

Research and Evidence-Based Programs to Prevent Bullying and Peer Aggression in Schools



THE CENTER *for*
SOCIAL IMPACT

Presented by Dan Claassen
TCFSI.org

*Bullying Prevention:
Creating a Culture of Acceptance*

March 9, 2013 at Indiana Convention Center



The Center for Social Impact is a central Indiana non profit dedicated to reducing **peer victimization** among our youth, specifically within the areas of **bullying, cyber bullying** and **teen dating violence** while also empowering those same youth to become **upstanding digital citizens**.



Who is in the room...

Youth Serving Organization

School Administrator

Teacher

Community Member

Who did I miss....



What is your experience with bullying/peer aggression prevention?

Single Convocation/
Guest Speaker

Curriculum/Workbook

School Wide Program

Social Emotional
Learning

Personal Approach

**WHAT YOU ARE ABOUT
TO SEE MAY BE DISTURBING.**

**VIEWER AND PARENTAL
DISCRETION IS ADVISED.**

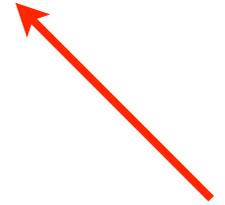
Nancy Willard discussing the three definitions of bullying....

1. Academic
2. Statutory
3. Popular



Contents lists available at SciVerse ScienceDirect

Child Abuse & Neglect



Practical Strategies

Let's prevent peer victimization, not just bullying[☆]

David Finkelhor^{a,*}, Heather A. Turner^a, Sherry Hamby^b

^a University of New Hampshire, Durham, NH, USA

^b Sewanee: The University of the South, Sewanee, TN, USA

- Excludes serious peer aggression like a singular act of violence.
- Technical definition at odds with usage. Technical term typically only used among experts and researchers.
- Power imbalance difficult to define.
- Bullying imposes a school environment bias. What about victimization OUTSIDE of school.

Best practices

1. Focus on the social environment of the school.
2. Assess bullying at your school.
3. Obtain staff and parent buy-in and support for bullying prevention.
4. Form a group to coordinate the school's bullying prevention activities.
5. Provide training for school staff in bullying prevention.
6. Establish and enforce school rules and policies related to bullying.
7. Increase adult supervision in "hot spots" for bullying.
8. Intervene consistently and appropriately when you see bullying.
9. Devote some class time to bullying prevention.
10. Continue these efforts.

This list of Best Practices is taken from stopbullying.gov and is based partly on Limber, S. P. (2004, Winter), *What works and doesn't work in bullying prevention and intervention*. Student Assistance Journal. 16-19.

Has your school conducted a survey
of your students this year?

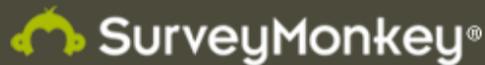
Where assessment fits within best practices

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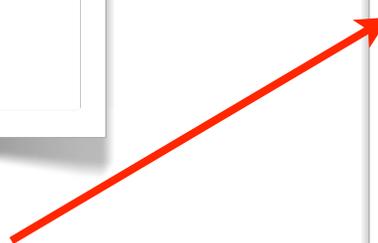
Survey Tool

- Anonymous
- Online
- Students
- Staff
- Parents
- Customized



Assess

- Climate
- Connectedness
- Victimization trends
- Poly-victimization
- Technology trends
- Bullying hotspots
- Perceived vs real norms
- Inconsistent discipline
- Track yearly data
- Be purposeful



Nancy had discussed staff responses to bullying situations and their effectiveness.

6. If you have been repeatedly physically and/or verbally harassed, mistreated, or made fun of by another student within the last thirty days did you tell an adult?

- Students treated me badly and I didn't tell an adult.
 - I told and things got worse.
 - I told and there was no change.
 - I told and things got better.
-

7. What did adults at school do when you were physically and/or verbally harassed, mistreated, or made fun of? What happened when they did that?

What does our school do that helps all students belong and feel safe?

