

NAB IT! (NORMS AND BYSTANDER INTERVENTION TRAINING) TO REDUCE BULLYING AND SEXUAL HARASSMENT IN HIGH SCHOOL

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This presentation was supported by the Institute of Education Sciences Award R305A190139 (PI: Amanda Nickerson). The content is solely the responsibility of the authors and does not necessarily represent the official views of IES.



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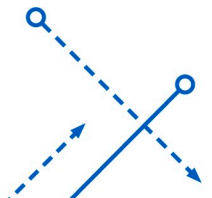
OVERVIEW

- The problem: Bullying and sexual harassment
- Peer context: Social norms and bystanders
- NAB IT!
- Social norms campaign development and initial results
- Bystander intervention training development and initial results
- Limitations and future directions



Bullying

- Unwanted, aggressive behavior
 - Physical (hitting, kicking)
 - Verbal (insults, threats, slurs)
 - Relational/social (excluding others, spreading rumors)
 - Cyber (through computers, cell phones, electronic devices)
- Involves power imbalance
 - Race/ethnicity, sexual orientation, physical appearance, popularity, etc.
- Is often repeated
- Can cause physical, psychological, and educational harm

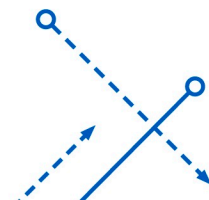


Sexual Harassment

- Unwanted and unwelcome sexual behavior (or involving a person's sex, gender, or sexual orientation)
 - Physical (touching, grabbing, cornering in sexual way)
 - Verbal (sexual comments, homophobic slurs, sexist comments)
 - Relational (spreading rumors about sexual behavior or orientation)
 - Cyber (posting or sharing sexual pictures, spreading sexual rumors online)
- Creates a hostile environment or interferes with a person's life



American Association of University Women (2001);
Dignity for All Students Act (2012); Hill & Kears (2011)

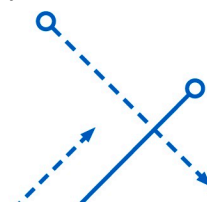


Peer Context: Social Norms

- Bullying and sexual harassment occur and are reinforced within similar peer contexts
 - Peer approval is important in adolescence
- Social norms approach
 - Students misperceive what their peers think and do ~ 94% of the time!
 - Social norms campaigns
 - Used to address problem behaviors (e.g., alcohol use/abuse, bullying)
 - Goal is to educate people about what their peers actually do or think
 - More accurate perceptions of norms are thought to influence behavior



Dillon & Lochman (2019);
Low et al., (2013);
Perkins et al. (2011);
Steinberg (2014)

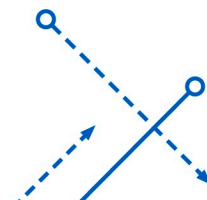


Peer Context: Bystanders

- Bullying and sexual harassment are social events implicitly and explicitly supported by bystanders who see or hear it happening
- Present >80% of the time in bullying; intervene <20% of the time
- Many bullying prevention programs are not successful with high school students and sexual harassment is rarely addressed
 - Bystander intervention trainings have shown promise



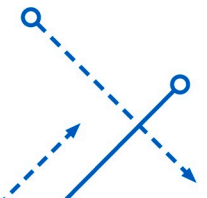
Jones et al. (2012); Polanin et al. (2012); Yeager et al. (2015)





NAB IT! Norms and Bystander Intervention Training

- A social norms campaign and bystander intervention training to engage high school students and support them in creating positive and healthy norms and behaviors around peer relations and anti-bullying/harassment
- Develop and evaluate the components:
 - Does a social norms campaign lead to changes in perceptions of peer attitudes and/or behaviors?
 - Does bystander intervention training lead to changes in knowledge and confidence to intervene, empathy, and bystander intervention behavior?
 - How do students and faculty/staff perceive NAB IT! (acceptance, barriers, ideas for changes)?



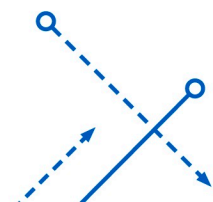
Development and Evaluation Process: Social Norms Campaign

Action	Time	Numbers included
Pilot test survey	October 2019	60 students
Administer survey (baseline data, results for social norms campaign)	November 2019	253 students; data usable for 238
Focus group feedback on initial social norms campaign messages	February 2020	31 students (8 focus groups)
Re-administer survey (refresh/delay due to COVID)	December 2020- January 2021	81 students; data usable for 78
Social norms campaign	January-February 2021	14 messages
Focus group feedback on social norms campaign	February-March 2021	25 students (7 groups); 12 faculty/staff (3 groups)
Post-test survey	March 2021	55 students; data usable for 50



Participant Demographics (N = 300)

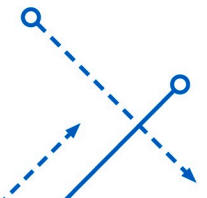
Characteristic	n	%
Grade		
9	72	24.0
10	83	27.7
11	71	23.7
12	74	24.7
Gender		
Male	123	41.0
Female	167	55.7
Other	10	3.3
Race		
American Indian/Alaska Native	2	.7
Asian	85	28.9
White	185	62.9
Black/African-American	6	2.0
Multi-racial	16	5.4
Missing	6	2.0





Measures

- **Personal and Perceived Peer Norms** (Adapted from Nickerson et al. 2014) – 8 items which assessed personal attitudes towards bullying, sexual harassment, bystander intervention, and bullying and sexual harassment through electronic communication; 8 items which assess perceived peer attitudes by prefacing each personal statement with “The typical student at my school believes...” Responses on a 4-point Likert scale from 1 (*Strongly disagree*) to 4 (*Strongly agree*). Personal norms $\alpha = .90$; Perceived peer norms $\alpha = .77$.





