

Bullying Interventions within a SW-PBS Framework: Exploring the Overlap Between SEL and MTSS

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April 29, 2014
Delaware Positive Behavior Support Celebration

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Agenda

- What is Bullying?
- Overlap in Bullying Intervention and PBS
- Teacher Perceptions
- Tier I Interventions
- Tier II Interventions
- Conclusion



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Quick Quote

“Victimization may be the result of our educational system being regarded as a **social hierarchy**, where bullying is generally considered a **social ritual**, a typical part of adolescent experience, or a student’s **rite of passage**.”

(Rose, Monda-Amaya, & Espelage, 2011, p. 114)



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Debunking the Myths

Bullying is an **isolated**, individual aggressive action

Bullying occurs between a “bully” and a “victim”

Bullying is a “**normal**” part of growing up

Physical bullying is **more damaging** than relational or verbal bullying

Bullying is **impossible** to stop, and prevention efforts are expensive and complicated

(Swearer, Espelage, & Napolitano, 2009)



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How Pervasive is Bullying?

Safe School Initiative (Vossekuil et al., 2002)
37 Shooting; 41 Perpetrators (1974-2000)

71% Victimized

Nansel et al. (2001)

30% (Perpetrator, Victim, Provocative Victim)

National Center for Educational Statistics (Dinkes et al., 2006)

28% of Adolescents Reported Being Victimized Over a Six-Month Period

Espelage et al. (2000)

Only **19.5%** of Middle School Students Had **NOT** Observed, Been a Victim, or Participated in Bullying within the Last Month of Being Surveyed



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Rose, C. A., & Simpson, C. G. (in preparation).
Exploring the prevalence and topographies of bullying involvement among students with disabilities. Manuscript in preparation, University of Missouri.

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Prevalence (n = 14,300)

Sample	Bullying		Fighting		Relational Aggression Perpetration	
	Mean (SD)	% Endorse* (N)	Mean (SD)	% Endorse* (N)	Mean (SD)	% Endorse* (N)
Total Population	1.43 (.56)	70.4 (10136)	13.7 (1966)	62.5 (8995)	14.1 (2028)	41.9 (5917)
Students without Disabilities	1.42 (.56)	70.5 (9338)	13.5 (1785)	62.1 (8218)	13.6 (1799)	41.7 (5432)
Students with Disabilities	1.46 (.63)	69.6 (798)	15.8 (181)	1.75 (.91)	67.7 (777)	20.0 (229)
Specific Learning Disability	1.43 (.56)	69.9 (458)	14.4 (94)	1.78 (.88)	72.0 (471)	19.4 (127)
Other Health Impairment	1.45 (.61)	71.9 (128)	16.9 (30)	1.72 (.96)	59.0 (105)	19.7 (35)
Intellectual Disability	1.59 (.85)	69.4 (75)	24.1 (26)	1.81 (.97)	69.7 (76)	22.9 (25)
Emotional/Behavioral Disorder	1.53 (.71)	78.8 (67)	15.3 (13)	1.95 (1.04)	74.4 (64)	30.2 (26)
Autism Spectrum Disorder	1.52 (.84)	51.6 (32)	19.4 (12)	1.62 (.94)	50.0 (31)	19.4 (12)
Sensory Related Disabilities	1.35 (.50)	65.5 (38)	10.3 (6)	1.37 (.52)	51.7 (30)	6.9 (4)



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Prevalence (n = 14,300)

Sample	Victimization		Online Victimization		Relational Aggression Victimization	
	Mean (SD)	% Endorse* (N)	Mean (SD)	% Endorse* (N)	Mean (SD)	% Endorse* (N)
Total Population	1.62 (.85)	60.6 (8716)	15.1 (2172)	46.7 (6646)	11.9 (1692)	1.47 (.69)
Students without Disabilities	1.61 (.83)	60.1 (7959)	14.5 (1925)	1.38 (.70)	46.6 (6122)	11.5 (1512)
Students with Disabilities	1.82 (1.03)	66.3 (757)	21.6 (247)	1.49 (.86)	47.8 (524)	16.4 (180)
Specific Learning Disability	1.73 (.94)	63.5 (414)	19.0 (124)	1.46 (.78)	49.3 (318)	16.0 (103)
Other Health Impairment	1.83 (1.04)	68.0 (121)	20.8 (37)	1.44 (.80)	46.8 (80)	14.0 (24)
Intellectual Disability	1.99 (1.12)	73.8 (79)	24.3 (26)	1.77 (1.28)	51.1 (48)	25.5 (24)
Emotional/Behavioral Disorder	2.15 (1.18)	71.8 (61)	35.3 (38)	1.59 (.92)	46.8 (37)	21.5 (17)
Autism Spectrum Disorder	2.19 (1.29)	72.6 (45)	33.9 (21)	1.56 (1.03)	40.4 (19)	19.1 (9)
Sensory Related Disabilities	1.68 (.98)	63.8 (37)	15.5 (9)	1.26 (.61)	36.7 (22)	5.0 (3)



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Prevalence (n = 14,300)

Sample	Bully - Victim: % Endorsed (N)	Bully - Victim: High Endorsed (N)
Total Population	32.8 (4717)	4.5 (652)
Students without Disabilities	48.9 (6470)	4.3 (568)
Students with Disabilities	51.6 (5899)	7.4 (84)
Specific Learning Disability	49.5 (323)	6.0 (39)
Other Health Impairment	53.4 (95)	6.2 (11)
Intellectual Disability	56.0 (61)	13.8 (15)
Emotional/Behavioral Disorder	63.5 (54)	8.2 (7)
Autism Spectrum Disorder	45.8 (27)	15.3 (9)
Sensory Related Disabilities	50.0 (29)	5.2 (3)



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Defining Bullying

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Standard Definition

Sullivan, Cleary, and Sullivan (1998) defines bullying as “a **negative** and often **aggressive** or **manipulative** act or series of acts by one or more people against another person or people usually over a period of **time**. It is **abusive** and is based on an imbalance of **power**” (pp. 4 - 5).



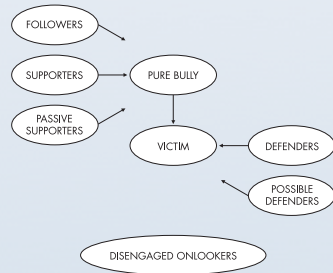
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Definition Specifics



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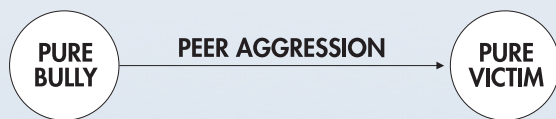
Roles Defined



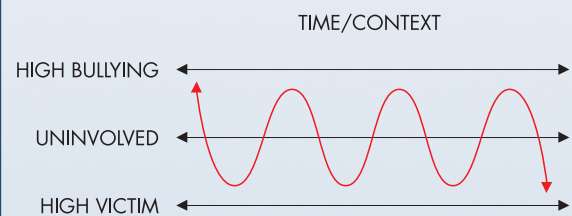
Bullying Dynamic



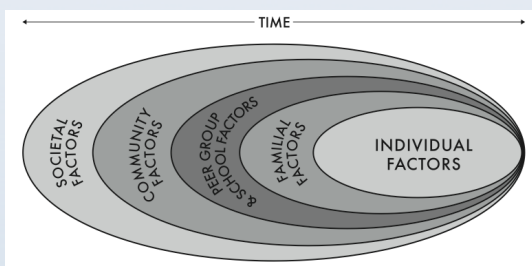
Traditional Thinking



Contemporary Thinking



Social-Ecological Perspective of Bully/ Victimization



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Types of Bullying

- Physical Bullying
 - Shoving, Fighting, Damage to Property
- Verbal Bullying
 - Name Calling and Imitating Disability Characteristics - Most Common
- Relational Bullying
 - Telling Lies, Spreading Rumors, Ignoring, Isolating
 - (Dawkins, 1996; Doll & Swearer, 2006; Walker et al., 1995)
- Cyberbullying
 - Online victimization
 - (Tynes, Rose, & Williams, 2010)
- Sexual Bullying
 - Sexual Harassment/Violence
 - (American Association of University Women Educational Foundation, 1993, 2001)

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Simpson, C. G., & Rose, C. A. (in preparation). *Gender discrepancies among students with and without disabilities within the bullying dynamic*. Manuscript in preparation, University of Missouri.

