

Bully Free Zone

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Today's Presentation

- I. Overview of Bullying Definition
- II. Cyberbullying & Electronic Bullying Rates
- III. Bullying Among Students with Disabilities
- IV. Prevention & Systematic Change
- V. Solutions and action steps to Identify, Prevent, and Address Bullying
- VI. Questions & Answers



Definition of Bullying (CDC; Gladden et al., 2014)

Bullying is unwanted aggressive behavior(s) among school-age children that has a high likelihood of causing physical or psychological harm or injury and is characterized by:

- 1) an imbalance of **real or perceived power** that favors the aggressor(s);
- 2) is **repeated or has a high likelihood** of being repeated;
- 3) The victim(s) of bullying may feel **intimidated, demeaned, or humiliated as a result of the aggression.**



Different Types of Bullying

- **Physical:** punching, shoving, hair-pulling, tripping
- **Verbal:** calling hurtful names, teasing, threatening
- **Indirect:** rejection, rumor spreading, humiliation, isolation, manipulation of friendships, exclusion
- **Electronic:** any kind of aggression perpetrated through technology (teasing, telling lies, making fun of someone, making rude or mean comments, spreading rumors, or making threatening or aggressive comments, posting pictures or videos)

Espelage DL. An ecological perspective to school-based bullying prevention. The Prevention Researcher 2004;11(3):3-6.;
David-Ferdon C, Hertz MF. Electronic media, violence, and adolescents: An emerging public health problem. J Adolesc Health 2007;41(6 Suppl 1):S1-S5.



