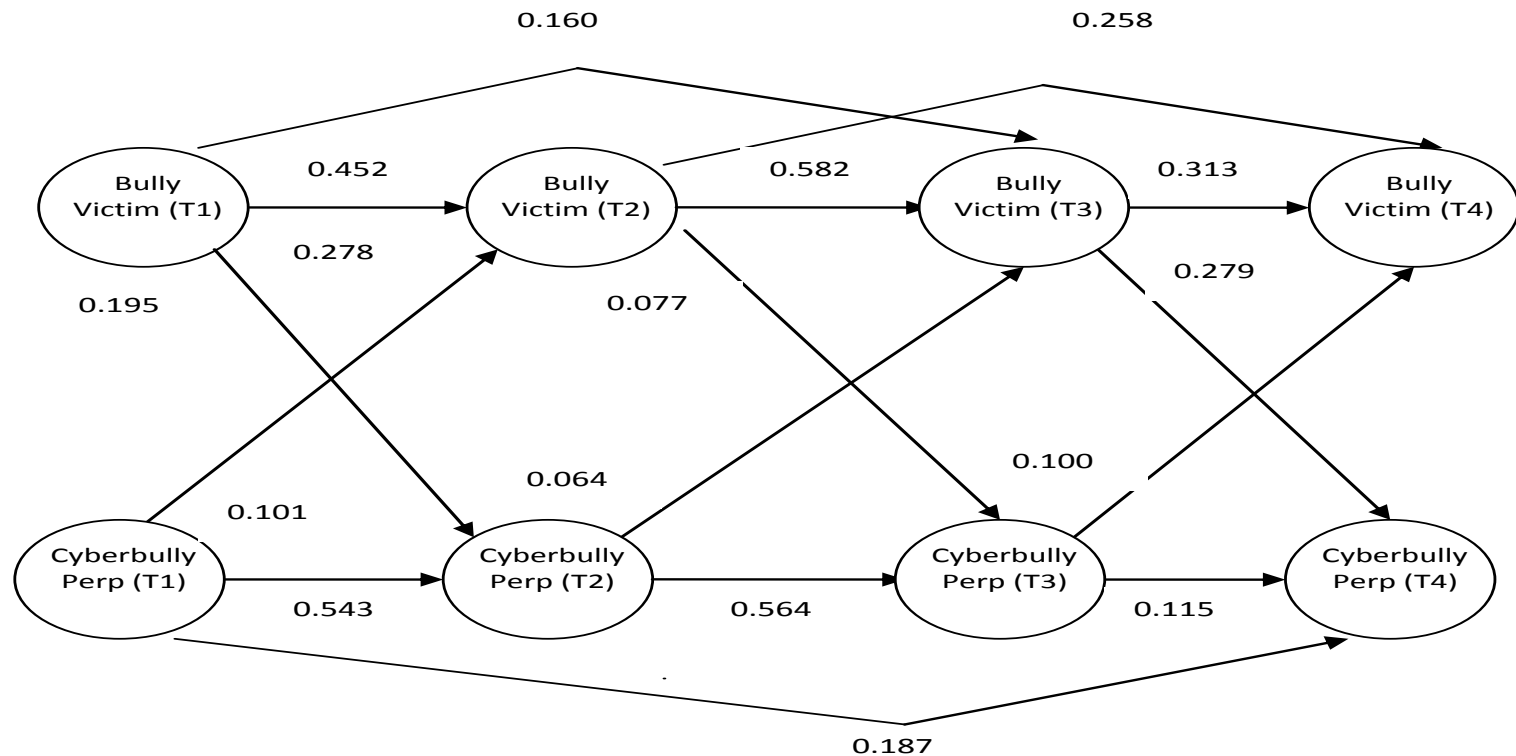
Figure 2. Model Fit: $\chi^2_{(222, n=1132)} = 854.147$; RMSEA = 0.0486 $_{(0.0453\,;\,0.0525)}$; NNFI = .0965; CFI = 0.972

www.guilford.com

Social-Ecological Perspective

Society

Community

School /Peers

Family

Child
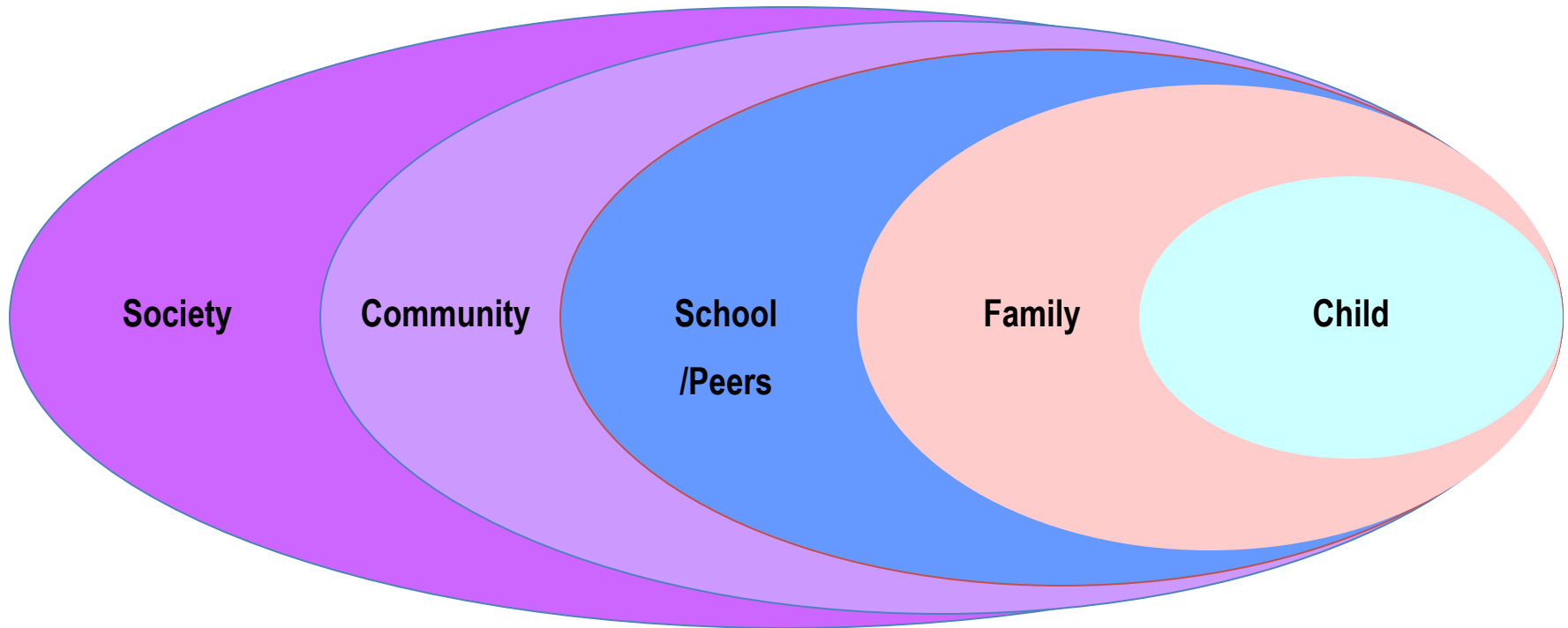
(Bronfenbrenner, 1979; Espelage & Swearer, 2003; Espelage & Horne, 2007; Espelage, in press)