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Differences by Gender - Aggression

- Bully
 - Male - 1.49 (.01)
 - Female - 1.36 (.01)
- Fight
 - Male - 1.72 (.02)
 - Female - 1.58 (.02)
- Anger
 - Male - 1.70 (.02)
 - Female - 1.88 (.02)
- No Significant Difference for Relational Aggression

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Differences by Gender - Victimization

- Victim
 - Male - 1.76 (.02)
 - Female - 1.67 (.02)
- Online Victim
 - Male - 1.37 (.02)
 - Female - 1.52 (.02)
- Relational Victim
 - Male - 1.51 (.01)
 - Female - 1.61 (.02)



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Aggression Not Classified as Bullying

- The Follow May Not Be Considered Bullying
 - Instrumental Aggression - Appears Necessary
 - Retaliatory Aggression - Impulsive
 - Jostling - Pretend Aggression
 - (Doll & Swearer, 2006)

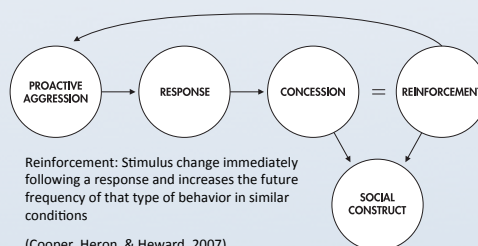


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Why Adolescents Bully

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Stages of Bullying



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(adapted: Doll & Swearer, 2006)

Homophily Hypothesis



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Power and Influence

- Body Capital - certain kind of body
- Social Capital - peer relationships
- Cultural Capital - participate in valued activities or belong to valued cultural group
- Informational Capital - up on latest gossip
- Economic Capital - money
- Symbolic Capital - material possessions (Klein, 2012)



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Adolescent Peer Groups

- Adolescence - function & importance of peer group changes (Crockett et al., 1984)
- More frequent, less supervised, & intense
- Increasing pressure to attain social status; acceptance & popularity issues increase (Corsar & Eder, 1990)
- Bullying & teasing might serve as a way to demonstrate superiority, especially for males (Eder, 1995)
 - (Espelage, 2006)



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Behavioral Understanding

- Behavior is both functional and communicative
- Bullying is a Social Construct Maintained by Social Reinforcers
 - Bystanders
- At-Risk Characteristics Include Anything that could be deviant from perceived “norm” behaviors of the group.
- Bullying is not exclusive to one population or school environment



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Development of Bullying Behavior

- Behavior tends to follow a distinct developmental pattern
 - Younger students without well-developed verbal or social skills resort to physical aggression
 - As verbal skills develop, these students transition to less physical forms of aggression...verbal aggression
 - As social skills develop, students learn to analyze and manipulate situation in their favor, so they use more indirect means of aggression
- (Björkqvist, 2001; Björkqvist et al., 1992)



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At-Risk Characteristics

- | | |
|------------------------------|---------------------------------|
| • Few Friends/Rejected | • Academic Status |
| • Male | • SES |
| • Not Very Popular | • Characteristics of Disability |
| • Alone/Withdrawn | • Low Self Concept |
| • Low Comprehension | • Reaction to Bullies |
| • Lack of Leadership | • Family Reaction |
| • Dependent | • Depression |
| • Anxious/Insecure | • Non-Compliance |
| • Special Education Status | • Cautious/Sensitive/Quiet |
| • Psychological Consultation | • Minority Grouping |
| | – (See Reference List) |



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Hypotheses

- Students may...
 - Act too aggressively toward the wrong peers or social stimuli
 - Be too passive
 - Misread nonverbal communication or misinterpret non-threatening cues
 - (Sabornie, 1994)
 - Misread social communication (Whitney et al., 1994) and rough and tumble play by acting too aggressively an inopportune times (Nabuzoka & Smith, 1999)
 - Not know how to avoid victimization
 - (Nabuzoka, 2003)



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Teacher Perceptions

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Teacher Perceptions

- Teacher Estimates of Bullying
 - Training and Preparedness
 - Covert Nature of Bullying
- Student Reluctance to Inform Teacher
 - Exacerbate
 - Lack of Believability
 - Unable to Assist/Protect or Want to Address Alone
 - May Make Disability Public
 - May Not Understand Disability Characteristics
- Disconnect Between Student and Teacher Definitions
 - Moral Obligation
 - Does it really matter how you define bullying?



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Teachers Can Make Experiences Better or Worse

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Made Things Better <ul style="list-style-type: none"> – Listened to me – Checked in with me afterwards to see if the behavior stopped – Gave me advice – Kept up increased adult supervision for some time | <ul style="list-style-type: none"> • Made Things Worse <ul style="list-style-type: none"> – Told me to stop tattling – Told me to solve the problem myself – Told me if I acted differently this wouldn't happen to me – Ignored what was going on |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



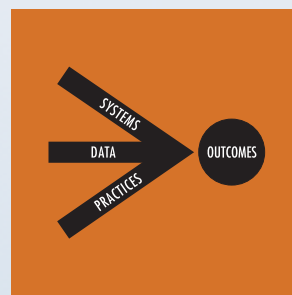
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(Goldman, 2012, pp. 227 – 228)

SW-PBS & Bullying – Tier I

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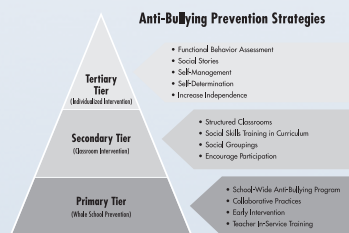
4 Elements of PBS



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(adapted from pbis.org, 2013)

SW-PBS & Bully Prevention



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Social and Emotional Learning

- **Self-Awareness**
 - The ability to accurately recognize one's emotions and thoughts and their influence on behavior.
 - Assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism
- **Social Awareness**
 - The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports
- **Self-Management**
 - The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations.
 - Managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals

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(CASEL, 2003)

Social and Emotional Learning

- **Relationship Skills**
 - The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups
 - Communication, listening, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, seeking and offering help when needed
- **Responsible Decision Making**
 - The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others

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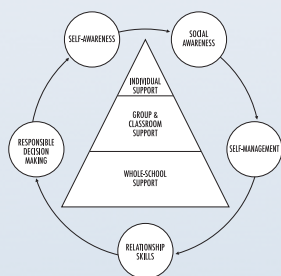
(CASEL, 2003)

Social-Emotional Learning

- **Goal 1:** Develop self-awareness and self-management skills to achieve school and life success
- **Goal 2:** Use social-awareness and interpersonal skills to establish and maintain positive relationships
- **Goal 3:** Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts
 - (Espelage, 2013)

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SW-PBS & SEL Overlap



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School-Wide Efforts

- School climate assessment
- Increased monitoring in high-risk areas
- Classroom awareness activities to confront supportive attitudes
- Teacher awareness and intervention training
- Allow students to be active stakeholders
- Increase collaboration between teachers, administrators, students, families, and communities

(see Rose, Allison, & Simpson, 2012)

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Strategies?

