Universal Bullying Prevention Programs for Elementary School Children

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What is Bullying?

"a social phenomenon, with each child's role bully, victim, bully-victim, by-stander dependent on the situation"

Conflict or Bullying?

Conflict

- A disagreement/argument
- Both sides express their views



Bullying

- A negative behavior
- Directed
- An individual exerting power/control over another



What is Bullying?

Aggressive behavior marked by

- An imbalance of power
- Occurring repetitively with the intent to harm

Bullying can be

- Physical
 - Fighting
 - Pushing
- Relational
 - Social exclusion
 - Spreading rumors







Bullying and Harassment

Both are about

- Power and control
- Actions hurt/harm another physically or emotionally
- Imbalance of power
- Target has difficulty stopping the action directed at them

Distinction

- When bullying is <u>also</u> based on a protected class
 - race
 - color
 - religion
 - sex
 - age
 - disability

Types of Bullying

Physical bullying

- Most obvious form recognized by adults and children of all ages
 - Behavioral bullying

Verbal bullying

- Repeated derogatory remarks or names
 - More common than physical bullying, especially as children mature

Relational bullying

- The disruption of the social relationships between victims and their peers
 - More prevalent and hurtful at puberty

Modes of attack

- Direct
- indirect

Bullying – A Few Statistics

- Almost one out of every four students report being bullied during the school year
- 64% of children bullied did not report it
 - Why not?
- >50% of bullying situations stop when a peer intervenes
- School-based bullying prevention programs decrease bullying up to 25%
- Reasons for being bullied:
 - Looks (55%)
 - Body shape (37%)
 - Race (16%)

Bullying Hurts Everyone

Students who experience bullying

- Poor school adjustment
- Sleep difficulties
- Anxiety
- Depression
- Twice as likely to experience negative health effects

Students who engage in bullying

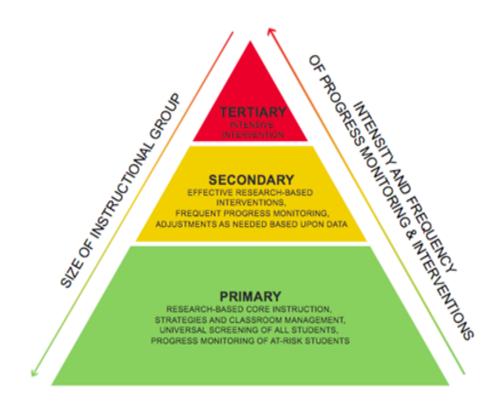
- Academic problems
- Substance use
- Violent behavior in adolescence and adulthood

Students who experience and engage in bullying

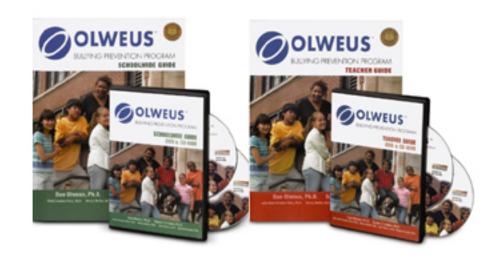
• Greater risk for mental health and behavior problems



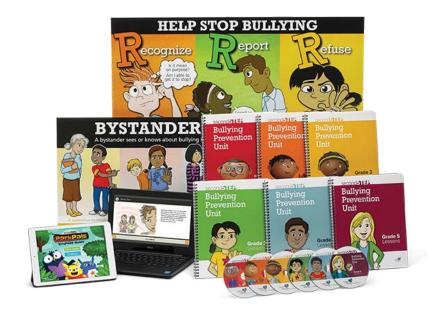
Levels of Intervention



ALL STUDENTS
ACADEMIC AND SOCIAL BEHAVIORAL SKILLS



Interventions



Olweus Bullying Prevention Program (OBPP)
Steps to Respect (STR)

Blueprints

- Registry of evidence-based positive youth development programs
 - Hosted by the Center for the Study and Prevention of Violence
 - Institute of Behavior Science, University of Colorado at Boulder
- More than 1,400 programs have been reviewed
 - < 5% designated as *promising* and *model* programs
- http://www.blueprintsprograms.com/



