

Steps to Respect: A Bullying Prevention Program®

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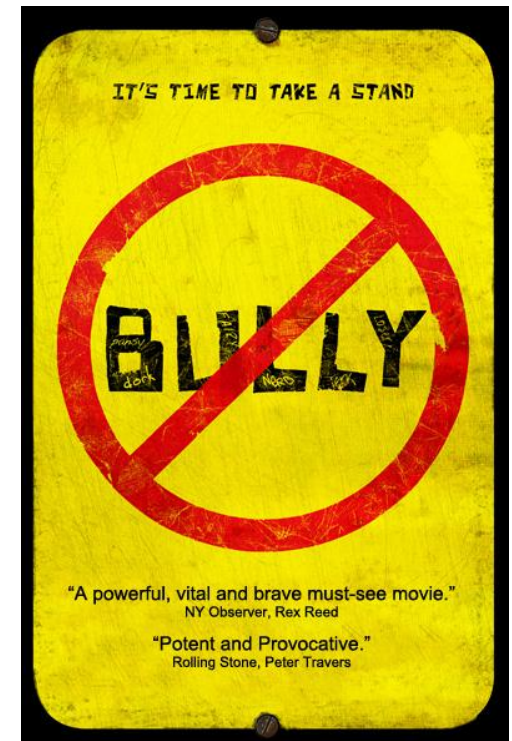
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Anti-Bullying initiatives in the news

- “Putting a stop to bullying is a responsibility we all share.”
–President Barak Obama
- Parent Teacher Association campaign to get anti-bullying literature to parents
- MTV coalition to fight cyber-bullying
- Facebook expanding reporting system for bullying
- *Bully* (the movie)





School Bullying

- Common and persistent across cultures and grade levels (Jimerson, Swearer, & Espelage, 2010).
- Nearly 30% of 6th – 10th grade students reported moderate to frequent involvement in bullying (Nansel et al., 2001)
 - 13% reported involvement as bully perpetrator
 - 10.6% identified themselves as bully victim
 - 6.3% reported themselves as perpetrator-victim
- Only approximately 1 in 5 students **denied** participating in any bullying behavior in the previous 30 days (Espelage, Bosworth, & Simon, 2002).



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School Bullying

- Victims report:
 - Greater loneliness
 - Lower self-esteem
 - Greater depression
 - Lower academic achievement
 - Greater suicidal ideation

(Glew et al., 2005; Hawker & Boulton, 2000; Kaltiala-Heino et al., 2000; Kochenderfer & Ladd, 1996; Nasel et al., 2001; Olweus, 1992; Rigby, 2001)



School Bullying Prevention Programs

- Most evaluations showed negligible or negative results (Smith et al., 2004).
- Majority of studies did not show positive effects, but there is hope (Vreeman & Carroll, 2007).
- Meta-analysis showed about one-third of outcomes had positive effects (Merrell et al., 2008).
- “Overall, school-based bullying prevention programs are effective in reducing bullying” BUT were mostly effective in Europe and did not use experimental designs (Farrington & Ttofi, 2009).
- Review of 31 published studies found deficiencies in specification of intervention components, design, statistical analysis, measurement, and program implementation (Ryan & Smith, 2009) .



Steps To Respect: Background

- A previous evaluation found:
 - less acceptance of bullying
 - reductions in physical bullying behavior
 - greater bystander responsibility
 - greater perceived adult responsiveness
- ...among intervention students than control students
(Frey et al., 2005)



Steps To Respect: Background

- Additional analyses indicated that intervention students had lower levels of observed bullying victimization at post-test than did control students, but only for students with supportive friends

(Low, Frey, & Brockman, 2010)



Steps To Respect: Program Theory

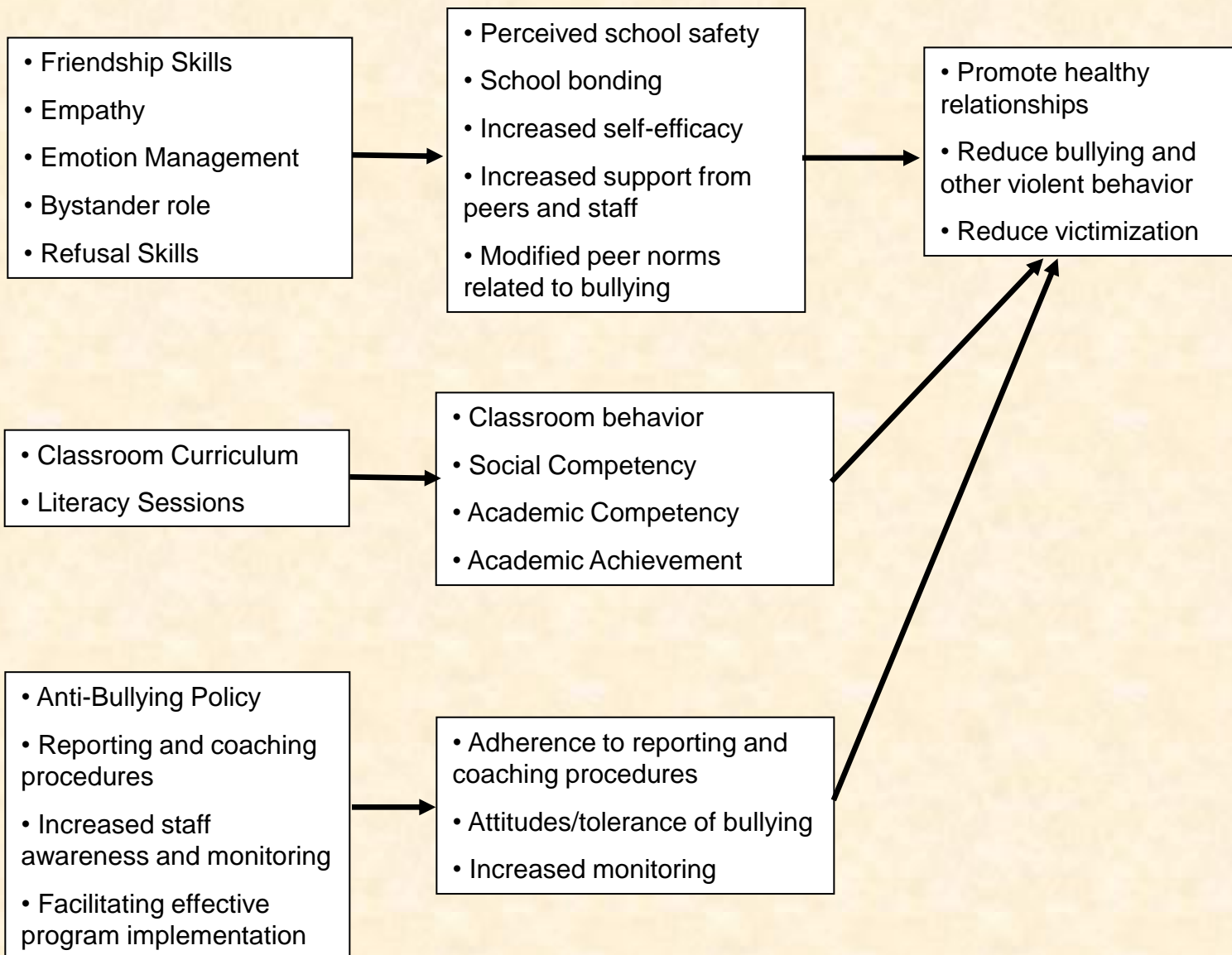
- Socio-ecological and systemic models of bullying (Pepler, Craig, & O'Connell, 1999; Swearer & Espelage, 2004)
 - Social systems are the *context* for behavior, intervention, analysis
 - Dyads, groups are more than the sum of their parts
- Transactional model of development and intervention
(Sameroff & Chandler, 19975; Sameroff & MacKenzie, 2003)
 - *Processes* by which eco-systems evolve or remain static
 - Over time, interactions shape, and are shaped by norms and expectations within the social eco-system
- Cognitive-behavioral models of development
(Bandura, 1986; Crick & Dodge, 1994; Huesmann, 1988; Kendall, 1993)
 - Emotions, behaviors, and cognitions are modified through a goal-oriented, systematic procedure