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Assessment of Problem • School and Guidance Programs • Classroom Management • Cooperative Learning • Individualized Training • Teacher Conversations | <ul style="list-style-type: none"> • Assertiveness Training-Self Esteem • Avoidance strategies • Social Skills Training • Telling a Teacher • Telling a Parent • Walking Away • Telling Bully to Stop • Peer Assistance – (See Reference List) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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Are These Strategies Enough?

- “The Success of these programs hinge on the identification competence, pedagogical dexterity, and rapport development efficiency of teachers” (Rose, 2010, 135)
- Reduces by 1/4 - 1/3 (Merrell et al., 2008; Ttofi et al., 2008)
 - Increased Awareness, Knowledge, & Self-Perceived Competency
 - Targeted Outcomes?
- Fundamental Issues
 - Koch’s (2001) 80/20 Principle
 - **Equality Between Social Needs and Academic Goals?**
 - At-Risk Subgroups
 - Targeted Interventions

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Rose, C. A., Simpson, C. G., & Ellis, S. K. (prep).
Bullying and sibling aggression: Exploring implications for students with disabilities.
 Manuscript in preparation, University of Missouri.

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Sibling Aggression

Descriptive Statistics

Construct	Total Population		Males		Females		Students with Disabilities		Students without Disabilities	
	Mean/SD	% Endorsed	Mean/SD	% Endorsed	Mean/SD	% Endorsed	Mean/SD	% Endorsed	Mean/SD	% Endorsed
Bullying	1.43 (.56)	12.8	1.49 (.62)	13.2	1.36 (.48)	10.3	1.44 (.63)	14.8	1.42 (.56)	12.7
Victimization	1.62 (.85)	15.1	1.67 (.90)	16.4	1.58 (.79)	13.8	1.82 (1.03)	21.6	1.61 (.85)	14.5
Fighting	1.59 (.78)	14.1	1.68 (.83)	17.4	1.49 (.70)	10.6	1.79 (.91)	20.0	1.58 (.76)	13.6
School Belonging	2.97 (.57)	13.1*	2.96 (.58)	13.8*	2.99 (.55)	12.4*	2.97 (.60)	14.3*	2.97 (.56)	13.9*
Sibling Aggression	1.82 (.85)	14.8	1.78 (.86)	13.2	1.85 (.86)	16.4	1.77 (.84)	12.9	1.81 (.85)	15.8

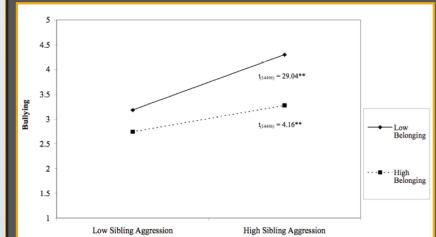
Note. *Low School Belonging represents one standard deviation below the mean.



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Sibling Aggression

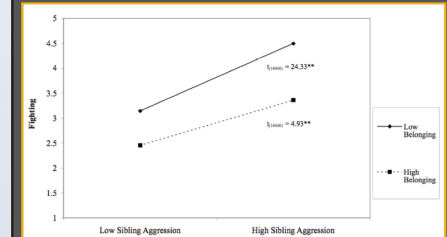
Interaction



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Sibling Aggression

Interaction



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Empowering Bystanders – Tier I

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Empowering Bystanders

- Our goal is to empower the majority to influence the minority!
 - Keep in mind that the majority of students are not directly involved as pure bullies or victims
 - However, these “uninvolved” participants serve as social reinforcers for the bullying behaviors

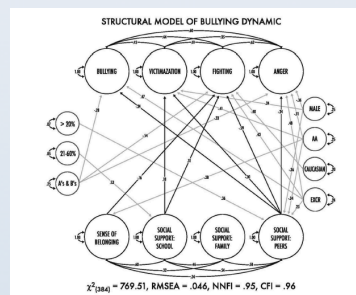


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Rose, C. A., Espelage, D. L., Monda-Amaya, L. E., Shogren, K. A., & Aragon, S. R. (2013). Bullying and middle school students with and without specific learning disabilities: An examination of social-ecological predictors. *Journal of Learning Disabilities*. Online First.

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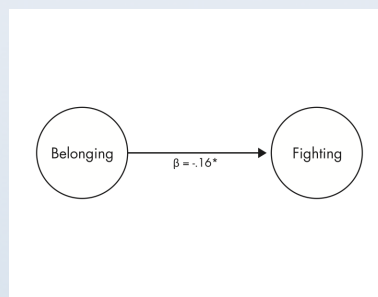
Findings

- No significant differences between males and females with LD for school, age, grade, race, GPA, extracurricular involvement, and percentage of special education services
- Significant Covariate Paths
 - Females reported significantly higher levels of victimization, anger, & peer social supports
- Peer Social Supports
 - Higher levels of peer supports predicted lower levels of bullying, victimization, fighting, & anger



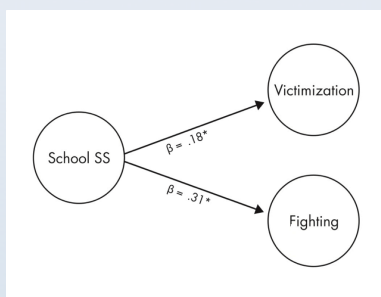
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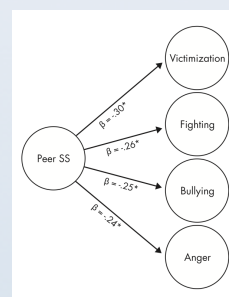
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Strategies for Empowering Bystanders

- Have students serve as active stakeholders in the school-wide and classroom anti-bullying policies
 - Teacher should serve as a facilitator of classroom policies, but the students should feel like the policy was created and implemented directly by the students
 - Allow students to assist in defining bullying behaviors and creating reporting procedures and support mechanisms



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Strategies for Empowering Bystanders

- Establish a student directed Anti-Bullying Alliance
 - Construct a representative group of students to serve as the “student voice” for matters involving bullying
 - Assign student roles that are specific to bully prevention
 - Role-play with students to address situations that they observe in their classrooms, school, hallways, and extracurricular activities
 - Most Importantly...Support this student group



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Components for Bystander Interventions

- What do we need?
 - Common Language and Actions
 - Students must know
 - What to do
 - Who to report to
 - What will happen to the bully/victim if they report
 - What will happen to them if they report
 - (Ross & Horner, 2010)



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School-Wide Bully Prevention Plan – Tier I & II

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Establishing a SW-PBS Bully Prevention Plan

Schools should review data to determine:

1. Is bullying a problem? (Students/Staff)
2. What types of bullying are occurring? (Student/Staff)
 1. Are there gender differences?
 2. Are other subgroups of students at escalated risk?
3. Where is the bullying occurring? (Student/Staff)



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Lewis, T.J. (2011). SW-PBS bullying action plan. University of Missouri Center on School-Wide Positive Behavior Support, Columbia, MO.

Establishing a SW-PBS Bully Prevention Plan

Schools should review data to determine:

4. Where and how do the students seek help? (Student/Staff)
 5. Where do staff feel students should or could seek help? (Staff)
 6. What strategies do staff feel are most successful in addressing bullying? (Staff)
- (Lewis, 2011)



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Lewis, T.J. (2011). SW-PBS bullying action plan. University of Missouri Center on School-Wide Positive Behavior Support, Columbia, MO.