Individual Correlates of Bullying Involvement

- Depression/Anxiety
- Empathy
- Delinquency
- Impulsivity
- Other forms of Aggression
- Alcohol/Drug Use
- Positive Attitudes toward Violence/Bullying
- Low Value for Prosocial Behaviors
  - For review (Espelage & Horne, 2007; Espelage & Holt, 2012)

Family & School Risk Factors

FAMILY
- Lack of supervision
- Lack of attachment
- Negative, critical relationships
- Lack of discipline/consequences
- Support for violence
- Modeling of violence

SCHOOL
- Lack of supervision
- Lack of attachment
- Negative, critical relationships
- Lack of discipline/consequences
- Support for violence
- Modeling of violence

For review (Espelage, 2012; Espelage & Horne, 2007)

Meta-Analytic Study

- Cook, Williams, Guerra, Kim, & Sadek (2010)
  - Reviewed 153 studies since 1970
  - <u>Youth who bully other students</u>: have significant externalizing behavior, social competence and academic challenges, negative attitudes toward others, family characterized by conflict
  - <u>Peer Status & Bully varied by age</u>: Adolescents who bully have higher peer status than children who bully others

Developmental model of bullying, sexual harassment, & dating violence perpetration (Final Path Model for Girls)

Delinquency & Deviant Peers

Sexual Harass. Perpetration

Family Conflict & Sibling Aggression

Bully Perpetration

Teen Dating Violence Perp.

Model Fit:
RMSEA = .07 (.06-.08)
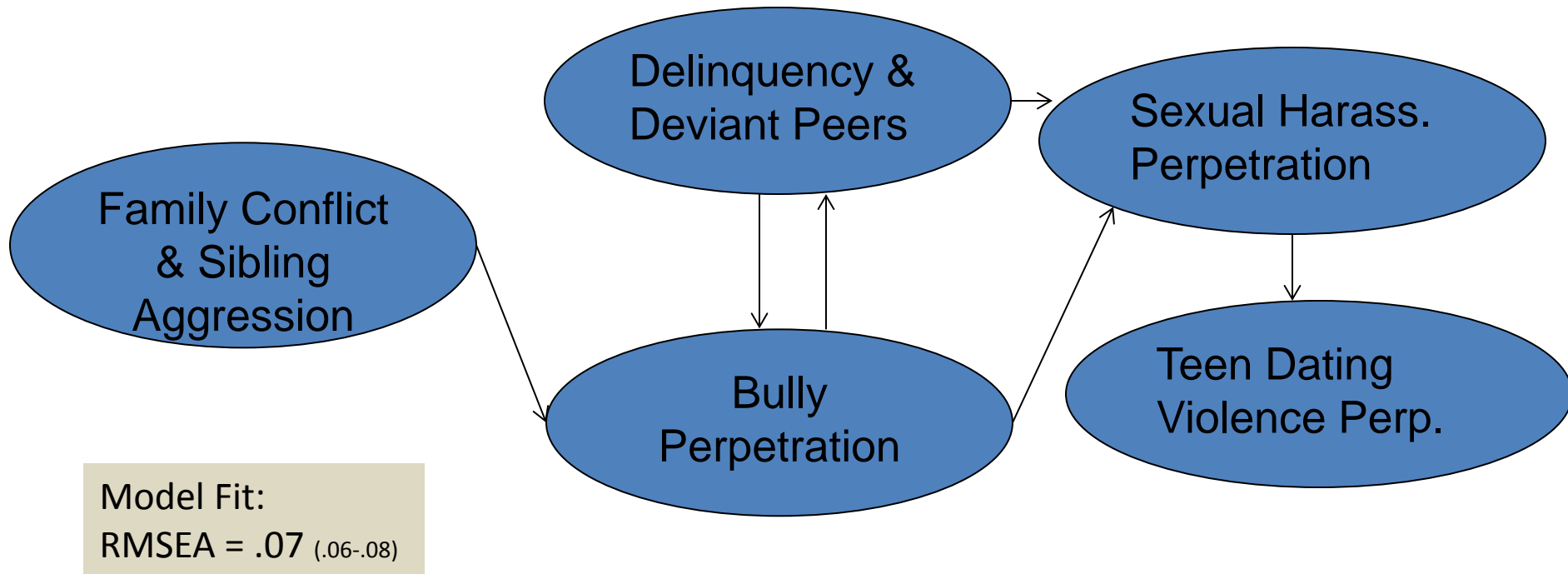
Family Context ----- Middle School ------- High School

Developmental model of bullying, sexual harassment, & dating violence perpetration (Final Path Model for Boys)

