Sticks and Stones...

Healthy Youth Nebraska Conference – Kearney, NE
Susan Lindblad, PhD
Prevalence
An International Problem

Philippines
- 40 million children
- 31 incidents per day (5326)

United States
- 73 million children
- 25% to 33% report being bullied
## Transcends National Borders

<table>
<thead>
<tr>
<th>Bullied Others Once</th>
<th>Bullied Others Multiples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lithuania</td>
<td>Lithuania</td>
</tr>
<tr>
<td>Austria</td>
<td>Germany</td>
</tr>
<tr>
<td>Latvia</td>
<td>Austria</td>
</tr>
<tr>
<td>Germany</td>
<td>Greenland</td>
</tr>
<tr>
<td>Estonia</td>
<td>Russian Federation</td>
</tr>
<tr>
<td>Switzerland</td>
<td>Latvia</td>
</tr>
<tr>
<td>Ukraine</td>
<td>Switzerland</td>
</tr>
<tr>
<td>Canada</td>
<td>Estonia</td>
</tr>
<tr>
<td><strong>USA</strong></td>
<td>Ukraine</td>
</tr>
<tr>
<td>Portugal</td>
<td>Canada</td>
</tr>
<tr>
<td>Denmark</td>
<td><strong>USA</strong></td>
</tr>
<tr>
<td>Netherlands</td>
<td>Denmark</td>
</tr>
</tbody>
</table>
Fighting – Bullying – Victimization (USA - 2014)

- No Aggressive Behavior: 35%
- Fight or Bullied or Victim: 24%
- Fight Only: 14%
- Bullied Only: 8%
- Victim Only: 10%
- Fight or Bullied: 9%
- No Aggressive Behavior: 35%
## USA Center for Disease Control and Prevention (2014)

<table>
<thead>
<tr>
<th>Activity</th>
<th>US</th>
<th>NE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Been in a Fight</td>
<td>23%</td>
<td>19%</td>
</tr>
<tr>
<td>Been in a Fight at School</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>Injured in a Fight</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Carried a Gun</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Carried a Weapon</td>
<td>16%</td>
<td>x</td>
</tr>
<tr>
<td>Carried a Weapon at School</td>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td>Threatened with a Weapon at School</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>Bullied at School</td>
<td>20%</td>
<td>26%</td>
</tr>
<tr>
<td>Cyberbullied</td>
<td>16%</td>
<td>18%</td>
</tr>
<tr>
<td>Avoid School due to Safety Concerns</td>
<td>6%</td>
<td>6%</td>
</tr>
</tbody>
</table>
Incidence Rates

- How often have you been bullied in school this year?
  - 31% report that they have NOT been bullied
  - 56% report being bullied “a few times” or “once in a while”
  - 12% report being bullied once a week or more

(8th – 10th graders)

- How often have you taken part in bullying others?
  - 33% report that they have NOT been bullied
  - 54% report bullying others “a few times” or “once in a while”
  - 13% report bullying others once a week or more

Shelley Hymel, 2007
Bullying Defined:

“A person is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons” Olweus, 1991
The Spectrum of Bullying®

Unchecked Bullying → Violence → Tragedy → Prison Suicide Long-term Effects
Cyberbullying Defined:

- Cyberbullying is bullying that takes place using electronic technology.
  - Cell Phones
  - Tablets
  - Computers
  - Social Media Sites
  - Text Messages
  - Chats
  - Websites

- Rumors
- Mean Texts
- Embarrassing Pictures
- Fake Profiles
Bullying vs. Cyberbullying

**Bullying**
- **DIRECT**
- Can find a safe place or escape
- Limited to onlookers
- Bully can be identified
- Can observe reactions of target and onlookers

**Cyberbullying**
- **ANONYMOUS**
- No safe place to escape
- Wide audience – can go viral in seconds
- Bully can be anonymous
- Silent and hidden reactions
## Increased Likelihood Bullying Others

<table>
<thead>
<tr>
<th>Isolated</th>
<th>Connected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depression (10-15%)</td>
<td>Concerned with Popularity</td>
</tr>
<tr>
<td>Anxiety (8-14%)</td>
<td>Desire Social Power</td>
</tr>
<tr>
<td>Low Self-Esteem</td>
<td>Desire Dominance</td>
</tr>
<tr>
<td>Less Involved at School</td>
<td>Desire Leadership</td>
</tr>
<tr>
<td>Easily Pressured</td>
<td></td>
</tr>
<tr>
<td>Low Emotional IQ</td>
<td></td>
</tr>
</tbody>
</table>

Both types may become easily frustrated or aggressive, difficulty following directions, think poorly of others, view violence positively, and/or have low parental involvement or home issues.
Consequences of a Bullying Mentality

- Increased Externalizing Problems
- Increased Antisocial Behaviors/Aggression
- Increased Substance Use
- Increased Mental Health Problems
  - Depression
  - Anxiety
- Increased Suicide Risk
- Increased Dating Aggression
- Increased Acts of Sexual Harassment
- Arrests for Child/Spouse Abuse
- Delinquency & Criminality
- Increased Moral Disengagement
Early Warning Signs of Bullying
Others:

- Physical or Verbal Fights
- Friends Bully Others
- Increased Aggression
- Office Referrals/Detentions
- Unexplained Finances or Belongings
- Blames Others
- Difficulties Accepting Responsibility
- Competitive
- Concerned with Reputation
Increased Likelihood of Being Bullied (Victimization)

Different

- Annoying Provoking
- Weak Can’t Defend
- Few Friends
- Depressed Low Esteem
Early Warning Signs: Victimization

Unexplained Injuries

Lost Items (clothing, jewelry, books, etc.)

