School-Based
Bullying Prevention & Intervention: Research-Informed Strategies

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COLLEGE OF EDUCATION AT ILLINOIS

University of Illinois - Research Program

- **SOCIAL-ECOLOGY & SCHOOL-BASED PREVENTION** (Espelage & Swearer, 2003; Espelage, 2012, 2014)

- **EXPOSURE TO VIOLENCE STUDY** (Espelage, 1998; Low & Espelage, 2014)

- **SOCIAL NETWORK ANALYSIS STUDY** (Birkettt & Espelage, 2014; Espelage, Holt, & Henkel, 2003; Espelage, Green, & Wasserman, 2007; Espelage, Green, & Polanin, 2012)

- **SEXUAL HARASSMENT, DATING VIOLENCE, & BULLYING STUDIES** (Holt & Espelage, 2003; Holt & Espelage, 2005; Espelage & Holt, 2006; Espelage, Basile, & Hambuger, 2012, 2014)

- **THEORY OF MIND, EMPATHY, & PEER RELATIONS** (Espelage et al., 2004; Mayberry & Espelage, 2006)

- **SEXUAL VIOLENCE, & BULLYING** (Poteat & Espelage, 2006; Espelage et al., 2008; Espelage et al., 2012)

- **YOUTH & MENTAL HEALTH OUTCOMES** (Espelage, Aragon, Birkett, & Koenig, 2008; Poteat, Espelage, & Koenig, 2009; Birkett, Espelage, & Koenig, 2009; Robinson & Espelage, 2012, 2013)

- **STUDENTS WITH DISABILITIES - Victimization & Psychological Correlates & SEL prevention** (Rose et al., 2010; Rose & Espelage, 2012; Espelage, Rose, & Polanin, 2015)

- **SCHOOL CLIMATE, ACADEMIC ENGAGEMENT** (Espelage et al., 2014, 2015)

Espelage Mantra:
With Awareness Comes Misperception

Misperception in Media

Bullying is an epidemic.

Bully-suicide linked.

Bully are young criminals.

Bullies need to be punished.

Bullies – dysfunctional families

Bullying is hard-wired in youth

Scientific Evidence

Bully Rates Vary

Bully Only One of Many Predictors

Bullies are diverse in their outcomes

Ignores Group Phenomena

Good kids get involved in bullying

Environment matters – gene expression

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**.

Components Matter
(Ybarra, Espelage, & Mitchell, 2014; *JAH*)

- Nationally-representative samples: (1) 2008: 1,157 12- to 17-year-olds; (2) 2010-11: 3,989 13- to 18-year-olds.
- Youth who reported **neither differential power nor repetition** had the lowest rates of interference with daily functioning.
- Youth who reported **either differential power or repetition** had higher rates.
- Highest rates of interference with daily functioning were observed among youth who reported **both differential power and repetition; these youth report highest level of helplessness.**
- Youth were victims of online generalized peer aggression (30%) or both online generalized peer aggression and cyberbullying (16%) **but rarely cyberbullying alone (1%).**

Bullying Prevalence

- Among 3rd – 8th graders:
  - 15% Chronically Victimized
  - 17% Ringleader Bullies
  - 8% Bully-Victims
  - 60% Bystanders
    - Only 13% intervene to help victim

    (Espelage, 2015)

Transactional Associations Between School-Based Aggression/Bullying & Cyberbullying

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Method

▸ Participants
- 1,132 students (49.1% female)
- 3 cohorts (5th, 6th, 7th graders)
- Assessed across 4 waves including Spring/Fall 2008, Spring/Fall 2009
- Racially diverse (51% Black; 34% White; 3% Hispanic; 3% Asian; 9% Other)
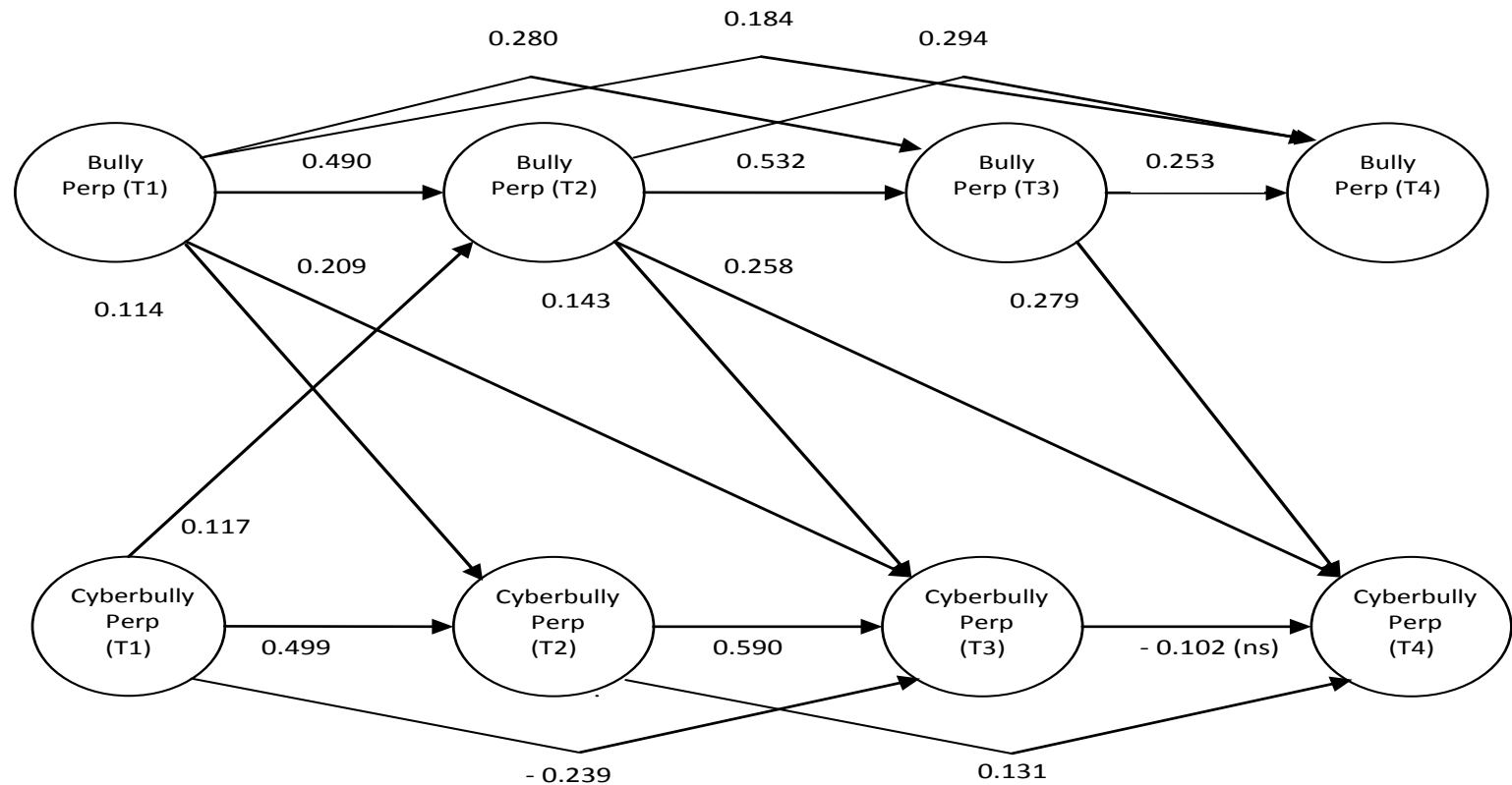
Bullying Perpetration & Cyberbullying Perpetration

Figure 1. Model Fit: $\chi^2_{(219,\ n=1132)}$= 945.318; RMSEA = 0.0542 $_{(0.0506\ ;\ 0.0577)}$; NNFI = .0975; CFI = 0.980