Social Norms Campaign

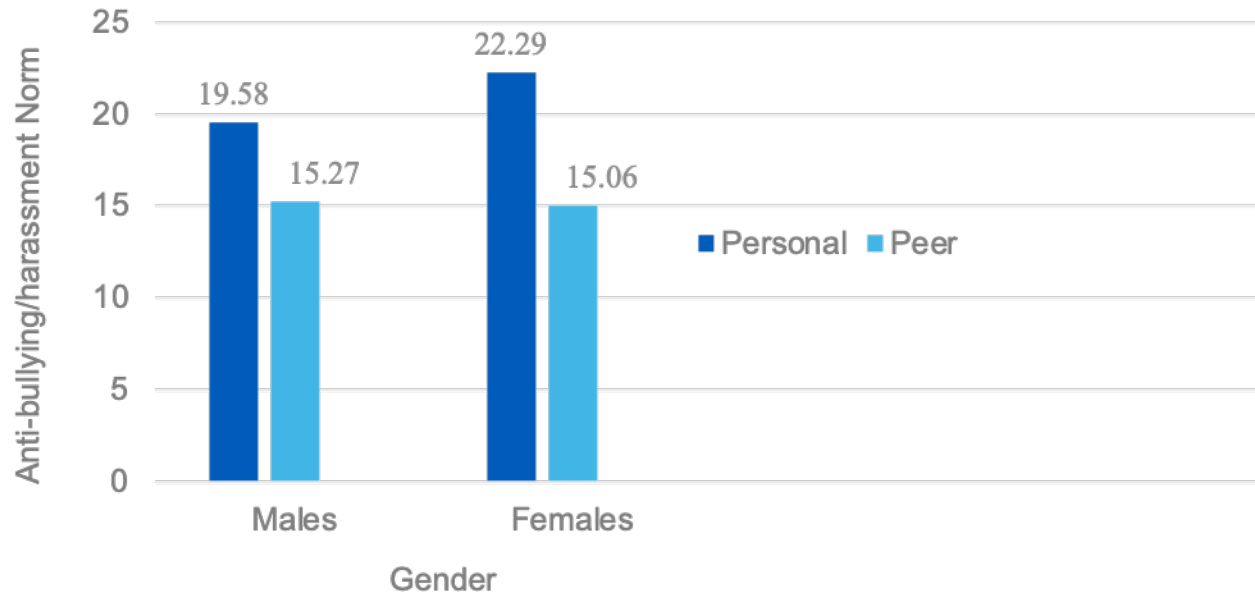
Goal: Use data from the students in the school to provide more realistic and positive messages about what peers think and do (most students believe their peers are less prosocial)

14 posters shared around the school in strategic locations (rotated weekly) and through email, social media, newsletter; weekly contest/quiz for 6 weeks





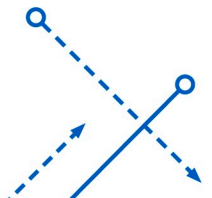
Students' Perceptions of Personal vs. Peer Anti-Bullying/Harassment Norms (Baseline Survey; $N = 290$)



$F(1, 288) = 548.49, p < .001, \eta^2 = .66$, for personal vs. peer

$F(1, 288) = 10.75, p = .001, \eta^2 = .04$, for females vs. males

$F(1, 288) = 35.26, p < .001, \eta^2 = .11$, for Norm x Gender interaction





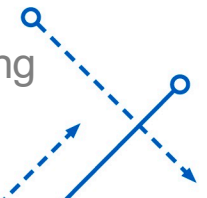
Changes in Students' Personal and/or Perceived Peer Norms from Before and After the Social Norms Campaign

Scale-Level Comparisons:

- From the 50 students with matched pre- and post-test data:
 - Personal norms became significantly more prosocial (*Wilcoxon Signed Ranks Test, $p < .05$*)
 - Perceived peer norms only trended in significance ($p = .098$)

Item-Level Comparisons:

- 75% (6 out of 8) of perceived peer norms changed significantly from disagree (strongly disagree and disagree) at pre-test to agree (agree and strongly agree) at post-test
- 50% of students who disagreed at pre-test agreed at post test on these items:
 - The typical student at my school believes it is not funny to make sexual jokes about someone who does not like this behavior
 - The typical student at my school believes that students should not insult others on social media
- 57.14% (4/7) of personal norms shifts significantly from agree at pre-test to strongly agree at post-test
- 75.0% of students who agreed at pre-test strongly agreed at post-test on the following item:
 - Students should treat people respectfully, regardless of their differences:



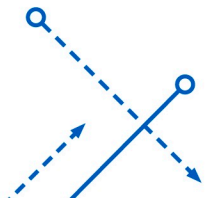


Student Focus Group Feedback on Social Norms Campaign: Appearance, Messages, Variation

- Positive feedback about the appearance and location of posters
- Felt part of campaign because images and statistics were from their school
- Liked the variation in posters

I think it really proves their impact because you saw unique posters everywhere, and I think that would be much more effective than just a generic anti-bullying message plastered on the wall.

