

School-based Bully Prevention Programs

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This research was supported by Centers for Disease Control & Prevention (#1U01/CE001677) to Dorothy Espelage (PI)



University of Illinois - Research Program

- **SOCIAL-ECOLOGY & SCHOOL-BASED PREVENTION** (Espelage & Swearer, 2003; Espelage, 2012, 2014)
- **EXPOSURE TO VIOLENCE STUDY** (Espelage, 1998; Low & Espelage, 2014)
- **SOCIAL NETWORK ANALYSIS STUDY** (Birkett & Espelage, 2014; 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, & Hamburger, 2012, 2014)
- **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; Espelage, Rose, & Polanin, 2015)
- **SCHOOL CLIMATE, ACADEMIC ENGAGEMENT** (Espelage et al., 2014, 2015)



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
Bullying is hard-wired in youth**

Scientific Evidence

**Bully Rates Vary
Bully Only One of Many Predictors
Bullies are diverse in their outcomes
Ignores Group Phenomena
Good kids get involved in bullying
Environment matters – gene
expression**



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

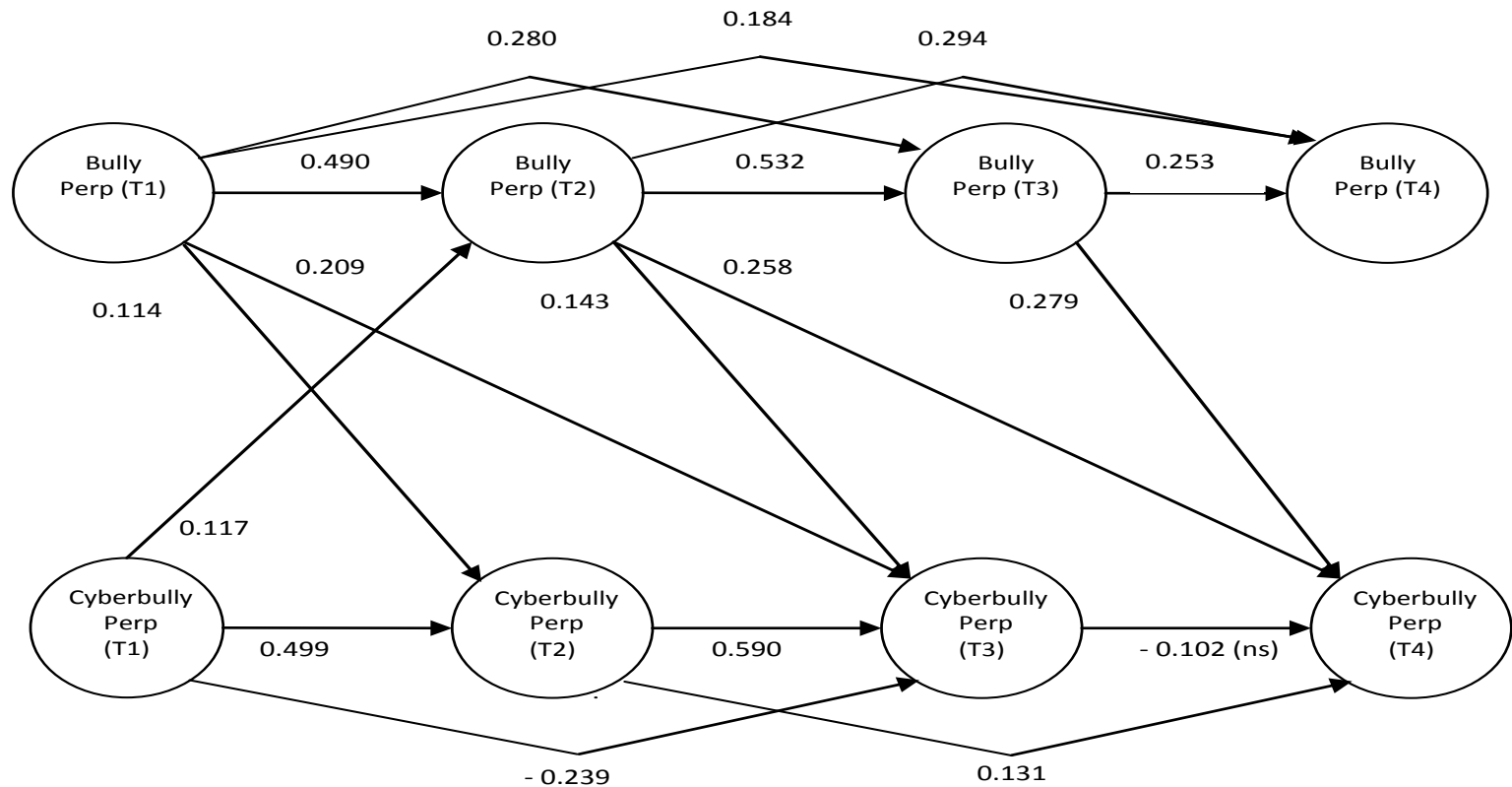


Figure 1. Model Fit: $\chi^2_{(219, n=1132)} = 945.318$; RMSEA = 0.0542 (0.0506 ; 0.0577); NNFI = .0975; CFI = 0.980