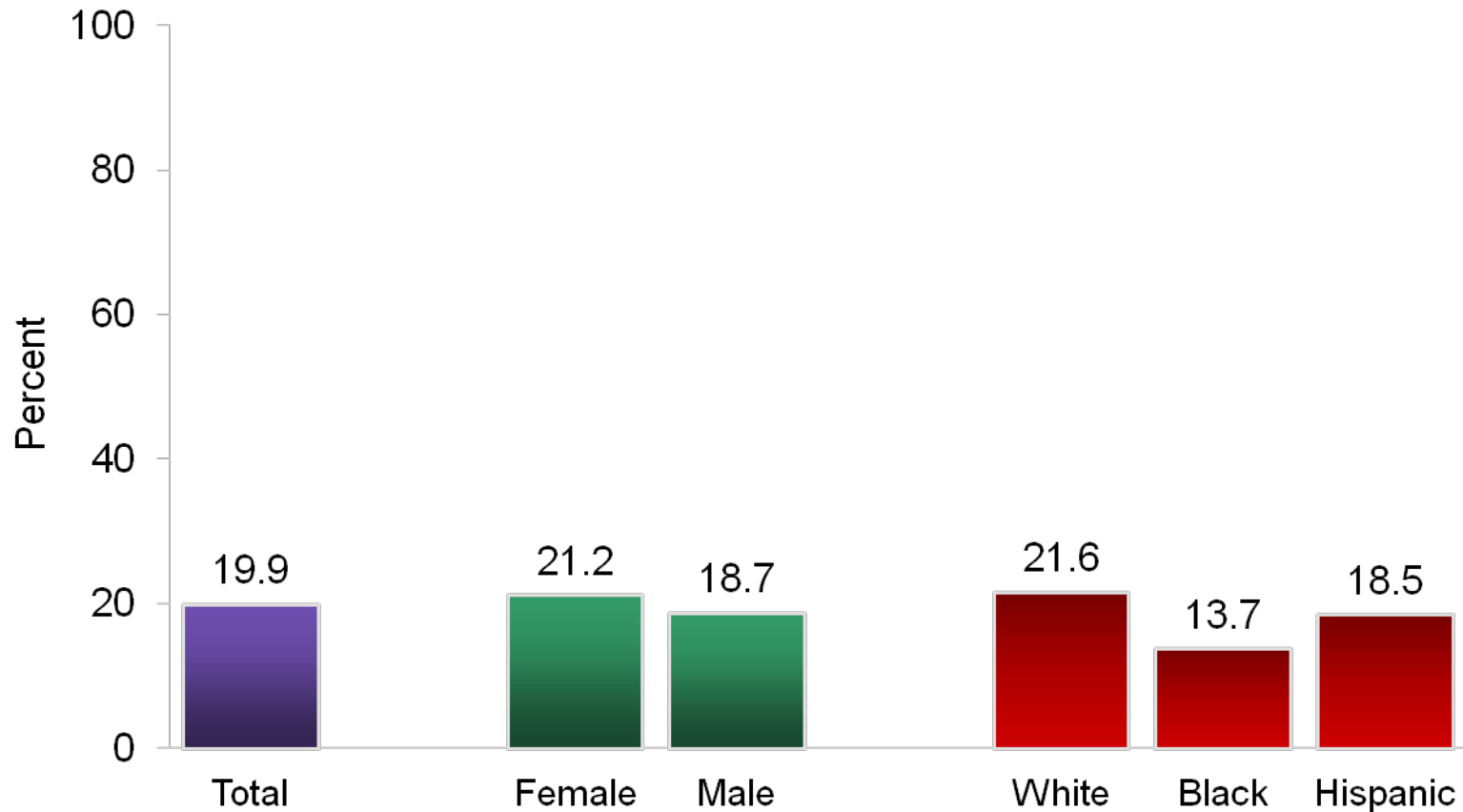
Bullying Prevalence

- Youth Risk Behavior Survey (grades 9-12, ~ages 14-18)
 - Boys: 18.7% Girls: 21.2%
- School Crime Supplement (ages 12-18)
 - Boys: 30.3% Girls: 33.2%
- National Children's Exposure to Violence (ages 0-17)
 - Physical: 13.2% Emotional: 19.7% Harassed: 5.6%
- Health & Behavior of School-Age Children (grades 6-10)
 - Physical: Boys: 17.8% Girls: 8.8%
 - Verbal: Boys: 38.5% Girls: 35.5%
 - Exclusion: Boys: 24.0% Girls: 27.6%
 - Rumor Spreading: Boys: 27.6% Girls: 36.3%
 - Cyber: Boys: 9.9% Girls: 10.4%



Youth Risk Behavior Survey

Percentage of High School Students Who Were Bullied on School Property, 2009



During the 12 months before the survey. [†] F > M [‡] W > H > B

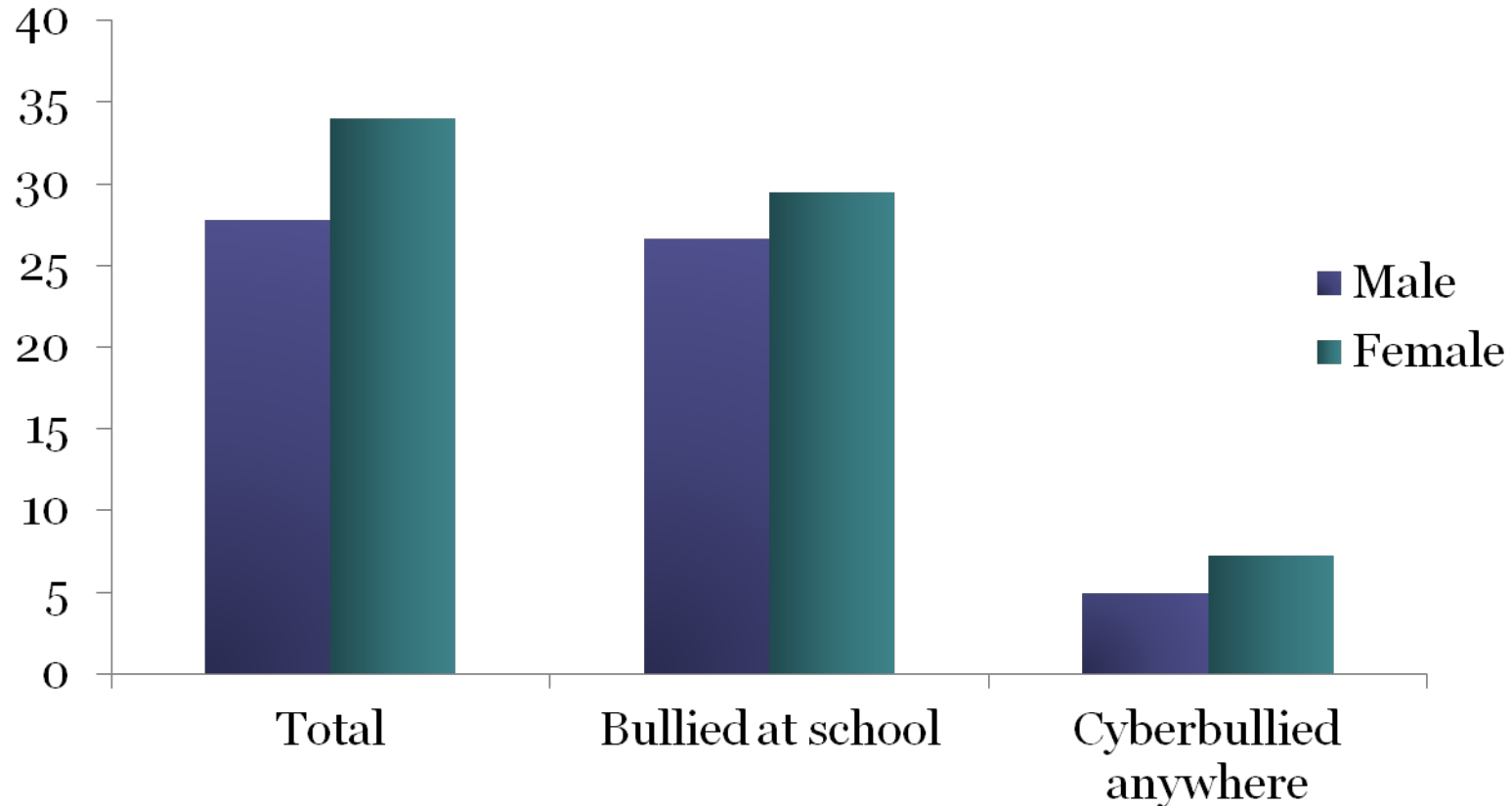


National Youth Risk Behavior Survey, 2009

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School Crime Supplement

Percentage of students who reported being bullied at school & being cyberbullied anywhere during the school year, 2009

