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Overview

- Whole school anti-bullying program with emphasis on social-emotional learning
- Grades 3-5 or 4-6
- Intervention targets
 - School culture
 - “safe, caring, respectful culture”
 - Bullies, victims, and bystanders
 - Staff

Primary Interventions

- Bullying information and social skills taught in Language Arts
 - Anti-bullying books
 - Lays out an 11 lesson curriculum, based on the books, for each of the last three grades of elementary school
- Each lesson includes
 - Reading from the novel
 - Homework/in class assignments
 - Class discussion

Primary Interventions

- Lessons address important components of bullying prevention
 - Social emotional learning (e.g., how to make friends)
 - Description of bullying
 - What to do when you are a bystander
 - How to react to and report bullying
- The goal is for the lessons learned in the classroom to generalize to daily interactions
 - Should prevent a large number of bullying interactions to occur

When Prevention Fails...

- Students trained to report bullying to **any** adult
 - Adult takes report, then refers to “coach”
- Coaching of the bully and the victim
 - Affirm feelings, investigate, develop a plan, follow up on plan
- Schools encouraged to develop a discipline plan and stick to it

Discipline Plan

- The potential face of the program
- No specific plan given, but schools are encouraged to develop a consistent, clear discipline hierarchy
- Many examples given
 - Loss of privileges to “restitution” (e.g., clean graffiti) to suspension and expulsion

Staff Training

- Staff attend a series of presentations on the program
 - Overview of bullying & program (3 hours)
 - All staff members
 - Orientation to curriculum (2 hours)
 - Teachers grades 3-6
 - Coaching training (1.5 hours)
 - All staff who will be coaches

Does it Work?

- Four randomized, controlled trials (all by the developing research team)
- Frey et al., 2005 – “24.6% fewer bullying behaviors”, decline in destructive bystander behavior, increased bystander responsibility, greater perceived adult responsiveness, lower acceptance of bullying
- Hirschstein et al., 2007 – better adherence to the program related to lower bullying rates

Does it Work?

- Frey et al., 2009 – Two years in the program led to even larger decreases (~31%)
- Low et al., 2010 – Students showed significantly lower levels of gossip (i.e., relational aggression) after one year

Evaluation

- Strengths
 - Several peer-reviewed, randomized controlled trials
 - Correct definition of bullying
 - Targets physical, verbal, and relational aggression
 - Fits into class time, rather than taking away from class time
 - Preventative in focus
 - Targets bullies, victims, bystanders, and staff
 - Very explicit scripts and strong manuals
 - Clearly defines role staff must play

Evaluation

- Weaknesses
 - Discipline plan not fully outlined
 - Research is all from the same research team
 - 3 year commitment
 - No published studies comparing to other programs or that include all 3 years
 - Requires very strong staff buy-in

Summation

- School wide program with an emphasis on prevention
- Relatively strong research base demonstrating the best results of any current prevention program on the market
- Overall, Steps to Respect provides a strong prevention shell, but could be improved by pairing with an plan for handling repeat bullies.