Espelage, Rao, & Craven, 2013

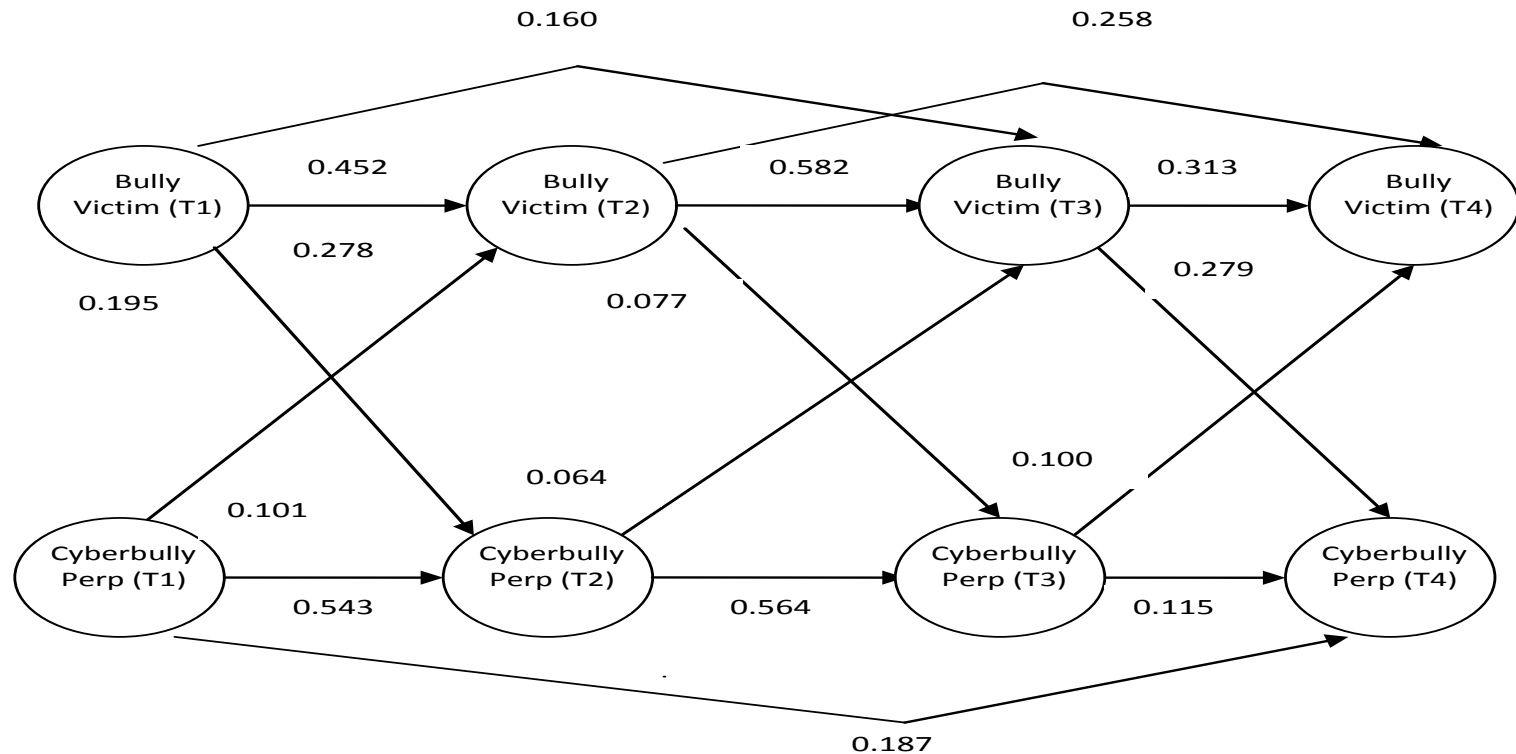# Bullying Victimization and Cyberbullying Perpetration

Figure 2. Model Fit: $\chi^2_{(222,\ n=1132)}$ = 854.147; RMSEA = 0.0486 $_{(0.0453\ ;\ 0.0525)}$; NNFI = .0965; CFI = 0.972

Espelage, Rao, & Craven, 2013

Bullying Perpetration & Sexual Violence Perpetration Among Middle School Students: Gender-Based Bias Matters

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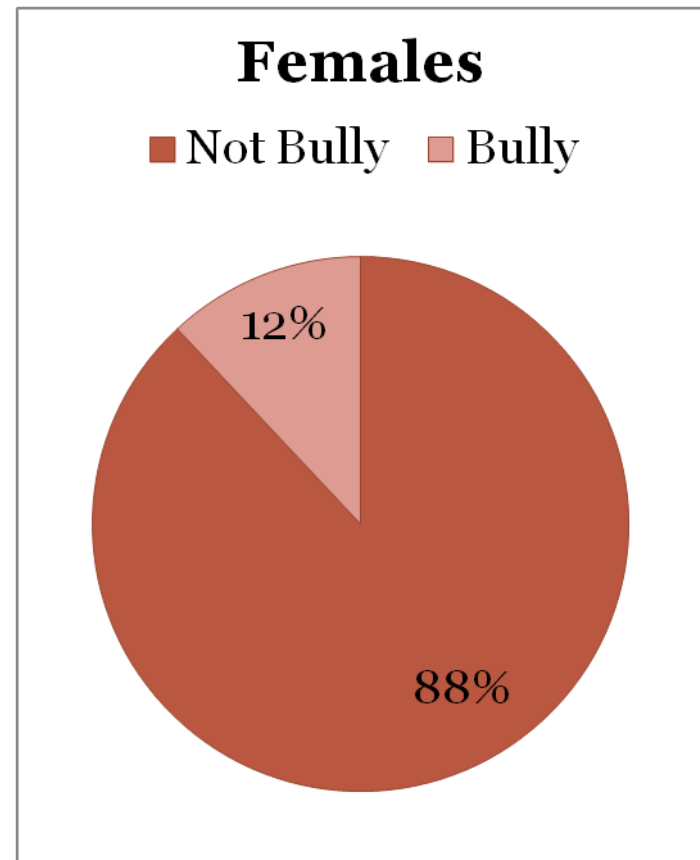# 2008-2010 CDC Study Participants

▶ <u>Demographics</u>:

- 1,350 students (49.1% female)
- 3 cohorts (5th, 6th, 7th graders)
- Racially diverse (51% Black, 34% White)
- 60% Free/reduced lunch

5 waves of data collection
(from spring 2008-spring 2010)