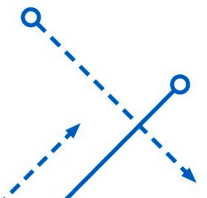
I also liked that they were super creative, and they're not like all the same, which is cool. They're all kind of different in their own way, and definitely catching my attention and other people's currently.





Student Focus Group Feedback on Social Norms Campaign: Exposure and Awareness

- Exposure to the campaign depended highly on mode of instruction (in-person, fully remote)
- Students thought the contest helped promote campaign engagement
 - *I think it was a good way to bring attention to the matter because we didn't really have as large of a scale competition, as this one was. I feel like it brought more people, as we had like more time during COVID, to check with emails and notice these kind of things happening.*
- However, some students were not aware of the contest, and suggested it be promoted through school announcements, teachers, and student council





Student Focus Group Feedback on Social Norms Campaign: Topics and Impact

- Felt that the campaign made adults at school seem even more supportive
- Liked that the campaign covered “taboo” issues, such as sexual harassment and homophobic slurs
- Students suggested that the training incorporate topics such as transgender bias

I liked how it wasn't just about like bullying as a wide topic because we've been exposed to that for like a long time and I feel like it's just kind of like a normal topic that people don't take too seriously. But I like how it also includes sexual harassment and the homophobic slurs because I feel like that's something people kind of just don't talk about because it's kind of like a taboo.

I think we need to like focus on bringing awareness to like sexual harassment, because I feel like people kind of view it as like a taboo subject



Student Focus Group Feedback on Social Norms Campaign: Believability

- Some students raised concerns about the believability of the campaign

I don't necessarily believe that they were completely untruthful, but I can imagine like there were probably some people who saw the sexual joke one and they're like oh "haha" I am going say yes to that. I can just imagine that probably happened, but I don't think it's like a large number of people, but there's probably some that messed up that number, I can imagine.

Um, I'm not sure if it's people didn't answer the survey to like the best of their ability, like not honestly. But I think a few of them personally I didn't believe. And I feel like it would have either been a little bit too much, a little bit higher or a little bit lower



Teacher & Staff Focus Group Feedback on Social Norms Campaign

- Similarly to the students, the staff felt that the campaign looked good and was in good locations
- Teachers felt that they wanted to increase the percentages of students who were anti-bullying
- Some teachers even discussed the campaign in their courses
- Some faculty questioned the believability of the campaign

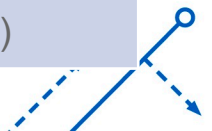
...My first reaction, and this is maybe something that, you know, the others have seen it before this is like my very first reaction is I automatically want to complete it, you know, what about those 9%? 91% of the students did not lie about another student in the past, how about those 9% that did? Talk about the damage that they've, they're doing and that's, you know, I really like the fact that you're taking the positive view or perspective of this and yet it leaves it open for speculation of what we need to deal with.

...because I actually had the same thought to it too that the students that are volunteering to do additional work are also the types of students, typically, that would be, you know, I guess for lack of a better word, friendlier, kinder, nicer...



Development and Evaluation Process: Bystander Intervention Training

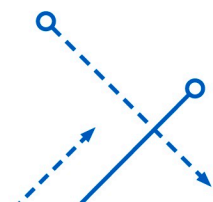
Action	Time	Numbers included
Administer peer nominations (“List up to 5 students <u>from your school</u> that you consider to be leaders whose voices you would listen to on important matters”; Wyman et al., 2010)	December 2020-January 2021	78 students made nominations; 163 were nominated
Pilot test bystander intervention training	February-March 2021	13 undergraduate/graduate students and staff
Recruit and consent students nominated by peers	March-April 2021	73 approached for consent 29 consented
Administer pre-test survey to students in bystander training	April 2021	26 students
Bystander intervention training (1-hour session each week for 4 weeks; total = 4 hours – Virtual – Zoom)	April-May 2021	27 students
Administer post-test survey to students in bystander training	May 2021	27 students
Focus group feedback on bystander intervention training	May-June 2021	16 students (3 groups) 9 faculty/staff (3 groups)





Participant Demographics for Bystander Intervention Training ($N = 27$)






Characteristic	<i>n</i>	%
Grade		
9	5	18.5
10	13	48.1
11	5	18.5
12	4	14.8
Gender		
Male	12	44.4
Female	14	51.9
Genderqueer/Non-conforming	1	3.7
Race		
Asian	10	37.0
White	16	59.3
Multi-racial	1	3.7

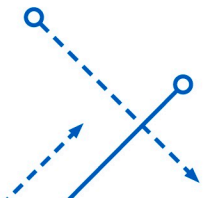




Bystander Intervention Training

- Followed 5-step model of bystander intervention
- Educational, motivational, and skill components
- 4 hours of training (1-hour each week for 4 weeks)

5 STEPS OF BYSTANDER INTERVENTION		
1		NOTICE potentially problematic situations
2		IDENTIFY when it's appropriate to intervene
3		ASSUME personal responsibility for intervention
4		KNOW HOW to intervene
5		TAKE ACTION to intervene



