



Welcome to Today's Webinar:

School Climate Series: Bullying Prevention

Understanding and Responding to School Bullying

This event will start at 11:00 am EDT.



Safe and Supportive Schools
Engagement | Safety | Environment

Welcome to Today's Webinar



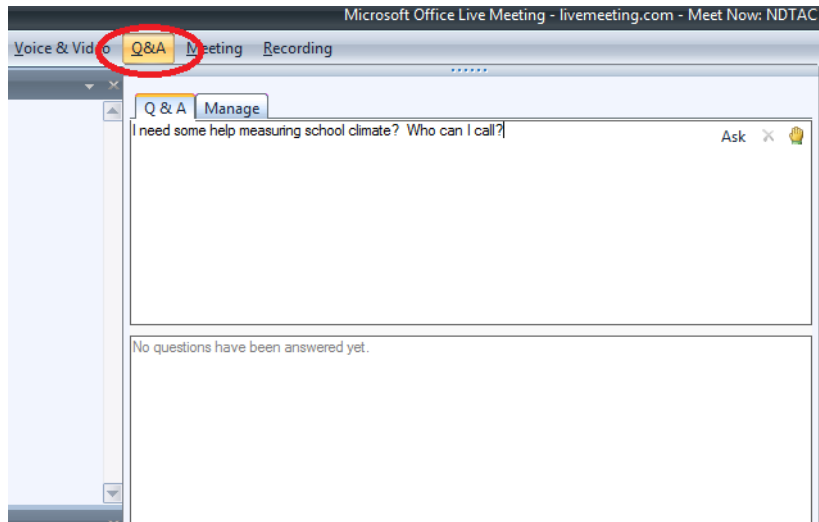
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Q&A



If you have a question for the presenters, please type it in the Q & A Pane or email sssta@air.org during the Webinar.

Evaluation



Safe and Supportive Schools
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Participant Feedback

Establishing Supportive Relationships between Teachers, Staff, Students and Families
Wednesday, February 17, 2011

Please provide us with your feedback on today's Webinar by answering the questions below. The form should only take a few minutes to complete and all responses will be completely anonymous. Your participation is voluntary.

* 1. My role can best be described as (please check as many as apply):

- | | | |
|--|--|-----------------------------------|
| <input type="checkbox"/> Community Member | <input type="checkbox"/> School/District Administrator | <input type="checkbox"/> Teachers |
| <input type="checkbox"/> Family Member | <input type="checkbox"/> State Administrator | |
| <input type="checkbox"/> School Support Staff Member | <input type="checkbox"/> Student | |

An event evaluation will appear as the last slide in the presentation. Please input your answers *directly* into the slide. All answers are *completely anonymous* and are not visible to other participants.

For assistance during the Webinar, please contact the Safe and Supportive Technical Assistance Center at sssta@air.org.



The Safe and Supportive Schools Technical Assistance Center



- Funded by the U.S. Department of Education's Office of Safe and Drug-Free Schools.
- Provides training and support to states, including 11 grantees funded under the Safe and Supportive Schools Program and other state administrators; administrators of districts and schools; teachers; support staff at schools; communities and families; and students.
- Goal is to improve schools' conditions for learning through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments.

*The content of this presentation was prepared under a contract from the U.S. Department of Education, Office of Safe and Drug-Free Schools to the American Institutes for Research (AIR). This presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor do they imply endorsement by the U.S. Department of Education.

Understanding and Responding to School Bullying

Brenda Morrison, Ph.D., Simon Fraser University

Roxana Marachi, Ph.D., San José State University



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Which of the following best describes your current role?

- State Education Personnel
- District or School Administrator
- Teacher or School Support Staff
- Community or Family Representative
- Student
- Researcher
- Other



Which of the following best describes the primary reason you chose to participate in today's session?

- You are building understanding of the problem of school bullying.
- You are gathering practical information and strategies you'll be teaching to, or sharing with, colleagues or subordinates.
- You are interested in gaining new skills and strategies for your own professional use.
- All of the above

Defining the Problem



Bullying: A Relationship Problem That Requires Relationship Solutions

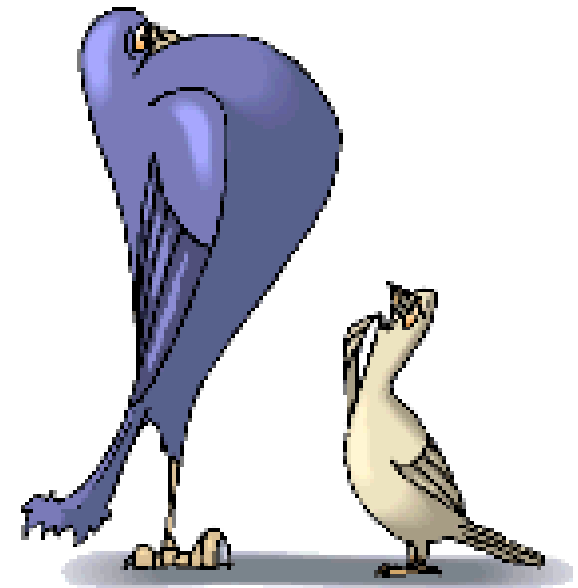


- Bullying is a relationship problem in which an individual or group uses power aggressively to cause distress to another.
 - The child who bullies is learning to use **power** and aggression to control others.
 - Bullying occurs **repeatedly** over time (rather than a single act of aggression).
 - The child who is being victimized becomes trapped in an **abusive** relationship and needs help to stop the bullying.