Blueprints Promising vs Model Programs

Promising programs

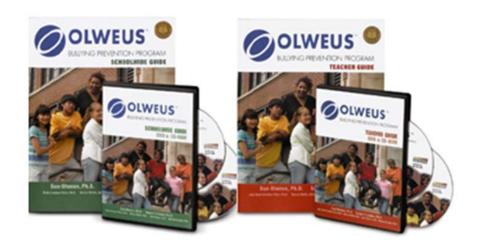
- Evidence from experimental or quasi-experimental designs
- Clear findings of positive impact
- Carefully defined goals
- Sufficient resources to help users

• Model programs – deemed ready for widespread use

- Evidence from experimental or quasi-experimental designs
- Clear findings of positive impact
- Carefully defined goals
- Sufficient resources to help users
- Sustained impact at least 12 months after the intervention ends

Olweus Bullying Prevention Program (OBPP) (Blueprints Promising Program)

- Multi-year bullying prevention program
- Program Outcomes
 - Bullying
 - Delinquency and criminal behavior
 - Prosocial behavior with peers
 - Truancy school attendance
 - Violent victimization



Olweus Bullying Prevention Program (OBPP)

School level

- Assess nature and prevalence of bullying
- Form a Bullying Prevention Coordinating Committee plan implementation
- Increased adult supervision of areas frequently the setting for bullying

Classroom level

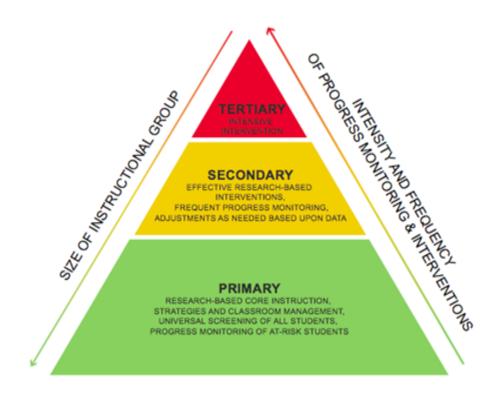
- Establish clear and consistently enforced rules
- Regular classroom discussions and activities
- Encourage parental involvement

Individual level

Interventions with bullies/victims/parents

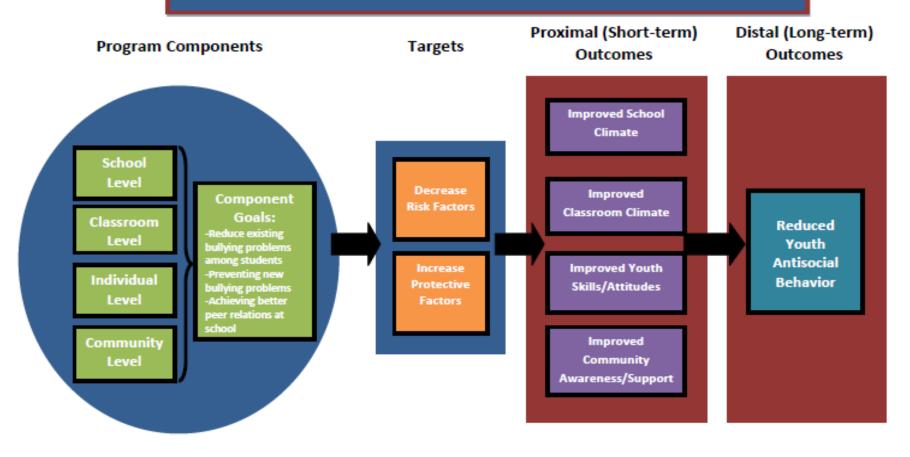


Levels of Intervention



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Overall Goal of Olweus: The school should be a safe and positive learning environment.



Created September 2010

Program Components

There are four basic components to the Olweus Bullying Prevention Program that work together to achieve the overall goals of the program.

Program Components:

Individual

Classroom

School

Community

Program Goals:

- *Reduce existing bullying problems among students
- *Preventing new bullying problems
- *Achieving better peer relations at school

Program Modalities

Specific strategies, methods, and techniques are used to accomplish the program goals.

