



August 8, 2018

How Social and Emotional Learning (SEL) Can Help Prevent Bullying



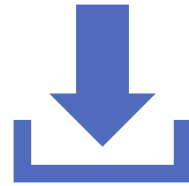
Funding

This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under the Child and Adolescent Injury and Violence Prevention Resource Centers Cooperative Agreement (U49MC28422) for \$1,000,000. This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government.

Technical Tips



Audio is broadcast through computer speakers



Download resources in the File Share pod (above the slides)



If you experience audio issues, dial **(866) 835-7973** and **mute computer speakers**



Use the Q & A (bottom left) to ask questions at any time



You are muted



This session is being recorded

Presenters



Tracy Waasdorp



**Catherine
Bradshaw**

SOCIAL EMOTIONAL LEARNING AND BULLYING PREVENTION

August 8, 2018

What does the research say about bullying?

Tracy Evian Waasdorp, PhD

*Johns Hopkins School of Public Health &
Children's Hospital of Philadelphia*

Definition of Bullying

- *When someone is “exposed, repeatedly and over time, to negative actions on the part of one or more other persons. Bullying often occurs in situations where there is a power or status difference.”*

Bullying

- Bullying 3 defining features:
 - ▣ Intentional
 - ▣ Repeated
 - ▣ Power differential (e.g., Olweus, 1993)
- Approximately half of all students have been bullied at some point during their time at school (American Academy of Child and Adolescent Psychiatry, 2008).
 - ▣ Between 30% to 40% of school-aged youth moderate or frequent involvement (Bradshaw et al., 2007; Nansel et al., 2001; Zhang et al., 2016; Waasdorp et al., 2017)

Research on Bullying

- Seen as early as preschool
 - ▣ Overt in early years, more covert over time (Coyne & Ostrov, 2018)
- Unstructured school contexts
 - ▣ Playground, lunchroom, hallways, school buses
- Very complex, systemic problem
- Robust predictor of negative short and long term effects (e.g., Bogart et al., 2014; Wolke et al., 2013; Kim, et al., 2011).
- Creates a climate of fear
 - ▣ For all students, not just for the victims (e.g., Waasdorp et al., 2011)
 - ▣ Norms regarding bullying even impact bystander responses (e.g., Lindstrom Johnson et al., 2013; Peets et al., 2015)

Roles in Bullying

- Bully
- Victim
- Bully/Victims
- Bystanders
 - ▣ Passive Bystander Behaviors
 - Avoid or refuse to intervene
 - Can be seen as permission to bully
 - ▣ Active Bystander Behaviors
 - Assist or reinforce the bully
 - Ex: Laughing
 - Stop the bully/comfort the victim

Subtypes of Bullying

□ Overt

- Hitting, kicking, pushing
- Verbal taunts, name calling, put-downs
- Threatening others
- Distinct beginning and end
- Boys tend to display anger in this manner

Subtypes of Bullying (cont)

- Relational/Social
 - Manipulation of social relationships and/or social standing
 - Characteristics
 - Telling lies & starting false rumors
 - Excluding others
 - Threatening to withdraw friendship
 - Both boys and girls use this form
 - Girls tend to display anger in this manner over overt forms
 - May be difficult to identify,
 - Not usually as disruptive to the teacher

A New Medium for Bullying

- Cyberbullying
 - ▣ Use of the internet, cell phones, or other technology to send or post text or images intended to hurt or embarrass another person.
 - Repeated over time?
 - ▣ Most youth do not report to adults
 - Fear of losing access and freedom using the technology
 - ▣ Easier for bullies to underestimate the harm they are causing the victim
 - ▣ Small proportion of youth experience only cyberbullying
 - Often experience in-person forms simultaneously
 - Of victims, most risk for internalizing and externalizing symptoms

At Risk for Bullying

- “Being different”
 - ▣ Being overweight or obese
 - ▣ LGBT
 - ▣ Having cognitive impairment or physical disabilities
 - ▣ Health problems (e.g. Asthma)
- Those with depressive symptoms, anxiety, ADHD
 - ▣ Poor emotion regulation skills, impulsivity
- Children who bully others (bully-victims)
- Children with poor friendship quality are more likely to be victimized.