Percentages of Youth who Bully
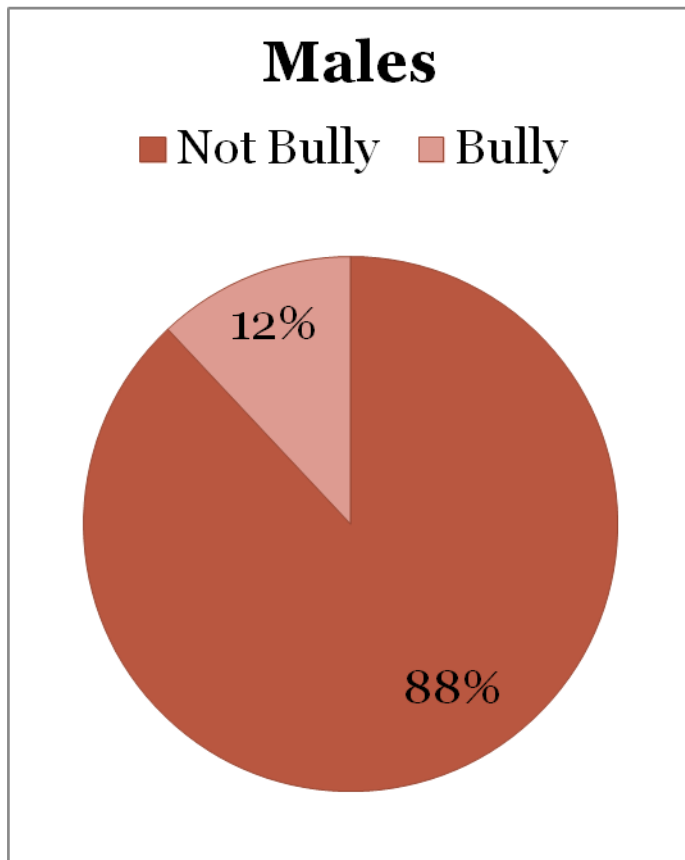
Percentages of Youth Who Engage in Homophobic Name-Calling
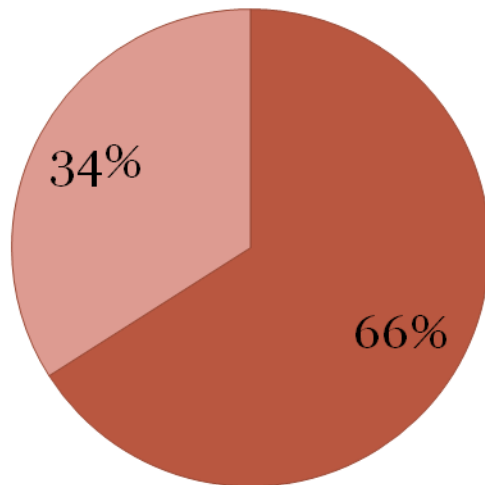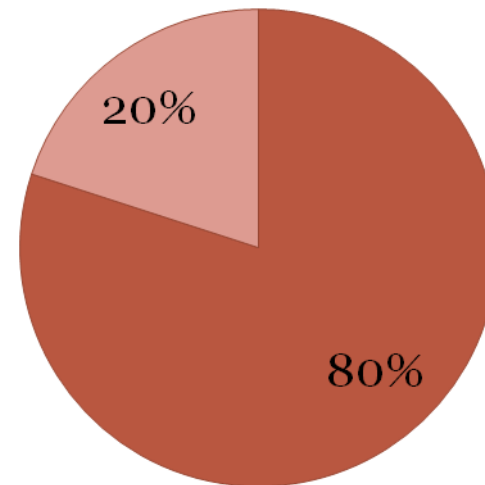
Bullying – Homophobic Teasing Perpetration
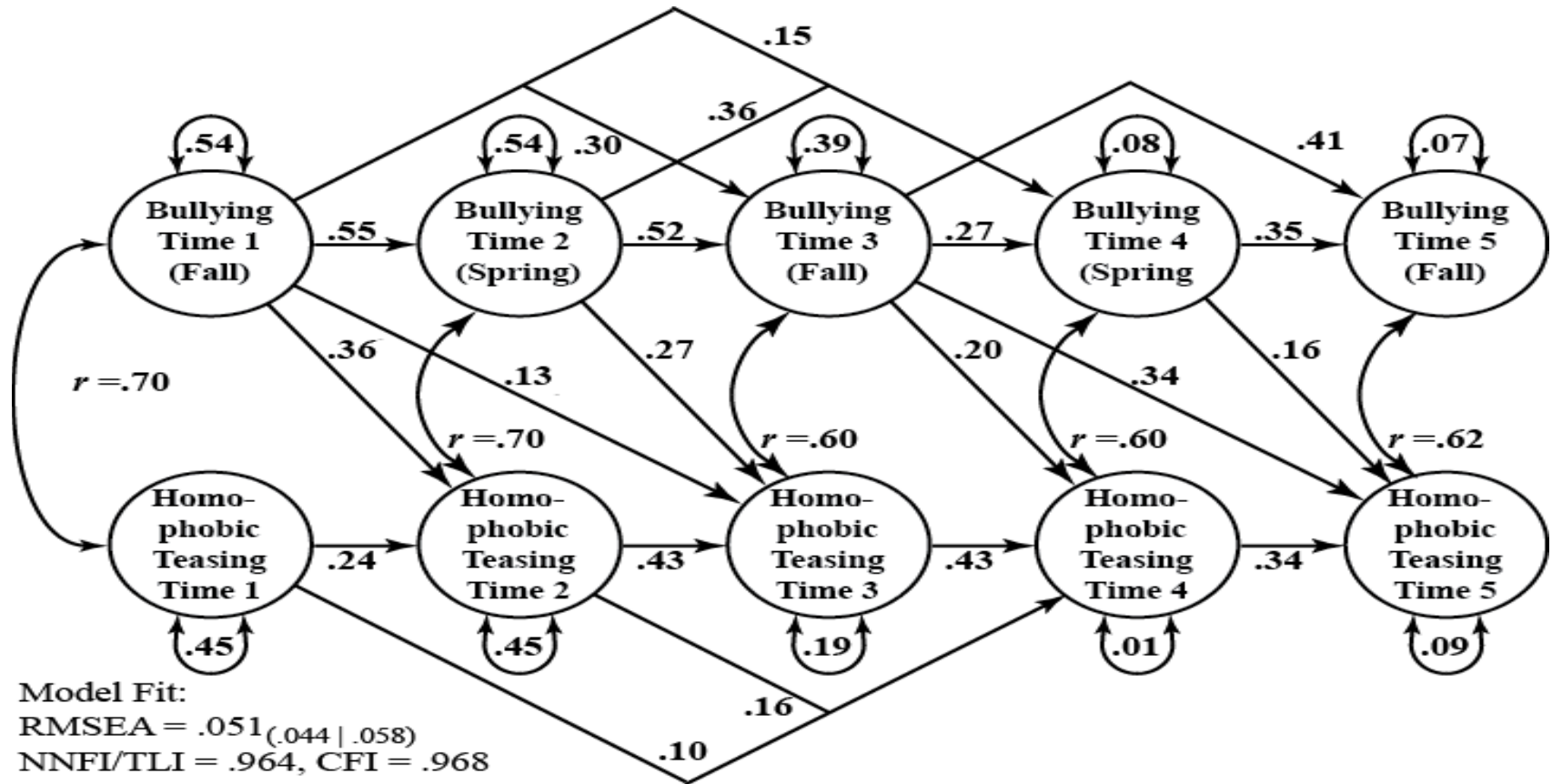
Figure 1. *Standardized parameter estimates from the panel model of the relations among bullying and homophobic teasing.*

Model Fit:
RMSEA = .051 (.044 | .058)
NNFI/TLI = .964, CFI = .968

(Espelage et al., under revision; Little, 2013)

Take-Away Messages

- Homophobic name-calling is prevalent in middle school (Meyer, 2009, 2010).

- Youth who bully resort to homophobic name-calling over the middle school years.

- Bully prevention programs should include a discussion of language that marginalizes gender non-conforming and lesbian, gay, bisexual (LGB) youth.

Longitudinal Results

Bullying Perpetration Wave 1

+

Homophobic Teasing Perpetration Wave 1

+

Sexual Harassment Perpetration Wave 2 (5)

+

Controlling for:

Sexual Harassment Perpetration Wave 1

+
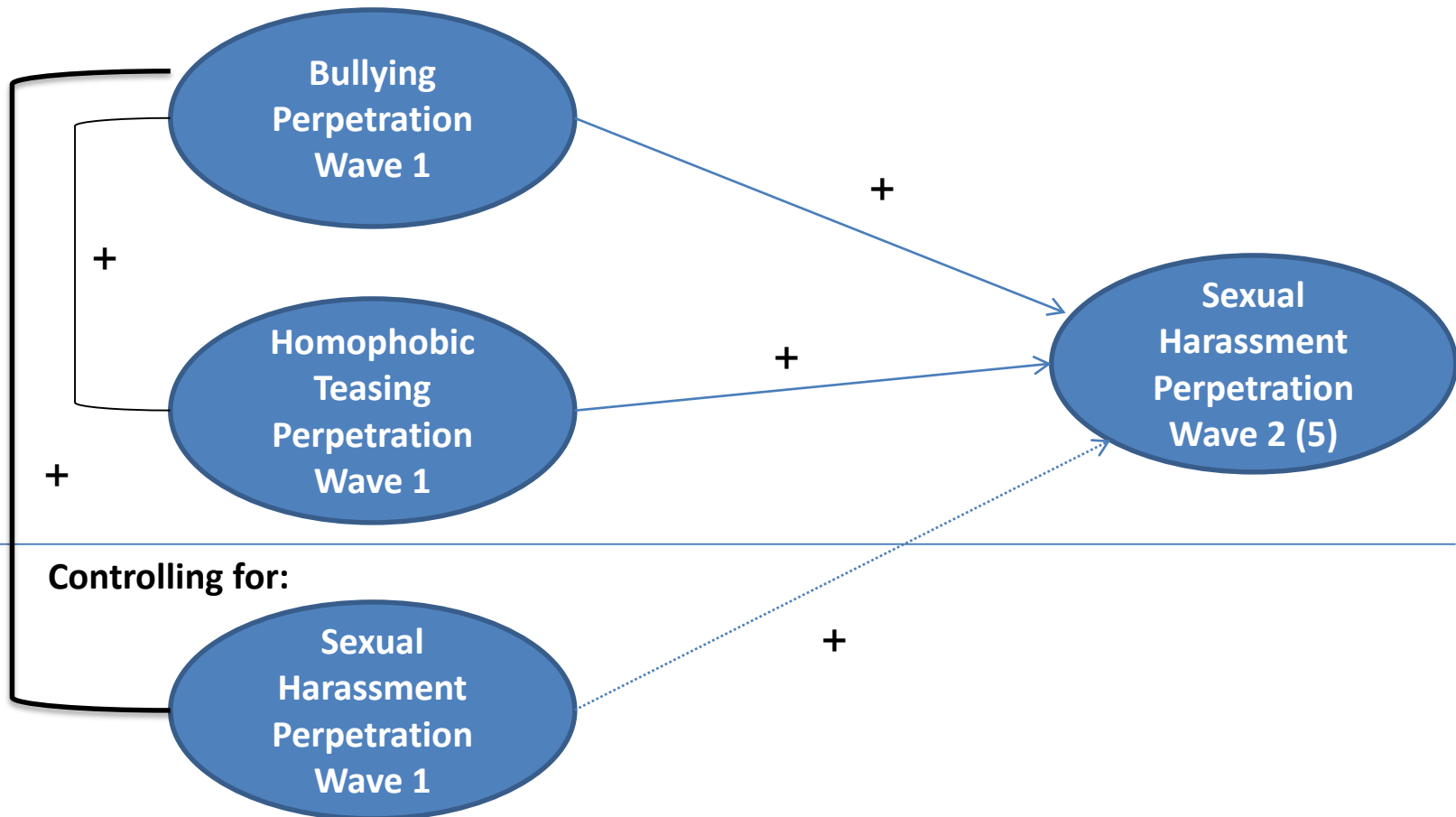
(Espelage, Basile, & Hamburger, 2012; Espelage, Basile, & De La Rue, 2014)

Take-Away Messages

- Strong longitudinal associations among bullying, homophobic bantering, and sexual harassment perpetration.