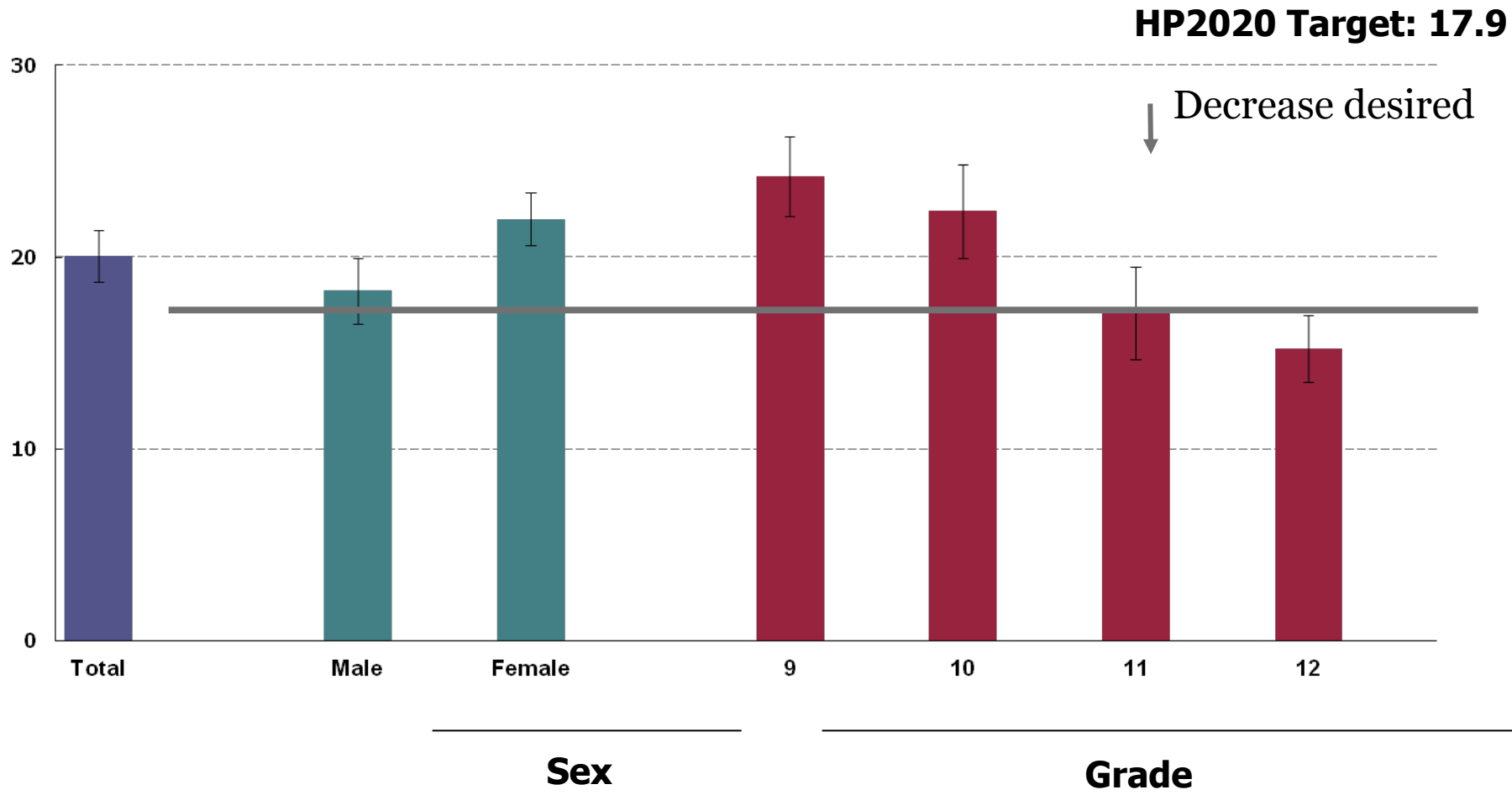


DeVoe, J.F., and Bauer, L. (2011). *Student Victimization in U.S. Schools: Results From the 2009 School Crime Supplement to the National Crime Victimization Survey* (NCES 2012-314). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.