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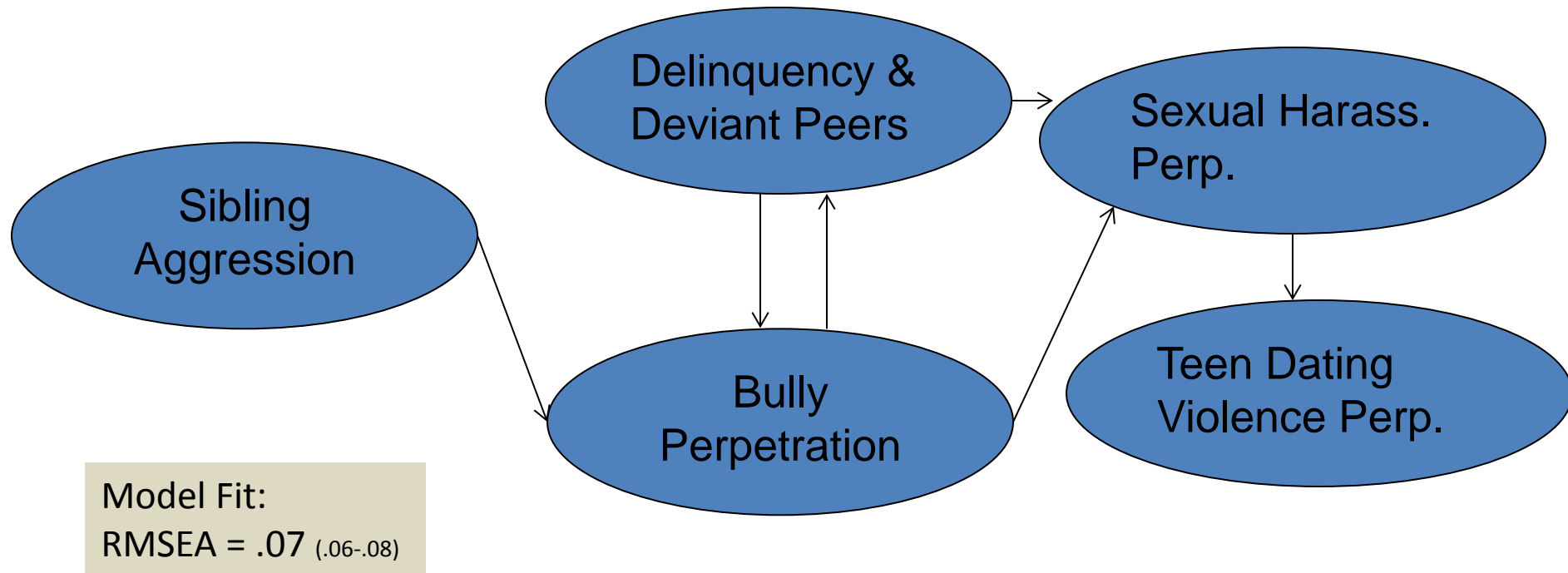
Family Context ----- Middle School ------- High School

How do you think we are doing in reducing school bullying?

Ttofi & Farrington, 2011
Journal of Experimental Criminology

- Most comprehensive meta-analysis that applied the Campbell Systematic Review procedures.

- Reviewed 44 rigorous program evaluations and randomized clinical trials (RCT) (Ttofi & Farrington, 2011).

- Almost 2/3 of the studies were conducted outside of the US or Canada.

- 1/3 of the programs were based on the Olweus Bully Prevention Program (Olweus, 1999).

- Found that the programs, on average, were associated with a 20% – 23% decrease in bullying perpetration, and a 17% – 20% decrease in victimization.

- However, smaller effect sizes were found for RCT designs in comparison to non-RCT designs.

Ttofi & Farrington, 2011
Journal of Experimental Criminology

- Decreases in rates of *victimization* were associated with the following special program elements:
  - disciplinary methods
  - parent training/meetings
  - use of videos,
  - cooperative group work
  - greater duration and intensity of the program
- However, work with peers (e.g., peer mediation) was associated with an increase in victimization
- This iatrogenic finding is not new. Scholars have argued for a decade that peer mediation is contraindicated for bully prevention (Espelage & Swearer, 2003).

Ttofi & Farrington, 2011
Journal of Experimental Criminology

- Decreases in rates of *bully perpetration* for programs that included:
  - parent training/meetings
  - improved playground supervision
  - disciplinary methods
  - classroom management
  - teacher training
  - classroom rules
  - whole-school anti-bullying policy
  - cooperative group work
  - greater number of elements and the duration
- Programs - less effective in the US and in Canada
- Of note, programs inspired by the work of Dan Olweus (1993) had the highest effect sizes

Willingness to Intervene in Bullying Episodes Among Middle School Students: Individual and Peer-Group Influences

Journal of Early Adolescence (2012)

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Results & Conclusions

- In this study (at least for boys) efforts to influence an individual's willingness to intervene will be more successful with careful consideration of the bullying perpetration level among friendship groups.

- Findings suggest importance to explore predictors of attitudes and behaviors across multiple levels, including individual and peer groups.

- Lack of attention to peer group influences on bullying attitudes and behaviors is an unfortunate phenomenon because bystander intervention is emphasized within some of the most commonly utilized bullying prevention programs (Newman et al., 2000; Olweus, 1993).

Bystander Interventions (Polanin, Espelage, & Pigott, 2011)

- Meta-analysis synthesized the effectiveness of bullying prevention programs in altering bystander behavior to intervene in bullying situations.

- Evidence from twelve school-based interventions, involving 12,874 students, revealed that overall the programs were successful (ES = .21, C.I.: .12, .30), with larger effects for high school samples compared to K-8 student samples **(HS ES = .44, K-8 ES = .13; p = .001).**

- Analysis of empathy for the victim revealed treatment effectiveness that was positive but not significantly different from zero (ES = .05, CI: -.07, .17).

- Nevertheless, this meta-analysis indicated that programs were effective at changing bystander behavior both on a practical and statistically significant level.

Bystander Interventions (Polanin, Espelage, & Pigott, 2011)

Study (DoP)	Publication Type	Location	N (% male)	Grade range	Intervention Program	Intervention Type & Duration (in months)	Research Design	Intervention E.S.	Empathy E.S.
Andreou, Didaskalou, & Vlachou (2008)	Journal	Greece	418 (60)	4th-6th	Curriculum-Based Anti-Bullying	Group; 1	Quasi-experimental; one treatment and one control	-.01	-.19
Evers, Prochaska, Van Marter, Johnson, & Prochaska (2007)	Journal	Multiple US states	710 (41)	9th-12th	Build Respect	Indiv.; 2	Quasi-experimental matched; two treatment only one control	.46	NA
Fonagy et al. (2009)	Journal	Kansas	578 (46)	3rd-5th	CAPSLE	Group; 24	Experimental; matched school; two treatment and one control	.05	-.23
Frey et al. (2005)	Journal	Washington	913 (51)	3rd-6th	Steps to Respect	Group; 12	Experimental; matched schools; one treatment and one control	.11	.18
Karna, Voeten, & Little (2010)	Article	Finland	8166 (50)	4th- 6th	KiVa	Group, 9	Experimental; one treatment and one control	.14	.15

Rethinking Bystander Interventions

❑ Need to consider the following when considering a bystander intervention:

   ❑ Age of target population

   ❑ Gender of target population

   ❑ Level of bullying and peer victimization experiences in the school

   ❑ Teacher attitudes toward bullying & responses to bullying (Kochenderfer-Ladd & Pelletier, 2008; Troop-Gordon & Ladd, in press)

   ❑ Classroom-level characteristics are important predictors of student reporting bullying (Cortes & Ladd, 2014)

Meta-Analysis:

Yeager, Fong, Lee, & Espelage (R & R)
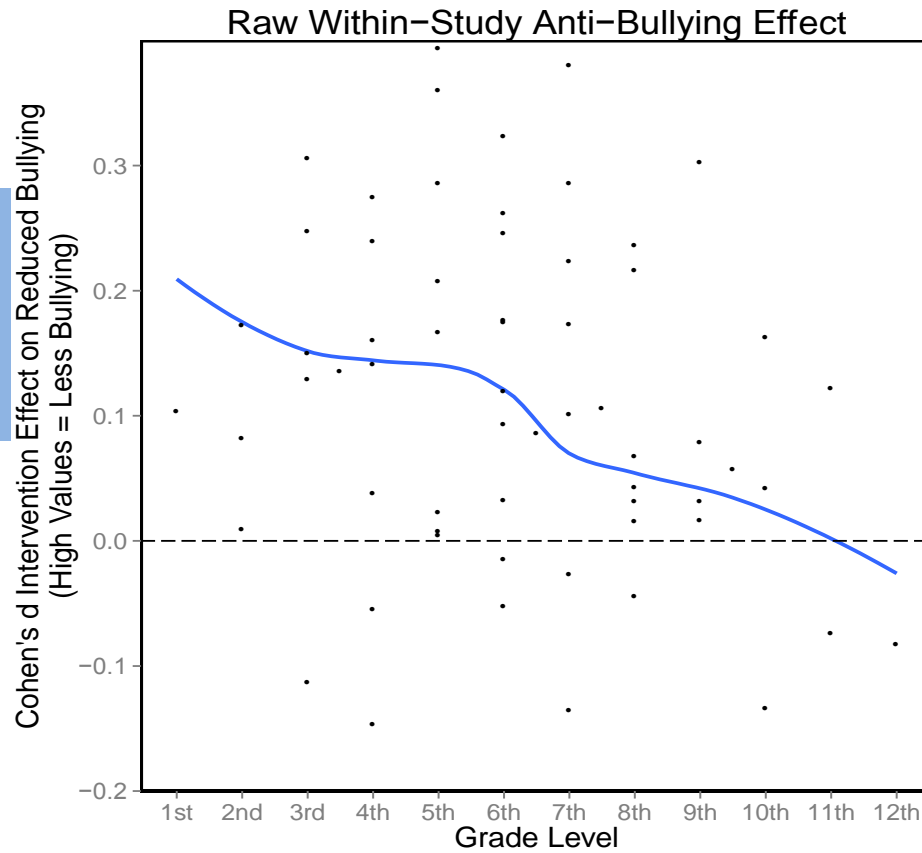
MULTI-SITE EVALUATION OF SECOND STEP: STUDENT SUCCESS THROUGH PREVENTION (SECOND STEP – SSTP) IN PREVENTING AGGRESSION, BULLYING, & SEXUAL VIOLENCE

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Second Step

Committee for Children, 2008

Second Step: Addresses Multiple Issues

Prevalence of aggression and bullying in middle schools

Substance abuse is a middle school prevention priority

Bullying program for middle school

Second Step: Student Success Through Prevention

One program that focuses on multiple issues

Social-Emotional Learning (SEL)

- SEL focuses on the systematic development of a core set of social and emotional skills that help youth more effectively handle life challenges, make better decisions, and thrive in both their learning and their social environments through a climate that supports the practicing of skills.

- A meta-analysis of 213 programs found that if a school implements a quality SEL curriculum, they can expect better student behavior and an 11 percentile points increase on standardized tests (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2010).

Social-Emotional Learning

- **Goal 1: Develop self-awareness and self-management skills to achieve school and life success.**
    - Identify and manage one's emotions and behavior.
    - Recognize personal qualities and external supports.
    - Demonstrate skills related to achieving personal and academic goals.

Social-Emotional Learning

- **Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.**
    - Recognize the feelings and perspectives of others.
    - Recognize individual and group similarities and differences.
    - Use communication and social skills to interact effectively with others.
    - Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Social-Emotional Learning

- **Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.**
  - **Consider ethical, safety, and societal factors in making decisions.**
  - **Apply decision-making skills to deal responsibly with daily academic and social situations.**
  - **Contribute to the well-being of one's school and community.**

Second Step - Logic Model

Figure 1. Logic Model of Second Step Middle School Program

Program Inputs	Mediators	Major Outcomes

Second Step 6th Grade Lessons

Social Emotional Skill Development
• Empathy
• Assertive Communication
• Emotional Regulation
• Problem-Solving

Bully Prevention
• Recognizing Bullying
• Bystander Intervention

Second Step 7th Grade Lessons

Social Emotional Skill Development
• Empathy
• Assertive Communication
• Emotional Regulation
• Problem-Solving

Bully/Sexual Harassment Prevention
• Responding to Bullying
• Cyberbullying
• Sexual Harassment

Social Cognitive, Learning Skills, & Bullying Attitudes

- Increased empathy & assertiveness skills
- Improved emotion regulation & communication
- Increased pro-social interactions with peers
- Improved interpersonal problem solving
- Attitudes and peer norms less supportive of bullying
- Increased positive bystander intervention

Reductions in:

- Bully Perpetration
- Peer Victimization
- Physical Aggression
- Homophobic Name-calling Perpetration
- Homophobic Name-calling Victimization
- Sexual Harassment Perpetration
- Sexual Harassment Victimization

Major Study Objective

To rigorously evaluate the overall effectiveness of the Second Step: Student Success Through Prevention program on impacting bullying behavior, peer victimization, and sexual harassment/violence among a large sample of 6th graders in a nested cohort longitudinal design.