- provides consistent consequences
- You respect them and try to help them when they need it whether it's feelings or school work
- Treat everyone the same. The teachers introduce the new kids to the class.
- They are always friendly, help you (if you need it), kind, and it's a small school so you usually know everyone and that helps too.
- They welcome us to their class and make sure we know how to do all the work that we are taught. Also, having a fire drill practice every once in a while is good too!
- Every morning they have smiles on their faces when you walk in! They also show you where to go if you don't know how to get to where you are supposed to go to! Last but not least they don't call you out!
- This school just helps everyone feel like they fit in. It even lets you just be yourself and not have to hide the real you. I even like it how we can do things at our own free will and not have to be hovered over by somebody.

What else would you like our school to do to help all students belong and feel safe?

- the adults could watch a bit closer at what happens in the hallways because a lot of the kids get picked on right in front of the teachers and say swears and talk about parts on the other genders body
- more adults in the hall way at passing periods
- Opportunities to go to the counselor or adult to talk to.
- a teacher or adult in the hallways during passing period or when a small group of kids are in the hallway
- I just ask that the adults of the school actually pay attention to the way cliques of girls treat us instead of picking those mean girls as their favorite students. :(
- instead of letting us pick groups, you pick groups for us.

Are some areas of our school unsafe or is there a place where most bullying takes place? If so where?

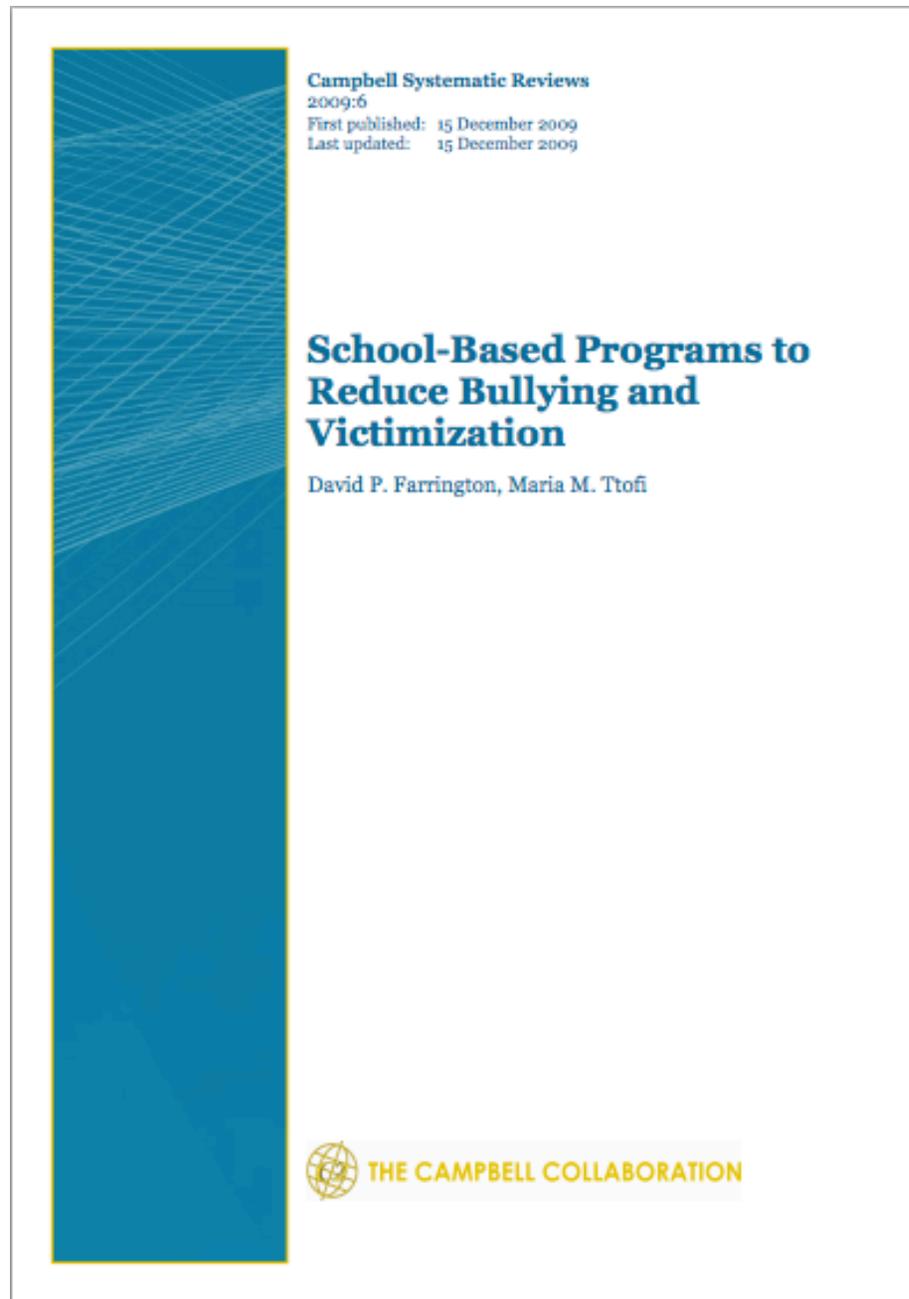
75 locker room
40 bathrooms
38 gym
32 lunch
25 hallways