Bullying, Adolescents Grades 9-12, 2011

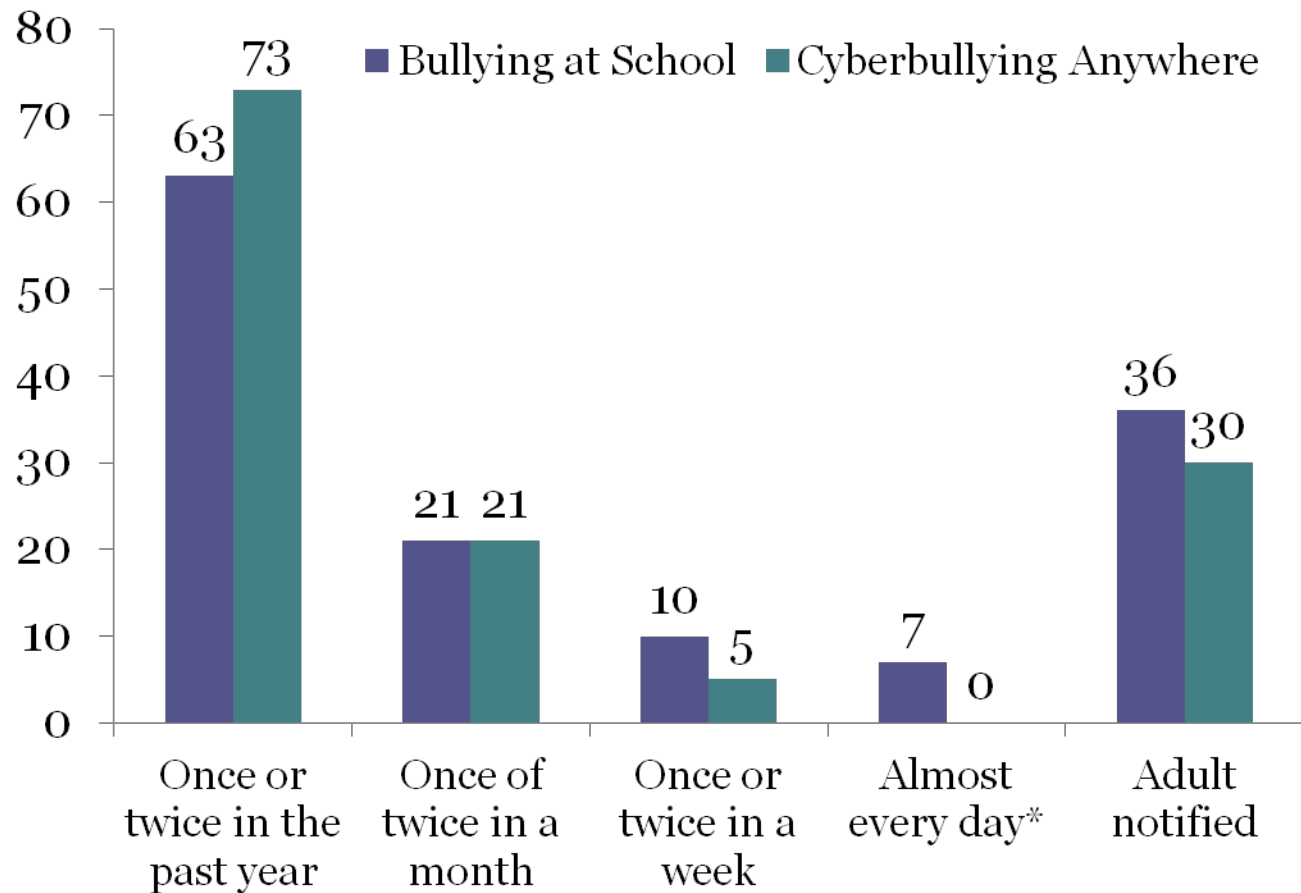
Percent



I = 95% confidence interval. Note: Data are for the percent of students in grades 9 through 12 who report being bullied on school property in the past 12 months. Source: Youth Risk Behavior Surveillance System (YRBSS), NCCDPHP, CDC.