Bystander Intervention Training Sample Content: Notice

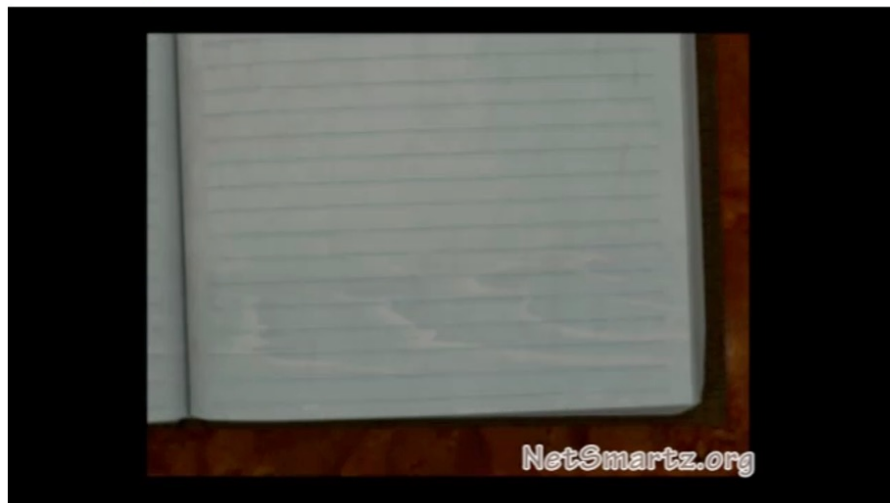
Does Bullying Happen in Our Area?



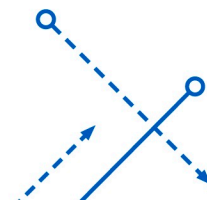
- Definitions of bullying, sexual harassment, and bystanders
- Myth or Fact Poll
 - Example: People of any sex or gender identity can be sexually harassed.
- Small group activity: are these scenarios bullying, sexual harassment, or something else?
 - Example: Laila puts her hand on Jason's leg while they watch a movie with friends. Jason is embarrassed and shifts away, and Laila moves her hand higher up.

Bystander Intervention Training Sample Content: Identify When to Intervene

Broken Friendship

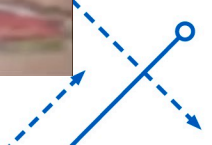


Video and discussion
about impact of
cyberbullying, what they
would want others to do,
and what they would do

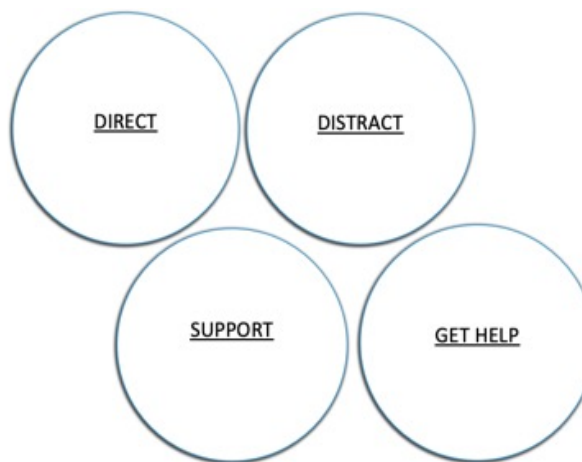




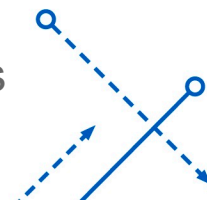
Bystander Intervention Training Sample Content: Assume Responsibility



Bystander Intervention Training Sample Content: Know How to Intervene








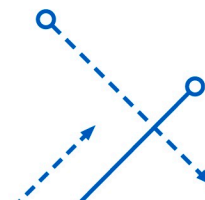
Instruction, Modeling, and Practice of Each Skill with Scenarios



Bystander Intervention Training Sample Content: Take Action

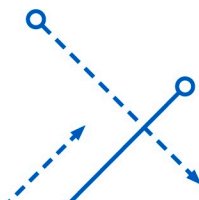
- Poll of comfort with each skill
- Bystander pledge
- Ideas for action

5 STEPS OF BYSTANDER INTERVENTION		
1		NOTICE potentially problematic situations
2		IDENTIFY when it's appropriate to intervene
3		ASSUME personal responsibility for intervention
4		KNOW HOW to intervene
5		TAKE ACTION to intervene



Measures: Knowledge and Confidence

- **Knowledge and confidence to intervene (SAPPS;** adapted from Midgett et al., 2015) – 11 items assessing ability to identify bullying (4 items), knowledge of bystander intervention strategies (4 items), and confidence in intervening (3 items). Created parallel 11 items for sexual harassment. Responses on a 4-point Likert scale from 1 (*I totally disagree*) to 4 (*I totally agree*). $\alpha = .75-.81$.
- **Bullying, Cyberbullying, and Sexual Harassment Knowledge (BCSHK;** Adapted from Campbell et al., 2019). Scenarios to assess whether or not behavior was bullying (6 items), cyberbullying (6 items), or sexual harassment (6 items). Correct response = 1 and incorrect response = 0.



