



JOHNS HOPKINS  
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Protecting Health, Saving Lives – *Millions at a Time*

# School-based Prevention of Bullying and Related Behavior Problems

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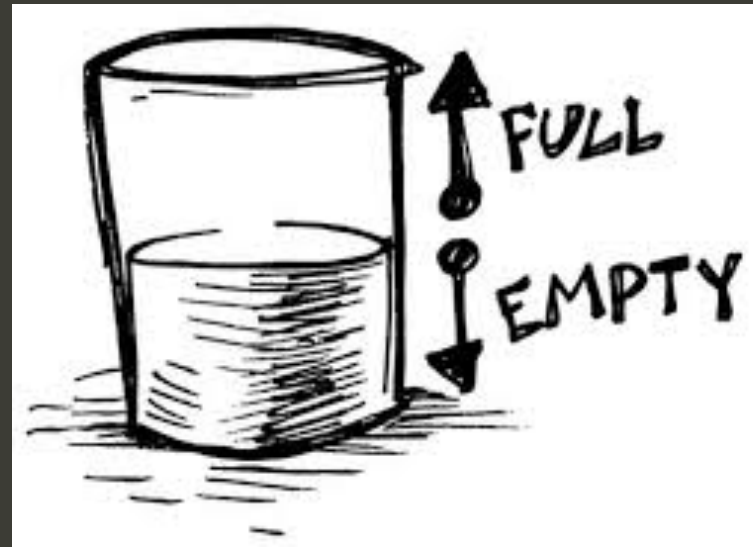


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# Does bullying prevention work?

- “Bullying” Prevention Programs
  - 23% decrease in perpetration of bullying
  - 20% decrease in victimization
- Challenges
  - impacts largest among older children (ages 11-14) relative to younger children
  - programs were generally more effective in Europe than in US or Canada



# Recommended Core Components

- Teacher training
- Activities for students
- Parent activities
- Multi-component programs
- School-wide
- Continuum of positive supports
- Data-driven process

(HRSA; Limber; Bradshaw, 2013, in press; Ttofi & Farrington, 2011)

# Reducing Bullying and Rejection

- School-wide efforts, which involve all school staff, and are implemented across all school settings show the most promise (Espelage & Swearer, 2004; Ttofi & Farrington, 2011)