Study Timeline

Intervention Schools						
	6th Graders----------------7th Graders----------------8th Graders					
	O_1 X_1	O_2	X_2	O_3	X_3	O_4
Comparison Schools						
	6th Graders----------------7th Graders----------------8th Graders					
	O_1	O_2		O_3		O_4
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
O = Assessment X = Intervention	**Year 1 (2010-11)**		**Year 2 (2011-12)**		**Year 3 (2012-13)**	

Study Sample

- 36 middle schools successfully recruited from Illinois and Kansas

- 18 matched pairs: matched on size, reduced lunch, type of school, ethnicity

- Randomly assigned to intervention (Second Step - SSTP) or low-dose control (Stories of Us)

- Student measures at 4 time points, teacher implementation logs after each lesson

Results for Entire Sample

•The HGLM analysis indicated that students from the Second Step intervention schools had a significantly decreased probability of self-report fighting (γ_{01} = -.36, p < .05, O.R. = .70) in comparison to students in the control schools.

•The adjusted odds ratio indicated that the treatment effect was substantial; **individuals in intervention schools were 42% less likely to self-report fighting other students after year 1; 53% less likely to report homophobic victimization and 36% less likely to report sexual harassment perpetration after year 2 (in Illinois schools only)**

•Further, schools where teachers used lesson content outside of lesson – greater reduction in global statistic of all seven forms of aggression/victimization (Polanin & Espelage, in press).

Third Year Results

- No direct effects of Second Step on the outcomes (e.g., bullying perpetration) at Wave 4.

- Indirect effects of Second Step on outcomes Wave 4 by means of individual delinquency trajectories (Waves 1-3).

- More specifically, the Second Step intervention reduces delinquency across Waves 1-3, which in turn reduces bullying perpetration, and the indirect effect (intervention->delinquency->bullying) is significant.

- Decrease in delinquency may contribute to youth being in more prosocial peer groups; less likely to engage in bullying.

Within Model (Time; Level 1)

Delinquency Slope (growth)

Delinquency Intercept (initial level)

Time Wave 1-3 → Delinquency Wave 1-3
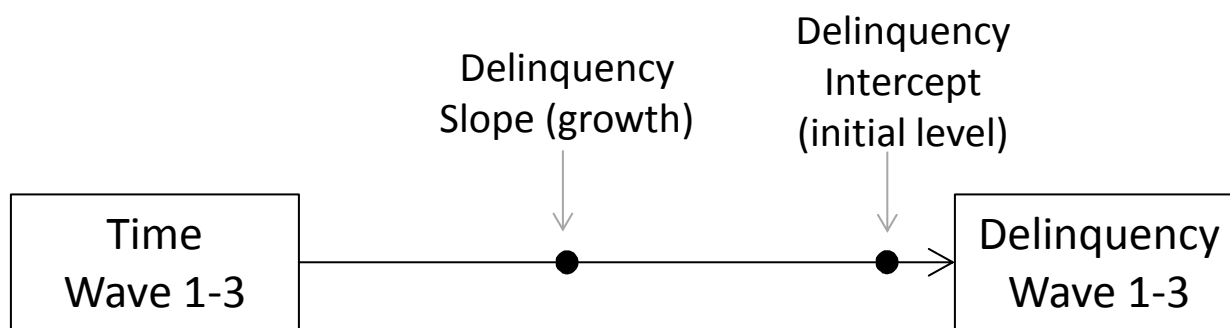
Between Model (Student; Level 2)

Delinquency Slope

Bullying Perp Wave 1 → Bullying Perp Wave 4
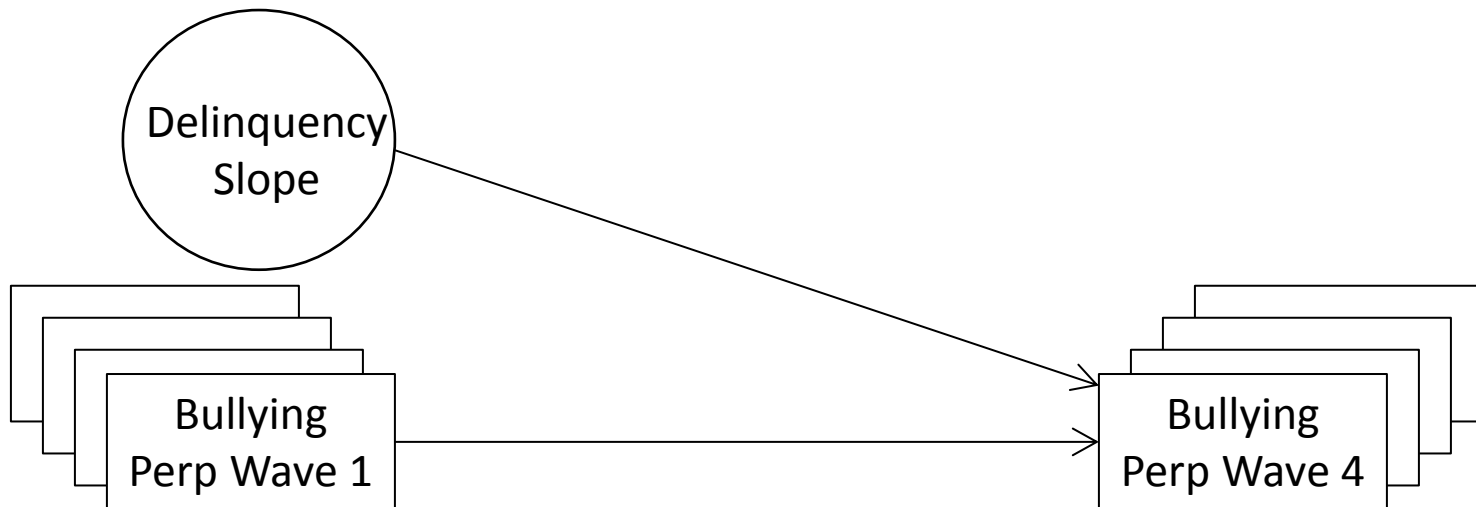
Between Model (School; Level 3)

