School Climate and Bullying

Northeast PBIS Network
Leadership Forum
May 17, 2013

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Overview

- SWPBS in Delaware: Linking SWPBS to School Climate and Bullying
- School Climate and Bullying Surveys: The Surveys and Results
- Implications for SWPBS Schools

The Delaware Positive Behavior Support Project (DE-PBS) is a collaboration between the DE Department of Education, the University of Delaware's Center for Disabilities Studies, and Delaware Public Schools.

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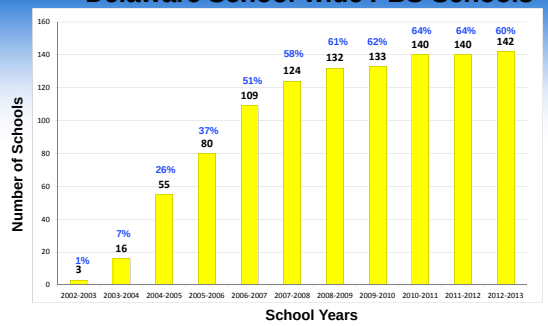
Delaware School-wide PBS Schools



Total Number of Schools in Delaware: 235

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Delaware PBS Project Vision and Key Features

The vision of the project is to create safe and caring learning environments that promote the social-emotional and academic development of all children.

- 10 Key Features created includes traditional elements of PBIS plus adds features important to our state's implementation

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School Climate Surveys Overview

- Supported by Delaware DOE and managed by the Delaware Positive Behavior Support (DE-PBS) Project staff
- Free to all public schools – not just DE-PBS schools
- Optional but required by some districts
- Completed by students, teachers, and parents
  - Students in grades 3-12
  - Via either computer or scantron paper form
- Individual School Reports developed
- Score interpretation workshops provided
  - Including Guidelines and Worksheets

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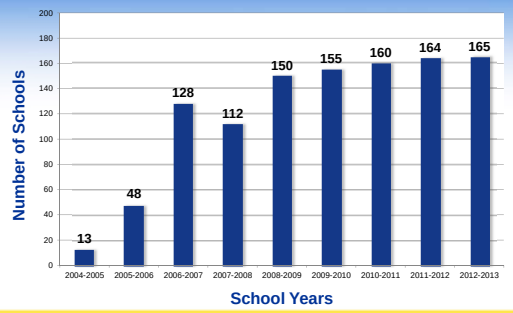
DE School Climate Survey Participation



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2013 Survey Sample

		Student Survey	Teacher Survey	Home Survey
Elementary	Schools	89	89	83
	Respondents	18498	3391	15795
Middle	Schools	28	29	26
	Respondents	10971	1334	3522
High	Schools	18	18	13
	Respondents	7245	1084	1177
Alternative	Schools	4	4	3
	Respondents	189	65	59
Special	Schools	4	8	8
	Respondents	244	340	298
Early Childhood	Schools	0	5	5
	Respondents	0	116	361
Other	Schools	10	9	7
	Respondents	3116	301	1061

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How do we measure school climate, and the research-supported practices for achieving a positive school climate?

- Multi-component evaluation process
  - *DE School Climate Survey: Student, Teacher/Staff, and Home*
  - DE Assessment of Strengths and Needs for Positive Behavior Support (DASNPBS)
  - DE-PBS Key Features Evaluation

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Why is school climate important?

School Climate is linked to a wide range of academic, behavioral, and socio-emotional outcomes for students:

- Academic achievement
- Student academic, social, and personal attitudes and motives
- Delinquency
- Behavior problems

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School Climate, if problematic, contributes to negative outcomes:

- Bullying victimization
- Attendance and school avoidance
- Depression and self-esteem

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Bullying and special education

- Students receiving special education services are at increased risk for both being bullied and for bullying others
- Programming should be consistently implemented across general and special education and be part of inclusive curriculum
- Suggest social emotional learning initiatives to create culture of respect and acceptance

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School Climate also is linked to outcomes for teachers:

- Less burnout and greater retention in the profession
- Greater implementation fidelity of new curriculum and interventions
- Greater levels of job satisfaction

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Subscales of Delaware School Climate Surveys 2013		
Student Survey	**Teacher/Staff Survey**	**Home Survey**
Part 1: School Climate		
Teacher-Student Relations	Teacher-Student Relations	Teacher-Student Relations
Student-Student Relations	Student-Student Relations	Student-Student Relations
Respect for Diversity	Respect for Diversity	Respect for Diversity
Clarity of Expectations	Clarity of Expectations	Clarity of Expectations
Fairness of Rules	Fairness of Rules	Fairness of Rules
School Safety	School Safety	School Safety
Student Engagement School-wide	Student Engagement School-wide	
Bullying School-wide	Bullying School-wide	
	Teacher-Home Communications	Teacher-Home Communications
	Staff Relations	
Total School Climate	**Total School Climate**	**Total School Climate**
		Parent Satisfaction

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Part I: School Climate Item Examples

Teacher-Student Relations
- "Teachers care about their students."

Student-Student Relations
- "Students are friendly with each other."

Respect for Diversity
- "Students respect those of other races."

Student Engagement School-wide
- "Most students try their best."

Clarity of Expectations
- "Students know what the rules are."

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Part I: Item Examples *(continued)*

Fairness of Rules
- "The school rules are fair."

School Safety
- "This school is safe."

Bullying School-wide (NOTE: A high score for this subscale is UNFAVORABLE)
- "Students threaten and bully others in this school"

Teacher-Home Communications
- "Teachers listen to the concerns of parents."

Teacher-Staff Relations
- "Teachers work well together in this school."

Satisfaction with School
- "I like this school."

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PART II: Techniques

Student Survey	Teacher/Staff Survey	Home Survey
Positive Behavior Techniques	Positive Behavior Techniques	
Punitive Techniques	Punitive Techniques	
Social Emotional Learning Techniques	Social Emotional Learning Techniques	

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Part II: Item Examples

Use of Positive Techniques
- "Students are praised often."
- "Classes get rewards for good behavior."