Students Classrooms Schools

Intervention Components

Proximal Outcomes

Distal Outcomes





Steps To Respect: Program Components

- **School-wide components**

- **Program Guide**

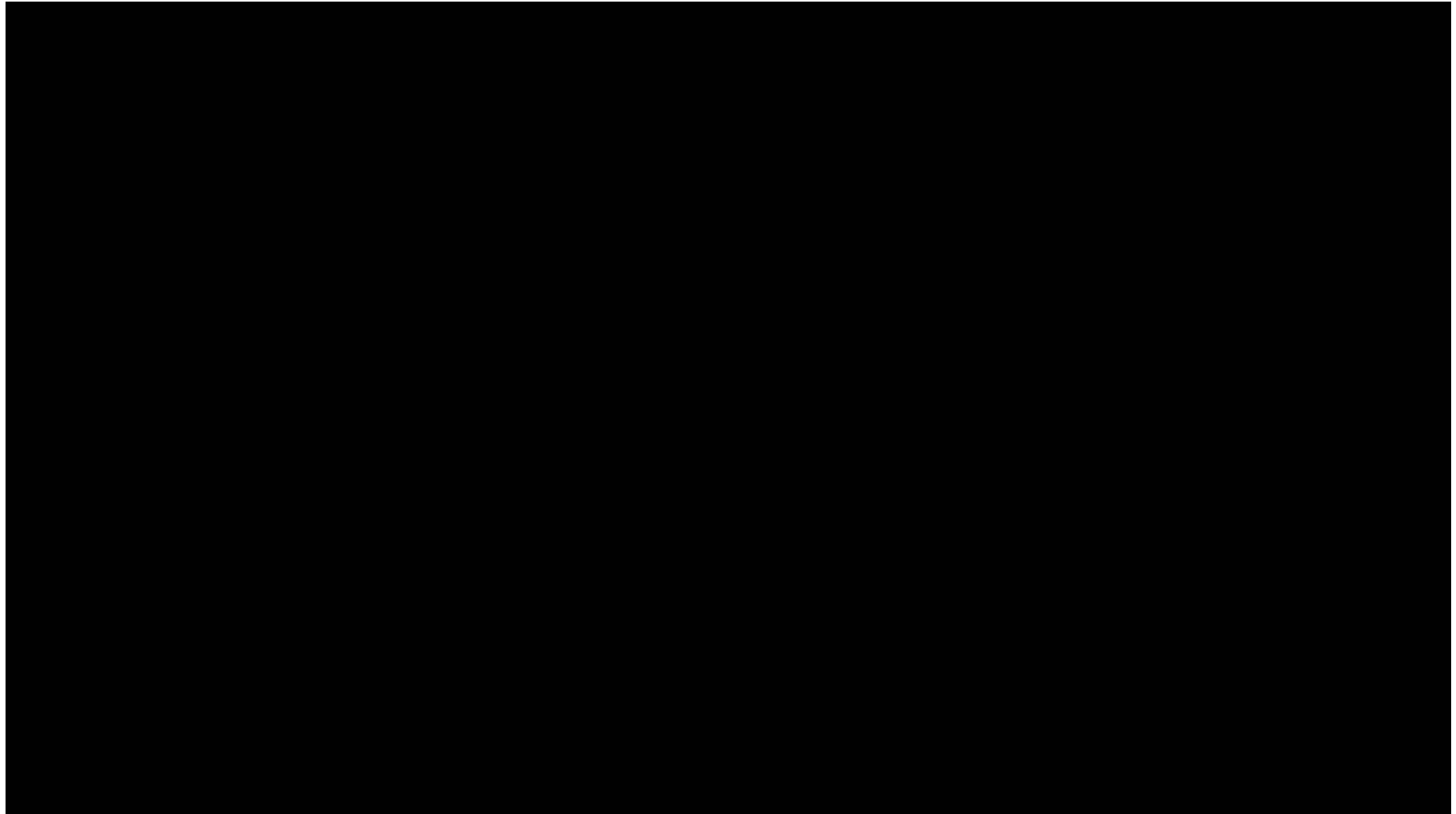
- Develop anti-bullying policy
 - Gain staff buy-in
 - Implementation Information

- **Staff Training**

- Communicate policies and procedures
 - More knowledgeable supervision
 - Ability to provide social, emotional, and ethical mentoring
 - Credibility as knowledgeable, caring and effective leaders



Receiving a Report of Bullying





Steps To Respect: Program Components

- **School-wide components**
 - **Parent Materials**
 - Annual letter from principal
 - Parent night materials
 - Parent handouts



Steps To Respect: Program Components

- **Classroom-based components (3rd-6th grades)**
 - **11 Skills Lessons that focus on:**
 - Friendship skills and conflict resolution
 - Recognizing bullying
 - Refusing and reporting bullying
 - Bystander skills
 - Train assertiveness, empathy, and emotion regulation
 - **Literature Lessons:**
 - Reinforces STR concepts while addressing language arts objectives



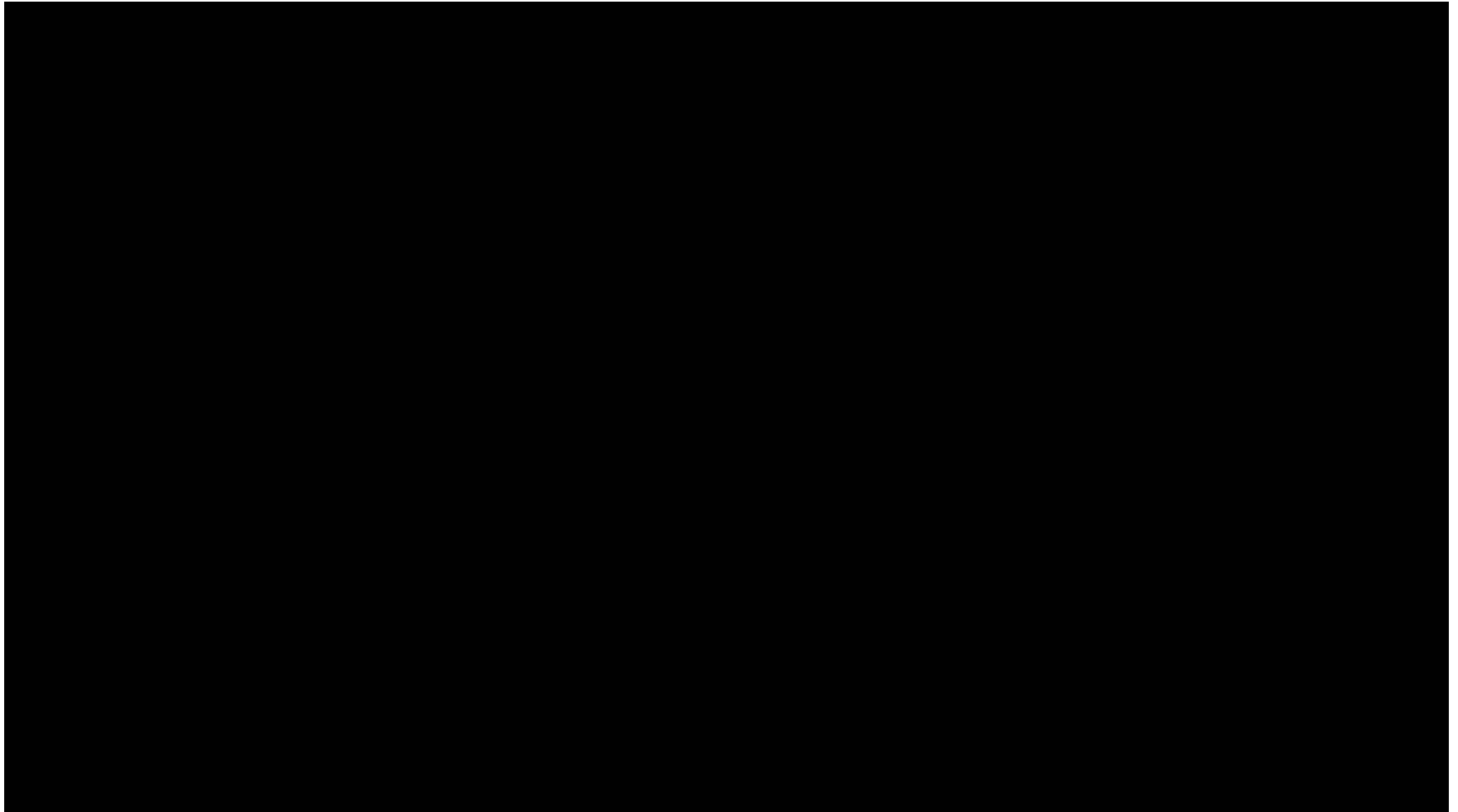
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STR: Introduction





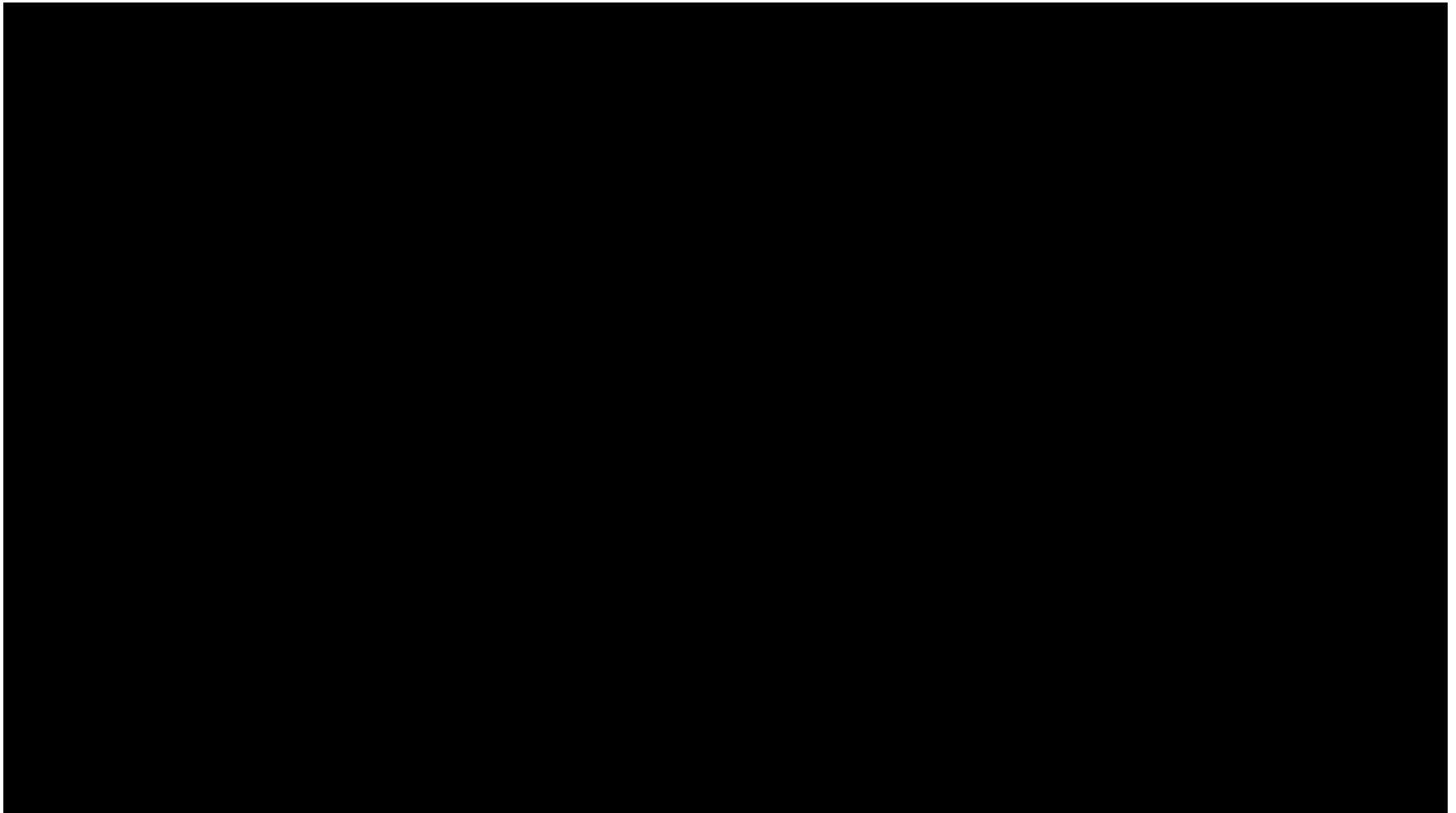
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Lesson 6: Refusing bullying





