



Bullying Prevention and Intervention: Realistic Strategies to Create a Kinder, Braver World

NICPP Seminar at
Omaha Public
Schools

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Objectives

- Participants will understand that bullying is complex, social-ecological problem.
- Participants will gain knowledge about research findings on bullying and individual, peer, family, school, and societal factors.
- Participants will learn strategies for best practices in bullying prevention and intervention.

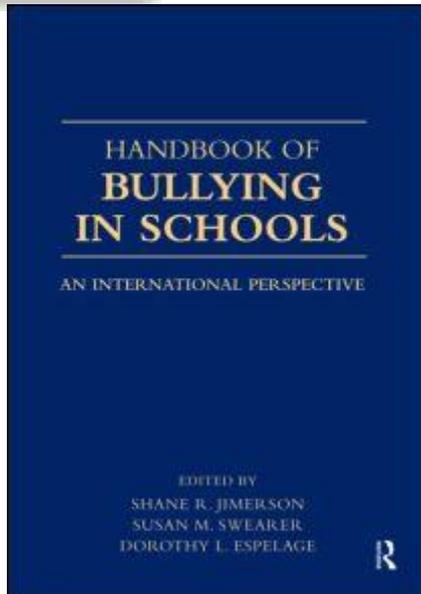
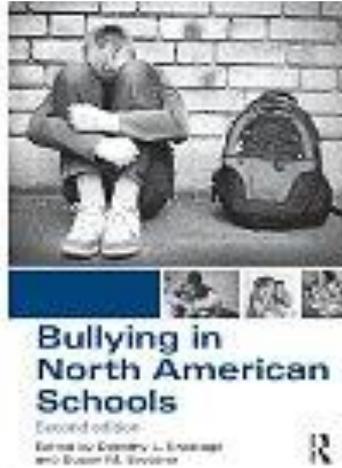
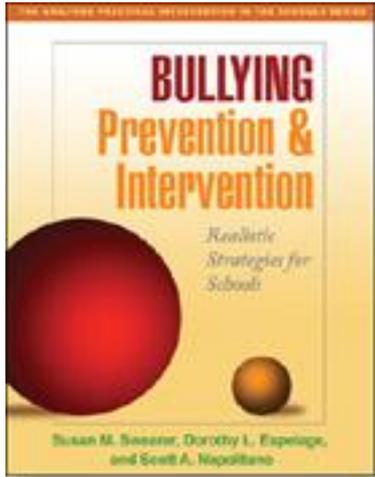


Bullying Prevention in Schools: Using Partnerships to Reduce Bullying

- Target Bullying: Ecologically-Based Prevention and Intervention for Schools.
- Working with schools and school districts across the U.S. since 1998.
- The goal is to help schools collect and use data to make decisions about effective bullying prevention and intervention strategies.
- Advocate for an annual data-based decision-making model.



Talk Based in Part on:



- Education.com
Special issue,
“Bullying @ School
and Online”
- www.education.com
- www.stopbullying.gov
- www.amazon.com



Why Focus on Bullying?

- Bullying at age 14 predicted violent convictions between ages 15 and 20, drug use at ages 27-32, and an unsuccessful life at age 48 (Farrington & Ttofi, 2011).
- Bullying has been connected to both homicidal and suicidal behavior; however, greater variance is explained by depression
- Victims and bully-victims are more depressed and have lower self-esteem than non-victimized youth (Olweus, 1993; Swearer et al., 2001).
- Bullying has become a major public health concern



The Costs of Bullying

- Bullying is a **social problem** that negatively impacts 3 out of 4 students during their school years.
- Bullying is a **mental health problem** - the psychological consequences for students involved in bullying is severe-depression, suicide, antisocial behavior.
- Bullying creates feelings of helplessness, anger, and frustration.
- Bullying contributes to negative school climate, which is connected to lower academic functioning.
- Adults often do not know how to effectively respond.
- Bullying is expensive – dropout, suicide, litigation.



Definition of Bullying (www.stopbullying.gov):

- Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.
- In order to be considered bullying, the behavior must be aggressive and include:
- An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.
- Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose and can be perpetrated electronically (i.e., cell phone, computer, gaming).