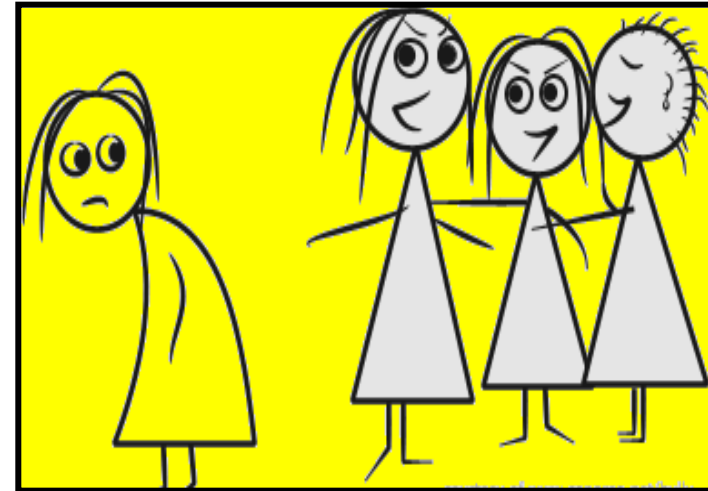
- Children and youth acquire **power** through:
 - Advantage in social status or popularity
 - Advantage in size & strength, number of allies, age, skill
 - Member of a socially defined dominant group (e.g., gender, race/ethnicity, wealth/class, sexual orientation, health/ability).



Forms of Bullying



- Physical bullying (39%)
- Verbal bullying (59%)
- Relational bullying (50%)
excluding others from the group, rolling of eyes, tossing of hair, ignoring and shunning, gossiping, spreading rumors, telling secrets, setting others up to look foolish, damaging friendships
- Cyberbullying (17%)
use of email, social network sites, cell phones, webcams, text messages, and internet sites, etc. to embarrass or humiliate, verbally harass, socially exclude, or threaten physical or psychological harm.





What type of bullying are you most concerned about in your state, district, or school?

- Physical bullying
- Verbal bullying
- Relational bullying
- Cyberbullying



- Takes away the feeling of safety from being at home
- Harsh and offensive
It enables the person who is bullying to not see the pain in the other person.
- Humiliating
The audience can be the *entire world, forever*.
- “Virtually” anonymous
It can hide the identity of the bully or impersonate someone. Not knowing who is doing the bullying increases insecurity and social unease.
- Seems inescapable
The wired world allows individuals to contact others (both for positive and negative purposes) *at all times and in almost all places*.



Homophobic Bullying



	LGBTQ	All
Verbal	85%	59%

Indirect bullying (heard homophobic remarks)

- 91.4% of a LGBTQ middle/high school sample
 - 99.4% from students
 - 63% from faculty or school staff



Myth: “Bullies are all alike.”



Research shows diversity. The *labels* “bully” and “victim” are misleading and limiting (and often victims become bullies and vice-versa).

Children and youth who bully *may* have...

- not acquired the *skills, motivation, and understanding* necessary for healthy relationships, or
- serious problems with aggression and behavioral regulation, or
- highly developed social skills and bully to acquire and maintain social status.



Myth: “All victims are alike.”



Children and youth who are victimized may...

- Simply be in the wrong place at the wrong time
- Be anxious, shy or socially inhibited
- Have few or no friends
- Have an exceptionality – research indicates children with physical, learning or behavior challenges experience increased victimization



Prevalence of Bullying and Victimization



	Bullying	Victimization	Bully/Victim
Male	22.1%	23.7%	10.6%
Female	15.1%	18.8%	4.9%



United States on the World Stage: Boys & Girls (13 yrs) in 2001/2



35 countries surveyed:

- Bullied others 2 or more times

USA ranked 25

- Victimized 2 or more times

USA ranked 23

- Countries that ranked 1, 2, 3 (on both measures):
Sweden; Czech Republic; Malta



Victimization Has Been Associated with...



- Stress-related illness
- School avoidance and disinterest
- Poor academic performance
- Increased fear and anxiety
- Emotional distress
- Depression
- Suicidal ideation



Bullying Has Been Associated with...



