Successful Anti-Bullying Approaches

By

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Outline:

Why should we care about bullying in schools?:

Context: Bullying does not happen in isolation:

*Student on Student Bullying – Focus of most research.*

Bullying definition:

Prevalence in Newfoundland and Labrador schools:
Nonrecommended Approaches to Bullying Prevention

What works:

Programs that have been shown to decrease bullying and victimization:

What we have in Newfoundland and Labrador to create safe schools:

To sum up, what needs to happen to make schools safer for all:

To conclude:
Why should we care about bullying in schools?:

Health related problems associated with being bullied include suicidal ideation (Due et al., 2005), being hurt physically (Baldry & Farrington, 1999; Craig, Peters, Konarski, 1998), and prevalence of self-reported symptoms of anxiety or depression (Bond, Carlin, Thomas, Rubin, & Patton, 2001).

The impact of being bullied has been shown to have long-term implications for adults, such as increased incidences of depression and low self-esteem (Olweus, 1994; O’Moore & Kirkham, 2001).

Further evidence has shown that both the bully and the bystander are at risk for health related problems (Rivers, Poteat, Noret, & Ashurst, 2009).

A number of children are at risk of not achieving the three determinants of health as a result of being bullied: child development, education and safe schooling.
Context: Bullying does not happen in isolation:

Figure 1: Brofenbrenner’s Ecological System Model Applied to the School Setting

Permission to use granted by Chang-Hun Lee, pg 40. An Ecological prediction model of bullying behaviors among South Korean Middle School students. Unpublished Doctoral thesis. Michigan State University, Michigan, USA.

Student on Student Bullying – Focus of most research.

But bullying can occur between:

- Student-Teacher
- Teacher-Student
- Parent-Teacher
- Parent-Student
- Teacher-Parent
- Principal-Teacher
- Teacher-Principal
- Teacher-Teacher
Bullying definition:

• We say a student is being bullied when another student, or several other students:

  • say mean and hurtful things or make fun of him or her or call him or her mean and hurtful names
  
  • completely ignore or exclude him or her from their group of friends or leave him or her out of things on purpose
  
  • hit, kick, push, shove around, or lock him or her inside a room
  
  • tell lies or spread false rumours about him or her or send mean notes and try to make other students dislike him or her
  
  • and other hurtful things like that.

• When we talk about bullying, these things may happen repeatedly, and it is difficult for the student being bullied to defend himself or herself. We also call it bullying when a student is teased repeatedly in a mean and hurtful way.

• But we don’t call it bullying when the teasing is done in a friendly and playful way. Also, it is not bullying when two students of about the same strength or power argue or fight.

• Three elements: Intentionality, repeated and there is an imbalance of power. Dan Olweus, 2013
# Prevalence in Newfoundland and Labrador schools:

Prevalence of Bullying Victimization and Bullying Behaviour during the Past 12 Months

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Never</th>
<th>Once or a few times</th>
<th>About once a month</th>
<th>About once a week</th>
<th>Many times a week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victimization – physical</td>
<td>4190</td>
<td>60.3%</td>
<td>27.0%</td>
<td>4.8%</td>
<td>3.3%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Victimization – verbal</td>
<td>4200</td>
<td>39.6%</td>
<td>36.1%</td>
<td>8.6%</td>
<td>6.8%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Victimization – social</td>
<td>4190</td>
<td>47.9%</td>
<td>34.6%</td>
<td>7.7%</td>
<td>4.6%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Victimization – cyber</td>
<td>4132</td>
<td>73.8%</td>
<td>17.2%</td>
<td>3.9%</td>
<td>2.2%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Bullying – physical</td>
<td>4191</td>
<td>69.2%</td>
<td>21.3%</td>
<td>3.7%</td>
<td>2.5%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Bullying – verbal</td>
<td>4183</td>
<td>55.4%</td>
<td>31.6%</td>
<td>5.1%</td>
<td>3.5%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Bullying – social</td>
<td>4185</td>
<td>64.7%</td>
<td>25.5%</td>
<td>4.5%</td>
<td>2.4%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Bullying – cyber</td>
<td>4185</td>
<td>81.8%</td>
<td>11.3%</td>
<td>3.0%</td>
<td>1.6%</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

Prevalence of Bullying Victimization and Bullying Behaviour by Grade Level during the Past 12 Months