Bullying Victimization and Cyberbullying Perpetration

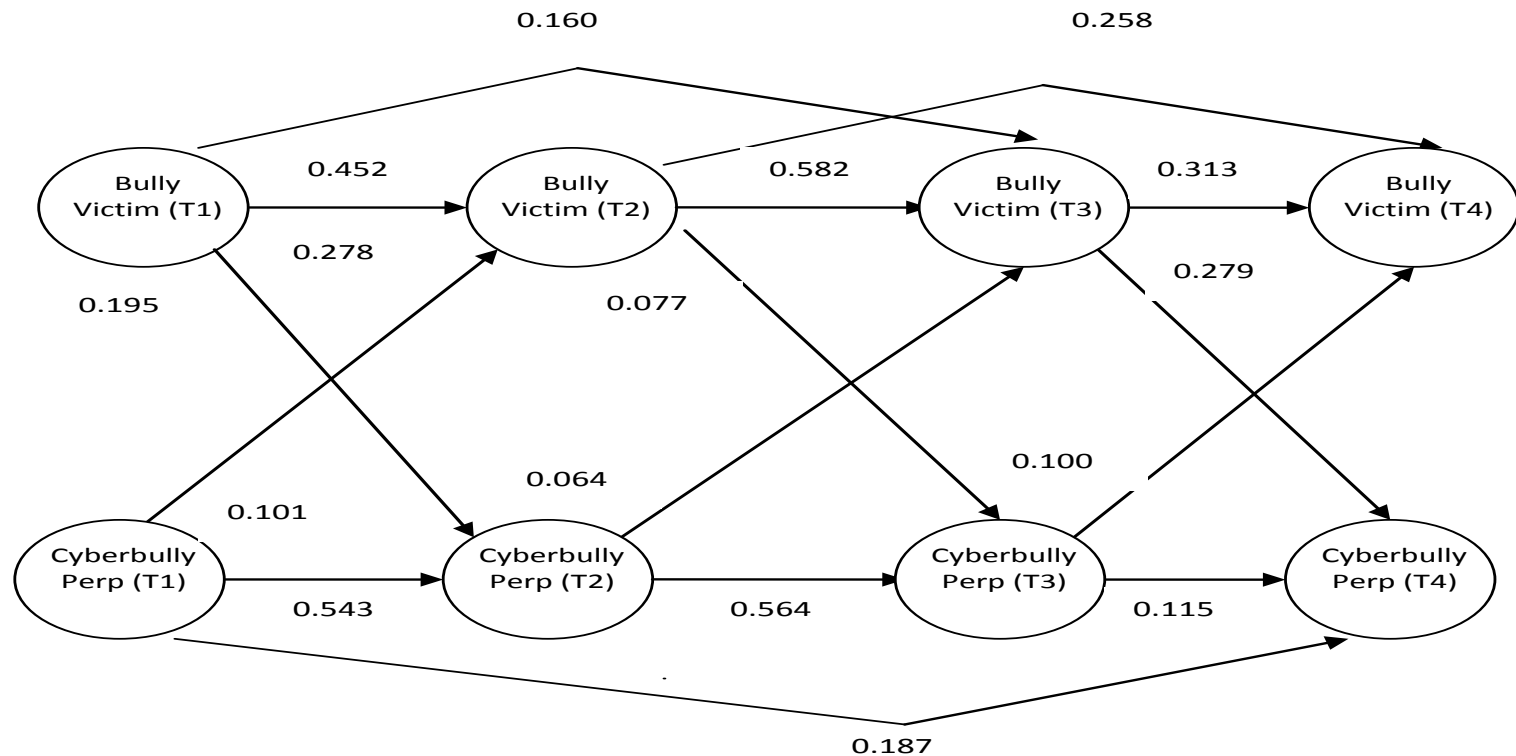


Figure 2. Model Fit: $\chi^2_{(222, n=1132)} = 854.147$; RMSEA = 0.0486 (0.0453 ; 0.0525); NNFI = .0965; CFI = 0.972

Espelage, Rao, & Craven, 2013



Bullying Perpetration & Sexual Violence Perpetration Among Middle School Students: Gender-Based Bias Matters

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*Journal of Adolescent Health (2012), Journal of
Interpersonal Violence (2014)*

This research was supported by Centers for Disease Control & Prevention
(#1u01/ce001677) to Dorothy Espelage (PI)



2008-2010 CDC Study Participants

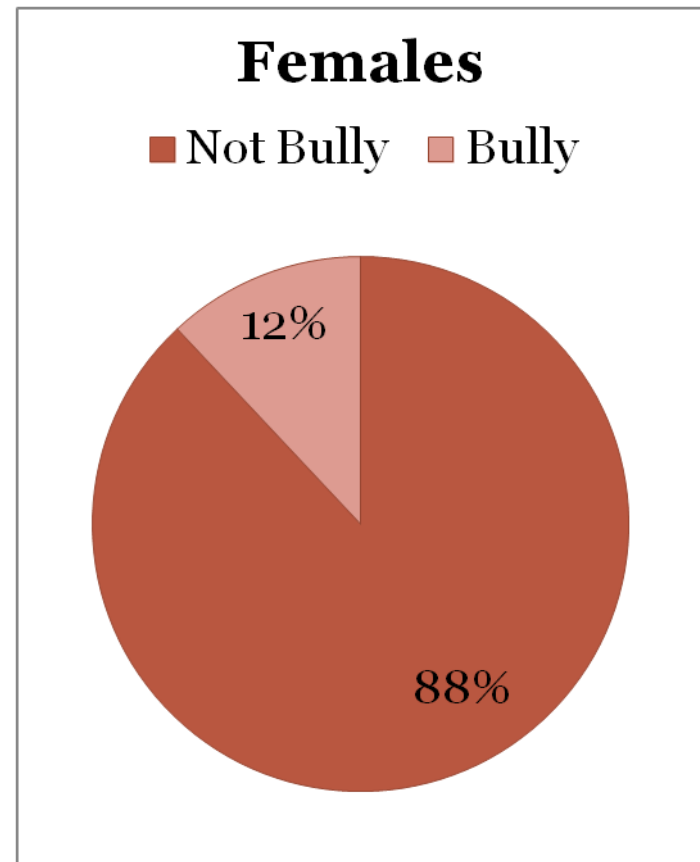
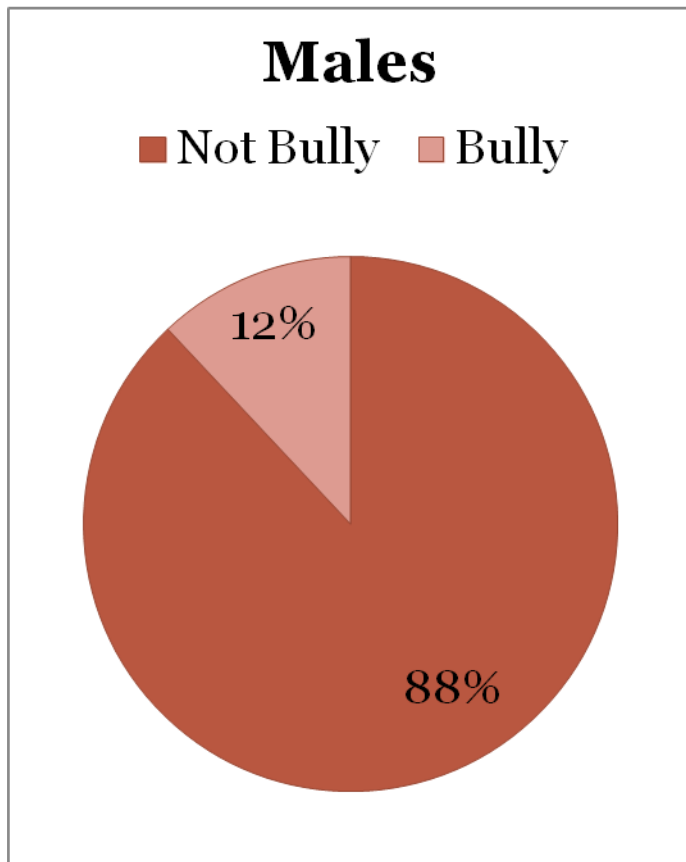
▶ Demographics:

- 1,350 students (49.1% female)
- 3 cohorts (5th, 6th, 7th graders)
- Racially diverse (51% Black, 34% White)
- 60% Free/reduced lunch

5 waves of data collection
(from spring 2008-spring 2010)



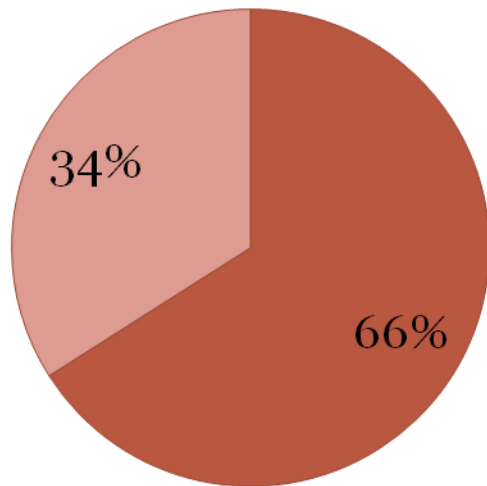
Percentages of Youth who Bully



Percentages of Youth Who Engage in Homophobic Name-Calling

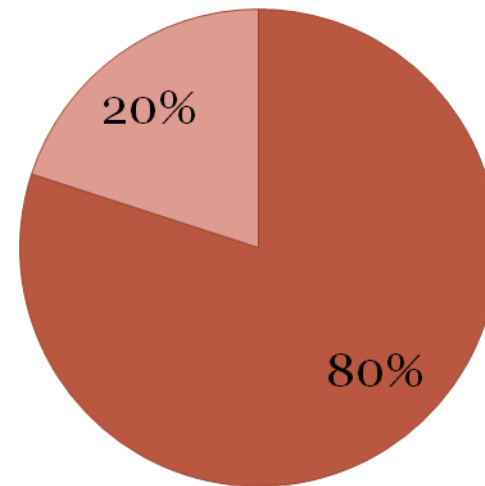
Males

- No Homophobic Teasing
- Homophobic Teaser



Females

- No Homophobic Teasing
- Homophobic Teaser



Bullying – Homophobic Teasing Perpetration

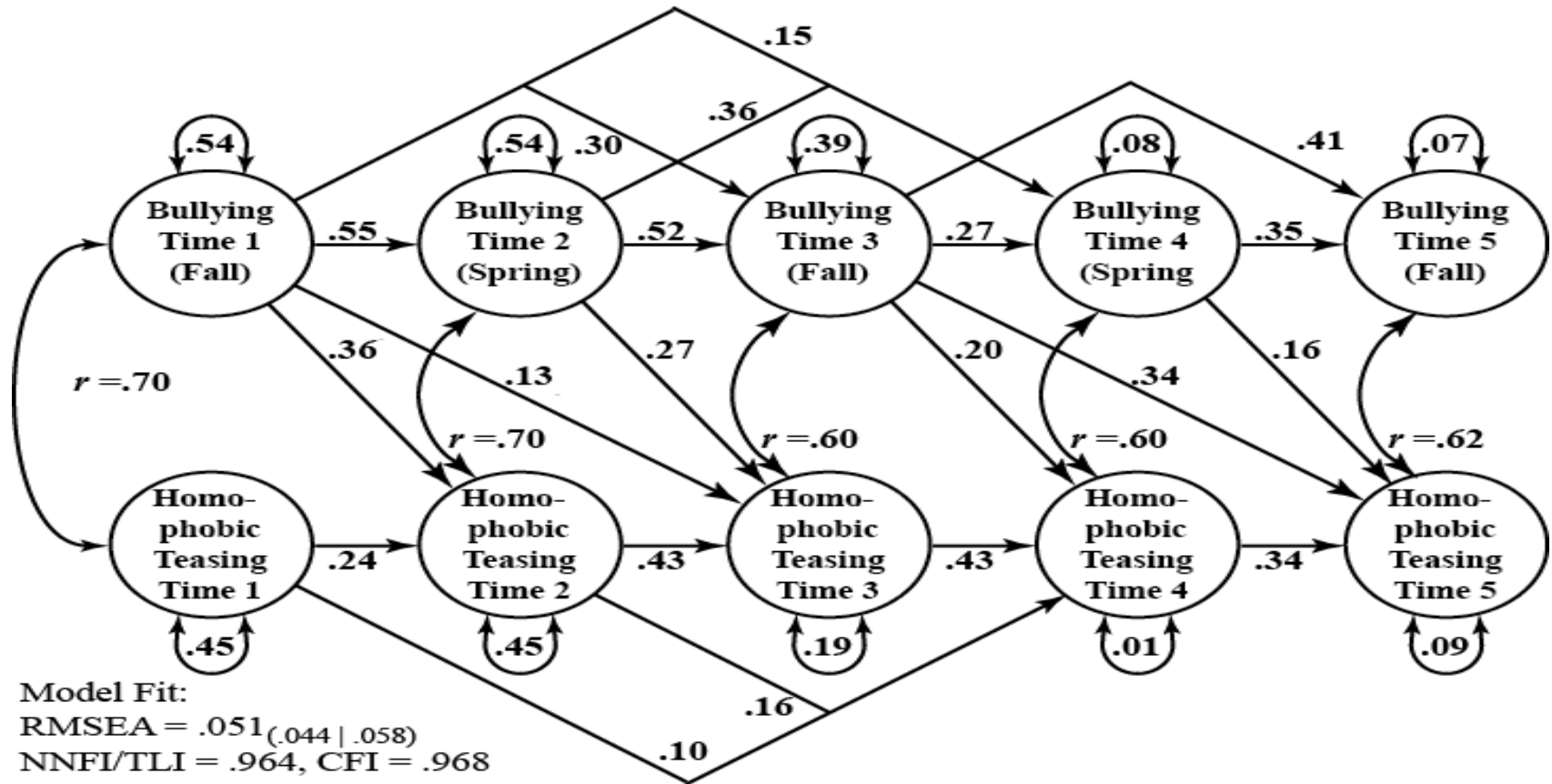


Figure 1. Standardized parameter estimates from the panel model of the relations among bullying and homophobic teasing.