Bully/Victim Continuum*

- Bully Perpetrator— reports bullying others
- Victim/Target – reports being bullied by others
- Bully-Victim – reports bullying others & being bullied
- Bystander – reports observing others being bullied
- No Status/Not involved – does not report any involvement with bullying

*IMPORTANT: This is a dynamic continuum; kids move between these roles.



Draw A Bully



LiveScience article: “Bullying hits parents too.” (June, 2011)

- Quotes from the article:
- While it can be hard to cope with the emotions bullying brings, Swearer encourages parents to focus on solutions for their child.
- "Going in angry and yelling and screaming, which I have seen, does not help anybody," Swearer said. "Everybody just gets defensive."
- Parents should realize that bullying is a complex social problem, and the situation may have been developing for some time, she said.



Some on-line reader responses:

- No, but going in swinging usually stops this BS in its tracks.
- This is both stupid and exploitable. I hate to say it but we need bullying in society. It's what separates the weak from the strong, and motivates people to rise above. If you can't rise above, then you're the runt of the litter and you kill yourself. Society has just become stronger with one less weakling
- Violence tends to solve bullying. I'd rather my kids threw someone who was bullying them into a beating, rather than have it come back to screw them later in life by lowering their self esteem.
- People might as well know up front that I'll go straight to jail about my kids. Some brat wants to bully my kid, I'll show him/her what a REAL bully looks like.
- When my son was growing up I told him I'd better not ever catch him bullying another and at the same, I'd better not ever catch him being used as a punching bag



http://www.msnbc.msn.com/id/42721657/ns/health-kids_and_parenting/

- I rather my son got in trouble with school authority for standing up for himself than just stood there and took crap from other kids!
- When all else fails in the "civilized" setting, sometimes we have to go back to old fashioned methods of sending a message the bully will surely understand.
- It's liberals like yourself that allow bullies to continue as you and your kind are soft on handing out consequences to the bullies
- Only way to stop this kind of behavior is to make it so its not fun anymore for the evil sheep that do the bullying. Hurt them. Hard and fast and bad...and if you are too weak to do it by yourself then get the help of other kids who have been victimized...catch the bully alone...and make it so its no fun any more.
- If a fist won't work....grab a weapon.....they have to be stopped...period....face it...we don't need these animals....



