Applying the Latest Research to Prevent Bullying: Empowering Schools to Change Behavior and Attitudes

Today's Presenters:

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Combining SEL* and Technology to Improve Bullying Detection and Intervention

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* SEL = Social Emotional Learning

Acknowledgements

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Why Focus on Bullying?

*"A person is bullied when they are exposed, **repeatedly** and over time, to **negative actions** on the part of one or more other persons. Bullying often occurs in situations where there is a **power or status** difference. Bullying includes actions like threatening, teasing, name-calling, ignoring, rumor spreading, sending hurtful emails and text messages, and leaving someone out on purpose"*

(Gladden et al., 2014; Olweus, 1993)

- Bullying has far-reaching mental health, behavioral, and academic impacts
- Also negatively impacts bystanders and school climate

Student vs. Staff Perceptions

15,185 STUDENTS

- Witness adults at school *watching bullying and doing nothing*
  - 43%

- Believe adults at their school *are NOT doing enough to stop* or prevent bullying
  - 58%

- Believe that teachers who tried to stop bullying only *made it worse*
  - 61%

1,547 STAFF

- Said they would intervene if they saw bullying
  - 97%

- Believe they have effective strategies for handling bullying
  - 87%

- Believe they made things worse when they intervened
  - 7%

(Bradshaw et al., 2007)

Why Target Teachers?

- High prevalence of bullying in schools
- Students have more opportunity to experience bullying in the classroom (between 11-25%)
  - Teachers are on the front lines
- Students rarely report bullying to teachers
  - Sample of 69,513 middle and high school youth only 5.5% told an adult at school
- Meta-analyses show effective bullying prevention programming includes:
  - Consistent discipline, classroom management, class rules specifically related to bullying, and training of teachers
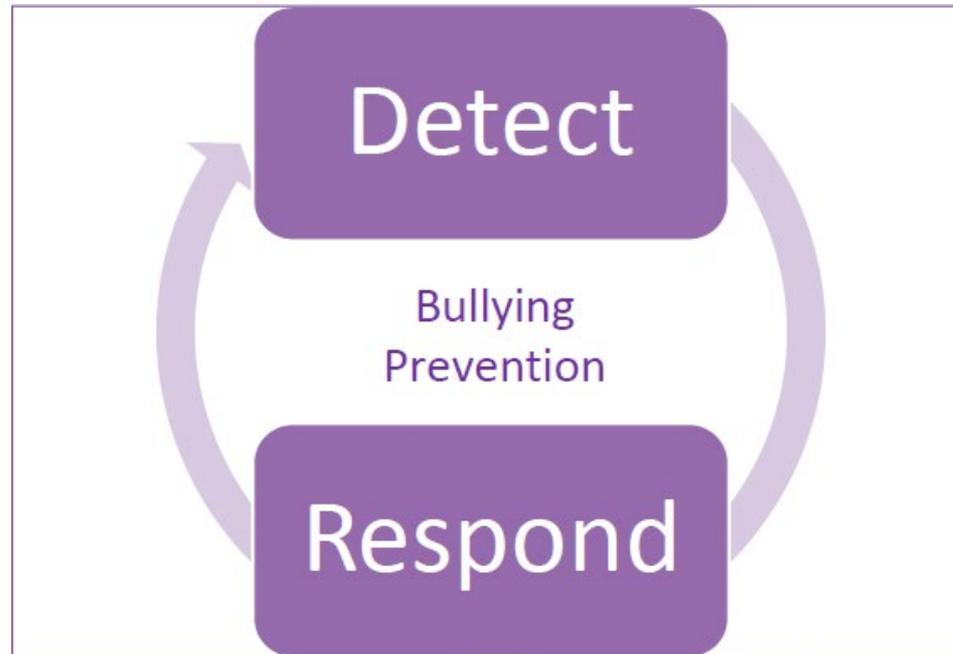
Why Target Teachers?