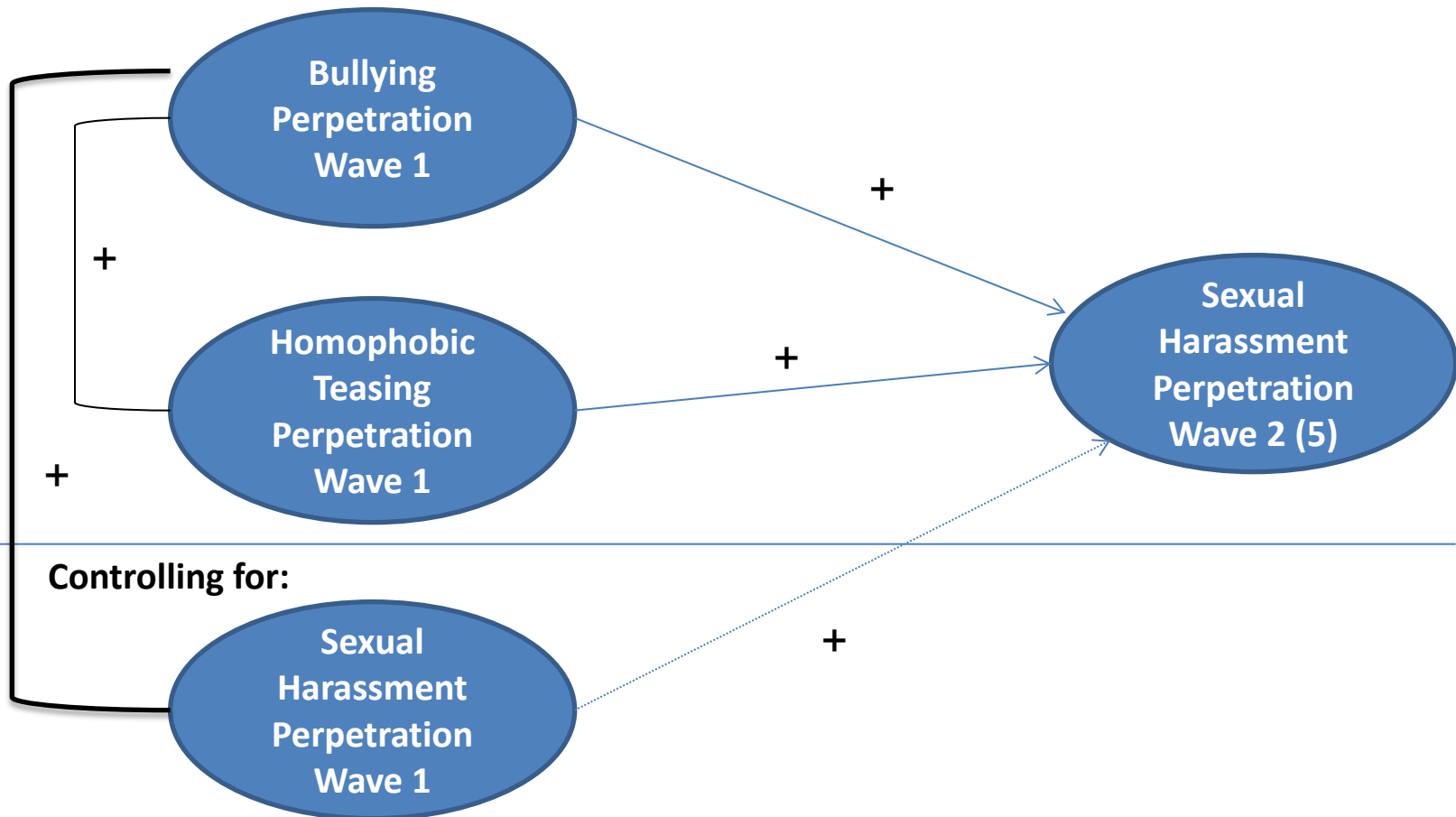


Take-Away Messages

- Homophobic name-calling is prevalent in middle school (Meyer, 2009, 2010).
- Youth who bully resort to homophobic name-calling over the middle school years.
- Bully prevention programs should include a discussion of language that marginalizes gender non-conforming and lesbian, gay, bisexual (LGB) youth.



Longitudinal Results



(Espelage, Basile, & Hamburger, 2012;
Espelage, Basile, & De La Rue, 2014)