Identifying Victims

- More likely to report
 - Psychosocial problems
 - Worried about going to school
 - Wanting to avoid taking the bus or eating in the cafeteria
 - Psychosomatic symptoms
 - Repeated health complaints
 - sore throats, headaches, nausea, poor appetite
 - Sleep troubles
- Higher likelihood of making up illnesses to stay home during school days

Is Bullying on the Rise?

- Finkelhor (2013)
 - ▣ Summarized bullying trends from five U.S. national surveys,
 - ▣ Bullying has declined since the 1990s, with a less steep decline since 2007
- Indicators of School Crime and Safety (Zhang et al., 2016)
 - ▣ In 2013, 22% of youth ages 12-18 had been bullied, down from 28% in 2012.
- Waasdorp, Pas, Zablotsky, & Bradshaw (2017)
 - ▣ Examined prevalence between 2005 and 2014 (4th- 12th graders)
 - ▣ Decrease in bullying and victimization,
 - for in-person forms (i.e., physical, verbal, relational) and cyberbullying
 - ▣ Increase in the perceptions that adults do enough to stop bullying and students' feelings of safety

How do we prevent bullying?

Catherine Bradshaw, PhD

University of Virginia &

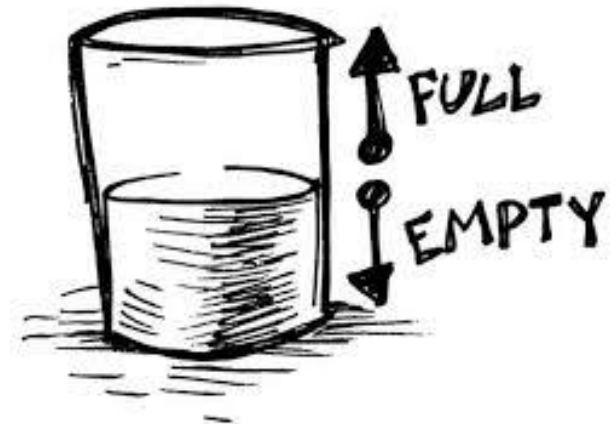
Johns Hopkins School of Public Health

Michael Sulkowski, PhD

University of Arizona

Do bullying prevention programs work?

- Some argue...
 - ▣ There are relatively few effective universal “bullying” prevention programs (Merrell et al., 2008; Ttofi & Farrington, 2011; National Academies; Bradshaw, 2016)
 - 23% decrease in perpetration of bullying
 - 20% decrease in victimization



What works in school-based prevention of bullying and other aggressive behavior problems?



- Teach *social-emotional skills* directly in real context
- Foster *respectful, supportive relations* among students, school staff, & parents
- Support & *reinforce positive* academic & social behavior through comprehensive systems
- Invest in *multiyear, multi-component* programs
- Combine *classroom, school- & community-wide* efforts
- *Universal prevention* efforts

Recommended Core Components

- Training for all school staff
- Activities for students
- Parent activities
- Multi-component programs
- School-wide
- Continuum of positive supports
- Data-driven process



(HRSA; Limber; Bradshaw, 2013; Ttofi & Farrington, 2011)

Multi-tiered Prevention Approaches

□ Three-tier public health model/ Multi-tiered System of Supports

- (WWW.PBIS.org; Bradshaw & Waasdorp 2011)

Indicated (1-5%):