- Teachers struggle to detect and intervene with bullying
  - Non-response, delayed responding, or ineffective responses worsen the situation
  - Students feel teachers "don't care" about bullying
  - Difficulty discriminating between typical peer conflict and bullying
  - Teachers feel there isn't time in the day to address bullying; students also recognize time as a problem

Project Framework

- Helping teachers focus on relationships with students
  - Students need to know that while teachers may not have time, they do care.
  - Open communication between students and teachers regarding peer relationships
- Helping teachers shift from simple behavioral responses to SEL focused responses
  - **Stop treating bullying as disruptive behavior**…instead validate student emotions/experiences, use modeling, and take students' perspectives

Bullying Classroom Check-Up (BCCU)

(Pas, Waasdorp, Bradshaw, 2019)
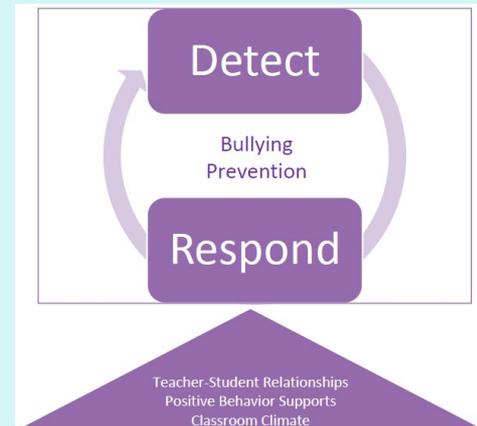
BCCU Original Components

- Adapted Classroom Check-Up (CCU)
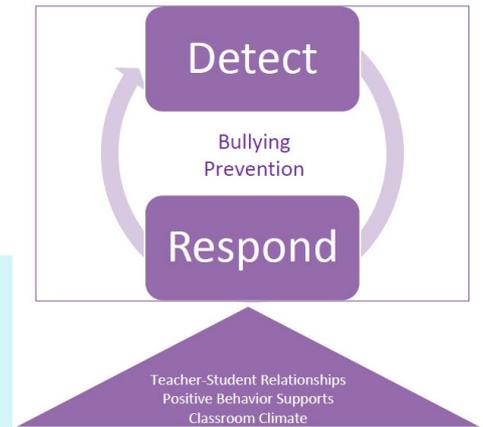 - Reinke, 2006; Reinke, Herman, et al., 2011

- TeachLivE mixed-reality simulator to provide teachers with guided practice and feedback.
  - Dieker, et al., 2007; Dieker et al., 2014

- Bullying Bulletins

Detecting Bullying

- **Educate** teachers about bullying
- **Practice** in the simulator
- Promote monitoring and **data-based decision-making**
- Develop **classroom management** strategies (e.g., active supervision)
- Foster **relationships** and **trust** so students help teachers know when it is happening

Examples to Foster
Teacher-Student Relationships

- Regular non-contingent positive interactions and showing care

- Let the students get to know you; You get to know your students

- Give students a voice

- Get to know/share with families

Observe students and acknowledge when they might be having a bad day or a problem, and let students know you are there to help or talk.

(Pas, Waasdorp, Bradshaw, 2019; Bradshaw & Waasdorp, 2019)

Preventing Bullying
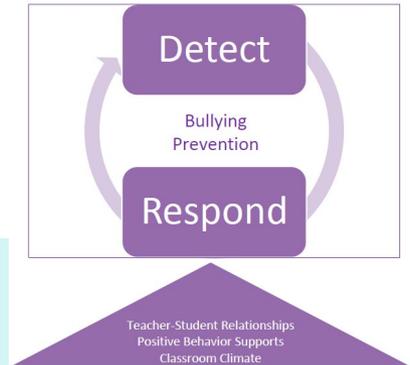
- Effective *classroom management*
- Target *positive behavioral supports* that include social behaviors (e.g., setting, teaching, and reinforcing expectations)
- Build teacher-student and student-student *relationships*
- *Engaging* and well-paced instruction
 - Take note of higher risk times

Examples of Prevention

- Setting/displaying clear expectations regarding positive social behaviors
  - At the start of each year, and strategically throughout
- Reinforcing positive social interactions
- Modeling

Draw attention to positive peer behaviors occurring, label the specific positive interaction:
- "I like what I just saw between Jessie and Sarah, even though it seemed you guys did not agree about that project, you worked it out respectfully"
- "I really like how you included Jake into your group. You guys are working together really well"

(Pas, Waasdorp, Bradshaw, 2019; Bradshaw & Waasdorp, 2019)