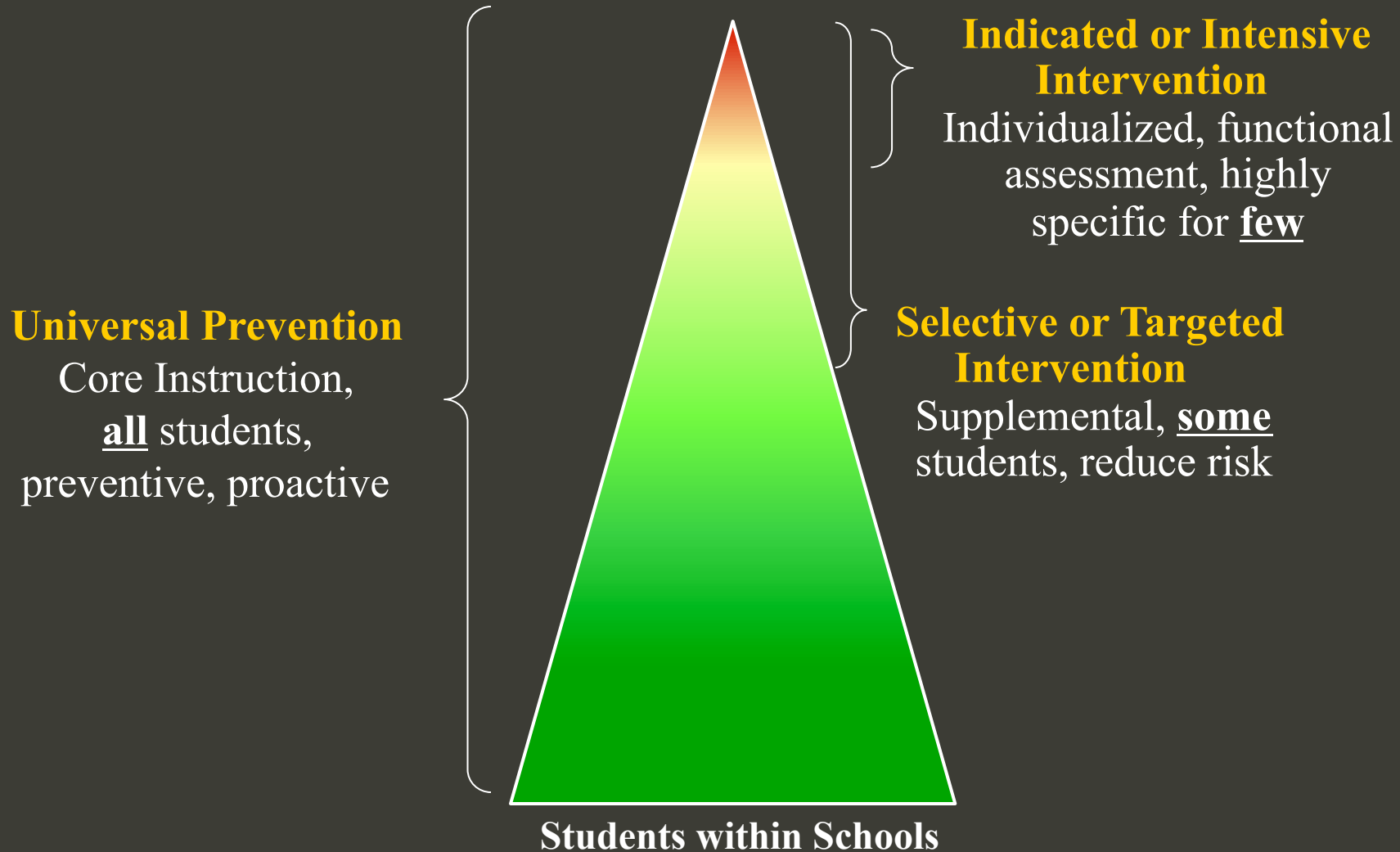


# Positive Behavioral Interventions & Supports (PBIS)



- Multi-tiered Systems of Support
- Non-curricular, school-wide tiered prevention system
  - Focuses on improving *systems* (e.g., reinforcement) and *practices* (e.g., evidence-based programs) through *data-based* decision making
- Applies a public health approach
  - 80% of student population respond to universal intervention; 20% need additional services

# A Multi-tiered System of Support: A Public Health Approach to Prevention and Integration



(IOM, 2009; Walker et al., 1996)

As the magnitude of the problem increases....

Core Support Program:  
Provided to all, **intended** to reach most.

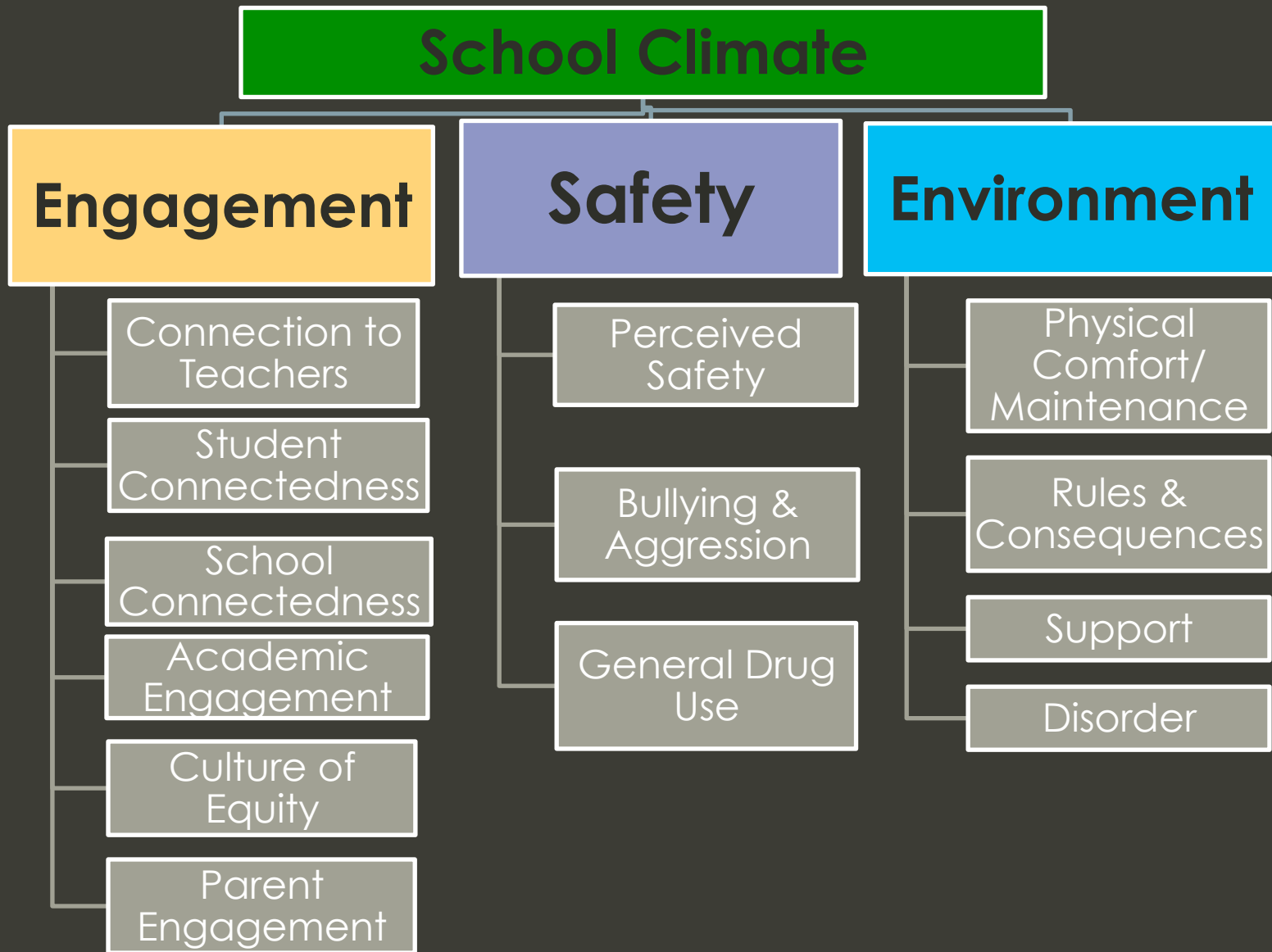
The required  
resources to  
address the  
problem  
increases