Obj. IVP-35

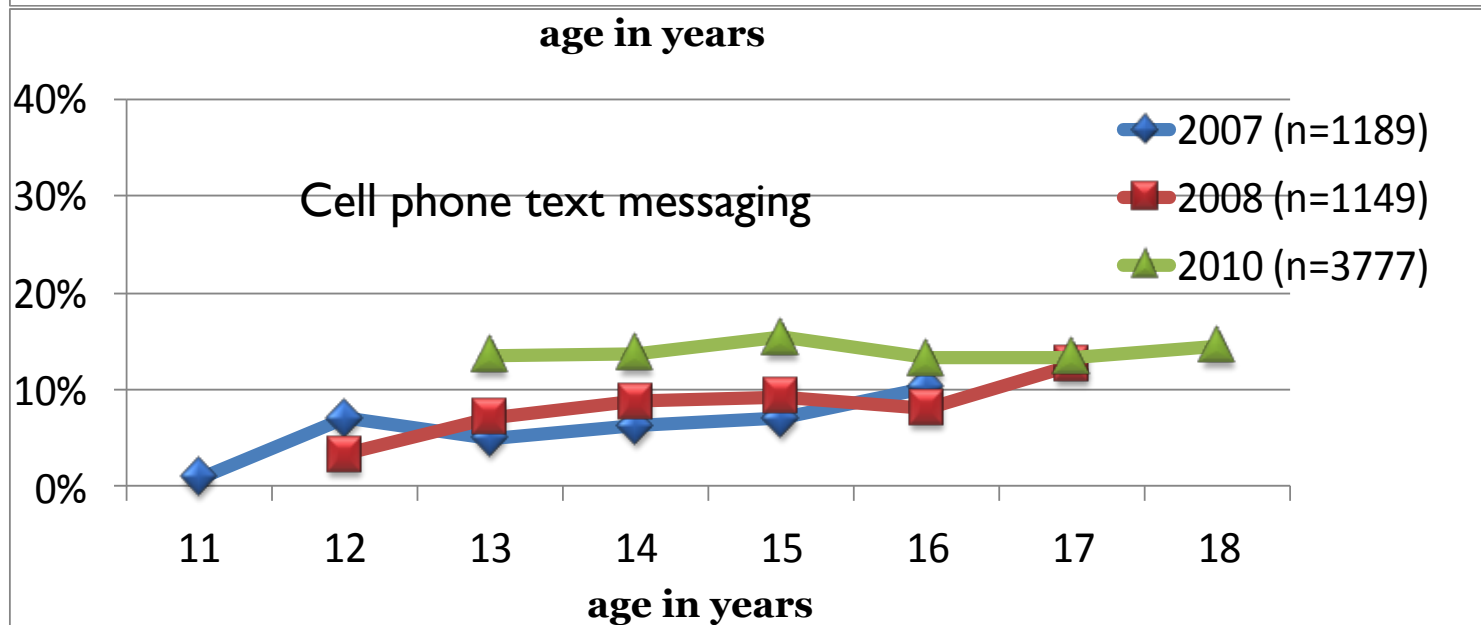
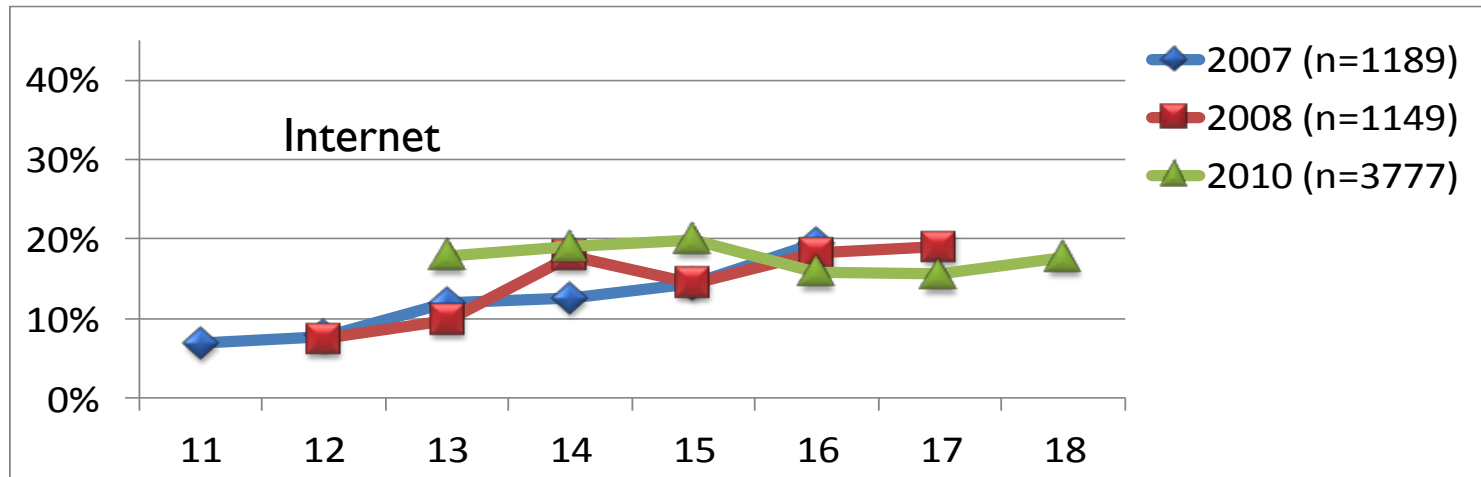
School Crime Supplement: Students who reported being bullied at school & being cyber-bullied anywhere by frequency, 2007



DeVoe, J.F., and Bauer, L. (2011). *Student Victimization in U.S. Schools: Results From the 2009 School Crime Supplement to the National Crime Victimization Survey* (NCES 2012-314). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.



Bullying victimization rates over time



Specific Types of Bullying Experienced

	Males Bullied		Females Bullied	
	Ever*	Frequent	Ever*	Frequent
Belittled about religion or race	28%	9%	24%	7%
Belittled about looks or speech	58%	20%	65%	21%
Hit, slapped, or pushed	66%	18%	44%	11%
Subjects of rumors	55%	17%	65%	17%
Subjects of sexual comments or gestures	47%	18%	57%	21%

*“Ever” includes all those reporting the behavior “once or twice”. “Frequent” refers to “once a week” or “several times a week.”