Responding to Bullying
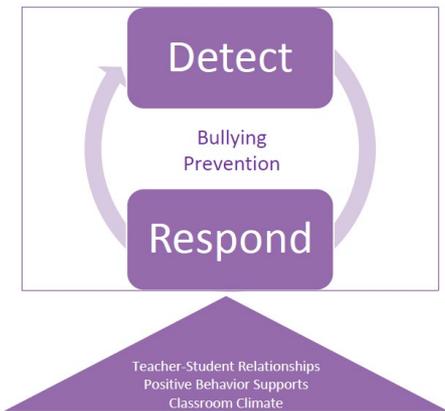
- ***Social-emotional*** responses (e.g., validating student emotions/ experiences, modeling, perspective taking)
- Open ***discussions*** with whole class
  - Separate conversations with perpetrator and victim
- Identifying ***consequences*** for obvious bullying behavior and implementing consistently

Examples of Responding

- What to do when you detect bullying in your classroom

- Discussions after class
  - Talking with the perpetrator
  - Talking with the victim

- Consistent consequences for clear bullying behavior

Indicate that you want to help and will discuss the situation with each student involved privately outside of classroom time
- "I did not see what happened here, but it looks like it is frustrating for both of you, I would really like to know more about what happened. Let's set up a meeting outside of class so I can separately talk to you both."
- "I know he said he was "only kidding," but I would be hurt if someone said something like that to me. While I don't know the entire situation, that did not seem respectful to me. I am here if you want to talk later."

(Pas, Waasdorp, Bradshaw, 2019; Bradshaw & Waasdorp, 2019)

Bullying Classroom Check-Up (BCCU)

Step 1: Assess
- Motivational interview with bullying framework overview
- Teacher completes classroom ecology checklist
- Coach conducts classroom visits

Step 2: Feedback
- Coach provides personalized feedback

Step 3: Goal Setting
- Coach and teacher engage in collaborative problem solving and goal setting

Step 4: Guided Practice
- Guided practice of prevention, detection, and responding in TeachLivE© simulator

Step 5: Maintenance
- Teacher monitors daily implementation
- Faded support from coach

Mixed-Reality Simulator

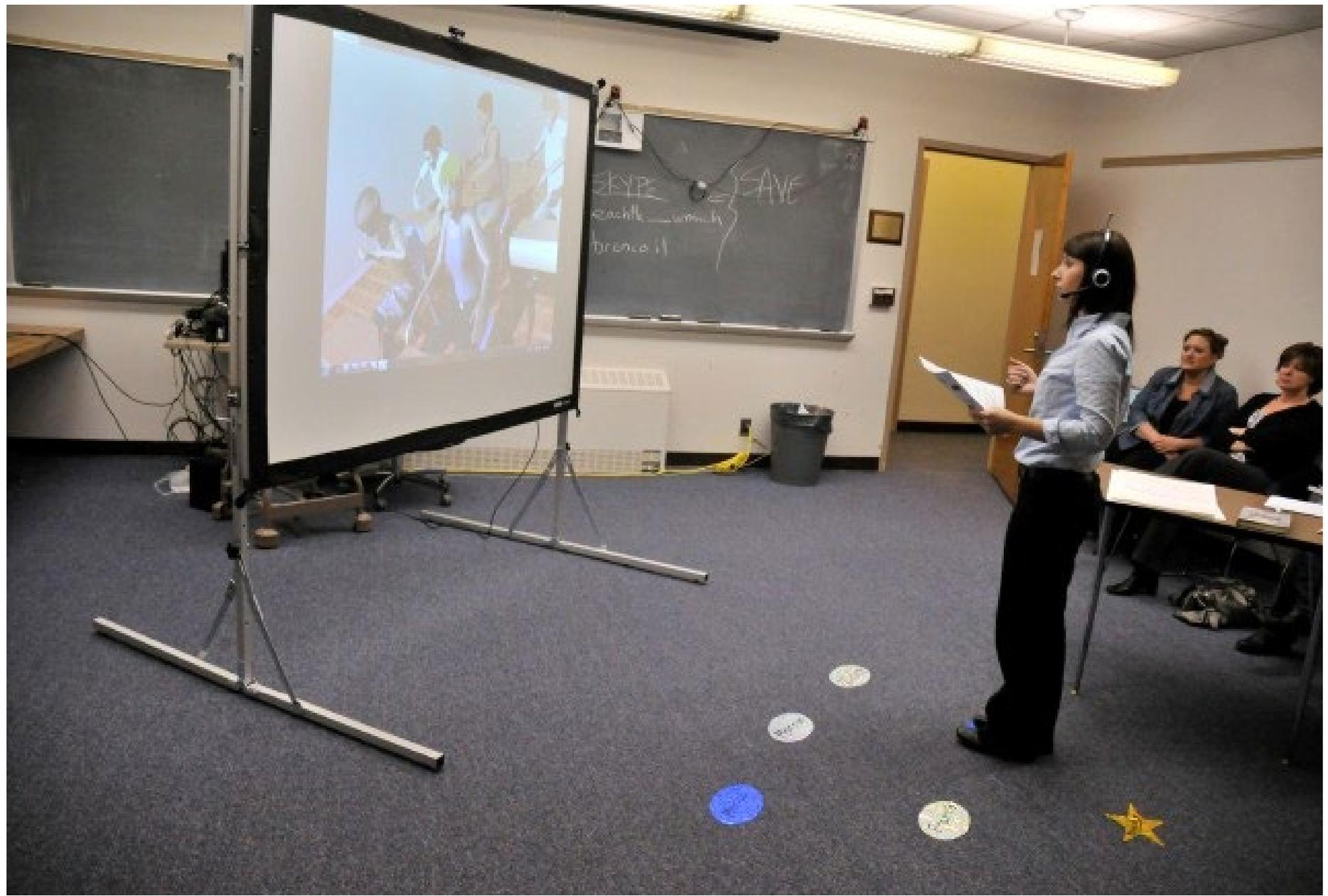Developed by Lisa Dieker, Michael Hynes, & Charles Hughes (UCF)

