An Alternative to Suspension for Students who Bully Others: The Target Bullying Intervention Program

Presentation at the “Bullying Prevention in the Promotion of a Positive School Climate: Effective Principles and Practices” Conference

Charlottesville, VA

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Professor of School Psychology
@Bully_Research

- Tweet comments and questions!
Prevention in the Schools: Using Partnerships to Reduce Bullying

- Target Bullying: Ecologically-Based Prevention and Intervention for Schools.
- Working with schools since 1999.
- A partnership between individual schools and/or districts across the United States and the University of Nebraska – Lincoln School Psychology Program.
- Researchers provide feedback to participating schools.
- Elementary, Middle, and High Schools.
- University researchers work in tandem with school personnel, students, and parents in order to reduce bullying behaviors and increase pro-social behaviors and attitudes.
Why Focus on Bullying?

- Bullying at age 14 predicted violent convictions between ages 15 and 20, drug use at ages 27-32, and an unsuccessful life at age 48 (Farrington & Ttofi, 2011).
- Bullying has been connected to both homicidal and suicidal behavior; however, greater variance is explained by depression.
- Victims and bully-victims are more depressed and have lower self-esteem than non-victimized youth (Olweus, 1993; Swearer et al., 2001).
- Bullying has become a major public health concern.
The Costs of Bullying

- Bullying is a social problem that negatively impacts 3 out of 4 students during their school years.
- Bullying is a mental health problem - the psychological consequences for students involved in bullying is severe - depression, suicide, antisocial behavior.
- Bullying creates feelings of helplessness, anger, and frustration.
- Bullying contributes to negative school climate, which is connected to lower academic functioning.
- Adults often do not know how to effectively respond.
- Bullying is expensive – dropout, suicide, litigation.
Definition of Bullying (www.stopbullying.gov):

- Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

- In order to be considered bullying, the behavior must be aggressive and include:
  
  - **An Imbalance of Power**: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

  - **Repetition**: Bullying behaviors happen more than once or have the potential to happen more than once.

- Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose and can be perpetrated electronically (i.e., cell phone, computer, gaming).
Bully/Victim Continuum*

- Bully Perpetrator – reports bullying others
- Victim/Target – reports being bullied by others
- Bully-Victim – reports bullying others & being bullied
- Bystander – reports observing others being bullied
- No Status/Not involved – does not report any involvement with bullying

*IMPORTANT: This is a dynamic continuum; kids move between these roles.
A Social-Ecological Model of Bullying
(Bronfenbrenner, 1979; Orpinas & Horne; 2006; Swearer & Espelage, 2004)
Target Bullying Intervention Program

- Background: Partnership with a middle school principal; extended downward to elementary school. Fall 2012 will be in three middle schools in LPS.

- We live in a punishment-oriented society.

- But…. Research shows that children under age 12 react strongly to positive feedback and scarcely respond at all to negative feedback.

Premise behind the Target Bullying Intervention Program

- The social-cognitive perceptions of all participants in bullying interactions are as critical as are the aggressive behaviors, because the perceptions and cognitions of participants serve to underlie, perpetuate, and escalate bullying interactions (Doll & Swearer, 2005; Swearer & Cary, 2003).

- We must intervene at the cognitive and behavioral levels in order to prevent and alter bullying behaviors.
Draw A Bully

I'm being Bullied so I'll bully him.

Thinking: Vexing

Furrowed brow

Stirred kid!

Ha! Ha! Ha! Ha! Ha! Ha!

Muchly

Bull-do

Ow!

Pour little kid!
Interventions for Students who Bully Others

• It is important to determine whether intervention modules are best delivered in a group format or individually.

• Typically, anti-bullying programs deliver interventions in a group format.

• However, research has suggested that homogenous group interventions are not helpful for aggressive youth and in fact, may be damaging (Dishion, McCord, & Poulin, 1999).
A True Story
(Newsweek, April 12, 2004):

• “People were climbing over seats and started fighting about stupid stuff.”

--Woodlawn High School freshman Melissa Parks, on the arrests of 11 students and two adults after a fight broke out in the Maryland school’s anger-management assembly.
Target Bullying Intervention Program (T-BIP; Swearer, 2005)

- Alternative to in-school suspension.
- Has been implemented in elementary, middle, and high schools.
- Parents choose the consequence for bullying behavior for their child: (1) in-school suspension or (2) the T-BIP.
- Parental consent and student assent obtained. Both have to agree to participate.
- Three hour intervention: one-to-one cognitive-behavioral session with a counselor, school psychologist or school social worker.
Target Bullying Intervention Program (T-BIP; Swearer, 2005)

- Three components:
  1. ASSESSMENT
  2. PSYCHOEDUCATION/THERAPY – PowerPoint, Quiz, Bully Busters Worksheets, Bullying Video
  3. FEEDBACK – Parent, School, Student

- Parental and teacher perceptions of bullying and session assessed (Bully Survey-Parent Version, Bully Survey-Teacher Version, Treatment Evaluation Inventory) in addition to:
Cognitive-Behavioral Assessment

- Self-Report Questionnaires (approx. 1 hour)
  - *The Bully Survey-Youth* (Swearer, 2001)
  - *Children’s Depression Inventory* (CDI; Kovacs, 2001)
  - *Multidimensional Anxiety Scale for Children* (MASC, March, 1997)
  - *How I Think Questionnaire* (HIT; Barriga et al., 2001)
  - *Thoughts about School* (Song & Swearer, 2001)
  - *Harter Self-Concept Scale* (Harter, 1985)
  - *Bullying Intervention Rating Profile* (Witt & Elliot, 1985)
The Bully Survey - Youth (Swearer, 2001)

Swearer Bully Survey - Student Version

Instructions: In this survey you will be asked to respond to questions and statements about bullying.

Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.

- Punching, shoving and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a group
- Teasing people in a mean way
- Getting certain people to “gang up” on others

There are four parts to this survey: (A) When you were bullied by others, (B) When you saw other students getting bullied, (C) When you bullied others, and (D) Your thoughts about bullying.

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The Bully Survey - Youth (Swearer, 2001)

The Bully Survey - Part A

PART A: In this part, you will be asked about times when you were bullied.

REMEMBER: Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.

- Punching, shoving and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a group
- Teasing people in a mean way
- Getting certain people to “gang up” on others

1a. Have you been bullied this school year?
   □ Yes    □ No

1b. If yes, how often have you been bullied? (Check one)
   □ one or more times a day
   □ one or more times a week
   □ one or more times a month

If you have not been bullied this year, you may move on to Part B on page 6
The Bully Survey-Youth (Swearengin, 2001)

2a. Where have you been bullied? (Check all that apply)
- [ ] homeroom
- [ ] academic class
- [ ] bus
- [ ] gym
- [ ] hallway
- [ ] bathroom
- [ ] online/texting during school
- [ ] cafeteria
- [ ] before school
- [ ] after school
- [ ] dances
- [ ] sporting events
- [ ] telephone
- [ ] online/texting outside of school

2b. If you checked online/texting, please explain. (Check all that apply)
- [ ] Facebook
- [ ] Myspace
- [ ] Twitter
- [ ] Online Gaming
- [ ] IMing
- [ ] Email
- [ ] Texting
- [ ] Other:

Circle the ONE place you have been bullied the most.
The Bully Survey - Youth (Swearer, 2001)

3. How did you get bullied? (Check how often these things happened)

<table>
<thead>
<tr>
<th></th>
<th>Never Happened</th>
<th>Rarely Happened</th>
<th>Sometimes Happened</th>
<th>Often Happened</th>
<th>Always Happened</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Called me names</td>
<td>[]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>b. Made fun of me</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>c. Said they will do bad things to me</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>d. Played jokes on me</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>e. Wouldn’t let me be a part of their group</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>f. Broke my things</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>g. Attacked me</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>h. Nobody would talk to me</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>i. Wrote bad things about me</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>j. Said mean things behind my back</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>k. Pushed or shoved me</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>l. Other ways you were bullied:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Who bullied you? (Check all that apply)

- [] older boys
- [] older girls
- [] younger boys
- [] younger girls
- [] boys in the same grade
- [] girls in the same grade
- [] someone who is strong
- [] someone who is weak
- [] someone who I didn’t know
- [] someone I was interested in but never went out with
- [] someone who is powerful
- [] someone who is not powerful
- [] someone who has many friends
- [] someone who doesn’t have many friends
- [] someone who is popular
- [] someone who is not popular
- [] someone who is smart
- [] someone who is not smart
- [] someone who is an adult
- [] my girlfriend/boyfriend
- [] my brother
- [] my sister
- [] someone who is in my group of friends
- [] Other ____________________________
The Bully Survey - Part B

PART B: In this part, you will be asked about other students that have been bullied.

REMEMBER: Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.

- Punching, shoving and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a group
- Teasing people in a mean way
- Getting certain people to “gang up” on others

15a. Did you ever see a student other than yourself who was bullied this school year?

☐ Yes  ☐ No

15b. If yes, how often did you see this student being bullied? (Check one)

☐ one or more times a day
☐ one or more times a week
☐ one or more times a month

If you do not know any students who have been bullied this year, you may move on to Part C on page 9.
The Bully Survey - Youth (Swearer, 2001)

PART C: In this part, you will be asked about when you bullied another student.

REMEMBER: Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.

- Punching, shoving and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a “group”
- Teasing people in a mean way
- Getting certain people to “gang up” on others

24a. Did you bully anyone this school year?
☐ Yes ☐ No

24b. If yes, how often did you bully this person? (Check one)
☐ one or more times a day
☐ one or more times a week
☐ one or more times a month

If you never bullied other students this year, go to Part D on page 12 and answer the rest of the questions.
The Bully Survey-Youth (Swearer, 2001)

25a. Where did you bully him or her? (Check all that apply)
- homeroom
- academic class
- bus
- gym
- hallway
- bathroom
- online/texting during school
- cafeteria
- before school
- after school
- dances
- sporting events
- telephone
- online/texting outside of school

25b. If you checked online/texting, please explain. (Check all that apply)
- Facebook
- Myspace
- Twitter
- Online Gaming
- IMing
- Email
- Texting
- Other:

Circle the ONE place you bullied the person the most.
The Bully Survey - Youth (Swearer, 2001)

26. How did you bully this person? (Check how often these things happened)

<table>
<thead>
<tr>
<th></th>
<th>Never Happened</th>
<th>Rarely Happened</th>
<th>Sometimes Happened</th>
<th>Often Happened</th>
<th>Always Happened</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Called him/her names</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>b. Made fun of him/her</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>c. Said I will do bad things to him/her</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>d. Played jokes on him/her</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>e. Wouldn’t let him/her be a part of my group</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>f. Broke his/her things</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>g. Attacked him/her</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>h. Nobody would talk to him/her</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>i. Wrote bad things about him/her</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>j. Said mean things behind his/her back</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>k. Pushed or shoved him/her</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>l. Other ways (s)he was bullied:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

27. Who did you bully? (Check all that apply)

- older boys
- older girls
- younger boys
- younger girls
- boys in the same grade
- girls in the same grade
- someone who is strong
- someone who is weak
- someone who I didn’t know
- someone I was interested in but never went out with
- someone who is powerful
- someone who is not powerful
- someone who has many friends
- someone who doesn’t have many friends
- someone who is popular
- someone who is not popular
- someone who is smart
- someone who is not smart
- someone who is an adult
- my girlfriend/boyfriend
- my brother
- my sister
- someone who is in my group of friends
- Other_________________
The Bully Survey - Youth (Swearer, 2001)