Nansel TR, Overpeck M, Pilla RS, et al. Bullying Behaviors Among US Youth: Prevalence and Association With Psychosocial Adjustment. JAMA. 2001;285(16):2094-2100.



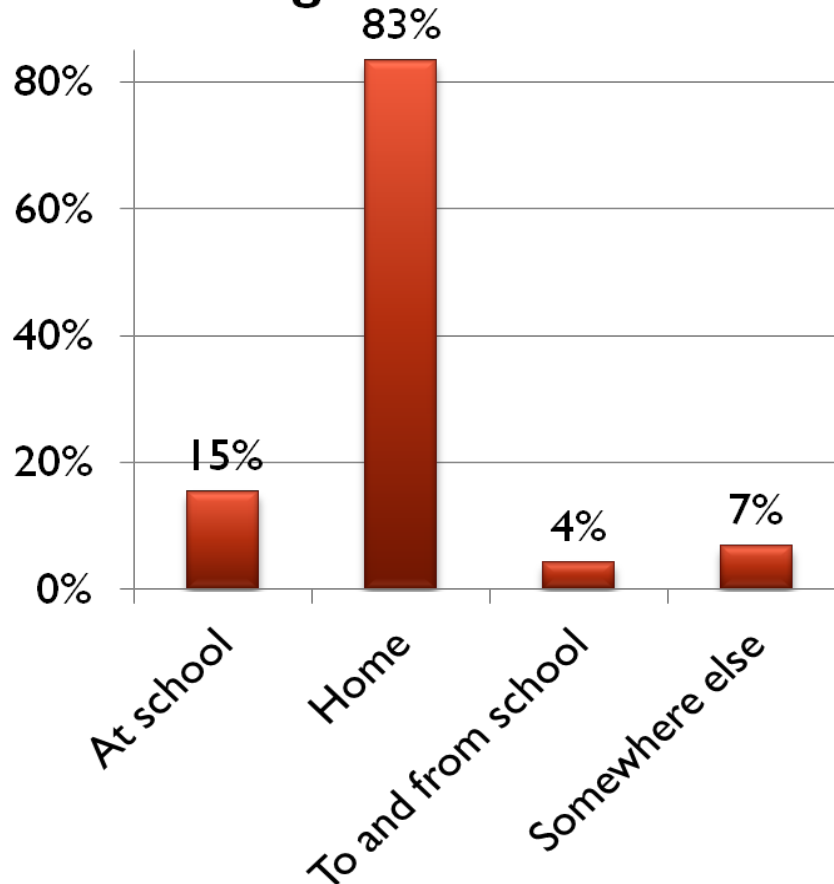
Risk & Protective Factors

- Cook, Williams, Guerra, Kim, & Sadek (2010)
 - Meta-analysis - reviewed 153 studies since 1970
 - Youth who are bullied: lower peer status, lower social competence, negative community factors, negative school climate
 - Youth who bully other students: have significant externalizing behavior, social competence and academic challenges, negative attitudes toward others, family characterized by conflict
 - Peer Status & Bully varied by age: Adolescents who bully have higher peer status than children who bully others

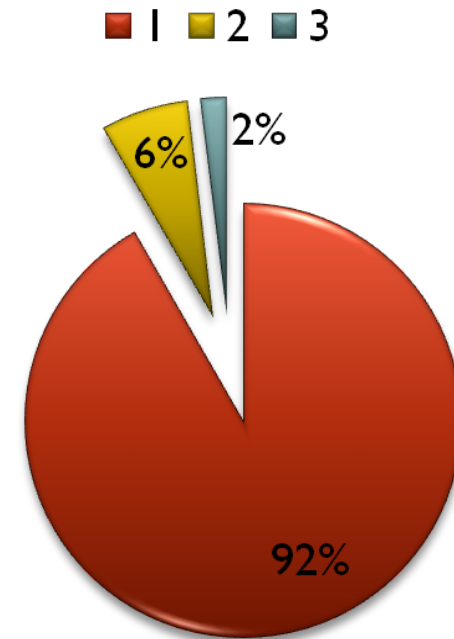


Cyberbullying - Location

% of youth reporting being bullied online



of different environments one is bullied among those bullied online



CyberBullying: Recap

Cyberbullying (bullying online) affects between 15-17% of youth each year; harassment affects about 38%

- More than **4 in 5** youth who use the Internet are ***not* cyberbullied**

About 1/3 of bullied and harassed youth are very or extremely upset

- When youth were cyberbullied, 1/3 indicated that they were distressed.

Bullying is most commonly an **in-person** experience (21% are bullied exclusively this way).

- For a concerning minority (8%), bullying is ubiquitous (in person, online, via text)

Internet victimization is **not increasing**

- Text messaging victimization may be increasing...



