



University of Missouri

# **Bullying and Students with Disabilities: Predictive and Protective Factors, Current Intervention Efforts, and Future Directions**

Chad A. Rose, Ph.D.

Assistant Professor – Department of Special Education

University of Missouri

# Understanding Bullying

- “Victimization may be the result of our educational system being regarded as a **social hierarchy**, where bullying is generally considered a **social ritual**, a typical part of adolescent experience, or a student’s **rite of passage**.”

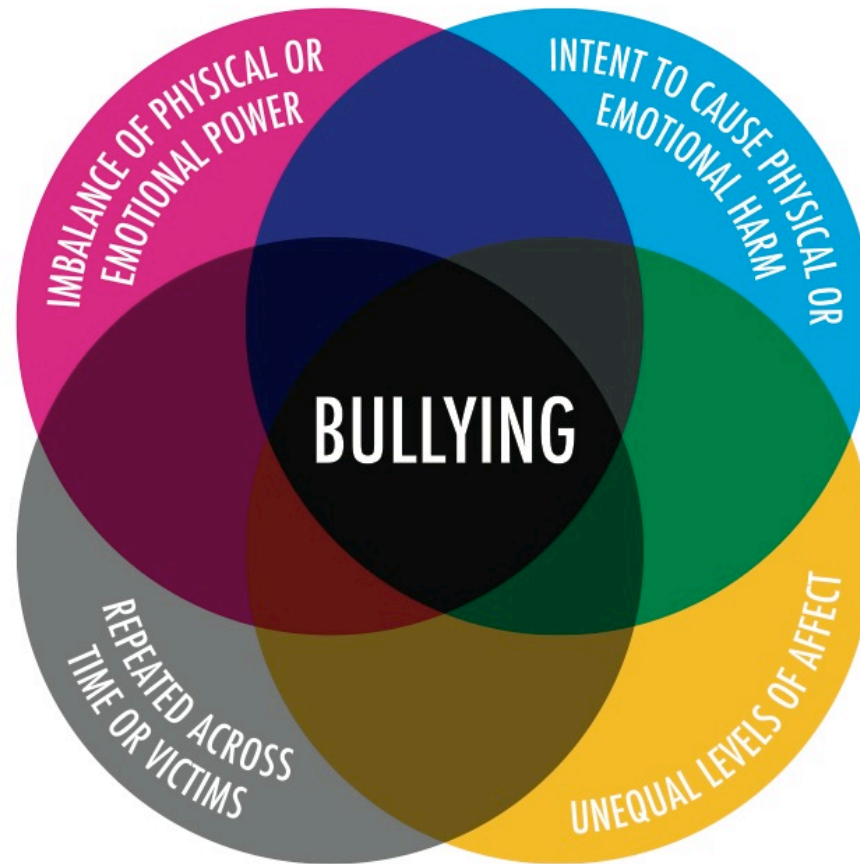
– (Rose, Monda-Amaya, & Espelage, 2011, p. 114)



# Understanding the Bullying Dynamic



# What is Bullying?



Adapted from Olweus (2005)

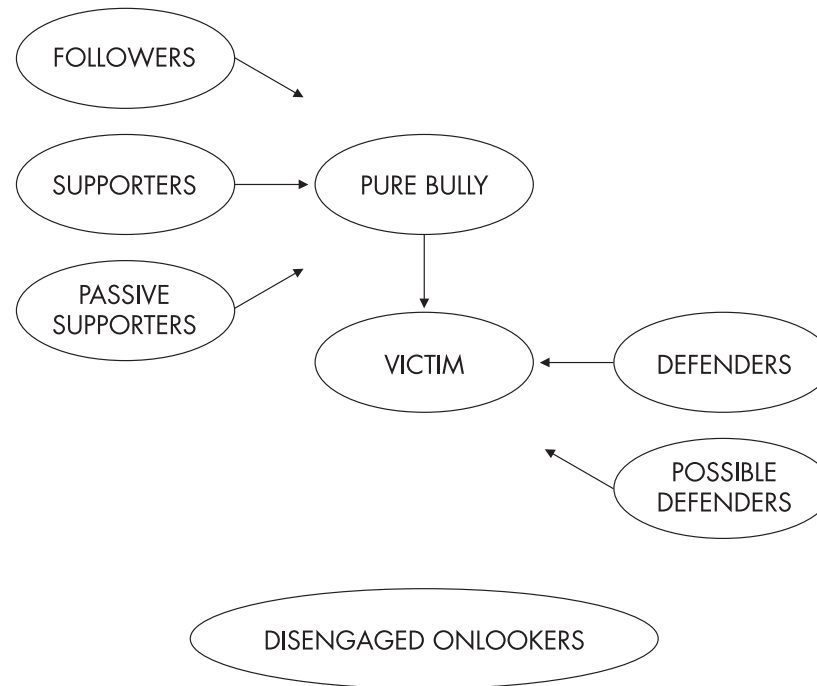


# Topographies of Bullying

- Bullying
  - Physical
  - Verbal
  - Relational
  - Cyber
- Aggression
  - Instrumental
  - Retaliatory
  - Jostling



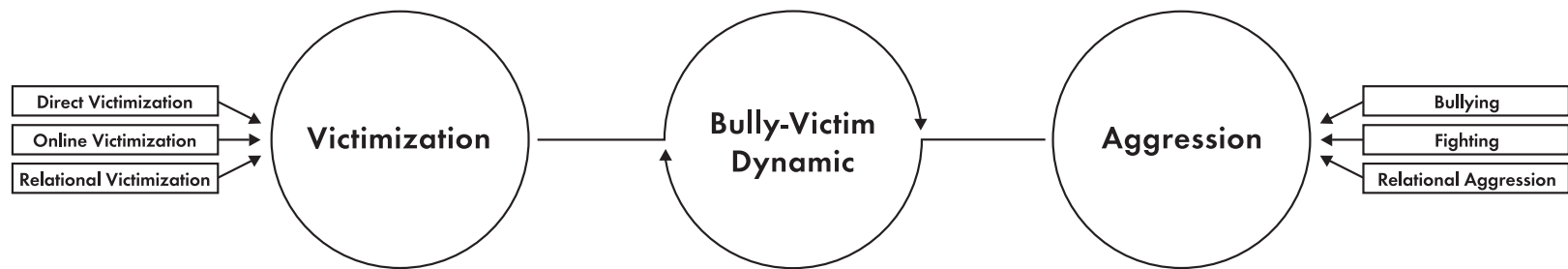
# Who is Involved?



Adapted from Olweus (2001)



# Understanding the Bullying Dynamic



(Rose, Simpson, & Moss, 2015)



# Understanding the Nature of Bullying





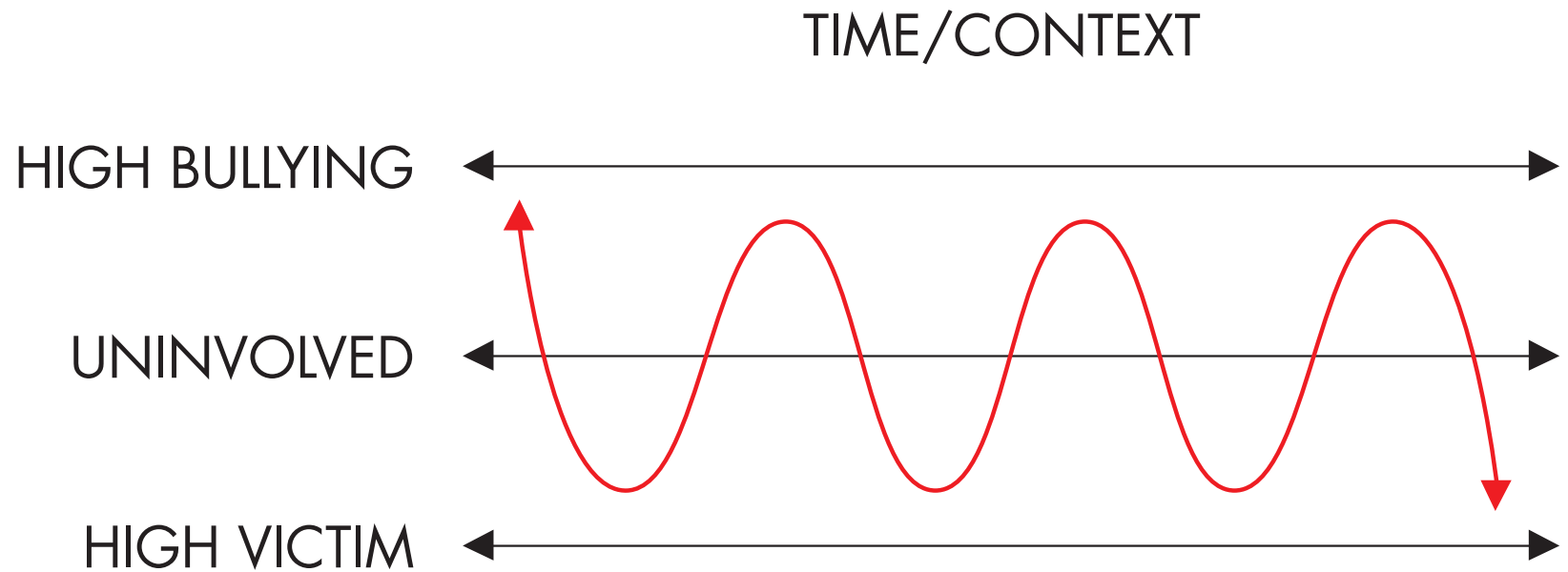
# Traditional Thinking



(Rose, Simpson, & Moss, 2015)



