Defining Bullying

What is Bullying?

Adapted from Olweus (2005)
Imbalance of Power Defined

Understanding Capital as a Function of Power

Physical Capital refers to the physical size differential between a student who is victimized and the aggressor.

Symbolic Capital refers to the items and belongings, typically sought after or favored, that separates a student who is victimized and the aggressor.

Economic Capital refers to a personal, or family, financial differential between a student who is victimized and the aggressor.

Informational Capital refers to the social knowledge differential (e.g., gossip) between a student who is victimized and the aggressor.

Cultural Capital refers to established cultural norms within a given environment that limit a victimized student’s entry into preferred social groups while enabling the entry for the aggressor.

Social Capital refers to the social network with which a student is embedded; victimized students tend to have a more limited network, while aggressors may have an expanded network.

Imbalance of Power Examples

Examples include but are not limited to:

- An older student aggresses towards a younger student.
- A student who is more “popular” and has more social and cultural capital aggresses towards a student who is less “popular”.
- A group of students aggress towards an individual student.
- A student or group of students aggress towards a student or group of students who cannot protect themselves due to a disability, lack of resources, or limited social support.
- Electronically – A student posts an embarrassing picture via social media without a person’s knowledge, consent, or awareness.

Determining a Repeated Pattern:

Repetition refers to the frequency with which an individual is subject to bullying. While there is currently no rule of thumb related to a specific timeframe with which aggression must occur to be considered bullying, a few factors should be considered:

- Repetition does NOT have to be the same topography of bullying
- Repetition does NOT have to include the same aggressor, group of aggressors, victim, or group of victims (i.e., An aggressor can bully more than one student, A victim can be victimized by more than one aggressor)
- Repetition does NOT have to occur within the same environment

In addition to the above points, the fear or likelihood of repetition should be considered, including the stability of environmental, social, academic, and prevention conditions. In other words, if these conditions remain stable following the initial bullying experience, the likelihood of repetition increases.

Repetition Examples

- A group of students target an individual student before school by selecting one member of the group to throw a ball at his head and laugh as he attempts to dodge. Every day a different member of the group takes a turn.
- A student shoulder checks a younger student on Monday; calls a student with a disability a derogatory name on Tuesday; and on Wednesday pushes another student out of their seat on the bus.
- A student calls a girl in her class a racial slur; on another occasion, she pushes this same girl into a locker. Later that week, she makes sure that all of the girls in the class ignore her.
- Electronically – A student posts hateful comments about a peer on social media. After this same student gets caught, she continues to post anonymously and encourages others to post hateful comments towards this same peer.

Intent Definition & Examples

Bullying is a proactive form of aggression that is grounded in the intent to cause physical, emotional, or social harm. Therefore, bullying, as a form of aggression, is purposeful on the part of the aggressor.

Examples of Intent:

- An older student exclaims to his peer group, “Watch This!”, and walks over to a younger student, pushes him to the ground, and laughs.
- A group of students begin calling another student by a derogatory nickname, even though this student expresses his displeasure.
- A group of students act like one of their peers is invisible, and encourage everyone else in the class to do the same.
- Electronically – A student posts a compromising picture of a peer on social media with a caption that is extremely hurtful.

Justification
Individual Risk Factors

Identity Related Factors

Intersectionality of Disability Status

Outcomes

**Psychosomatic outcomes** can include physical illness and symptoms, sleep disturbances.

**Psychosocial outcomes** can include depression, anxiety, low self-esteem, stress, suicidal attempts and ideation.

**Behavioral outcomes** can include internalizing and externalizing behavioral problems and patterns.

**Social outcomes** can include peer rejection, trouble resolving peer conflict, social and communication skill deficits, increased levels of delinquent behaviors.

**Educational outcomes** can include academic deficits, poor academic outcomes, low levels of school engagement, and increased absenteeism.

**Types of Bullying**

- **Physical Bullying** involves the use of physical force (e.g., hitting, kicking, slapping, tripping, spitting) to victimize an individual or group of students.
- **Verbal Bullying** involves oral or written communication that causes harm to the victim, including taunting, name calling, threats, offensive language or notes, and hand derogatory hand gestures.
- **Relational Bullying** (or social bullying) involves behaviors designed to socially exclude or damage the reputation of the victim, including rumor spreading, social isolation, ignoring, and encouraging others to defend the individual.
- **Cyberbullying** involves behaviors with the intent of harming an individual through electronic means (e.g., social media, text message, gaming, mobile applications), including rumor spreading, posting compromising pictures, name calling, and encouragement of social exclusion.
- **Damage to Property** involves an aggressor intentionally damaging or stealing an individual’s property with the intent of causing harm.