**PART D: In this part, you will be asked about your thoughts about bullying.**

35. How much do you agree with each sentence?

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Totally False</th>
<th>Sort of False</th>
<th>Neither</th>
<th>Sort of True</th>
<th>Totally True</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Most people who get bullied ask for it</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Bullying is a problem for kids</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Bullies are popular</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. I don’t like bullies</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. I am afraid of the bullies at my school</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. Bullying is good for wimpy kids</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g. Bullies hurt kids</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>h. I would be friends with a bully</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>i. I can understand why someone would bully other kids</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>j. I think bullies should be punished</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>k. Bullies don’t mean to hurt anybody</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>l. Bullies make kids feel bad</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>m. I feel sorry for kids who are bullied</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>n. Being bullied is no big deal</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>o. It’s easier to bully someone if they don’t know who you are</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

36. Is bullying a problem in your school?
   - ☐ Yes
   - ☐ No

37. Do you think that schools should worry about bullying?
   - ☐ Yes
   - ☐ No

38. Please write any other ideas you have about bullying and being bullied. _____
39. What language is spoken in your home? ________________
40. What country is your family from? ________________
41. Gender:
   □ Male   □ Female
42. Age: _______
43. Race:
   □ White/Caucasian   □ Black/African American
   □ Latino/Hispanic   □ Middle Eastern
   □ Native American   □ Asian
   □ Eastern European  □ Other:_____________________
   □ Bracial (Please specify):
   ______________________
44. Circle only your current grade:
   Grade: 6 7 8 9 10 11 12
45. How well do you do in your schoolwork? On your last report card, if you think of all of your subjects, what did you get? (Check one)
   □ mostly As          □ As and Bs
   □ mostly Bs          □ Bs and Cs
   □ mostly Cs          □ Cs and Ds
   □ mostly Ds          □ Ds and lower

I am reading this survey carefully   Yes   No
I am telling the truth on this survey   Yes   No
Children’s Depression Inventory (CDI; Kovacs, 2001)

Name: __________________
Age: _____ Birthdate: ______
Grade in school: _____ Sex: _____
Today’s date: _______

CDI
by Maria Kovacs, Ph.D.

Kids sometimes have different feelings and ideas.

This form lists the feelings and ideas in groups. From each group of three sentences, pick one sentence that describes you best for the past two weeks. After you pick a sentence from the first group, go on to the next group.

There is no right or wrong answer. Just pick the sentence that best describes the way you have been recently. Put a mark like this [ ] next to your answer. Put the mark in the box next to the sentence that you pick.

Here is an example of how this form works. Try it. Put a mark next to the sentence that describes you best.

Example:

☐ I read books all the time.
☐ I read books once in a while.
☐ I never read books.

Remember, pick out the sentences that describe you best in the PAST TWO WEEKS.
### Children’s Depression Inventory (CDI; Kovacs, 2001)

**Remember, pick out the sentences that describe you best in the PAST TWO WEEKS.**

<table>
<thead>
<tr>
<th>Item 1</th>
<th>Item 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am sad once in a while.</td>
<td>I think about bad things happening to me once in a while.</td>
</tr>
<tr>
<td>I am sad many times.</td>
<td>I worry that bad things will happen to me.</td>
</tr>
<tr>
<td>I am sad all the time.</td>
<td>I am sure that terrible things will happen to me.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item 2</th>
<th>Item 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing will ever work out for me.</td>
<td>I hate myself.</td>
</tr>
<tr>
<td>I am not sure if things will work out for me.</td>
<td>I do not like myself.</td>
</tr>
<tr>
<td>Things will work out for me O.K.</td>
<td>I like myself.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item 3</th>
<th>Item 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do most things O.K.</td>
<td>All bad things are my fault.</td>
</tr>
<tr>
<td>I do many things wrong.</td>
<td>Many bad things are my fault.</td>
</tr>
<tr>
<td>I do everything wrong.</td>
<td>Bad things are not usually my fault.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item 4</th>
<th>Item 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have fun in many things.</td>
<td>I do not think about killing myself.</td>
</tr>
<tr>
<td>I have fun in some things.</td>
<td>I think about killing myself but I would not do it.</td>
</tr>
<tr>
<td>Nothing is fun at all.</td>
<td>I want to kill myself.</td>
</tr>
</tbody>
</table>

---

Turn over and fill out the other side.
Multidimensional Anxiety Scale for Children (MASC; March, 1997)

Name: ____________________________ Age: __________ Gender: Male Female
(Circle one)

Date: ___/___/____ School Grade: ________
(Month Day Year)

This questionnaire asks how you have been thinking, feeling, or acting recently. For each item, please circle the number that shows how often the statement is true for you. If a sentence is true about you a lot of the time, circle 3. If it is true about you some of the time, circle 2. If it is true about you once in a while, circle 1. If a sentence is not ever true about you, circle 0. Remember, there are no right or wrong answers, just answer how you have been feeling recently.

Here are two examples to show you how to complete the questionnaire. In Example A, if you were hardly ever scared of dogs, you would circle 1, meaning that the statement is rarely true about you. In Example B, if thunderstorms sometimes upset you, you would circle 2, meaning that the statement is sometimes true about you.

Example A I’m scared of dogs .......................................................................................... 0 1 2 3
Example B Thunderstorms upset me ................................................................................. 0 1 2 3
Multidimensional Anxiety Scale for Children (MASC; March, 1997)

Now try these items yourself. Don’t forget to do the items on the back of the questionnaire as well.