Establishing a SW-PBS Bully Prevention Plan

Schools should review data to determine:

7. Are staff aware of district/school policy and procedures? (Staff)
 8. What are the parent perceptions of issues and school interventions?
- (Lewis, 2011)



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Establishing a SW-PBS Bully Prevention Plan

1. Identify pro-social behaviors for noted types of bullying behavior.

Bullying Behavior	Replacement Skill	Link to School-Wide Expectation



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Lewis, T.J. (2011). SW-PBS bullying action plan. University of Missouri Center on School-Wide Positive Behavior Support, Columbia, MO.

Establishing a SW-PBS Bully Prevention Plan

2. Lesson plans and teaching strategies (with schedule) for each replacement skill

Skill	Bystander Role	Non-Participant Role	Who Will Develop	Due Date



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Lewis, T.J. (2011). SW-PBS bullying action plan. University of Missouri Center on School-Wide Positive Behavior Support, Columbia, MO.

Establishing a SW-PBS Bully Prevention Plan

- Teaching schedule (ALL in school must teach across All classrooms)
- Bystander & Non-Participant should
 - Use language of school expectation
 - Encourage 'victim' to walk away with them
 - Do not attend to the individual engage in the bullying behaviors
 - Report what they have seen to adults per school procedures



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Lewis, T.J. (2011). SW-PBS bullying action plan. University of Missouri Center on School-Wide Positive Behavior Support, Columbia, MO.

Establishing a SW-PBS Bully Prevention Plan

- Establish a clear protocol for reporting
 - Establish
 - Teach
 - Practice
 - Monitor
- Establish a clear protocol for parents to report bullying
 - Establish
 - Communicate in multiple formats
 - Monitor



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Lewis, T.J. (2011). SW-PBS bullying action plan. University of Missouri Center on School-Wide Positive Behavior Support, Columbia, MO.

Establishing a SW-PBS Bully Prevention Plan

3. Supervision of high risk locations

Setting	Current Supervision	Training & Support Need	Additional Supervision Ideas



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Establishing a SW-PBS Bully Prevention Plan

- Training for supervision:
 - Who will train?
 - Core replacement social skills and prompts for student roles
 - Prompts for students to use problem-solving strategies
 - High rates of reinforcement for students who do not engage/attend to bullying
 - Appropriate referrals when students do not respond



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Lewis, T.J. (2011). SW-PBS bullying action plan. University of Missouri Center on School-Wide Positive Behavior Support, Columbia, MO.

Establishing a SW-PBS Bully Prevention Plan

4. Identify strategies and lesson plans for students who are victimized

Bully Behavior	Desired Student Response	Lesson Plans/ Strategies to Teach	Connect Point to School-Wide Expectations



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Establishing a SW-PBS Bully Prevention Plan

- Training
 - Who will teach strategies to students who are victimized?
 - When will the strategies be taught?
 - How will the strategies be taught (small group, 1:1)?
 - Can the strategies be connected to the curriculum?
 - How will continuity and reliability be maintained with the contact point for students who are victimized?
 - How will an appropriate range of supports be established? (Goal is to fade adult support)



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Lewis, T.J. (2011). SW-PBS bullying action plan. University of Missouri Center on School-Wide Positive Behavior Support, Columbia, MO.

Establishing a SW-PBS Bully Prevention Plan

5. Identify instructional strategies and consequences for bullying

Bully Behavior	Desired Outcome (Get/Avoid)	Replacement with Same Outcome	Connect Point to School-Wide Expectations



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Lewis, T.J. (2011). SW-PBS bullying action plan. University of Missouri Center on School-Wide Positive Behavior Support, Columbia, MO.

Establishing a SW-PBS Bully Prevention Plan

- Training
 - Curriculum development...Can the skills be embedded into the existing curriculum?
 - How will the skills be taught?
 - Who will teach the skills?
 - Establish practice opportunities (including peers)
 - Tier II/III supports (focus on increasing use of appropriate skills)
 - Small group social skills ('empathy')
 - Check in/Check out or Check & Connect



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Lewis, T.J. (2011). SW-PBS bullying action plan. University of Missouri Center on School-Wide Positive Behavior Support, Columbia, MO.

Establishing a SW-PBS Bully Prevention Plan

- Consequences
 - Remove access to peers
 - Restrictions on non-supervised time
 - Restitution (if empathy is in place)



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Lewis, T.J. (2011). SW-PBS bullying action plan. University of Missouri Center on School-Wide Positive Behavior Support, Columbia, MO.

Establishing a SW-PBS Bully Prevention Plan

6. Action Plan Summary

Action	Additional Information Needed	Product Outcome	Who is Responsible	Due Date	Goal/Objective



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Lewis, T.J. (2011). SW-PBS bullying action plan. University of Missouri Center on School-Wide Positive Behavior Support, Columbia, MO.

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Bullying and Marginalized Populations: Understanding State and Federal Legislation

Chad A. Rose, Ph.D.
April 29, 2014
Delaware Positive Behavior Support Celebration

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Bullying and State/Federal Law

- 49 States have adopted legislation that prohibits bullying and harassment, and have taken measures to report policies and programs to parents, students, and staff



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(Maag & Katsiyannis, 2012)

- “In all cases. Schools should have **well-publicized policies** prohibiting harassment and **procedures** for reporting and resolving complaints that will alert the school to incidences of harassment.” (DCL, 2010)



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(Yell, Katsiyannis, & Rose, 2014)

Bullying and Federal Law

- Office of Civil Rights – Dear Colleague Letter (2010)
 - Harassment Based on the Following may be a violation of Federal Law
 - Race, Color, National Origin (Title VI of the Civil Right Act of 1964)
 - Gender (Title IX of the Education Amendments of 1972)
 - Disability (Section 504 of the Rehabilitation Act of 1973 & Title II of the Americans with Disabilities Act of 1990)
- Harassment based on race, color, national origin, gender, or disability may supersede state, district, or school-level anti-bullying policies



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Violations of Civil Rights Laws

- Violations may occur when peer harassment based on race, color, national origin, sex, or disability is sufficiently serious that it creates a **hostile environment** and such harassment is **encouraged, tolerated, not adequately addressed, or ignored by school employees**



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(Yell, Katsiyannis, & Rose, 2014)

Bullying Definition OCR

“Bullying fosters a **climate of fear and disrespect** that can **harm** the physical and psychological health of victims and create conditions that **negatively affect Learning**”

Office for Civil Rights, *Dear Colleague Letter*, 2010-



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(Yell, Katsiyannis, & Rose, 2014)

Bullying vs. Harassment

- Does a difference exist between bullying and harassment?
 - Bullying: Can take many forms (e.g., physical, verbal, social exclusion, cyber, sexual), and schools generally have provisions to address this subset of behaviors to protect students within the learning environment
 - Harassment: When a student is bullied for reasons that are legally protected (i.e. race, sex, disability)
 - However, in most cases federal law views bullying and harassment through the same lens (Difference is immaterial; see Santa-Monica-Malibu (CA) Unified School District)
 - (Norlin, 2012)



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What is a Hostile Environment?