- Anger
- Violence
- Hyperactivity
- Externalizing Problems
- Delinquency
- Criminality
- Depression
- Suicidal ideation



Developmental Trajectory of Power and Aggression



- Dating aggression; marital abuse; child abuse; elder abuse
- Gang aggression; criminality
- Sexual harassment; workplace harassment



The Insidious Nature of Bullying



- Bullying interaction occurs once every 7 minutes.
- In 88% of bullying incidents, peers are present.
- Children hide bullying.
- Teachers rarely intervene (too few monitors on the playground, unable to identify the bullying).





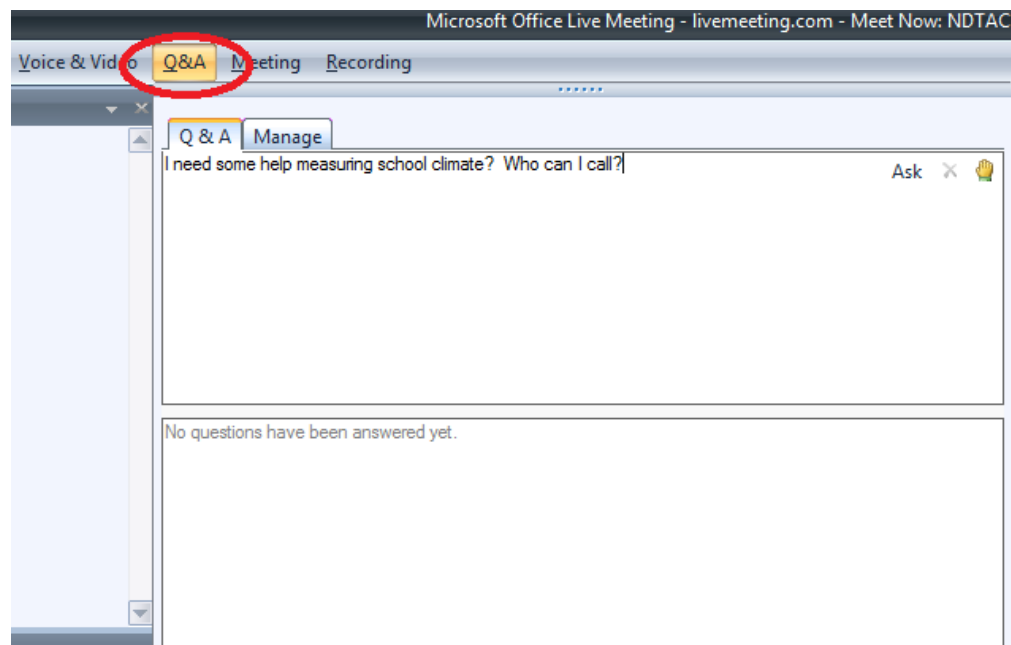
How does your state/district/school monitor the level of bullying in your school(s)?

- Don't monitor
- Office referral forms
- Annual school wide student surveys
- Annual school wide parent surveys
- Annual school wide teacher surveys
- Unsystematic measure of C, D or E

Questions?



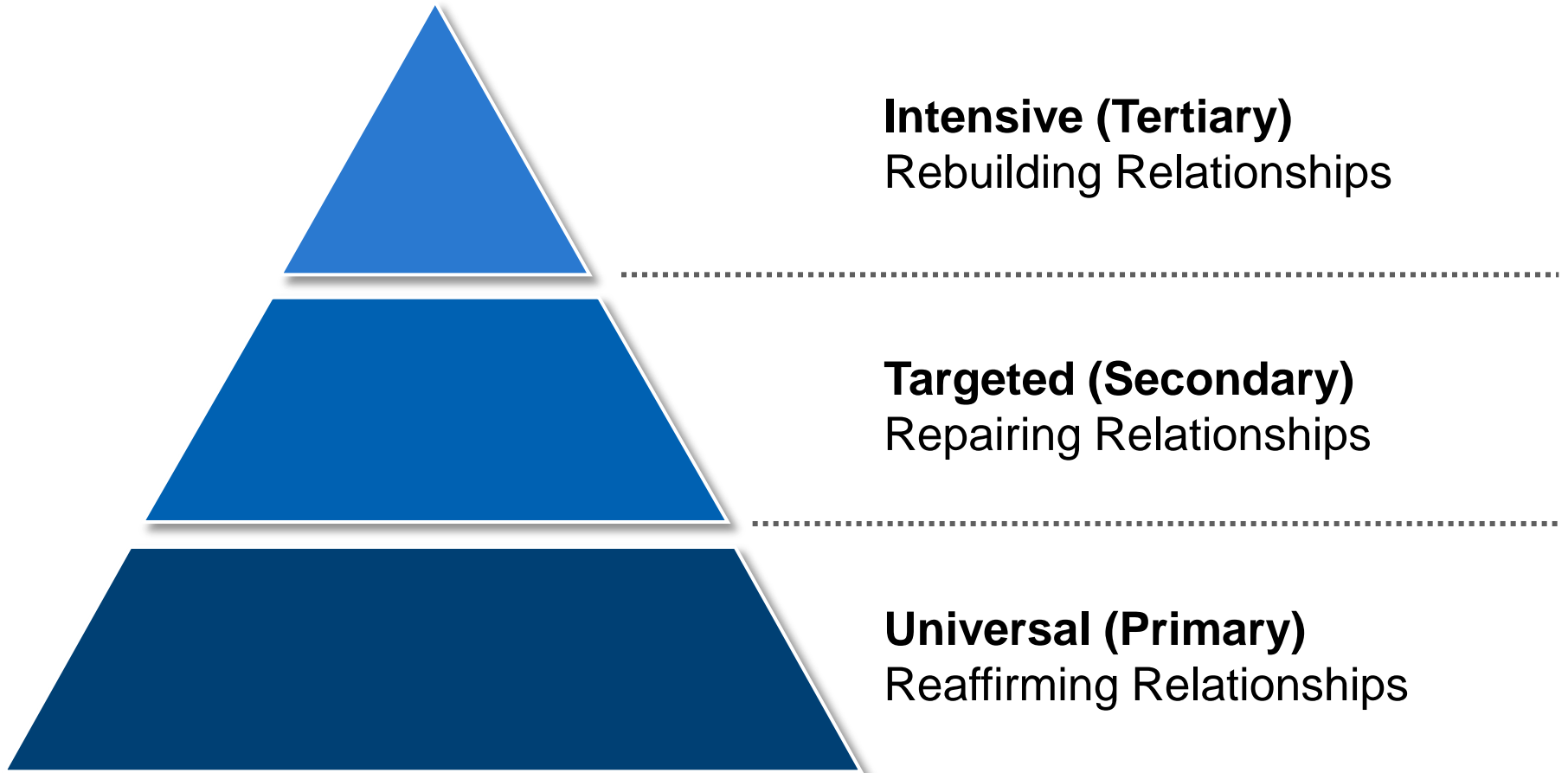
If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.



