School-Based Health Professionals Respond to Bullying

Webinar
Help Us Count!

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Webinar Objectives

- Understand the role of school nurses and school-based health center staff in preventing and responding to incidents of bullying.
- Learn model ways of assisting bystanders who witness bullying and want to “step in” but don’t know how.
- Gain a clinic’s and a youth’s perspective on what it looks like to work on bullying issues.
Carroll Professor in Nursing
William F. Connell School of Nursing
Boston College

Nurse Scientist
Boston Children’s Hospital

Consultant
National Association of School Nurses

MSN & PhD from the University of Pennsylvania

MBA from Johns Hopkins University
Bullying: Definition

Repetitive, persistent patterns of conduct by one or more children that deliberately inflict physical, verbal, or emotional abuse on another child and where a power differential is in place.

- It differs from simple conflict.
Targets For Bullying

- Children with traits that deviate from group norms:
  - Physical appearance.
  - Personality/behavioral/social traits.
  - Environmental factors.
  - School-related factors.
**INSTIGATOR**

*Good-natured Intent*

- **Good-natured Teasing**
- **Subjective Bullying**

**RECIPIENT**

*Well-received*

- Resiliency to Bullying Attempts
- Bullying

*Mean-spirited Intent*

*Poorly received*
Prevention Model: Youth Bullying

Prepathological

Primary Prevention

Preclinical

Secondary Prevention

Clinical

Tertiary Prevention
Elements of Successful Approaches to Strengthen Students’ Resilience are:

- Creating peer support groups.
- Providing a safe environment.
- Teaching social competence and specific techniques to handle peer teasing and frank bullying.
Hypotheses

- After participating in a school nurse-led support group, students with disabilities will report:
  - Experiencing and being bothered by less teasing and bullying.
  - Having an improved self-concept.
School and Participant Profiles

- **Schools:**
  - 11 urban and suburban elementary or middle schools
  - Size: 216-983 students, 3.4-63.3% minority students
  - Free/reduced lunch eligibility: 2-67%

- **Students:**
  - Total = 70 completers
  - 9-14 years old, 2/3 males, diverse disabilities
Intervention

- 12-session, 24-week intervention
- Support groups
  - Stop Bullying Now “Webisodes”
  - Discussion
- Supportive activities
  - HRSA tip sheets distributed to teachers and parents
- School milieu activities
Nurse Recruitment

Subject Identification

Pre-testing

Intervention

Post-testing

Focus groups

• Study notification
• Principal approval?

• Consultations
• Contacting parents
• Informed consent/assent

• Parents: Info form, PSC
• Students: PHCSCS, CATS

• Parents: PSC
• Students: PHCSCS, CATS
One-tailed Paired $t$-test Mean Differences Between Pre- & Post-test Scores on the CATS, PHCSCS, and PSC

<table>
<thead>
<tr>
<th>Tool</th>
<th>M</th>
<th>SD</th>
<th>M</th>
<th>SD</th>
<th>p</th>
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<tbody>
<tr>
<td>CATS</td>
<td>57.7</td>
<td>32.5</td>
<td>47.5</td>
<td>26.4</td>
<td>0.001**</td>
</tr>
<tr>
<td>PHCSCS</td>
<td>136.7</td>
<td>13.2</td>
<td>140.0</td>
<td>12.7</td>
<td>0.007*</td>
</tr>
<tr>
<td>PSC</td>
<td>57.1</td>
<td>9.7</td>
<td>56.8</td>
<td>10.4</td>
<td>0.414</td>
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</table>
Focus Group Results

Three themes:

- Feeling special
  - Labeling not an issue
  - Strength in numbers
    - First time many of these kids had a friend
    - Implications for inclusion policies

- Lifting the veil of secrecy
  - Sense of empowerment
A Parent’s E-mail...

“This is the first time my daughter has ever been invited for a sleepover. I can’t tell you how thrilled I am.”
A Parent’s E-mail….

I wanted to let you know of a recent incident of bullying… My son plays on an indoor soccer team with Scott. Last night one of the opponents called to my son, "you are a crippled &%$#@"…. My son has a congenital birth defect… he plays competitive soccer using his wrist crutches.