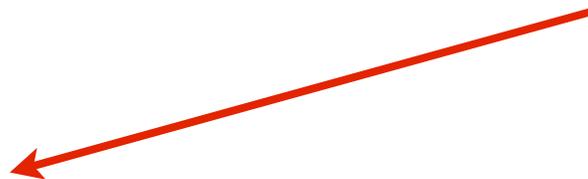
Understanding assessments for what they are

Percentage differences of just a few points can be due to chance variations. Student self-report surveys are vulnerable to exaggeration, misunderstanding, and under-reporting by some students. They are also influenced by classroom conditions and student engagement in the survey process. Therefore, surveys are most useful in indicating *trends* within a school rather than precise measures. Student surveys should be accompanied by other efforts to assess bullying and risky behaviors, such as interviews with students, class meetings, peer nomination procedures, and reviews of discipline referrals.

Evidence based programs



- 4.1.1 Bulli and Pupe (Italy)
- 4.1.2 Project Ploughshares Puppets for Peace (Canada)
- 4.1.3 Short Video Intervention (England)
- 4.1.4 Friendly Schools (Australia)
- 4.1.5 S.S. GRIN (USA)
- 4.1.6 Dutch Anti-Bullying Program
- 4.1.7 SPC and CAPSLE Program (USA)
- 4.1.8 Steps to Respect (USA)
- 4.1.9 Anti-Bullying Intervention in Australian Secondary Schools
- 4.1.10 Youth Matters (USA)
- 4.1.11 KiVa (Finland)
- 4.1.12 Behavioral Program for Bullying Boys (South Africa)
- 4.1.13 Expect Respect (USA)
- 4.1.14 Pro-ACT + E Program (Germany)
- 4.2.1 Be-Prox Program (Switzerland)
- 4.2.2 Greek Anti-Bullying Program
- 4.2.3 Seattle Trial of the Olweus Program (USA)
- 4.2.4 Dare to Care; Bully Proofing Your School Program (Canada)
- 4.2.5 Progetto Pontassieve (Italy)
- 4.2.6 Social Skills Training (SST) Program (England)
- 4.2.7 Stare bene a scuola: Progetto di prevenzione del bullismo (Italy)
- 4.2.8 ViSC Training Program (Germany)
- 4.2.9 Granada Anti-bullying Program (Spain)
- 4.2.10 South Carolina Program (USA)
- 4.2.11 Bully-Proofing Your School (USA)
- 4.2.13 Toronto Anti-bullying Program (Canada)
- 4.2.14 Ecological Anti-bullying Program (Canada)
- 4.2.15 Short Intensive Intervention in Czechoslovakia
- 4.3.1 Norwegian Anti-bullying Program
- 4.3.2 B.E.S.T-Bullying Eliminated from Schools Together (USA)
- 4.3.3 SAVE (Spain)
- 4.3.4 Kia Kaha (New Zealand)
- 4.4.1 Respect Program (Norway)
- 4.4.2 Olweus Bullying Prevention Program, OBPP (Norway)
- 4.4.3 Donegal Anti-bullying Program (Ireland)
- 4.4.4 Chula Vista Olweus Bullying Prevention Program (USA)
- 4.4.5 Finnish Anti-Bullying program
- 4.4.6 Sheffield Anti-Bullying program (England)