Responding to the Problem



Values, Skills, Processes: 3 Tiered Relational Approach





- **Respect (person)**
- **Responsibility (behavior)**
- **Reparation/Restoration (relationships)**



Social and Emotional Learning Re-Affirming the Relationship Base



- 9% decrease in conduct problems (misbehavior; aggression)
- 10% decrease in emotional distress (anxiety; depression)

- 9% **improvement** in attitude towards self, others and school
- 23% **improvement** in social and emotional skills
- 9% **improvement** in school and classroom behavior
- 11% **improvement** in achievement test scores

<http://www.casel.org/> (80 programs: Classroom/Climate)





What does your state/district/school do most often in response to bullying and victimization?

- Focus on working with student who bullies others.
- Focus on working with student who is victimized.
- Focus on working with bystander(s).
- Conduct classroom level activities on bullying prevention curricula.
- Increase monitoring and supervision of students.
- Conduct whole school activities.
- Suspend or expel student who bullies others.

What Works?



- Whole-school anti-bullying policy
- Classroom curriculum materials
- Individual work (victim)
- Classroom management
- Playground supervision
- Teacher information
- Teacher training
- Virtual reality comp. games
- Response (accountability)
- Response (non-punitive/support)

- Classroom rules
- School assemblies
- Individual work (bully)
- Coop. group work
- Peer engagement
- Parent information
- Parent training
- Videos
- School tribunals



What Works in Preventing **Bullying**?



Whole-school anti-bullying policy
Classroom curriculum materials
Individual work (victim)
Classroom management
Playground supervision (*)
Teacher information
Teacher training
Virtual reality comp. games
Response (accountability)(*)
Response (non-punitive/support)

Classroom rules
School assemblies
Individual work (bully)
Coop. group work
Peer engagement
Parent information
Parent training (*)
Videos (*)
School tribunals



What Works in Preventing **Victimization**?



- Whole-school anti-bullying policy
- Classroom Curriculum Materials
- Individual work (victim)
- Classroom management
- Playground supervision (*)
- Teacher information
- Teacher training
- Virtual reality comp. games
- Response (accountability) (*)
- Response (non-punitive/support)

- Classroom rules
- School assemblies
- Individual work (bully)
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- Parent information
- Parent training (*)
- Videos (*)
- School tribunals





- Reflect on your own use of power in relationships.
- Treat students the way you want them to treat each other.
- Help all students look valuable in the eyes of classmates.
- Take action when bullying is observed or reported by a student.