School FRL, Gender, Ethnicity

Intervention Condition

→ Delinquency Slope
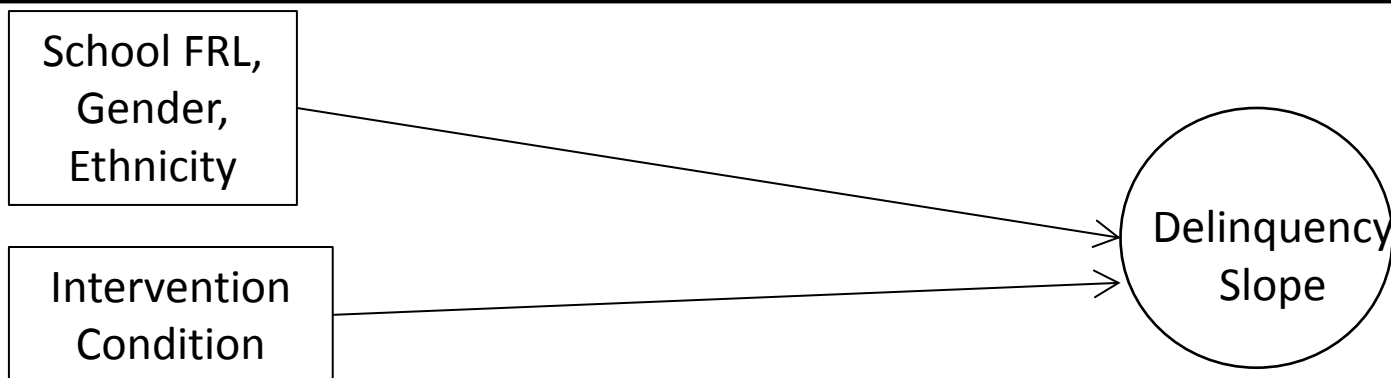
Students with Disabilities – Bully Perpetration (Espelage, Rose, & Polanin, in press)
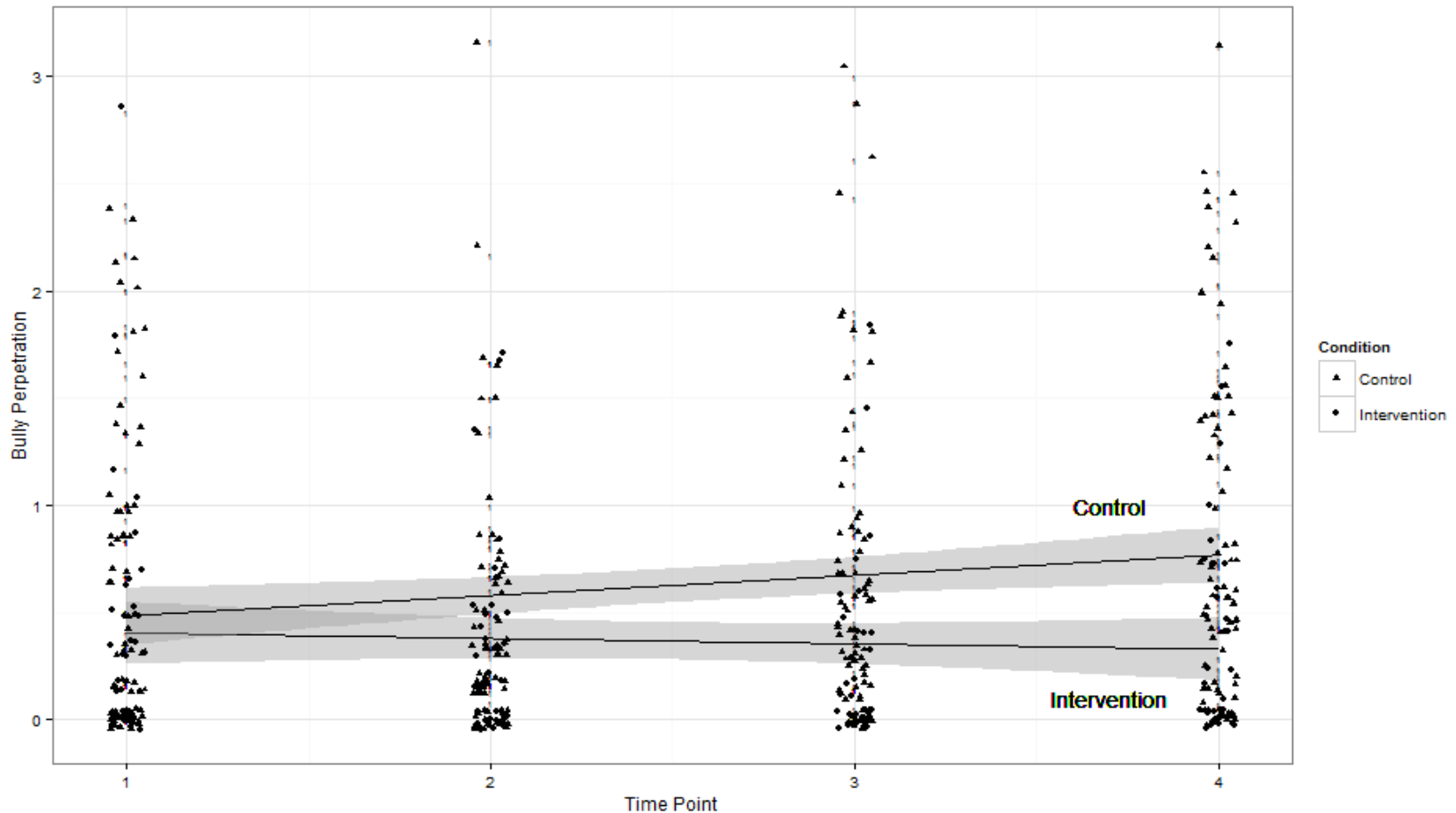
Teacher/Staff perceptions of school culture: Links to student reports of bullying, victimization, aggression, & willingness to intervene

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School Culture Matters

"school policies, attitudes and behaviors of teachers, administrators and the student body, and the overall atmosphere or school ethos, determine the internal life or social, emotional, and motivation climate of the school." (Kasen et al., 2004).

THESE AUTHORS FIND + SCHOOL CULTURE/CLIMATE IS ASSOC. WITH HIGHER ACAD. PERFORMANCE & LESS BULLYING

School Environment Survey

- 35 of 36 schools returned surveys; 1 school only submitted 2; thus, data on 34 were included in school-level baseline data.
  - 1428 responses were complete; School $M = 21.57$ ($SD = 10.31$)
  - 66% teachers, 10% support staff, 9% paraprofessionals, 3% counselors, 4% administrators, 2% custodial staff, 1 bus driver, 1 cafeteria worker, 6 student teachers
  - 74% females
  - 75% white, 8% hispanic, 10% black, 4% other
  - Age range from 20-29 years (16%) through over 55 years (15%); $M = 40$ to 44 years of age
  - Teaching at current school 1st year (13%) through 10> years (18%); $M = 3$ to 5 years