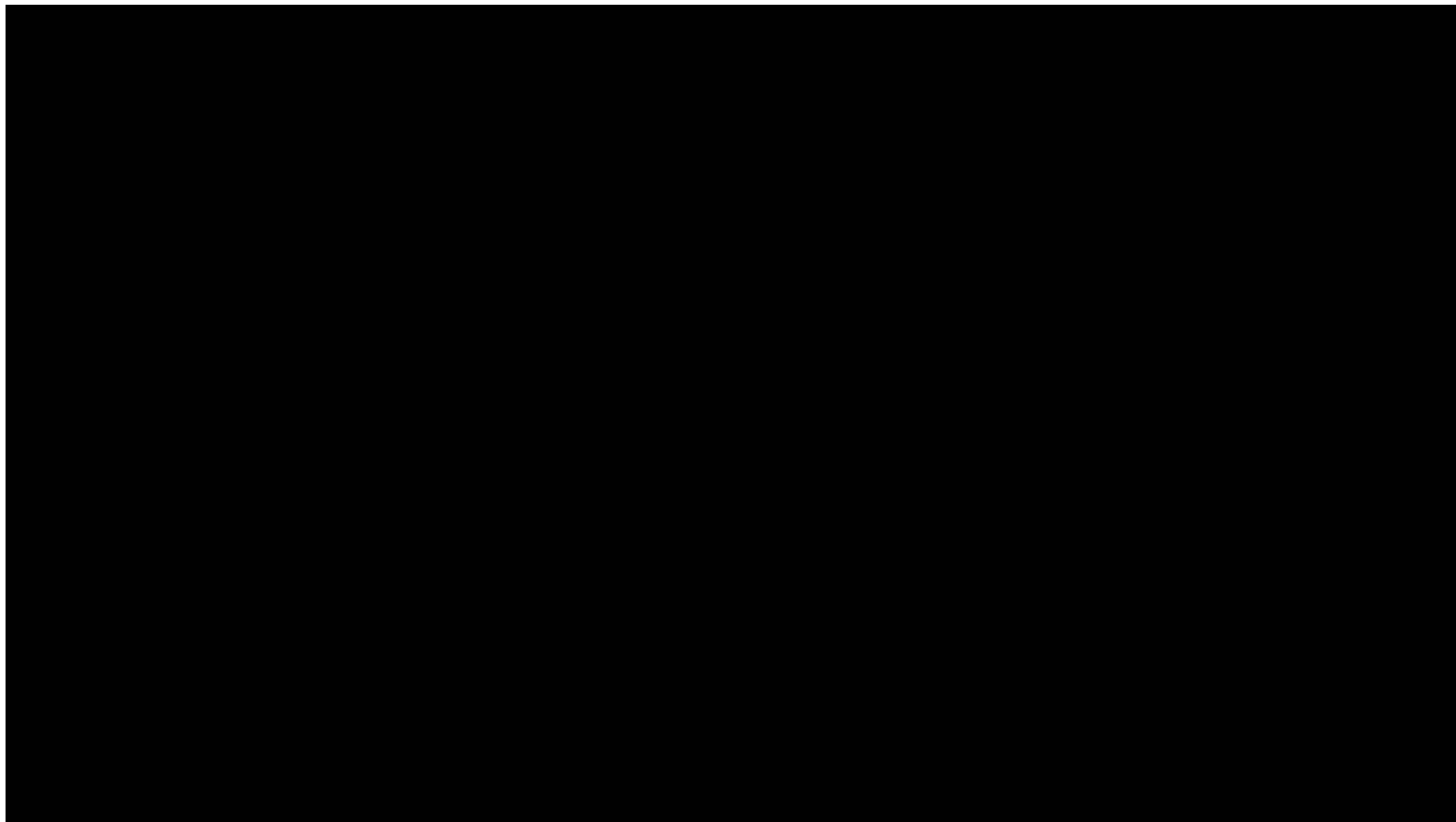
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Introduce the Lesson Topic





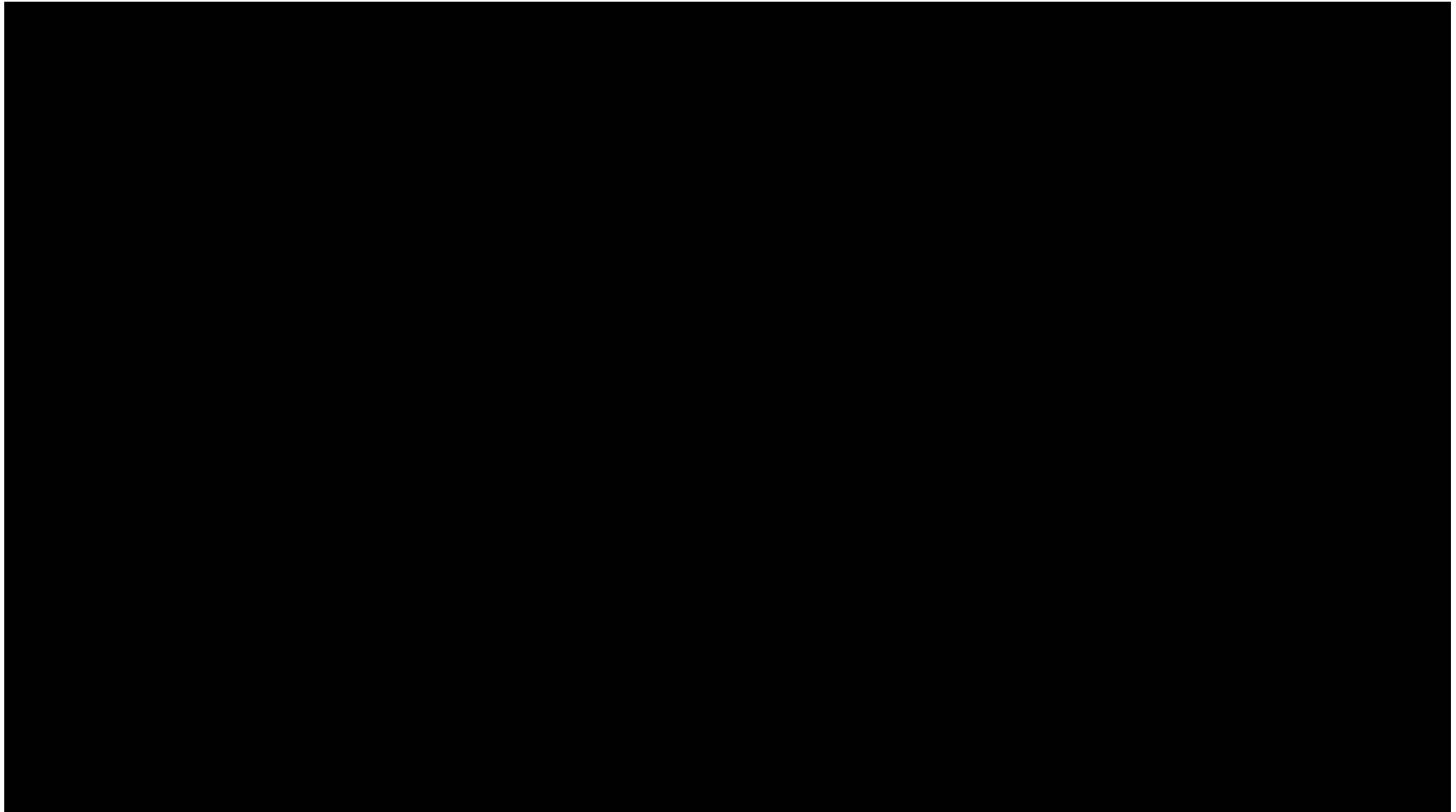
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- **Introduce the skill practice and the role of the coach,
Model skills, Discuss the model skill practice**