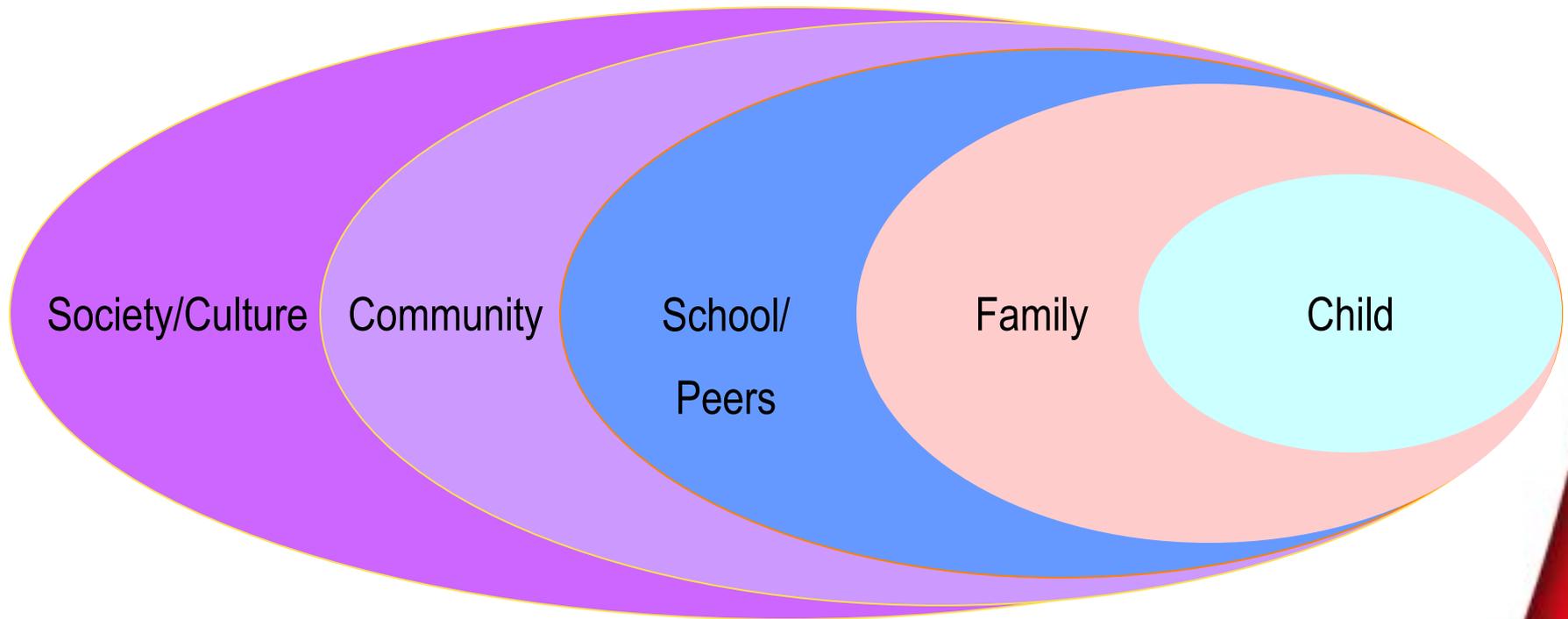


When you are in deep trouble,
say nothing, and try to look inconspicuous.



A Social-Ecological Model of Bullying

(Bronfenbrenner, 1979; Orpinas & Horne, 2006; Swearer & Espelage, 2004)



We need to ask the right question:

“What are the conditions that allow bullying behaviors to occur?”



Research on Individual Factors in Bullying (not an exhaustive list)

- Gender: Males involved more frequently in direct aggression than females (Card et al., 2008; Cook et al., 2010)
- Grade Level: Bullying increases during transition periods (i.e., from elementary to middle school) (Pellegrini, 2011)
- Social skills: Lacking (Cook et al, 2010) or superior (Rodkin et al, 2006)
- Ethnicity: Students in the ethnic minority are at greater risk for being bullied (Graham, 2006)
- Religious orientation: Religious minority youth are at greater risk for being bullied (Eslea & Mukhtar, 2000)
- Sexual orientation: LGBTQ youth are at greater risk for being bullied (GLSEN, 2009; Rivers, 2011; Robinson, Espelage & Koenig, 2011; Russell & Joyner, 2001)
- Disability status: Students in special education (Rose, 2011; Swearer et al, in press).
- Conduct problems: (DSM-IV, 2000; Cook et al., 2010)
- Depression and anxiety: (Cook et al., 2010; Bauman & Walker, in press).



Research on Family Factors in Bullying (not an exhaustive list)

- Domestic violence: Modeling of aggressive behavior is a risk factor for bullying (Duncan, 2011; MacKinnon-Lewis et al., 1997)
- Authoritarian parenting: Parenting styles that are punitive and unsupportive (Baldry & Farrington, 2000)
- Poor parental supervision: Lack of supervision is related to bully perpetration and to being bullied (Cook et al, 2010)
- Physical discipline: The use of physical discipline is correlated with bullying (Espelage et al, 2000)
- Physical abuse: Parental physical abuse of children is linked to bullying (Schwartz et al., 1997; Strassberg et al., 1994)
- Sibling aggression: Sibling bullying at home is associated with bullying at school (Duncan, 1999; Wolke & Samara, 2004)
- Parental drug and alcohol abuse: (Swearer, Espelage et al., in press)
- Marital discord: (Duncan, 2011)



Research on School Factors in Bullying (not an exhaustive list)

- Teacher attitudes: When teachers ignore bullying, higher rates of bullying exist (Holt et al., 2011)
- Teacher responses: Teachers have less empathy for victims of relational bullying and are less likely to intervene (Bauman & Del Rio, 2006)
- Classroom characteristics: Classrooms that have negative peer friendships, poor teacher-student relationships, lack of self-control, and poor problem solving have higher levels of bullying (Doll et al., 2011)
- Academic Engagement: Schools with lower levels of bullying have higher levels of academic achievement (Twemlow et al., 2001)
- School climate: Negative and punitive school climate is associated with higher levels of bullying (Cornell, 2006; Elias, 2011; Kasen et al., 2011)
- Sense of school belonging: Students who feel connected to school are less likely to be involved in bullying (Swearer et al., in press)



Research on Peer Factors in Bullying

(not an exhaustive list)