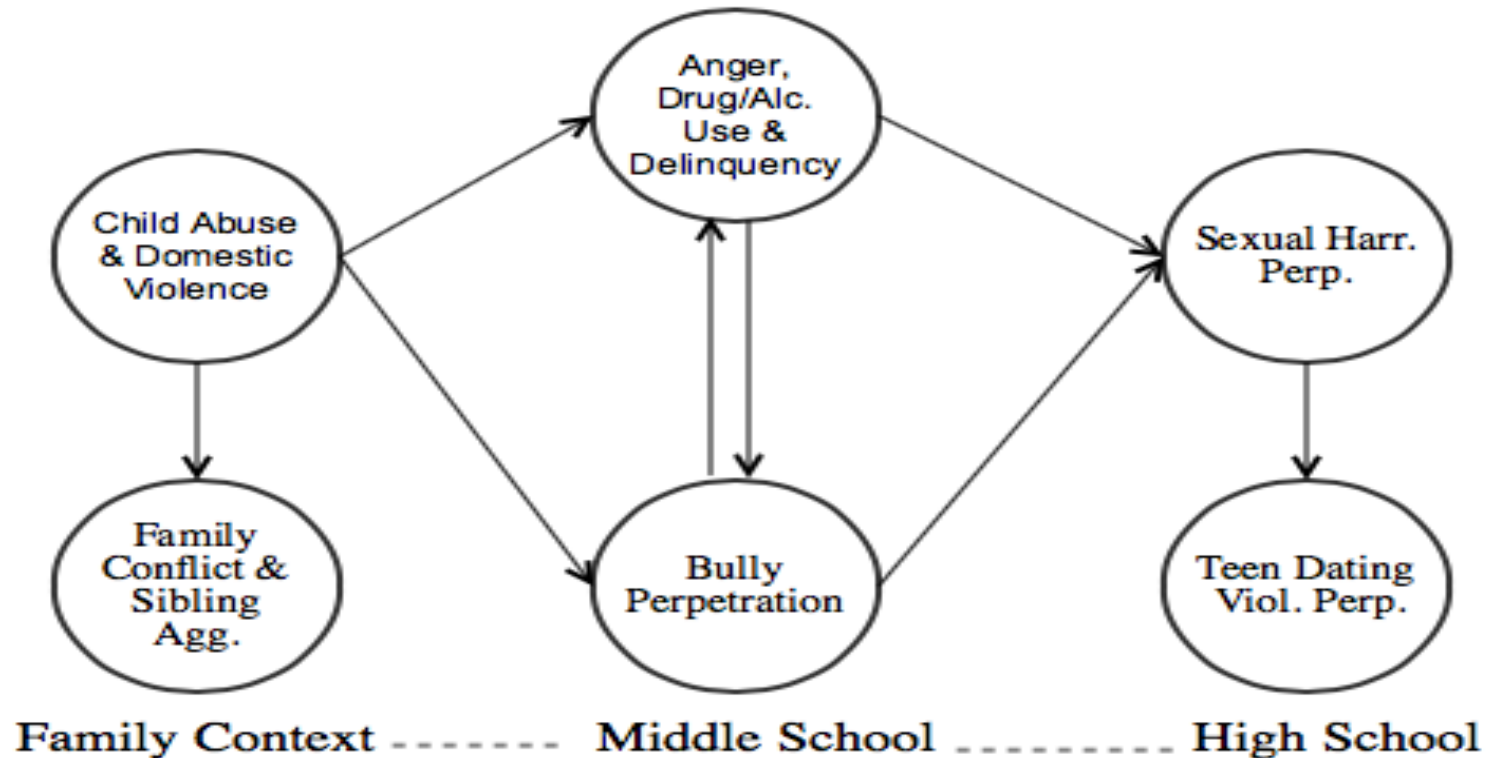


Take-Away Messages

- Strong longitudinal associations among bullying, homophobic bantering, and sexual harassment perpetration.
- For boys, bullying sexual violence link moderated by homophobic name-calling (Espelage et al., 2014)



Developmental model of bullying, sexual harassment and dating violence



NIJ Grant (MUOFX-0022) to Dorothy Espelage (PI)
Espelage, Low, Anderson, & De La Rue, 2014



Implications for Prevention

- Research must consider multiple contexts to identify longitudinal predictors, mediators, moderators associated with outcomes for youth who bully and later forms of violence.
- Bullying programs need to incorporate discussion of gender-based name-calling, sexual violence, and gender expression (homophobic language; Birkett & Espelage, 2010; Meyer, 2009, 2010).



Meta-Analytic Study

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



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:
 - Non-punitive 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
 - Non-punitive 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

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DOI: 10.1177/0272431611423017
http://jea.sagepub.com



**Dorothy Espelage¹, Harold Green²,
and Joshua Polanin³**

Abstract

This study examined the associations among gender, empathy, attitudes toward bullying, willingness to intervene, and bullying within peer groups in a sample of sixth and seventh-grade students ($N = 346$; M Age = 12.22 years). Peer groups were identified via social network analysis using NEGOPY (Richards, 1995) and peer-group predictors were evaluated with multi-level modeling. Male peer-group willingness to intervene results indicated significant between-group variation (i.e., high ICC). Perspective-taking was associated with greater willingness to intervene within male peer groups after controlling for initial levels of willingness to intervene. Greater bullying perpetration within one's peer group was highly predictive of less individual willingness to intervene. For females, willingness to intervene scores was not dependent on friendship group. This study suggests that bullying prevention

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A Meta-Analysis of School-Based Bullying Prevention Programs' Effects on Bystander Intervention Behavior

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Abstract. This meta-analysis synthesized bullying prevention programs' effectiveness at increasing bystander intervention in bullying situations. Evidence from 12 school-based programs, involving 12,874 students, indicated that overall the programs were successful (Hedges's $g = .20$, 95% confidence interval [CI] = .11 to .29, $p < .001$), with larger effects for high school (HS) samples compared to kindergarten through eighth-grade (K-8) student samples (HS effect size [ES] = 0.43, K-8 ES = 0.14; $p < .05$). A secondary synthesis from eight of the studies that reported empathy for the victim revealed treatment effectiveness that was positive but not significantly different from zero ($g = .05$, 95% CI = $-.07$ to .17, $p = .45$). Nevertheless, this meta-analysis indicated that programs increased bystander intervention both on a practical and statistically significant level. These results suggest that researchers and school administrators should consider implementing programs that focus on bystander intervention behavior supplementary to bullying prevention programs.

Bullying perpetration often occurs when bystanders are present (Hawkins, Pepler, & Craig, 2001; Lagerspetz, Bjorkqvist, Bertz, & King, 1982). In fact, some research has indicated that more than 80% of the time an observer witnesses victimization (O'Connell, Pepler, & Craig, 1999). Despite the presence of witnesses and bystanders, nearly 1 in 3 children report victimization by a bully in the past 2 months (Frey, Hirschstein, Edstrom, & Snell, 2009; Nansel et al., 2001; Wang, Ian-

notti, & Nansel, 2009). Consequentially, bullying occurs with an audience of members who play multiple roles (Salmavalli, Lagerspetz, Bjorkqvist, Osterman, & Kaukianen, 1996) and often fail to intervene on behalf of the victim with regularity. These bullying incidents have lasting negative effects on the bully, victim, and bystanders (Olweus, 2002; Swearer, Espelage, Villancourt, & Hymel, 2010; Sweeting, Young, West, & Der, 2006; Stevens, Oost, & Bourdeaudhuij, 2004).

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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)	4 th -6 th	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)	9 th -12 th	Build Respect	Indiv.; 2	Quasi-experimental matched; two treatment only one control	.46	NA
Fonagy et al. (2009)	Journal	Kansas	578 (46)	3 rd -5 th	CAPSLE	Group; 24	Experimental; matched school; two treatment and one control	.05	-.23
Frey et al. (2005)	Journal	Washington	913 (51)	3 rd -6 th	Steps to Respect	Group; 12	Experimental; matched schools; one treatment and one control	.11	.18
Karna, Voeten, & Little (2010)	Article	Finland	8166 (50)	4 th -6 th	KiVa	Group, 9	Experimental; one treatment and one control	.14	.15