4.4.4 Chula Vista Olweus Bullying Prevention Program (USA)

Pagliocca et al (2007); category 6 [USA]	Implementation of the OBPP in Chula-Vista district schools. School level [e.g. Staff discussion groups; Bullying Prevention Coordinating Committee]; Classroom level [e.g. classroom rules]; individual level [e.g. supervision of students]; and community level components	3 primary schools participated in the program due to their higher crime rates than the state average. Over a 2-year period (2003 – 2005), a total of 3378 students in grades 3 through 6 received the program with a roughly equal distribution of boys and girls	Age-Cohort Design 3 time points; baseline (Spring 2003/T1), T2 one year later (Spring of the first year of the intervention) and T3, Spring of the second year of the intervention
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**Project
Information**

Bullying

Victimization

**Pagliocca et al.
(2007)
[category 6]**

Grades 3 - 6

B 27.86 % (1177)

A1: 22.88 % (1088)

A2: 24.33 % (1126)

Grades 3 - 6

B 12.91 % (1177)

A1: 10.84 % (1088)

A2: 10.39 % (1126)

B=Before A1=After post test 1 A2=After post test 2

Based on non-significant and small ORs [i.e. less than 1.4], we conclude that the following 17 anti-bullying programs appeared to be ineffective in reducing bullying and/or victimization:Pagliocca et al. (2007)

Also, in three cases (Fekkes et al., 2006; Gollwitzer et al., 2006; Pagliocca et al., 2007), analyses presented by the researchers suggested that the program was effective.

School-Based Programs to Reduce Bullying and Victimization

David P. Farrington, Maria M. Ttofi

Research Based Programs

School Climate/Connectedness

Peer and Social Norming

School Climate/Connectedness

School climate can be defined as the quality and frequency of interactions among adults and students and encompasses multiple aspects of the school's social environment, such as student perceptions of the fairness and strictness of school rules or qualities of student-teacher relations.

“School climate and connectedness are interrelated. School climate, positive or negative, affects students’ sense of safety and their risk for delinquency.”

Blum, Robert, School Connectedness: Improving the Lives of Students.
Johns Hopkins Bloomberg School of Public Health, Baltimore,
Maryland, 2005.



**School Connectedness and the Transition Into and Out
of Health-Risk Behavior Among Adolescents:
A Comparison of Social Belonging and Teacher Support**



Clea McNeely, Christina Falci

The results of this study show that different dimensions of school connectedness have different effects on the initiation of six health-risk behaviors: cigarette smoking, drinking to the point of getting drunk, marijuana use, suicidal ideation or attempt, first sexual intercourse, and weapon related violence. Adolescents who perceive that their teachers are *fair and care about them* – referred to as teacher support – are less likely to initiate any of these six health risk behaviors.



Supportive school climate and student willingness to seek help for bullying and threats of violence

Megan Eliot ^{a,*}, Dewey Cornell ^a, Anne Gregory ^{a,1}, Xitao Fan ^b



^a Programs in Clinical and School Psychology, University of Virginia, United States

^b Program in Research, Statistics, and Evaluation of the Curry School of Education, University of Virginia, United States

Received 16 August 2009; received in revised form 12 July 2010; accepted 30 July 2010

Students who perceived their teachers and other school staff to be supportive were more likely to endorse positive attitudes toward seeking help for bullying and threats of violence.