Tattling = Trying to get someone into trouble

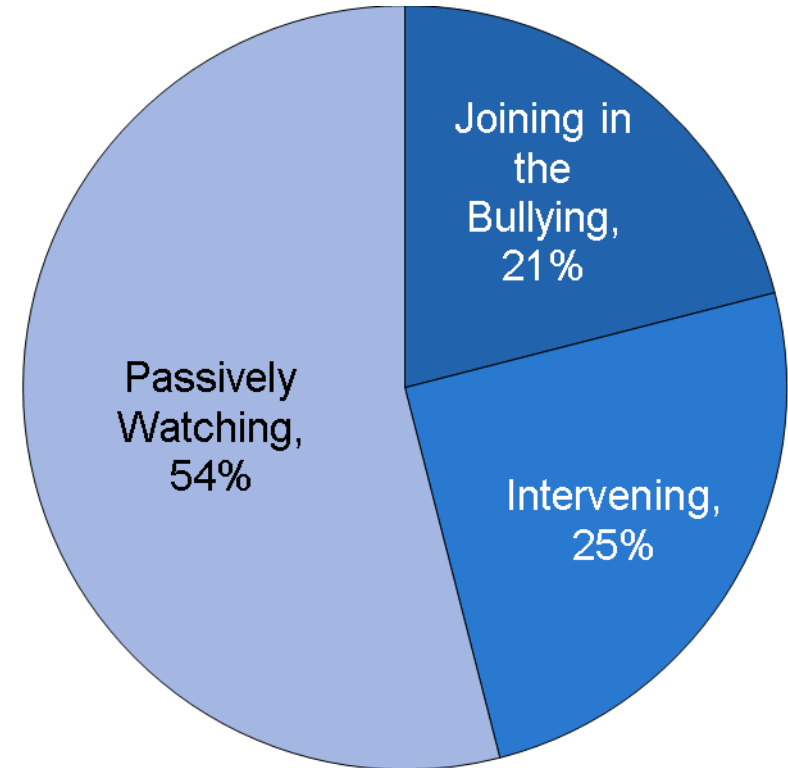
Reporting = Trying to get someone out of trouble



Role of Peer Bystanders



- The more peers present, the longer the bullying episode
- When bystanders intervene, they are aggressive $\frac{1}{2}$ the time appropriate $\frac{1}{2}$ the time
- In the majority of episodes (57%), peer intervention stops bullying **within 10 seconds**, regardless of strategy





Shift young people from standing by to standing up!
Teach how to intervene assertively.

Message to Students: Choose at least 1 of 4 strategies depending on situation and comfort level

- 1** Walk away – Don't be part of the audience.
- 2** Support the child/youth who is victimized.
- 3** Report the bullying to a responsible adult.
- 4** Assertively tell the child/youth who is bullying to stop.



Bystanders – A Story That Has Captured the Imagination of the World



- PINK SHIRT DAY Flash Mob

<http://www.youtube.com/watch?v=MhYyAa0VnyY>

- Last Wednesday of February: "Pink Shirt Day".

<http://www.pinkshirtday.ca/>

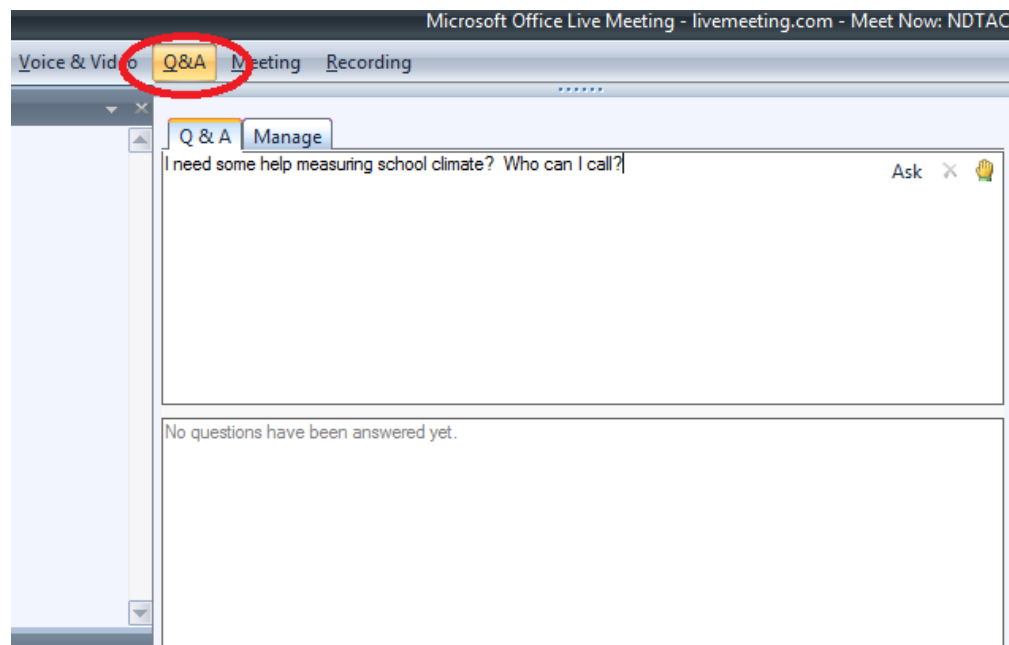
- 2 boy bystanders took a stand in Nova Scotia High School



Questions?