When Scott heard this, he said to the kid, "hey, don't talk to my friend like that!" He then proceeded to tell several of the other opponents that were actually friends of his from a different team what was going on and then he went and told the opponent's coach. The coach said that he'd speak to the player.
Scott later told my son that the kid was probably just jealous that he played soccer so well. My son told me that it felt great to have other teammates surrounding him and being on his side. I told him that he should thank Scott and he told me, "Believe me Mom I already did several times!" I can't think of anything that would make me prouder than to have a son like Scott who would take this kind of leadership. It demonstrated caring, responsibility and true friendship... I hope that you will share the results of the study with the other schools so that we might implement some of the same training. It's working! With deep felt gratitude!
Conclusion

School nurse-led support groups for students with disabilities have strong potential in helping them become more resilient in handling teasing and bullying situations.
Stopbullying.gov
Free materials: 1-888-ASK-HRSA
Questions?
Dynasty Winters

Senior at Southeast Raleigh High School, North Carolina

Senior Youth Leader, Youth Empowered Solutions (YES!), non-profit organization

Youth Advisor, National Assembly on School-Based Health Care (NASBHC)

Passionate about creating community change and advocating for social justice for youth
Influencing Bystander Behavior

- **Peaceful Schools Anti-Bullying Campaign**
  - **Process:**
    - Students were recruited from multiple schools in the Wake County Public School System.
  - **Two-week training:**
    - Bullying (bystander skill building).
    - Mediation (peer conflict only).
  - **Return student leaders to school communities.**
Peaceful Schools Anti-Bullying Campaign

- Training content
  - Week 1
    - Bullying overview
      - Defined
      - Types
        - Verbal
        - Social
        - Physical
  - Cyberbullying
  - Bystander Behavior
    - Don’t be a bystander – be an ally!
Peaceful Schools Anti-Bullying Campaign

- Training content
  - Week 2
    - Mediation (peer conflict only)
      - Conflict de-escalation and resolution
      - Getting adult intervention
Dynasty Winters - Student Perspective

- Importance of youth-adult partnership for program design
- Skill building for bystanders
- Changing the school environment
Questions?
Rebecca Collett, MA, JD

Project Coordinator
Washington County, Commission on Children and Families

Assisted in the development of two school-based health centers in Tigard and Forest Grove, Oregon

MA in Counseling Psychology and a JD in Law, both from Lewis and Clark College in Portland, Oregon
School-Based Health Centers (SBHCs)

- Provide quality comprehensive health care services.
- Located in or near a school and open during school hours.
- Organized through school, community, and health provider relationships.
- Staffed by qualified health care professionals.
- Focused on the prevention, early identification, and treatment of medical and behavioral concerns that can interfere with a student’s learning.
What the Literature Tells Us About Mental Health and SBHCs

- SBHCs attract harder-to-reach populations and do a better job at getting them crucial services, such as mental health care and high-risk screens.
  - Minorities
  - Males

- Adolescents were 10-21 times more likely to come to a SBHC for mental health services than a community health center network or HMO.


SBHCs: Primed for Action

- Patient centered.
- Located in or near schools.
- Have mental health professionals on staff.
- Can influence the school environment.
  - Provide non-billable services (health education and bullying campaign).
SBHCs: Role in Bullying Prevention and Response

- Assist in data collection, analysis, and intervention development regarding bullying and social norms.
- Promote opportunities to increase meaningful partnerships among youth, school-based health staff, school staff, the community, and parents.
- Provide therapeutic interventions for identified individuals (i.e., counseling for students, staff and family therapy).
Influencing Bystander Behavior

- Forest Grove School-Based Health Center
  Youth Bullying Prevention Project
  (Circle of Respect)

  - The Youth Advisory Council received a $10,000 grant from the Oregon School Based Health Center Network to create an anti-bullying campaign.

  - Students designed posters for all schools in the district and also wrote and filmed an anti-bullying video.
Youth Advisory Council Anti-Bullying Video

http://www.youtube.com/watch?v=gFW9X4TuYFE&feature=youtu.be
Words can hurt. Choose them wisely.
Student Designed Poster

STOP Bullying and Talk it out!

Choose your words.

School-Based Health Center
At Forest Grove High School

503-359-4657
Plan of Action: Partnerships

- Washington County, Commission on Children and Families
- Oregon School Based Health Center Network
- SBHC Youth Advisory Council
- Forest Grove High SBHC
- Forest Grove School District
- Forest Grove Police Department
- Forest Grove United Theatre
Plan of Action: Project Objectives

- Project Objectives:
  - Data collection and evaluation:
    - Youth social norms regarding bullying/harassment-related perceptions, attitudes, and behaviors.
  - Increase (pro-social/anti-bullying) behaviors:
    - Youth, staff, parent, and community.
  - Strengthen existing/build new relationships between groups that have a stake in bullying prevention.
Plan of Action: Evidence-Based Foundation