School Environment Scale

- **Six scales emerged from factor analyses, measuring teacher/staff PERCEPTIONS OF:**
  - **Student intervention (5 items; α = .83)**
  - **Staff intervention (5 items; α = .89)**
  - **Aggression being a problem (5 items; α = .80)**
  - **School is doing professional development /adminstrator support (8 items; α = .90)**
  - **Positive school climate overall (7 items; α = .85)**
  - **Gender Equity/Intolerance for Sexual Harassment (5 Items; α = .79)**

Final Multi-level Model

Variable	Bullying Perpetration		Peer Victimization		Physical Aggression		Willingness to Intervene	
	β (SE)	B	β (SE)	B	β (SE)	B	β (SE)	B
Intercept	.39 (.03)**	-	.96 (.04)**	-	.96 (.05)**	-	2.03 (.04)**	-
Individual								
Female	-.03 (.02)	-.03	-.05 (.03)	-.05	-.20 (.03)**	-.21	.14 (.02)**	.14
Mother's Education	.01 (.01)	.01	.01 (.03)	.03	-.01 (.01)	-.03	.02 (.01)**	.08
White	.17 (.02)**	-.15	.11 (.05)*	.10	-.51 (.05)**	-.47	.18 (.03)**	.17
Hispanic	-.17 (.02)**	-.17	-.23 (.05)**	-.23	-.47 (.05)**	-.46	.09 (.03)**	.09
Asian	-.22 (.04)**	-.07	-.13 (.07)	-.04	-.64 (.06)**	-.21	.19 (.05)**	.06
Bi-racial	.11 (.03)**	-.08	-.01 (.08)	-.01	-.29 (.05)**	-.2	.12 (.03)**	.08
School-level								
Student Intervention	.15 (.14)	.04	-.03 (.18)	-.01	.19 (.20)	.05	-.07 (.10)	-.02
Staff Intervention	.15 (.10)	.04	.30 (.22)	.07	.02 (.19)	.01	.02 (.11)	-.01
Aggression Problem	-.07 (.08)	-.04	-.14 (.12)	-.08	.09 (.12)	.05	-.18 (.06)**	-.10
School Commitment to Bully Prevention	-.20 (.06)**	-.13	-.42 (.09)**	-.27	-.17 (.08)*	-.11	.08 (.05)	.05
Positive Teacher-Staff-Student Interactions	-.01 (.11)	.01	.14 (.16)	.04	-.23 (.21)	-.07	-.13 (.08)	.02
Gender equity/intolerance of sexual harassment	-.23 (.10)*	-.08	-.71 (.20)**	-.24	-.13 (.14)	-.05	-.13 (.08)	-.05
State	.05 (.05)	.05	-.04 (.03)	-.04	.05 (.07)	.05	.03 (.04)	.03
Free/Reduced Lunch	.01 (.01)	.05	-.01 (.01)*	-.14	.01 (.02)*	.26	-.01 (.01)*	-.12
% Female	-.66 (.29)*	-.07	-.71 (.32)*	-.08	-.45 (.42)	-.05	.17 (.25)	.02
% White	.17 (.11)	.06	-.49 (.15)**	-.18	.64 (.24)**	.23	-.25 (.11)*	-.09

Final Multi-level Model

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	β (SE)	B	β (SE)	B	β (SE)	B	β (SE)	B
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Mother's Education	.01 (.01)	.01	.01 (.03)	.03	-.01 (.01)	-.03	.02 (.01)**	.08
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Hispanic	-.17 (.02)**	-.17	-.23 (.05)**	-.23	-.47 (.05)**	-.46	.09 (.03)**	.09
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Bi-racial	.11 (.03)**	-.08	-.01 (.08)	-.01	-.29 (.05)**	-.2	.12 (.03)**	.08
School-level								
Student Intervention	.15 (.14)	.04	-.03 (.18)	-.01	.19 (.20)	.05	-.07 (.10)	-.02
Staff Intervention	.15 (.10)	.04	.30 (.22)	.07	.02 (.19)	.01	-.02 (.11)	-.01
Aggression Problem	-.07 (.08)	-.04	-.14 (.12)	-.08	.09 (.12)	.05	-.18 (.06)**	-.10
School Commitment to Bully Prevention	-.20 (.06)**	-.13	-.42 (.09)**	-.27	-.17 (.08)*	-.11	.08 (.05)	.05
Positive Teacher-Staff-Student Interactions	-.01 (.11)	.01	.14 (.16)	.04	-.23 (.21)	-.07	-.13 (.08)	.02
Gender equity/intolerance of sexual harassment	-.23 (.10)*	-.08	-.71 (.20)**	-.24	-.13 (.14)	-.05	-.13 (.08)	-.05
State	.05 (.05)	.05	-.04 (.03)	-.04	.05 (.07)	.05	.03 (.04)	.03
Free/Reduced Lunch	.01 (.01)	.05	-.01 (.01)*	-.14	.01 (.02)*	.26	-.01 (.01)*	-.12
% Female	-.66 (.29)*	-.07	-.71 (.32)*	-.08	-.45 (.42)	-.05	.17 (.25)	.02
% White	.17 (.11)	.06	-.49 (.15)**	-.18	.64 (.24)**	.23	-.25 (.11)*	-.09

Final Multi-level Model

Variable	Bullying Perpetration		Peer Victimization		Physical Aggression		Willingness to Intervene	
	β (SE)	B	β (SE)	B	β (SE)	B	β (SE)	B
Intercept	.39 (.03)**	-	.96 (.04)**	-	.96 (.05)**	-	2.03 (.04)**	-
Individual								
Female	-.03 (.02)	-.03	-.05 (.03)	-.05	-.20 (.03)**	-.21	.14 (.02)**	.14
Mother's Education	.01 (.01)	.01	.01 (.03)	.03	-.01 (.01)	-.03	.02 (.01)**	.08
White	.17 (.02)**	-.15	.11 (.05)*	.10	-.51 (.05)**	-.47	.18 (.03)**	.17
Hispanic	-.17 (.02)**	-.17	-.23 (.05)**	-.23	-.47 (.05)**	-.46	.09 (.03)**	.09
Asian	-.22 (.04)**	-.07	-.13 (.07)	-.04	-.64 (.06)**	-.21	.19 (.05)**	.06
Bi-racial	.11 (.03)**	-.08	-.01 (.08)	-.01	-.29 (.05)**	-.2	.12 (.03)**	.08
School-level								
Student Intervention	.15 (.14)	.04	-.03 (.18)	-.01	.19 (.20)	.05	-.07 (.10)	-.02
Staff Intervention	.15 (.10)	.04	.30 (.22)	.07	.02 (.19)	.01	-.02 (.11)	-.01
Aggression Problem	-.07 (.08)	-.04	-.14 (.12)	-.08	.09 (.12)	.05	**-.18 (.06)**	-.10
School Commitment to Bully Prevention	**-.20 (.06)**	**-.13**	**-.42 (.09)**	**-.27**	**-.17 (.08)***	-.11	.08 (.05)	.05
Positive Teacher-Staff-Student Interactions	-.01 (.11)	.01	.14 (.16)	.04	-.23 (.21)	-.07	-.13 (.08)	.02
Gender equity/intolerance of sexual harassment	**-.23 (.10)***	-.08	**-.71 (.20)**	-.24	-.13 (.14)	-.05	-.13 (.08)	-.05
State	.05 (.05)	.05	-.04 (.03)	-.04	.05 (.07)	.05	.03 (.04)	.03
Free/Reduced Lunch	.01 (.01)	.05	-.01 (.01)*	-.14	.01 (.02)*	.26	-.01 (.01)*	-.12
% Female	-.66 (.29)*	-.07	-.71 (.32)*	-.08	-.45 (.42)	-.05	.17 (.25)	.02
% White	.17 (.11)	.06	-.49 (.15)**	-.18	.64 (.24)**	.23	-.25 (.11)*	-.09