What is a 'simulator'?

- TeachLivE mixed-reality simulator

- A small classroom of 5 'student' avatars responding in real time

- Developed as a tool for training pre-service teachers

- Participants/learners can receive coaching following the session

Study Design

- Teacher-randomized controlled trial with 80 middle school teachers (grades 6-8) in 5 schools.
  - 40 randomized to intervention/40 control
- Initial coaching across 2016-17 school year, with 2017-18 follow-up support

Summary of Results

- 100% of teachers agree/strongly agree that ***they should intervene*** with bullying

- 86.1% of teachers agree/strongly agree that they ***could*** ***benefit from coaching*** to improve how to address bullying in the classroom

_____

- Coached teachers more likely to recognize that ***adults at school are not doing enough*** to address bullying.

- The BCCU was ***very low burden*** and only required about 4 hours of active teacher time.

Summary of Results

- **Improved** teachers' reports of **responding** to, and **improved** the **detection** of, bullying.
  - More likely to witness all forms of bullying
  - More likely to talk to other school staff, refer to a guidance counselor, and intervene both with the perpetrator and victim.
- Observers **weren't more likely to tally aggression** in coached teacher's classrooms

Take Home Concepts

- Understand the roles of bullying, focus on all involved

- Recognize all forms as aggression and bullying

- Model desired behaviors
  - Show that these behaviors matter!
  - Positive bystander
  - Seeking appropriate help

(See Bradshaw & Waasdorp, 2019 for more)

How is BCCU Different?

- Fully _teacher focused_, not student focused

- Emphasizes classroom management _and_ teacher SEL capacity

- _Balances needs_ to address bullying and cover academic content
    - We can train teachers to respond to bullying without substantially increasing burden on their time

How is BCCU Different?

- Provides _guided practice_ using mixed-reality simulation
  - Building skills in an _accelerated_ fashion, in a controlled environment can help overcome skill deficits, build buy-in, and _promote uptake of interventions_
  - Allows for _building "muscle memory"_:
    - Teachers shared in focus groups that they really liked having a simulator to test out and practice new strategies
  - _TeachLive feels real:_
    - Teachers shared in focus groups that they "have a relationship with these five kids"

Future Directions

- Examine effectiveness of BCCU with:
  - Larger 40 school trial
  - Late-elementary school focus
  - Expanded Psychoeducational Component for school-wide professional development (PDs)
  - Student self-report data
- Schools in Pennsylvania seeking PDs and certification
  - There are no evidence-based, stand alone PDs
- Use of the TeachLive technology to assist bystanders or victims of bullying.