Use of Punitive Techniques (NOTE: A high score for this subscale is UNFAVORABLE)
- "Students are punished a lot."
- "Students are often sent out of class for breaking rules."

Use of Social Emotional Learning (SEL) Techniques
- "Students are taught to feel responsible for how they act."
- "Students are taught to understand how others think and feel."

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Part III: Bullying & IV: Engagement (Individual Level)

Student Survey		Teacher/Staff Survey	Home Survey
Bullying Victimization[1]	Physical Bullying		Physical Bullying
	Verbal Bullying		Verbal Bullying
	Social/Relational Bullying		Social/Relational Bullying
	Cyberbullying[2]		
Student Engagement	Cognitive & Behavioral		Cognitive & Behavioral
	Emotional		Emotional

[1] *Grades 6-12 only for the printed version. Optional for grades 4-5 with computer version.*
[2] *Grades 6-12 only.*

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Part III: Item Examples for Engagement

Student Engagement

- *Cognitive and Behavioral Engagement*
  - "I pay attention in class."
  - "I try my best in school."
- *Emotional Engagement*
  - "I feel happy in school."
  - "My school is a fun place to be."

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Part III: Item Examples for Bullying

Bully Victimization

- ***Verbal Bullying***
  - "A student said mean things to me."
- ***Physical Bullying***
  - "I was pushed or shoved on purpose."
- ***Social/Relational Bullying***
  - "A student told/got others to not like me."
- ***Cyberbullying (grades 6-12)***
  - "A student *sent me* a mean or hurtful message about me using email, text messaging, instant messaging, or similar electronic messaging."

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School Climate Reports

- Types of scores reported:
  - Standard Score (for comparing school's scores to those of other schools, with a score of 100 being average)
  - Average Item Score (for each subscale: tells us if the score is favorable or unfavorable, irrespective of how it compares to scores for other schools)
  - Frequency Score (tells us the percentage of respondents who agreed or disagreed with item)
- Because the last two scores are used in this report, they are discussed in the next three slides.

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Average Item Scores

- Sum of scores for all items on a subscale, divided by that subscale's number of items
- For Parts I & II and Engagement Items in Part III, scores can range from 1 (Strongly Disagree) to 4 (Strongly Agree)

  For example:
  - 4 items on a subscale
  - The scores on the items = 4, 4, 3, 3
  - Therefore, the average score = 14/4 = 3.5

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- Scores at or above 3.0 as very favorable and scores at or below 2.5 as very unfavorable. Scores between 2.6 and 2.9 should be of some concern (depends on grade level).
- An exception, however, are scores on the Use of Punitive Techniques subscale. In this subscale, high scores are generally viewed as less favorable (noting greater use of punishment).
- Another exception are Bullying Items on Part III where students respond on a 6-point scale from "Never" to "Everyday"

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Frequency Scores

- Number and percentage of responses to individual items
- For example:
  - 37% of the student sample responded "Strongly Agree" to item 5

This helps schools interpret their subscale scores by identifying items that caused the score to be low (or high).

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Sample Report:
Standard Scores

Smith High School

Responses to School Climate Survey 2012-2013 - Student Version

Table 1a (1). School Climate: Standard Scores Compared with Other Participating High Schools

		Teacher-Student Relations	Student-Student Relations	Respect for Diversity	Student Engagement School-Wide	Clarity of Expectations	Fairness of Rules	School Safety	Bullying* School-Wide	Total School Climate
Total	**N= 576**	**99.25**	**98.23**	**99.02**	**99.19**	**97.17**	**101.16**	**97.00**	**102.90**	**98.89**
Race										
White	N= 170	99.61	94.75	96.66	96.02	95.83	101.98	93.94	104.14	**96.57**
African American	N= 208	99.01	99.51	99.72	99.24	97.44	101.13	98.21	102.36	**99.44**
Hispanic	N= 90	97.59	99.17	98.84	99.81	95.44	99.19	96.42	103.48	**98.20**
Asian	N= 17	99.68	100.08	99.50	100.81	98.44	98.84	100.29	105.42	**100.53**
Multi-Racial	N= 77	102.86	102.10	101.79	102.13	98.88	103.41	101.84	100.98	**102.86**
Hawaiian	N= 2									
American Indian	N= 8	104.34	98.15	103.64	106.19	108.30	106.10	96.55	107.55	**105.00**
Gender										
Girl	N= 296	99.07	98.40	99.02	98.93	96.19	100.54	96.10	102.63	**98.29**
Boy	N= 280	99.37	97.90	98.98	99.45	98.21	101.75	97.93	103.31	**99.45**

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Sample Report:
Averages (Means)

Smith High School

Responses to School Climate Survey 2012-2013 - Student Version

Table 1b. School Climate: Average Item Scores for All Grades Combined in

		Teacher-Student Relations	Student-Student Relations	Respect for Diversity	Student Engagement School-Wide	Clarity of Expectations	Fairness of Rules	School Safety	Bullying* School-Wide	Total School Climate
Total	**N= 576**	**2.65**	**2.38**	**2.79**	**2.43**	**2.79**	**2.73**	**2.51**	**2.66**	**2.58**
Race										
White	N= 170	2.72	2.28	2.73	2.26	2.74	2.81	2.43	2.72	**2.53**
African-American	N= 208	2.59	2.40	2.81	2.49	2.83	2.68	2.55	2.63	**2.59**
Hispanic	N= 90	2.62	2.44	2.78	2.49	2.73	2.70	2.51	2.60	**2.59**
Asian	N= 17	2.82	2.60	2.91	2.59	2.78	2.81	2.68	2.72	**2.69**
Multi Racial	N= 77	2.65	2.44	2.84	2.48	2.81	2.69	2.60	2.66	**2.61**
Hawaiian	N= 2									
American Indian	N= 8	2.80	2.31	2.88	2.78	3.16	2.81	2.38	3.09	**2.64**
Gender										
Girl	N= 296	2.62	2.31	2.77	2.41	2.78	2.71	2.45	2.71	**2.55**
Boy	N= 280	2.68	2.45	2.81	2.44	2.80	2.75	2.58	2.60	**2.62**