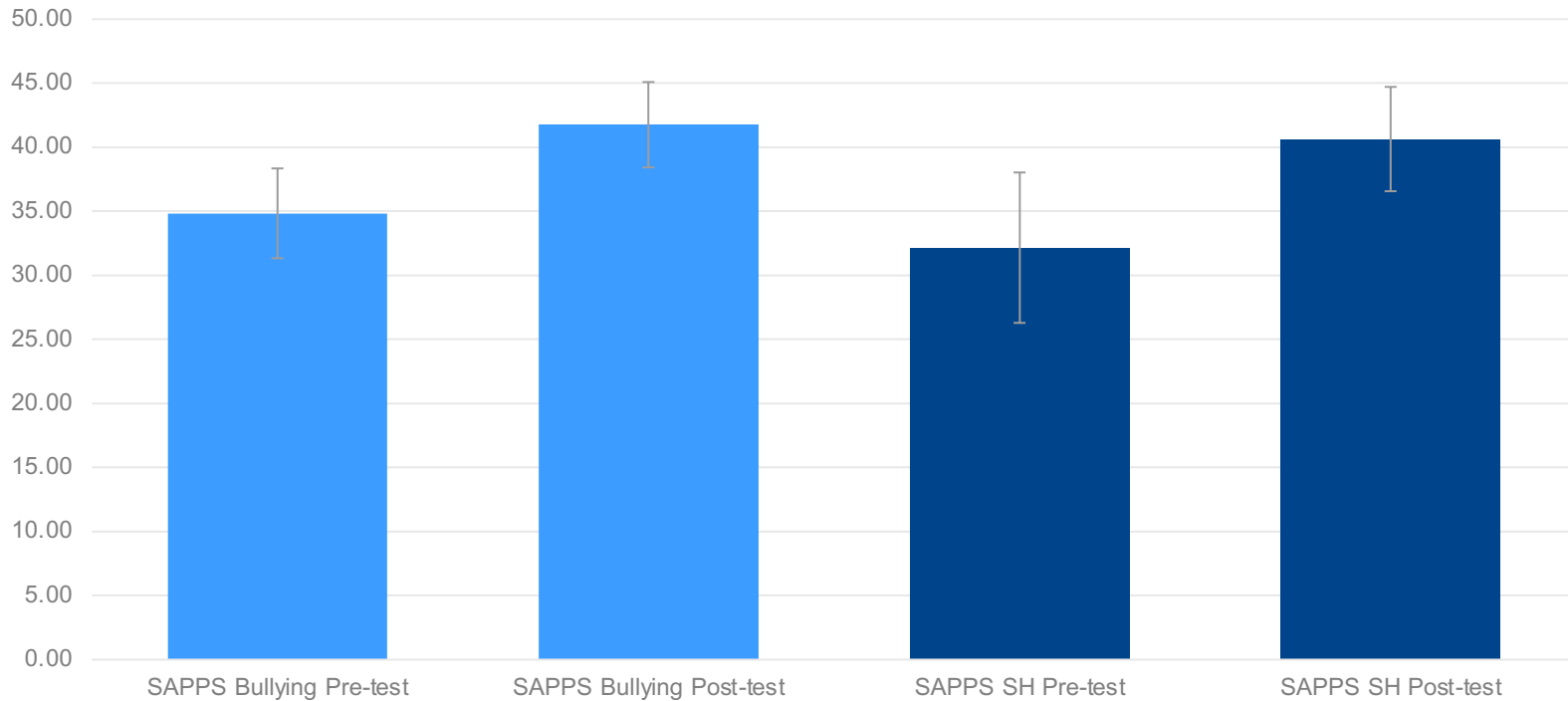
Measures: Bystander Intervention

- **Bystander Intervention in Bullying and Sexual Harassment** (Nickerson et al., 2014). This 16-item self-report measure assesses engagement in the five steps of the bystander intervention model: Notice, Interpret, Accept Responsibility, Knowledge, and Intervene. Participants responded on a 4-point Likert scale ranging from 1 (*Strongly disagree*) to 4 (*Strongly agree*). Subscales validated through confirmatory factor analysis, convergence validity has been supported (Jenkins & Nickerson, 2017; Nickerson et al., 2014), and measurement invariance across gender has been demonstrated (Jenkins et al., 2019).
- **Bullying and Sexual Harassment Bystander Actions (FBBA;** adapted from Jenkins, 2019). This 13-item measure assesses four types of actions (based on factor analysis) when witnessing bullying: Direct Intervention, Emotional Support, Involve an Adult, and Do Nothing. Response choices were on a three-point scale ranging from 0 (*Never*) to 2 (*Often*). Separate scale for sexual harassment.