References Related to the BCCU

- **Manuscripts:**
  - Pas, E. T., Waasdorp, T. E., & Bradshaw, C. P. (2019). Coaching Teachers to Detect, Prevent, and Respond to Bullying Using Mixed-Reality Simulation: An Efficacy Study in Middle Schools. *International Journal of Bullying Prevention*, 1-12. doi:doi.org/10.1007/s42380-018-0003-0
  - Bradshaw, C. P., Waasdorp, T. E., Pas, E. T., Larson,K. E., & Johnson, S. (2018). Coaching teachers in detection and intervention related to bullying. In J. Gordon (Ed.), *Bullying Prevention and Intervention at School: Integrating Theory and Research into Best Practices.* (pp. 53-72): Springer.
- **Book on an SEL approach for bullying prevention:**
  - Bradshaw, C. P., & Waasdorp, T. E. (2019). *Preventing Bullying in Schools: A Social and Emotional Learning Approach to Prevention and Early Intervention.* New York: Norton Publishing (available on Amazon.com)

BYSTANDER INTERVENTION IN BULLYING

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Learning Objectives

- Identify roles of youth in bullying interactions

- Describe the five-step bystander intervention model as applied to bullying

- Learn about the individual and situational variables that predict bystander intervention

- Identify the implications of the role of bystanders in bullying prevention and intervention

Bullying Roles

20-30%

70-80%

Bully

Victim

Assistant

Defender

Outsider
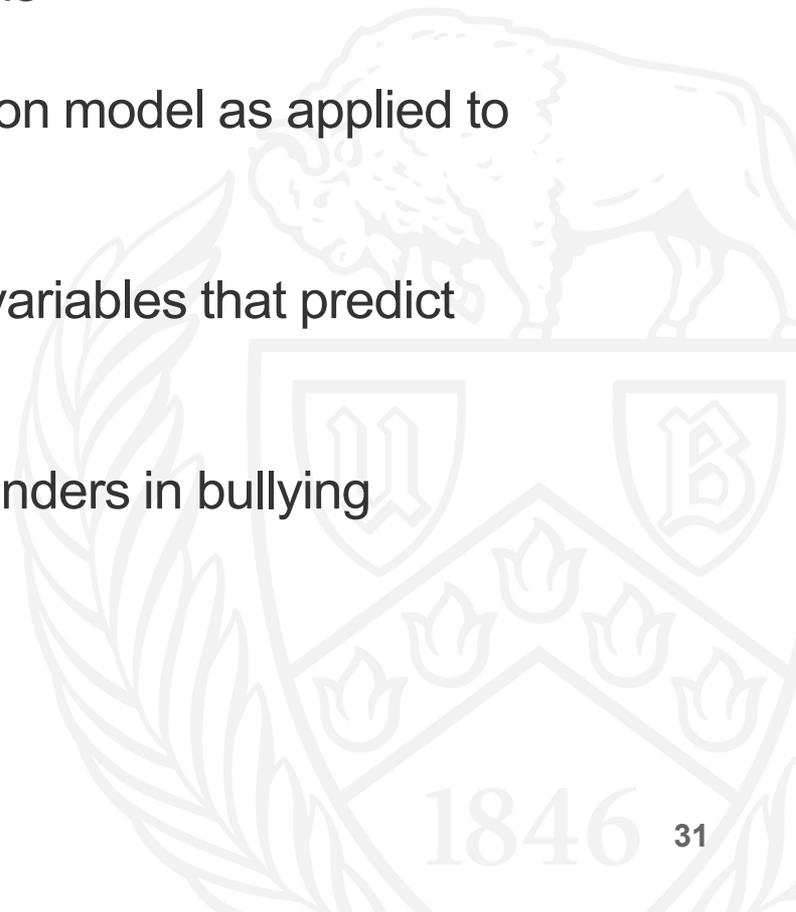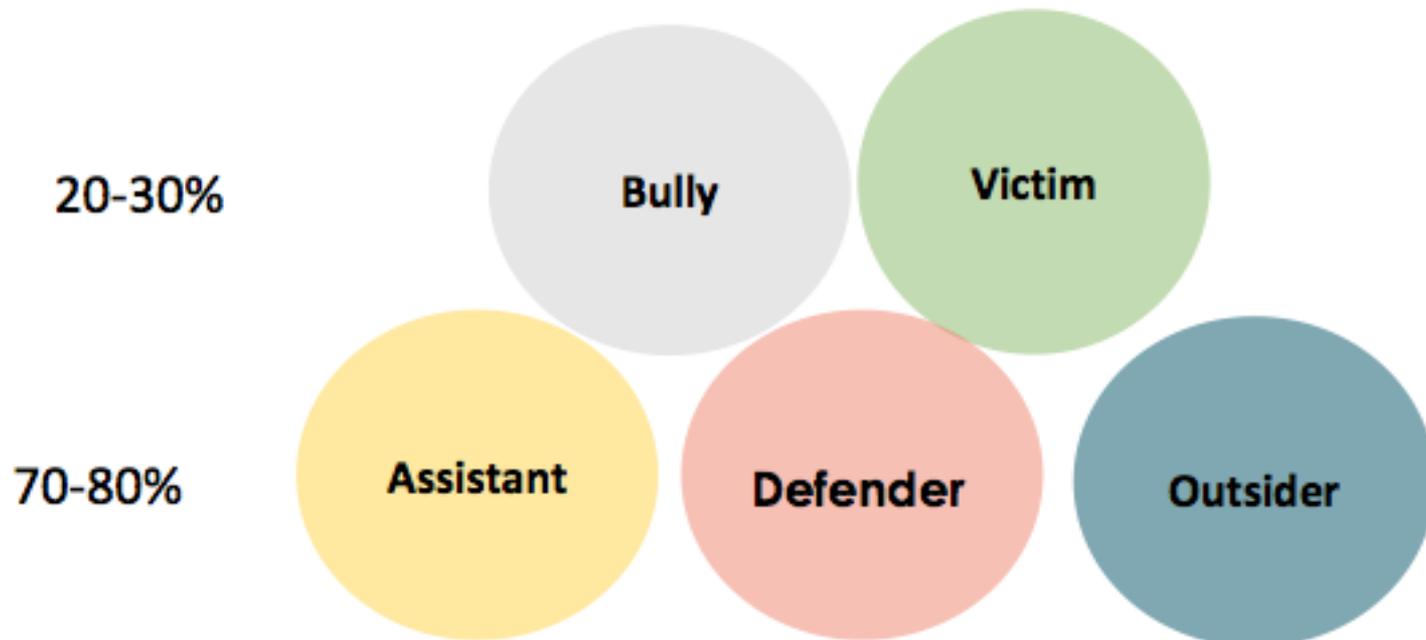
Role Fluidity: Moderate Involvement (46%), Victimized Defender (46%), Aggressive Victimized Defender (6%), High Involvement (2%)