- A **hostile environment** is created when conduct is “sufficiently severe, pervasive, or persistent so as to **interfere with or limit a student’s ability to participate in or benefit from** the services, activities, or opportunities offered by a school.”
- A hostile environment can also be created through school district inaction



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Guidance for Disability-Based Harassment

Office of Civil Right's Standards

- Did the Conduct Represent Harassment?
 - Includes Various Topographies of Harassment
 - Does NOT have to Include Intent to Harm, Be Directed at a Specific Individual, or Involve Repetition
- Was the Harassment Based on the Student's Disability?
 - This is the Foundation of the Argument
- Was the Harassment Severe, Persistent, and/or Pervasive?
 - Limits or Denies Participation
 - Creates a Hostile Environment
 - (Norlin, 2012)



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Guidance for Disability-Based Harassment

Office of Civil Right's Standards (Continued)

- Was the School or District Notified of the Harassment?
 - This includes known incidents, and incidents that a school or district reasonable should have known
- Did the School or District Take Appropriate Action to Respond to the Harassment when Notified?
 - Schools must take swift and immediate action to investigate and rectify allegations and incidence of disability-based harassment
 - Consequences should NOT penalize the victim or impede the victim's educational program
 - (Norlin, 2012; Rose, Swearer, & Espelage, 2012)



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Foundation for the 5 OCR Guidelines

U.S. Supreme Court in Davis v. Monroe County Board of Education (1999)

- Sexual Harassment Claim under Title IX of Education Amendments of 1972
- 5th Grade Female subject to Sexual Harassment from 5th Grade Male; Male Eventually Plead Guilty to Criminal Sexual Misconduct
- Complained to Teachers & Administrators; Harassment led to Decrease in Academic Performance
- School Could be Held Liable if the school "acts with deliberate indifference to known acts of harassment"
 - (Norlin, 2012)



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Guidelines Established from Davis

Guidelines Applied to Harassment Cases:

- 1) Liable for Damages when District has Knowledge of Harassment, and remains deliberately indifferent, which in this case was a violation of Title IX
- 2) Aggress must be under control by the school (e.g., disciplinary policies)
- 3) Harassment must be severe enough to bar access to educational opportunity or benefit...not simply a decline in grades
- 4) Behavior must have a systemic effect on educational programs
- 5) District must respond in a reasonable manner...Not Specifically Stop the Harassment
 - (Norlin, 2010)



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When Do School Personnel Know?

- “A school is responsible for addressing harassment incidents about which it **knows** or **reasonably should have known**” (DCL, OCR, 2010)
- “In some situations, harassment may be in **plain sight, widespread, or well-known** to students and staff...In these cases, the obvious signs of harassment are sufficient to put the school on notice”
- “In other situations, the school may **become aware** of misconduct, **triggering an investigation**, leading to the discovery of additional incidences”



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(Yell, Katsiyannis, & Rose, 2014)

What About FAPE?

The Individuals with Disabilities Education Act established two central principles that may pertain to bullying among individuals with disabilities

- 1) Free Appropriate Public Education (FAPE)
- 2) Least Restrictive Environment (LRE)



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How Does it Relate?

- Regardless of the relation to disability-based harassment,
 - Bullying of a student with a disability may result in a loss of meaningful educational benefit, which is a denial of FAPE in the LRE
 - IEP must be derived to provide the student with meaningful educational benefit
 - (OSERS, Dear Colleague Letter, 2013)



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Were School District Responses Sufficient?

- “When responding to harassment, a school must take **immediate and appropriate action** to investigate...in all cases, however, the inquiry should be **prompt, thorough, and impartial**” (DCL, OCR, 2010)



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(Yell, Katsiyannis, & Rose, 2014)

How Does it Relate?

- What Would We Do?
 - Convene IEP meeting to determine if the bullying has led to changes in individual need, where the current IEP may not provide meaningful educational benefit
 - IEP Team Must Determine What Additional Services or Supports are Necessary to Provide the Educational Benefit
 - IEP Teams MUST Exercise Caution when Changing Placement, especially as a 'Protective' Measure
 - Schools Should Avoid Making Placement Decisions without Convening IEP Conference
 - Consider Evaluating Environmental Modification/Changes
 - (OSERS, Dear Colleague Letter, 2013)



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School Response

- The label used to describe an incident (e.g., bullying, hazing, teasing) does not determine how a school is obligated to respond. Rather, the **nature of the conduct** itself must be assessed for civil rights implications.
- For example, if the abusive behavior is on the basis of race, color, national origin, sex, or disability, and creates a hostile environment, a school is **obligated to respond** in accordance with the applicable federal civil rights statutes and regulations enforced by OCR.



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(Yell, Katsiyannis, & Rose, 2014)

School Response

- When the behavior implicates the civil rights laws, school administrators should **look beyond** simply disciplining the perpetrators. While disciplining the perpetrators is likely a necessary step, it often is insufficient. A school's responsibility is to **eliminate the hostile environment** created by the harassment, address its effects, and **take steps** to ensure that harassment does not recur.



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(Yell, Katsiyannis, & Rose, 2014)

What School Districts Should Do

- Know your **responsibilities** under federal & state law
- Develop, maintain, & publicize **anti-bullying** policies and programs
- Train administrators, faculty, and staff to **spot and stop** bullying
- Take all reports of bullying **seriously**



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(Yell, Katsiyannis, & Rose, 2014)

What School Districts Should Do

- Meet with parents and students to **hear complaints** regarding bullying
- Investigate, interview, and **document**
- Discipline the perpetrators and take actions to **prevent bullying** from reoccurring
- If actions don't work, **try** something else!



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Delaware Law: [Title 14, §4112D](#)

(a) *Definition of bullying.* — As used in this section, "bullying" means any intentional written, electronic, verbal or physical act or actions against another student, school volunteer or school employee that a reasonable person under the circumstances should know will have the effect of:

- (1) Placing a student, school volunteer or school employee in reasonable fear of substantial harm to his or her emotional or physical well-being or substantial damages to his or her property; or
- (2) Creating a hostile, threatening, humiliating or abusive educational environment due to the pervasiveness or persistence of actions or due to a power differential between the bully and the target; or
- (3) Interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities or benefits; or
- (4) Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another student, school volunteer or school employee.



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Delaware Law: [Title 14, §4112D](#)

(2) Each school district and charter school shall establish a policy which, at a minimum, includes the following components:

- a. A **statement prohibiting** bullying of any person on **school property** or at **school functions** or by **use of data** or computer software that is accessed through a computer, computer system, computer network or other electronic technology **of a school district** or charter school from kindergarten through grade 12. For purposes of this section, "school property" and "school functions" have the same definition as in § 4112 of this title.
- b. A definition of bullying no less inclusive than that in subsection (a) of this section.
- c. Direction to **develop a school-wide** bullying prevention program.



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Delaware Law: [Title 14, §4112D](#)

- d. A requirement that each school establish a **site-based committee** that is responsible for coordinating the school's bully prevention program including the **design, approval and monitoring of the program**. A majority of the members of the site-based committee shall be members of the school professional staff, of which a majority shall be **instructional staff**. The committee also shall contain representatives of the **administrative staff, support staff, student body** (for school enrolling students in grades 7 through 12), **parents and staff from the before- or after-school program or programs**. These representatives shall be chosen by members of each respective group except that representatives of the nonemployee groups shall be appointed by the school principal. The committee shall operate on a 1-person, 1-vote principle. In the event a site-based school discipline committee has been established pursuant to § 1605(7)a. and b. of this title, that committee shall vote whether or not to accept the aforementioned responsibilities.
- e. A requirement that **any school employee** that has **reliable information** that would lead a reasonable person to **suspect** that a person is a target of bullying shall **immediately report** it to the administration.



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Delaware Law: [Title 14, §4112D](#)

- f. A requirement that each school have a **procedure** for the administration to **promptly investigate** in a timely manner and determine whether bullying has occurred, and that such procedure include investigation of such instances, including a determination of whether the target of the bullying was targeted or reports being targeted wholly or in part due to the **target's race, age, marital status, creed, religion, color, sex, disability, sexual orientation, gender identity or expression, or national origin**. This subsection does not preclude schools from identifying other reasons or criteria why a person is a target of bullying.
- g. A requirement that, to the extent that funding is available, each school develop a **plan for a system of supervision in nonclassroom areas**. The plan shall provide for the review and exchange of information regarding nonclassroom areas.
- h. An **identification** of an appropriate **range of consequences** for bullying.