- Aggressor-victim relationships: Important to understand bullying within the larger peer context—bullying can be the route to popularity (Card & Hodges, 2009; Hawley et al., 2007; Rodkin et al., 2000)
- Homophily (aka, “birds of a feather flock together): Bullying occurs in the peer context; rarely is it an isolated behavior perpetrated by one individual (Espelage et al., 2003)
- Delinquency: Engaging in delinquent behaviors is a predictor of involvement in bullying (Cook et al., 2010; Swearer et al., in press)
- Alcohol/Drug use: Victims and bully-victims are more likely to use drugs and alcohol (Brockenbrough et al., 2002)
- Peer norms: When bullying is accepted by peers it is more likely to occur (Craig & Pepler, 1997; Salmivalli et al., 1997)
- Social Support: Victims and bully-victims report lower levels of social support than bullies and peers not involved in bullying (Holt & Espelage, 2007)



Research on Community and Societal Factors and Bullying (not an exhaustive list)

- Less research exists on examining community and societal influences on bullying and victimization because this work is complex and expensive.
- Neighborhoods: Unsafe, violent, and disorganized neighborhoods are risk factors for bullying (Cook et al., 2010; Swearer, Espelage et al., in press; Youngblade et al., 2007)
- Media: Meta-analysis of media violence and aggressive behavior suggests a relationship between violent content and aggressive behavior (Gentile, 2003); playing mature video games predicted bullying in middle school students (Olson et al., 2009)
- Youth Engagement: Youth who are positively engaged in their communities are less likely to be involved in bullying (Slee, 2001; The P.E.A.C.E. Pack)
- Intolerance: Homophobia, sexism, classism, racism, etc. all create conditions for bullying



We need a MAJOR paradigm shift!

- We need to move away from thinking that punishment-based strategies will stop bullying behaviors.
- APA's zero tolerance task force in 2006 found that zero tolerance policies were ineffective (<http://www.apa.org/pubs/info/reports/zero-tolerance-report.pdf>).
- We need to recognize the complexity of bullying behaviors across the social ecology and realize that the solutions need to consider the entire social ecology.
- Preventing bullying starts with every individual making a commitment to treating all humans with dignity, tolerance, and respect.



Bullying is.....

- A social relationship problem
- A mental health problem
- A societal problem



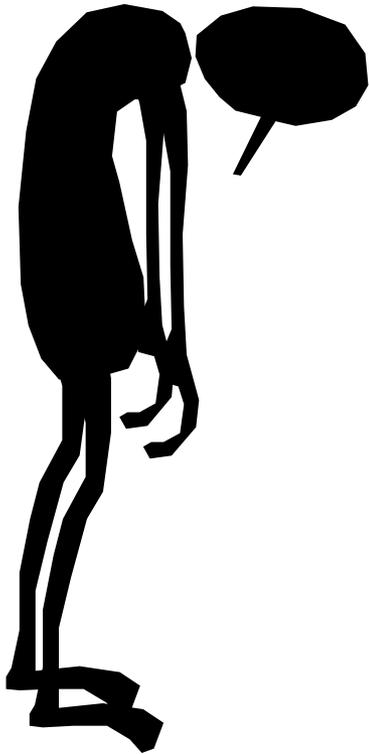
Link between Bullying and Mental Health

- Remember the definition of bullying:
 - Intentional, mean behavior
 - Imbalance of power
 - Repetition
 - The prognosis for individuals who are bullied: hopelessness, frustration, depression, anxiety
 - The prognosis for individuals who bully: anger, depression, social anxiety, substance abuse, incarceration
 - The prognosis for bully-victims: **the worst**; yet these are the kids that we're "missing" in terms of accurate identification and referral to treatment





Involvement in bullying is linked to depression and anxiety*



- Students involved in bullying and victimization are more likely to experience depression and anxiety. Recognize and refer students for treatment of depression and anxiety.
- Workbook Publishing
(www.workbookpublishing.com)

*(Swearer, Grills, Haye, & Cary, 2004)



Effective Treatment for Depression and Anxiety in Bullies, Victims, and Bully-Victims

- ACTION: A Workbook for Overcoming Depression (Stark et al, 1996)
- Keeping Your Cool: The Anger Management Workbook (Nelson & Finch, 1996)
- Coping Cat (Kendall, Kane, Howard, & Siqueland, 1990)
- Cognitive-Behavioral Group Treatment for Adolescents with Social Anxiety (Albano, Marten, Holt, Heimberg, & Barlow, 1995)
- Referrals to counselors/psychologists/psychiatrists.