<table>
<thead>
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<th></th>
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<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>I feel tense or uptight</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>I usually ask permission</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>I worry about other people laughing at me</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>I get scared when my parents go away</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>I keep my eyes open for danger</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>I have trouble getting my breath</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>The idea of going away to camp scares me</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>I get shaky or jittery</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>I try to stay near my mom or dad</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>I’m afraid that other kids will make fun of me</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>I try hard to obey my parents and teachers</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>I get dizzy or faint feelings</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>I check things out first</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>I worry about getting called on in class</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>I’m jumpy</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
How I Think (HIT) Questionnaire
(Barriga, Gibbs, Potter, Liau, 2001; www.researchpress.com)

• A 54-item self-report measure
• 6-point, Likert scale (“agree strongly to disagree strongly”)
• Normed on students ages 14-19
• Cognitive distortions subscales: (1) self-centered, (2) blaming others, (3) minimizing/mislabeling, (4) assuming the worst
• Behavioral referents subscales: (1) opposition-defiance, (2) physical aggression, (3) lying, (4) stealing
How I Think (HIT) Questionnaire

Name ___________________________ Date ___________________________

Age ______ Circle one: MALE / FEMALE  Administered by ___________________________

Please don’t turn this page until it’s time to begin.

Each statement in this questionnaire may describe how you think about things in life. Read each statement carefully, then ask yourself, “Is it fair to say that this statement describes my thinking during the last 6 months?” Your answers will be kept private.

Mark your answers on the sheet. Don’t say them out loud.

Any questions?

OK, turn the page and begin.
1. People should try to work on their problems.

| Agree Strongly | Agree    | Agree Slightly | Disagree Slightly | Disagree | Disagree Strongly |

2. I can’t help losing my temper a lot.

| Agree Strongly | Agree    | Agree Slightly | Disagree Slightly | Disagree | Disagree Strongly |

3. Sometimes you have to lie to get what you want.

| Agree Strongly | Agree    | Agree Slightly | Disagree Slightly | Disagree | Disagree Strongly |

4. Sometimes I get bored.

| Agree Strongly | Agree    | Agree Slightly | Disagree Slightly | Disagree | Disagree Strongly |

5. People need to beroughed up once in a while.

| Agree Strongly | Agree    | Agree Slightly | Disagree Slightly | Disagree | Disagree Strongly |

6. If I made a mistake, it’s because I got mixed up with the wrong crowd.

| Agree Strongly | Agree    | Agree Slightly | Disagree Slightly | Disagree | Disagree Strongly |

7. If I see something I like, I take it.

| Agree Strongly | Agree    | Agree Slightly | Disagree Slightly | Disagree | Disagree Strongly |
Harter Self-Concept Scale (Harter, 1985)

What I Am Like

Name ___________________________ Age _______ Birthday _______ Month _______ Day _______ Group _______

Boy or Girl (circle which)

SAMPLE SENTENCE

Really True for me  Sort of True for me  Really True for me  Sort of True for me

(a) Some kids would rather play outdoors in their spare time  BUT Other kids would rather watch T.V.

1. Some kids feel that they are very good at their school work  BUT Other kids worry about whether they can do the school work assigned to them.

2. Some kids find it hard to make friends  BUT Other kids find it’s pretty easy to make friends.

3. Some kids do very well at all kinds of sports  BUT Other kids don’t feel that they are very good when it comes to sports.
Thoughts About School

- Primarily serves as a measure of school climate

- Provides an indication of whether the student believes bullying is a problem at his/her school

- Example items
  - “Teachers talk to students about their problems”
  - “Bullies have many friends”
  - “Bullying is a problem at my school”
Draw a Bullying Situation

- Bully saying: "I saw you being... I know what you did... Nobody would want to be your friend!"

- Bullying behaviors:
  - Insulting
  - Gossiping
  - Insulting
  - Rude

- Person being bullied saying: "Might feel hurt, worried,"

- Bully's character designed with blue shading.
Psychoeducation

- 30 minute PowerPoint Presentation (see example).
- Quiz over presentation.
  Sample worksheets:

  - Stop Rewind, Play it Again
  - Jump into my Shoes
  - Lend a Hand
  - Are you up to the Challenge?
  - Vacation Time
  - Relaxation Time

- Watch and discuss Bullying Video (“Stories of Us”)

Stories of Us--Bullying

- www.storiesofus.com
- *Stories of Us* is a unique series of educational resources. Students collaborated in developing the scripts and performed all key roles in a series of dramatized resources. Every word of dialogue is their own, and every detail approved by the students. The videos are compelling as they draw upon the collective experience of the students, holding a mirror to their reality with such authenticity that some students watching them are convinced they are real.

- Two films were made in fall 2007 in two middle schools in Illinois and Nebraska.
PowerPoint Post Quiz

• Can bullying be physical, verbal, or both?

• Is an incident bullying if it happens only once?

• What are some characteristics of students who get bullied the most?

• What are three of the seven reasons why people bully and what do they mean?

• Name one consequence and one feeling that results from bullying.

• Name one thing someone can do to stop bullying.
Activity 4.3
Bullies at Work

OBJECTIVES
- To help students recognize the types of bullying.
- To encourage students to work together.

MATERIALS
- Copies of the Bully Busters booklet
- Copies of the Bully Busters at Work worksheet
- Pencils or pens

DIRECTIONS
1. Give each student a copy of the Bully Busters booklet.
2. Go over the definitions of the bullying types and answer any questions.
3. Divide the class into groups of four to five students.
4. Instruct students to work together to identify the type of bullying happening.
5. Bring the class together to share the results.
6. Process the exercise by asking questions and encouraging discussion.

I Know Bullies

Aggressive Bullies
- They push, hit, or tease other students to get what they want.
- They act very tough and look like they are not afraid of anything.
- They like to have power over other students.
- They never feel bad about hurting their victims.
- They will hurt their victims in front of others.