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Grade 6</th>
<th>Grade 9</th>
<th>Grade 12</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victimization – physical</td>
<td>4142</td>
<td>44.9%</td>
<td>40.0%</td>
<td>31.5%</td>
<td>61.44, df = 8, p &lt; .001</td>
</tr>
<tr>
<td>Victimization – verbal</td>
<td>4152</td>
<td>57.1%</td>
<td>64.4%</td>
<td>60.0%</td>
<td>24.74, df = 8, p &lt; .01</td>
</tr>
<tr>
<td>Victimization – social</td>
<td>4142</td>
<td>47.4%</td>
<td>54.4%</td>
<td>56.2%</td>
<td>41.59, df = 8, p &lt; .001</td>
</tr>
<tr>
<td>Victimization – cyber</td>
<td>4084</td>
<td>17.4%</td>
<td>30.8%</td>
<td>32.0%</td>
<td>107.91, df = 8, p &lt; .001</td>
</tr>
<tr>
<td>Bullying – physical</td>
<td>4143</td>
<td>28.5%</td>
<td>36.0%</td>
<td>26.8%</td>
<td>77.96, df = 8, p &lt; .001</td>
</tr>
<tr>
<td>Bullying – verbal</td>
<td>4135</td>
<td>33.9%</td>
<td>52.7%</td>
<td>49.0%</td>
<td>154.97, df = 8, p &lt; .001</td>
</tr>
<tr>
<td>Bullying – social</td>
<td>4137</td>
<td>25.0%</td>
<td>41.5%</td>
<td>41.8%</td>
<td>139.31, df = 8, p &lt; .001</td>
</tr>
<tr>
<td>Bullying – cyber</td>
<td>4137</td>
<td>8.2%</td>
<td>24.6%</td>
<td>24.0%</td>
<td>180.43, df = 8, p &lt; .001</td>
</tr>
</tbody>
</table>

Note. *Results for those students indicating that they were bullied or were a bully once or a few times to many times a week.

Nonrecommended Approaches to Bullying Prevention

Brief assemblies or one-day awareness events - unlikely to change a climate of bullying (Farrington & Ttofi, 2009).

Zero-tolerance policies – mandate suspension – may result in under reporting of bullying incidents. (Farrington & Ttofi, 2009). Limited evidence that they curb aggression or bullying.

Youth or peer facilitated programs such as peer mediation, peer-led conflict resolution (Farrington & Ttofi, 2009). May actually lead to increases in victimization.

Conflict and restorative justice not typically recommended for bullying. Why? Suggests equal power, bringing targets and bullies together, this may be hurtful to the victim. Need more research to ensure the effectiveness of these approaches. Does seem to be working in St. John’s through Dr. Dorothy Vaandering’s research. Has to be done by very experienced people.

What works:

Anti-bullying programs, when fully implemented have been found to work. A meta-analysis by Ttofi & Farrington, 2011 found that bullying on average decreased by 20-23% and victimization by 17-20% when programs are implemented properly.

More intensive and longer duration programs are more effective; also that the more components enacted show that there is a dose response effect on bullying. That is bullying activity is decreased.

Programs that included, parent meetings, firm disciplinary methods and improved playground supervision are components of effective anti-bullying programs.

Programs that have been shown to decrease bullying and victimization:

Table 1
Antibullying Program Evaluation Outcomes and Presence of the Core Tenets in the Four Model Antibullying Programs

<table>
<thead>
<tr>
<th>Variable</th>
<th>Olweus Bullying Prevention Program (Norway)</th>
<th>The Seville Study (SAVE Model; Spain)</th>
<th>DFE Sheffield Anti Bullying Project (United Kingdom)</th>
<th>KiVa (Finland)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Craig, Pepler, Murphy, &amp; McCuaig-Edge (2010) scientific merit score</td>
<td>13</td>
<td>13</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Ttofi &amp; Farrington (2011) effect size for bullying reduction</td>
<td>Neutral-desirable range</td>
<td>Neutral-desirable range</td>
<td>Neutral-desirable range</td>
<td>Neutral-desirable range</td>
</tr>
<tr>
<td>Ttofi &amp; Farrington (2011) effect size for victimization reduction</td>
<td>Neutral-desirable range</td>
<td>Desirable range</td>
<td>Neutral-desirable range</td>
<td>Neutral-desirable range</td>
</tr>
</tbody>
</table>

Core tenets of universal bullying prevention approaches

| Theoretical foundation | X | X | X | X |
| Whole-school approach | X | X | X | X |
| Positive school climate | X | X | X | X |
| Leadership involvement | X | I | X | X |
| Teacher and staff training on prevention of bullying | X | X | X | X |
| Emphasis on SECD | I | X | X | X |
| Promote “upstanders” | X | X | X | X |
| Systematic evaluation | X | X | X | X |
| Developmentally appropriate | I | I | X | X |
| Coordination of antibullying efforts | X | | | X |
| Sustainability | X | I | X | X |