Population At-Risk: Students with Disabilities

- Students with disabilities were twice as likely to be identified as perpetrators and victims¹
 - This may be due to a lack of age appropriate social and communication skills
- Students with disabilities that are characterized or have diagnostic criteria associated with low social skills and low communication skills have a higher likelihood for involvement in bullying incidents²



1. Rose, Espelage, Aragon, & Elliot, 2011; Rose, Monda-Amaya, & Espelage, 2011

Population At-Risk: Students with Disabilities

- A meta-analysis of 152 studies found that¹
 - 8 of 10 children with a learning disability (LD) were peer-rated as rejected
 - 8 of 10 were rated as deficient in social competence and social problem solving
 - LD students were less often selected as friends by their peers

1. Baumeister AL, Storch EA, Geffken GR. Peer victimization in children with learning disabilities. *Child and Adolescent Social Work Journal*. 2008



Population At-Risk: Students with Disabilities

- Students with EBD are 3 - 4 times as likely to be identified as a bully¹
 - However they may be engaging in reactive aggression (e.g. fighting)
- Students with with LD who experience comorbid psychiatric diagnoses reported a significantly higher amount of peer victimization²
 - These children may stand out as targets

1. Rose, Monda-Amaya, & Espelage, 201

2. Baumeister AL, Storch EA, Geffken GR. Peer victimization in children with learning disabilities. Child and Adolescent Social Work Journal. 2008



Bullying Prevalence Students with Disabilities

- Students with visible and non-visible disabilities are subjected to more bullying than non-disabled peers¹
 - Bullying is frequently a direct result of a student's disability²
- A 2009 survey of families of children on the autism spectrum found that almost 40% of these students experienced bullying³

1. Carter and Spencer, 2006; 2. Whitney, Smith & Thompson, 1994; 3. Massachusetts Advocates for Children's



Disability Label - Bullying

TABLE 1

Group Means, Standard Deviations, % of Involvement of Individuals With and Without Disabilities

Group (n)	Bully Mean (SD, % Involved)	Victim Mean (SD, % Involved)	Fight Mean (SD, % Involved)	Anger Mean (SD, % Involved)
Students without Disabilities (n = 163)	1.39 (.48, 13.5%)	1.64 (.80, 16.0%)	1.59 (.69, 9.2%)	1.52 (.67, 12.9%)
Dichotomized Group of Students with Disabilities (n = 163)	1.42 (.51, 13.5%)	1.58 (.75, 14.1%)	1.76 (.80, 19.0%)	1.56 (.70, 14.7%)
Low Incidence Disabilities (n = 25)	1.45 (.60, 12.0%)	1.59 (.81, 12.0%)	1.50 (.79, 12.0%)	1.54 (.69, 8.1%)
EBD (n = 23)	1.74 (.66, 30.4%)	1.91 (.75, 30.4%)	2.37 (.91, 52.2%)	1.93 (.72, 26.1%)
OHI (n = 11)	1.22 (.27, 0.0%)	1.70 (.90, 18.2%)	1.82 (1.16 18.2%)	1.49 (.58, 18.2%)
SLD (n = 83)	1.35 (.42, 10.8%)	1.48 (.69, 8.4%)	1.68 (.68, 13.3%)	1.48 (.71, 12.0%)
S/L (n = 21)	1.39 (.55, 14.3%)	1.55 (.79, 19.0%)	1.67 (.70, 14.3%)	1.51 (.61, 19.0%)

Note. EBD = Emotional and Behavioral Disorder, OHI = Other Health Impairment, SLD = Specific Learning Disability, S/L = Speech and Language Impairment.



Rose & Espelage, 2012

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Action Steps: Prevention at School¹



- Assess school prevention and intervention efforts
- Engage parents and youth
- Create policies and rules
- Build a safe environment
- Educate students and school staff



¹ www.stopbullying.gov

S.A.F.E.

- **S**et clear expectations
- **A**sk them about their usage
- **F**ocus on school work first
- **E**xplain the potential negative consequences



Electronic Aggression: Parent Tips¹

- Talk to your child
 - Ask where they are going and who they are going with
 - For young people, going “online” is like going to the mall, ask the same types of questions you would if they were going there.
- Develop rules
 - Develop rules about acceptable and safe behaviors for all electronic media focusing on ways to maximize the benefits of technology and decrease its risks
- Explore the Internet
 - Visit the websites your child frequents, and assess the pros and cons
- Talk with other parents and caregivers
- Connect with the school
- Educate yourself

¹ Hertz MF, David-Ferdon C. Electronic Media and Youth Violence: A CDC Issue Brief for Educators and Caregivers. Atlanta (GA): Centers for Disease Control; 2008.



Promote Social-Emotional Learning

- **Goal 1: Develop self-awareness and self-management skills to achieve school and life success.**
 - Identify and manage one's emotions and behavior.
 - Recognize personal qualities and external supports.
 - Demonstrate skills related to achieving personal and academic goals.



Promote Social-Emotional Learning

- **Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.**
 - Recognize the feelings and perspectives of others.
 - Recognize individual and group similarities and differences.
 - Use communication and social skills to interact effectively with others.
 - Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.



Promote Social-Emotional Learning

- **Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.**
 - Consider ethical, safety, and societal factors in making decisions.
 - Apply decision-making skills to deal responsibly with daily academic and social situations.
 - Contribute to the well-being of one's school and community.