- **Give the skill practice instructions**





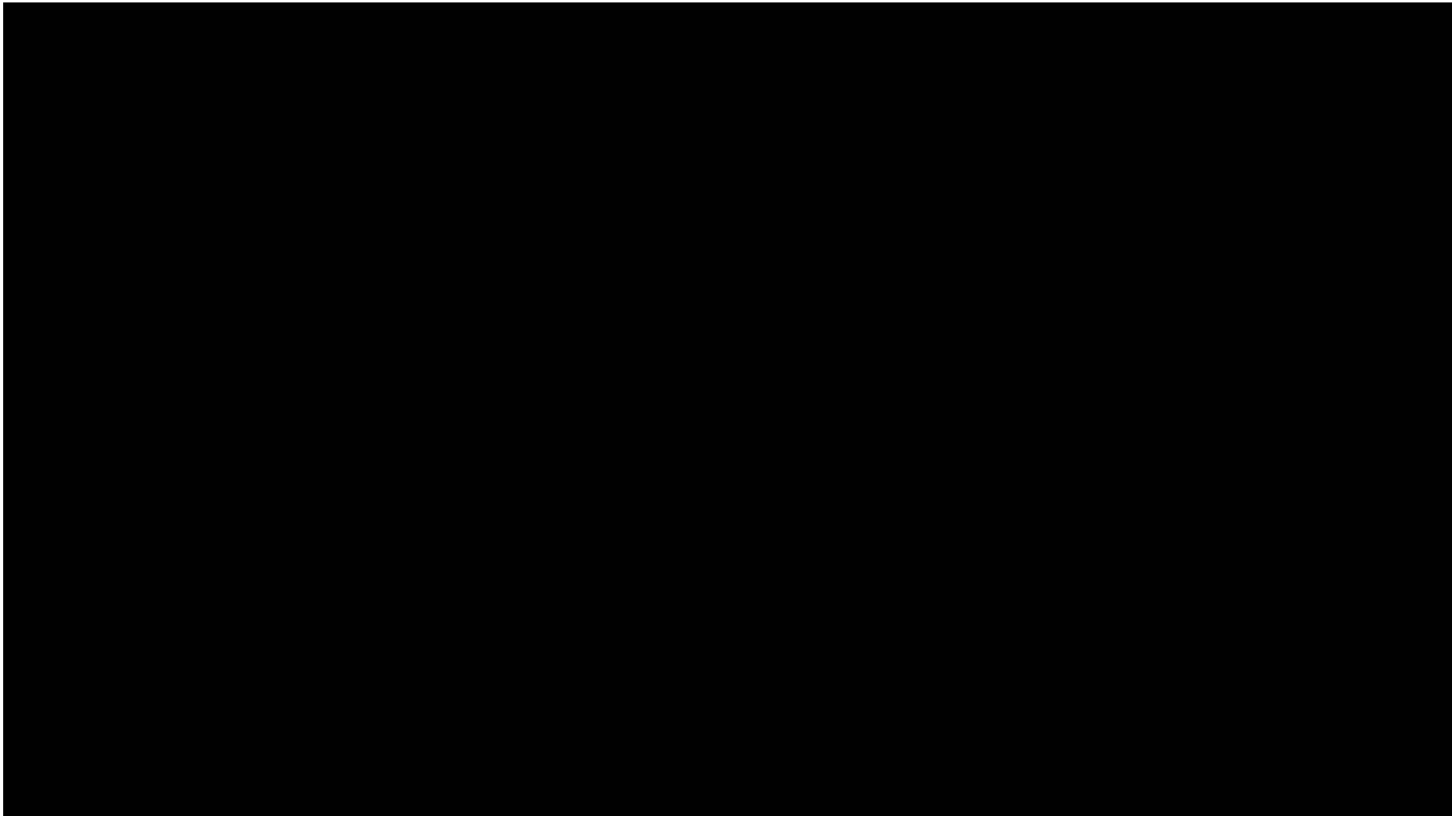
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- **Distribute the strips and have students practice skill**





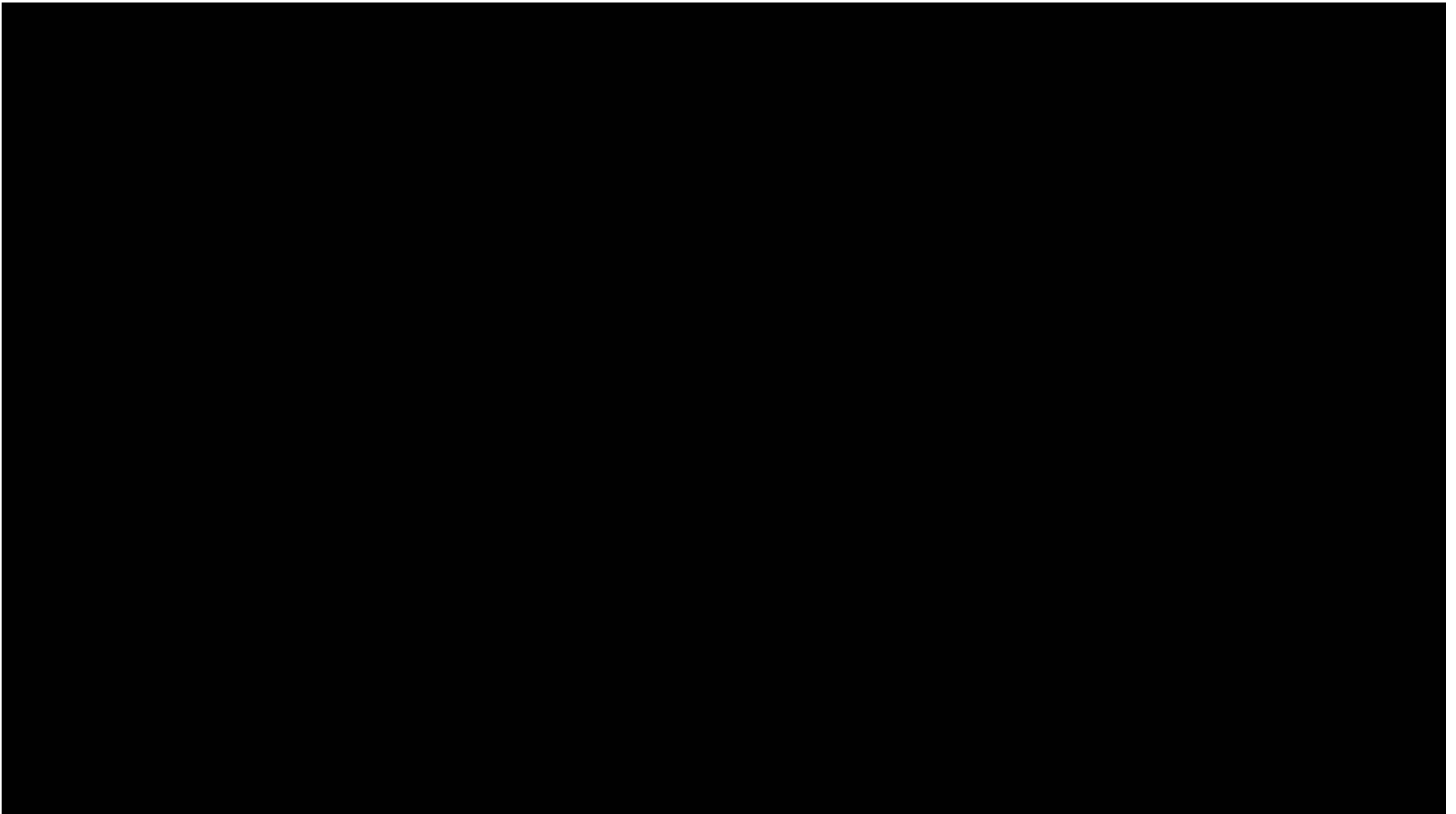
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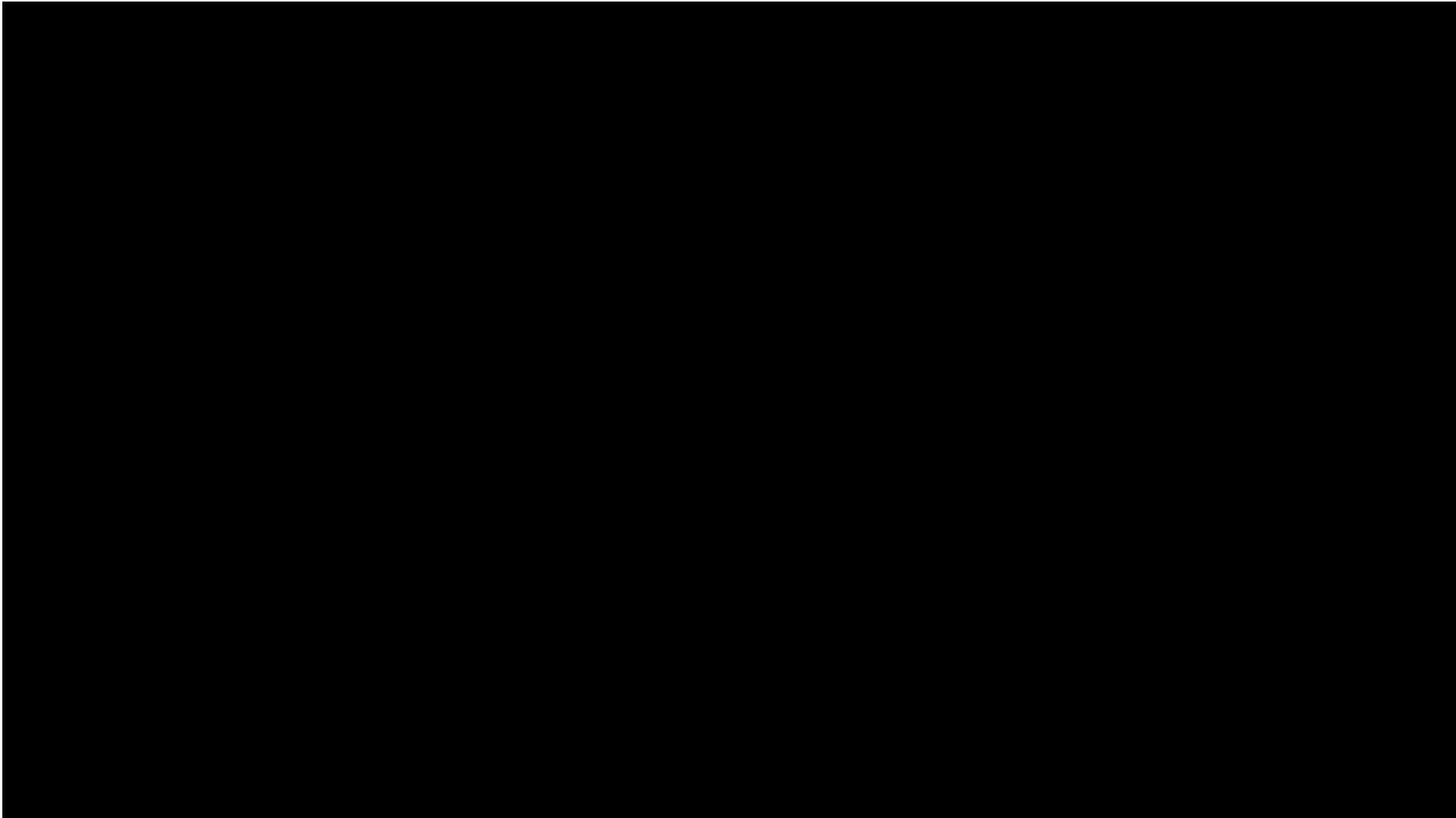