- For boys, bullying sexual violence link moderated by homophobic name-calling (Espelage et al., 2014)

Developmental model of bullying, sexual harassment and dating violence
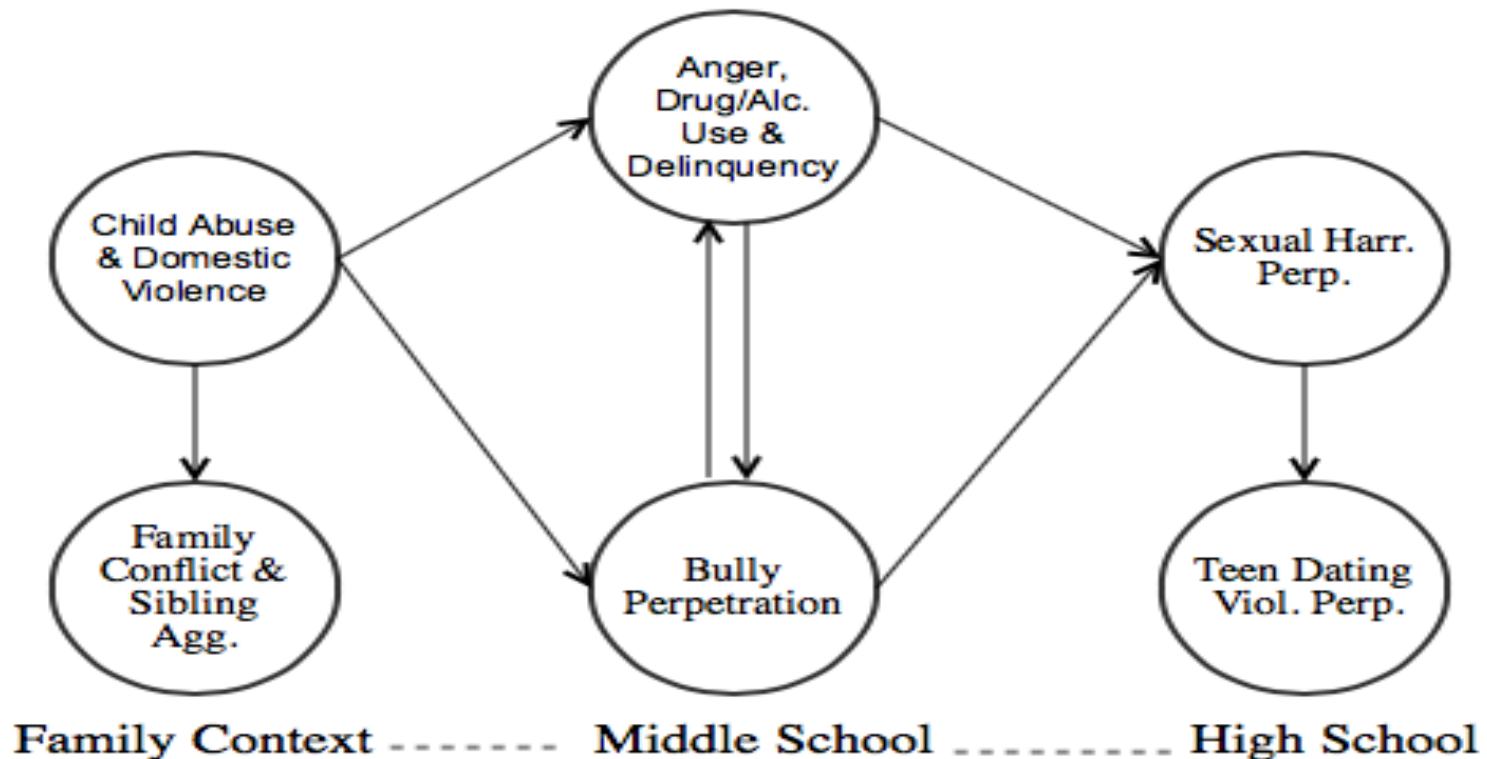
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Traditional Masculinity

– Students who bully others are more likely to also sexually harass other students at school.

– This longitudinal association is strongest for those boys and girls that adopt traditional masculine ideology.

– That is, if boys and girls think that boys should be stoic, not express emotion then their bullying of others will lead to an increase in sexually harassing behaviors.

(Espelage, Rao, & Little, 2012; Little, 2013)

Implications for Prevention

- Research must consider multiple contexts to identify longitudinal predictors, mediators, moderators associated with outcomes for youth who bully and later forms of violence.

- Bullying programs need to incorporate discussion of gender-based name-calling, sexual violence, and gender expression (homophobic language; Birkett & Espelage, 2010; Meyer, 2009, 2010; Espelage, 2016).

Social-Ecological Perspective

Society   Community   School /Peers   Family   Child
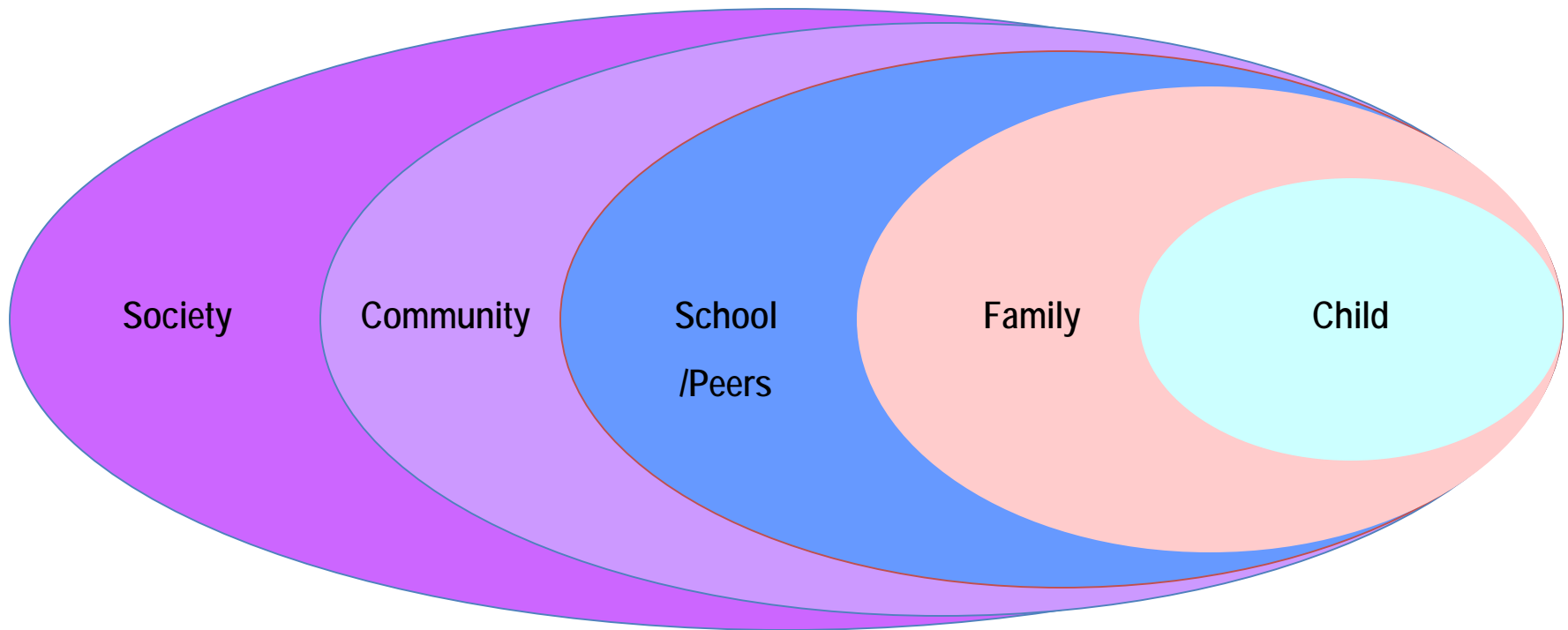
(Bronfenbrenner, 1979; Espelage & Horne, 2007; Espelage, 2014)

Meta-Analytic Study

- Cook, Williams, Guerra, Kim, & Sadek (2010)
  - Reviewed 153 studies since 1970
  - <u>Youth who bully other students</u>: have significant externalizing behavior, social competence and academic challenges, negative attitudes toward others, family characterized by conflict
  - <u>Peer Status & Bully varied by age:</u> Adolescents who bully have higher peer status than children who bully others

Individual Correlates of Bullying Involvement

- Depression/Anxiety
- Empathy
- Delinquency
- Impulsivity
- Other forms of Aggression
- Alcohol/Drug Use
- Positive Attitudes toward Violence/Bullying
- Low Value for Prosocial Behaviors
  - For review (Espelage & Horne, 2007; Espelage & Holt, 2012)

Family & School Risk Factors

- **FAMILY**
  - Lack of supervision
  - Lack of attachment
  - Negative, critical relationships
  - Lack of discipline/ consequences
  - Support for violence
  - Modeling of violence

- **SCHOOL**
  - Lack of supervision
  - Lack of attachment
  - Negative, critical relationships
  - Lack of discipline/ consequences
  - Support for violence
  - Modeling of violence

For review (Espelage, 2012; Espelage & Horne, 2007)

Ttofi & Farrington, 2011
Journal of Experimental Criminology

- Most comprehensive meta-analysis that applied the Campbell Systematic Review procedures.