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Delaware Law: [Title 14, §4112D](#)

- i. A **procedure** for a student and parent, guardian or relative caregiver pursuant to § 202(f) of this title or legal guardian to **provide information on bullying activity**. However, this paragraph does not permit formal disciplinary action solely based on an anonymous report.
- j. A requirement that a parent, guardian or relative caregiver pursuant to § 202(f) of this title or legal guardian of any target of bullying or person who bullies another as defined herein, be **notified**.
- k. A requirement that **all reported incidents of bullying**, regardless of whether the school could substantiate the incident **be reported to the Department of Education within 5 working days** pursuant to Department of Education regulations.
- l. A **statement prohibiting retaliation** following a report of bullying.
- m. A procedure for communication between school staff members and medical professionals who are involved in treating students for bullying issues.
- n. A requirement that the school bullying prevention program be **implemented throughout the year, and integrated with the school's discipline policies** and § 4112 of this title.



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Delaware Law: [Title 14, §4112D](#)

- Dissemination and accountability
 - School districts must adopt policy by 1/1/08
 - Policy shall appear in student and staff handbook
 - Policy should be provided to students, parents, faculty, and staff annually
 - Policy shall be submitted to DE Department of Education by January 1 each year
 - DE Department of Education shall prepare an annual report, including a summary of all reported and substantiated incidences of bullying



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Delaware Law: [Title 14, §4112D](#)

- (f) *Other defenses.* —
- (1) The **physical location or time of access** of a technology-related incident **is not a valid defense** in any disciplinary action by the school district or charter school initiated under this section provided there is sufficient school nexus.
 - (2) This section does not apply to any person who uses data or computer software that is accessed through a computer, computer system, computer network or other electronic technology when acting within the scope of that person's lawful employment or investigation of a violation of this section in accordance with school district or charter school policy.



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Delaware Law: [Title 14, §4123A](#)

- (a) Each school district and charter school shall ensure that its public school employees receive combined training each year totaling 1 hour in the identification and reporting of criminal youth gang activity pursuant to § 617 of Title 11 and bullying prevention pursuant to § 4112D of this title. The training materials shall be prepared by the Department of Justice and the Department of Education in collaboration with law enforcement agencies, the Delaware State Education Association, the Delaware School Boards Association and the Delaware Association of School Administrators.
- (b) Any in-service training required by this section shall be provided within the contracted school year as provided in § 1305(e) of this title.



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Delaware Law: SB 193

1.0 Cyberbullying Forbidden

- In addition to the policy prohibiting bullying put in place by school districts and charter schools pursuant to 14 Del.C. §4112D(b)(2), each school district and charter school shall also prohibit cyberbullying (as defined herein) by students directed at other students. Incidents of cyberbullying shall be treated by each school district and charter school in the same manner as incidents of bullying, and notice of each school district's and charter school's policy against cyberbullying shall be provided to students, staff, and faculty in the same manner as notice of the school district's and charter school's policy against bullying.



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Delaware Law: SB 193

2.0 Definition of Cyberbullying

- 2.1 Cyberbullying means the use of uninvited and unwelcome electronic communication directed at an identifiable student or group of students, through means other than face-to-face interaction, which (1) interferes with a student's physical well-being; or (2) is threatening or intimidating; or (3) is so severe, persistent, or pervasive that it is reasonably likely to limit a student's ability to participate in or benefit from the educational programs of the school district or charter school. Communication shall be considered to be directed at an identifiable student or group of students if it is sent directly to that student or group, or posted in a medium that the speaker knows is likely to be available to a broad audience within the school community.
- 2.2 Whether speech constitutes cyberbullying will be determined from the standpoint of a reasonable student of the same grade and other circumstances as the victim.



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Delaware Law: SB 193

- 2.3 The place of origin of speech otherwise constituting cyberbullying is not material to whether it is considered cyberbullying under this policy, nor is the use of school district or charter school materials.
- 2.4 Upon implementation of this policy, and again at the beginning of each academic year, each school district and charter school shall inform students in writing of mediums where posting of speech will be presumed to be available to a broad audience within the school community, regardless of privacy settings or other limitations on those postings. From implementation of this policy through the end of the 2013-2014 school year, postings on Facebook, Twitter, MySpace, YouTube, and Pinterest shall be included in each district's [and charter school's] list of mediums where posting of speech will be presumed to be available to a broad audience within the school community, regardless of privacy settings or other limitations on those postings.
- 2.5 Nothing in this policy shall limit in any way a school district's or charter school's ability to regulate student conduct, including bullying, in any manner provided for by existing law, regulation, or policy.



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How Comprehensive is Delaware's Anti-Bullying Law?

- www.stopbullying.gov
- www.bullypolice.org
 - According to Bully Police, Delaware “is the first Bully Police USA standards A++ anti-bullying law”



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Policy Development

- Step 1: Define Bullying Behaviors
- Step 2: Refer to Available Model Policies
- Step 3: Clearly Outline Reporting of Incidents
- Step 4: Clarify Investigation and Disciplinary Actions
- Step 5: Include Assistance for Victims of Bullying
- Step 6: Include Training and Prevention Procedures



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(Swearer, Espelage, & Napolitano, 2009, pgs. 41 - 48)

Policy Implementation

- Top 10 Best Policy Practices for Schools
 - Change the School Climate
 - Assess Bullying/Victimization
 - Train ALL Staff
 - Create an Anti-Bullying Advisory Team
 - Actively Include Staff, Parents, & Students
 - Disseminate Clear Rules and Consequences
 - Increase Adult Supervision
 - Provide Consistent Individual Intervention
 - Allow Class Time to Focus on Social Emotional Learning
 - Continue These Efforts Annually



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(Swearer, Espelage, & Napolitano, 2009, pg. 50)

Selecting and Implementing Evidence-Based Interventions for Addressing Bullying Among Students with Disabilities

Chad A. Rose, Ph.D.

April 29, 2014

Delaware Positive Behavior Support Celebration

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Why Students with Disabilities

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At-Risk Characteristics

- Students with Disabilities
 - Social Skills
 - Communication Skills
 - (McLaughlin et al., 2010; Rose, Monda-Amaya, & Espelage, 2011)



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Rose, C. A., Espelage, D. L., Aragon, S. R., & Elliott, J. (2011). Bullying and victimization among students in special education and general education curricula. *Exceptionality Education International* 21(3), 2-14.

Rose, C. A., Espelage, D. L., & Monda-Amaya, L. E. (2009). Bullying and victimization rates among students in general and special education: A comparative analysis. *Educational Psychology*, 29, 761-776.

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Research Foundation

- When Disability is viewed as a dichotomy: conflicting results
 - Students with disabilities report **higher levels of perpetration and victimization** than students without disabilities
(See Rose, Monda-Amaya, & Espelage, 2011; Rose, Espelage, Aragon, & Elliott, 2011)
 - Students with high incidence disabilities report **Similar Levels of Perpetration and Victimization**
(See Rose & Espelage, 2012, Rose, Espelage, Monda-Amaya, Shogren, & Aragon, 2013)



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Research Foundation

- When disability is viewed in terms of class placement
 - More restrictive placements elicit higher rates of fighting, perpetration, and victimization
 - Victimization and perpetration for older students are less than younger students over the middle school and high school years, however, students with disabilities report higher rates of bullying, fighting, and victimization throughout their educational career.
- (See Rose, Espelage, & Monda-Amaya, 2009)



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Rose, C. A., Forber-Pratt, A., Espelage, D. L., & Aragon, S. R. (in preparation). *The predictive nature of psychosocial factors on the bullying dynamic for individuals with disabilities*. Manuscript in preparation, University of Missouri.