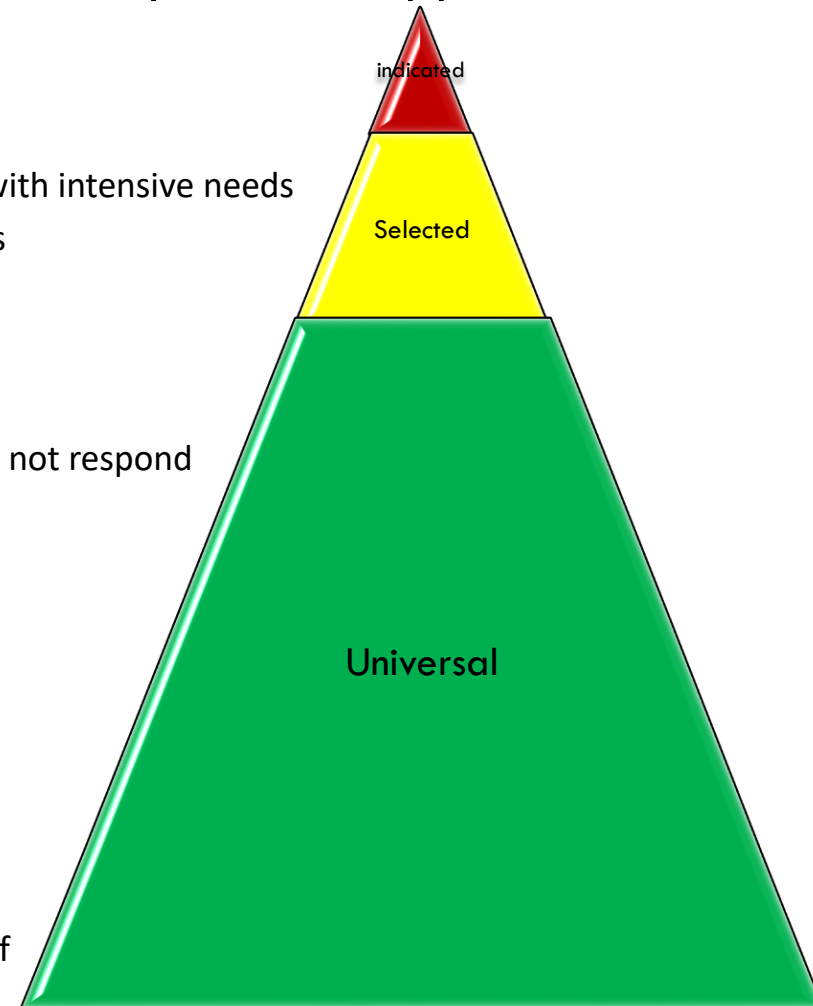
Strategies to address needs of individual students with intensive needs
High intensity, durable strategies

Selected (5-10%):

Targeted, Group Interventions
Small, needs-based groups for at-risk students who do not respond to universal strategies
High efficiency/ Rapid response

Universal Interventions (80-90%)

Core Curriculum
All settings, all students
Preventive, proactive
School-wide or classroom systems for ALL students and staff



Reducing Bullying and Rejection

- School-wide efforts, which involve all school staff, and are implemented across all school settings show the most promise (Espelage & Swearer, 2004; Ttofi & Farrington, 2011)



The Broader Issue

- 40-60% of students reported feeling chronically disengaged by the time they reach high school (Klem & Connell, 2004)
- Only 29% of students feel like school is a caring or emotionally-supportive learning environment
 - ▣ Less than half (29%-45%) report that they had developed social-emotional competencies (Benson, 2006).

Links to Bullying

- Disengaged students and students who lack social-emotional competencies are more likely to:
 - Bully
 - Be victimized
 - Both bully and be victimized
- They are also less likely to:
 - Be a proactive bystander
 - Provide a victimized peer with social support
 - Report bullying to an adult who can help

Collaborative for Academic, Social, and Emotional Learning (CASEL, 2005)

Manage emotions and behaviors to achieve one's goals

Recognize one's emotions, values, strengths, and limitations



Show understanding and empathy for others

Make ethical, constructive choices about personal and social behavior

Form positive relationships, work in teams, deal effectively with conflict

CASEL Model of SEL in Context



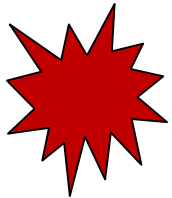
Near-term Impacts of SEL

- Meta-analysis of 213 school-based, universal SEL programs (270,034 kindergarten through high school students)
 - ▣ Significantly improved SEL skills, attitudes about school, aggressive behavior, and academic performance (11-percentile-point gain)
 - Effective at all educational levels assessed (e.g., elementary, middle, high school)
 - Across the different types of communities in which they were implemented (e.g., urban, suburban, rural)

(Durlak et al., 2011; *Child Development*)

Long-term Impacts of SEL

- Meta-analysis of 82 different SEL programs (over 97,000 students) from K to high school
 - ▣ effects assessed at least 6 months and up to 18 years after programs ended
 - ▣ 3.5 years later, SEL students' academic performance was an average 13 percentile points higher
 - ▣ other follow-up periods: conduct problems, emotional distress, and drug use were all significantly lower for SEL students
 - effects similar regardless of students' race, socioeconomic background, or school location



(Taylor et al., 2017; *Child Development*)

How does SEL programming relate to bullying prevention?