- **Ask a few volunteers to demonstrate their skill practice for the class**





- **Debrief students after each demonstration**



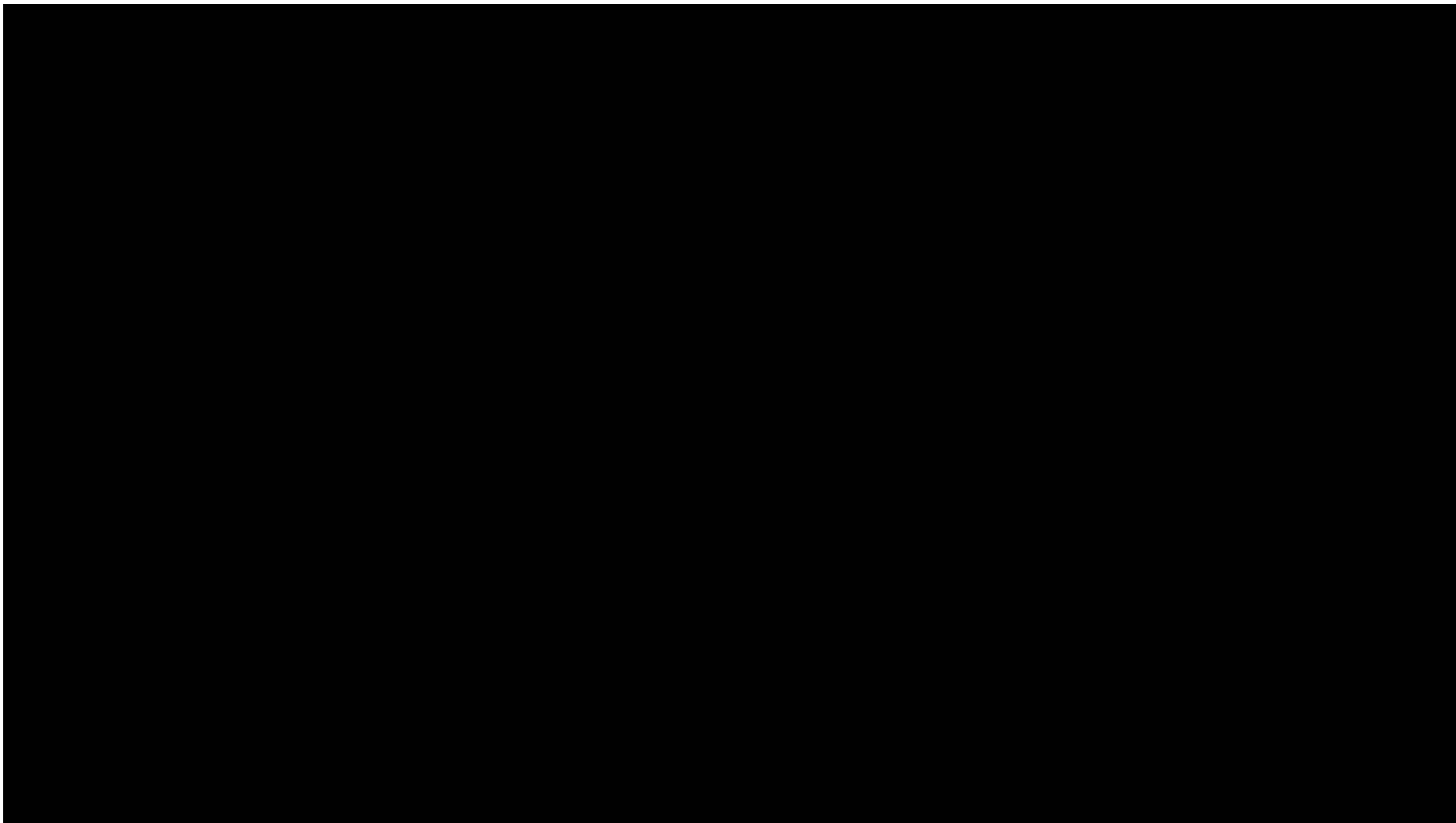


Individual level: Selected interventions with those involved in bullying

- Affirm the victim's feelings
- Assess safety needs and identify problem history
- Have students generate solutions and create plan
- Rehearse needed behaviors
- Follow-up with all parties



Coaching





Study Purpose

- To assess the efficacy of the STR program in reducing bullying and bullying-related behaviors among elementary school children using a rigorous school-randomized design.



Secondary Research Questions

- To examine difference between students' and teachers'/staffs' perceptions of bullying-related attitudes and behaviors
- To examine the predictors of--and outcomes from--program implementation in intervention schools...
...incorporating the nested design of the original efficacy study.



Study Design

- **School-randomized controlled trial**
 - Elementary schools matched on key demographic variables
 - Randomized to intervention or wait-listed control
 - Selected four 3rd-5th grade classrooms to implement curriculum
 - One-year, pre-post data collection from school staff, teachers, and students



Study Design

- **Participants: Schools ($N = 33$)**
 - ❖ in 4 counties in northern, central California
 - ❖ 25% rural, 10% small towns, 50% suburban, 15% mid-sized cities
 - ❖ Average N of students = 479 (range = 77 to 749)
 - ❖ Average N of teachers = 24
 - ❖ Average 40% of students receiving FRL (range = 0% to 99%)



Study Design

- **Participants: School Staff**

- ❖ all paid and volunteer staff (e.g., administrators, teachers, paraprofessionals, support staff, custodial and cafeteria personnel, bus drivers)
- ❖ $Ns = 1,307$ (pretest) and $1,296$ (posttest)
- ❖ 77% of target population
- ❖ 90% female
- ❖ 85% Hispanic
- ❖ 88% White
- ❖ Average age = 46 years
- ❖ Worked at school median = 3 to 5 years



Study Design

- **Participants: Teachers ($N = 128$)**
 - ❖ 41% 3rd-grade
 - ❖ 48% 4th-grade
 - ❖ 9% 5th-grade
 - ❖ < 1% 3rd/4th-grade split
 - ❖ < 1% 4th/5th-grade split



Study Design

- **Participants: Students ($N = 2,940$)**

- ❖ 94% of target population
- ❖ 49% Male
- ❖ 52% White
- ❖ 7% African American
- ❖ 43% Hispanic
- ❖ 6% Asian
- ❖ 35% Other race/ethnicity
- ❖ Age range = 7 to 11 years



Study Design

- **Measures**

- **School Environment Survey**

- ❖ brief, anonymous, paper-and-pencil survey
 - ❖ Based on Colorado Trust Bullying Prevention Initiative (Csuti, 2008)

- **Teacher Assessment of Student Behavior**

- ❖ online, brief survey of behavior on each student in class
 - ❖ derived from existing measures of student classroom behavior

- **Teacher Program Implementation Log**

- ❖ 11 weekly online reports of classroom curricula
 - ❖ Based on earlier study of STR program efficacy (Hirschstein et al., 2006)

- **Student Survey**

- ❖ Proctored, in-class, paper-and-pencil survey
 - ❖ Based on Colorado Trust Bullying Prevention Initiative (Csuti, 2008)



School Environment Survey Measures

	Items	Alpha
– School Anti-Bullying Policies & Strategies	8	.93
– Student Bullying Intervention	5	.92
– Staff Bullying Intervention	5	.95
– Student Climate	4	.82
– Staff Climate	7	.91
– School Bullying-Related Problems	7	.82



Teacher Assessment of Student Behavior Measures

	Items	Alpha
– Social Competency	5	.82
– Academic Competency	4	.86
– Academic Achievement	3	.95
– Physical Bullying Perpetration	4	.91
– Non-Physical Bullying Perptratn	4	.80