Jenkins, Snyder, & Miller, 2018; Salmivalli et al.,1996

Importance of Bystander Reactions

Assisting and reinforcing

- rewards bullying
- gives power/attention to the perpetrator

Defending

- provides negative feedback to bully
- makes victims less anxious/depressed

Sainio, Veenstra, Huitsing, & Salmivalli, 2011; Salmivalli, 2010

Why Don't More Bystanders Intervene?

Present > 80% of the time; Intervene <20% of the time

"No one else is doing anything" (diffusion of responsibility)

"It's going to get turned on me" (fear of retaliation)

"Everyone else must think it's OK" (pluralistic ignorance)

"He/she got what was coming" (blame the victim; just world)

Barhight, Hubbard, & Hyde, 2013; Cappadocia, Pepler, Cummings, & Craig, 2012; Lodge & Frydenberg, 2005; Rigby & Johnson, 2006

Defenders: What We Know

- High social status[1]
- Social skills[2,3,4]
  - assertion, but less cooperation
- High affective empathy [1, 9]
- Internalizing problems[6,7]
- Likely to be victimized[8,9]

Context, peer group influence, and relationships matter

[1]Nickerson & Mele-Taylor, 2014; [2]Jenkins, Demaray, Fredrick, & Summers, 2016; [3]Tennant & Jenkins, under review; [4] [6]Demaray, Summers, Jenkins, & Becker, 2014; [7]Jenkins, Demaray, & Tennant, 2017; [8]Tennant & Jenkins, under review; [9]Jenkins, Snyder, Miller, under review; [9] Nickerson, Aloe, & Werth, 2015

