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

Today’s Presenters:
Tracy Waasdorp, Senior Research Scientist Children’s Hospital of Philadelphia, Center for the Study and Prevention of Violence

Amanda Nickerson, Professor and Director, Alberti Center for Bullying Abuse Prevention, University at Buffalo

Discussants:
Christina Weeter, Director, Division of Student Success, Kentucky Department of Education
Mary Poulin Carlton, Ph.D., Social Science Analyst

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Combining SEL* and Technology to Improve Bullying Detection and Intervention

Tracy Evian Waasdorp, Ph.D M.S.Ed

Children’s Hospital of Philadelphia
Center for the Study & Prevention of Violence

waasdorpt@email.chop.edu

* 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

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<tr>
<th><strong>15,185 STUDENTS</strong></th>
<th><strong>1,547 STAFF</strong></th>
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<tr>
<td>Witness adults at school <em>watching bullying and doing nothing</em></td>
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<tr>
<td>◦ 43%</td>
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<td>Believe adults at their school <em>are NOT doing enough to stop or prevent bullying</em></td>
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<tr>
<td>◦ 58%</td>
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<td>Believe that teachers who tried to stop bullying only <em>made it worse</em></td>
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<tr>
<td>◦ 61%</td>
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<td>Said they would intervene if they saw bullying</td>
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<tr>
<td>◦ 97%</td>
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<td>Believe they have effective strategies for handling bullying</td>
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<tr>
<td>◦ 87%</td>
<td></td>
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<tr>
<td>Believe they made things worse when they intervened</td>
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<td>◦ 7%</td>
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(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)

Detect

Bullying Prevention

Respond

Teacher-Student Relationships
Positive Behavior Supports
Classroom Climate

(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:**

• **Book on an SEL approach for bullying prevention:**
Bystander Intervention in Bullying

Amanda B. Nickerson, Ph.D.
Alberti Center for Bullying Abuse Prevention
ed.buffalo.edu/alberti
nickersa@buffalo.edu

@DrAmandaNick  @UB_BullyPrevCtr
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

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

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

Defending

- provides negative feedback to bully
- makes victims less anxious/depressed
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
- Social skills
  - assertion, but less cooperation
- High affective empathy
- Internalizing problems
- Likely to be victimized

Context, peer group influence, and relationships matter

1Nickerson & Mele-Taylor, 2014; 2Jenkins, Demaray, Fredrick, & Summers, 2016; 3Tennant & Jenkins, under review; 4 Demaray, Summers, Jenkins, & Becker, 2014; 7Jenkins, Demaray, & Tennant, 2017; 8Tennant & Jenkins, under review; 9Jenkins, Snyder, Miller, under review; 9 Nickerson, Aloe, & Werth, 2015
Process of Bystander Intervention: 5 Step Model

1. Notice the event
2. Interpret the event as an emergency
3. Assume responsibility
4. Know appropriate form of assistance
5. Provide help

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
## Predictors of the 5 steps

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<tr>
<th>Notice</th>
<th>Interpret</th>
<th>Accept</th>
<th>Know</th>
<th>Act</th>
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<tbody>
<tr>
<td>• Victimized youth more likely to notice bullying¹</td>
<td>• Victimized boys were more likely to interpret bullying as an emergency; opposite for girls²</td>
<td>• Boys lacking affective empathy were less likely to see it as their responsibility to intervene³</td>
<td>• Boys who ignored bullying knew more about how to intervene than boys who did not ignore¹</td>
<td>• Boys with low affective empathy were less likely to intervene³</td>
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<tr>
<td></td>
<td>• Boys lacking affective empathy were less likely to interpret bullying as an emergency ³</td>
<td></td>
<td>• Girls who ignored bullying knew less about how to intervene than girls who did not ignore¹</td>
<td>• Internalizing problems can inhibit youth from intervening, even if they have the skills to do so⁴</td>
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¹Jenkins & Nickerson, 2017; ²Jenkins & Nickerson, 2019; ³Menolascino & Jenkins, 2018; ⁴Jenkins & 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

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.
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

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Preliminary Findings (NIJ)

Reported Incidents

Baseline | Intervention Year 1 | Intervention Year 2

- Bullying
- Inappropriate/Cruel Teasing

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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.)

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