Realistic Strategies for Bullying Prevention and Intervention

1. Every school should have an anti-bullying policy that is consistent with state and federal policies
2. Adults must model healthy social relationships
3. Work respectfully and collaboratively with families
4. Use videos and classroom discussion guides to talk about the detrimental effects of bullying
5. Use social-emotional learning activities (www.casel.org) to create a positive school climate
6. Use a positive behavioral interventions and supports (www.pbis.org) to respond effectively to student behaviors



LPS District Policy

Policy 5482 – Lincoln Public Schools provides physically safe and emotionally secure environments for all students and staff. Positive behaviors (non-violence, cooperation, teamwork, understanding and acceptance of others) are encouraged in the educational program and are required of all staff. Inappropriate behaviors, including but not limited to bullying, intimidation and harassment, must be avoided by all students and all staff. Strategies and practices are implemented to reinforce positive behaviors and to discourage and protect others from inappropriate behaviors.

RESOURCES:

- **LPS Social Workers**
 - School Social Worker - Kris Lewis (klweis@lps.org)
 - School Counselors - Rachael Kluck Spann, Renee McClure, Jodie Green
- **Nonfiction books**
 - "Bully, the Bullied, and the Bystander: From Preschool to High School -- How Parents and Teachers Can Help Break the Cycle of Violence"
By Barbara Coloroso
 - "Bullyproof Your Child for Life: Protect Your Child from Teasing, Taunting, and Bullying for Good"
By Joel Haber, Jenna Glatzer
 - "Girl Wars: 12 Strategies That Will End Female Bullying"
By Cheryl Dellasega, Charisse Nixon, Elina D. Nudelman
- **Websites**
 - www.stopbullyingnow.com
 - www.stopbullying.gov
 - www.netsmartz.org

Schoo Middle School

Bullying Prevention Plan



As a student of Schoo Middle School
I pledge not to bully or be a hurtful
bystander. I pledge to stand up for kids
who are being bullied by telling an adult.

Personalized

Students who need a lot of support will receive personalized interventions

- Used for repeated incidents
- Student Assistance Process (SAT)
- School Community Intervention Program (SCIP)
- Contact School Resource Officer
- Student Services Meeting - LPSDO
- Target Bullying Intervention Program

Focused

Students who have repeated problems will receive focused interventions

- Planner Activities
- Bibliotherapy
- Videotapes
- Non-Aggression Agreement
- Small Groups:
 - Friendship Groups
 - Anger-Management Groups
- Parent Contacts
- Problem-Solve with Counselor or Administrator

Comprehensive

All students will receive comprehensive prevention services

Counseling Curriculum - Education

- Classroom presentations by counselor
- Creating a safe & caring school climate
 - positive behavior supports (PBS)
- SOAR activities•SOAR activities
- Second Step Curriculum
 - Counselors, Health Classes, LACA

Counseling Action Plan

Standard A: Students will acquire the knowledge, attitudes and inter-personal skills to help them understand and respect self and others.

Reporting

- Where & how to safely share

Interventions for Adults & Staff

- Staff presentation at faculty meeting
- Parent presentations
- Counselor PLC work

Communication

- School climate survey
- Parent calls & letters home

Schoo Middle School - Mission Statement

To *educate, enrich, serve* and *support* the Schoo Middle School Community in Order to Prepare Students for the Future.



Best Practices in Bullying Prevention*

- Involvement in bullying (bully, bully-victim, victim, witness) is a mental health problem and we must develop effective mental health promotion efforts in schools
- Healthy adult role modeling
 - Do you practice positive conflict resolution in your own life?
 - Do you treat everyone with dignity and respect?
- Positive peer and sibling relationships
- Positive home-school collaboration
 - Healthy relationships between parents and teachers
 - Positive relationships between teachers, students and administrators

*note the emphasis on **prevention**



Best Practices in Bullying Intervention

- 2008 meta-analysis by Ttofi, Farrington, & Baldry found that reductions in bullying were associated with:
 - Parent training
 - Increased adult supervision
 - Non-punitive disciplinary methods
 - Home-school communication
 - Effective classroom rules
 - Effective classroom management
 - Use of training videos (i.e., “Stories of Us;” “Bully Dance”)