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Improving School Climate



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Positive – Caring & Nurturing School Climate



- Impact of positive school climate
 - Increases students' sense of bonding to the school
 - Decreases bullying & other antisocial behaviors
 - Increases student retention & academic achievement
- Positive school climate is characterized by:
 - Strong relationships among and between staff and students
 - Discipline using formative (not punitive) consequences
 - Engagement, recognition and leadership opportunities for students in a wide variety of activities





Which of the following non-punitive responses to school bullying are you the most familiar with?

- Method of Shared Concern
- No Blame Approach
- Positive Discipline
- I Can Problem Solve
- Peer Mediation
- Restorative Justice Approaches
- Other non-punitive response
- I am not familiar with the above non-punitive responses to school bullying.

Recognize and Address Systemic Challenges



- **Systemic challenges**
 - Time Constraints
 - Inflexible Schedules
 - Pressures to cover core curriculum
 - Limited supervision on the school yard

- **To address challenges:**
 - Champion positive school climate, bullying prevention and social emotional learning.
 - Integrate bullying prevention teaching units into core curriculum.
 - Recruit community volunteers & older students to supervise and work with younger students.





Applied to the School Setting

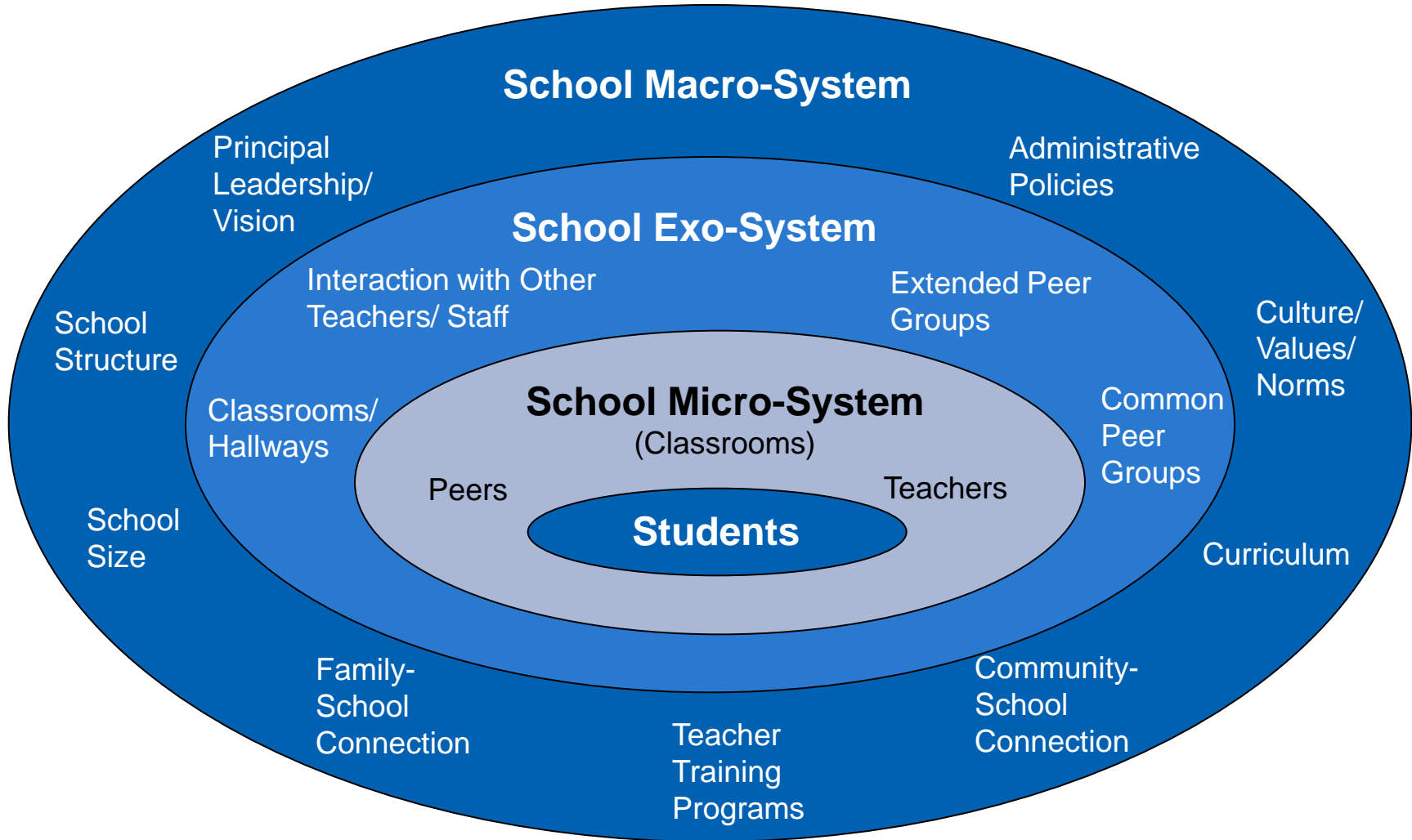
"Every system is perfectly designed to get the results it gets."

- Paul Batalden, M.D.