- Reviewed 44 rigorous program evaluations and randomized clinical trials (RCT) (Ttofi & Farrington, 2011).

- Almost 2/3 of the studies were conducted outside of the US or Canada.

- 1/3 of the programs were based on the Olweus Bully Prevention Program (Olweus, 1999).

- Found that the programs, on average, were associated with a 20% – 23% decrease in bullying perpetration, and a 17% – 20% decrease in victimization.

- However, smaller effect sizes were found for RCT designs in comparison to non-RCT designs.

Ttofi & Farrington, 2011
Journal of Experimental Criminology

- Decreases in rates of *victimization* were associated with the following special program elements:
  - Non-punitive disciplinary methods
  - parent training/meetings
  - use of videos,
  - cooperative group work
  - greater duration and intensity of the program

- However, work with peers (e.g., peer mediation) was associated with an increase in victimization

- This iatrogenic finding is not new. Scholars have argued for a decade that peer mediation is contraindicated for bully prevention (Espelage & Swearer, 2003).

Ttofi & Farrington, 2011
Journal of Experimental Criminology

- Decreases in rates of *bully perpetration* for programs that included:
  - parent training/meetings
  - improved playground supervision
  - Non-punitive disciplinary methods
  - classroom management
  - teacher training
  - classroom rules
  - whole-school anti-bullying policy
  - cooperative group work
  - greater number of elements and the duration

- Programs - less effective in the US and in Canada

Willingness to Intervene in Bullying Episodes Among Middle School Students: Individual and Peer-Group Influences

Dorothy Espelage[1], Harold Green[2], and Joshua Polanin[3]

Abstract

This study examined the associations among gender, empathy, attitudes toward bullying, willingness to intervene, and bullying within peer groups in a sample of sixth and seventh-grade students ($N = 346$; M Age $= 12.22$ years). Peer groups were identified via social network analysis using NEGOPY (Richards, 1995) and peer-group predictors were evaluated with multilevel modeling. Male peer-group willingness to intervene results indicated significant between-group variation (i.e., high ICC). Perspective-taking was associated with greater willingness to intervene within male peer groups after controlling for initial levels of willingness to intervene. Greater bullying perpetration within one's peer group was highly predictive of less individual willingness to intervene. For females, willingness to intervene scores was not dependent on friendship group. This study suggests that bullying prevention

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A Meta-Analysis of School-Based Bullying Prevention Programs' Effects on Bystander Intervention Behavior

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Loyola University Chicago

Dorothy L. Espelage
University of Illinois Urbana—Champaign

Therese D. Pigott
Loyola University Chicago

Abstract. This meta-analysis synthesized bullying prevention programs' effectiveness at increasing bystander intervention in bullying situations. Evidence from 12 school-based programs, involving 12,874 students, indicated that overall the programs were successful (Hedges's $g = .20$, 95% confidence interval [CI] = .11 to .29, $p < .001$), with larger effects for high school (HS) samples compared to kindergarten through eighth-grade (K-8) student samples (HS effect size [ES] = 0.43, K-8 ES = 0.14; $p < .05$). A secondary synthesis from eight of the studies that reported empathy for the victim revealed treatment effectiveness that was positive but not significantly different from zero ($g = .05$, 95% CI = −.07 to .17, $p = .45$). Nevertheless, this meta-analysis indicated that programs increased bystander intervention both on a practical and statistically significant level. These results suggest that researchers and school administrators should consider implementing programs that focus on bystander intervention behavior supplementary to bullying prevention programs.

Bullying perpetration often occurs when bystanders are present (Hawkins, Pepler, & Craig, 2001; Lagerspetz, Bjorkqvist, Bertz, & King, 1982). In fact, some research has indicated that more than 80% of the time an observer witnesses victimization (O'Connell, Pepler, & Craig, 1999). Despite the presence of witnesses and bystanders, nearly 1 in 3 children report victimization by a bully in the past 2 months (Frey, Hirschstein, Edstrom, & Snell, 2009; Nansel et al., 2001; Wang, Iannotti, & Nansel, 2009). Consequentially, bullying occurs with an audience of members who play multiple roles (Salmavalli, Lagerspetz, Bjorkqvist, Osterman, & Kaukianen, 1996) and often fail to intervene on behalf of the victim with regularity. These bullying incidents have lasting negative effects on the bully, victim, and bystanders (Olweus, 2002; Swearer, Espelage, Villancourt, & Hymel, 2010; Sweeting, Young, West, & Der, 2006; Stevens, Oost, & Bourdeaudhuij, 2004).

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Bystander Interventions
(Polanin, Espelage, & Pigott, 2011)

- Meta-analysis synthesized the effectiveness of bullying prevention programs in altering bystander behavior to intervene in bullying situations.

- Evidence from twelve school-based interventions, involving 12,874 students, revealed that overall the programs were successful (ES = .21, C.I.: .12, .30), with larger effects for high school samples compared to K-8 student samples **(HS ES = .44, K-8 ES = .13; p = .001).**

- Analysis of empathy for the victim revealed treatment effectiveness that was positive but not significantly different from zero (ES = .05, CI: -.07, .17).

- Nevertheless, this meta-analysis indicated that programs were effective at changing bystander behavior both on a practical and statistically significant level.

Bystander Interventions (Polanin, Espelage, & Pigott, 2011)

Study (DoP)	Publication Type	Location	N (% male)	Grade range	Intervention Program	Intervention Type & Duration (in months)	Research Design	Intervention E.S.	Empathy E.S.
Andreou, Didaskalou, & Vlachou (2008)	Journal	Greece	418 (60)	4th-6th	Curriculum-Based Anti-Bullying	Group; 1	Quasi-experimental; one treatment and one control	-.01	-.19
Evers, Prochaska, Van Marter, Johnson, & Prochaska (2007)	Journal	Multiple US states	710 (41)	9th-12th	Build Respect	Indiv.; 2	Quasi-experimental matched; two treatment only one control	.46	NA
Fonagy et al. (2009)	Journal	Kansas	578 (46)	3rd-5th	CAPSLE	Group; 24	Experimental; matched school; two treatment and one control	.05	-.23
Frey et al. (2005)	Journal	Washington	913 (51)	3rd-6th	Steps to Respect	Group; 12	Experimental; matched schools; one treatment and one control	.11	.18
Karna, Voeten, & Little (2010)	Article	Finland	8166 (50)	4th- 6th	KiVa	Group, 9	Experimental; one treatment and one control	.14	.15

Rethinking Bystander Interventions

❑ Need to consider the following when considering a bystander intervention:

    ❑ Age of target population

    ❑ Gender of target population

    ❑ **Peer/adult norms around intervention: Including In-group and out-group norms, justification for bullying**

    ❑ Level of bullying and peer victimization experiences in the school

    ❑ Length of intervention & who to deliver

    ❑ Components of intervention (behavioral modification, modeling with media, awareness raising, parent training)

Raw Within–Study Anti–Bullying Effect

Meta-Analysis:

Yeager, Fong, Lee, & Espelage (2015)
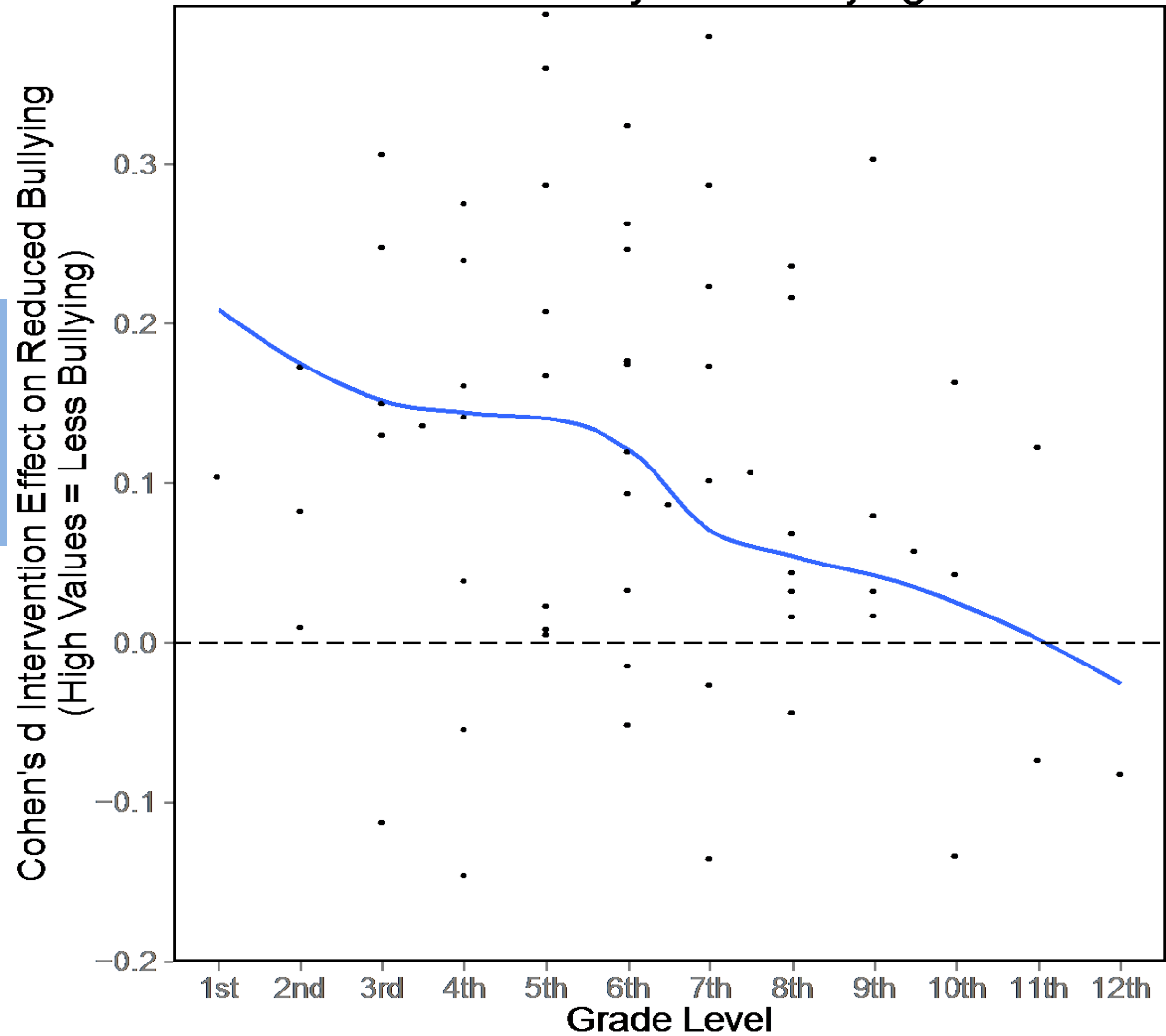
Bullying Prevention – Pushing The Field Forward

- Bullying co-occurs with other types of aggression and other risky behavior (delinquency, AOD).

- Overlapping risk and protective factors need to be targeted in school-based programs in order to address spectrum of problem behavior (Cataliano et al., 2002).

- Need to consider interventions that target multiple forms of violence and aggression that are salient for early adolescents, including peer victimization, homophobic teasing, and sexual harassment/violence (Espelage, Basile, & Hamburger, 2012; Hamby & Grych, 2013)

Social-Emotional Learning (SEL)

- SEL focuses on the systematic development of a core set of social and emotional skills that help youth more effectively handle life challenges, make better decisions, and thrive in both their learning and their social environments through a climate that supports the practicing of skills.

- A meta-analysis of 213 programs found that if a school implements a quality SEL curriculum, they can expect better student behavior and an 11 percentile increase in test scores (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

MULTI-SITE EVALUATION OF SECOND STEP: STUDENT SUCCESS THROUGH PREVENTION (SECOND STEP – SSTP) IN PREVENTING AGGRESSION, BULLYING, & SEXUAL VIOLENCE

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Second Step

Committee for Children, 2008

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.

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.

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.**

Program Goals

- **Research Foundations**
  - Risk and Protective Factors
  - Bullying
  - Brain Research
  - Positive Approaches to Problem Behavior
  - Developmental Needs of Young Adolescents

Levels and Lessons

Grade 6		Grade 7		Grade 8
Stepping Up	→	Stepping In	→	Stepping Ahead
Handling new responsibilities		Decision making, staying in control		Leadership, goal setting
15 lessons		13 lessons		13 lessons
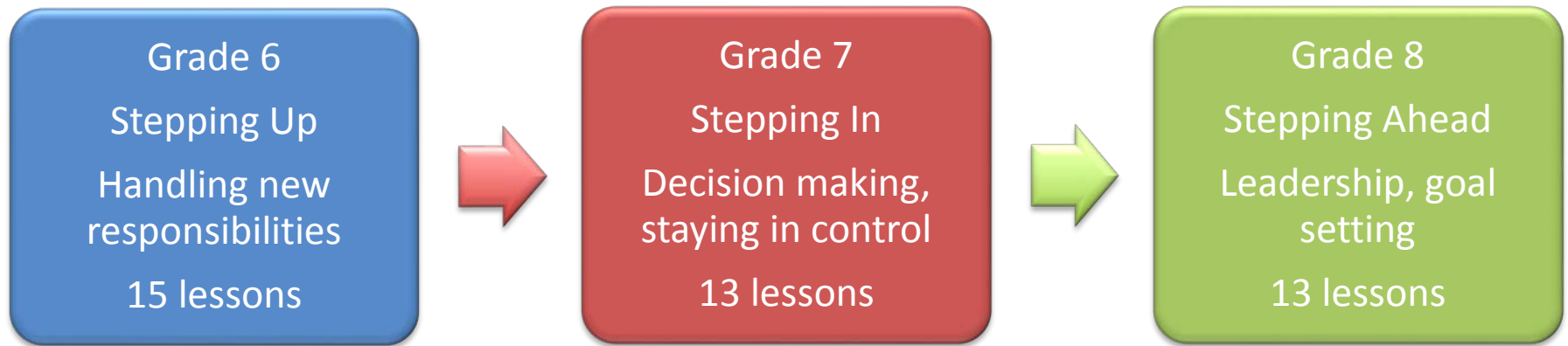
- 50 minutes to teach a complete lesson
- Each lesson is divided into two parts that can be taught separately

Major Study Objective

To rigorously evaluate the overall effectiveness of the Second Step: Student Success Through Prevention program on impacting bullying behavior, peer victimization, and sexual harassment/violence among a large sample of 6th graders in a nested cohort longitudinal design.

Study Timeline

Intervention Schools	6th Graders----------------7th Graders----------------8th Graders O_1 X_1 O_2 X_2 O_3 X_3 O_4					
Comparison Schools	6th Graders----------------7th Graders----------------8th Graders O_1 O_2 O_3 O_4					
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
O = Assessment **X** = Intervention	**Year 1 (2010-11)**		**Year 2 (2011-12)**		**Year 3 (2012-13)**	

Pre-Post (Year 1) Results

•The HGLM analysis indicated that students from the Second Step intervention schools had a significantly decreased probability of self-report fighting (γ_{01} = -.36, *p* < .05, O.R. = .70) in comparison to students in the control schools.

•The adjusted odds ratio indicated that the treatment effect was substantial; **individuals in intervention schools were 42% less likely to self-report fighting perpetration than students in the controls.**

Espelage, Low, Polanin, & Brown, 2013, *Journal of Adolescent Health*

Year 2 Results

• The HGLM analysis indicated that students from the Second Step intervention schools in Illinois had a significantly decreased probability of self-reported homophobic teasing victimization and sexual harassment perpetration (O.R.s = .64, .72) in comparison to students in the control schools.

• The adjusted odds ratio indicated that the treatment effect was substantial; **the odds of endorsing homophobic teasing victimization were 56.3% less likely for students in Illinois intervention schools and the odds of endorsing sexual violence perpetration were 38.8% less for students in Illinois intervention schools than students in control schools.**

• Further, schools where teachers spent more time prepping the lesson, invested additional financial resources, and consulted with others (fellow teachers) showed greater reduction in global statistic of all seven forms of aggression/victimization (Polanin & Espelage, 2014).

Espelage, Low, Polanin, & Brown, 2015, *Journal of Applied Developmental Psychology*

Opening the "Black Box"

For several decades, prevention science researchers has been calling for a shift from "black box" intervention evaluations to intervention approaches and analyses that elucidate the causal mechanisms that are associated with change in desired outcomes (Harachi, Abbott, Catalano, Haggerty, & Fleming, 1999; McGaughlin, 1987; Patton, 1979).

Year 3 Results

- Indirect effects of Second Step on outcomes Wave 4 by means of individual delinquency trajectories (Waves 1-3).