Process of Bystander Intervention: 5 Step Model
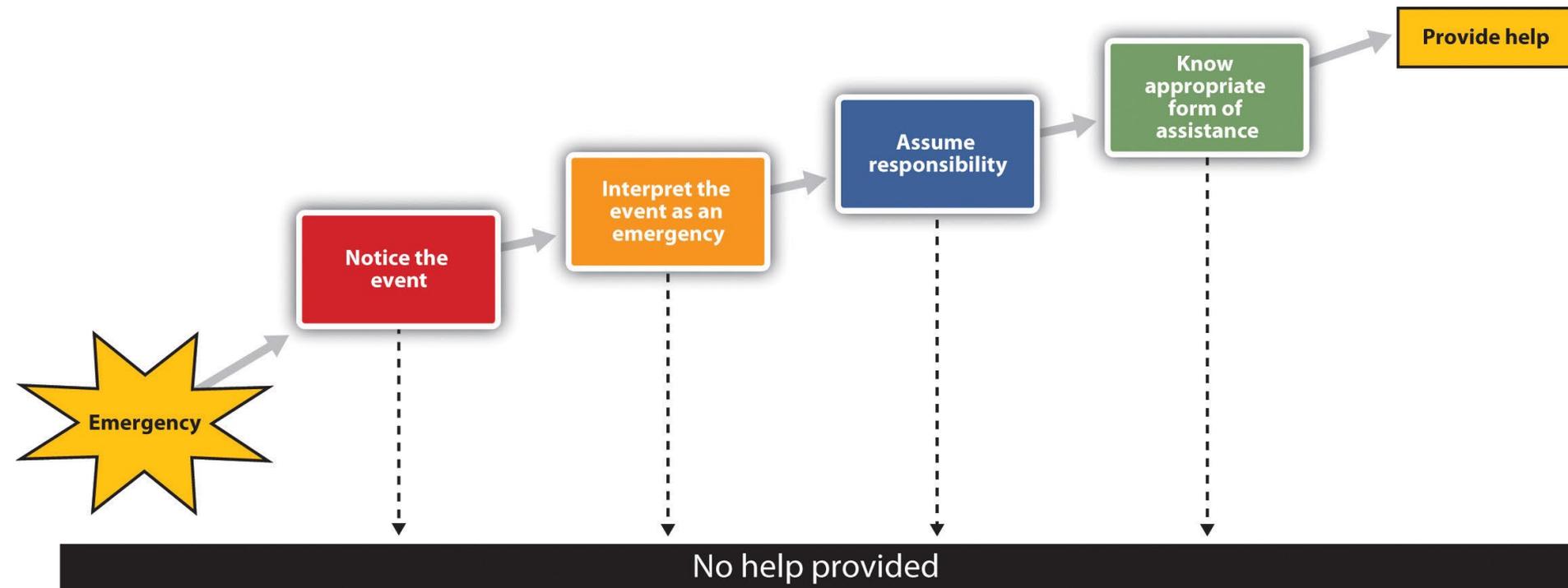
Latané & Darley, 1970

Bystander Intervention 5 Step Model Applied to Bullying and Sexual Harassment

RMSEA = 0.05, CFI = 0.98, GFI = 0.94 (N = 562 high school students)

Nickerson, Aloe, Livingston, & Feeley, 2014

Confirmatory factor analysis (with measure applied to bullying) has supported five-factor structure, internal consistency of subscales, measurement equivalence across grade and gender, and convergent validity with 4th-8th graders

Jenkins & Nickerson, 2017; Jenkins, Fredrick, & Nickerson, 2018

37

Predictors of the 5 steps

Notice

- Victimized youth more likely to notice bullying[1]

Interpret

- Victimized boys were more likely to interpret bullying as an emergency; opposite for girls[2]
- Boys lacking affective empathy were less likely to interpret bullying as an emergency [3]

Accept

- Boys lacking affective empathy were less likely to see it as their responsibility to intervene[3]

Know

- Boys who ignored bullying knew more about how to intervene than boys who did not ignore[1]
- Girls who ignored bullying knew less about how to intervene than girls who did not ignore[1]

Act

- Boys with low affective empathy were less likely to intervene[3]
- Internalizing problems can inhibit youth from intervening, even if they have the skills to do so[4]

[1]Jenkins & Nickerson, 2017; [2]Jenkins & Nickerson, 2019; [3] Menolascino & Jenkins, 2018; [4] Jenkins & Fredrick, 2017

Is Bystander Intervention Effective?