- Must take system into account
- Whole School Approach matters
- *"Process Evaluations"* in addition to *"Outcome Evaluations"*
- How a program is implemented matters for how it is received



Ecological System's Model Applied to School Settings



Marachi, R. (2003). *Effects of student participation and teacher support on student victimization*. Dissertation. University of Michigan.





- Youth Violence: A Report of the Surgeon General
<http://www.surgeongeneral.gov/library/youthviolence/chapter5/sec3.html>
 - Highlights “Effective” and “Ineffective” strategies
 - Programs categorized as “Model”, “Promising” or “Does not work”
- National Center for Mental Health and Juvenile Justice
<http://www.ncmhjj.com/EBP/default.asp>
- Center for the Study and Prevention of Violence
<http://www.colorado.edu/cspv/blueprints/>
- Mobilizing for Evidence-Based Character Education
<http://www2.ed.gov/programs/charactered/mobilizing.pdf>
(Portion of the report describes process/outcome evaluations in detail.)





- Cyberbullying Research Center
<http://www.cyberbullying.us>
- StopBullying.gov
<http://www.stopbullying.gov>





Important to consider that “evidence-based” does not guarantee that a program will work.

- “Fidelity” matters and *leadership/advocacy* among administration, faculty, and staff are among the most critical components to program success.
- There are no quick fixes; one size does not fit all.
- Consider developmental and social connections and relevance and how program will be received by students.
- Consider involving students in efforts; connectedness and relationships matter.



Educational Psychology As a Lens to View Programs



Educational Psychology Concept(s)	Applications in Prevention Efforts
Constructivist vs. Traditional Approaches to Learning	Active Learning engages students in problem solving (less passive lecture, more activity)
Motivational Theories (Social Cognitive approaches)	Student perceptions about self, abilities, and likelihood to succeed affect effort, engagement, and perseverance in learning.
Students can ‘see through’ rewards/punishments (Behaviorist approaches are limited/ineffective)	Most common form of disciplinary strategies (suspension, expulsion) are least effective. (APA Task Force)
Caring relationships as context for effective learning	Caring classroom/school climates are critical to support students’ academic, social, and emotional growth and learning



Educational Psychology As a Lens to View Programs



Educational Psychology Concept(s)

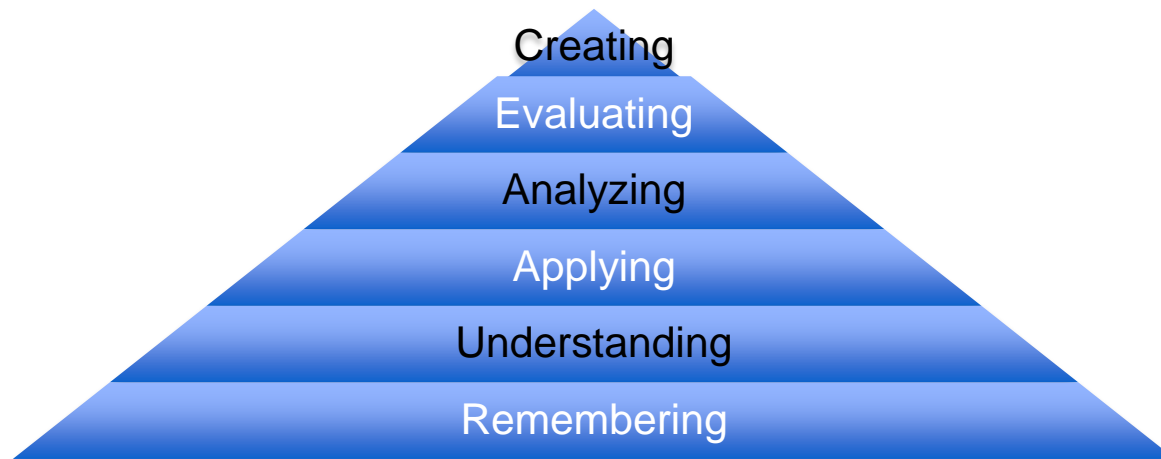
Applications in Prevention Efforts

Information-Processing Theories: **Attention** and **connections to prior knowledge** are key for new learning to be effective

Interventions should be **engaging** and **relevant** to students' lives.

Engage students in **Higher Order Thinking Skills**

For deep/meaningful learning to occur, allow students opportunity to **apply, analyze, evaluate, and create.**