Carlos
Carlos is the tallest boy in the class. He is often heard to say things like, “If you don’t like it, just stay away.” Carlos is quick to blame others for his own problems.

Passive Bullies
- They follow the main bully.
- They may be part of the bullying group.
- They join in the bullying, but they don’t bully on their own.
- They think the bully is cool.
- They want to be friends with the bully.

John
John is the quiet boy in the class. He is often heard to say things like, “I don’t want to be part of this.” John is afraid of the bully.

Relational Bullies
- They are often girls.
- They try to make students feel bad by excluding them from the group.
- They will spread rumors about other students.

Mary
Mary is the most popular girl in the class. She is often heard to say things like, “You’re not good enough to be my friend.” Mary is quick to blame others for her own problems.

Bullies at Work

Type of bullying
1. What type of bully is Gina?
   - Aggressive
   - Passive
   - Relational

Gina was the head of the “Sweetie Pie” gang. She always picks on the smallest student in the class. Gina is quick to blame others for her own problems.

2. What type of bully is Deacon?
   - Aggressive
   - Passive
   - Relational

Deacon is the most popular boy in the class. He always picks on the smallest student in the class. Deacon is quick to blame others for his own problems.

3. What type of bully is Craig?
   - Aggressive
   - Passive
   - Relational

Craig is the most popular boy in the class. He always picks on the smallest student in the class. Craig is quick to blame others for his own problems.

4. What type of bully is Julie?
   - Aggressive
   - Passive
   - Relational

Julie is the most popular girl in the class. She always picks on the smallest student in the class. Julie is quick to blame others for her own problems.

5. What type of bully is Sam?
   - Aggressive
   - Passive
   - Relational

Sam is the most popular boy in the class. He always picks on the smallest student in the class. Sam is quick to blame others for his own problems.

6. What type of bully is Didi?
   - Aggressive
   - Passive
   - Relational

Didi is the most popular girl in the class. She always picks on the smallest student in the class. Didi is quick to blame others for her own problems.
Activity 5.3
Grades 3-5

Who Is the Victim?

OBJECTIVES

- To increase students' awareness of the effect of bullying on victims.
- To help students recognize and understand the four types of victims.

MATERIALS

- Copies of the Four Types of Victims Scenarios
- Copies of Victim Scenarios to five students
- Chalkboard or easel pad

DIRECTIONS

1. Introduce the activity by discussing the four types of bullying.
2. Give each student a copy of the activity to discuss the four types of victim.
3. Divide the class into groups of five.
4. Provide each group with a copy of the activity to discuss the four types of victim.
5. Bring the groups back to the class.
6. Process the activity by a discussion of the victim.

DISCUSSION QUESTIONS

- What do you think it feels like to be a victim of bullying?
- Have you ever witnessed bullying? What did you do?
- Module 6: Recognizing the Victim

SHE SAID

In Jefferson Middle School there is a secret club for girls. The three girls who are in charge of the club are boysy and downright mean. These girls have been spreading vicious rumors and making ethnic slurs. They have targeted two students, Lakisha, who is African American, and Holly, who is Asian American. Lakisha and Holly frequently visit the nurse's office during their lunch hour with complaints of headaches, nausea, and shingles. Teachers have never directly witnessed the verbal assaults, but they have received grievances from other students. Lakisha and Holly have been reluctant to report those episodes. Within the past 3 weeks, Lakisha has missed 5 school days. Holly has attended class but often appears distracted.

HE SAID

Ma, a seventh-grade teacher, of Johnny, Alan, and Sam discussing in which a classmate is being bullied. They express their dismay in seeing this person bullied but are unsure about what they should do. Johnny thinks that if they intervene they will make it worse and cause the bully to turn on them. Alan thinks that they should stand up for the bullied person. The next time it happens. Sam just doesn't know what to do but will possibly help.
Bullying Intervention Rating Profile (Witt & Elliot, 1985)

We are interested in learning about your ideas about the Bullying Intervention Program that you just finished. Below are some sentences. You may or may not agree with each sentence. That’s OK. Please read each sentence and completely fill in the number that describes how much you agree or disagree with the statement.

<table>
<thead>
<tr>
<th>Things that I Agree/Disagree With</th>
<th>I Agree Very Much</th>
<th>I Sort of Agree</th>
<th>I Don’t Agree or Disagree</th>
<th>I Sort of Disagree</th>
<th>I Disagree Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Bullying Intervention Program was fair.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. The therapist was too harsh or mean.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. The Bullying Intervention Program might cause problems with my friends.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. There are better ways to handle problems with bullying. What are they?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. The Bullying Intervention Program would be good for other kids.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. I like how the Bullying Intervention Program handled my bullying problem.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. The Bullying Intervention Program would help other kids do better in school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tbody>
</table>

Is there anything else you’d like to tell us about the Bullying Intervention Program?
Feedback Session

EVALUATION:

- Write Bullying Intervention treatment report (3-5 pages)
- Recommendations based on data (data-based decision-making!)
- Share with school and parents during a face-to-face solution-oriented meeting scheduled within 2 weeks of the T-BIP intervention
- FOLLOW-UP (End-of-year): Track office referral data for bullying incidents for students who participate in the intervention and compare with students who did not participate in the intervention.
Bully Survey-Parent and Teacher Versions (Swearer, 2001)

- Similar to student version with Part B removed
- Demographic items also include marital status, level of education, occupation, and income
- Retrospective item inquiring about bully/victim status

33. Thinking back to your own years in school, how would you categorize yourself?
   - Bully
   - Victim
   - Bully-Victim (being both victimized & bullying others)
   - Observed bullying
   - Not involved in bullying / did not observe bullying
Treatment Evaluation Inventory (Kazdin, 1980)

Please complete the items listed below. The items should be completed by placing a checkmark in the box under the question that best indicates how you felt about the Bullying Intervention Program the student experienced. Please read the items very carefully and answer accordingly. Thank you very much for your ratings!