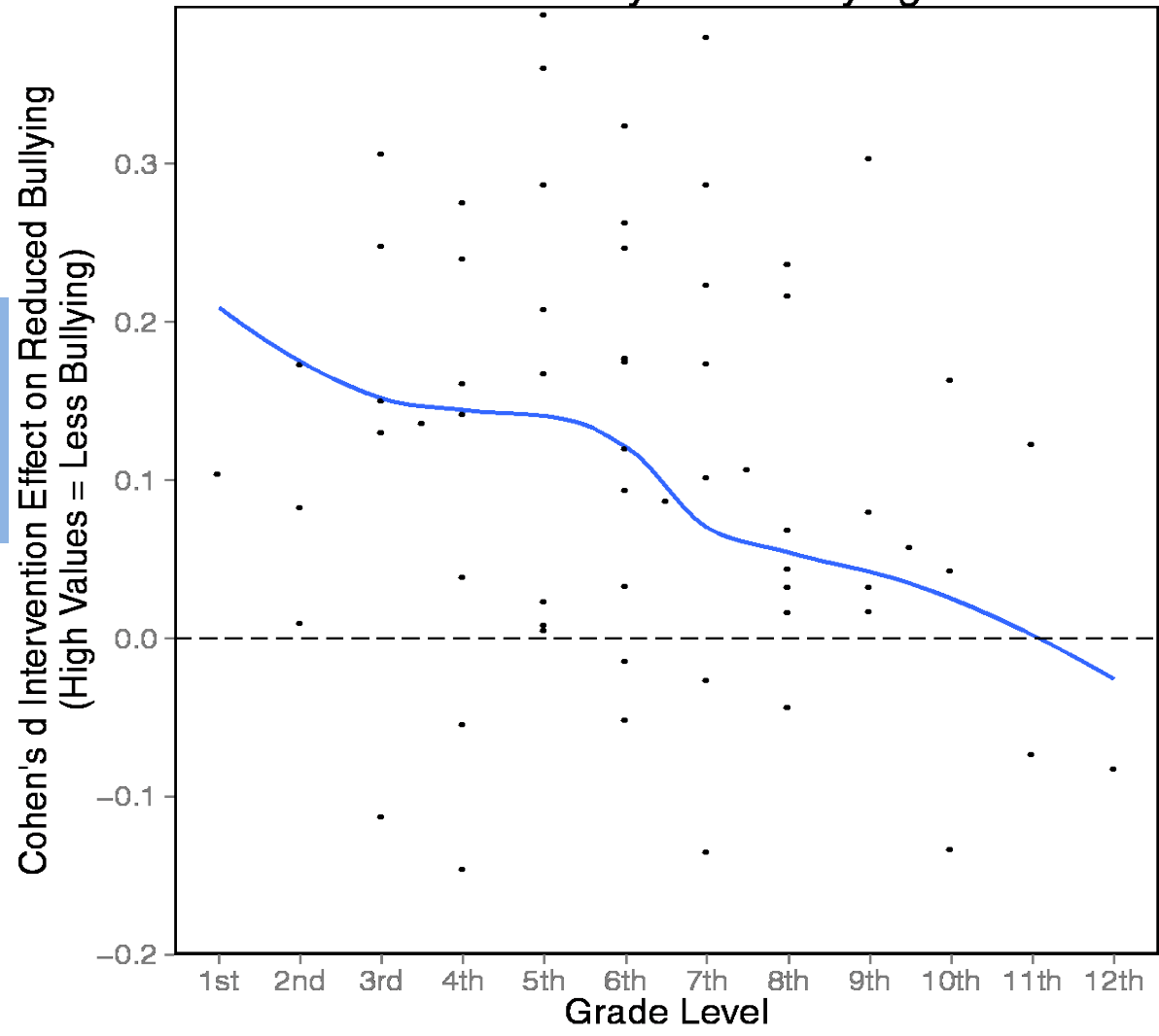
Rethinking Bystander Interventions

- ❑ Need to consider the following when considering a bystander intervention:
 - ❑ Age of target population
 - ❑ Gender of target population
 - ❑ **Peer/adult norms around intervention: Including In-group and out-group norms, justification for bullying**
 - ❑ Level of bullying and peer victimization experiences in the school
 - ❑ Length of intervention & who to deliver
 - ❑ Components of intervention (behavioral modification, modeling with media, awareness raising, parent training)



Raw Within-Study Anti-Bullying Effect

Meta-Analysis:
Yeager, Fong, Lee, & Espelage (2015)



Bullying Prevention – Pushing The Field Forward

- Bullying co-occurs with other types of aggression and other risky behavior (delinquency, AOD).
- Overlapping risk and protective factors need to be targeted in school-based programs in order to address spectrum of problem behavior (Cataliano et al., 2002).
- Need to consider interventions that target multiple forms of violence and aggression that are salient for early adolescents, including peer victimization, homophobic teasing, and sexual harassment/violence (Espelage, Basile, & Hamburger, 2012; Hamby & Grych, 2013)



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 increase in test scores (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).



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

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Journal of Adolescent Health (2013), Journal of Applied Developmental Psychology (2015); School Psychology Review (under review)



Research supported by Centers for Disease Control & Prevention (#1U01/CE001677)

COLLEGE OF EDUCATION AT ILLINOIS

Second Step



Committee for Children, 2008



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.**



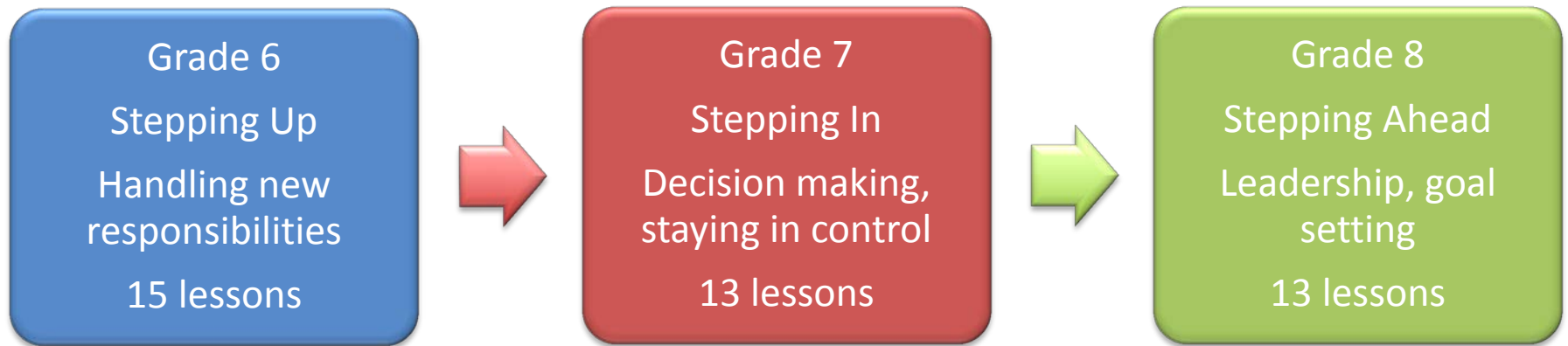
Program Goals

- **Research Foundations**

- Risk and Protective Factors
- Bullying
- Brain Research
- Positive Approaches to Problem Behavior
- Developmental Needs of Young Adolescents



Levels and Lessons



- 50 minutes to teach a complete lesson
- Each lesson is divided into two parts that can be taught separately