- More specifically, the Second Step intervention reduced delinquency across Waves 1-3, which in turn reduced all major aggression outcomes.

- Decrease in delinquency may contribute to youth being in more prosocial peer groups; less likely to engage in bullying and other forms of aggression.

Espelage, Van Ryzin, Low, & Polanin, (in press) *School Psychology Review*

Students with Disabilities –
Bully Perpetration
(Espelage, Rose, & Polanin, 2015; in press)
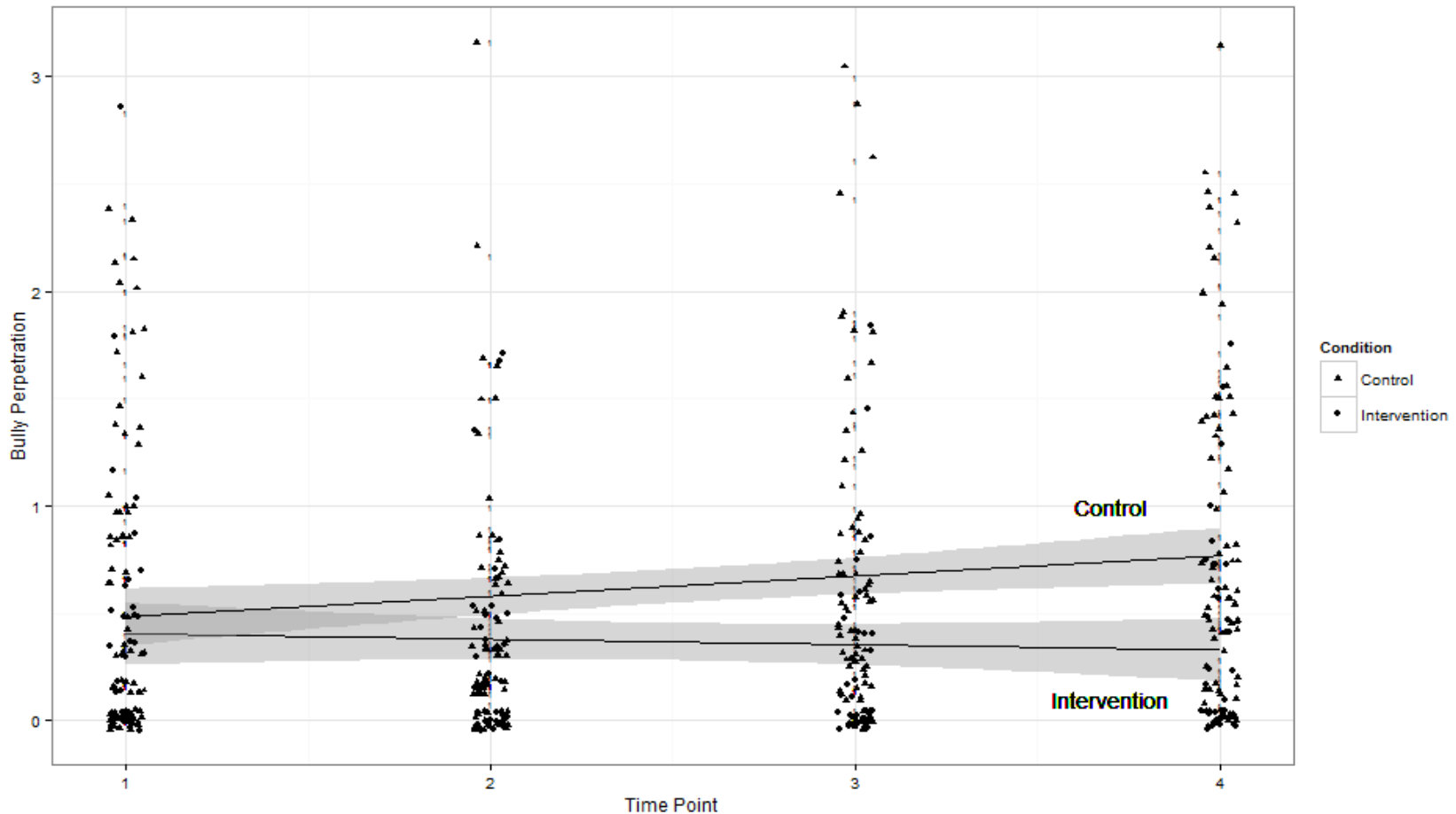
Teacher/Staff perceptions of school culture: Links to student reports of bullying, victimization, aggression, & willingness to intervene

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School Psychology Quarterly (2014)

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School Culture Matters

"school policies, attitudes and behaviors of teachers, administrators and the student body, and the overall atmosphere or school ethos, determine the internal life or social, emotional, and motivation climate of the school." (Kasen et al., 2004).

School Environment Scale

- **Six scales emerged from factor analyses, measuring teacher/staff PERCEPTIONS OF:**
  - **Student intervention (5 items; α = .83)**
  - **Staff intervention (5 items; α = .89)**
  - **Aggression being a problem (5 items; α = .80)**
  - **School is doing professional development/administrator support (8 items; α = .90)**
  - **Positive school climate overall (7 items; α = .85)**
  - **Gender Equity/Intolerance of Sexual Harassment (7 items; α = .79)**

Final Multi-level Model

Variable	Bullying Perpetration		Peer Victimization		Physical Aggression		Willingness to Intervene	
	β (SE)	B	β (SE)	B	β (SE)	B	β (SE)	B
Intercept	.39 (.03)**	-	.96 (.04)**	-	.96 (.05)**	-	2.03 (.04)**	-
Individual								
Female	-.03 (.02)	-.03	-.05 (.03)	-.05	-.20 (.03)**	-.21	.14 (.02)**	.14
Mother's Education	.01 (.01)	.01	.01 (.03)	.03	-.01 (.01)	-.03	.02 (.01)**	.08
White	.17 (.02)**	-.15	.11 (.05)*	.10	-.51 (.05)**	-.47	.18 (.03)**	.17
Hispanic	-.17 (.02)**	-.17	-.23 (.05)**	-.23	-.47 (.05)**	-.46	.09 (.03)**	.09
Asian	-.22 (.04)**	-.07	-.13 (.07)	-.04	-.64 (.06)**	-.21	.19 (.05)**	.06
Bi-racial	.11 (.03)**	-.08	-.01 (.08)	-.01	-.29 (.05)**	-.2	.12 (.03)**	.08
School-level								
Student Intervention	.15 (.14)	.04	-.03 (.18)	-.01	.19 (.20)	.05	-.07 (.10)	-.02
Staff Intervention	.15 (.10)	.04	.30 (.22)	.07	.02 (.19)	.01	.02 (.11)	-.01
Aggression Problem	-.07 (.08)	-.04	-.14 (.12)	-.08	.09 (.12)	.05	-.18 (.06)**	-.10
School Commitment to Bully Prevention	-.20 (.06)**	-.13	-.42 (.09)**	-.27	-.17 (.08)*	-.11	.08 (.05)	.05
Positive Teacher-Staff-Student Interactions	-.01 (.11)	.01	.14 (.16)	.04	-.23 (.21)	-.07	-.13 (.08)	.02
Gender equity/intolerance of sexual harassment	-.23 (.10)*	-.08	-.71 (.20)**	-.24	-.13 (.14)	-.05	-.13 (.08)	-.05
State	.05 (.05)	.05	-.04 (.03)	-.04	.05 (.07)	.05	.03 (.04)	.03
Free/Reduced Lunch	.01 (.01)	.05	-.01 (.01)*	-.14	.01 (.02)*	.26	-.01 (.01)*	-.12
% Female	-.66 (.29)*	-.07	-.71 (.32)*	-.08	-.45 (.42)	-.05	.17 (.25)	.02
% White	.17 (.11)	.06	-.49 (.15)**	-.18	.64 (.24)**	.23	-.25 (.11)*	-.09