Establish a Bullying Prevention Coordinating Committee

Conduct committee and staff trainings

Administer the Olweus Bullying Questionnaire schoolwide

Hold regular staff discussions

Introduce the school rules against bullving

Review and refine the school's supervisory system

Hold a school kickoff event

Post and enforce school wide rules against bullying

Hold regular class meetings

Supervise students' activities

Ensure that all staff intervenes on the spot when bullying occurs

Hold meetings with students involved in bullying

Develop individual intervention plans for involved students

Involve parents

Develop partnerships with community members to support your school's program

Help to spread anti-bullying messages and principles of best practice in the community

Targeted Risk and Protective Factors

Risk factors, which increase the likelihood of drug use, delinquency, school dropout, teen pregnancy, and violent behavior, are targeted for a decrease. Protective factors, which exert a positive influence and buffer against negative outcomes, are targeted for an increase.

Risk Factors:

- -Low school commitment
- -Poor academic performance
- -Indifferent or accepting teacher attitudes towards
- -Lack of supervision during
- -Rebelliousness
- -Peers' delinquent behavior
- -Peer rewards for antisocial
- -Favorable attitudes towards antisocial behavior
- -Lack of parental supervision

Protective Factors:

- -School opportunities for prosocial involvement
- -School rewards for prosocial involvement
- -Social skills
- -Interaction with prosocial peers.

Proximal (Short-term) Outcomes

Targeted outcomes that the program is designed to impact immediately following program completion.

Research-Proven Outcomes:

- -Decreased self-reported bullying
- -Reduced self-reported anti-social behavior
- -Increased youth satisfaction with school life -Improved order and
- discipline in school Increased youth positive
- social relationships
 -Increased youth positive
- attitudes toward school work and school in general
- -Reduced bullying density during lunch and recess (incidents per 100 student
- hours)

Hypothesized Outcomes:

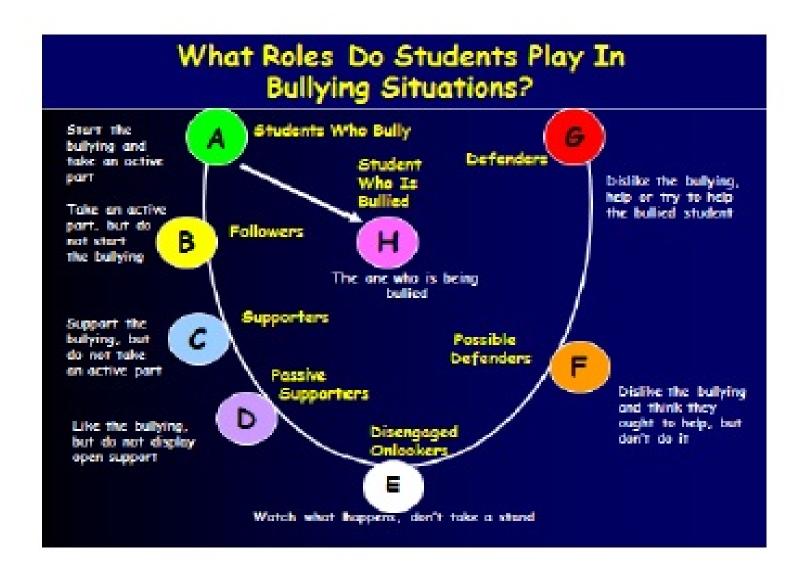
- -Less acceptance of antisocial behavior
- -Improved self-esteem
- -Less depression
- -Increased concentration and learning
- -More appropriate reaction patterns to bullying by students
- -Increased community awareness of bullying issues

Distal (Long-term) Outcomes

Outcomes impacted by the program years following program completion that are <u>hypothesized</u> but follow-up data are not yet available.

Reduced Youth Antisocial Behavior:

- -Less aggressive & destructive behavior for those who
- -More likely to delay onset of problematic behaviors such
- as drug and alcohol use
 -Less likely to become
 involved with deviant peer
- -Less likely to drop out of school
- -Less likely to engage in delinquency and violence



Staffing

- Educators
- Counselors
- Staff
- Administrators

Ratios

Teacher-to-student ratio reflects ratios in the school

Time to deliver

- Elementary school 15-20 minutes/1X per week
- Middle school 20-40 minutes/1X per week
- High school one full class period/2X per month

OBPP - Cost

- Hire an OBPP trainer/consultant
 - \$3,000 for a 2-day training
 - \$125/hour for 12-24 months for telephone consultation
- Sponsor a professional within the community to become a trainer/consultant
 - \$4200
 - 3-day Part I training
 - 2-day Part II training
 - 24 month phone consultation
 - Program materials and access to website
- 500 students in 2 schools \$24.56/student
 - Optional materials included \$32.06/student
- District implementation (10 schools/20,000 students) \$2.25/student