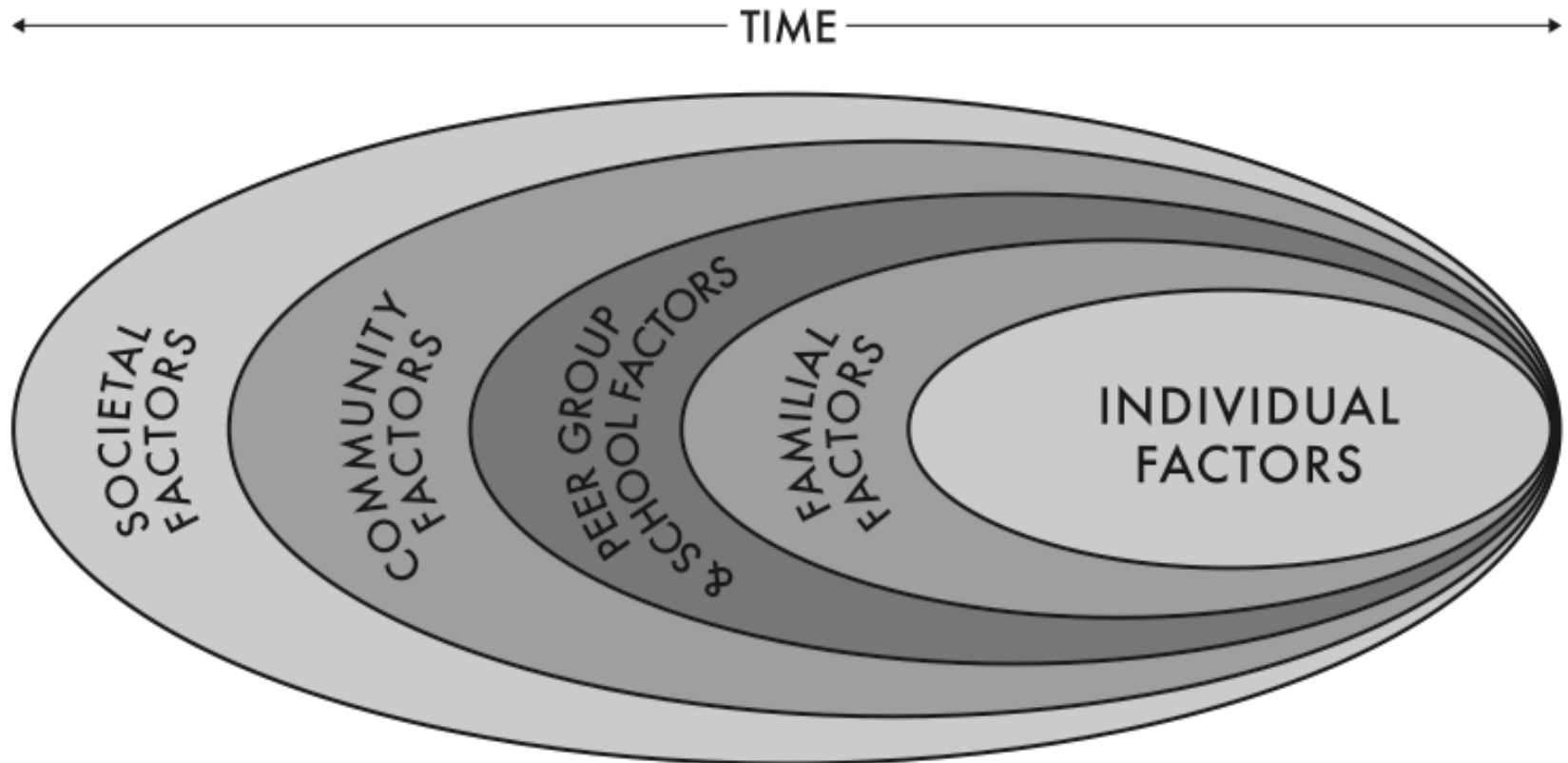
# Contemporary Thinking



(Rose, Simpson, & Moss, 2015)

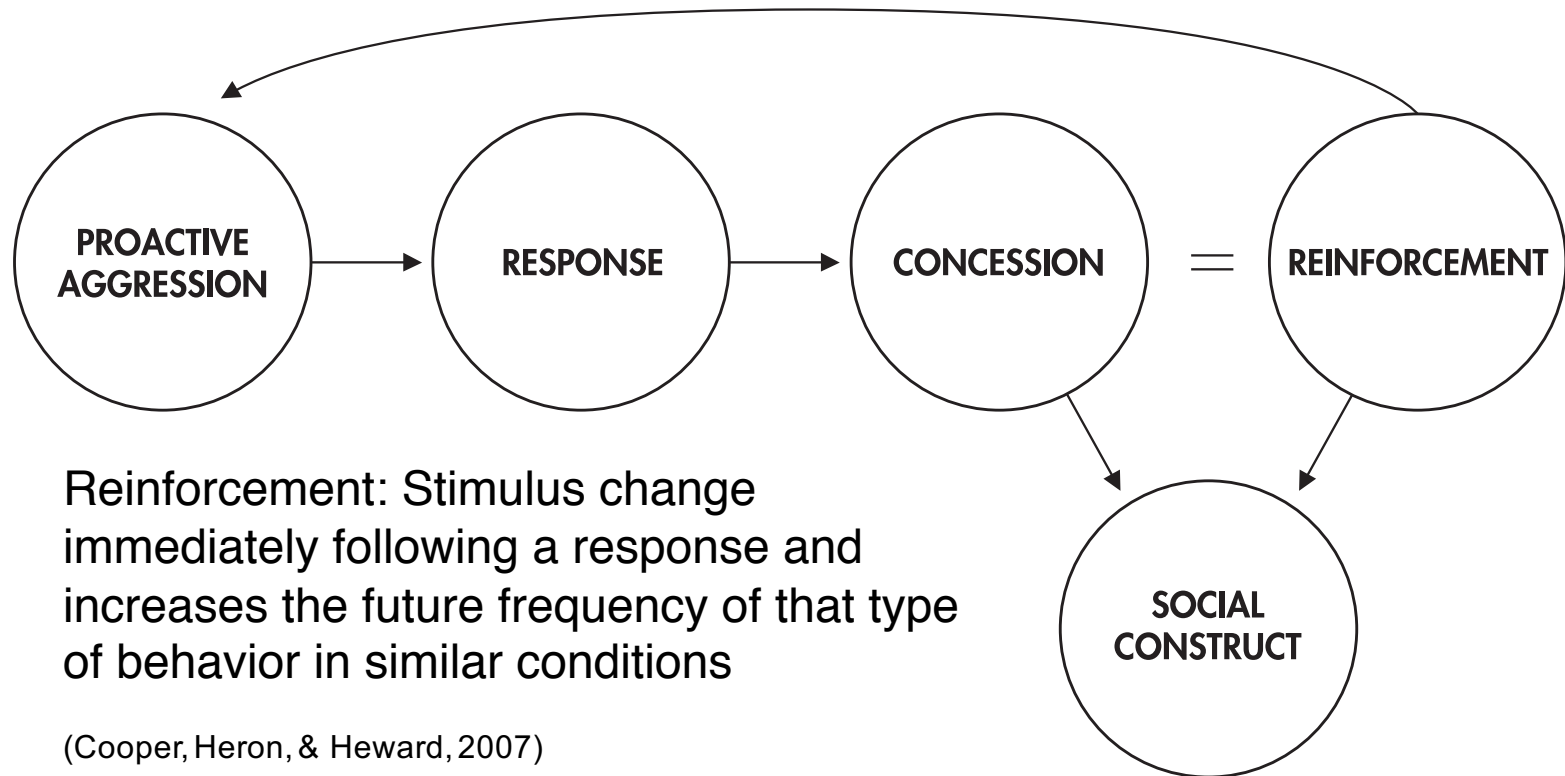


# Social-Ecological Perspective of Bully/Victimization



(Rose, Allison, & Simpson, 2012)

# Stages of Bullying



Adapted From Doll & Swearer (2006)

# Power and Influence

- Body Capital - certain kind of body
- Social Capital - peer relationships
- Cultural Capital - participate in valued activities or belong to valued cultural group
- Informational Capital - up on latest gossip
- Economic Capital - money
- Symbolic Capital - material possessions

(Klein, 2012)



# Homophily Hypothesis

## Homophily Hypothesis

*Binds of a Feather...*

# Development of Bullying Behavior

- Behavior tends to follow a distinct developmental pattern
  - Younger students without well-developed verbal or social skills resort to physical aggression
  - As verbal skills develop, these students transition to less physical forms of aggression...verbal aggression
  - As social skills develop, students learn to analyze and manipulate situation in their favor, so they use more indirect means of aggression
    - (Björkqvist, 2001; Björkqvist et al., 1992)



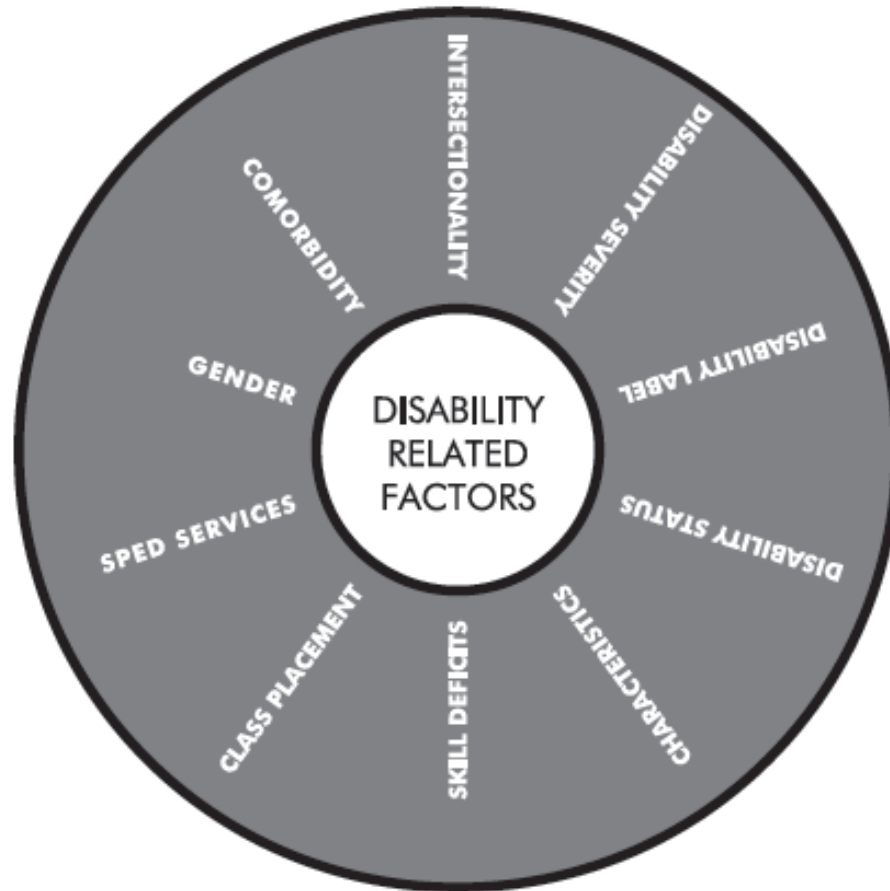
# Behavioral Understanding

- Behavior is both functional and communicative
- Bullying is a Social Construct Maintained by Social Reinforcers
  - Hidden Curriculum
  - Bystanders
- At-Risk Characteristics Include Anything that could be deviant from perceived “norm” behaviors of the group.
- Bullying is not exclusive to one population or school environment