1. How acceptable did you find this intervention to be for the student’s problem behavior?
   □ Not at all acceptable  □ Moderately acceptable  □ Very acceptable

2. How willing would you be to carry out this intervention yourself if you had to change the student’s problems?
   □ Not at all willing  □ Moderately willing  □ Very willing

3. How suitable is this intervention for students who might have other behavioral problems than those described for this student?
   □ Not at all suitable  □ Moderately suitable  □ Very suitable

4. If students had to be assigned to an intervention without their consent, how bad would it be to give them this intervention?
   □ Not at all acceptable  □ Moderately acceptable  □ Very acceptable
Treatment Evaluation Inventory (Kazdin, 1980)

5. How cruel or unfair do you find this intervention?

6. Would it be acceptable to apply this intervention to institutionalized, low-functioning, and/or other students who are not given an opportunity to choose treatment for themselves?

7. How consistent is this intervention with common sense or everyday notions about what treatment should be?

8. To what extent does this intervention treat the student humanely?

9. To what extent do you think there might be risks in undergoing this kind of intervention?
T-BIP Participants (2005-2010)

- 78 students from two elementary and two middle schools in the Midwest
  - Four 4th grade, four 5th grade, 32 6th grade, 27 7th grade, 11 8th grade
  - 52 male, 26 female
  - Ages 9-14 years-old
  - 65.4% Caucasian, 6.4% African-American, 14.1% Biracial or multiracial, 6.4% Latino, 6.4% Native-American, and 1.3% other races
Bully/Victim Status

Have you been bullied this school year?
• 50 (64.1%) endorsed “yes”

Have you seen another student be bullied this school year?
• 60 students endorsed “yes”

Have you bullied another student this school year?
• 58 students endorsed “yes”

Based on students’ self-report
• Bullies: 20 students
• Victims: 12 students
• Bully-Victims: 38 students
• Bystanders: 3 students
• Uninvolved: 4 students

• Significant correlations found between students’, parents’, and teachers’ reported involvement as a victim and as a perpetrator of bullying (Swearer, Wang, Collins, Strawhun, & Fluke, in press)
# Cognitive Distortions: Differences between Bully/Victim Groups

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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bully (n=20)</td>
<td>3.08(0.99)</td>
<td>3.36(0.93)</td>
<td>3.17(0.92)</td>
<td>3.23(0.77)</td>
<td>3.40(0.82)</td>
<td>3.37(1.08)</td>
<td>3.50(0.85)</td>
<td>2.70(1.02)</td>
<td>3.38(0.90)</td>
<td>3.10(0.85)</td>
</tr>
<tr>
<td>Victim (n=12)</td>
<td>2.01(0.65)</td>
<td>2.58(0.56)</td>
<td>1.80(0.54)</td>
<td>2.54(0.41)</td>
<td>2.87(0.44)</td>
<td>2.07(0.47)</td>
<td>2.56(0.72)</td>
<td>1.65(0.55)</td>
<td>2.47(0.42)</td>
<td>2.11(0.59)</td>
</tr>
<tr>
<td>Bully/Victim</td>
<td>2.27(0.70)</td>
<td>2.79(0.88)</td>
<td>2.38(0.85)</td>
<td>2.61(0.75)</td>
<td>2.92(0.74)</td>
<td>2.57(0.89)</td>
<td>2.79(0.89)</td>
<td>1.93(0.76)</td>
<td>2.75(0.76)</td>
<td>2.36(0.76)</td>
</tr>
<tr>
<td>Total (n=38)</td>
<td>2.46(0.87)</td>
<td>2.91(0.89)</td>
<td>2.50(0.94)</td>
<td>2.78(0.76)</td>
<td>3.05(0.75)</td>
<td>2.71(0.99)</td>
<td>2.95(0.91)</td>
<td>2.10(0.90)</td>
<td>2.88(0.82)</td>
<td>2.53(0.84)</td>
</tr>
<tr>
<td>Group difference</td>
<td>B&gt;V=BV</td>
<td>B&gt;V=BV</td>
<td>B&gt;BV&gt;Y</td>
<td>B&gt;BV=V</td>
<td>B&gt;BV</td>
<td>B&gt;V=BV</td>
<td>B&gt;V=BV</td>
<td>B&gt;V=BV</td>
<td>B&gt;V=BV</td>
<td>B&gt;V=BV</td>
</tr>
</tbody>
</table>

(Sweare, Wang, Collins, Strawhun, & Fluke, in press)
Depression and Anxiety: Differences between Bully/Victim Groups

- MASC Harm Avoidance
  - Victims > Bullies
- MASC Social Anxiety
  - Bully/victims > Bullies
- MASC Anxiety Index
  - Bully/victims > Bullies
- MASC Total
  - Bully/victims > Bullies

- No significant differences on CDI scores between groups (Swearer, Wang, Collins, Strawhun, & Fluke, in press)
## Self-Perception: Differences between Bully/Victim Groups