“Positive school climate is directly related to academic achievement”



The School Climate Challenge

Narrowing the Gap Between School Climate Research and School Climate Policy, Practice Guidelines and Teacher Education Policy

Wilbur Brookover, Charles Beady, Patricia Flood, John Schweitzer, and Joe Wisenbaker, *Schools can Make a Difference*. (Washington, DC: National Institute of Education, 1977). ERIC Document Reproduction Service No ED 145 034;

Wilbur Brookover and Lezotte Lawrence, *Changes in School Characteristics Coincident with Changes in Student Achievement* (Occasional Paper No 17). (East Lansing: Michigan State University, East Lansing Institute for Research in Teaching, 1979). ERIC Document Reproduction Service no ED 181 005;

H. Jerome Freiberg, *School Climate: Measuring, Improving and Sustaining Healthy Learning Environments*. (Philadelphia, PA: Falmer Press, 1999);

Thomas L. Good and Rhona S. Weinstein, “Schools Make a Difference” in *American Psychologist*, 41 (1986), 1090-1097; Gary D. Gottfredson and Denise C. Gottfredson, *School Climate, Academic Performance, Attendance, and Dropout*. (1989) ERIC ERIC Document Reproduction Service No ED 308 225;

Valerie E. Lee and Julie B. Smith, “Social Support and Achievement for Young Adolescents in Chicago: The Role of Social Academic Press”, in *American Educational Research Journal* 36(4) (1999), 907-945;

George F. Madaus, Peter W. Airasian and Thomas Kellaghan, *School Effectiveness: A Reassessment of the Evidence*. (New York: McGraw- Hill, 1980);

Clea McNeely, J.M. Nonemaker and R.W. Blum, “Promoting student connectedness to school: Evidence from the National Longitudinal Study of Adolescent Health” in *Journal of School Health* 72, 138-146;

Michael Rutter, “School effects on pupil progress: Research findings and policy implications” in *Child Development*, 54, 1-29;

Michael Rutter, Barbara Maughan, Peter Mortimore and Janet Ouston, *Fifteen Thousand Hours: Secondary Schools and their Effects on Children*. (Cambridge, MA: Harvard University Press, 1979);

Stephen Sherblom, J.C. Marshall and J.C. Sherblom, “The relationship between school climate and math and reading achievement” in *Journal of Research in Character Education*, Vol. 4, No. 1&2 (2006), 19-31;

Virginia C. Shipman, *Schools Can and Do Make A Difference: Findings From the ETS Longitudinal Study of Young Children and Their First School Experience*. Princeton, NJ: Educational Testing Service, Office of Minority Education, 1981;

Janis L. Whitlock, “Youth Perceptions of Life in School: Contextual Correlates of School Connectedness in Adolescence” in *Applied Developmental Science*, Vol. 10, 1, 2006, 13-29.

1. How many adults at your school do you have a positive relationship with? That means they welcome you to school and you would go to them if you had a problem.

 [Create Chart](#)  [Download](#)

		Response Percent	Response Count
Three or more		33.7%	283
One or two		48.9%	411
None		17.5%	147

2. How many adults at your school do you have a positive relationship with? That means they welcome you to school and you would go to them if you had a problem.

 [Create Chart](#)  [Download](#)

		Response Percent	Response Count
Three or more		54.7%	490
One or two		38.8%	347
None		6.5%	58

Operation
58

In 30 days (Assistant Principal) will collect these. Tell us what you did to connect with that student **AND** what happened.

Student's Initials

Responses from Operation 58....

I have focused on building a relationship with ----- . I barely knew her because she was so silent in class. She never smiled and did not look like she liked being in my room. She still doesn't get excited in class, but in the hallways she is so friendly and smiles when she sees me and we talk at least once a day now. So I feel like it has made a difference.