# Critical Issues Related to the Disproportionate Representation of Youth with Disabilities



# Disproportionate Representation of Youth with Disabilities



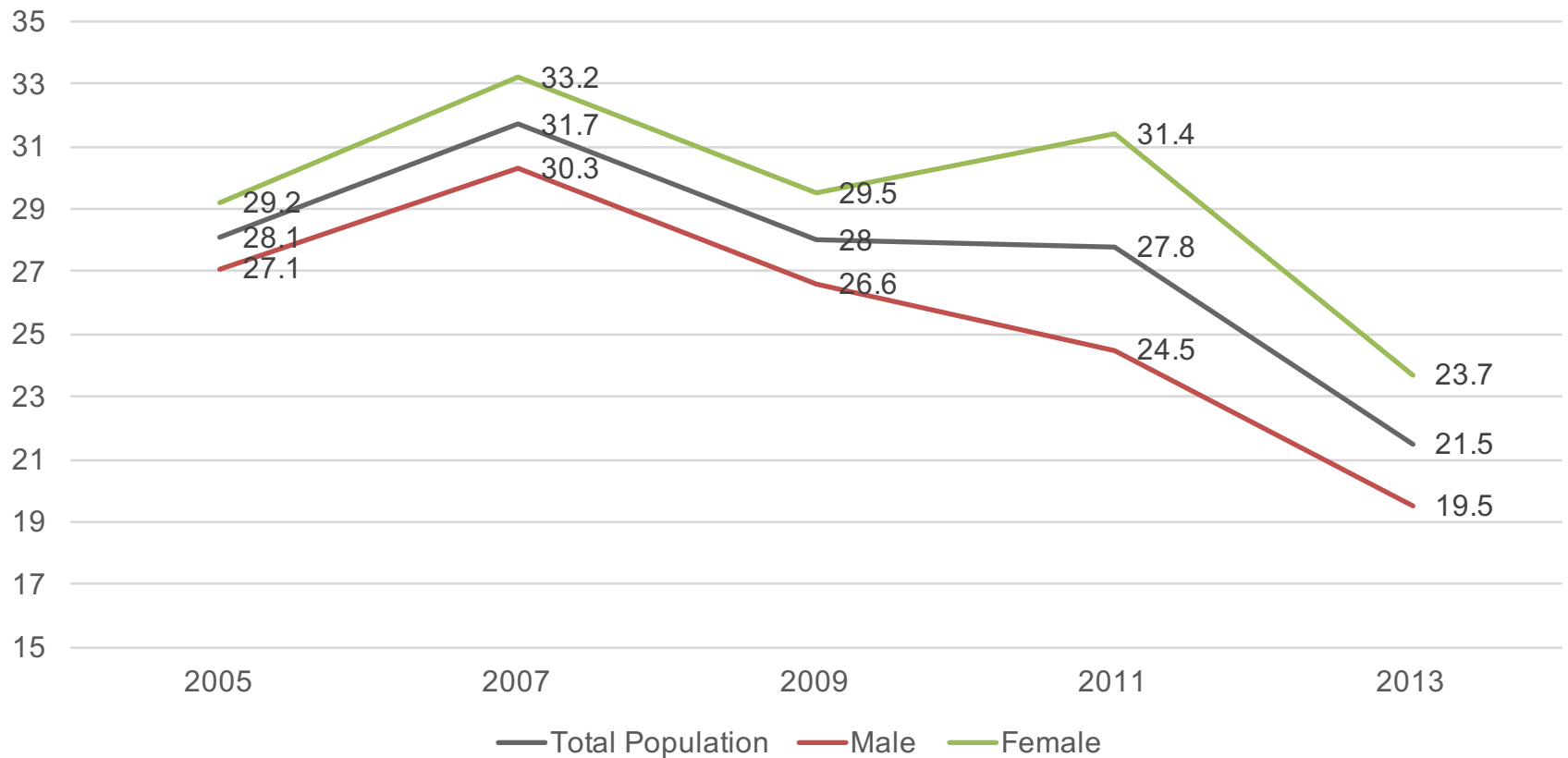
# History of Prevalence

- Safe School Initiative (Vossekuil et al., 2002)
  - 37 Shooting; 41 Perpetrators (1974-2000)
  - 71% Victimized
- Nansel et al. (2001)
  - 30% (Perpetrator, Victim, Provocative Victim)
- Espelage et al. (2000)
  - Only 19.5% of Middle School Students Had NOT Observed, Been a Victim, or Participated in Bullying within the Last Month of Being Surveyed



# Prevalence of Victimization

Victimization as Reported by DOE



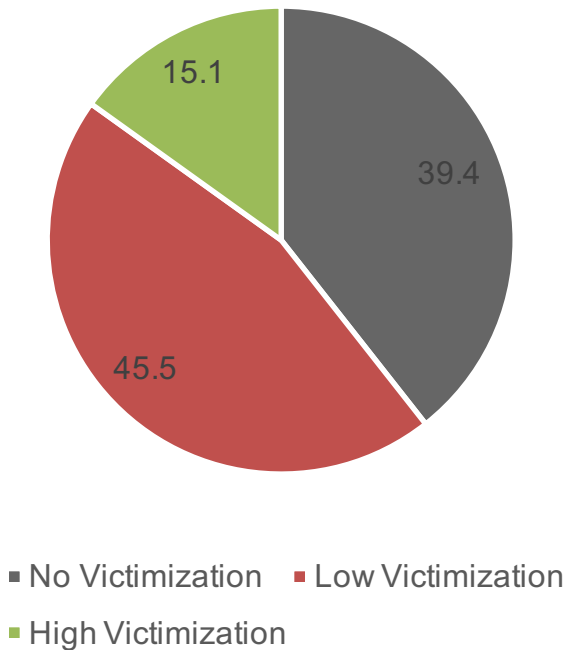
(US Dept. of Justice, 2014)



# Prevalence of Victimization

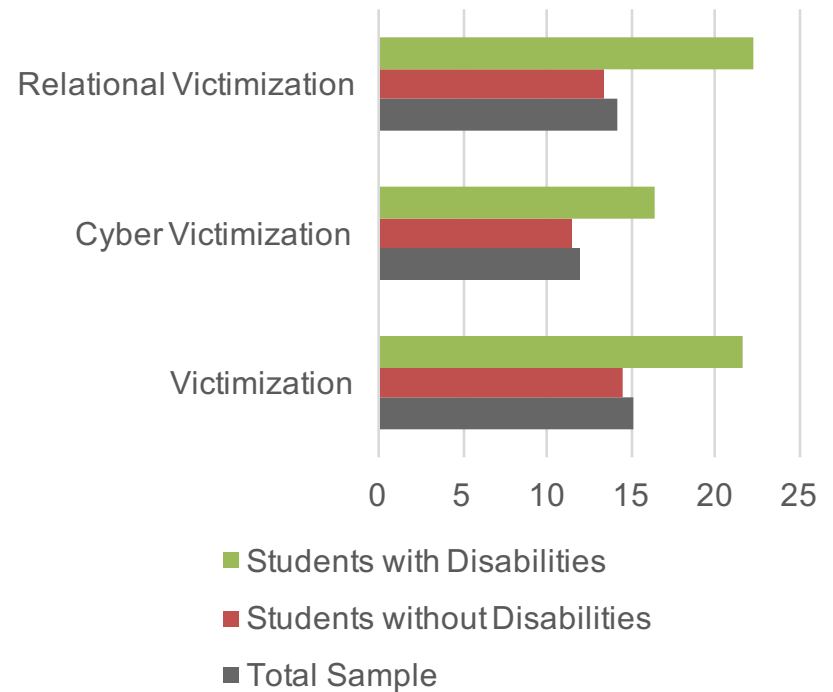
## Total Victimization

Peer Victimization



## Victimization by Category

High Victimization



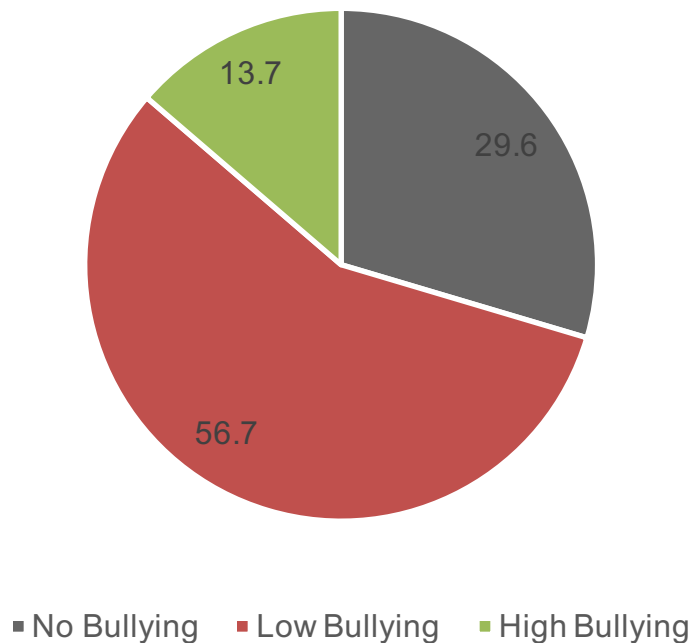
(Rose, Simpson, Moss, 2015)