- Has been found to reduce:
 - ▣ Internalizing and externalizing problems
 - ▣ Deficits in empathy
 - ▣ Perspective taking limitations
 - ▣ Maladaptive coping
 - ▣ Problem-solving skill deficits
 - ▣ Aggressive behavior at school
- Has been found to increase:
 - ▣ Emotional well-being
 - ▣ Academic/school performance
 - ▣ School climate
 - ▣ Resilience

(Bird & Sultmann, 2010; Caldarella, Christensen, Kramer, & Kronmiller, 2009; Wilson & Lipsey, 2007)

(Greenberg et al., 2003; Guerra & Bradshaw, 2008; Payton et al., 2008; Zins et al., 2004)

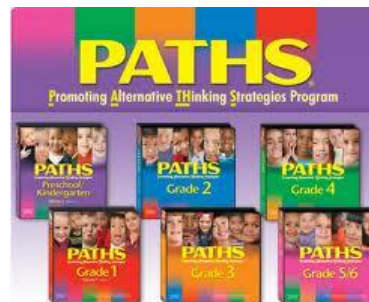


Research-based Prevention Programs

- Universal school-wide prevention models that prevent violence and disruptive behaviors may also impact bullying
 - ▣ Social-emotional learning programs
 - ▣ Classroom management



Coping Power



Role of Families & Communities

- Involving families and communities
 - ▣ Parents may need training in
 - How to talk with their children about bullying (Lindstrom Johnson et al., in press)
 - Promote disclosure
 - Foster coping skills
 - Modeling in the home
 - How to get actively involved in school-based bullying prevention efforts (Waasdorp et al.)
 - ▣ Raise community-wide awareness
 - Social marketing campaigns encouraging all youth and adults to intervene

Intervening with Cyberbullying

□ Schools

- ▣ Causes a disruption at school
- ▣ Often occurs in person as well
- ▣ May not be able to administer consequences if outside the school day
- ▣ Programs already in place for reducing bullying can impact cyberbullying

□ Parents

- ▣ Students may not want to tell because they fear losing privileges
- ▣ General monitoring and strong parent/child relationships are most effective at reducing incidences of cyberbullying (Casas et al., 2011)
 - Need more than 1 discussion
- ▣ Save the evidence
 - Contact school (is any bullying occurring at school?)
 - Contact police (threats of physical harm, stalking, harassment, etc.)

Role of the Medical Community



- Early screening and identification
- Prevention programming for children and families
- ED based prevention programming
- Trauma-informed approaches
- Training medical professionals
- School-based health staff (e.g., school nurses)



Things to Consider Regarding Bullying Prevention

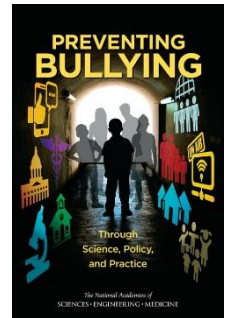
- All states have passed laws related to bullying prevention which encourage the use of programs...
- Some responses do not work or may be damaging:
 - ▣ Zero-tolerance not effective, may deter reporting
 - ▣ Little evidence that one-day assemblies are sufficient
 - ▣ Peer-led groups
 - ▣ Grouping students who bully together
 - ▣ Conflict resolution (peer mediation between bully & victim)

Change the Script . . .

- From stopping bullying to preventing bullying
 - ▣ Need safe, supportive, and healthy learning communities
 - ▣ Promotion of social and emotional skills
 - ▣ A district, school, and classroom approach
 - ▣ Everyone is a stakeholder

Resources

- Collaborative for Academic, Social, and Emotional Learning (CASEL)
 - <https://casel.org/>
- Center for Positive Behavioral Interventions and Supports (PBIS)
 - www.pbis.org
- Federal Partners in Bullying Prevention
 - www.stopbullying.gov
- National Academies Report “[Preventing Bullying Through Science, Policy, and Practice](https://www.nap.edu/catalog/23482/preventing-bullying-through-science-policy-and-practice)”
 - <https://www.nap.edu/catalog/23482/preventing-bullying-through-science-policy-and-practice>



Contact Information

- Tracy Waasdorp, PhD
 - waasdorpt@email.chop.edu
- Catherine Bradshaw, PhD
 - Catherine.Bradshaw@virginia.edu
- Michael Sulkowski, PhD
 - sulkowski@email.arizona.edu

Questions?



Please enter your questions in the Q & A pod

Thank you!

Please fill out our brief evaluation:

<https://www.surveymonkey.com/r/VWKM9KV>