Somatic Complaints

Sleeping Problems, Nightmares, etc.

Change in Eating Habits

Declining Grades

School or Social Avoidance

Lowered Self Esteem

Self-Destructive Behaviors

Warning Signs of Victimization
Consequences of Victimization

- School Problems
  - Academic Struggles
  - Increased Absenteeism
  - Truancy/Avoidance
  - Increased Drop Out Rates

- Physical Health Problems
  - Somatic Complaints
  - Stress Related Illness

- Mental Health Issues
  - Low Self-Esteem
  - Depression
  - Isolation
  - Withdrawal
  - Anxiety
  - Loneliness
  - Anhedonia
  - Suicidal Ideation/Attempts

- Aggressive Behaviors
Why Don’t Kids Get Help?

- Helpless
- Fear of Rejection
- Fear of Backlash
- Socially Isolated
- Humiliating
- Desire to be accepted
- HELP!
Important Note

- Avoid labeling the student(s)
  - bully
  - victim
  - perpetrator
- Describe the exact behavior
  - name calling
  - teasing
  - intimidation
  - verbal aggression
  - cyber harassment
- Identify the context or setting
What Does NOT Help?

- Most Anti-Bullying Programs result in NO Meaningful Change (68%)

- Variables most likely to change include
  - Knowledge
  - Beliefs
  - Attitudes
  - Self-Perceived Competencies

- Actual Involvement in bully or victim roles are UNLIKELY to change.
So What DOES Help?

- Parent Training/Meetings
- Improved Playground Supervision
- Classroom Management Strategies
- Teacher Training
- School-wide Interventions
  - PBiS
  - Disciplinary Measures
- Cooperative Group Work
Prevention

Effective Schools

- Target Social Skills Curriculum
- Positive school and classroom social cultures
- Instructional practices maximize academic success for all students
- Continuous, positive active supervision
- Regular/frequent positive acknowledgement and reinforcement
- Active stakeholder involvement
- Multi-year and multi-component implementation
- Adults who model behaviors and values
Multi-Tiered Interventions

Tier III
Intensive

Tier II
Strategic

Tier I
Inclusive
Tier I: Universal Interventions

Approximately 85% of Students Respond

- Examples Include:
  - Second Step Program
  - Positive Behavior Intervention and Supports
  - Classroom Meetings
Everyone involved must contribute to an improved school climate.
Second Step Program: Example

- Lesson Concepts
  - You can refuse to let bullying happen to you or to others
    - Being assertive is one way to refuse bullying
- Key Words
  - Recognize, Report, Refuse
- Objectives (Students will be able to):
  - Recognize bullying
  - Apply assertiveness skills to refuse bullying in response to scenarios
- Materials
Second Step Focus

- Policies and Procedures
- Staff Response Training
- Social-Emotional Learning and Bullying Education
# Social-Emotional Skills + Benefits by Bullying Roles

<table>
<thead>
<tr>
<th>SEL Skill</th>
<th>Victim</th>
<th>Child Who Bullies</th>
<th>Bystander</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empathy</td>
<td>Less likely to be bullied and less harmed by bullying</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Emotion Regulation</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Social Problem Solving</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Friendship Building</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
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</table>
Positive Behavior Intervention and Supports

- Framework for assisting school personnel in adopting and organizing evidence-based behavioral interventions.
- Based on being Safe, Responsible, and Respectful in all aspects of school life.
- Prevention Oriented
- Tier I – Targets ALL students
- Is not a packaged curriculum, scripted intervention, or scripted strategy.
Giving students the tools to extinguish bullying through the blending of School-Wide Positive Behavior and Intervention Supports, explicit instruction, and a redefinition of the bullying construct.
PBiS Bully Prevention Curriculum

- Overt Behavior
- Cyberbullying
- Gossip
- Rude and Inappropriate Comments
- Student and Faculty Curriculum
Tier II: Strategic Interventions

- Behavior Plan
- Counselor Time
- Schedule Change
- Breaks
- Check-In Check-Out
- Skills Group
  - Skill Streaming
  - Behavior Education Program
  - PBiS World
Lincoln Elementary Behavior Rti Pyramid of Interventions

Tier III (Intensive)
- FBA
- Behavior Plan
- Daily Skills Class
- Communication with Outside Agencies

Tier II (Strategic)
- Behavior Plan
- Counselor Time
- Homework Club
- Schedule Change
- Check In Check Out
- Weekly Skills Group
- Parent Meeting
- Breaks

Tier III (Universal)
- BIST and PBiS
- Classroom Rules
- Second Step Curriculum
- Student of the Month
- Zero-Hero Recess
- Parent Teacher Conferences
- Daily-Weekly-Monthly Recognition
- Tickets/Stickers
Tier III: Intensive Interventions

- Intensive Interventions
- Functional Behavioral Assessment
- Daily Skills Class
- Wrap Around Programs
- Collaboration with Stakeholders