☐ THE SOCIAL NORMS MODEL

 H. Wesley Perkins, Ph.D.
  Professor of Sociology and Chair
  Department of Anthropology and Sociology
  Hobart and William Smith Colleges

 David W. Craig, Ph.D.
  Professor of Biochemistry
  Department of Chemistry
  Hobart and William Smith Colleges
Plan of Action: Data Collection

- Translating research into practice:
  - Determined that a social norms survey was time prohibitive.
  - Used a survey regarding bullying provided by OSBHC Network (similar to the social norms survey).
- Surveyed the high school student body
  (approximately 1,400 students responded).
### Aggressive Behaviors

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<tr>
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<th>Question</th>
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<tbody>
<tr>
<td>1</td>
<td>Have you seen someone get teased, hit, kicked or pushed by another person?</td>
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<tr>
<td>2</td>
<td>Have you been threatened that you will be hit, kicked or beaten up?</td>
</tr>
<tr>
<td>3</td>
<td>Have you teased someone to make them feel bad and then said “just kidding”?</td>
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<td>4</td>
<td>Has a close friend ever talked about you behind your back?</td>
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<tr>
<td>5</td>
<td>Have you said something about someone else you knew wasn’t nice?</td>
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<tr>
<td>6</td>
<td>Have you ever asked your friend to stop talking negatively about someone else?</td>
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<tr>
<td>7</td>
<td>Has anyone ever spread a harmful rumor about you?</td>
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<td>8</td>
<td>Have you ever repeated a rumor or gossiped about one of your friends?</td>
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<td>9</td>
<td>Have you ever seen someone excluding someone else?</td>
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<td>10</td>
<td>Has there been a situation in which your friends were invited but you weren’t?</td>
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<tr>
<td>11</td>
<td>Have you seen someone turn his/her back or roll his/her eyes to make someone else feel bad?</td>
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<tr>
<td>12</td>
<td>Have you made fun of someone to get your friends to laugh?</td>
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<td>13</td>
<td>Have you felt left out by a group of friends?</td>
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<td>14</td>
<td>Have your friends ever ignored you and you had no idea why?</td>
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<tr>
<td>15</td>
<td>Have you said something harmful about another person on Facebook or Instant Messenger or in an email?</td>
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<tr>
<td>16</td>
<td>Have you joined someone who was sitting by herself and seemed lonely or sad?</td>
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<td>17</td>
<td>Have you threatened to stop being someone’s friend in order to hurt them or get what you wanted?</td>
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<td>18</td>
<td>Have you tried to include someone in the group that others were trying to exclude?</td>
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<tr>
<td>19</td>
<td>Have you made fun of a teacher you didn’t like?</td>
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<tr>
<td>20</td>
<td>If you could stop yourself and your friends from hurting each other, would you?</td>
</tr>
<tr>
<td>21</td>
<td>Are you aware that FGHS has a School-Based Health Center located next to the tennis courts?</td>
</tr>
<tr>
<td>22</td>
<td>Have you ever been treated at the SBHC?</td>
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<tr>
<td>23</td>
<td>Did you know the SBHC offers mental health counseling in addition to primary health care?</td>
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<td>24</td>
<td>If you haven’t used the SBHC, why not?</td>
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<tr>
<td>25</td>
<td>Please circle your grade: 9th Grade – 10th Grade – 11th Grade – 12th Grade</td>
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Plan of Action: Campaign Activities

- Conducted an art contest.
  - Students at every school were included.

- Created anti-bullying posters
  - Tailored to different age levels.

- Created an anti-bullying video.
  - Shown to Forest Grove High School students during morning advisory.

- SBHC students conducted anti-bullying activities during lunch periods.
  - Handed out “Words can hurt” wristbands and stickers.
  - SBHC students instructed students to write positive notes to other students or staff.
    - SBHC students delivered the notes to the specified people later in the week.
Plan of Action: Campaign Activities

- Held a press conference to kick off the anti-bullying campaign.
  - Attended by three Portland television stations and local newspapers (The Oregonian, Hillsboro Argus and Forest Grove News Times).

- SBHC students gave an anti-bullying presentation during a student assembly at Fern Hill Elementary School.
Additional Highlights

- Students performed an original play called “Marked” to draw attention to the problems of bullying.
  - Posters and “Words can hurt” wristbands were given to the audience.
- Incentives:
  - Student incentives were built into the original budget ($750).
    - Based on $50 a student - 15 students.
  - Original budget included $800 for a videographer.
    - Students decided they wanted to make the video themselves, so the students received payment for the production of the film.
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https://www.research.net/s/CTY9C37
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