The need to  
enhance  
environmental  
structures  
increases

The frequency  
for collecting  
and acting  
upon  
information  
increases

Continuum of Supports

# USDOE's School Climate Framework for Establishing the Conditions for Learning



(Adapted version of USDOE School Climate Model, N=25,000 Bradshaw et al., 2014)



# Summary of PBIS Effects From Randomized Trials



- Significant Impacts for the School Environment
  - Systems changes are sustainable over multiple years
  - Significant improvements in school climate
- Significant Impacts for Students
  - 32% reduction in school-level suspensions
  - Students 33% less likely to receive an office discipline referral
  - A positive effect on academic performance
  - Significant reductions in teacher-reported bullying, victimization, aggressive behavior, concentration problems, and improvements in prosocial behavior and emotion regulation
    - Effects strongest among “at risk” and “high risk” students

# What kind of school do you want your school to be?

MDS3 CLIMATE SURVEY

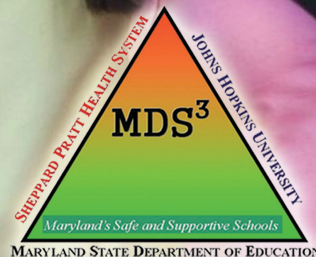
DATE: MARCH 1ST-MAY 15TH



*Complete the MDS<sup>3</sup> Climate Survey.*

*It only takes a few minutes  
and is anonymous.*

*This survey will help us better understand how staff, students  
and parents perceive your school and to develop ways to help  
improve school climate.*

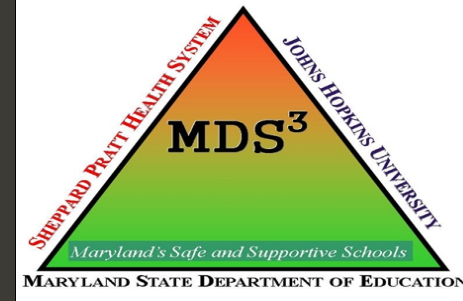


MARYLAND STATE DEPARTMENT OF EDUCATION

The MDS3 initiative is sponsored by the Maryland State Department of Education to measure and improve school climate in high schools throughout Maryland



# Impacts of PBIS in High Schools



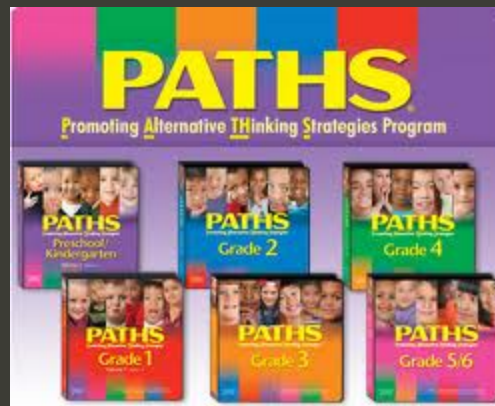
- General improving trend for all schools
- Significant improvements for PBIS schools
  - weapon carrying
  - being threatened or injured by a weapon
  - skipping school because a fear for safety
  - marijuana use
  - engagement

# Reducing Bullying and Rejection

- Universal school-wide prevention models that prevent violence and disruptive behaviors may also impact bullying
  - Classroom management
  - Social-emotional learning programs



## Coping Power



# NOT Recommended Strategies

- Zero tolerance (i.e., automatic suspension) policies
- Grouping students who bully together
- Conflict resolution/peer mediation
- Providing details on bullying-related suicides
- Brief assemblies or one-day awareness raising events

(HRSA; Limber; Bradshaw, 2013; Duong & Bradshaw, 2015; Ttofi & Farrington, 2011)

# Summary of Lessons Learned

- Start with tier 1 supports
- Identify climate and student behavior as school-wide goals
- Data use
- Focus on communication
- Youth voice
- Skills and approaches of an effective coach
- Importance of a strong leadership team and administrator support
- Integration is critical

# Integrated Multi-tiered Systems of Support Model