OBPP - Outcomes

- Reductions in self-reported bullying mixed but generally positive
- Reductions in self-reported victimization mixed
- Decreases in other forms of delinquency and antisocial behavior found in original Norway study and South Carolina replication
- Improvements in positive social relations found in Norway study

Steps to Respect (STR) (Blueprints Promising Program)

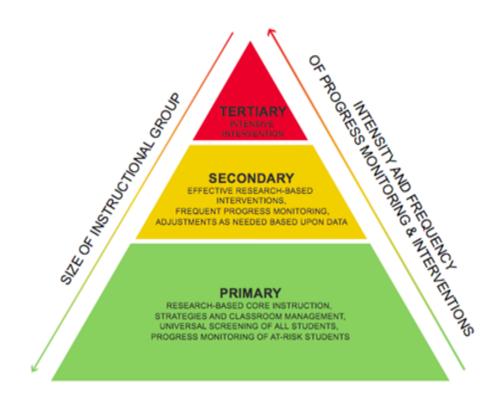
12-14 week curriculum

- Plus a grade-appropriate literature unit
- Implemented by teachers during the regular school day

Program Outcomes

- Bullying
- Prosocial behavior with peers

Levels of Intervention



ALL STUDENTS
ACADEMIC AND SOCIAL BEHAVIORAL SKILLS

STR Logic Model

Proximal Outcomes Intervention Components Distal Outcomes CLASSROOM LESSONS INDIVIDUAL · Friendship & Social · Improved Social Competence Skills Increased Social Connections · Assertiveness & Bullying Decreased Peer Rejection Refusal Skills Decreased Vulnerability to Bullying · Reduced Bullying and Emotion Management Victimization Skills PEER · Help Seeking Skills · Increased Positive Bystander Behavior Education on Positive Improved School · Decreased Support for Bullying Bystander Behaviors climate · Increased Willingness to Intervene in Increased Empathy Bullying Increased School Increased Bullying Increased Willingness to Support Awareness Connectedness Bullied Students Increased Reporting of Bullying STAFF TRAINING AND SCHOOL MATERIALS · Increased Staff Willingness to Anti-Bullying Policy Intervene in Bullying · Reporting & coaching · Improved School Norms Regarding procedures Bullying Increased staff · Coaching for Students who Bully and awareness and monitoring are Bullied

STR

Staffing

Teachers

Time to deliver

- 12 to 14 week curriculum
- 10 semi-scripted lessons (45 minutes each)
- 15-minute follow-up booster taught weekly
- Upon completion
 - Implementation of a grade-appropriate literature unit → provides further opportunity to explore bullying-related themes

STR - Cost

Training and technical assistance

- Self-facilitated included with the curriculum **OR**
- On-site training



- Initial school-wide kit \$859
 - includes a Program Guide and three grade-level kits (one per targeted grade)
 - Additional kits \$249
- On-site training \$1500 plus travel costs

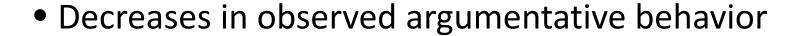
Implementation

• 150 students in 4th to 6th grade - \$24/student



STR – Student Outcomes

- Less acceptance of bullying/aggression
- More responsibility to intervene
- Greater adult responsiveness



Increases in observed agreeable behavior



STR – School Outcomes

- Greater increases in school antibullying policies and strategies
- Improved student and staff climate (reported by school staff)
- Students more wiling to intervene in bullying situations (reported by school staff)
- Less school bullying-related problems (reported by staff)
- Lower levels of physical bullying (reported by teachers)
- Higher levels of student climate and positive bystander behavior (reported by students)
- Less decline in teacher/staff bullying prevention
- Greater increases in students/teachers/staff willing to intervene (reported by students)
- Higher levels of student social competency (reported by teachers)



When considering a school-wide prevention program ...

- Include appropriate stakeholders
- Decision-making → planning → implementation → evaluation
- Provision of comprehensive training
- Ongoing consultation
- Policies and communication mechanisms to address responses
- Follow-up by school administration and resource personnel
- Written guidelines that address engagement of parents

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Photos

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Thank you!