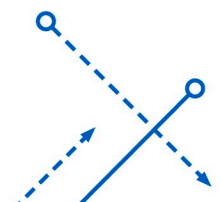


Changes in Students' Knowledge and Confidence to Intervene

Pre-test to Post-test Differences on the SAPPS

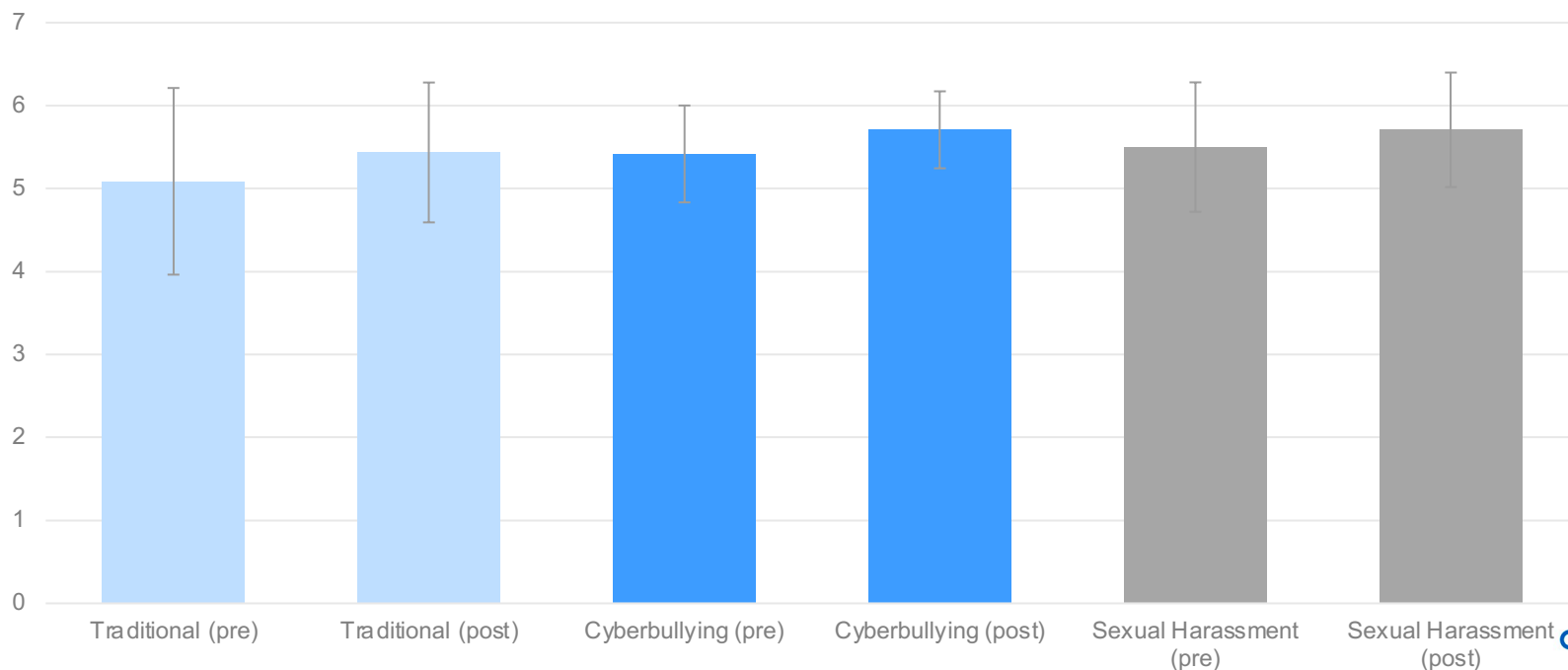


Note. $N = 25$ participants; score range 0-44; all pre- to post-test change $p < .001$.



Changes in Students' Knowledge on Scenarios of Bullying, Cyberbullying, and Sexual Harassment

Pre-test to Post-test Differences on the BCSHK



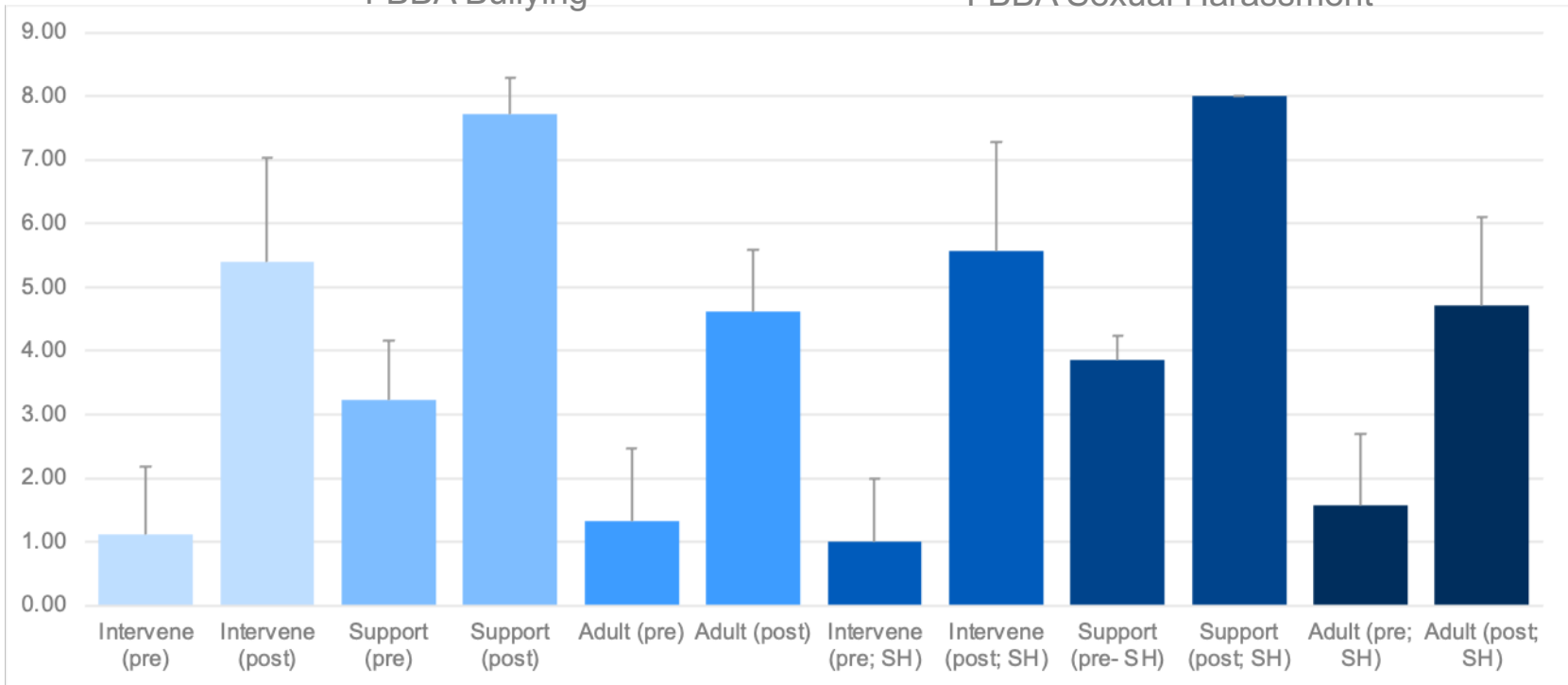
Note. $N = 25$ participants; score range 0-6;
Bullying $p = .029$; cyberbullying $p = .032$, sexual harassment $p = .057$