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Sample Report:
Punitive, Positive, & SEL Techniques

Smith High School

Responses to School Climate Survey 2012-2013 - Student Version

Table 2a (1). Techniques: Standard Scores Compared with Other Participating High Schools

		Positive Techniques	Punitive Techniques	SEL Techniques
Total	**N= 576**	**103.81**	**99.30**	**98.74**
Race				
White	N= 170	104.77	97.53	97.37
African-American	N= 208	102.75	99.34	98.52
Hispanic	N= 90	105.12	100.98	100.21
Asian	N= 17	104.77	104.87	101.19
Multi Racial	N= 77	102.05	97.07	98.38
Hawaiian	N= 2			
American Indian	N= 8	100.69	100.96	100.64
Gender				
Girl	N= 296	103.30	98.32	97.85
Boy	N= 280	104.33	100.37	99.64

Table 2b. Techniques: Average Item Scores for All Grades Combined in

		Positive Techniques	Punitive Techniques	SEL Techniques
Total	**N= 576**	**2.49**	**2.63**	**2.50**
Race				
White	N= 170	2.48	2.50	2.42
African-American	N= 208	2.51	2.73	2.54
Hispanic	N= 90	2.58	2.67	2.56
Asian	N= 17	2.66	2.73	2.62
Multi Racial	N= 77	2.35	2.62	2.43
Hawaiian	N= 2			
American Indian	N= 8	2.50	2.72	2.63
Gender				
Girl	N= 296	2.46	2.59	2.45
Boy	N= 280	2.53	2.68	2.55

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Sample Report:
Bullying & Engagement

Smith High School

Responses to School Climate Survey 2012-2013 - Student Version
Average Item Scores for All Grades Combined in

Table 3b. Bullying

		Verbal Bullying	Physical Bullying	Social / Relational Bullying	Cyber Bullying	Total Scale
Total	**N= 576**	**1.86**	**1.56**	**1.62**	**1.48**	**1.62**
Race						
White	N= 170	1.98	1.59	1.67	1.47	**1.66**
African-American	N= 208	1.72	1.44	1.49	1.39	**1.50**
Hispanic	N= 90	2.06	1.83	1.88	1.73	**1.86**
Asian	N= 17	1.55	1.30	1.34	1.13	**1.32**
Multi Racial	N= 77	1.91	1.58	1.69	1.53	**1.67**
Hawaiian	N= 2					
American Indian	N= 8	1.34	1.13	1.16	1.08	**1.17**
Gender						
Girl	N= 296	1.88	1.45	1.58	1.39	**1.56**
Boy	N= 280	1.84	1.67	1.67	1.57	**1.68**

Table 4b. Engagement

		Cognitive and Behavioral Engagement	Emotional Engagement	Total Scale
Total	**N= 576**	**3.11**	**2.66**	**2.88**
Race				
White	N= 170	3.16	2.64	**2.90**
African-American	N= 208	3.08	2.65	**2.87**
Hispanic	N= 90	3.06	2.76	**2.91**
Asian	N= 17	3.21	2.75	**2.98**
Multi Racial	N= 77	3.06	2.65	**2.86**
Hawaiian	N= 2			
American Indian	N= 8	3.18	2.55	**2.86**
Gender				
Girl	N= 296	3.16	2.58	**2.87**
Boy	N= 280	3.05	2.75	**2.90**

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Sample Report:
Individual Item Response

Smith High School

Responses to School Climate Survey 2012-2013 - Student Version

Table 3c. Individual Item Responses

Bullying (18 Items)	Never	Sometimes	Once or Twice a Month	Once a Week	Several Times a Week	Everyday	number responding
Verbal Bullying (4 items)							
1. I was teased by someone saying hurtful things to me.	57.5%	20.9%	6.5%	5.8%	5.1%	4.2%	551
4. A student said mean things to me.	53.1%	27.0%	4.3%	5.8%	5.1%	4.7%	552
7. I was called names I didn't like.	58.7%	24.5%	3.3%	5.6%	3.3%	4.7%	552
10. Hurtful jokes were made up about me.	66.1%	19.0%	2.7%	4.5%	3.1%	4.0%	552
Physical Bullying (4 items)							
2. I was pushed or shoved on purpose.	68.7%	16.0%	4.4%	5.3%	3.3%	2.4%	549
5. I was hit or kicked and it hurt.	79.1%	10.2%	2.0%	3.8%	1.6%	3.3%	551
8. A student stole or broke something of mine on purpose.	69.0%	19.0%	4.0%	4.3%	1.1%	2.5%	552
11. A student threatened to harm me.	77.3%	11.6%	2.7%	3.3%	1.1%	4.0%	550
Social / Relational Bullying (4 items)							
3. Students left me out of things to make me feel badly.	72.7%	13.8%	4.4%	3.8%	1.8%	3.5%	549
6. A student told/got others not to like me.	69.8%	16.7%	2.7%	4.7%	1.6%	4.4%	550
9. A student got others to say mean things about me.	71.5%	16.0%	2.0%	4.0%	3.1%	3.4%	551
12. Students told another student not to be friends with me because the other students didn't like me.	72.6%	13.4%	2.9%	4.4%	2.2%	4.5%	551

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Survey
Reliability and Validity

Research supporting the validity and reliability of the surveys has been published in several of the top peer-reviewed journals and presented at multiple national conferences. Likewise, the surveys and articles about the theory and research supporting them appear in several book chapters. Includes:

- Authoritative Discipline Theory
- Confirmatory factor analyses

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Quick Review of Evidence of Reliability and Validity

Reliability:

- Are the scores consistent, or stable?

Validity:

- Does the test yield the factors predicted?
- Are the scores related to other variables how we might expect (e.g., grade level, sex and race, academic achievement, suspensions)?