Student Survey Measures

Items

Alpha

– Student Support	6	.78
– Student Attitudes Against Bullying	7	.87
– Student Attitudes Toward Bullying Intrvn	4	.79
– Teacher/Staff Bullying Prevention	1	na
– Student Bullying Intervention	4	.76
– Teacher/Staff Bullying Intervention	4	.85
– Positive Bystander Behavior	5	.69
– School Bullying-Related Behaviors	7	.87
– Bullying Perpetration	7	.87
– Bullying Victimization	4	.75
– Student Climate	4	.68
– School Connectedness	5	.76
– Staff Climate	7	.82



Measures of School Characteristics

– NCES data

- Percentage of students eligible for free or reduced-price lunch
- Percentage of students by race/ethnicity
- Percentage of ESL students
- Total number of students enrolled
- Total number of teachers

Differences in Perceptions Of Bullying-Related Attitudes and Behaviors Between Students and Teachers/Staff

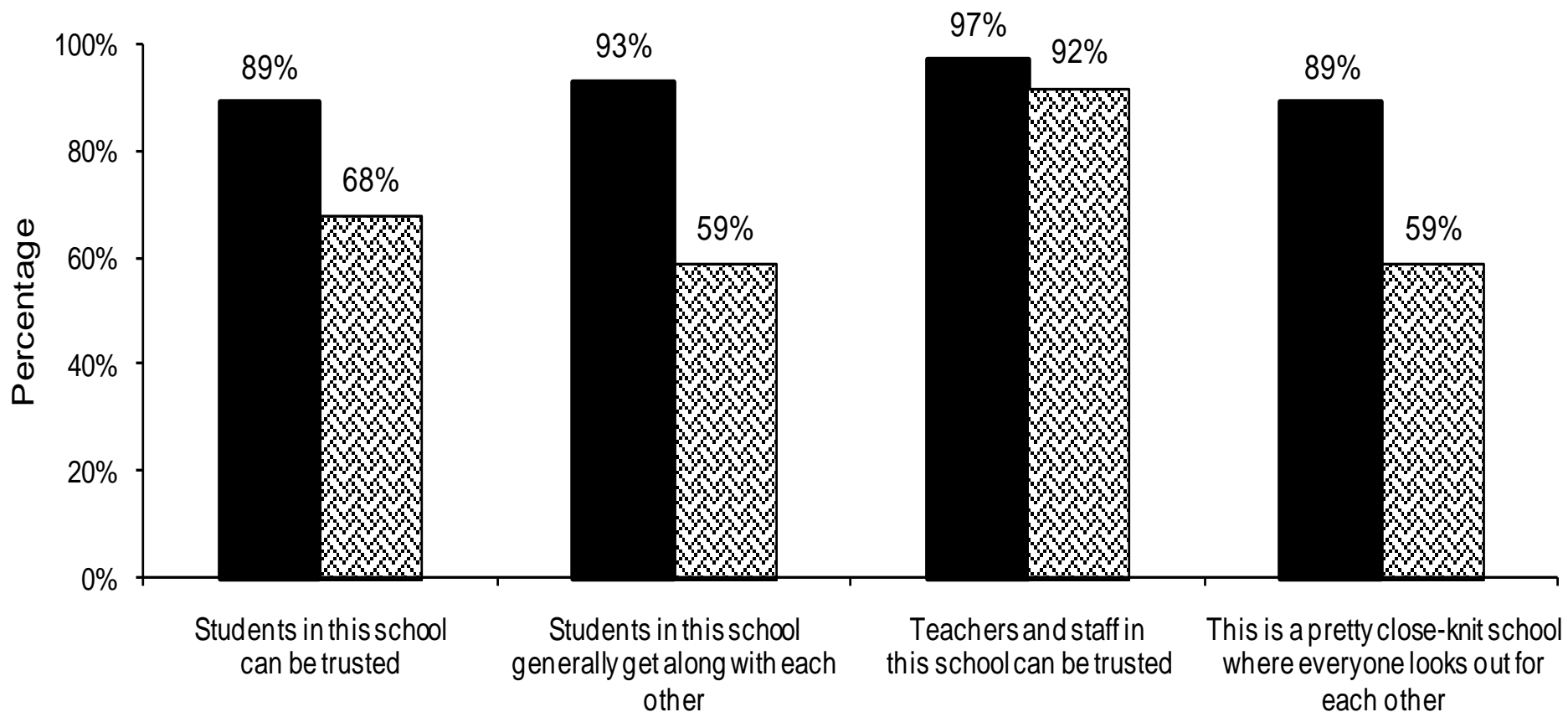




Student and Staff School Climate

■ School Environment Survey (Teachers/Staff)

▨ Student Survey

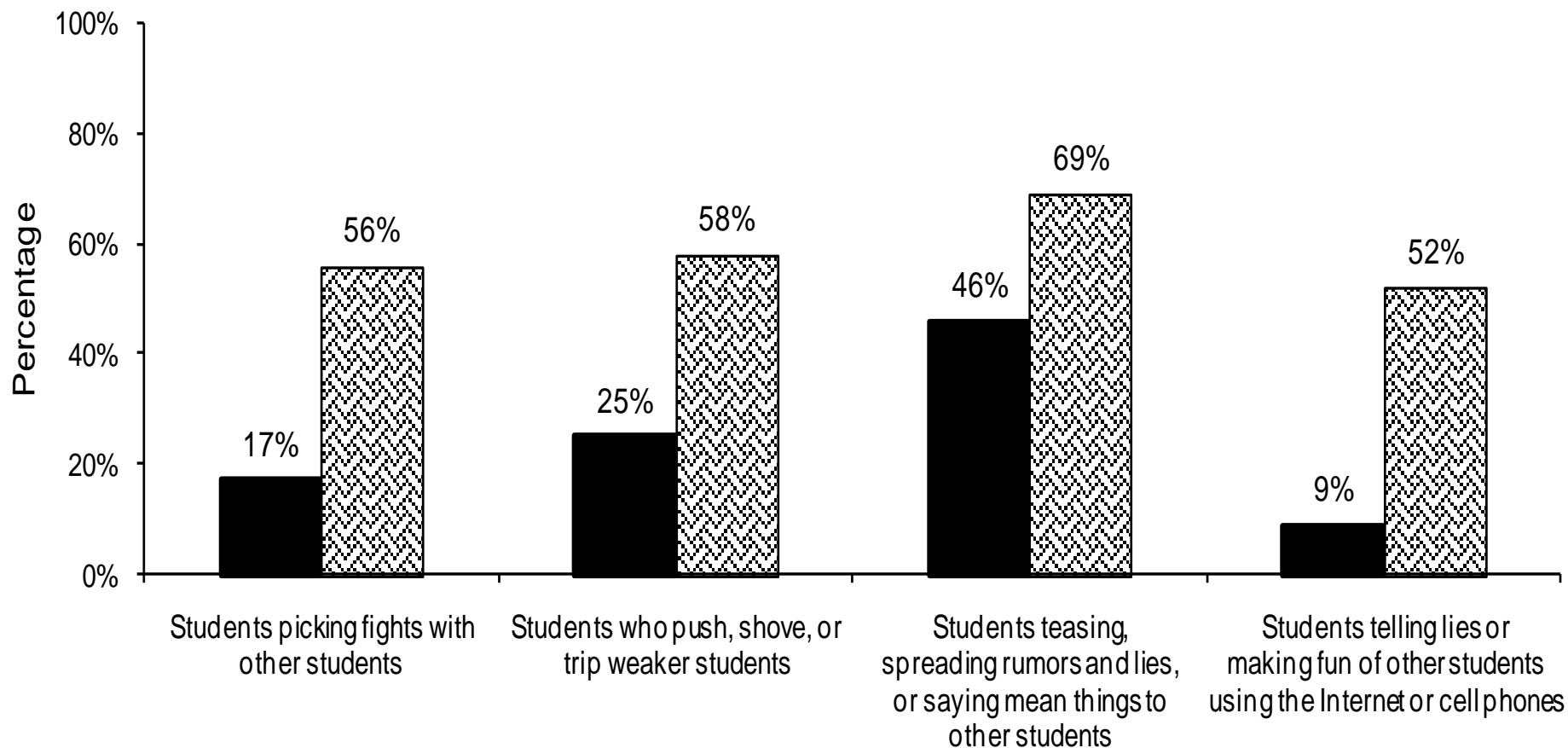




School Bullying-Related Problems

■ School Environment Survey (Teachers/Staff)

