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”

Bauer et al. (2007)
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

Bauer et al. (2007)
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 also 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

Stassen Berger, 2007
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%)

http://www.pacer.org/bullying/resources/stats.asp
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

Bowllan, 2011; Smokowski & Kopasz, 2005; Stassen Berger, 2007
Levels of Intervention

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

http://www.blueprintsprograms.com/
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

http://www.blueprintsprograms.com/factsheet/olweus-bullying-prevention-program
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

http://www.blueprintsprograms.com/factsheet/olweus-bullying-prevention-program
Levels of Intervention

OBPP

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

Program Components
- School Level
- Classroom Level
- Individual Level
- Community Level

Component Goals:
- Reduce existing bullying problems among students
- Preventing new bullying problems
- Achieving better peer relations at school

Targets
- Decrease Risk Factors
- Increase Protective Factors

Proximal (Short-term) Outcomes
- Improved School Climate
- Improved Classroom Climate
- Improved Youth Skills/Attitudes
- Improved Community Awareness/Support

Distal (Long-term) Outcomes
- Reduced Youth Antisocial Behavior

Created September 2010

http://www.blueprintsprograms.com/resources/logic_model/OBPP.pdf
OBPP

Program Components:
- Individual
- Classroom
- School
- Community

Program Goals:
- Reduce existing bullying problems among students
- Preventing new bullying problems
- Achieving better peer relations at school

OBPP

Program Modalities:
- Conduct committee and staff trainings
- Administer the Olweus Bullying Questionnaire nationwide
- Hold regular staff discussions
- Introduce the school rules against bullying
- Review and refine the school’s disciplinary 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 interventions on the spot when bullying occurs
- Hold meetings with students involved in bullying
- Develop individual intervention plans for involved students
- Develop parent perspectives
- Develop partnerships with community members to support your school’s program
- Help to spread anti-bullying messages and principles of best practices in the community

Risk Factors:
- Low school commitment
- Poor academic performance
- Indifferent or accepting teacher attitudes towards bullying
- Lack of supervision during breaks
- Rebelliousness
- Peers’ delinquent behavior
- Peer rewards for antisocial behavior
- Favorable attitudes towards antisocial behavior

Protective Factors:
- School opportunities for prosocial involvement
- School rewards for prosocial involvement
- Social skills
- Interaction with prosocial peers

OBPP

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 protective influence and buffer against negative outcomes, are targeted for an increase.

OBPP

Proximal (Short-term) Outcomes:
Targeted outcomes that the program is designed to impact immediately following program completion.

OBPP

Research Proven Outcomes:
- Decreased self-reported bullying
- Reduced self-reported antisocial 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

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

OBPP

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

OBPP

Distal (Long-term) Outcomes
Outcomes impacted by the program years following program completion that are hypothesized but follow-up data are not yet available.

http://www.blueprintsprograms.com/resources/logic_model/OBPP.pdf
What Roles Do Students Play In Bullying Situations?

A. Students Who Bully
   - Start the bullying and take an active part
   - Take an active part, but do not start the bullying

B. Followers
   - Support the bullying, but do not take an active part
   - Like the bullying, but do not display open support

C. Supporters
   - Support the bullying, etc.

D. Passive Supporters
   - Disengaged Onlookers

E. Disengaged Onlookers
   - Watch what happens, don’t take a stand

F. Possible Defenders
   - Dislike the bullying and think they ought to help, but don’t do it

G. Defenders
   - Dislike the bullying, help or try to help the bullied student

H. The one who is being bullied

Reference: https://www.basdk12.org/Page/4649
OBPP

• **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

http://www.blueprintsprograms.com/factsheet/olweus-bullying-prevention-program
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

http://www.blueprintsprograms.com/factsheet/olweus-bullying-prevention-program
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

http://www.blueprintsprograms.com/factsheet/steps-to-respect
Levels of Intervention

STR Logic Model

**Intervention Components**

- Classroom Lessons
  - Friendship & Social Skills
  - Assertiveness & Bullying Refusal Skills
  - Emotion Management Skills
  - Help Seeking Skills
  - Education on Positive Bystander Behaviors
  - Increased Empathy
  - Increased Bullying Awareness

- Staff Training and Materials
  - Anti-Bullying Policy
  - Reporting & coaching procedures
  - Increased staff awareness and monitoring

**Proximal Outcomes**

- Individual
  - Improved Social Competence
  - Increased Social Connections
  - Decreased Peer Rejection
  - Decreased Vulnerability to Bullying

- Peer
  - Increased Positive Bystander Behavior
  - Decreased Support for Bullying
  - Increased Willingness to Intervene in Bullying
  - Increased Willingness to Support Bullied Students
  - Increased Reporting of Bullying
  - Increased Staff Willingness to Intervene in Bullying
  - Improved School Norms Regarding Bullying
  - Coaching for Students who Bully and are Bullied

**Distal Outcomes**

- Reduced Bullying and Victimization
- Improved School climate
- Increased School Connectedness

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

http://www.blueprintsprograms.com/factsheet/steps-to-respect
STR - Cost

• **Training and technical assistance**
  • Self-facilitated - included with the curriculum **OR**
  • On-site training

• **Curriculum and materials**
  • 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

http://www.blueprintsprograms.com/factsheet/steps-to-respect
STR – Student Outcomes

• Less acceptance of bullying/aggression
• More responsibility to intervene
• Greater adult responsiveness
• Decreases in observed argumentative behavior
• Increases in observed agreeable behavior

http://www.blueprintsprograms.com/factsheet/steps-to-respect
STR – School Outcomes

• Greater increases in school antibullying policies and strategies
• Improved student and staff climate (reported by school staff)
• Students more willing 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)

http://www.blueprintsprograms.com/factsheet/steps-to-respect
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

Bowllan (2011)
References


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Photos

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Thank you!