Core tenets of selected/indicated bullying prevention approaches

| Effective management of bullying incidents | X | X | X | X |
| Teacher and staff training on managing bullying | X | X | X | X |
| School antibullying policy | X | X | X | X |
| HIBAT | X | | | X |

Note. X indicates the presence of the core tenet in strategies employed by the program. I indicates that the core tenet is implicitly used in the program through publications.
aThe scientific merit score reported by Craig et al. (2010) had a range of 0 to 17 (the top-ranked program score was 17 and the second-ranked program score was 13). This score encompassed the degree of scientific rigor with which the program was evaluated and demonstrated effects. Only programs scoring in the top 10 were selected to be compared on effect sizes of bullying and victimization reduction reported by Ttofi and Farrington (2011). bIndividual effect sizes reported by Ttofi and Farrington (2011) are not reported here since they review multiple studies assessing the same program and therefore only ranges are indicated. Ttofi and Farrington map these effect sizes across four levels ranging from undesirable to desirable.

What we have in Newfoundland and Labrador to create safe schools:

Safe and Caring Schools Policy (Includes PBS and SEL as components)

Research shows that Positive Behaviour Supports (PBS) and Social Emotional Learning (SEL) have positive outcomes:

Increases in pro-social behaviours.

Decreases in problem behaviours, disciplinary actions such as ODRS (serious incidents of problem behaviours), suspensions, and expulsions.

Improvements in school social environments, increased academic achievement, and school survival skills such as work habits and social growth.

Fidelity of implementation of a practice is related to its effectiveness.
As a part of the provincial Safe & Caring Schools Policy, school responsibilities are:

4.1.3.1. Emphasize and prioritize safe and caring schools in future school development plans by formally incorporating a safe and caring schools goal.
4.1.3.2. Review school-based policies, procedures and practices to align them with the provincial Safe & Caring Schools Policy and its procedures, district protocols and the district safe and caring schools action plan.
4.1.3.3. Develop a school-based Code of Conduct, in line with the provincial Code of Conduct Guidelines and Template, and ensure its ongoing and consistent implementation.
4.1.3.4. Consistently respond to bullying, and other inappropriate behaviours which occur within the school community or affect the teaching and learning environment, as outlined in the school’s Code of Conduct.
4.1.3.5. Collaborate with the district on policy implementation, evaluation and reporting of progress.
4.1.3.6. Engage in safe and caring schools data collection and analysis, utilizing the procedures outlined in the Safe & Caring Schools Procedure 1 - A School-Wide Approach - Positive Behaviour Supports and Safe & Caring Schools Procedure 6 - Safe & Caring Schools Policy Implementation Progress, and use these data to inform daily practice, decision-making and professional learning needs.
4.1.3.7. Report inappropriate student behaviour to district office on a monthly basis, as outlined in the Safe & Caring Schools Procedure 1 - A School-Wide Approach - Positive Behaviour Supports.
4.1.3.8. Encourage all stakeholders to access safe and caring schools information and resources.
4.1.3.9. Collaborate with the district in determining and supporting the training needs of school staff.
4.1.3.10. Identify and facilitate the sharing of successful school initiatives and best practices that support Safe & Caring Schools Policy implementation.
4.1.3.11. Implement school-wide positive behaviour supports.
4.1.3.12. Support safe and caring initiatives at the school and classroom level.
4.1.3.13. Ensure that all staff share the responsibility for Safe & Caring Schools Policy implementation and monitoring at the school level.
4.1.3.14. Avail of the services of the district safe and caring schools itinerant(s) to support implementation of the Safe & Caring Schools Policy and professional learning.
4.1.3.15. Make a concerted effort to connect safe and caring schools initiatives with curriculum outcomes.
4.1.3.16. Teach, model and practice positive social behaviours both in person and online.
4.1.3.17. Engage the students in the implementation of the Safe & Caring Schools Policy and the creation of a safe, caring and inclusive school.
4.1.3.18. Enhance communication with parents and community partners to build public awareness of safe and caring schools initiatives and encourage them to be actively involved with implementation.
School Wide Positive Behaviour Supports

4.2.4. The practice of SWPBS will be guided by six important components:

4.2.4.1 A school-based continuum of evidence-based interventions and supports for academic and behavioural excellence are developed.
4.2.4.2 Data are used to make decisions and solve problems.
4.2.4.3 The environment is arranged to prevent the development and occurrence of problem behaviour.
4.2.4.4 Prosocial skills and behaviours are taught and encouraged.
4.2.4.5 Behavioural practices are implemented with fidelity and accountability.
4.2.4.6 Student performance & progress are monitored regularly