1 Bullying is a relationship problem that requires relationship solutions.

2 Promoting a positive school climate reduces bullying and antisocial behavior.

3 Whole school communities can teach relationship skills and educate hearts and minds.

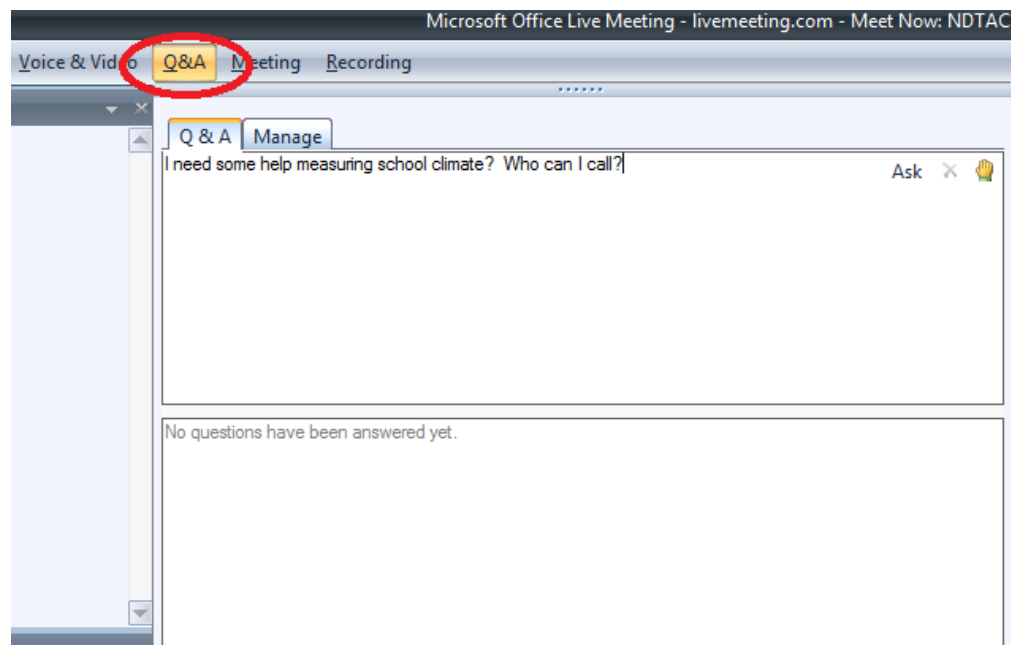
4 3 Rs: Respect; Responsibility; Reparation/Restoration



Questions?



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Upcoming Webinars



- **Survey Development**

March 30, 2011

4:00 pm – 5:30 pm ET

March 31, 2011

11:00 pm – 12:30 pm ET

- **Addressing Risk Behavior through Positive Youth Development Strategies**

April 13, 2011

4:00 pm – 5:30 pm ET

April 14, 2011

11:00 – 12:30 pm ET

- **Survey Administration**

April 27, 2011

4:00 pm – 5:30 pm ET

April 28, 2011

11:00 am – 12:30 pm ET

- **School Based Climate Teams (Part 1)**

May 11, 2011

4:00 pm – 5:30 pm ET

May 12, 2011

11:00 – 12:30 pm ET



Analysis of Survey Data

May 25, 2011 **4:00 pm – 5:30 pm ET**

May 26, 2011 **11:00 – 12:30 pm ET**

■ **Violence Prevention**

June 8, 2011 4:00 pm – 5:30 pm ET

June 9, 2011 11:00 – 12:30 pm ET

■ **Reporting and Dissemination**

June 29, 2011 **4:00 pm – 5:30 pm ET**

June 30, 2011 **11:00 – 12:30 pm ET**

■ **Student Engagement**

July 13, 2011 4:00 pm – 5:30 pm ET

July 14, 2011 11:00 – 12:30 pm ET

Citations and Further Resources



1. Astor, R.A., Benbenishty, R., Marachi, R., & Pitner, R. (2009). *Evidence-based violence prevention programs and best implementation practices*. In A. Roberts (Ed.) *Social workers' desk reference* (2nd Edition. pp. 985-1003). New York: Oxford University Press.
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10. Hinduja, S. & Patchin, J. W. (2009). *Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying*. Thousand Oaks, CA: Sage Publications.

Citations and Further Resources



11. Hinduja, S. & Patchin, J. W. (2011). [Overview of Cyberbullying](#) [Available: stopbullying.gov]
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Citations and Further Resources



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30. Center for the Study and Prevention of Violence
<http://www.colorado.edu/cspv/blueprints/>
31. Collaborative for Academic , Social, and Emotional Learning: <http://www.casel.org/>
32. Cyberbullying Research Center – Resources for Cyberbullying
<http://www.cyberbullying.us>
33. National Center for Mental Health and Juvenile Justice
<http://www.ncmhjj.com/EBP/default.asp>
34. Youth Violence: A Report of the Surgeon General
<http://www.surgeongeneral.gov/library/youthviolence/chapter5/sec3.html>
35. PREVNet: <http://prevnet.ca>
36. Report: Mobilizing for Evidence-Based Character Education
<http://www2.ed.gov/programs/charactered/mobilizing.pdf>
(Portion of this report describes process/outcome evaluations in detail)
37. Stop Bullying: <http://www.stopbullying.gov/>
38. Gulemetova, M., Drury, D. & Bradshaw, C (2011). *Findings from the National Education Association’s Nationwide Study of Bullying: Teachers’ and Education Support Professionals’ Perspectives* [Available: <http://www.stopbullying.gov/>]