▨ Student Survey

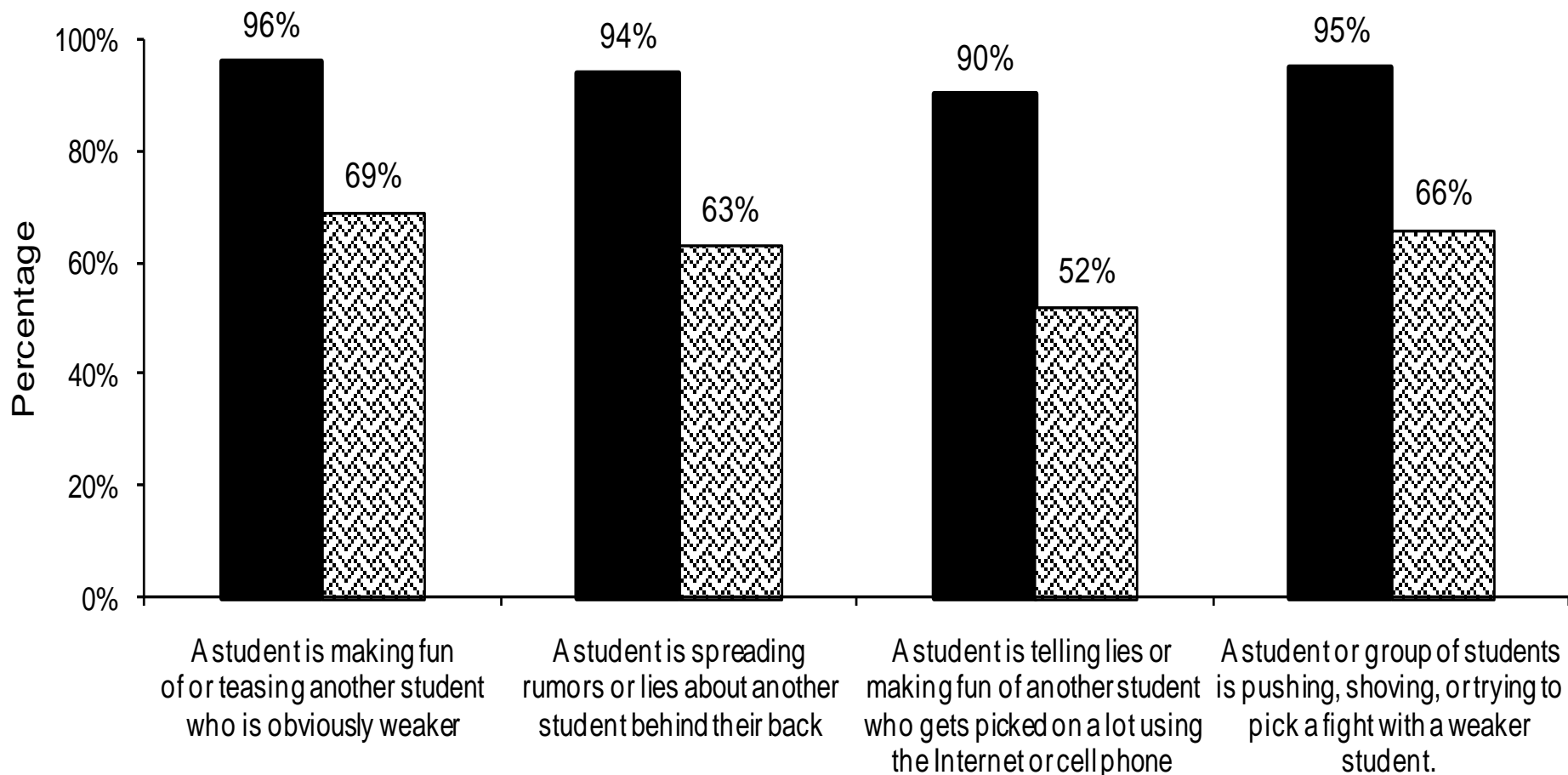




Likelihood of Staff Intervention

■ School Environment Survey (Teachers/Staff)

▨ Student Survey

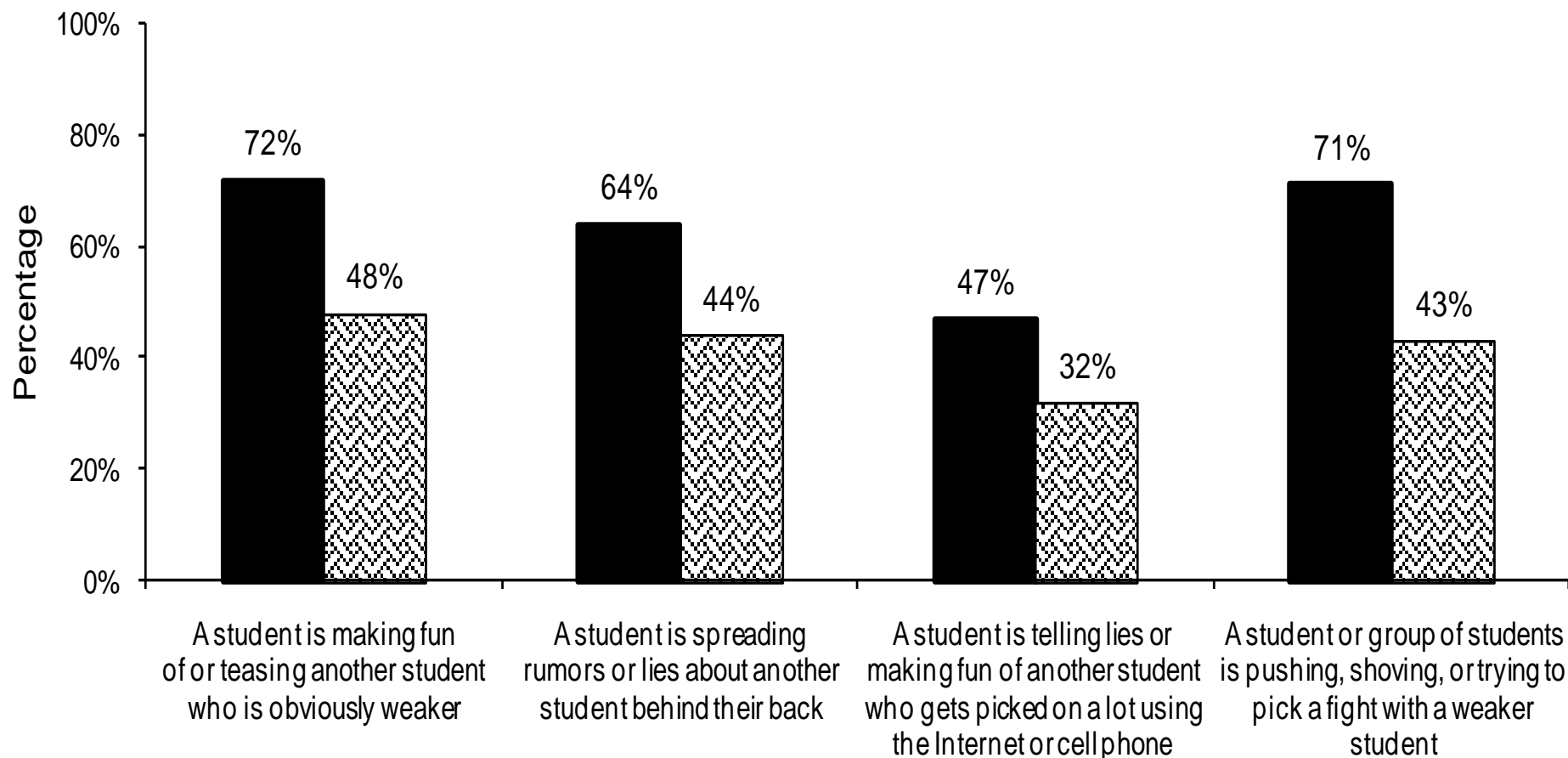




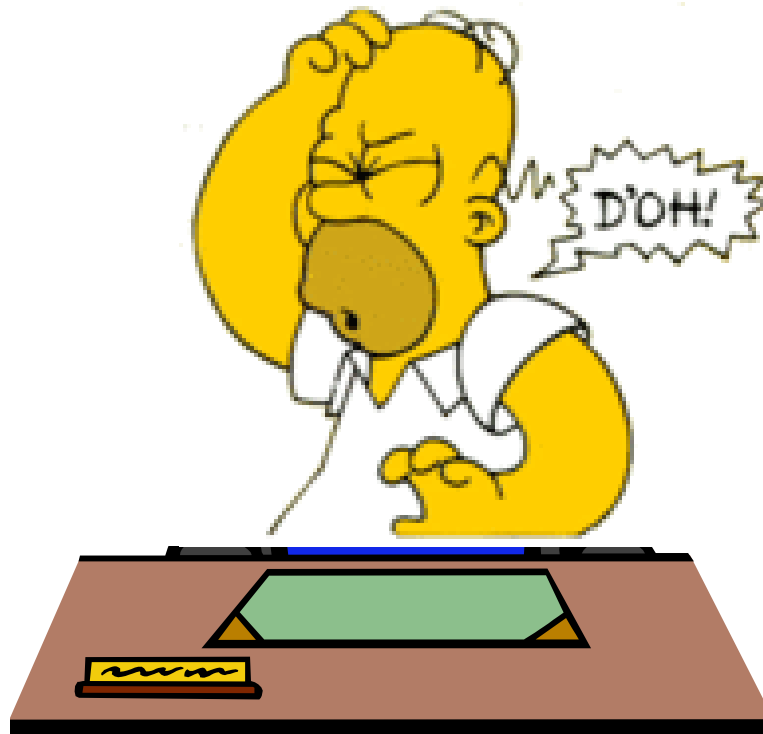
Likelihood of Student Intervention

■ School Environment Survey (Teachers/Staff)

▨ Student Survey



Predictors of Program Implementation





Teacher Program Implementation Measures

Exposure

- Average of the percentages of students exposed to each lesson ($n = 59$ teachers).

0 = less than 50%	→	2% of teachers
1 = 50 to 75%	→	4% of teachers
2 = 76 to 94%	→	20% of teacher
3 = 95 to 100%	→	74% of teachers



Teacher Program Implementation Measures

Engagement

- Average of four items averaged across all lessons ($n = 59$ teachers).
- Mean = 2.34, SD = 0.40

	Not at All (0)	A little (1)	Some (2)	A lot (3)
To what extent were your students engaged by this lesson (e.g., asking questions, volunteering)?				
To what extent were students distracting other students during this lesson? (e.g., horsing around, being goofy, off-task)				
To what extent do you feel your students could demonstrate the objectives of this lesson?				
How difficult was it to manage students during this lesson?				



Teacher Program Implementation Measures

Adherence

- Average of the percentages of a sample of lesson activities implemented across Lessons 4 through 11 ($n = 54$ teachers).
- For example (Lesson #2):
 - ✓ Reviewed the definition of "respect"
 - ✓ Showed the video: *Connect with Respect—“Finding Friends”*
 - ✓ Had students read Student Handout 1: *Identify the Problem*
 - ✓ Gave students Family Handout 2: *Conflict between Friends*
- Mean % of lesson activities = 92% (SD = .14)
- 67% of teachers did all lesson activities; 96% did > 50%.