**Development of Behavior**

Adapted From Björkqvist et al. (1992)
Social-Ecological Perspective of Bully/Victimization

Traditional Thinking

Contemporary Thinking

Establish a Bully Prevention Task Force

1. Defining Bullying
2. Creating a Bully Prevention Task Force
3. Reporting Procedures
4. Interview Procedures
5. Decision Making
6. Next Steps: Support & Consequences
Suggested Task Force Members

- Administrator
- Special Education Teacher
- General Education Teacher
- Home-School Coordinator
- School Psychologist
- Counselor
- Social Worker
- Behavior Specialist
- School Resource Officer

Bully Prevention Task Force Responsibilities

- Establish Bully Prevention Protocol
- Establish Reporting Protocol
- Review Bullying Reports
- Conduct Investigation
- Data Collection
- Conduct Interviews
- Communicate with Parents
- Implement Interventions

Establishing Bully Prevention Action Plan – Preliminary Questions for Students and Staff

- Is bullying a problem in this school?
- What types of bullying are occurring?
- Where is bullying occurring?
- Where do students seek help?
- How do students report bullying if they observe or experience it?
- What is currently being done to prevent bullying?

Establishing Bully Prevention Action Plan – Preliminary Questions for Staff and Adult Stakeholders

- Are subgroups of students at higher risk for bullying?
- Where do staff feel students should/could seek help?
- What strategies are most successful in bully prevention?
- Are students aware of reporting procedures?
- Are staff aware of district/school policy and procedures?
- What are the parent perceptions of bully prevention efforts?

Establishing a SW-PBS Bully Prevention Plan – Identification of Behaviors

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

| Bullying Behavior | Replacement Skill | Link to School-Wide Expectation |

Establishing a SW-PBS Bully Prevention Plan – Teaching Bystander Skills

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

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

3. Establish a teaching schedule (ALL in school must teach across ALL classrooms)
Establishing a SW-PBS Bully Prevention Plan - Bystander & Non-Participant Role

- Encourage "victim" to walk away with them
- Do not attend to the individual engaging in bullying
- Use Language of School Expectations
- Report the bullying per the reporting protocol

Bystander & Non-Participant

Establishing a SW-PBS Bully Prevention Plan - Establish a Reporting Protocol

- Teach Students/Parents the Reporting Protocol
- Reporting accessible in Multiple Formats
- Practice the Reporting Procedures
- Establish a Reporting Protocol
- Monitor Bullying Incident Reports

Establishing a SW-PBS Bully Prevention Plan – Supervision of High Risk Locations

4. Supervision of high risk locations

<table>
<thead>
<tr>
<th>Setting</th>
<th>Current Supervision</th>
<th>Training &amp; Support Need</th>
<th>Additional Supervision Ideas</th>
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Establishing a SW-PBS Bully Prevention Plan – Teaching Prevention & Response Skills

4. Identify strategies and lesson plans for students who are victimized – Teaching Prevention Strategies

<table>
<thead>
<tr>
<th>Bully Behavior - Victimization</th>
<th>Desired Student Response</th>
<th>Lesson Plans/Strategies to Teach</th>
<th>Connect Point to School-Wide Expectations</th>
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Establishing a SW-PBS Bully Prevention Plan – Teaching Alternative Skills

5. Identify instructional strategies and consequences for bullying

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<tr>
<th>Bully Behavior - Perpetration</th>
<th>Desired Outcome (Get/Avoid)</th>
<th>Replacement with Same Outcome</th>
<th>Connect Point to School-Wide Expectations</th>
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Establishing a SW-PBS Bully Prevention Plan - Training Considerations

- How will successful strategies be taught?
- What strategies and tools are needed?
- How will implementation strategies be modified?
- How will an appropriate range of supports and interventions be established?
- How will the training be sustained over time?
- How will the training be integrated into the existing system?

Training Considerations
Establishing Bully Prevention Action Plan – Considerations for Strategies and Skill Implementation

- Establish Core Replacement Skill Strategies
- Establish Practice Opportunities
- Establish a Plan for High Rates of Reinforcement for Socially Appropriate Behaviors
- Establish a Plan for Connecting Skills to General Curriculum
- Establish a Plan for Responses and Consequences
- Establish a Plan for Tier I and Tier II Supports
- Establish Prompts for Students to Use Problem-Solving Skills
- Establish a Plan for High Rates of Reinforcement for Socially Appropriate Behaviors

Establishing a SW-PBS Bully Prevention Plan – Summary of Action Plan

6. Action Plan Summary

<table>
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<tr>
<th>Action</th>
<th>Additional Information Needed</th>
<th>Product Outcome</th>
<th>Who Is Responsible</th>
<th>Due Date</th>
<th>Goal and/or Objectives</th>
</tr>
</thead>
</table>

Establish a Reporting Protocol

Who Could Make Bullying Reports?

Who Should be Trained to Receive Bullying Reports?