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	6 th Graders-----7 th Graders-----8 th Graders O_1 X_1 O_2 X_2 O_3 X_3 O_4					
Comparison Schools	6 th Graders-----7 th Graders-----8 th 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)	



Pre-Post (Year 1) Results

- The HGLM analysis indicated that students from the Second Step intervention schools had a significantly decreased probability of self-report fighting ($\gamma_{01} = -.36, p < .05, O.R. = .70$) 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 perpetration than students in the controls.**



Year 2 Results

- The HGLM analysis indicated that students from the Second Step intervention schools in Illinois had a significantly decreased probability of self-reported homophobic teasing victimization and sexual harassment perpetration (O.R.s = .64, .72) in comparison to students in the control schools.
- The adjusted odds ratio indicated that the treatment effect was substantial; **the odds of endorsing homophobic teasing victimization were 56.3% less likely for students in Illinois intervention schools and the odds of endorsing sexual violence perpetration were 38.8% less for students in Illinois intervention schools than students in control schools.**
- Further, schools where teachers spent more time prepping the lesson, invested additional financial resources, and consulted with others (fellow teachers) showed greater reduction in global statistic of all seven forms of aggression/victimization (Polanin & Espelage, 2014).

Espelage, Low, Polanin, & Brown, 2015, *Journal of Applied Developmental Psychology*

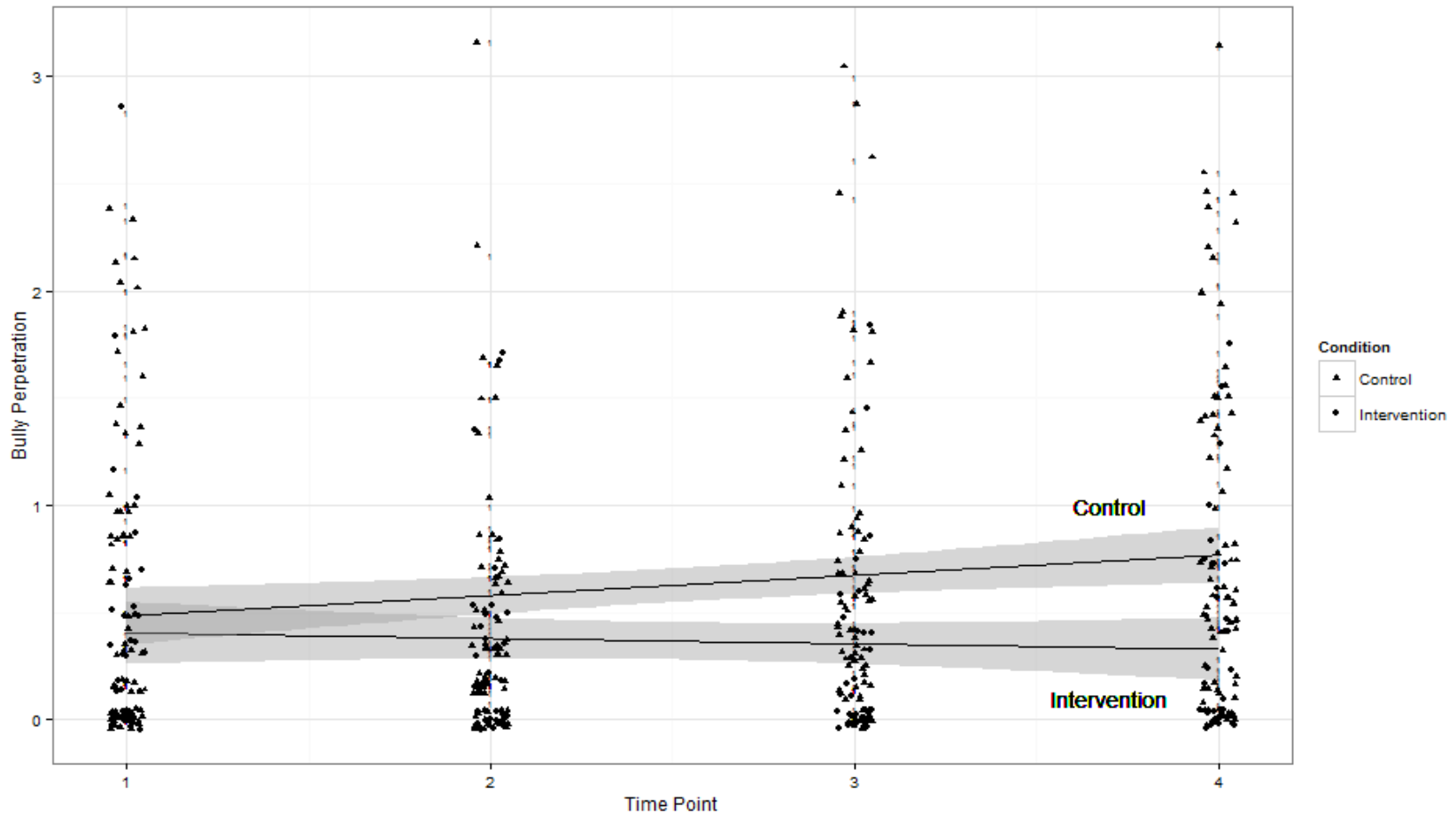


Year 3 Results

- Indirect effects of Second Step on outcomes Wave 4 by means of individual delinquency trajectories (Waves 1-3).
- More specifically, the Second Step intervention reduced delinquency across Waves 1-3, which in turn reduced all major aggression outcomes.
- Decrease in delinquency may contribute to youth being in more prosocial peer groups; less likely to engage in bullying and other forms of aggression.



Students with Disabilities – Bully Perpetration (Espelage, Rose, & Polanin, 2015)



Teacher/Staff perceptions of school culture: Links to student reports of bullying, victimization, aggression, & willingness to intervene

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School Psychology Quarterly (2014)

This research was supported by Centers for Disease Control & Prevention (#1U01/CE001677) to Dorothy Espelage (PI)



School Environment Scale

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



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								
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								
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								
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



Teacher/Staff perceptions of school culture: Links To Student Reports Of Gender-based Bullying

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Psychology of Violence (2015)

This research was supported by Centers for Disease Control & Prevention (#1U01/CE001677) to Dorothy Espelage (PI)



What about Homophobic Name-calling?