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	Student	Teacher/Staff	Home
Teacher-Student Relations	.88	.87	.91
Student-Student Relations	.86	.90	.93
School Safety	.85	.90	.92
Clarity of Expectations	.76	.91	.92
Fairness of Rules	.79	.85	.89
Respect for Diversity	.83	.87	.91
Student Engagement School-wide	.81	.87	N/A
Bullying School-wide	.77	.89	N/A
Teacher-Home Communications	N/A	.90	.90
Staff Relations	N/A	.93	N/A
Total Climate	.93	.95	.98
Parent Satisfaction	N/A	N/A	.88
Use of Positive Behavioral Techniques	.82	.85	N/A
Use of Punitive Techniques	.72	.78	N/A
Use of Social Emotional Learning Techniques	.85	.91	N/A

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Climate Surveys: Reliability (alpha coefficients)

	Student
Cognitive and Behavioral Engagement	.85
Emotional Engagement	.88
Verbal Bullying	.91
Physical Bullying	.86
Social/Relational Bullying	.90
Total Bullying	.95
Cyberbullying	.92

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This year, we got rid of most liars!

New This Year: Two Lie Items

"I am telling the truth in this survey."

"I answered all items truthfully on this survey."

Results:

7.5% (2,637) disagreed to 1 of 2 items and thus were deleted.

(Additional 1% dropped due to incomplete responses.)

"Liars" scored significantly lower, BUT their removal had very little impact on overall scores (about 1 tenth of a point)

Evidence of Validity?

Research supporting the validity of the surveys (including confirmatory factor analyses) has been published in several of the top peer-reviewed journals and presented at multiple national conferences. Likewise, the surveys and articles about the theory and research supporting them appear in several book chapters.

See Technical Manual on Delaware PBS website

Peer-Reviewed Journals:

Bear, G. G., Gaskins, C., Blank, J. , & Chen, F. F. (2011). Delaware School Climate Survey-Student: Its factor structure, concurrent validity, and reliability. *Journal of School Psychology, 49*, 157-174.

Bear, G.,Yang, C., Pell, M., & Gaskin, C. (in press).Validation of a brief measure of teachers' perceptions of school climate: relations to student achievement and suspensions. *Learning Environments Research.*

Yang, C., Bear, G. G., Chen, F.F., Zhang, W., Blank, J.C., & Huang, X.S. (in press). Students' perceptions of school climate in the U.S. and China. *School Psychology Quarterly.*

Other Resources/Chapters about the surveys:

Bear, G.G., Yang, C., Mantz, L., & Boyer, D. (2012).*Technical manual for the Delaware School Climate Surveys*. Center for Disabilities Studies, University of Delaware.

Bear, G.G., Whitcomb, S., Elias, M., & Blank, J. (in press). SEL and Schoolwide Positive Behavioral Interventions and Supports. In J. Durlak, T. Gullotta, C. Domitrovich, P. Goren, & R. Weissberg (Eds.), *Handbook of social and emotional learning*. Guilford Press.

Bear, G. G. (2010). *School discipline and self-discipline: A practical guide to promoting prosocial student behavior*. New York: Guilford Press.

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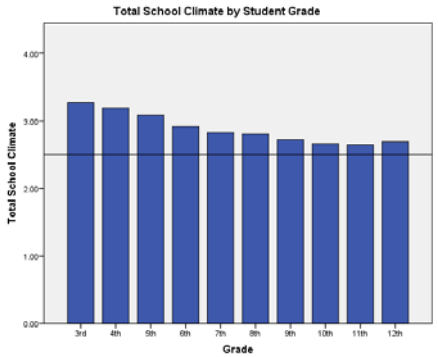

Student perceptions tend to decrease, especially from elementary to middle school.

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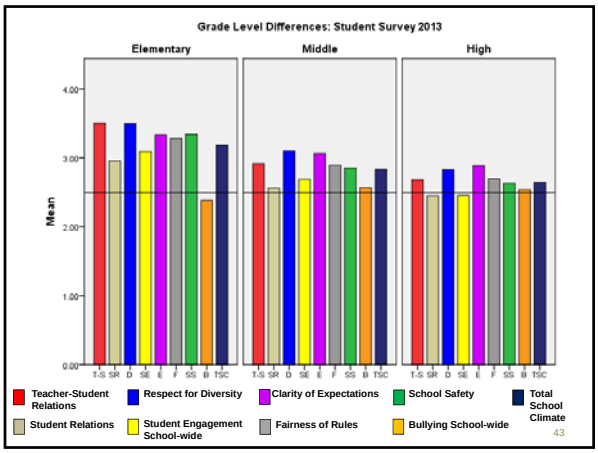
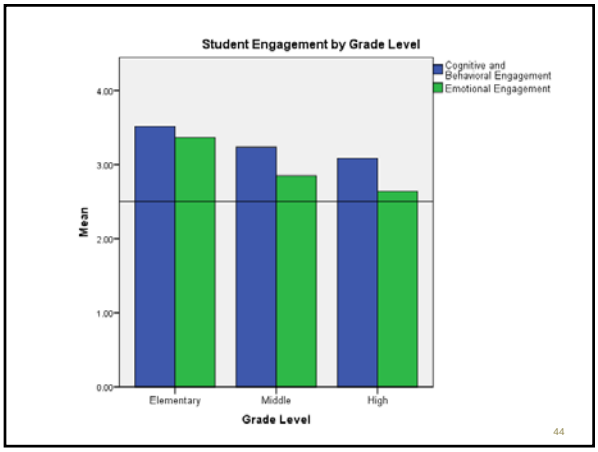
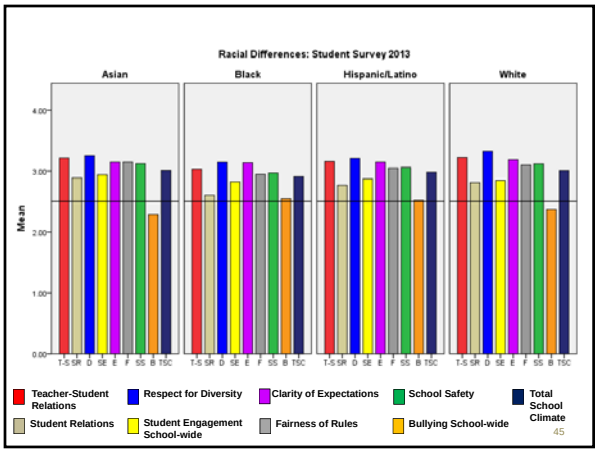