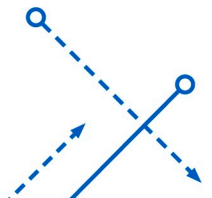
Changes in Students' Intervening Behavior

Pre-test to Post-test Differences on FBBA Bullying

Pre-test to Post-test Differences on FBBA Sexual Harassment

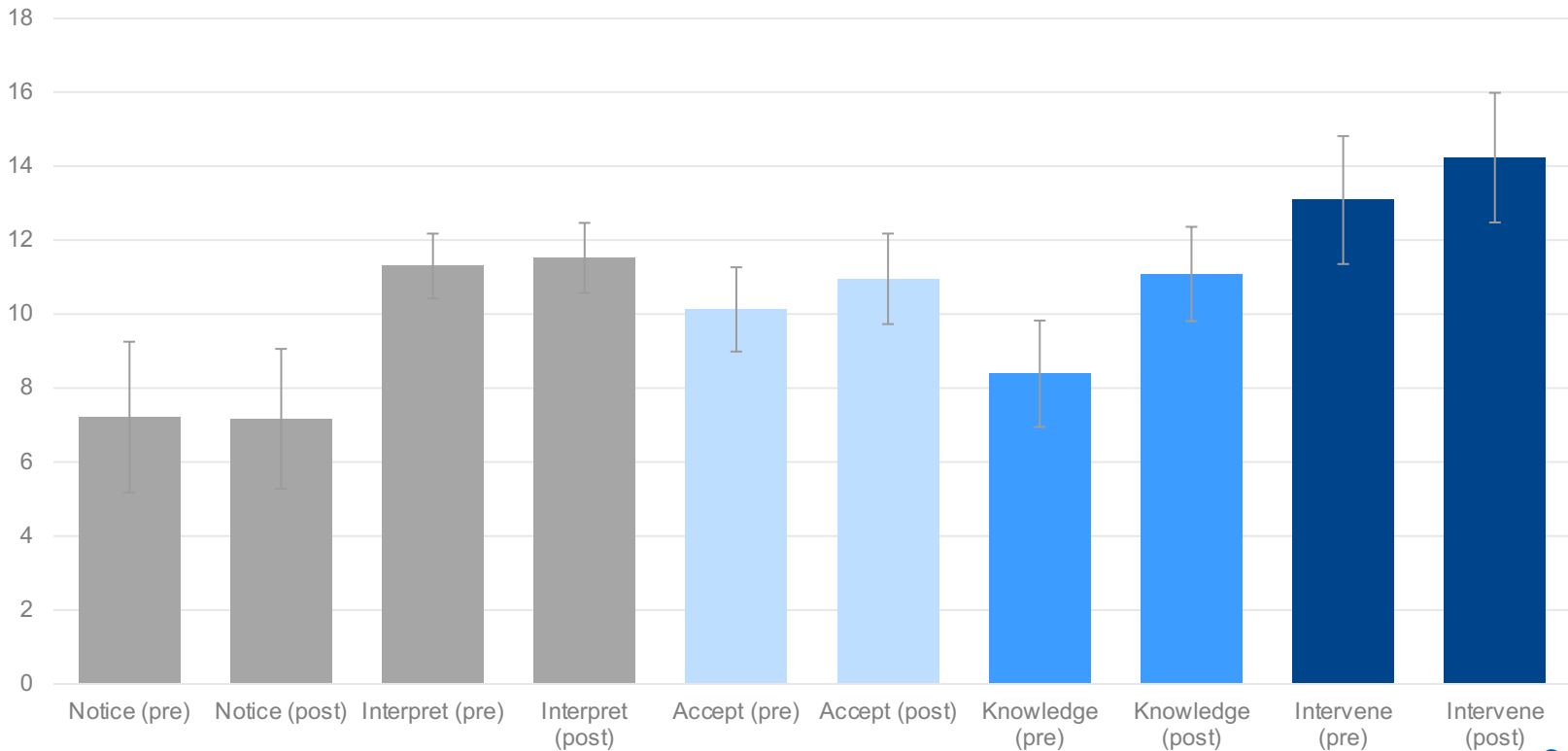


Note. $n = 18$ FBBA bullying; $n = 7$ FBBA sexual harassment. Possible range of scores: 0 - 8 for Intervene and Support, 0 - 6 for Adult. All changes from pre- to post-test, $p < .001$

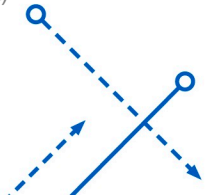


Changes in Bystander Intervention Steps

Bystander Intervention in Bullying



Note. $N = 23$. Possible ranges: Notice 3-12; Interpret 3-12; Accept 3-12; Knowledge 3-12; Intervene 4-16. Notice and Interpret were not significant. Accept $p < .01$, Knowledge $p < .001$, Intervene $p < .001$.