<table>
<thead>
<tr>
<th></th>
<th>Scholastic Competence</th>
<th>Social Acceptance</th>
<th>Athletic Competence</th>
<th>Physical Appearance</th>
<th>Behavioral Conduct</th>
<th>Global Self-worth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bully (n=19)</td>
<td>2.67(0.60)</td>
<td>3.37(0.48)</td>
<td>3.18(0.60)</td>
<td>3.09(0.56)</td>
<td>2.36(0.45)</td>
<td>3.07(0.59)</td>
</tr>
<tr>
<td>Victim (n=12)</td>
<td>2.92(0.73)</td>
<td>2.81(0.61)</td>
<td>2.94(0.71)</td>
<td>3.14(0.65)</td>
<td>3.01(0.66)</td>
<td>3.23(0.43)</td>
</tr>
<tr>
<td>Bully/Victim</td>
<td>2.83(0.52)</td>
<td>2.70(0.76)</td>
<td>2.83(0.83)</td>
<td>2.73(0.79)</td>
<td>2.42(0.44)</td>
<td>2.86(0.67)</td>
</tr>
<tr>
<td>(n=35) Total</td>
<td>2.80(0.58)</td>
<td>2.92(0.72)</td>
<td>2.95(0.76)</td>
<td>2.91(0.72)</td>
<td>2.51(0.54)</td>
<td>2.99(0.62)</td>
</tr>
<tr>
<td>Group difference</td>
<td>B=V=BV</td>
<td>B&gt;V=BV</td>
<td>B=V=BV</td>
<td>B=V=BV</td>
<td>V&gt;B= BV</td>
<td>B=V=BV</td>
</tr>
</tbody>
</table>

(Swarer, Wang, Collins, Strawhun, & Fluke, in press)
T-BIP Case Example #1: Background Information

- 12 year-old Biracial female; 6th grade

- Currently lives with adoptive parents and brother

- Referred for physical as well as verbal bullying
  - Two Office Disciplinary Referrals (2010-2011)
    - Threw a textbook at a peer who was making “annoying noises” in class; punched in the arm and threatened him
    - Pushed and kicked a peer who was in “her spot” during recess; injured to the extent he could not remain at school

- Prior efforts to address the bullying
  - Suspensions, safety plan
T-BIP: Assessment and Psychoeducational Components

- Measures Administered
  - The Bully Survey
  - Multidimensional Anxiety Scale for Children
  - Children’s Depression Inventory
  - How I Think Questionnaire
  - Self-Perception Profile for Children
  - Thoughts About School
  - Children’s Intervention Rating Profile

- PowerPoint Presentation
  - Pre- and Post-Quiz

- Stories of Us

- Bully Busters activities
  - Bully? Who, Me?
  - Bullies at Work
  - Framing the Bully
Assessment Results

- **The Bully Survey**
  - Self-identified as a Bystander, Victim, and Bully
  - Self-reported victimization
    - One or more times a week
    - Endorsed several settings (e.g., classroom, hallway, cafeteria)
  - Self-reported bullying behaviors
    - Bullied boys of different ages
    - Multiple settings (e.g., recess, gym, hallway, classroom)
      one or more times a day
    - Attacking, pushing and shoving, threatening
    - Reported that her behavior towards others sometimes made her feel bad or sad
Assessment Results (Cont.)

- **MASC**
  - “Above Average” Social Anxiety score (T-Score=61)

- **CDI**
  - “Much Above Average” on the Interpersonal Problems subscale (T-Score=67)
  - Anhedonia “Slightly Above Average” (T-Score=58)

- **HIT**
  - Endorsed “You can’t trust people because they will always lie to you,” “I can’t help losing my temper a lot”, and “I have tried to get even with someone”
  - However, suspect protocol based on True AR score (4.25)
Assessment Results (Cont.)

- Self-Perception Profile for Children
  - Social Acceptance
    - Medium perceived competence
  - Behavioral Conduct
    - Low perceived competence

- Attitudes Toward Bullying Scale
  - “Lots of kids are afraid of bullies”
  - “Students who are bullied do not tell teachers or other school staff about it”
  - “Bullies have many friends”
Pre- and Post-Quiz
- *What do you think a bully is?*
  “A person who is mean to other people because maybe they are being bullied or hurt somewhere and want to take it out on someone”

Discussion topics
- Defining a bully
- Examples and non-examples
- Bullying myths
- Reasons for bullying
- Feelings, Consequences, and Solutions
Bully Busters Activities

- **Bully? Who, Me?**
  - Identified own bullying behaviors and involvement

- **Bullies at Work**
  - Discussed different types of bullies

- **Framing the Bully**
  - Defined bullying and characteristics of bullies
Follow-Up Meeting

- Solution-oriented feedback meeting
- Purpose
  - Share assessment results
  - Make appropriate recommendations
  - Emphasize the maintenance of treatment gains and the continuous monitoring of behavior

- In attendance
  - Therapist, mother, counselor, principal, student
  - Parent and counselor complete Treatment Evaluation Inventory and Parent and Teacher versions of the Bully Survey
Treatment Acceptability

- Treatment Evaluation Inventory
  - Total scores of 99 (out of 105) for both parent and counselor
  - Adults viewed the intervention as highly acceptable

- Children’s Intervention Rating Profile (Witt & Elliot, 1985)
  - Mean item rating of 4.5 (on a scale of 1-5)
  - The participant viewed the treatment as highly acceptable
Bully Survey- Parent and Teacher

- Used to validate student responses on the Bully Survey
  - All confirmed student’s bullying status
  - Similarities in reasons why Becky bullied others
    - e.g., Other students irritating her or talking about her
  - Student and counselor agreement in frequency (one or more times a day)
  - Student and parent agreement in specific types of bullying
    - Attacking; pushing and/or shoving
Recommendations

1. Individual Cognitive-Behavioral Therapy
   • Instruction on emotional regulation strategies
   • Address and monitor internalizing symptoms
     • Interpersonal problems, social anxiety, and low behavioral self-competence
2. Self-Monitoring Intervention
3. Adult Involvement and Support
   • Prompts to utilize adaptive strategies, “check ins”
4. Positive Reinforcement System
5. Home-School Communication
6. Continue Safety Plan
Reactions to the T-BIP

- Parent and counselor ratings
  - Treatment Evaluation Inventory (Kazdin, 1980)
    - General reactions to the T-BIP “very positive”
    - Both found the intervention to be “very acceptable” for the student’s behavior
    - Mother stated she will provide a copy of the report to her daughter’s counselor
- Student reaction
  - “I think it helped me realize the things that can happen when you are a bully”
  - No office disciplinary referrals since participating
Conclusions

• Both the student, parent, as well as school staff found the T-BIP to be favorable.