Grade Level Differences: Student Survey 2013
Elementary
Middle
High
Mean
4.00
3.00
2.00
1.00
0.00
T-S SR D SE E F SS B TSC
Teacher-Student Relations
Respect for Diversity
Clarity of Expectations
School Safety
Total School Climate
Student Relations
Student Engagement School-wide
Fairness of Rules
Bullying School-wide
43


Student Engagement by Grade Level
Cognitive and Behavioral Engagement
Emotional Engagement
Mean
4.00
3.00
2.00
1.00
0.00
Elementary
Middle
High
Grade Level
44


Racial Differences: Student Survey 2013
Asian
Black
Hispanic/Latino
White
Mean
4.00
3.00
2.00
1.00
0.00
T-S SR D SE E F SS B TSC
Teacher-Student Relations
Respect for Diversity
Clarity of Expectations
School Safety
Total School Climate
Student Relations
Student Engagement School-wide
Fairness of Rules
Bullying School-wide
45

Part II: Techniques Positive, Punitive and Social-Emotional Learning Techniques

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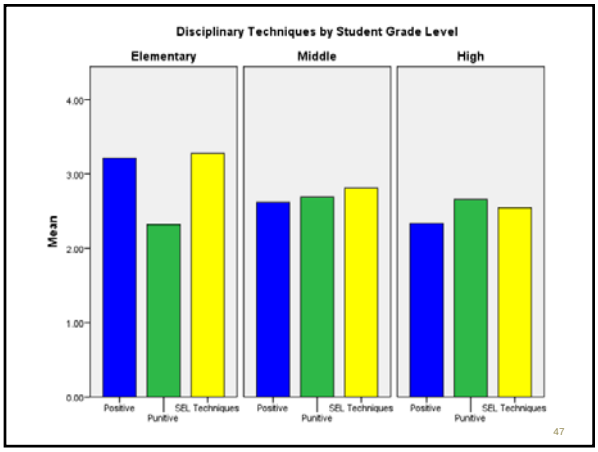

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Sample subscale responses associated with student scores *(Part II: Techniques)*	Percent who Agreed or Agreed a lot		
	Elem School	Middle School	High School
Use of Positive Behavioral Techniques			
2. Students are praised often.	81.3	56.8	44.8
11. Classes get rewards for good behavior	88.0	56.7	34.3
Use of Punitive Techniques*			
7. Students are often yelled at by adults.	32.1	50.9	49.6
10. Many students are sent to the office for breaking rules.	47.6	57.6	59.0
Use of SEL Techniques			
3. Students are taught to feel responsible for how they act.	91.4	82.8	74.4
13. Students are taught they should care about how others feel.	89.4	69.0	50.9

** = A high score on this subscale is negative because items are negatively worded.*

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How do school climate scores relate to other measures?

- Caution: Correlation does not mean causation. ☺ Direction of influence is likely to be bidirectional.

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Evidence of Concurrent Validity
Student Survey and School-level Data

Student Survey	% Students Suspended/Expelled		% Passing ELA		% Passing Math	
	Elementary	Middle/High	Elementary	Middle/High	Elementary	Middle/High
Teacher-Student Relations	-.62**	-.49**	.46**	.52**	.39**	.46**
Student-Student Relations	-.74**	-.52**	.57**	.58**	.53**	.61**
Respect for Diversity	-.72**	-.43**	.60**	.50**	.53**	.43**
School Safety	-.65**	-.52**	.50**	.63**	.47**	.60**
Clarity of Expectations	-.55**	-.49**	.47**	.50**	.44**	.51**
Fairness of Rules	-.54**	-.58**	.43**	.53**	.39**	.49**
Engagement	-.51**	-.43**	.40**	.49**	.42**	.49**
Schoolwide Bullying	.70**	.38*	-.67**	-.40**	-.54**	-.47**
Total Climate	-.58**	-.49**	.41**	.51**	.41**	.47**

N= 89 Elementary schools; 46 Middle and High Schools. *p <.05, **p < .01

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Evidence of Concurrent Validity
Student Survey: Positive, Punitive, SEL Techniques

	Positive		Punitive		SEL	
	Elementary	Middle/High	Elementary	Middle/High	Elementary	Middle/High
Teacher-Student Relations	.69**	.74**	-.70**	-.47**	.87**	.92**
Student-Student Relations	.52**	.33*	-.83**	-.66**	.83**	.63**
Respect for Diversity	.50**	.69**	-.84**	-.40**	.79**	.88**
School Safety	.58**	.53**	-.74**	-.63**	.84**	.78**
Clarity of Expectations	.74**	.64**	-.75**	-.37*	.87**	.91**
Fairness of Rules	.64**	.67**	-.75**	-.50**	.85**	.82**
Engagement	.66**	.73**	-.75**	-.41**	.88**	.90**
Bullying School-wide	-.31**	.01	.94**	.70**	-.67**	-.20
Total Climate	.71**	.74**	-.68**	-.44**	.92**	.95**
% Suspensions	-.22**	-.13	.71**	.58**	-.47**	-.37*
% Passing ELA	.16	.06	-.68**	-.66**	.42**	.41**
% Passing Math	.12	.04	-.59**	-.63**	.37**	.38**

N= 89 Elementary schools; 46 Middle and High Schools. *p <.05, **p < .01

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Elementary School (school level results)

	Verbal Bullying	Physical Bullying	Social Bullying
Total School Climate	-.50**	-.42**	-.43**
Engagement: Cog. & Behav	-.33**	-.33**	-.30**
Engagement: Emotional	-.52**	-.43**	-.45**
Punitive Techniques	.62**	.55**	.56**
Positive Techniques	-.20	-.11	-.12
SEL Techniques	-.39**	-.31*	-.31*

N = 70, ** $p \leq .001$; $p \leq .05$

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Middle School and High School (School Level)

	Verbal Bullying	Physical Bullying	Social Bullying
Total School Climate	.16	-.11	-.16
Engagement: Cog. & Behav	.26	.101	-.01
Engagement: Emotional	.12	-.09	-.13
Punitive Techniques	.24	.37*	.21
Positive Techniques	.32*	.24	.094
SEL Techniques	.242	.00	-.10

N = 41; $p \leq .05$

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Gain Scores (2012-2013) Controlling for Grade Level

	Verbal Bullying	Physical Bullying	Social Bullying
Teacher-Student Relations	-23*	-.38**	-.36**
Student-Student Relations	-.29**	-.24*	-.28**
Respect for Diversity	-.25*	-.39**	-.41**
Engagement	-.15	-.26**	-.25*
Clarity of Expectations	-.01	-.16	-.15
Fairness of Rules	.03	-.15	-.10
Safety	-.04	-.17	-.18

N = 41; *$p \leq .05$, **$p \leq .01$

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Part III:

- Student Responses to Bullying Victimization items.