I wrote a personal letter to ----- whom I am thinking about....I often see her in the mornings coming down our hallway and so I make a point to say hello in Spanish or English. In the beginning she would barely acknowledge me. Now she is looking up at me when I greet her.

Resilience, the 7 C's

- Competence: Ability or know-how to handle situations effectively.
- Confidence: Solid belief in one's own abilities.
- Connection: Close ties to family, friends, school, community.
- Character: Fundamental sense of right and wrong.
- Contribution: When children realize that the world is a better place because they are in it.
- Coping: Effectively handling stress.
- Control: When children realize they can control the outcome of their decisions and actions.

“Building Resilience in Children and Teens” by Kenneth R Ginsburg

Peer and Social Norming

Using social norms to reduce bullying : A research intervention among adolescents
in five middle schools

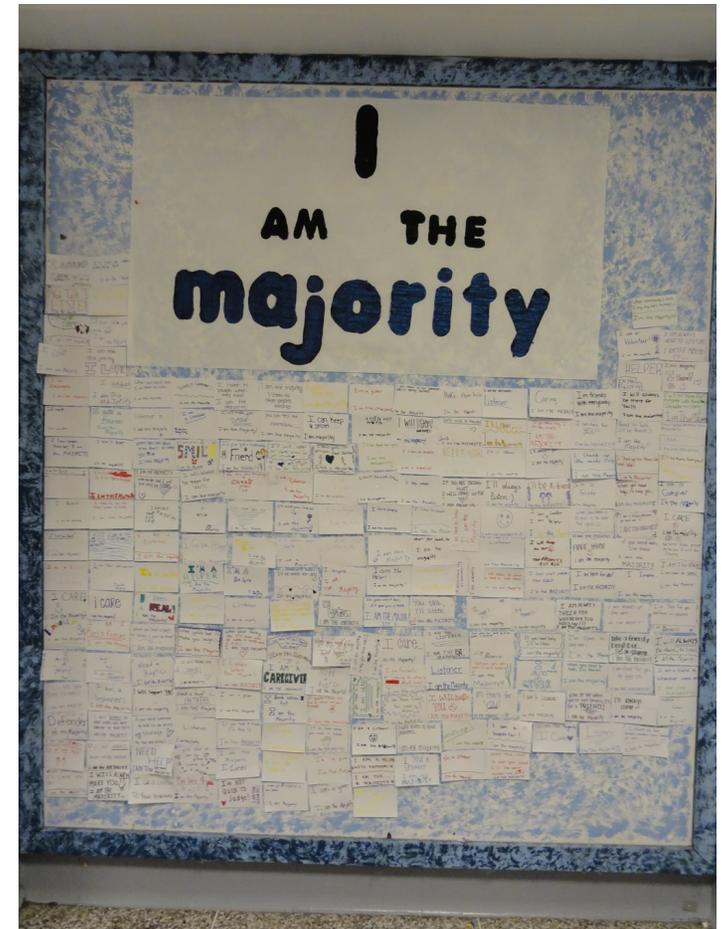
H. Wesley Perkins, David W. Craig and Jessica M. Perkins

Group Processes Intergroup Relations 2011 14: 703 originally published online 7 April 2011