Video Resource

“Bully Dance” video

Bullfrog Films

Box 149

Oley, PA 19547

(610) 779-8226

Web: www.bullfrogfilms.com



Video Resource: Stories of Us--Bullying



- www.storiesofus.com
- *Stories of Us* is a unique series of education resources for primary and secondary students. Students collaborate in brainstorming the subjects, develop the scripts and perform all key roles. Every word of dialogue is their own, and every detail approved by the students. The *Stories of Us* videos are compelling as they draw upon the collective experience of the students, holding a mirror to their reality with such authenticity that some students watching them are convinced they are real.

Video and training resource

- “Let’s Get Real” video and curriculum guide
- www.groundspark.org
- Running Time: 35 minutes
Format: VHS and DVD - Special features include director's interview, clips from other RFAP films, chapter-by-chapter version of the film corresponding to the curriculum guide.

A PROGRAM OF **GROUNDSPARK**



First Step: Assess the Scope of Bullying/Victimization in your School!

- Data-based decision-making
- Rates of bullying vary across schools and communities
- Prevalence rates of involvement in bullying (bully, bully-victim, victim, bystander) range from 10% to 75%
- What are YOUR school's rates of bullying and victimization?
- H&H Publishing
- www.BullySurvey.com



Data-based decision-making

(Swearer & Espelage, 2004)

1. Partner with researchers to conduct an assessment of bullying behaviors
2. Conduct a school-wide anonymous assessment of bullying behaviors
3. Include multiple informants
4. Use self-report, other report, observations
5. Graph data to create a picture of the scope of bullying in your school
6. Use data to conduct classroom presentations on bullying



Data-based decision-making

(Swearer & Espelage, 2004)

7. Use the data to create interventions for bullying
8. Use the data to establish preventative measures to create an anti-bullying climate
9. Share data with parent groups (e.g., PTO)
10. Create a data-based decision-making climate through the use of individual school data to help guide prevention and intervention programming.



Realistic Strategies for School Personnel

1. Increase awareness about the detrimental effects of bullying: School staff, students, and parents
2. Efforts must be annual, monthly, weekly, even daily
3. Make sure your school has an anti-bullying policy that is at minimum consistent with your state policy
4. Make sure that your policy includes provisions for intervention in addition to consequences
5. Sync your parental handbook, student code of conduct, and disciplinary referral forms
6. Zero tolerance policies are not effective
7. Use restorative justice approaches when working with youth who are bullying others



Bullying Prevention and Intervention Programs*

- Research-based bullying prevention and intervention programs include:
 - *Steps to Respect*
 - *Second Step*
 - *Bully Busters*
 - *Bully-Proofing Your School*
 - *The Peaceful Schools Project*
 - *Olweus Bullying Prevention Program*

*Empirical support defined by data published in peer-reviewed journal articles or chapters and research conducted in U.S. schools



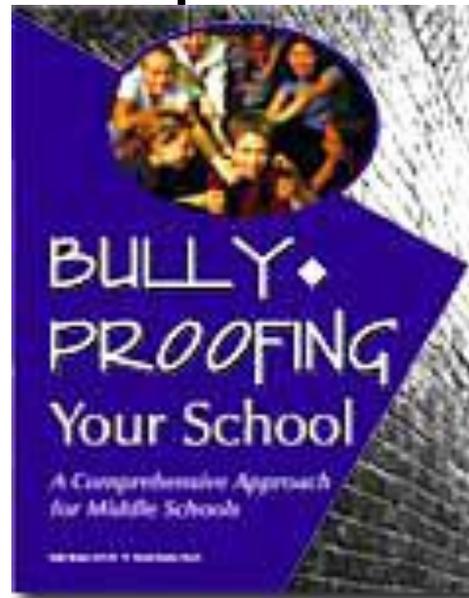
Bullying Prevention and Intervention Resources

Know what the research supports and make informed decisions about prevention and intervention strategies.



Bully-Proofing your School Series

- Provides a comprehensive line of publications for elementary, middle, and high schools, as well as early childhood.
- Translated into Spanish.