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Categorical Identification

- When Disability is Viewed as Categorical (High Incidence Disabilities; n = 138)
 - Psychosocial Factors as predictors of bullying and victimization, while accounting for Gender and Grade
 - Bullying
 - Delinquency - Odds Ratio = 17.13
 - Hostility - Odds Ratio = 6.55
 - Depression - Odds Ratio = 5.83
 - Victimization
 - Hostility - Odds Ratio = 4.15
 - Depression - Odds Ratio = 4.08
 - Noteworthy
 - Self-Esteem - Did not serve as a significant predictor for bullying or victimization
 - Victimization by Delinquency - Odds Ratio = 5.00 (p = .07)



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Rose, C. A., & Simpson, C. G. (in preparation). *Exploring psychosocial predictors of bullying involvement for students with disabilities*. Manuscript in preparation, University of Missouri.

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Psychosocial Factors - Bullying

- Students without Disabilities
 - Anger: $\beta = .45^{**}$
 - Depression: $\beta = -.09^{**}$
 - Self Esteem: $\beta = .03^{**}$
 - Impulsivity: $\beta = .18^{**}$
- Students with Disabilities
 - Anger: $\beta = .49^{**}$
 - Depression: $\beta = -.06^{*}$
 - Self Esteem: $\beta = .00$
 - Impulsivity: $\beta = .12^{**}$



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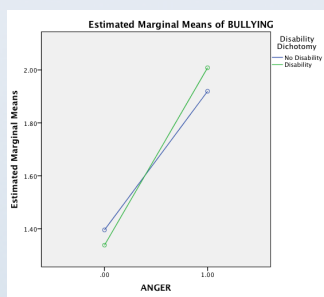
Psychosocial Factors - Victim

- Students without Disabilities
 - Anger: $\beta = .17^{**}$
 - Depression: $\beta = .18^{**}$
 - Self Esteem: $\beta = -.10^{**}$
 - Impulsivity: $\beta = .08^{**}$
- Students with Disabilities
 - Anger: $\beta = .21^{**}$
 - Depression: $\beta = .25^{*}$
 - Self Esteem: $\beta = -.10^{**}$
 - Impulsivity: $\beta = .08^{*}$



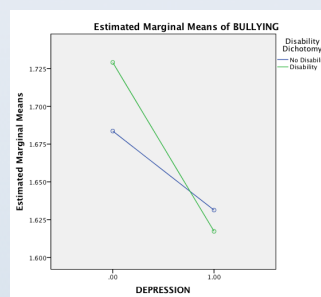
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Bullying by Anger



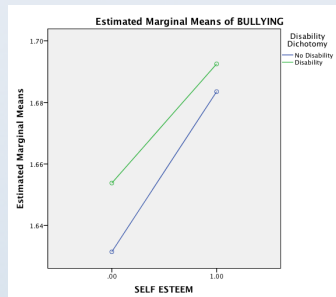
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Bullying by Depression



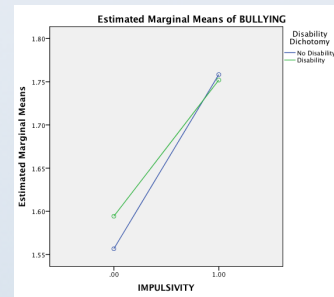
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Bullying by Self Esteem



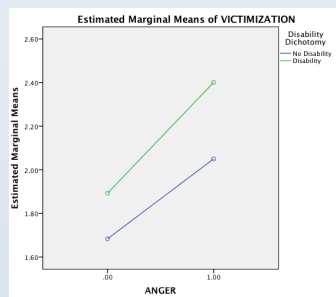
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Bullying by Impulsivity



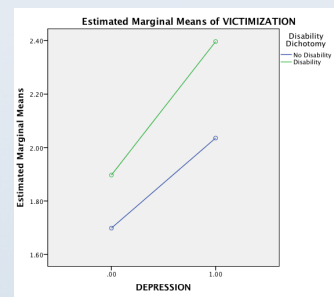
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Victimization by Anger



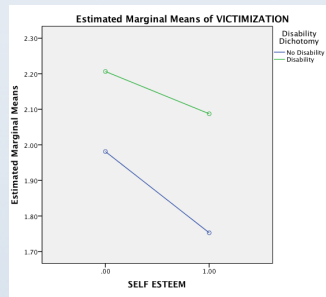
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Victimization by Depression



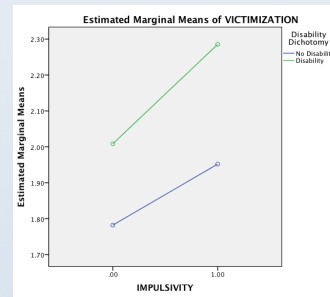
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Victimization by Self Esteem



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Victimization by Impulsivity



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Rose, C. A., & Espelage, D. L., (2012). Risk and protective factors associated with the bullying involvement of students with emotional and behavioral disorders. *Behavioral Disorders*, 37(3), 133-148.

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Findings

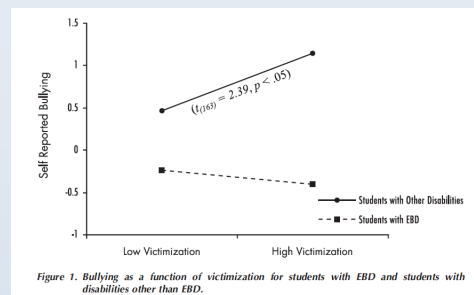
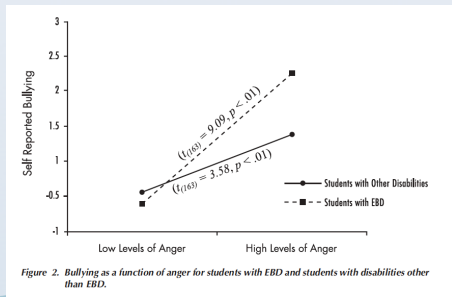


Figure 1. Bullying as a function of victimization for students with EBD and students with disabilities other than EBD.

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Findings

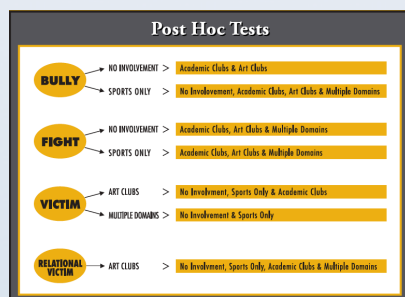


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Rose, C. A., & Simpson, C. G. (prep). *Exploring the predictive nature of extracurricular activities in the bullying dynamic for students with and without disabilities*. Manuscript in preparation, University of Missouri.