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1. I was teased by someone saying hurtful things to me.								
		Never	Sometimes	Once or Twice a Month	Once a Week	Several Times a Week	Everyday	Weekly
Grade Level	Elementary	48.4%	34.3%	4.7%	3.2%	4.1%	5.3%	=12.6%
	Middle	48.6%	32.1%	5.3%	3.9%	4.6%	5.5%	=14.0%
	High	58.1%	25.6%	4.8%	3.9%	3.6%	4.0%	=11.5%
Total		51.0%	31.3%	5.0%	3.7%	4.1%	5.0%	=12.8%

2. I was pushed or shoved on purpose.								
		Never	Sometimes	Once or Twice a Month	Once a Week	Several Times a Week	Everyday	Weekly
Grade Level	Elementary	61.7%	27.2%	3.6%	2.4%	2.5%	2.5%	=7.4%
	Middle	60.8%	25.7%	4.5%	3.1%	2.9%	2.9%	=8.9%
	High	69.3%	18.5%	3.9%	3.4%	1.9%	2.9%	=8.2%
Total		63.6%	24.2%	4.0%	2.9%	2.5%	2.8%	=8.2%

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3. Students left me out of things to make me feel badly.								
		Never	Sometimes	Once or Twice a Month	Once a Week	Several Times a Week	Everyday	Weekly
Grade Level	Elementary	64.4%	22.5%	4.3%	2.6%	2.6%	3.6%	=8.8%
	Middle	71.8%	17.2%	3.3%	2.4%	2.5%	2.7%	=7.6%
	High	74.3%	14.5%	3.7%	2.6%	1.7%	3.2%	=7.5%
Total		69.5%	18.7%	3.8%	2.6%	2.3%	3.1%	=8.0%

4. A student said mean things to me.								
		Never	Sometimes	Once or Twice a Month	Once a Week	Several Times a Week	Everyday	Weekly
Grade Level	Elementary	48.8%	33.0%	4.7%	3.8%	3.8%	6.0%	=13.6%
	Middle	48.7%	31.9%	5.2%	3.7%	4.3%	6.3%	=14.3%
	High	56.3%	26.7%	4.9%	4.1%	3.2%	4.9%	=12.2%
Total		50.6%	31.0%	4.9%	3.9%	3.8%	5.8%	=13.5%

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5. I was hit or kicked and it hurt.								
		Never	Sometimes	Once or Twice a Month	Once a Week	Several Times a Week	Everyday	Weekly
Grade Level	Elementary	73.6%	17.6%	2.7%	2.2%	1.7%	2.3%	=6.2%
	Middle	78.1%	13.3%	2.8%	2.0%	1.7%	2.2%	=5.9%
	High	83.7%	8.3%	2.2%	2.1%	1.3%	2.4%	=5.8%
Total		77.8%	13.7%	2.6%	2.1%	1.6%	2.3%	=6.0%

6. A student told/got others not to like me.								
		Never	Sometimes	Once or Twice a Month	Once a Week	Several Times a Week	Everyday	Weekly
Grade Level	Elementary	69.6%	19.0%	3.4%	2.2%	2.0%	3.7%	=7.9%
	Middle	70.8%	17.7%	3.3%	2.1%	2.3%	3.8%	=8.2%
	High	70.9%	17.2%	3.6%	2.6%	1.7%	4.0%	=8.3%
Total		70.4%	18.1%	3.4%	2.3%	2.1%	3.8%	=8.2%

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7. I was called names I didn't like.								
		Never	Sometimes	Once or Twice a Month	Once a Week	Several Times a Week	Everyday	Weekly
Grade Level	Elementary	56.4%	28.7%	3.7%	3.1%	2.9%	5.2%	=11.2%
	Middle	55.2%	28.0%	4.2%	3.0%	3.7%	5.8%	=12.5%
	High	61.4%	23.9%	3.9%	3.2%	2.8%	4.9%	=10.9%
Total		57.2%	27.2%	4.0%	3.1%	3.2%	5.3%	=11.6%

8. A student stole or broke something of mine on purpose.								
		Never	Sometimes	Once or Twice a Month	Once a Week	Several Times a Week	Everyday	Weekly
Grade Level	Elementary	73.5%	18.0%	3.2%	1.7%	1.4%	2.2%	=5.3%
	Middle	73.5%	17.1%	3.5%	2.2%	1.4%	2.2%	=5.8%
	High	76.7%	14.6%	2.9%	2.4%	1.1%	2.4%	=5.9%
Total		74.3%	16.8%	3.2%	2.1%	1.4%	2.2%	=5.7%

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9. A student got others to say mean things about me.								
		Never	Sometimes	Once or Twice a Month	Once a Week	Several Times a Week	Everyday	Weekly
Grade Level	Elementary	72.4%	17.9%	3.0%	1.6%	2.0%	3.1%	=6.7%
	Middle	72.5%	16.5%	3.0%	2.2%	2.1%	3.6%	=7.9%
	High	73.8%	14.8%	3.4%	2.8%	1.8%	3.4%	=8.0%
Total		72.8%	16.6%	3.1%	2.2%	2.0%	3.4%	=7.6%