Note: All adults in the school building should be taught to collect preliminary report data, but designees should be established to formally collect bullying reports.
**Report Considerations: Types**

- **Electronic Report**
- **Verbal Report**
- **Identified Report**
- **Anonymous Report**

**Types of Reports**

**Anonymous Report**

**Components of Report**

- **Name & Role of Reporter**
- **Victim(s) Name(s) & Role**
- **Perpetrator(s) Name(s) & Role**
- **Location of Incident**
- **Type of Bullying**
- **Option for Anonymity**
- **Description of Incident**

**Digital Bully Report Form Example**

Bully Report Forms can also be created digitally through google forms or Qualtrics.
Investigation Process

Upon receiving a report of bullying, the Bully Prevention Task Force will investigate promptly all reports of bullying.

They will consider all available known information, including the nature of the allegation(s) and the ages of the person(s) alleged to be involved in bullying behaviors or persons who were bullied.

They will gather additional information and data, including sightings of bullying behaviors, written reports, communications, office referrals, attendance, standardized test scores, files of incidents, 504/IEP, and assessment data.

They will conduct interviews with the person(s) involved, and use an established interview protocol.

The Bully Prevention Task Force will consider the information gathered and determine a process for intervention and success monitoring.

Possible Sources of Existing Data

- Formal and informal teacher reports
- Nurse visits
- Mental health records
- Academic records
- Office referrals
- Attendance
- Standardized test scores
- Date of enrollment
- 504 Plan or IEP
- Assessment data

Note: Attend to any patterns or changes in data sources

Interview Process

As Bully Report forms are submitted, members of the Task Force should interview the individuals involved.

This should be done with all individuals involved in the incident.

Note: Attend to any patterns or changes in data sources

Establishing a Pattern – Teacher Interviews

When necessary, Teacher Interviews Can be Conducted

This Interview Protocol is Designed to Establish a Pattern or Discern Changes Over Time
Defining Bullying
Creating a Bully Prevention Task Force
Reporting Procedures
Interview Procedures
Decision Making
Next Steps: Support & Consequences

Decision Making Process

After conducting all interviews and reviewing existing data, the Bully Prevention Task Force should meet to determine if bullying occurred and make a plan for intervention.

1. Review Relevant Data
2. Determine if Bully Occurred
3. Establish a Plan of Action
4. Establish a Follow-Up Plan

Decision Making Process

- Was there Intent?
- Were the Behaviors Repeated?
- Was there an Imbalance of Power?
- Are the Behaviors Likely to be Repeated?
- Are the Behaviors a Form of Aggression NOT Typically Considered Bullying?

What is NOT Bullying

- Instrumental Aggression
- Retaliatory Aggression
- Jostling

Complete Investigation

1. The incident IS determined to be bullying
   - Determine a plan to address the bullying behavior and notify all individuals of next steps
   - Implement the plan
   - Follow-up to ensure the approach is working

2. The incident is NOT determined to be bullying
   - Follow your school's code of conduct
Defining Bullying
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Establishing the Shift

School Wide Considerations

Common Language & Actions
What to do
What to say
Who to tell

Supporting victim
Responding to bully
Protecting reporter

Establishing Supports

(Simonsen & Myers, 2015, p. 13)

Implementation Framework

Anti-Bullying Prevention Strategies
- Positive Behavior Supports
- Social Skills
- Self-Esteem
- Risk Reduction
- Education

Tertiary Tier
- Crisis Intervention
- Mental Health Services

Secondary Tier
- Conflict Resolution
- Social Skills Training

Primary Tier
- Anti-Bullying Program
- Conflict Resolution
Skill Building – Teacher Behaviors

- PRE-CORRECT
- OPPORTUNITY TO RESPOND
- POSITIVE SPECIFIC FEEDBACK

Embed Social and Communication Skills within the Daily Curriculum

Increasing Social Skill Acquisition

- Critical Social Skills

Foster Communication Development

Attention Signaling

(Preast, Bowman, & Rose, 2017)
1. Defining Bullying
2. Creating a Bully Prevention Task Force
3. Reporting Procedures
4. Interview Procedures
5. Decision Making
6. Next Steps: Support & Consequences
7. Additional Considerations

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### Storing the Documents

- The Bully Prevention Task Force should create a protocol for storing reports, interviews, and decision-making documents.
- Paper documents:
  - Locked file cabinet in a secured location
- Digital documents:
  - Lockable computer with a password in a secured location; backed up on an additional server
  - Google Forms – Created with a Bully Prevention Task Force email that only members of the Task Force have access to
- Documents should only be accessed by members of the Bully Prevention Task Force for investigation purposes

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### Recognizing a Hostile School Environment

- Federal Civil Rights Legislation
  - Title IV
  - Title IX
  - Rehabilitation Act
  - ADA

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### Office of Civil Rights Guidelines

- OCR Guidance
  - Appropriate actions
  - Necessary environment
  - Necessary attribute
  - Protection

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