# Prevalence of Bully Perpetration

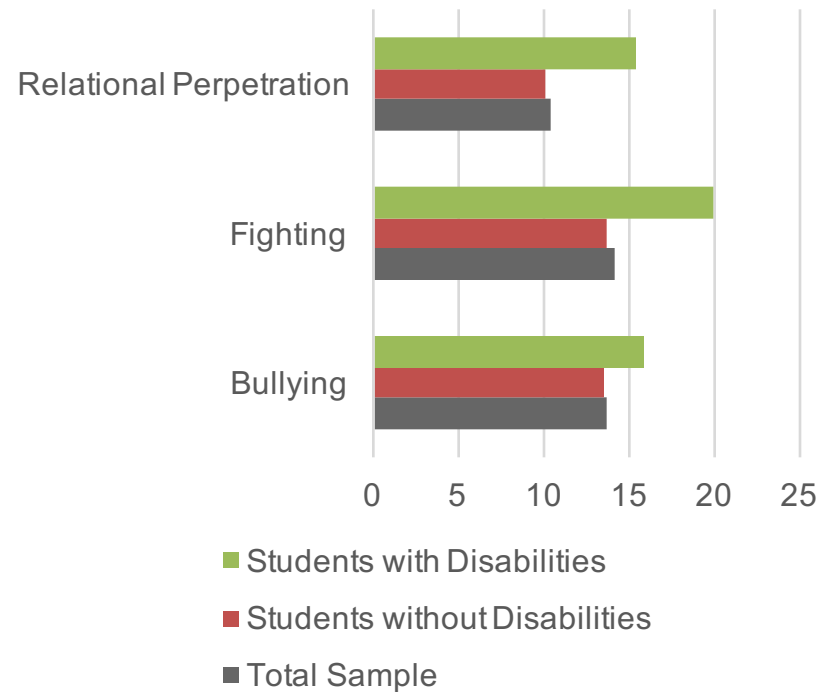
## Total Perpetration

Bully Perpetration



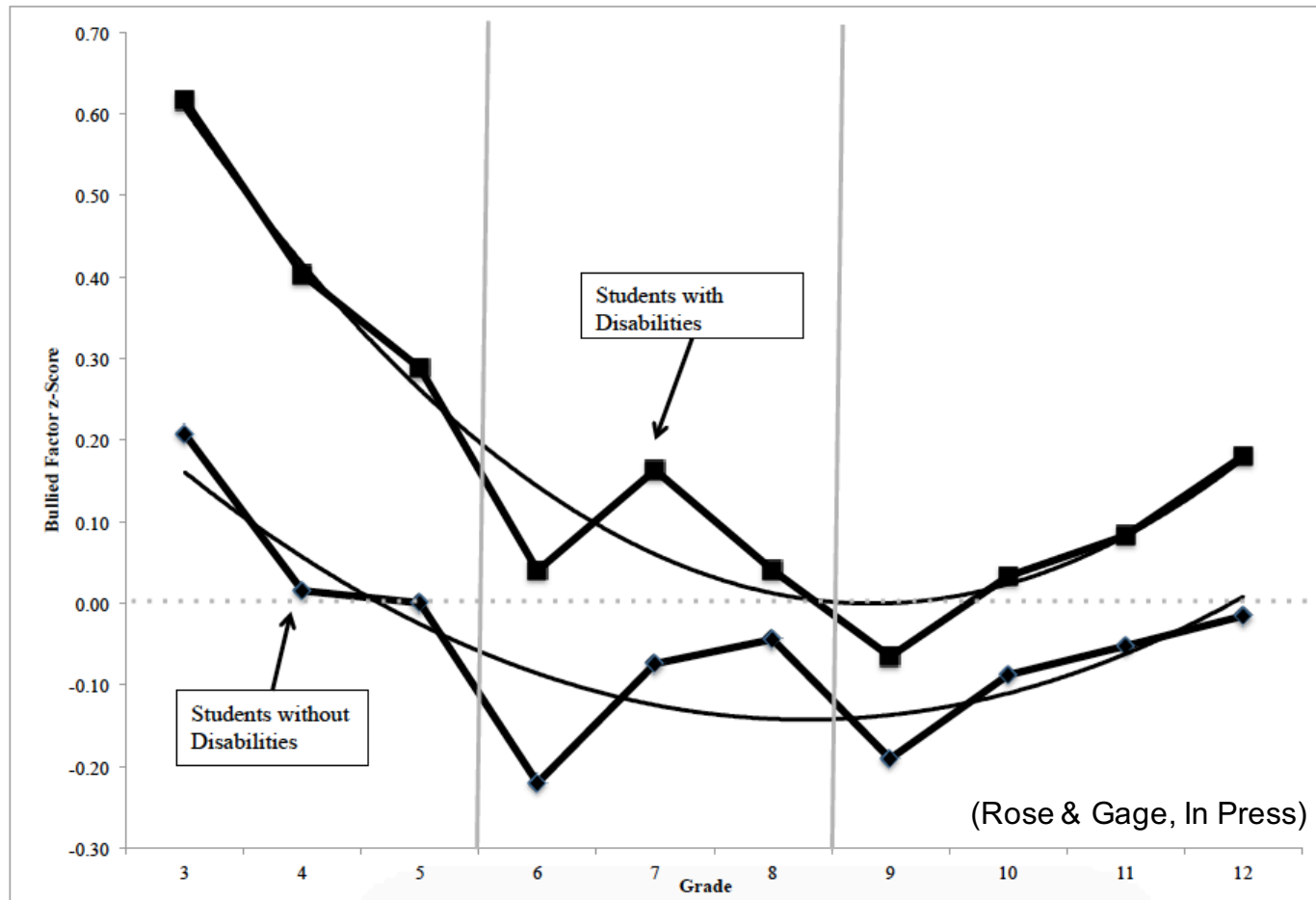
## Perpetration by Category

Chart Title

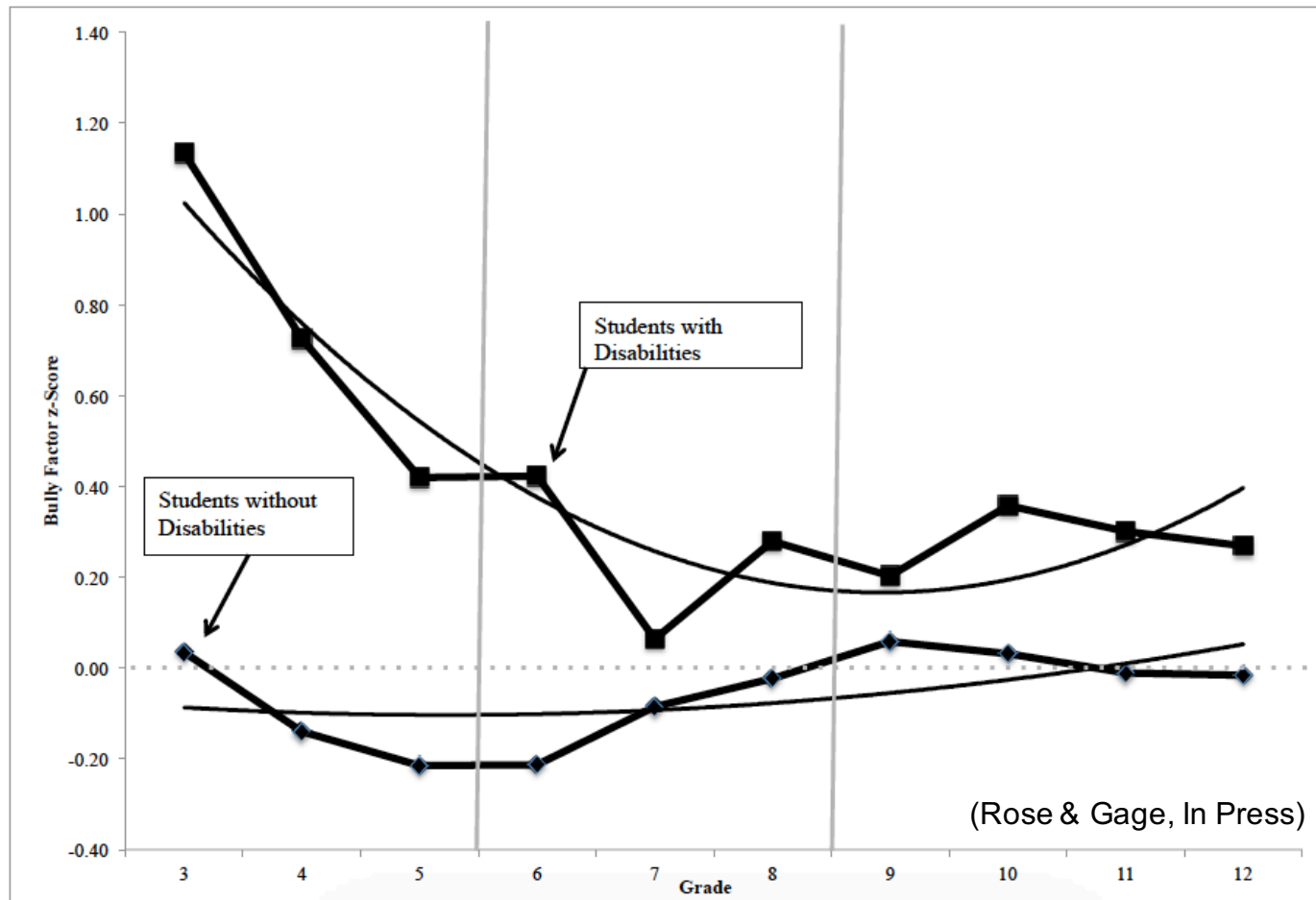


(Rose, Simpson, Moss, 2015)

# Victimization of Youth with Disabilities Over Time



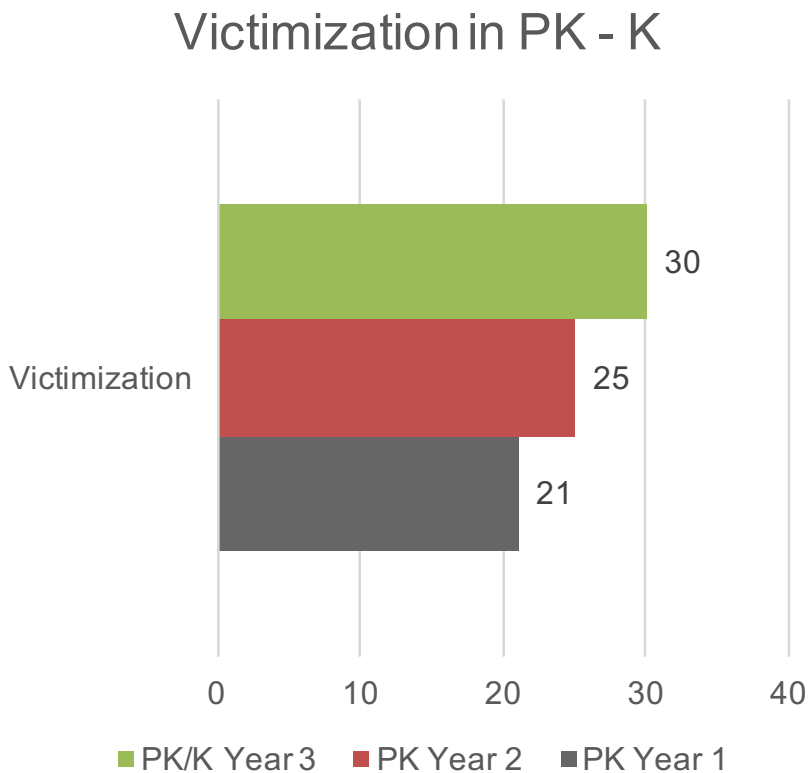
# Perpetration by Youth with Disabilities Over Time