10. Hurtful jokes were made up about me.								
		Never	Sometimes	Once or Twice a Month	Once a Week	Several Times a Week	Everyday	Weekly
Grade Level	Elementary	68.2%	20.5%	3.1%	2.2%	2.2%	3.9%	=8.3%
	Middle	68.9%	18.6%	3.3%	2.6%	2.5%	4.1%	=9.2%
	High	71.9%	15.9%	3.6%	2.5%	2.2%	3.9%	=8.6%
Total		69.4%	18.6%	3.3%	2.4%	2.3%	4.0%	=8.7%

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11. A student threatened to harm me.								
		Never	Sometimes	Once or Twice a Month	Once a Week	Several Times a Week	Everyday	Weekly
Grade Level	Elementary	76.5%	14.8%	2.7%	1.7%	1.8%	2.5%	=6.0%
	Middle	76.9%	14.0%	2.8%	2.0%	1.6%	2.8%	=6.4%
	High	79.3%	11.0%	3.0%	2.2%	1.3%	3.1%	=6.6%
Total		77.3%	13.5%	2.8%	1.9%	1.6%	2.8%	=6.3%

12. Students told another student not to be friends with me because other students didn't like me.								
		Never	Sometimes	Once or Twice a Month	Once a Week	Several Times a Week	Everyday	Weekly
Grade Level	Elementary	71.2%	19.1%	2.6%	1.9%	1.9%	3.4%	=7.2%
	Middle	73.6%	16.1%	2.8%	2.1%	2.1%	3.3%	=7.5%
	High	74.2%	14.9%	2.8%	2.5%	1.7%	3.9%	=8.1%
Total		72.8%	16.9%	2.7%	2.1%	1.9%	3.5%	=7.5%

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13. I was bullied in this school.								
		Never	Sometimes	Once or Twice a Month	Once a Week	Several Times a Week	Everyday	Weekly
Grade Level	Elementary	63.2%	23.4%	3.3%	2.3%	2.7%	5.1%	=10.1%
	Middle	64.7%	20.6%	3.4%	2.4%	3.3%	5.6%	=11.3%
	High	73.6%	15.0%	2.9%	2.6%	2.0%	3.9%	=8.5%
Total		66.3%	20.3%	3.3%	2.4%	2.7%	5.0%	=10.1%

14. A student sent me a mean or hurtful message about me using email, text messaging, instant messaging, or similar electronic messaging.								
		Never	Sometimes	Once or Twice a Month	Once a Week	Several Times a Week	Everyday	Weekly
Grade Level	Middle	84.9%	10.5%	1.8%	1.0%	.8%	1.0%	=2.8%
	High	81.6%	11.0%	2.7%	1.6%	.9%	2.2%	=4.7%
Total		83.6%	10.7%	2.2%	1.2%	.9%	1.5%	=3.6%

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15. A student sent to others a mean or hurtful message about me using email, text messaging, instant messaging, or similar electronic messaging								
		Never	Sometimes	Once or Twice a Month	Once a Week	Several Times a Week	Everyday	Weekly
Grade Level	Middle	81.7%	11.9%	2.5%	1.3%	1.2%	1.5%	=4.0%
	High	78.2%	12.5%	3.1%	2.1%	1.5%	2.7%	=6.3%
Total		80.3%	12.1%	2.7%	1.6%	1.3%	2.0%	=4.9%

16. A student posted something mean or hurtful about me on a social media website, such as Facebook, Twitter, or Myspace.								
		Never	Sometimes	Once or Twice a Month	Once a Week	Several Times a Week	Everyday	Weekly
Grade Level	Middle	85.6%	9.4%	2.1%	1.0%	.7%	1.1%	=2.8%
	High	79.5%	12.5%	2.8%	1.7%	1.2%	2.4%	=5.3%
Total		83.1%	10.7%	2.4%	1.3%	.9%	1.6%	=3.8%

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17. A student pretending to be me sent or posted something hurtful or mean about me or others using text messaging, a social media website, email, or a similar method.

		Never	Sometimes	Once or Twice a Month	Once a Week	Several Times a Week	Everyday	Weekly
Grade Level	Middle	90.7%	5.8%	1.2%	1.0%	.4%	.8%	=2.2%
	High	88.1%	6.2%	1.4%	1.6%	.9%	1.8%	=4.3%
Total		89.7%	6.0%	1.3%	1.3%	.6%	1.2%	=3.1%

18. A student sent me a mean or hurtful text message, email, or posting for me to see about another student.

		Never	Sometimes	Once or Twice a Month	Once a Week	Several Times a Week	Everyday	Weekly
Grade Level	Middle	85.0%	9.3%	2.3%	1.0%	.9%	1.4%	=3.3%
	High	80.3%	10.8%	2.9%	1.9%	1.5%	2.5%	=5.9%
Total		83.1%	9.9%	2.6%	1.4%	1.2%	1.8%	=4.4%

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Other Results for Bullying Victimization

- There are no appreciable grade level differences (high school scores were significantly lower than other grade levels for verbal, physical, and social and less for cbyer, but Effect Sizes were extremely small, less than .002).

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- Boys were more likely than girls to report being victims of physical bullying, whereas girls were more likely to be victims of social bullying. Differences were very slight ES < .007; less than .15 of point). No sex differences in reports of verbal and cyber bullying.

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- Hispanic students reported less verbal, physical, social, cyber bullying than Whites or African Americans. Whites reported greater verbal bullying than African Americans.

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Preventing Bullying
Where to start?