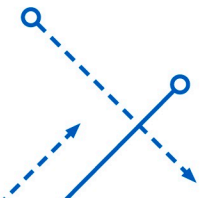
Student Focus Group Feedback on Bystander Intervention Training: Impact on Participants

- Learned skills and information
- Improved their thinking/behavior
- More able to identify “subtle” aspects of bullying and sexual harassment
- Feasible “Everything learned could realistically be used”
- Used skills in daily life:

I...just talked to the like the person who was, you know, being a victim of that and just kind of be like 'shake it off' and start a conversation with them, or like started talking to them so or just told them to ignore them just help that situation not advance.

My friends were gonna do something that was like gossiping about someone, and I'm like "Hey, don't do that...that's not a smart idea. Like just don't do it, don't spread that because it could get worse and I literally just learned about this."

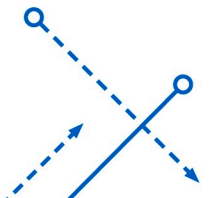
- Some students reported that they would hesitate or feel intimidated to use skills (discussed more in barriers to intervening)





Student Focus Group Feedback on Bystander Intervention Training: Impact on Others

- Had conversations with friends, who found the information helpful
- Through intervening, created positive change
- Students not involved in training did not know about it - message was not spread
- Suggestions for getting the word out:
 - Increase the number of students trained
 - Have organized methods for those trained to educate other students (videos, announcements)
 - Have a portion of the training presented in class by teachers





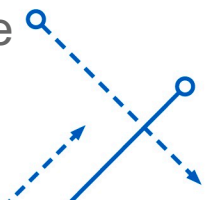
Student Focus Group Feedback on Bystander Intervention Training: Content and Format

- Overwhelming positive about format and content

I liked how it was separated kind of like into sections of the different topics that were covered.

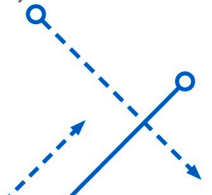
I like how consistent it was. There was always a sense of 'You can do this. You can do this.' There was always different ways to deal with a bully.

- Some thought there could be an even stronger focus on sexual harassment and sexual assault prevention as this is not talked about as much in school
- Most liked the number and length of sessions, but one thought more sessions for shorter duration would be better
- COVID/remote was unique – may have been harder with more hectic and chaotic schedules
- Students felt Zoom was comfortable and open for sharing, but in the future thought it would be more effective in person



Student Focus Group Feedback on Bystander Intervention Training: Content and Format

- Most helpful components
 - Local examples
 - *Seeing the examples from school districts and kids kind of around here... was a really good wakeup call*
 - Teaching specific skills
 - [breaking] down the different ways of being an upstander; *I never would have thought about [how to intervene in] certain ways*
 - Examples of bullying and sexual harassment – efficient and realistic way to picture what to do
 - Role plays/hands-on approach – helped to think about/practice what to do more than just being told what to do
- Relevant to school and also home (to combat cyberbullying or sexual harassment over text or social media)
- Some had not seen these things or thought they were a bit unrealistic (e.g., slapping book out of someone's hands)





Student Focus Group Feedback on Bystander Intervention Training: Barriers to Intervening

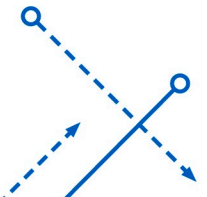
- Physical violence is more difficult

It would definitely be more difficult to intervene if, like, there's physical violence and there's no adult you can get to get help

- Relationship to person perpetrating – mixed responses

- Some thought it is harder to intervene with friends - *because you need to go against what their opinion is and kind of like take a stand against your friends.*
- Others thought it was more difficult with strangers as you may not know the context

It'd be very awkward if you go in there, and if it really is just a joke, and no one's hurt by it and then you're just kind of like crashing the party it might be a little awkward, but I think it's just looking out for the key signs and you can kind of tell, I guess, if you look at someone's just facial expression





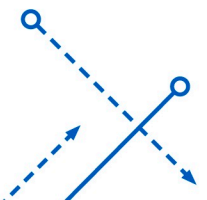
Student Focus Group Feedback on Bystander Intervention Training: Personal Experiences

- Many student felt like past bullying prevention was “don’t bully” or “tell a teacher” and they liked the multiple options in NAB IT!
- Some said teachers handled bullying well, but others noted challenges

I think, for the most part, teachers do a good job, but I definitely feel like there could be situations where it's hard for teachers to tell when playing around isn't really playing around anymore.

Certain adults don't truly believe or understand the gravity of some bullying situations.

- More comfort going to some adults in the school as opposed to others
 - Others had close relationships with adults they would feel comfortable going to
- Overall positive school climate and do not see bullying on a daily basis





Limitations and Future Directions

- Limitations
 - Development study (smaller sample, no control group)
 - COVID-19 and remote schooling
 - Self-report
 - Lack of follow-up
- Future Directions
 - Pilot study (intervention school will get NAB IT! social norms campaign and bystander intervention training vs. control school business as usual)
 - More efforts to spread the bystander intervention training messaging to others in school

Questions? Input? Ideas?....