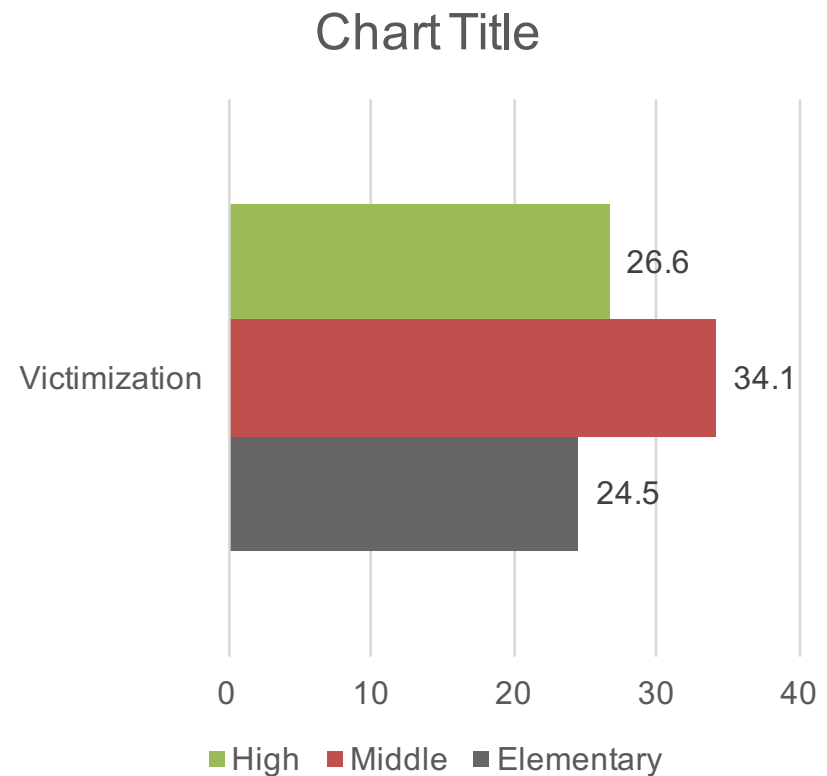
# Other Prevalence Studies: Disability Status

## Early Childhood Victimization – Disability



(Son et al., 2012)

## Victimization Over Time - Disability



(Blake et al., 2012)



# Predictive and Protective Factors



# Class Placement: Bullying

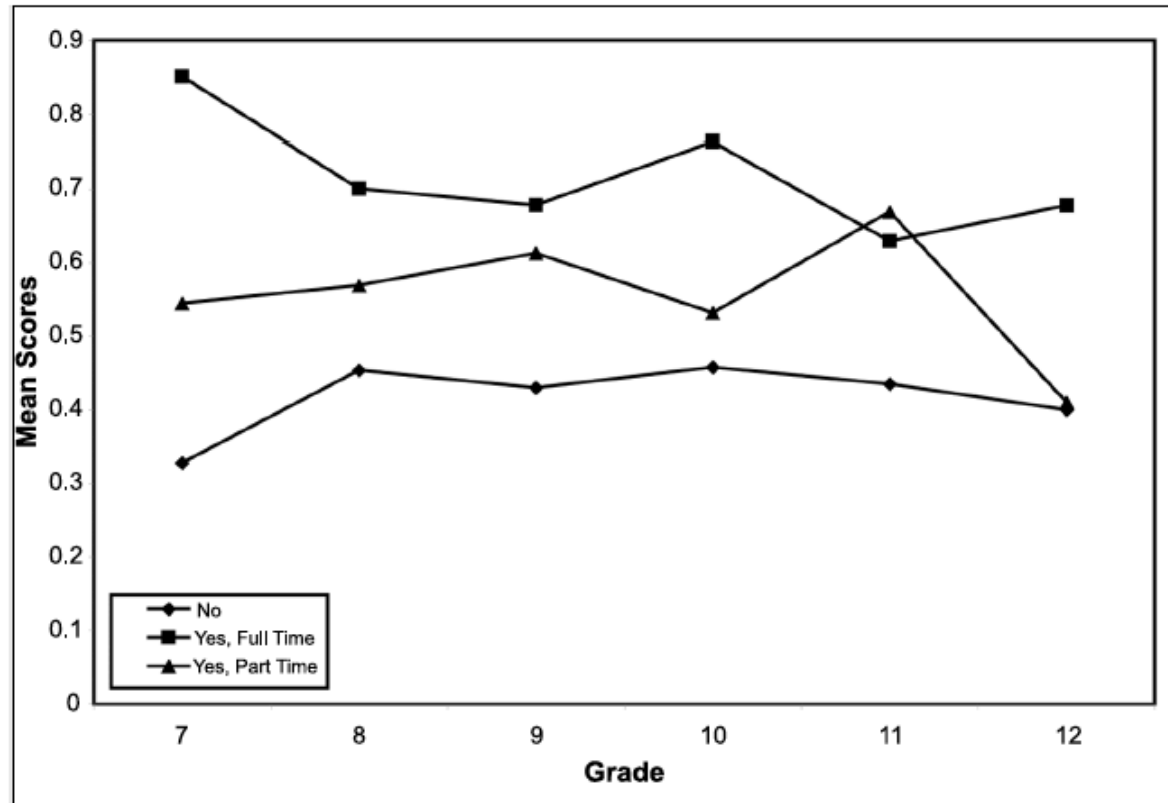


Figure 1. Mean scores for reported bullying behaviour.

(Rose, Espelage, & Monda-Amaya, 2009)



# Class Placement: Fighting

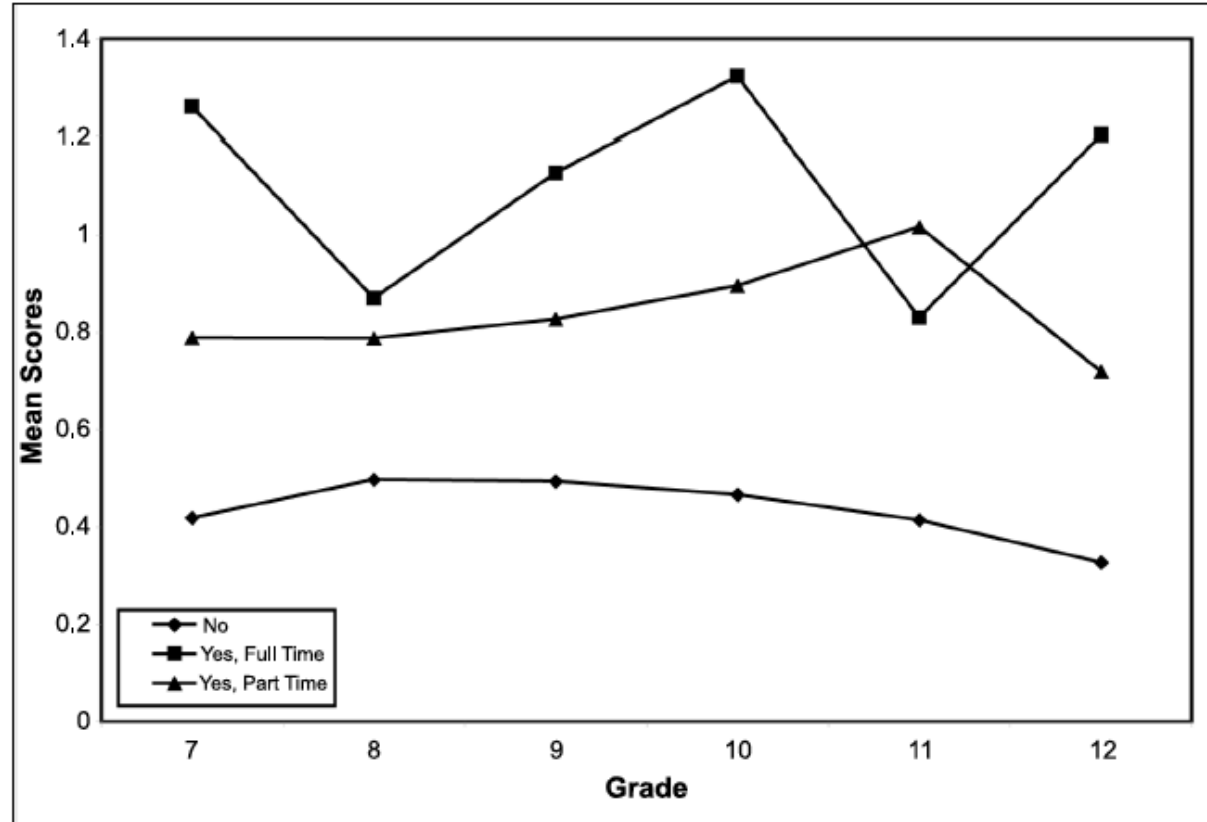


Figure 2. Mean scores for reported fighting behaviour.

(Rose, Espelage, & Monda-Amaya, 2009)