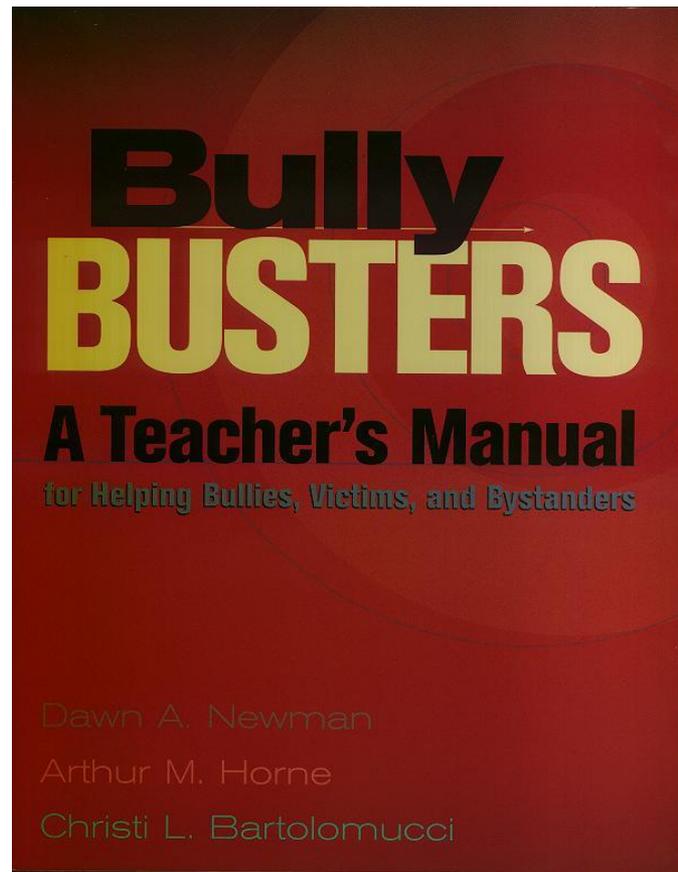


Order Information

- [Sopris West Educational Services.](#)
- Orders may be placed on their website: www.sopriswest.com
- or by calling 800-547-6747



BULLY BUSTERS



Bully Busters (Newman, Horne, & Bartolomucci, 2000)

- Intervention and prevention program designed specifically for the elementary school years.
- Classroom-level program addresses the essential components of the school ecology that are responsible for change.
- Focus on teacher education and training.
- Differing implementation methods facilitate the needs of different school ecologies.



Steps to Respect and Second Step (Committee for Children, 2004)

- Research-based program; research-based modules
- Includes school-wide implementation support
- User-friendly
- Comprehensive: Grades K-6
- *Developmental Psychology* article: found that playground bullying reduced by 25%



Order Information

Steps to Respect: A Bullying Prevention Program

Committee for Children

568 First Avenue South, Suite 600

Seattle, WA 98104-2804

(800) 634-4449, ext. 6210

<http://www.cfchildren.org>



The Bullying Prevention Program (Olweus & Limber, 1999)

- Published as a proven program in the *Blueprints for Violence Prevention* (Elliott, 1999).
- Successfully replicated internationally (e.g., Whitney, Rivers, Smith, & Sharp, 1994) and in the United States (Melton et al., 1998).
- Follows a whole-school multilevel approach that includes core components targeting several levels of the school ecology.
- Implementation issues across different school ecologies are discussed.



Order Information

Hazelden

1-800-328-9000

[http://olweus.org/public/index.
page](http://olweus.org/public/index.page)



The Peaceful Schools Project (Twemlow, Fonagy, Sacco, Vernberg, & Twemlow)

- “A philosophy, not a program.”
- Essential components: discipline plan, positive climate campaign, gentle warrior, reflection time.
- Includes parent workshops.
- Addresses the school’s unique ecology.
- Impressive outcome data.

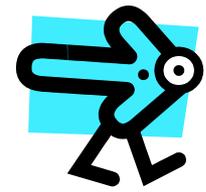


Order Information

“The Peaceful Schools
Project.”

<http://www.backoffbully.com>





The Role of Adults in Schools

- Adults must take a leadership role in bullying prevention and intervention.
- Spear-head an anti-bullying committee to determine what policies and procedures are in place to deal with bullying.
- Document examples of bullying that have occurred in your school and determine if there are any patterns.
- Parents need to be involved in bullying prevention and intervention efforts.
- Empower students to be the change



If WE don't help stop bullying, who will?

www.stopbullying.gov



If you don't help stop bullying, who will?