Statistical Analyses

- Hierarchical Linear Models
 - ❖ Teachers/Staff within schools
 - ❖ Students within classrooms within schools
- Covariates:
 - ❖ Staff: age, sex, race/ethnicity, how long employed, type of position (e.g., administrative vs. academic)
 - ❖ Student: age, sex, race/ethnicity, grade, pretest score
 - ❖ Classroom: number of students
 - ❖ School: county, NCES data
- Intervention schools only ($n = 17$)
- Analyses excluded classrooms that did not teach at least 60% of lessons



Predictors of Program Implementation: Hierarchical Linear Model

Level 1 (Teacher)

$$\text{ENGAGEMENT} = \beta_0 + \beta_1(\text{BULLY VICTIM}_1) + \beta_2(\text{BULLY PERP}_1) + \beta_3(\text{SCHOOL CLIMATE}_1) + \dots + e$$

Level 2 (School)

$$\beta_0 = \gamma_{00} + \gamma_{01}(\text{BULLY VICTIM}_1) + \gamma_{01}(\text{BULLY PERP}_1) + \gamma_{02}(\text{SCHOOL CLIMATE}_1) + \gamma_{03}(\text{PCTFRL}) + \dots + r_0$$



Results

Predictors of Program Implementation

❖ Exposure:

- Classroom Level:
 - Student Support (+)
 - Student Bullying Intervention (+)
 - Teacher/Staff Bullying Intervention (+)
- School Level:
 - Percentage of students receiving FRL (-)



Results

Predictors of Program Implementation

❖ Engagement:

- Classroom Level:
 - Student Climate (+)
 - School Connectedness (+)
 - Staff Climate (+)
 - Student Attitudes Against Bullying (+)
- School Level:
 - Percentage of students receiving FRL (-)



Results

Predictors of Program Implementation

❖ Adherence:

- Classroom Level:
 - Student Attitudes Against Bullying (+)
 - Teacher/Staff Bullying Intervention (+)
- School Level:
 - No significant predictors

Student Outcomes Related to Program Implementation





Student Outcomes Related to Program Implementation: Hierarchical Linear Model

Level 1 (Student)

$$\text{BULLY PERP}_2 = \beta_0 + \beta_1(\text{AGE}) + \beta_2(\text{SEX}) + \beta_3(\text{WHITE}) + \beta_4(\text{HISP}) + \beta_5(\text{AGE}) + \beta_6(\text{BULLY PERP}_1) + \dots + e$$

Level 2 (Teacher)

$$\beta_0 = \gamma_{00} + \gamma_{01}(\text{ENGAGEMENT}) + r_0$$

Level 3 (School)

$$\gamma_{00} = \xi_{000} + \xi_{001}(\text{FRL}) + u_{00}$$



Results

Student Outcomes Related to Program Implementation

❖ Exposure:

- School Bullying as a Problem (-)
- Student Attitudes Against Bullying (+)
- Student Attitudes Toward Bullying Intervention (+)
- Student Bullying Intervention (+)
- Teacher/Staff Bullying Intervention (+)
- Bullying Victimization (-)



Results

Student Outcomes Related to Program Implementation

❖ Engagement:

- Student Support (+)
- Student Attitudes Against Bullying (+)
- Student Attitudes Toward Bullying Intervention (+)
- Bullying Victimization (-)
- Student Climate (+)
- School Connectedness (+)



Results

Student Outcomes Related to Program Implementation

- ❖ Adherence:
 - No significant outcomes

Program Efficacy: Intervention Effects on Targeted Outcomes





Statistical Analyses

- Hierarchical Linear Models
 - ❖ Teachers/Staff within schools
 - ❖ Students within classrooms within schools
- Covariates:
 - ❖ Staff: age, sex, race/ethnicity, how long employed, type of position (e.g., administrative vs. academic)
 - ❖ Student: age, sex, race/ethnicity, grade, pretest score
 - ❖ Classroom: number of students
 - ❖ School: county
- Intervention Status modeled at school level
- Random effects for classrooms and schools



Statistical Model for School Environment Survey*

Level 1 (Staff)

$$\text{OUTCOME} = \beta_0 + \beta_1(\text{TIME}) + \beta_2(\text{SEX}) + \beta_3(\text{WHITE}) + \beta_4(\text{HISP}) + \beta_5(\text{AGE}) + \beta_6(\text{DUREMP}) + \beta_7(\text{ADMIN}) + \beta_8(\text{NONACAD}) + e$$

Level 2 (School)

$$\beta_0 = \gamma_{00} + \gamma_{01}(\text{STATUS}) + \gamma_{01}(\text{AREA1}) + \gamma_{02}(\text{AREA2}) + r_0$$

$$\beta_1 = \gamma_{10} + \gamma_{11}(\text{STATUS}) + \gamma_{11}(\text{AREA1}) + \gamma_{12}(\text{AREA2}) + r_1$$

Note: *pre-post linking of individual staff not possible.



Results

- **School Staff**

- School Anti-Bullying Policies and Strategies (+)
- Student Bullying Intervention (+)
- Staff Bullying Intervention
- **Student Climate (+)**
- **Staff Climate (+)**
- **School Bullying-Related Problems (-)**

❖ Average $d = .296$ (range = .212 for Staff Climate to .382 for Anti-Bullying Policies and Strategies).

Note: Bolded outcomes indicate significant ($p < .05$) intervention effects.



Statistical Model for Student Survey and TASB

Level 1 (Student)

$$\text{POSTTEST} = \beta_0 + \beta_1(\text{AGE}) + \beta_2(\text{SEX}) + \beta_3(\text{BLACK}) + \beta_4(\text{HISP}) + \beta_5(\text{OTHRACE}) + \beta_6(\text{GRADE3}) + \beta_7(\text{GRADE5}) + \beta_8(\text{PRETEST}) + e$$

Level 2 (Classroom)

$$\beta_0 = \gamma_{00} + \gamma_{01}(\text{CLASSN}) + r_0$$

Level 3 (School)

$$\gamma_{00} = \xi_{000} + \xi_{001}(\text{STATUS}) + \xi_{002}(\text{AREA1}) + \xi_{003}(\text{AREA2}) + u_{00}$$



Results

- Teachers

- **Social Competency (+)**
- Academic Competency
- Academic Achievement
- **Physical Bullying Perpetration (-)**
- Non-Physical Bullying Perpetration

❖ $d = .131$ for Social Competency

❖ AOR = .609 for Physical Bullying Perpetration

Note: Bolded outcomes indicate significant ($p < .05$) intervention effects.



Results

- **Students**

- Student Support
- Student Attitudes Against Bullying
- Student Attitudes Toward Bullying Intervention
- **Teacher/Staff Bullying Prevention (+)**
- **Student Bullying Intervention (+)**
- **Teacher/Staff Bullying Intervention (+)**
- **Positive Bystander Behavior (+)**
- School Bullying-Related Behaviors
- Bullying Perpetration
- Bullying Victimization
- **Student Climate (+)**
- School Connectedness
- Staff Climate

Note: Bolded outcomes indicate significant ($p < .05$) intervention effects.



Results

- **Students**

- ❖ ds ranged from .115 for Student Bullying Intervention to .187 for Student Climate.
- ❖ AOR = 1.27 for the ordinal Teacher/Staff Bullying Prevention outcome.



Results: Examples

Healthier School Environments

Teachers and staff from schools using the STR program reported improved school environments.

- *Only 11% of teachers in schools using STR reported that students picking fights was a “pretty big” or “huge” problem, compared to over 17% in schools not using the program.*
- *72% of staff from schools using STR report that their schools are doing “a fair amount” or “a lot” to promote positive youth development, cultural competency, and parent/adult partnerships, compared to only 60% in non-implementing schools.*



Results: Examples

Improved Social Skills

Teachers reported better social skills for students who had participated in the STR program.

- *Over 34% of students from STR schools reported helping another student with homework “most of the time” or always” compared to 25% in schools not using the program.*
- *Teachers from STR schools reported that 41% of their students “always” get along with other students whereas only 34% of teachers from non-STR schools reported this outcome.*



Results: Examples

Reduced Levels of Bullying-related Behaviors

Using the Steps to Respect program resulted in less physical bullying and increased intervention against bullying behaviors.

- *Only 17% of teachers using the Steps to Respect program reported having one of their students push, shove or trip a weaker student in the last year, compared to 21% of teachers from schools not using the program*
- *Students who were involved in the STR program were more likely to report that they would intervene “most of the time” if they saw a weaker student being bullied (53% versus 45% reported by students not involved in the program).*
- *The likelihood a student will engage in physical bullying (including fighting, pushing, shoving and tripping) was **33% lower** in schools using the Steps to Respect program compared to control schools.*



Summary

- **Notable differences between students and staff in perceptions of:**
 - Likelihood of Student/Staff Bullying Intervention
 - Student Climate
 - School Bullying-Related Problems



Summary

- Implementation analyses show school culture and SES to be important in getting to Exposure and Engagement (weak findings for Adherence)
- Higher levels of Exposure and Engagement predicted multiple positive outcomes, but evidence weak for Adherence.



Summary

- **Significant intervention effects found in all three respondents:**
 - School Staff Report: 5 out of 6 (83%)
 - Teacher Report: 2 out of 5 (40%)
 - Student Report: 5 out of 13 (38%)
 - Overall: 12 out of 24 (50%)

Thank You!