1st step

"Assess school prevention and intervention efforts around student behavior, including substance use and violence. *You may be able to build upon them or integrate bullying prevention strategies. Many programs help address the same protective and risk factors that bullying programs do."*

From: www.stopbullying.gov

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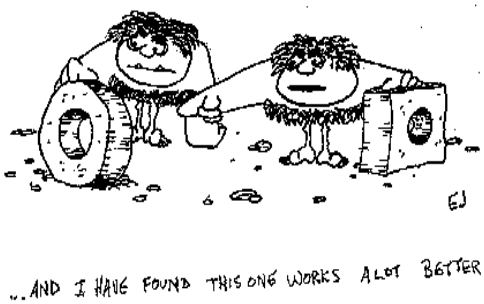

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Focus on School Climate

"Given the overwhelming evidence that school climate is a critical factor for increased (or decreased) levels of bullying, all school personnel should be aware of elements that contribute to a positive school climate."
(Swearer, et al., 2012, p. 184)

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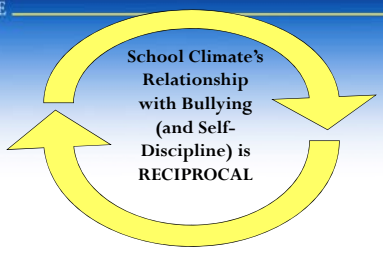

Thus, improving school climate is likely to reduce bullying and develop self-discipline, and vice versa

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School Climate

- Very similar factors influence, and are influenced by, school discipline (including self-discipline) and school climate.
- Research shows many of the same strategies influence both school discipline and school climate, and they are reciprocally related.

Bullying Prevention

- Same strategies for improving school discipline (including self-discipline) and school climate apply to preventing bullying.

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4 major reviews of bullying prevention programs:

- 3 found either nonsignificant or small effects of prevention programs, especially for curriculum packages and social skills training
- *Most recent and comprehensive review* of 44 program evaluations (Ttofi & Farrington, 2011):
  - Overall, bullying and victimization were decreased about 20%

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Least effective component, particularly with respect to victimization: **"work with peers"** (i.e., peer mediation, peer mentoring, and encouraging bystander intervention).

CAUTION: This does NOT mean these components shouldn't be included, but that they are not sufficient nor the best area of focus in prevention.

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Most effective components:

- ***authoritative disciplinary methods*** *and classroom management, including classroom rules and whole-school anti-bullying policy*
- parent training/meetings
- improved playground supervision
- teacher training, school conferences (e.g., assemblies) information for parents
- videos on bullying and victimization (as part of curriculum),
- cooperative group work

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Authors also recommended:

- *more individual work with bullies and victims*
- more work with families

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Additional Findings:

- More elements and longer duration > greater effects
- Olweus inspired programs tended to work best, except in the U.S.
- More effective with older students (included ages 6-14)
- (Other studies also show that fidelity of implementation matters and that programs implemented by researchers tend to be more effective.)

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Given these findings on bullying, it makes sense to integrate features of SWPBS and SEL

1. Provides a comprehensive approach
2. Is consistent with a wealth of research on effective classroom management, schoolwide discipline, and childrearing
3. More likely to improve school climate.

	Approach	
Components of Comprehensive School Discipline	**Traditional SWPBS**	**SEL**
Developing the social and emotional competencies of self-discipline	Weakness	Strength
Preventing behavior problems	Strength (more so for immediate environment)	Strength (more lasting effects)
Correcting behavior problems (short-term goal)	Strength	Weakness
Addressing Tier 2 and 3 Needs	Strength	Weakness

What does the research say regarding integrating the two approaches, providing a more comprehensive approach?

- Best for achieving compliance
- Best for promoting self-discipline and resilience
- Best for effective prevention and correction
- **Best for school climate**
- **Best for preventing bullying**

Delaware's Approach

Focus on 10 Evidence-based Strategies for Preventing Behavior Problems (and promoting a positive school climate) as found on the Strengths and Needs Assessment

I.1 *Caring and supportive adult-student relationships.*

I.2 *Authoritative approach to prevention and correction.*

I.3 High expectations for all.

I.4 Positive behavioral expectations and clear and fair rules pertaining to bullying.

I.5 Positive behavior expectations related to bullying are taught.

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I.6 Recognition of desired behaviors.

I.7 Procedures and routines

I.8 Monitoring and supervision.

I.9 Motivating instruction and curriculum.

I.10 Home communication and collaboration.

Emphasis was on *Authoritative Discipline* and especially *Supportive Relationships*

8
3

Why emphasize authoritative approach?

Both theory and research also show that Responsiveness (support) and Demandingness (structure) are two essential dimensions of school discipline, school climate, and bullying prevention).

8
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Why an emphasis on relationships?

- *In addition to positive relationships being related to a number of positive outcomes:*
- *Improvements* in positive outcomes are mediated by improvements in teacher–student relationships and the school environment
- Supported by our results

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- A positive school climate that includes supportive teacher-student and student-student relationships (and family relationships) also helps buffer bullying victims from negative outcomes related to their being bullied (Swearer, Collings, Fluke, & Stawhun, 2012)
- *Thus, relationships are very important not only in preventing bullying, but also in responding*

Student-Student Relationships

Bullying is typically a group phenomenon

(Swearer et al., 2012)

Implications for bullying prevention?

- Must target peer norms, values, beliefs, acceptance, including bystanders (reinforcers, defenders, and passive bystanders)
- Bullies tend to be popular (depending on norms), victims unpopular (and worse as bullying progresses)
- One function of bullying is to gain social status
- Often difficult, but very important to rally support of popular students

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In Addition to Research, Be Guided by Your Own Data

- Data are key to:
  - Increasing awareness
  - Understanding areas of concern and to focus efforts accordingly
  - Evaluating impact
- Multiple sources: School climate data, bullying data, ODRs

10 Tips for Preventing and Reducing Bullying

1. Focus on the two key aspects of effective classroom management: Structure/Demandingness and Support/Responsiveness.
2. Respond immediately to all acts of bullying (verbal, physical, social, and cyberbullying).
3. Build and maintain positive and supportive relationships, including teacher-student, student-student, and family-school relationships.
4. Have clear, consistent school-wide and classroom rules and policies against all forms of bullying.
5. Teach "bystanders" important roles they can play in preventing bullying by not supporting it and actively stopping it (where appropriate and when it is safe to do so).

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6. Teach students (including bystanders) how to respond when bullied.
7. Teach specific lessons on bullying including its effects on victims, bullies, and the general school climate.
8. Increase supervision and monitoring in places where bullying most often occurs, such as the playground, hallways, cafeteria, and bus.
9. Provide individual and small-group services and supports to bullies and their victims.
10. Overall, work toward establishing school-wide and classroom norms that prevent bullying.

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Questions?

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www.delawarepbs.org

Thank you!