• Results from the T-BIP assessment component supported the association between internalizing symptoms and this particular student’s bullying behaviors.

• Overall improvement in behavior
  ➢ Becky has not had to use her safety plan and has not received additional office referrals since participating in the T-BIP.
T-BIP Case Example #2: Background Information

- 12 year-old Caucasian male; 7th grade
  - Special Education student (Specific Learning Disability)

- Currently lives with mother, father, and two sisters

- Referred by his counselor for verbal and physical bullying
  - Three Office Disciplinary Referrals (by 11/2011)
  - Pushing and hitting students (e.g., in science class), name-calling (e.g., “fat ass”)
    - Both instigating and reactionary instances

- Prior efforts to address the bullying
  - Two In School Suspensions, one Out of School suspension, and signed a non-aggression agreement
Assessment Results

- The Bully Survey
  - Self-identified as a Victim and a Bully
- Self-reported victimization
  - Three or more times a week by boys in his grade, boys older than him, and “powerful” students
  - Name-calling, pushed/shoved, and made fun of
- Self-reported bullying perpetration
  - Boys in his grade by calling them names, pushing and shoving, and attacking them
  - Before school one or more times a day
  - Reported that his behavior was never a problem for him
Assessment Results (Cont.)

- **MASC**
  - “Much Above Average” Separation Anxiety score (T-Score=70)

- **CDI**
  - No clinically significant subscales

- **HIT**
  - Borderline-clinical range on multiple subscales
    - Covert Summary Scale (77%)
      - Lying (74%) and Stealing (81%)
    - Self-Centered (78%)
    - Blaming Others (76%)
  - True AR score (3.5) indicates responses are truthful
Examples of HIT Responses

- Assuming the Worst and Oppositional Defiance
  - “I can’t help losing my temper a lot”

- Self-Centered and Stealing
  - “If I see something I like, I take it”

- Blaming Others and Oppositional Defiance
  - “When I lose my temper, it’s because people try to make me mad”
Assessment Results (Cont.)

• Self-Perception Profile for Children
  – Athletic Competence and Behavioral Conduct
    • Medium perceived competence
    – High perceived competence in other domains

• Thoughts About School
  – Responses indicate that he feels that bullying is not a problem
  – Indicated items “Bullying is a problem at my school,” and “Many students get bullied” as false
PowerPoint and Bully Busters Activities

- **Draw a Bully**
  - Reflect on and illustrate a bullying situation
- **Ouch! That Hurt**
  - Formulate apologies and take responsibility
- **Jump into My Shoes**
  - Engage in perspective-taking from the point of view of both a victim and a bully
- **Cage Your Lion**
  - Identify anger triggers
Additional Information

- Verbal reports were consistent with counselor reports that his small physical size plays a role in his bullying interactions.
- Reported that bullies are powerful and stated that less bullying might occur when students are older because bullies are not “weak anymore.”
- Indicated that bullies are “big and strong.”
Bully Survey- Parent and Teacher

- Used to validate student responses on the Bully Survey
  - Student and counselor reported same BV status; mother reported victim only
  - Similarities in reasons he was victimized
    - Special education, seen as “different,” difficulty with impulsivity and emotions (e.g., gets angry a lot)
  - Student and counselor disagreement in types of bullying and reasons why he bullied
    - Student reported “they started it,” while counselor cited other reasons (e.g., clothes they wear, they are disabled)
Recommendations

- Cognitive-behavioral therapy
  - Separation anxiety and cognitive distortions
- Social skills training
  - Teach him how to gain peer attention appropriately
- Emotional self-regulation training and instruction in anger coping skills
- Home-school communication plan
- Address bullying at home
- Activities to bolster perceptions of athletic competence (e.g., Tae Kwan Do)
When to use the Target Bullying Intervention Program?

- In a typical school building, 10% of students will bully others.
- Directly intervene with these 10%!
- If your rates of bullying are higher, then the T-BIP should be used in conjunction with a whole-school approach* like Bully Busters; Bully-Proofing your School; Steps to Respect; Olweus Bullying Prevention Program.
- Use when a student has received consistent disciplinary referrals for bullying behaviors.

*That have empirical support!
Bullying Prevention/Intervention Programs

- Bully Busters
- Steps to Respect
- The Olweus Bullying Prevention Program
- Bully-Proofing Your School
- Peaceful Schools Project
- Second Step

Please visit http://targetbully.com/ for more information about these programs
Bullying in North American Schools

Edited by Dorothy L. Espelage and Susan M. Swearer
Published by Routledge (2011)

Can also order from Amazon.com: www.amazon.com
Bullying Prevention and Intervention: Realistic Strategies for Schools

- By Susan M. Swearer, Dorothy L. Espelage, and Scott A. Napolitano
- Published by The Guilford Press (2009)
Handbook of Bullying in Schools: An International Perspective

- Edited by Shane R. Jimerson, Susan M. Swearer & Dorothy L. Espelage
- Published by Routledge (2010)
Translation of research to practice

www.education.com

Special issue on bullying, "Bullying @ School and Online," including 150 peer-reviewed brief articles from scholars around the world.
If you think you’re too small to make a difference, try sleeping in a room with a mosquito.

--African Proverb
Target Bullying: Best Practices in Bullying Prevention and Intervention

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