Parents, teachers, school administrators, health care professionals, law enforcement officers—we all have a responsibility to prevent bullying. To find out how you can help stop it, Log on to www.StopBullyingNow.hrsa.gov

STOP BULLYING NOW

A program of the Administration on Children and Families, Department of Health and Human Services, U.S. Department of Justice



If you don't help stop bullying, who will?

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Summary

- Bullying is a serious problem for all age levels, with pre-adolescents particularly at risk.
- All forms of bullying (i.e., verbal, physical, relational, and electronic co-occur).
- Adults need to become better informed in order to be credible resources for young people.
- Bullying in all forms (verbal, physical, relational, electronic) are connected to mental health difficulties.
- Interventions need to be tailored across the social ecology (individual, family, peer, school, and community).
- A commitment to change is **on-going and never ends.**



Directions for Future Research

- Parental responses to child reports of bullying others
- Parental responses to child reports of being bullied
- Effectiveness of PBiS models in bullying intervention
- Use of social-emotional learning approaches to bullying prevention
- Bullying in rural communities—the effect of multiple roles (i.e., feuding adults might be the coach, administrator and the sheriff)
- Effectiveness of anti-bullying campaigns (i.e., Facebook and CNN: “Stop Bullying: Speak Up;” Seventeen’s “Delete Digital Drama;” NEA’s: “Bully Free, it Stops with Me.”)



Translation of research to practice

www.education.com

Special issue on bullying,
“Bullying @
School and Online,” including
150 peer-
reviewed brief articles from
scholars
around the world.

The screenshot shows the education.com website with a search bar at the top. The main content area is titled "Bullying at School and Online" and features several articles and resources. On the left, there is a section for "THE BULLY PROJECT" with a video player and a "JOIN THE MOVEMENT" button. Below that, there are sections for "Cyberbullying", "Young Kids and Bullying", "Bullying and Prejudice", "Popularity, Social Status and Bullying", and "Special Edition Guest Editors". The "Special Edition Guest Editors" section lists three individuals: Dr. Tracy Smith, Dr. Deborah Anderson, and Dr. Swainson. The "Additional Resources" section includes a video titled "Bullying: What's the Facts?" and a "Recent Questions" section with several user-submitted questions about bullying. The website footer includes the text "© 2013 Education.com" and "See More Questions".



www.bornthiswayfoundation.org:
Launch February 29, 2012 at Harvard

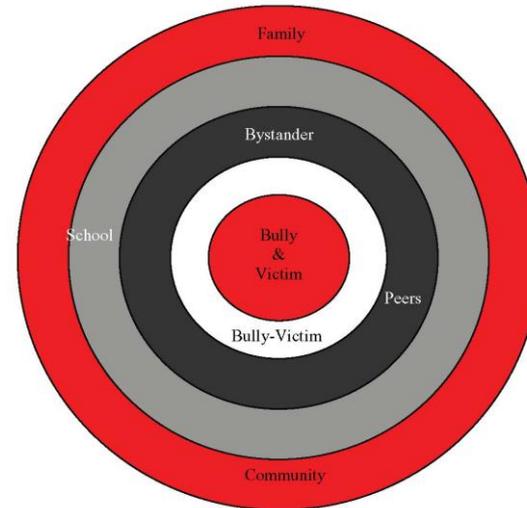


Finally, in the words of Lady Gaga.....

- “Don't be a drag, just be a queen
Whether you're broke or evergreen
You're black, white, beige, chola descent
You're Lebanese, you're orient
Whether life's disabilities
Left you outcast, bullied, or teased
Rejoice and love yourself today
'Cause baby you were born this way
- No matter gay, straight, or bi,
Lesbian, transgendered life
I'm on the right track baby
I was born to survive
No matter black, white or beige
Chola or orient made
I'm on the right track baby
I was born to be brave”



Target Bullying: Best Practices in Bullying Prevention and Intervention



For more information contact:

Susan M. Swearer, Ph.D.

sswearer@unl.edu

www.targetbully.com; <http://brnet.unl.edu>

Follow us on Facebook (Bullying Research Network) and on

Twitter: @Bully_Research