Final Multi-level Model

Variable	Bullying Perpetration		Peer Victimization		Physical Aggression		Willingness to Intervene	
	β (SE)	B	β (SE)	B	β (SE)	B	β (SE)	B
Intercept	.39 (.03)**	-	.96 (.04)**	-	.96 (.05)**	-	2.03 (.04)**	-
Individual								
Female	-.03 (.02)	-.03	-.05 (.03)	-.05	-.20 (.03)**	-.21	.14 (.02)**	.14
Mother's Education	.01 (.01)	.01	.01 (.03)	.03	-.01 (.01)	-.03	.02 (.01)**	.08
White	.17 (.02)**	-.15	.11 (.05)*	.10	-.51 (.05)**	-.47	.18 (.03)**	.17
Hispanic	-.17 (.02)**	-.17	-.23 (.05)**	-.23	-.47 (.05)**	-.46	.09 (.03)**	.09
Asian	-.22 (.04)**	-.07	-.13 (.07)	-.04	-.64 (.06)**	-.21	.19 (.05)**	.06
Bi-racial	.11 (.03)**	-.08	-.01 (.08)	-.01	-.29 (.05)**	-.2	.12 (.03)**	.08
School-level								
Student Intervention	.15 (.14)	.04	-.03 (.18)	-.01	.19 (.20)	.05	-.07 (.10)	-.02
Staff Intervention	.15 (.10)	.04	.30 (.22)	.07	.02 (.19)	.01	-.02 (.11)	-.01
Aggression Problem	-.07 (.08)	-.04	-.14 (.12)	-.08	.09 (.12)	.05	-.18 (.06)**	-.10
School Commitment to Bully Prevention	-.20 (.06)**	-.13	-.42 (.09)**	-.27	-.17 (.08)*	-.11	.08 (.05)	.05
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Gender equity/intolerance of sexual harassment	-.23 (.10)*	-.08	-.71 (.20)**	-.24	-.13 (.14)	-.05	-.13 (.08)	-.05
State	.05 (.05)	.05	-.04 (.03)	-.04	.05 (.07)	.05	.03 (.04)	.03
Free/Reduced Lunch	.01 (.01)	.05	-.01 (.01)*	-.14	.01 (.02)*	.26	-.01 (.01)*	-.12
% Female	-.66 (.29)*	-.07	-.71 (.32)*	-.08	-.45 (.42)	-.05	.17 (.25)	.02
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Staff Intervention	.15 (.10)	.04	.30 (.22)	.07	.02 (.19)	.01	-.02 (.11)	-.01
Aggression Problem	-.07 (.08)	-.04	-.14 (.12)	-.08	.09 (.12)	.05	**-.18 (.06)****	-.10
School Commitment to Bully Prevention	**-.20 (.06)****	**-.13**	**-.42 (.09)****	**-.27**	**-.17 (.08)***	-.11	.08 (.05)	.05
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% Female	-.66 (.29)*	-.07	-.71 (.32)*	-.08	-.45 (.42)	-.05	.17 (.25)	.02
% White	.17 (.11)	.06	-.49 (.15)**	-.18	.64 (.24)**	.23	-.25 (.11)*	-.09

Teacher/Staff perceptions of school culture: Links To Student Reports Of Gender-based Bullying

Sarah Rinehart, M.A.

Dorothy L. Espelage, Ph.D.

University of Illinois, Urbana-Champaign

Psychology of Violence (2015)

What about Homophobic Name-calling?

Variable	Homophobic Name-calling Perpetration		Homophobic Name-calling Victimization	
	β (SE)		β (SE)	
Gender equity/intolerance of sexual harassment	**-.40 (.11)****		**-.36 (.12)****	

Rhinehart & Espelage, 2015

Conclusions

• Prevention programs yield reductions in bullying and victimization, and gender-based aggression.

• Effects are strongest among elementary school children & diminish has youth mature.

• Perceptions of staff matter – intolerance for sexual harassment is critical to reduce gender-based bullying and other forms of aggression.

• Finally, to narrow the research-practice gap, the research must be RIGOROUS & RELEVANT

Evidence-Based Programs:

Elementary-School Level

Al's Pals

- Al's Pals: Kids Making Healthy Choices is a school-based prevention program that seeks to develop social-emotional skills such as self-control, problem-solving, and healthy decisionmaking in children **ages 3-8** in preschool, kindergarten, and first grade.
- http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=116
- http://www.wingspanworks.com/educational_programs/als_pals_index.php

Al's Caring Pals

- *Al's Caring Pals* provides training and materials for **home-based child care providers** that develop social skills and healthy decision-making in **children 3 - 8 years old**. Based on resilience and protective factors research, *Al's Caring Pals* strengthens the abilities of caregivers to support children's positive development, build meaningful relationships with children, and create a nurturing environment.

- http://www.wingspanworks.com/educational_programs/als_caring_pals.php

Lesson One: The ABCs of Life

- <u>Lesson One: The ABCs of Life</u> is a universal, school-based intervention designed to integrate social competency skills with academics in **prekindergarten through grade 6**. Grounded in the theory of social and emotional competence, Lesson One prepares children with the basic life skills that they will need throughout their lives to make healthy decisions; avoid violence, bullying, and other risk-taking behaviors; and achieve personal and academic success. An additional goal of the intervention is to create a cultural change within each school, both inside and outside the classroom, so that children feel comfortable enough to learn, practice, and internalize these skills. The skills and concepts targeted by Lesson One include respect, listening, diversity, and trying one's best; self-control; stress reduction; self-confidence; responsibility; thinking and problem-solving; and cooperation.

- http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=283
- http://www.lessonone.org

Ripple Effect

- <u>Ripple Effects Whole Spectrum Intervention System</u> (Ripple Effects) is an interactive, software-based adaptive intervention for students that is designed to enhance social-emotional competencies and ultimately improve outcomes related to school achievement and failure, delinquency, substance abuse, and mental health. Two versions of the software are available: **Ripple Effects for Kids (grades 2-5) and Ripple Effects for Teens (grades 6-10).** The software presents students with peer-narrated tutorials that address social-emotional competencies (e.g., self-understanding, empathy, impulse control, emotional regulation, assertiveness, decisionmaking, connection to community), present science-based information about group-level risk factors, and give each student personalized guidance to address risk and protective factors specific to the student's environment and personal goals.
- http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=210

- http://www.rippleeffects.com/index.html

Creating a Peaceful School Learning Environment

- <u>CAPSLE: Creating a Peaceful School Learning Environment</u>, schoolwide climate change intervention for students in **kindergarten through 12th grade**, is designed to reduce student aggression, victimization, aggressive bystander behavior, and disruptive or off-task classroom behaviors. CAPSLE aims to improve the capacity of students to interpret their own behaviors with greater self-reflection and mentally appreciate the beliefs, wishes, and feelings of others. The intervention is built on a psychodynamic social systems model that views aggressive school behavior (e.g., bullying) as being created and mutually reinforced by a triadic social interaction of the aggressor, the victim, and the bystanders, and it aims to transform bystanders into natural leaders who speak up and intervene in instances of aggression.

- http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=313

http://www.backoffbully.com/Pages/peacefulSchools.html

Rock in Prevention

- <u>Rock In Prevention, Rock PLUS</u>, is a 12-week classroom curriculum designed for **grades 3-6** that uses music and the arts as interactive teaching tools to influence behaviors and attitudes related to the use of four targeted substances: alcohol, tobacco, marijuana, and inhalants. The intervention is also designed to increase awareness of the risks of substance use; develop personal and social skills; encourage parental involvement; and foster a number of positive traits, such as academic achievement, health and wellness, media literacy, anger management, problem solving, and anti-bullying attitudes.

- http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=267

- http://www.rockinprevention.org/

Evidence-Based Programs:

Middle-School Level

The Fourth R: Skills for Youth Relationships

- <u>The Fourth R: Skills for Youth Relationships</u> is a curriculum for **8th- and 9th-grade** students that is designed to promote healthy and safe behaviors related to dating, bullying, sexuality, and substance use. The Fourth R is composed of three units: (1) personal safety and injury prevention, (2) healthy growth and sexuality, and (3) substance use and abuse. Each unit contains seven 75-minute classes, which are delivered by trained teachers and integrated into the school's standard health and physical education curriculum. The Fourth R engages students with exercises to define and practice the rights and responsibilities associated with healthy relationships.

- http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=207

- http://www.youthrelationships.org/

Point Break

- <u>Point Break</u> is a 1-day (6 hour) workshop for **middle and high school students** that aims to promote resiliency, break down educational and social barriers between youth, and ultimately, reduce campus violence by teaching the value of conflict resolution and respect for others. The group activities in Point Break are designed to alter eight key attitudes, behaviors, and values: bullying, willingness to reach for help, gossiping, openness of expression, judging others, valuing others, empathy toward others, and hopeful life outlook.

- http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=289

- http://www.pointbreakonline.org/

SANKOFA

- <u>The SANKOFA Youth Violence Prevention</u> Program is a strengths-based, culturally tailored preventive intervention for **African American adolescents ages 13-19**. School-based intervention is to equip youth with the knowledge, attitudes, skills, confidence, and motivation to minimize their risk for involvement in violence, victimization owing to violence, and other negative behaviors, such as alcohol and other drug use. The intervention promotes resilience and survival in difficult and even life-threatening situations. SANKOFA, a word of African origin, means "looking back in order to move forward," and traditional African values of consciousness, caring, connectedness, character, competency, commitment, and courage are basic tenets of the intervention, which is guided by an ecological framework and the theory of planned behavior.
- http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=226

- http://ubhc.umdnj.edu/chsfc/programs/SANKOFA.html

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.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.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/
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

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

   Gay, Lesbian, Straight, Education Network Main Website Educators