Variable	Homophobic Name-calling Perpetration		Homophobic Name-calling Victimization	
	β (SE)		β (SE)	
Gender equity/intolerance of sexual harassment	-.40 (.11)**		-.36 (.12)**	

Rhinehart & Espelage, 2015



Conclusions

- Prevention programs yield reductions in bullying and victimization, and gender-based aggression.
- Effects are strongest among elementary school children & diminish as youth mature.
- Perceptions of staff matter – intolerance for sexual harassment is critical to reduce gender-based bullying and other forms of aggression.
- Finally, to narrow the research-practice gap, the research must be **RIGOROUS & RELEVANT**



TASK FORCE: ADOPTED MODEL

Flexible but research-based Options

Foundations: Establishing Proactive Behavioral Support Systems

PBIS: Positive Behavioral Interventions and Supports

CHAMPS: A Proactive and Positive Approach to Classroom Management (K-8)

Discipline in the Secondary Classroom (9-12)

Coaching Classroom Management

Social Emotional Learning (SEL)
Curriculum: Second Step (PK – 8)

Restorative Justice:
Peace Circles

Social Emotional Learning (SEL)
Curriculum: Lion's Quest (9 – 12)

7 Habits

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

Tier One Components

School Wide Behavior Management

Classroom Management

Student Skill Building

Interventions (Tiers 2 & 3)



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 report 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



Evidence-Based Programs:

Elementary-School Level



Al's Pals

- Al's Pals: Kids Making Healthy Choices is a school-based prevention program that seeks to develop social-emotional skills such as self-control, problem-solving, and healthy decisionmaking in children **ages 3-8** in preschool, kindergarten, and first grade.
- <http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=116>
- http://www.wingspanworks.com/educational_programs/als_pals_index.php



AI's Caring Pals

- AI's Caring Pals provides training and materials for **home-based child care providers** that develop social skills and healthy decision-making in **children 3 - 8 years old**. Based on resilience and protective factors research, *AI's Caring Pals* strengthens the abilities of caregivers to support children's positive development, build meaningful relationships with children, and create a nurturing environment.
- http://www.wingspanworks.com/educational_programs/als_caring_pals.php



Lesson One: The ABCs of Life

- Lesson One: The ABCs of Life is a universal, school-based intervention designed to integrate social competency skills with academics in **prekindergarten through grade 6**. Grounded in the theory of social and emotional competence, Lesson One prepares children with the basic life skills that they will need throughout their lives to make healthy decisions; avoid violence, bullying, and other risk-taking behaviors; and achieve personal and academic success. An additional goal of the intervention is to create a cultural change within each school, both inside and outside the classroom, so that children feel comfortable enough to learn, practice, and internalize these skills. The skills and concepts targeted by Lesson One include respect, listening, diversity, and trying one's best; self-control; stress reduction; self-confidence; responsibility; thinking and problem-solving; and cooperation.

• <http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=283>

• <http://www.lessonone.org>



Ripple Effect

- Ripple Effects Whole Spectrum Intervention System (Ripple Effects) is an interactive, software-based adaptive intervention for students that is designed to enhance social-emotional competencies and ultimately improve outcomes related to school achievement and failure, delinquency, substance abuse, and mental health. Two versions of the software are available: **Ripple Effects for Kids (grades 2-5)** and **Ripple Effects for Teens (grades 6-10)**. The software presents students with peer-narrated tutorials that address social-emotional competencies (e.g., self-understanding, empathy, impulse control, emotional regulation, assertiveness, decisionmaking, connection to community), present science-based information about group-level risk factors, and give each student personalized guidance to address risk and protective factors specific to the student's environment and personal goals.
- <http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=210>
- <http://www.rippleeffects.com/index.html>



Creating a Peaceful School Learning Environment

- CAPSLE: Creating a Peaceful School Learning Environment, schoolwide climate change intervention for students in **kindergarten through 12th grade**, is designed to reduce student aggression, victimization, aggressive bystander behavior, and disruptive or off-task classroom behaviors. CAPSLE aims to improve the capacity of students to interpret their own behaviors with greater self-reflection and mentally appreciate the beliefs, wishes, and feelings of others. The intervention is built on a psychodynamic social systems model that views aggressive school behavior (e.g., bullying) as being created and mutually reinforced by a triadic social interaction of the aggressor, the victim, and the bystanders, and it aims to transform bystanders into natural leaders who speak up and intervene in instances of aggression.
- <http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=313>



<http://www.backoffbully.com/Pages/peacefulSchools.html>

Rock in Prevention

- Rock In Prevention, Rock PLUS, is a 12-week classroom curriculum designed for **grades 3-6** that uses music and the arts as interactive teaching tools to influence behaviors and attitudes related to the use of four targeted substances: alcohol, tobacco, marijuana, and inhalants. The intervention is also designed to increase awareness of the risks of substance use; develop personal and social skills; encourage parental involvement; and foster a number of positive traits, such as academic achievement, health and wellness, media literacy, anger management, problem solving, and anti-bullying attitudes.
- <http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=267>
- <http://www.rockinprevention.org/>



Evidence-Based Programs:

Middle-School Level



The Fourth R: Skills for Youth Relationships

- The Fourth R: Skills for Youth Relationships is a curriculum for **8th- and 9th-grade** students that is designed to promote healthy and safe behaviors related to dating, bullying, sexuality, and substance use. The Fourth R is composed of three units: (1) personal safety and injury prevention, (2) healthy growth and sexuality, and (3) substance use and abuse. Each unit contains seven 75-minute classes, which are delivered by trained teachers and integrated into the school's standard health and physical education curriculum. The Fourth R engages students with exercises to define and practice the rights and responsibilities associated with healthy relationships.
- <http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=207>
- <http://www.youthrelationships.org/>



Point Break

- Point Break is a 1-day (6 hour) workshop for **middle and high school students** that aims to promote resiliency, break down educational and social barriers between youth, and ultimately, reduce campus violence by teaching the value of conflict resolution and respect for others. The group activities in Point Break are designed to alter eight key attitudes, behaviors, and values: bullying, willingness to reach for help, gossiping, openness of expression, judging others, valuing others, empathy toward others, and hopeful life outlook.
- <http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=289>
- <http://www.pointbreakonline.org/>



SANKOFA

- The SANKOFA Youth Violence Prevention Program is a strengths-based, culturally tailored preventive intervention for **African American adolescents ages 13-19**. School-based intervention is to equip youth with the knowledge, attitudes, skills, confidence, and motivation to minimize their risk for involvement in violence, victimization owing to violence, and other negative behaviors, such as alcohol and other drug use. The intervention promotes resilience and survival in difficult and even life-threatening situations. SANKOFA, a word of African origin, means "looking back in order to move forward," and traditional African values of consciousness, caring, connectedness, character, competency, commitment, and courage are basic tenets of the intervention, which is guided by an ecological framework and the theory of planned behavior.
- <http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=226>



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.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.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/>

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<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