DOI: 10.1177/1368430210398004

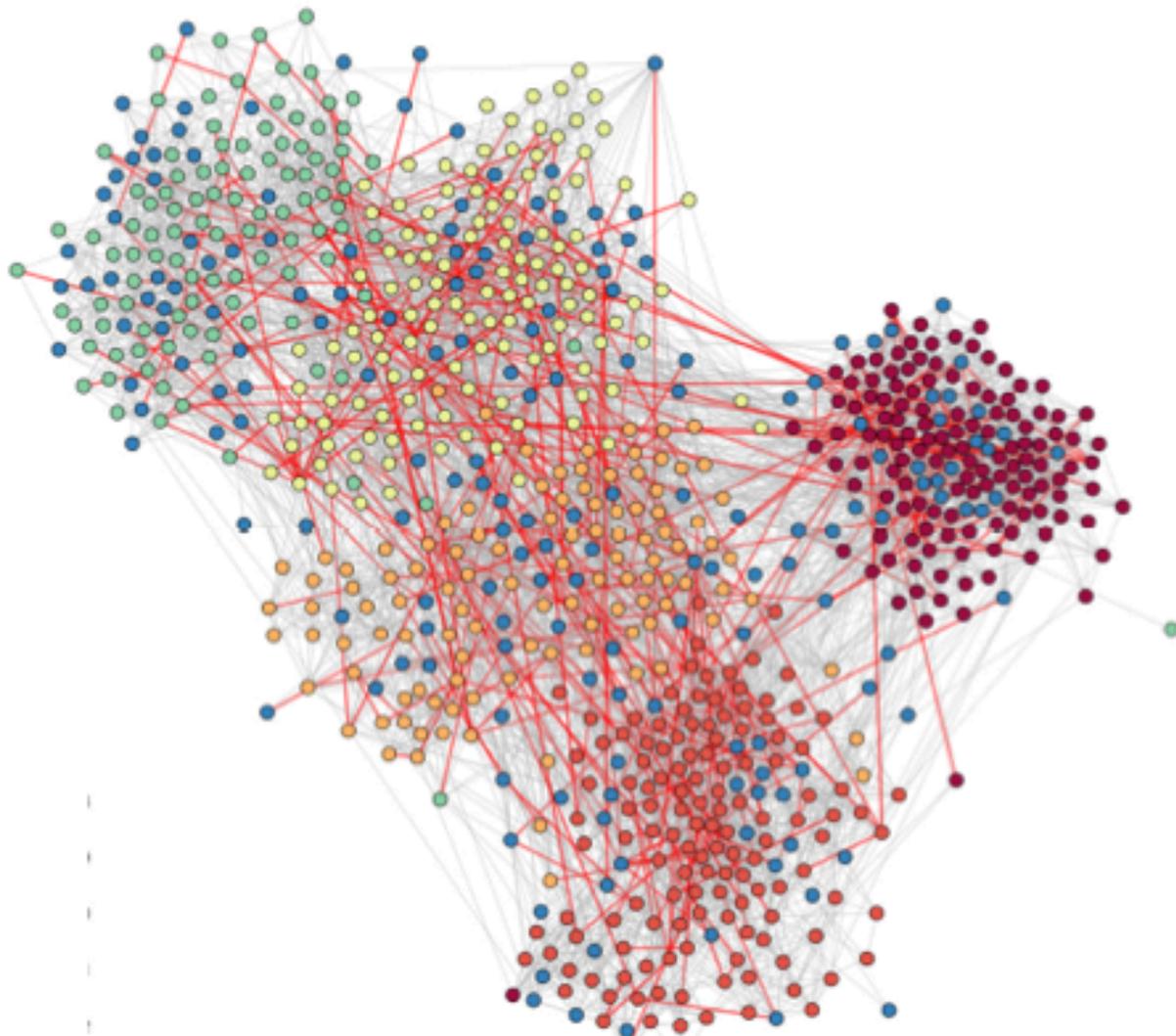


-VS-



Social Networks and Aggression at the Wheatley School*

Robert Faris and Diane Felmlee,
Department of Sociology,
University of California at Davis



'Cool' kids in middle school bully more, UCLA psychologists report

Study of seventh and eighth graders finds no difference between boys, girls

By Stuart Wolpert | January 24, 2013



Jaana Juvonen

For the study, researchers from the University of California, Los Angeles, surveyed nearly 1,900 students in 99 classes at 11 Los Angeles middle schools. The surveys, conducted at different points during grades 7 and 8, asked the participants to name the students who were considered the "coolest" and the ones who were bullies.