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Involvement



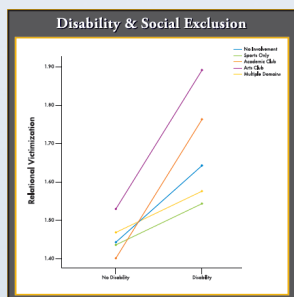
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Involvement



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Involvement



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Addressing Bullying Among Students with Disabilities– Tier II: Classroom Approaches

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Goals for Increased Supports

- The Goals for Increased Supports Should Include...
 - Skill Development
 - Social Skills Instruction
 - Communication Skills Instruction
 - Increasing Independence
 - Social Interaction Competence Among Same-Aged Peer Group

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Philosophical Approach

- Inclusion
 - Learn, Practice, & Validate Social Skills
 - Positive effects on behavior for students with and without disabilities
 - Rapport Development
 - Acquisition of social skills through behavioral modeling
 - Improve overall development, increase acceptance, reduce negative stereotypes, increase participation
 - (Martlew & Hodson, 1991; Sabornie, 1994; Salend, 1998)

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Philosophical Approach - Concerns

- Inclusion
 - Be aware of verbal statement, preverbal cues, and body language
 - If students are not fully integrated into peer groups, inclusion could:
 - Limit opportunities to learn, practice, and receive validation for social skills
 - Limit the development of protective peer base
 - (Mishna, 2003; Morrison et al., 1994; Salend, 1998; Whitney et al., 1994)



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Classroom Approach

- Structured Classroom
 - Clear Rules and Expectations Specific to Bullying
 - Classroom Layout
 - Definition of Bullying
 - Behavioral Expectations
 - Reporting Procedures - Including Anonymous Reporting
 - Reinforcement Procedures
 - Protocol for Addressing Bullying
 - Philosophy of Equality, Inclusion, Social and Emotional Learning
 - (see Rose, Allison, & Simpson, 2012; Rose & Monda-Amaya, 2012)



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Classroom Approach

- Embed Social Skills and Social and Emotional Learning into the Curriculum
 - Adopt a Program that Includes Specific Social and Emotional Learning Activities and Lessons (e.g., Steps to Respect)
 - Universally Designed Lessons
 - Proactively Address Potential Problems in the Educational Environment
 - Differentiated Instruction that Allows Student Choice



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Classroom Approach

- Embed Social Skills and Social and Emotional Learning into the Curriculum (Continued)
 - Role Play, Social Vignettes, Conflict Resolution, Character Education
 - Promote Academic Attainment and Social Problem Solving
 - Awareness Training (e.g., Understanding Disabilities)
 - Effective Group Communication
 - Taking Turns
 - Asking Questions
 - Expressing Thoughts and Ideas
 - Collaboration
 - Task Completion
 - (see Rose, Allison, & Simpson, 2012; Rose & Monda-Amaya, 2012)



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Classroom Approach

- Structured Cooperative Learning Groups
 - Behavior Modeling & Behavioral Momentum
 - Assess the Social Strengths and Weaknesses of the Students
 - Consciously Pair Positive Behavior Model with Student with Lower Social Skills
 - Provide Students with Explicit Group Task
 - Directly Reinforce Appropriate Behaviors
 - Collect Data on Behavioral and Social Outcomes
 - (see Rose, Allison, & Simpson, 2012; Rose & Monda-Amaya, 2012)



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Supports for At-Risk Subgroups

- Identify At-Risk Subgroups of Students
- Increase Social Competence & Positive Interactions
 - Incorporate Activities that Help Students...
 - Decode Social Cues
 - Identify and Interpret Cues in Environment
 - Solidify the Decision Making Process
 - Capitalize on Strengths
 - Recognize Strategies for Overcoming Difficulties
 - Encourage Extracurricular Participation
 - (see Rose, Allison, & Simpson, 2012; Rose & Monda-Amaya, 2012)



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Addressing Bullying Among Students with Disabilities– Tier III: Supporting Victims

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Emotion Coaching

- Notice and be aware of the child's emotions
 - Help students become emotionally aware
- See the emotion as an opportunity for teaching intimacy
 - Emotions do not have to escalate to get noticed
- Validate the child's feelings
- Help the child verbally label emotions
- Set limits while you help the child solve problems
 - Feelings are allowable, but not all behaviors are



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(Goldman, 2012, pp. 208 – 209)

Tertiary Tier Interventions

- Foster Communication Development
 - Utilize Role-Play in Combination with Natural Environment Interventions
 - Address Conversational Skills
 - beginning and ending
 - Questioning
 - responding to questions
 - turn taking
 - Recognizing the Natural Flow of Conversations
 - (McLaughlin et al., 2010)



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Tertiary Tier Interventions

- Utilize Social Stories to Increase Social Competence
 - (a) identifying individual target skills
 - (b) creating an appropriate and complete scenario
 - (c) presenting the social story
 - (d) discussing the implications from the social story
 - (e) utilizing self-modeling
 - (f) practicing and reinforcing the social skill in normative environment
 - (Xin & Sutman, 2011)



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Tertiary Tier Interventions

- Teach Covert Signals to Increase Independence and Eliminate Learned Helplessness
 - (a) identifying situations that may necessitate assistance
 - (b) working collaboratively with students to create the signal
 - (c) practicing the signal in educational environment
 - (d) reinforcing the use of the signal
 - (e) fading the signal as the student becomes more independent.
 - (see Rose, Allison, & Simpson, 2012; Rose & Monda-Amaya, 2012)



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Tertiary Tier Interventions

- Teach Self Determination Skills to Increase Understanding of Personal Values
 - Self Determination
 - Autonomy
 - Self-Regulation
 - Psychologically Empowered Self-Initiation
 - Self-Realization
 - (Wehmeyer, Kelchner, & Richards, 1996)



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Tertiary Tier Interventions

- Teach Self Determination Skills to Increase Understanding of Personal Values
 - Teachers Should
 - provide opportunities for decision making,
 - teach problem-solving skills
 - incorporate self-management strategies
 - foster goal setting and attainment skills
 - Most Importantly Students Learn Intrapersonal Values
 - (Wehmeyer, Kelchner, & Richards, 1996)



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Addressing Bullying Among Students with Disabilities– Tier III: Addressing Bullying Behaviors

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Bullying Considerations

- Bullying co-occurs with various types of aggression and other aberrant behaviors
- Risk and protective factors should be targeted in school-based programs
- Programs should address peer and social norms of the school
- Consideration should be given to classroom management implementation and the impact on program effectiveness
- Programs must address supportive attitudes and bias-based language
- Programs should promote empathy
 - (Espelage, 2013)



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4-Term Contingency

- Setting Event
- Antecedent
- Behavior
- Consequence



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Behavioral Functions

- Elicited (Automatic) vs. Operant Behaviors (Learned)
- Behavior is both Functional and Communicative
 - Obtain Desired Events
 - Obtain Internal Stimulation
 - Obtain Attention
 - Obtain Activities or Objects
 - Escape/Avoid Undesirable Events
 - Escape/Avoid Internal Stimulation
 - Escape/Avoid Attention
 - Escape/Avoid Tasks or Activities
 - (O'Neill et al., 1997)



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FBA Implications for Bullying

- Why use an FBA for Bullying Behaviors?
 - Bullying is peer aggression
 - Aggression is a functional behavior
 - Recognition of the function is necessary for matched interventions
 - The FBA can be scaled up or down depending on the environment
 - Using an FBA can expedite the intervention effects by eliminating the “trial and error”



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Functional Behavior Assessment

- A FBA is a person-centered, multimethod, problem-solving process that involves gathering information to:
 - Measure Student Behaviors
 - Determine why, where, and when a student uses these behaviors
 - Identify the instructional, social, affective, cultural, environmental, and contextual variables that appear to lead to and maintain the behaviors
 - Plan appropriate interventions
 - (Salend, 2008)



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Functional Behavior Assessment

- Define the Problem Behaviors
- Setting Events
- Antecedents
- Consequences
- Replacement Behaviors
- What Strategies are Ineffective, Partially Effective, or Effective?
 - (O'Neill et al., 1997)



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Behavior Intervention Plan & Bullying

- Why BIP for Bullying Behaviors
 - Systematic method of collecting data and monitoring behavioral progress
 - The BIP is matched to the function of the bullying (proactive aggression), increasing the probability of success
 - The BIP should be a fluid plan, where educational professional make adjustments based on data-driven decisions
 - The BIP includes provisions/interventions for:
 - Antecedent
 - Behavior
 - Consequence



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Behavioral Intervention Plan

- Team Collaboration
- Focus on Learning Environment
- Measurable Goals
- Secure Responsibilities of Others
- What Antecedents and Consequences can change
- What teaching or motivational accommodations can be made
- Which interventions will be most efficient and effective
 - (Salend, 2008)



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