National Registry Evidence-Based Programs & Practices

- <http://nrepp.samhsa.gov/>
- NREPP - a searchable online registry of more than [320 mental health, academic, & social-emotional interventions](#)
- NREPP was developed to help the public learn more about evidence-based interventions that are available for implementation
- Includes school- and community-based interventions.
- Targets individual, families, peers, schools, and communities.
- Used in many multi-tiered school-based approaches.



TIERED MODEL

Flexible but research-based Options

Foundations: Establishing Proactive Behavioral Support Systems

PBIS: Positive Behavioral Interventions and Supports

CHAMPS: A Proactive and Positive Approach to Classroom Management (K-8)

Discipline in the Secondary Classroom (9-12)

Coaching Classroom Management

Social Emotional Learning (SEL)
Curriculum: Second Step (PK – 8)

Restorative Justice:
Peace Circles

Social Emotional Learning (SEL)
Curriculum: Lion's Quest (9 – 12)

7 Habits

Tier One Components

School Wide
Behavior
Management

Classroom
Management

Student
Skill
Building

Interventions (Tiers 2 & 3)

Interventions: Evidence-Based Strategies for Smaller Groups of Students and Individual Students

Anger Coping, Think First and/or CBITS

Restorative
Justice: Peer Jury
Peer Mediation

Check In/Check
Out



Realistic Strategies

- Simple strategies can help to decrease bullying
 - Use data to make decisions (i.e., Increase hallway monitors; reduce time between classes)
 - Involve PE teachers and coaches in stopping bullying behaviors
- With your support, students can play an important role in decreasing bullying
 - Implement a procedure to allow students to confidentially report bullying incidents
 - Create a confidential reporting system
 - Have an open door policy with counselors to address the needs of students involved in bullying



Realistic Strategies

- Make sure your school has an anti-bullying policy that is consistent with state and federal policies
- Make sure the adult workplace models healthy social relationships
- Work respectfully and collaboratively with families
- Use videos and classroom discussion guides to talk about the detrimental effects of bullying
- Use social-emotional learning activities to create a positive school climate
- Use a positive behavioral interventions and supports to respond effectively to student behaviors



Final Thoughts

- We have to work together to stop bullying, it is not just a school problem, it is a societal problem.
- There are no easy solutions, bullying is entrenched in our society and history.
- What messages do you send to your kids about bullying?
Defending themselves?
- Do you have social emotional learning skills to impart to your kids?
- Good parents could raise a ringleader bully.
- Communication, Consistency, and Caring....My 3Cs.



Resources

<http://www.stopbullying.gov/>

Newly launched government site, always changing, tips for surveys, and resources that are promising will eventually be added. Bookmark this site.

<http://www.stopbullying.gov/kids/>

Videos for kids; games

<http://www.cartoonnetwork.com/promos/stopbullying/index.html>

Cartoon Network Stop Bullying-Speak Up Campaign

<http://www.cartoonnetwork.com/promos/stopbullying/video/index.html>

Students talk about speaking up video (25 minutes)

<http://www.sesamestreet.org/parents/topicsandactivities/topics/bullying>

Sesame Street Efforts (16 minute video)

<http://www.pacer.org/bullying/>

Wide range of resources



Clearinghouse/Federal Resources

<http://www.campbellcollaboration.org/library.php>

Meta-analyses of a wide range of topics

<http://www.nrepp.samhsa.gov/>

National registry of effective programs for aggression, AOD, bullying, etc.

<http://casel.org/>

Clearinghouse for Social-Emotional Learning Prevention etc.

<http://www.schoolclimate.org/>

Evidence-based School Climate Site

<http://www.characterplus.org/>

Character Education site



Interactive Resources

<http://www.stopbullying.gov/kids/>

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Wide range of resources



Resources

<http://www.pacerteensagainstbullying.org/#/home>

Teens against bullying

<http://www.pacerkidsagainstbullying.org/>

Kids against bullying

<http://www.facebook.com/safety/>

Facebook Safety Tips

<http://www.storiesofus.com/>

Stories of Us Videos and Curriculum



Evidence-Based Resources

<http://www.evidencebasedprograms.org/static/pdfs/GBG%20Manual.pdf>

Good Behavior Game Manual

<http://www.pbis.org/>

Positive Behavior Intervention Supports

<https://www.ncjrs.gov/pdffiles1/nij/grants/236175.pdf>

Shifting Boundaries Intervention

<http://www.cfchildren.org/>

Developers of Second Step, Steps to Respect

<http://web.uvic.ca/wits/>

WITS-Canadian bully prevention program



Resources

http://groundspark.org/our-films-and-campaigns/lets-get-real/lgr_clips

Let's get real clip (clip 2:37)

<http://groundspark.org/our-films-and-campaigns/straightlaced>

Straightlaced clip (clip 2:00)

<http://www.glsen.org/cgi-bin/iowa/all/home/index.html>

Gay, Lesbian, Straight, Education Network Main Website

<http://www.glsen.org/cgi-bin/iowa/all/educator/index.html>

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Educators