Social-Emotional Learning

Social emotional learning (or character education) is a process for developing life skills, such as:

- Respecting self and others.
- Appreciating differences.
- Recognizing our emotions and learning how to manage feelings.
- Recognizing the emotions and perspectives of others, and developing empathy.
- Maintaining healthy, positive relationships.
- Resisting negative peer pressure.
- Working effectively with others.
- Cooperating, negotiating, and managing conflict.
- Listening and communicating accurately and clearly.
- Setting positive and realistic goals.
- Problem solving, decision making, and planning.
- Help-seeking and help-giving.
- Showing ethical and social responsibility
To sum up, what needs to happen to make schools safer for all:

School

Principles’ commitment to allocate resources to bullying-related activities appears to be associated with improvements (Olweus, 2004).

Key factor – commitment to program implementation (Rigby, 2002).

Teachers are the key agents of change with regard to adoption and implementation of Olweus Bullying Program in school (Olweus, 2004).

One of the most highly recommended and widely implemented strategies for addressing bullying problems in school is providing training to teachers and other school personnel (Frey et al., 2005; O’Moore, 2000).

KEY - Common components of these trainings include: definition of bullying, bullying prevalence, signs of bullying and victimization, impact of bullying on educational and social-emotional developmental outcomes, contributing factors to bullying, and strategies for prevention and intervention (O’Moore, 2000).

The most important program elements in reducing bullying were meetings and training efforts for parents and close playground supervision. Firm disciplinary sanctions for students engaged in bullying such as serious talks, principal referrals, and loss of privileges were also associated with reduced bullying.


Teachers who participate in a bullying prevention program, feel more confident about handling bullying problems, and feel more positively about working with parents regarding bullying problems (Alsaker, 2004).

School Climate

Creation of caring and respectful relationships are critical to preventing bullying.

Parents

May be hard to engage the bullies parents but this essential to alleviating the problem.
Community

Getting the help of the community is important. Police, etc.

Education and training to increase awareness of the problem.

A “whole-school approach” whereby the resources of the whole school, community, including parents, teachers, and students, are coordinated in a systematic manner.

Working cooperatively with parents.

Two components for successful anti-bullying programs: parental and community involvement.
To conclude:

Five factors important to implementation:

Perceived staff importance, teachers having read program information, teachers perceptions of level of bullying in class, teachers’ own victimization during childhood, and effective teacher involvement in the program (Olweus, 2004).

Openness in communication among teachers, school attention to bullying problems, and teacher-teacher collaboration (negatively associated).

Six key recommendations for school policy that emerge from this bullying research are:

(a) assess the prevalence of bullying, know what is happening in the school

(b) develop a schoolwide anti-bullying policy,

The following features have been recommended to be included in an anti-bullying policy:

(1) a clear, firm statement regarding the unacceptability of any forms of bullying behavior;

(2) a definition of bullying that incorporates all forms, complete with examples;

(3) the rights and responsibilities of all school community members to a safe environment;

(4) explicit guidelines for staff, students, and parents detailing what they should do when they become aware of any bullying incident, including reporting procedures;

(5) relevant consequences for bullying behaviors; and,

(6) prevention and intervention strategies (Limber & Small, 2003; Mahri, Chafouleas, & Sassu, 2004; Rigby, 1996; P. K. Smith, Smith, Osborn, & Samara, 2008) that also include targeted interventions for students who engage habitually in bullying behavior (Ross & Horner, 2009).

(c) provide schoolwide staff training so that staff,

(1), are not unaware or do not underestimate prevalence
(2) have confidence in their ability to deal with bullying
(3) have classroom management skills
(4) and do not hold attitudes that impede them from intervening
(d) Implement evidence-based prevention programming,

More intensive and longer duration programs are more effective; also that the more components enacted show that there is a dose response effect on bullying.

Programs that included, parent meetings, firm disciplinary methods and improved playground supervision have been show to decrease bullying and victimization.

(e) build strong leadership support,

Principles’ commitment to allocate resources to bullying-related activities appears to be associated with improvements (Olweus, 204).

Key factor – commitment to program implementation (Rigby, 2002).

Teachers are the key agents of change with regard to adoption and implementation of OBP in school (Olweus, 2004).

One of the most highly recommended and widely implemented strategies for addressing bullying problems in school is providing training to teachers and other school personnel (Frey et al., 2005; O’Moore, 2000).

and (f) use effective disciplinary practices.

Not hash and punitive punishment – they are counterproductive, do not use putdowns or threats. Restorative justice methods may be useful here.