COLLEGE OF EDUCATION AT ILLINOIS

TASK FORCE: ADOPTED MODEL
Flexible but research-based Options

Tier One Components

School Wide Behavior Management
- Foundations: Establishing Proactive Behavioral Support Systems
- PBIS: Positive Behavioral Interventions and Supports

Classroom Management
- CHAMPS: A Proactive and Positive Approach to Classroom Management (K-8)
- Discipline in the Secondary Classroom (9-12)
- Coaching Classroom Management

Student Skill Building
- Social Emotional Learning (SEL) Curriculum: Second Step (PK – 8)
- Social Emotional Learning (SEL) Curriculum: Lion's Quest (9 – 12)
- Restorative Justice: Peace Circles
- 7 Habits

Interventions (Tiers 2 & 3)
- Interventions: Evidence-Based Strategies for Smaller Groups of Students and Individual Students
- Anger Coping, Think First and/or CBITS
- Restorative Justice: Peer Jury Peer Mediation
- Check In/Check Out

Practice Implications

- **Differential power, repetition, & helplessness should be assessed when investigating bullying incidents.**

- **Bully prevention interventions in middle school must address homophobic language & sexual harassment.**

- **Bystander interventions need to consider school and classroom climate.**

- **School climate improvement process = bully prevention.**

Realistic Strategies

- Simple strategies can help to decrease bullying
  - Use data to make decisions (i.e., Increase hallway monitors; reduce time between classes)
  - Involve PE teachers and coaches in stopping bullying behaviors
- With your support, students can play an important role in decreasing bullying
  - Implement a procedure to allow students to confidentially repot bullying incidents
    - Create a confidential reporting system (www.bullytracker.com)
  - Have an open door policy with counselors to address the needs of students involved in bullying

Realistic Strategies

- Make sure your school has an anti-bullying policy that is consistent with state and federal policies
- Make sure the adult workplace models healthy social relationships
- Work respectfully and collaboratively with families
- Use videos and classroom discussion guides to talk about the detrimental effects of bullying
- Use social-emotional learning activities to create a positive school climate
- Use a positive behavioral interventions and supports to respond effectively to student behaviors

Resources

http://www.stopbullying.gov/
	Newly launched government site, always changing, tips for surveys, and resources that are promising will eventually be added. Bookmark this site.

http://www.stopbullying.gov/kids/
	Videos for kids; games

http://www.cartoonnetwork.com/promos/stopbullying/index.html
	Cartoon Network Stop Bullying-Speak Up Campaign

http://www.cartoonnetwork.com/promos/stopbullying/video/index.html
	Students talk about speaking up video (25 minutes)

http://www.sesamestreet.org/parents/topicsandactivities/topics/bullying
	Sesame Street Efforts (16 minute video)

http://www.pacer.org/bullying/
	Wide range of resources

Clearinghouse/Federal Resources

http://www.campbellcollaboration.org/library.php
     Meta-analyses of a wide range of topics

http://www.nrepp.samhsa.gov/
     National registry of effective programs for aggression, AOD, bullying, etc.

http://casel.org/
     Clearinghouse for Social-Emotional Learning Prevention etc.

http://www.schoolclimate.org/
     Evidence-based School Climate Site

http://www.characterplus.org/
     Character Education site

Interactive Resources

http://www.stopbullying.gov/kids/
    Videos for kids; games

http://www.cartoonnetwork.com/promos/stopbullying/index.html
    Cartoon Network Stop Bullying-Speak Up Campaign

http://www.cartoonnetwork.com/promos/stopbullying/video/index.html
    Students talk about speaking up video (25 minutes)

http://www.sesamestreet.org/parents/topicsandactivities/topics/bullying
    Sesame Street Efforts (16 minute video)

http://www.pacer.org/bullying/
    Wide range of resources

Resources

http://www.pacerteensagainstbullying.org/#/home
   Teens against bullying

http://www.pacerkidsagainstbullying.org/
   Kids against bullying

http://www.facebook.com/safety/
   Facebook Safety Tips

http://www.storiesofus.com/
   Stories of Us Videos and Curriculum

Evidence-Based Resources

http://www.evidencebasedprograms.org/static/pdfs/GBG%20Manual.pdf
   Good Behavior Game Manual

http://www.pbis.org/
   Positive Behavior Intervention Supports

https://www.ncjrs.gov/pdffiles1/nij/grants/236175.pdf
   Shifting Boundaries Intervention

http://www.cfchildren.org/
   Developers of Second Step, Steps to Respect

http://web.uvic.ca/wits/
   WITS-Canadian bully prevention program

Resources

http://groundspark.org/our-films-and-campaigns/lets-get-real/lgr_clips
>	**Let's get real clip (clip 2:37)**

http://groundspark.org/our-films-and-campaigns/straightlaced
>	**Straightlaced clip (clip 2:00)**

http://www.glsen.org/cgi-bin/iowa/all/home/index.html
>	**Gay, Lesbian, Straight, Education Network Main Website**

http://www.glsen.org/cgi-bin/iowa/all/educator/index.html
>	**Gay, Lesbian, Straight, Education Network Main Website Educators**