# Class Placement: Victimization

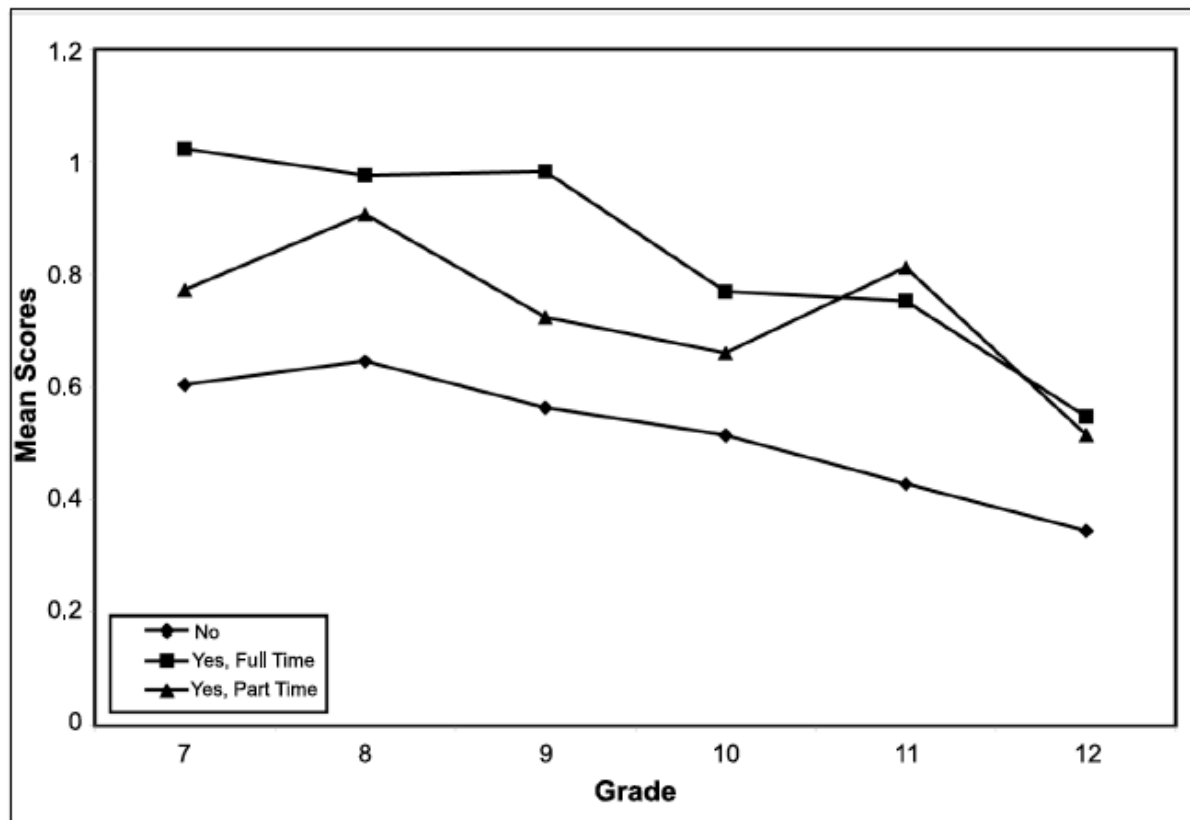


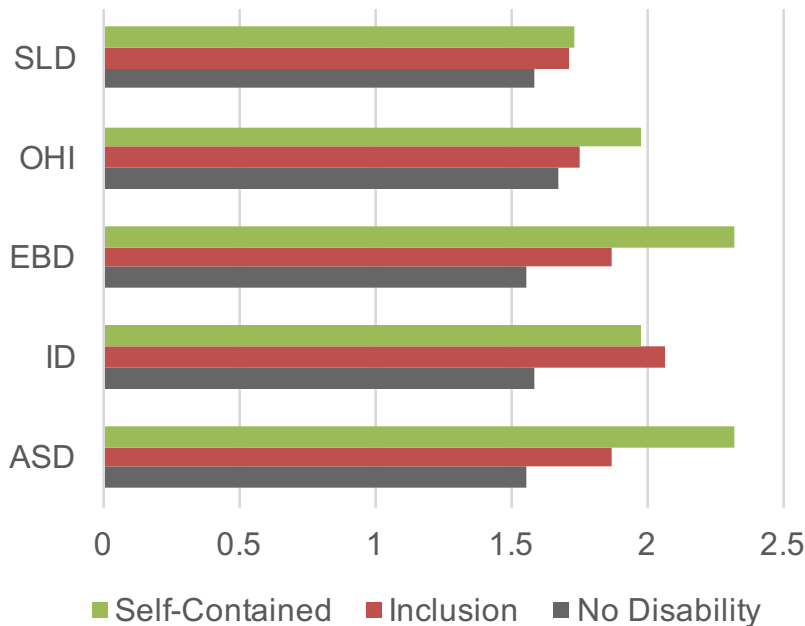
Figure 3. Mean scores for reported victimisation.

(Rose, Espelage, & Monda-Amaya, 2009)

# Victimization and Perpetration by Disability Type and Class Placement

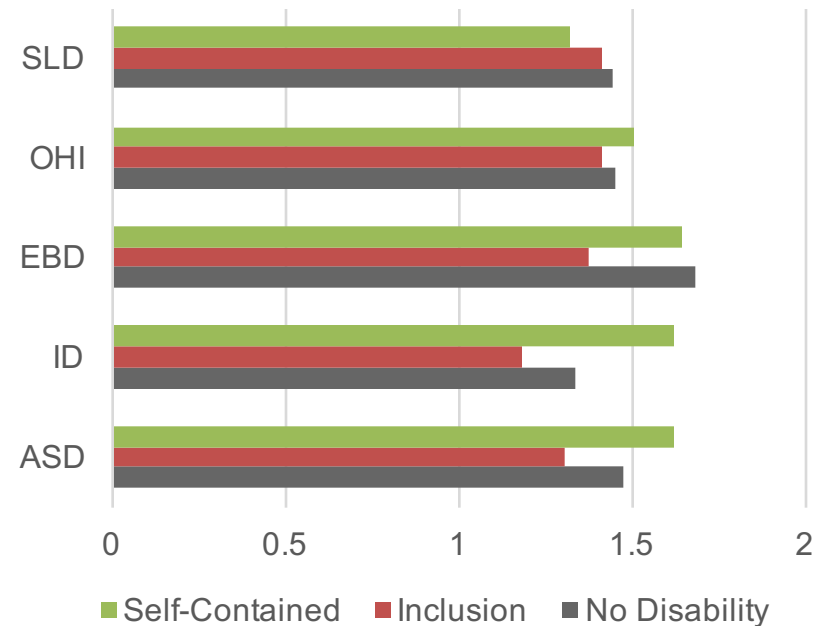
## Victimization

Victimization by Disability and Placement



## Perpetration

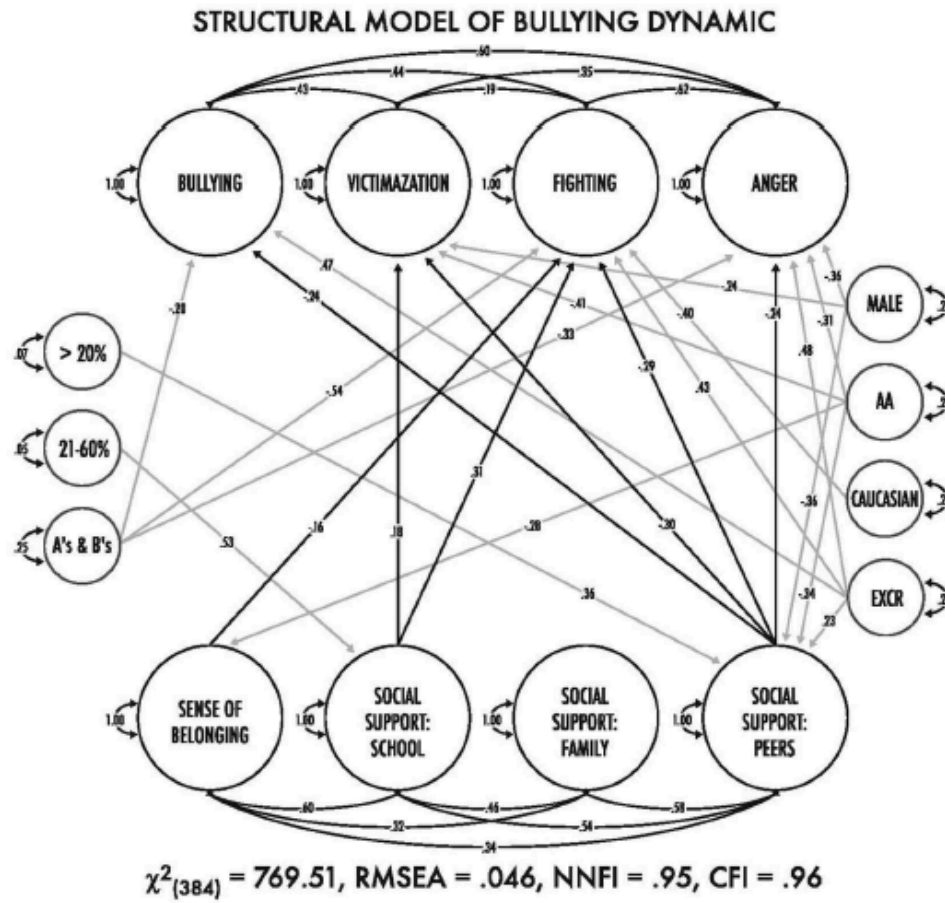
Perpetration by Disability and Placement



(Rose et al., 2015)



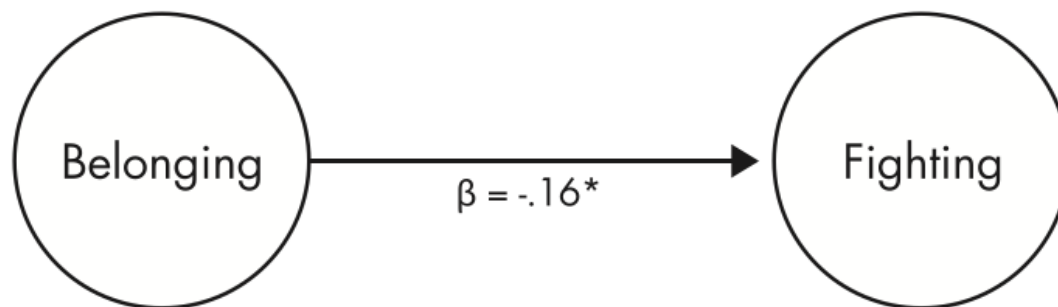
# Bullying and Social Supports



(Rose, Espelage et al., 2015)



# Bullying and Social Supports

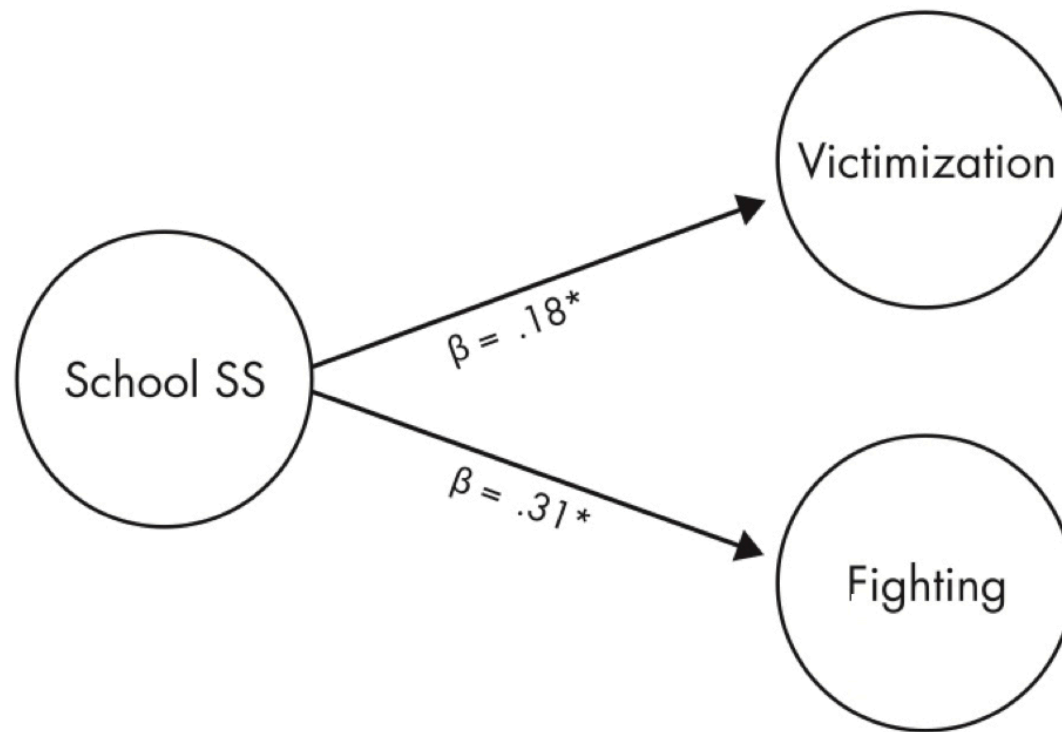


(Rose, Espelage et al., 2015)