The students who were named the coolest were also often named the most aggressive, and those considered the most aggressive were much more likely to be named the coolest. The findings suggest that bullying and popularity go hand in hand.

Our behavior is influenced by incorrect perceptions of how other members of our social groups think and act.

The theory predicts that overestimations of problem behavior will increase these problem behaviors.

Underestimations of healthy behaviors will discourage individuals from engaging in them.

Thus, correcting misperceptions of group norms is likely to result in decreased problem behavior or increased prevalence of healthy behaviors.

**The Social Norms Approach: Theory, Research,
and Annotated Bibliography**
Alan D. Berkowitz, Ph.D.



Norms Perceived vs. Actual

Students are asked:

Tell us if you agree or disagree with each of the following statements. Also, do you think most other students at your school would agree or disagree with these statements?

Students should NOT tease in a mean way, call others hurtful names, or spread unkind stories about other students.

74% Strongly agreed
(actual norm)

They thought only 13%
of other students
strongly agreed with
them.

(perceived norm)

It is **NOT** being a tattle tale or snitch if a student tells an adult that someone is being hurt, mistreated, or made fun of.

72% Strongly agreed
(actual norm)

They thought only 36%
of other students
strongly agreed with
them.

(perceived norm)

Students should always try to help another student who is being teased in a mean way, called hurtful names, or being hurt.

78% Strongly agreed
(actual norm)

They thought only 20%
of other students
strongly agreed with
them.

(perceived norm)

Reporting isn't Snitching

* 84% AGREE! *

BE THE

CHANGE!!

WHAT'S

W

P

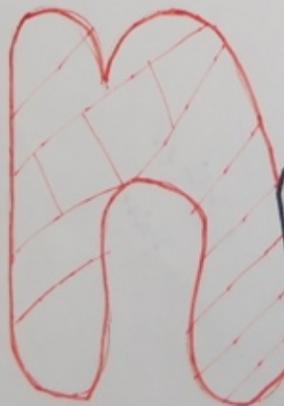
WL

?

73

of you say its NOT the WL way to hit, trip or mess around in the hall!

50...



93% Agree

That you should
not kick or shove

Be The Majority

A Systematic Review of School-Based Interventions to Prevent Bullying

Rachel C. Vreeman, MD; Aaron E. Carroll, MD, MS

<http://archpedi.jamanetwork.com/article.aspx?articleid=569481>

School-Based Programs to Reduce Bullying and Victimization

David P. Farrington, Maria M. Ttofi

www.ncjrs.gov/pdffiles1/nij/grants/229377.pdf



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www.unh.edu/ccrc/pdf/CV239.pdf

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<http://www.jhsph.edu/departments/population-family-and-reproductive-health/archive/wingspread/Septemberissue.pdf>

Blum, Robert, School Connectedness:
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Health, Baltimore,
Maryland, 2005.

http://www.jhsph.edu/research/centers-and-institutes/military-child-initiative/resources/MCI_Monograph_FINAL.pdf

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<http://www.ecs.org/html/projectsPartners/nclc/docs/school-climate-challenge-web.pdf>

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<http://gpi.sagepub.com/content/14/5/703.full.pdf%2Bhtml>

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<http://i2.cdn.turner.com/cnn/2011/images/10/10/findings.from.the.wheatley.school.pdf>

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Alan D. Berkowitz, Ph.D.

http://www.alanberkowitz.com/articles/social_norms.pdf



Become an Upstander

THE BECOME AN UPSTANDER PROGRAM INCLUDES :

- Age appropriate customized surveys for students (grades 3-12) and staff
- Analysis of survey results - identification of victimization trend data with correlation to poly-victimization, bullying hot spots, positive social norming stats, student tech engagement and other important information
- Live, interactive webinar to discuss survey results and next steps
- Short, relevant, and informative training videos emailed quarterly to school staff
- Weekly *Culture Briefs* e-newsletter highlighting school culture related topics

Thank You!



THE CENTER *for*
SOCIAL IMPACT

Dan Claassen

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