Bystander intervention

- Abates victimization 50% of the time
- Decreases frequency of bullying in classroom
- Associated with higher sense of safety

School-based bullying prevention programs successful in increasing bystander intervention (Polanin, Espelage, & Pigott, 2012)

- Effect size of .43 for high school; .14 for elementary school

Craig, Pepler & Atlas (2000); Gini, Pozzoli, Borghi, & Franzoni (2008); O'Connell, Hawkins et al. (2001); Pepler, & Craig (1999); Salmivalli, Voeten, & Poskiparta (2011)

Current Work (NIJ)

- Training 3rd. 6th, and 9th grade student "brokers" (25-30 per grade)
  - Bystander intervention training (teach and practice 5 steps, emphasize multiple options for intervening)
    - Report to trusted adult
    - Speak up if safe to do so
    - Band together with others
    - Distract or interrupt
    - Help target get away
    - Comfort, support, reach out to target
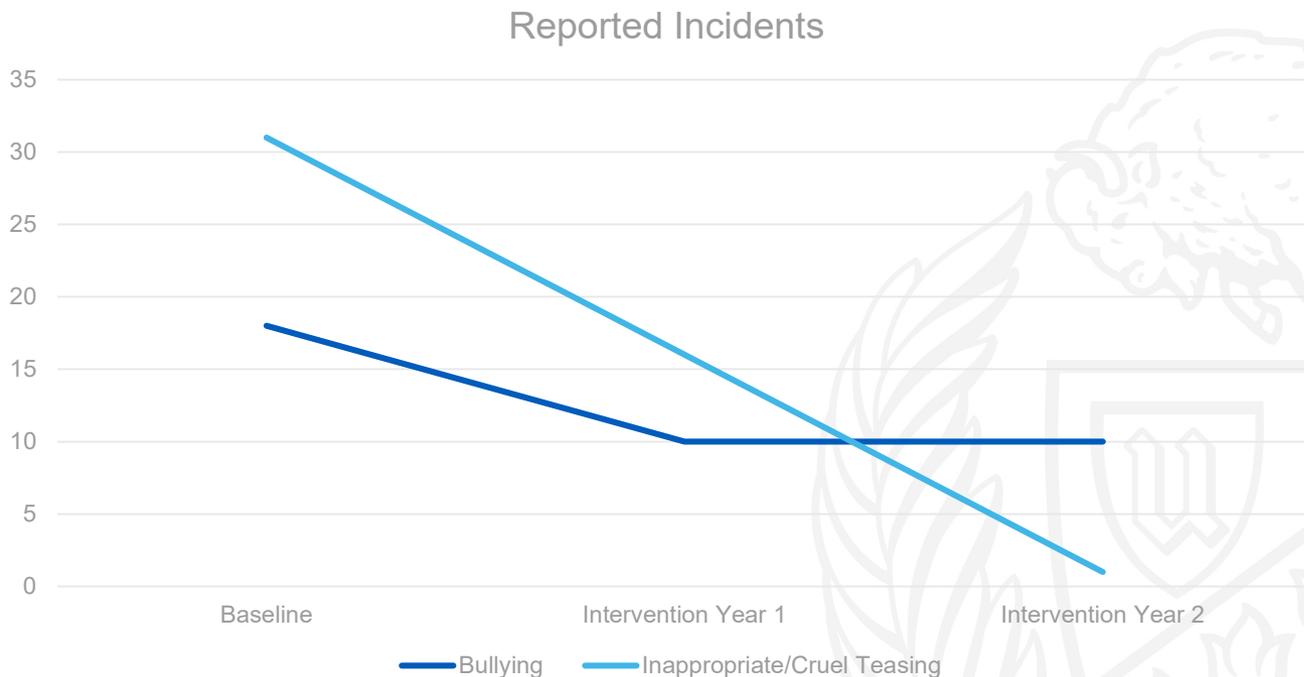 - Meet twice a month with counselor and peers for Bully Proofing curriculum

Preliminary Findings (NIJ)

- 1 year later, students in the intervention condition compared to students who did not receive the intervention (after controlling for baseline scores as covariate)
  - Did not differ significantly in noticing and interpreting it as a problem
  - Had significantly higher self-reported scores in accepting responsibility, knowing what to do, and acting to intervene

Preliminary Findings (NIJ)

National Institute of Justice Award 2016-CK-BX-0009 PI: Dr. Richard Gilman The content is solely the responsibility of the authors and does not necessarily represent the official views of the NIJ..

Current and Future Work

- Developing and testing an intervention that combines social norms campaign on bullying, sexual harassment, and bystander intervention with bystander intervention training of select students in high schools

95% of students at xx high school agree that

students should NOT call others hurtful names

Need to know more about which bystander interventions are most effective in different situations (relationships, bullying vs. sexual harassment, etc.)

Thank you for your interest and for making a difference. Questions?