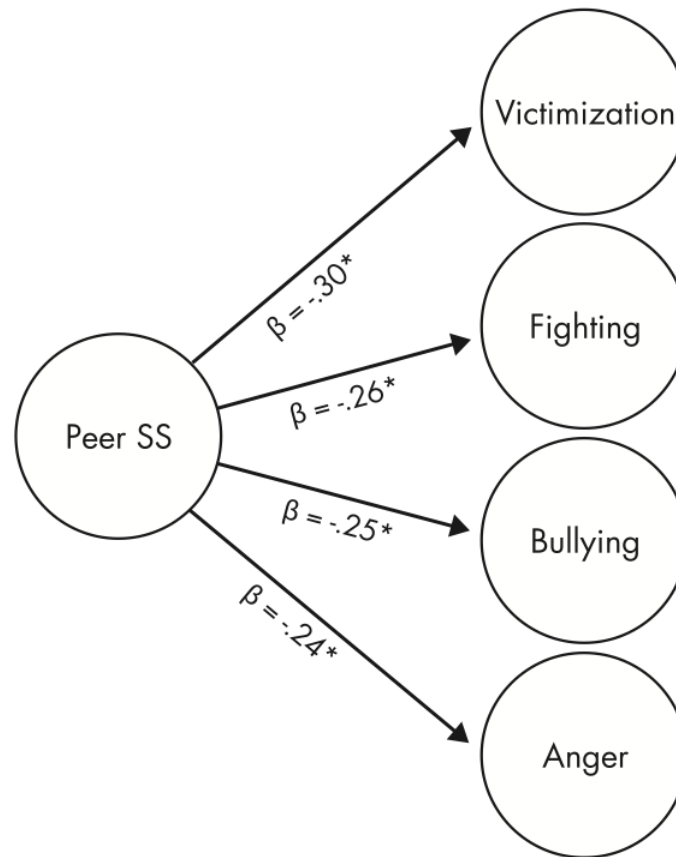
# Bullying and Social Supports



(Rose, Espelage et al., 2015)



# Bullying and Social Supports



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# Bully-Victim vs. Reactive-Victim

## Bully-Victim

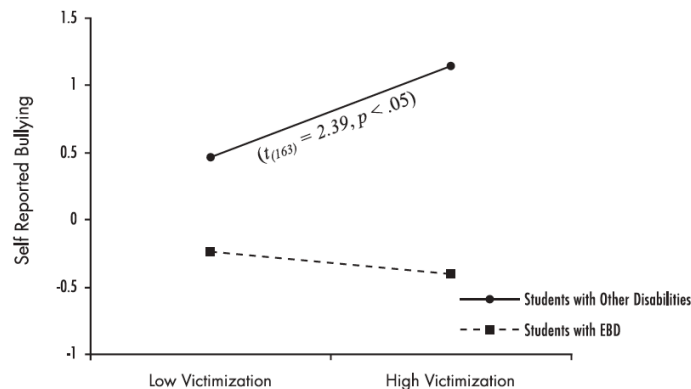


Figure 1. Bullying as a function of victimization for students with EBD and students with disabilities other than EBD.

## Reactive-Victim

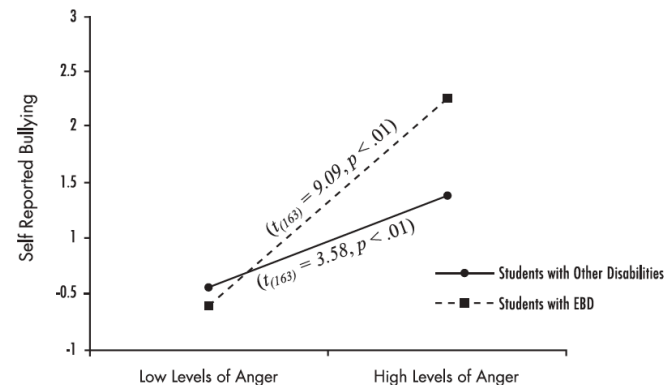


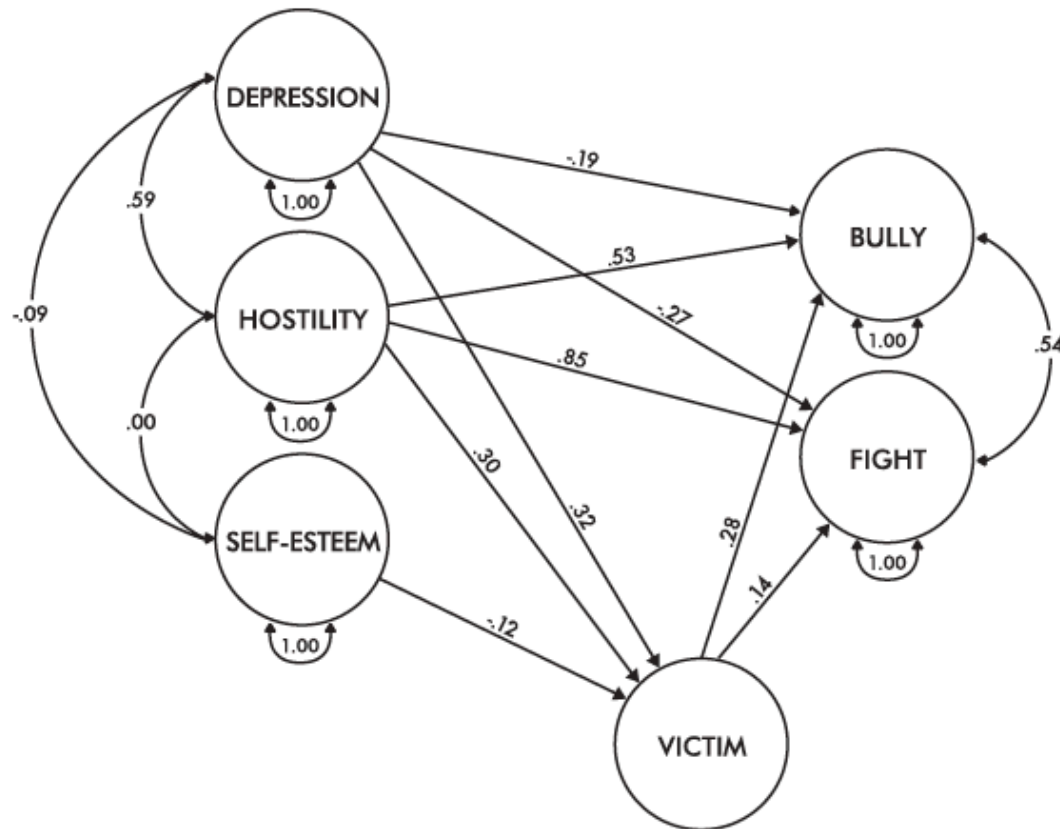
Figure 2. Bullying as a function of anger for students with EBD and students with disabilities other than EBD.

(Rose & Espelage, 2012)



# Bully-Victim and Psychosocial Outcomes

(Rose, Simpson, & Preast, 2016)

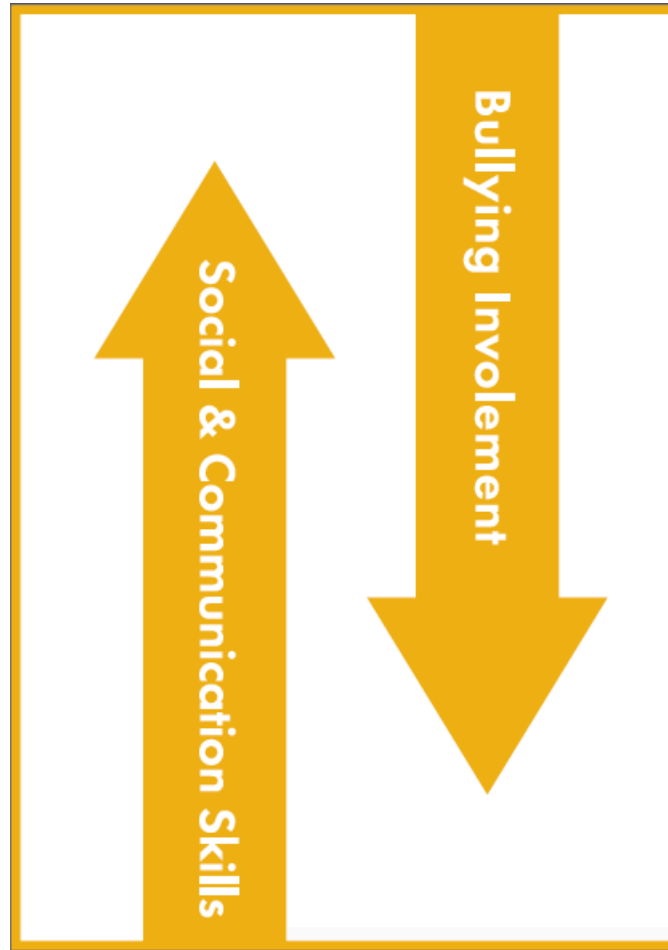


$\chi^2_{(122)} = 392.35$ , RMSEA = .04; (.04 - .05), TLI = .97, CFI = .97

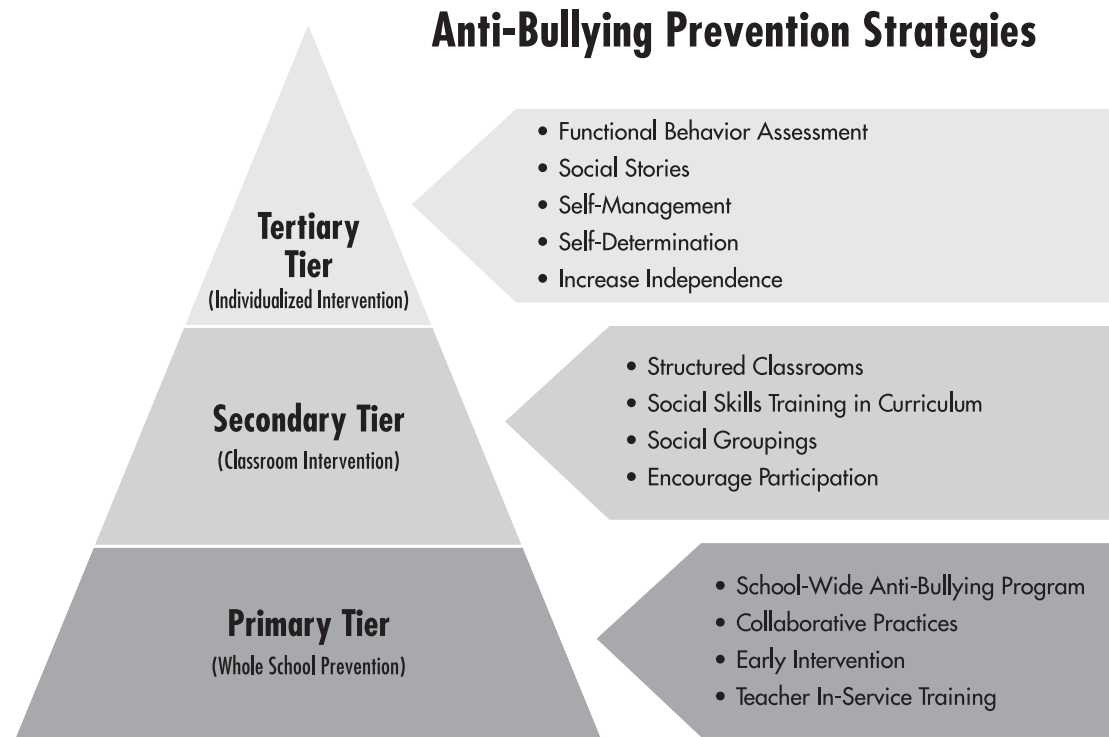
# Intervention Efforts



# Our Approach



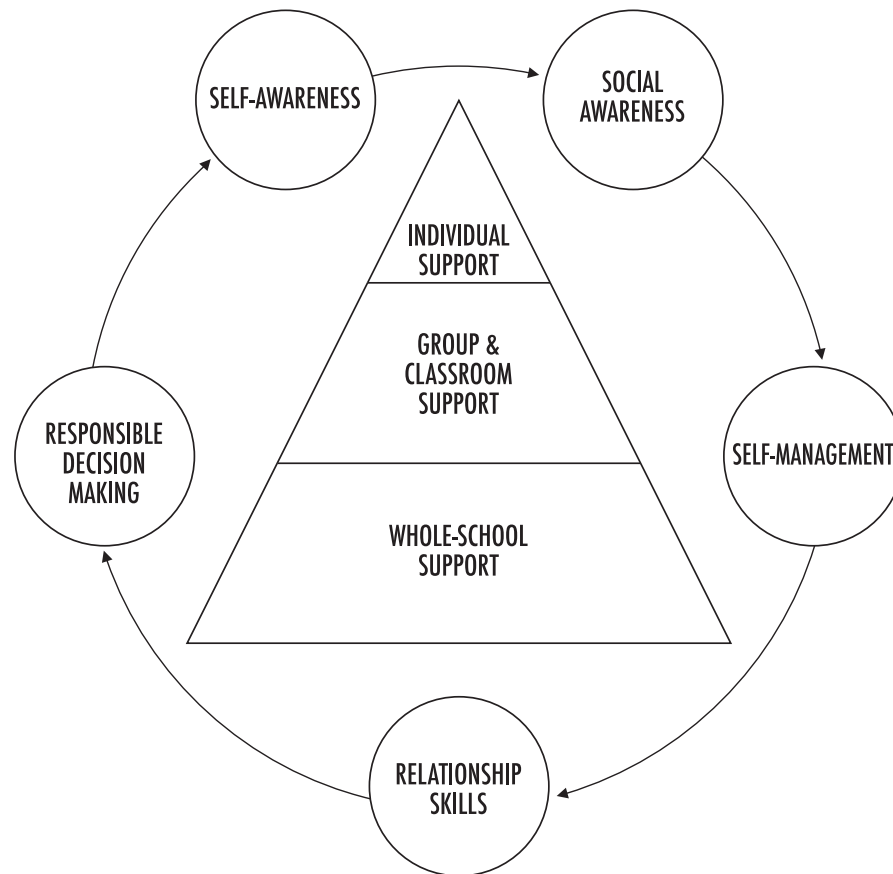
# SW-PBIS & Bully Prevention



(Rose & Monda-Amaya, 2012)



# SW-PBIS & SEL Overlap



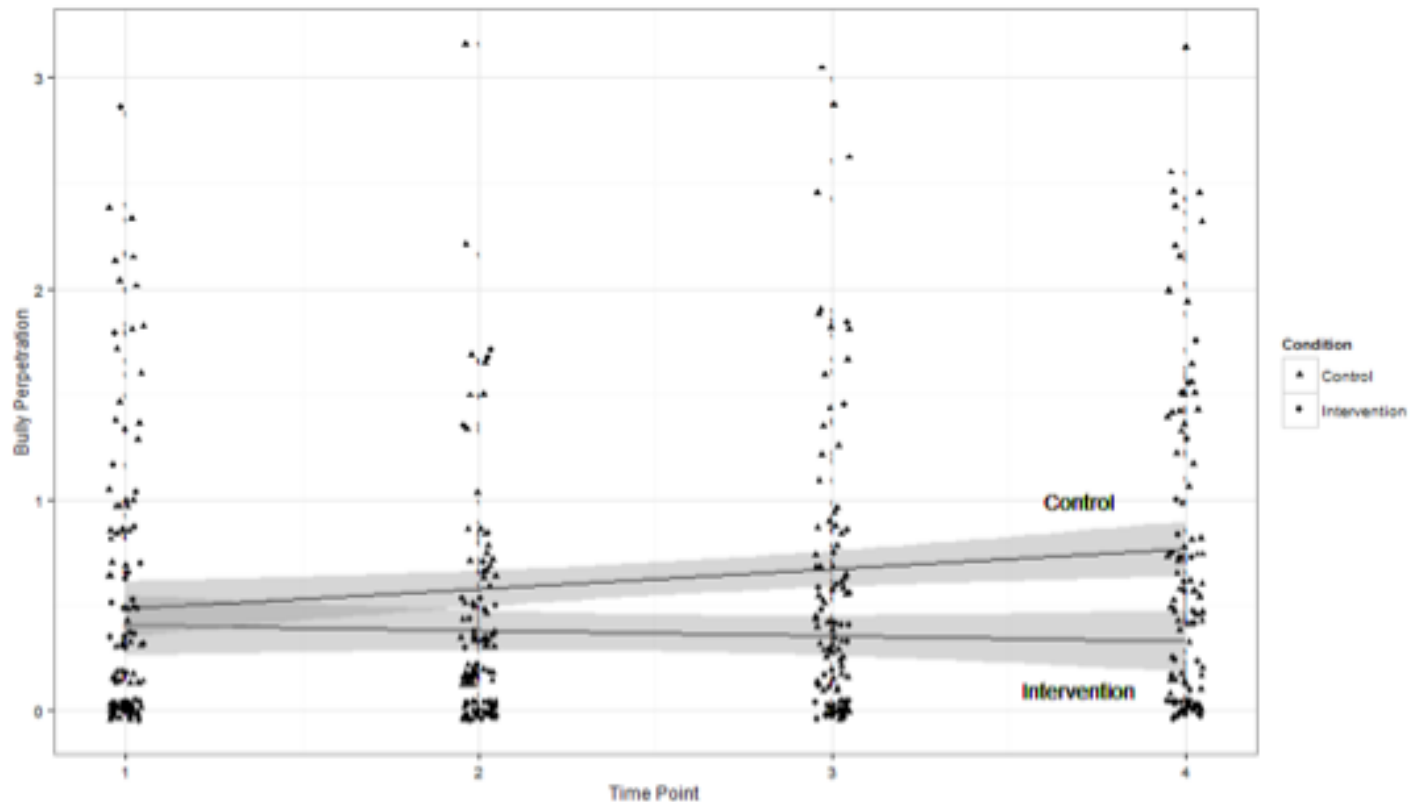
(Prest, Bowman, & Rose, Under Review)





# Second Step: Student Success Through Prevention (SS-STP)

Figure 1. Bully Perpetration across Time Points for Intervention and Control Conditions



(Espelage, Rose, & Polanin, 2015)



# Increasing Social Skill Acquisition

Category	Goal Description
Verbal Presentation	Modify use of words (content) that interfere with acceptance by others
Nonverbal Presentation	Modify use of behaviors (psychomotor) that interfere with acceptance by others
Emotional Response	Modify emotional reactions to frustrating, new, accidental, or unexpected occurrences or when transitioning from one situation to another
Play	Modify behaviors related to playing and working with others
Awareness of Self and Others	Improve conscious consideration and valuing of oneself and other people
Interpersonal Relationships	Initiate and maintain effective relationships with other people
Feelings About Self	Modify level of self-esteem

*Note.* This table retrieved from Kauffman and [Kinnealey](#) (2015, p. 5).

(Prest, Bowman, & Rose, Under Review)



# Targeted Social Skill Groups (K-8)

Domain	Domain Description
Listen to Others	Demonstrate an understanding of active listening
Follow the Steps	Demonstrate an understanding of following directions
Follow the Rules	Demonstrate an understanding of rules and the function of classroom, school, and social rules
Pay Attention to Your Work	Demonstrate the ability to stay on an assigned task
Ask for Help	Demonstrate the ability to show initiative and ask for assistance when necessary
Take Turns When Talking	Demonstrate the ability to communicate and cooperate with others
Getting Along with Others	Demonstrate the ability to cooperate and work with others
Stay Calm with Others	Demonstrate the ability to self-manage emotions
Do the Right Things	Demonstrate an understanding of responsible decision making
Do Nice Things for Others	Demonstrate the ability to show empathy to others

*Note.* Table adapted from Elliott and Gresham (2007a).

(Prest, Bowman, & Rose, Under Review)



# Future Directions



# Future Directions for Bully Prevention

- Address the 3 critical questions related to the disproportionate representation of youth with disabilities
  - Does the traditional definition of bullying, specifically bully perpetration, apply to youth with disabilities?
  - Is the disproportionality associated with disability identification or characteristics associated with specific disabilities?
  - What role does educational placement play in the disproportionate representation of youth with disabilities?
- Evaluate intervention efforts at the systems, universal, class/group, and individual levels
- Develop a bullying involvement screener to proactively support skill development
- Increase access and opportunities related to bully prevention interventions and programming



Chad A. Rose, Ph.D.  
Assistant Professor  
Department of Special Education  
University of Missouri  
Email: [rosech@missouri.edu](mailto:rosech@missouri.edu)  
Website: [bullypreventionlab.com](http://bullypreventionlab.com) (Active 10/1)  
Phone: 573-882-3269

