BULLYING PREVENTION AND STUDENTS WITH DISABILITIES

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Ron Slaby, Ph.D.

Senior Scientist and Technical Assistance Specialist at Education Development Center, Inc., Co-Author on the multimedia bullying prevention program *Eyes on Bullying*

Where you're calling from …

WHERE ARE WE TODAY?

The state of bullying and students with disabilities (SWD)

Victimization of Students with Disabilities

Research has found that students with disabilities
(as compared to peers without disabilities):

- Were more worried about school safety and being injured or harassed by peers (Saylor & Leach, 2009)

- Were 2 to 3 times more likely to be victims of bullying

- Experienced bullying that was more chronic in nature

- Experienced bullying that was most often directly related to their disability (Marshall, Kendall, Banks & Gover, 2009)

Risk Factors for Bullying Others

Factors for bullying by students with disabilities:

- Perceived by others as different and easy targets for bullying

- Appearance or atypical behavior may attract negative attention

- Misread social cues or misunderstand other's intent

- Unintentionally engage in behaviors that others perceive as provocation or bullying

- Greater difficulty developing a network of peer support to help protect them against bullying

- Disability may make it difficult to recognize, respond to, prevent, and report bullying

Chad Rose, Ph.D.

Assistant Professor of Special Education in the Department of Language, Literacy and Special Populations at Sam Houston State University
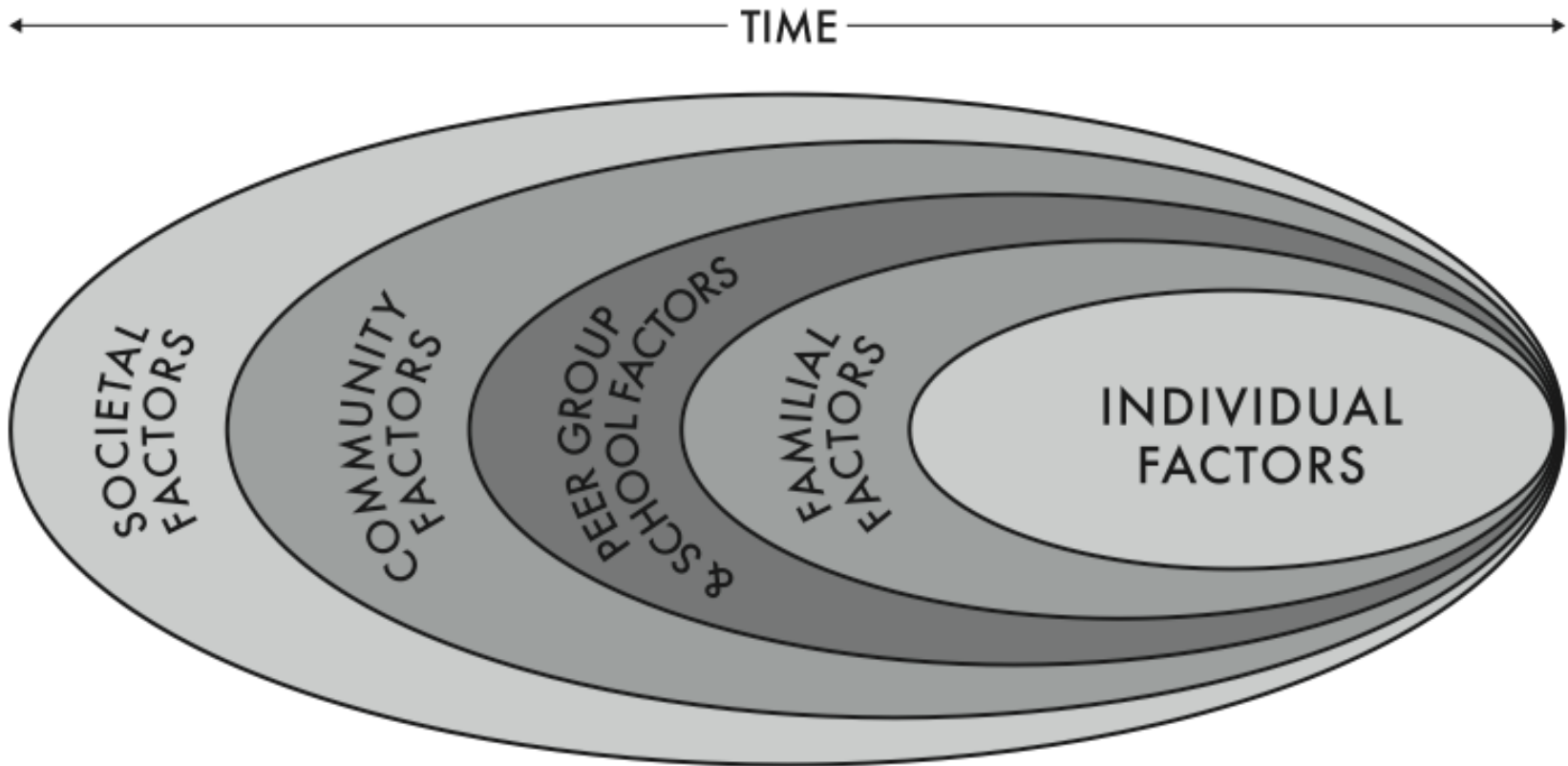

Ed Donnelly, M.Ed.

Technical Assistance Specialist at Education Developmental Center, Inc., Fmr. Headmaster of Boston Public Schools, Brook Farm Academy

Is bullying more prevalent among students with disabilities in your district(s)?

Social-Ecological Framework for Bullying/Victimization

Espelage & Swearer (2004) ; Rose, Allison, & Simpson (2012)

Inclusion v. Self-Contained

Subscale	Students without Disabilities	Students with disabilities in inclusive settings	Students with disabilities in self-contained settings
University of Illinois Bully Scale	10.2% (n = 1885)	15.6% (n = 230)	20.9% (n = 166)
University of Illinois Victim Scale	12.0% (n = 2227)	18.5% (n = 273)	21.7% (n = 172)
University of Illinois Fight Scale	6.8% (n = 1272)	14.3% (n = 214)	18.3% (n = 149)

Adapted from Rose, Espelage, & Monda-Amaya (2009).

These data represent percentage of students one standard deviation above the group mean.

Disability Categories

1. Speech/Language Impairment
2. Traumatic Brain Injury
3. Visual Impairment (Including Blindness)
4. Autism
5. Deaf-Blindness
6. Deafness
7. Developmental Delay (ages 3 - 9)

8. Emotional Disturbance
9. Hearing Impairment
10. Intellectual Disability
11. Multiple Disabilities
12. Orthopedic Impairment
13. Other Health Impairment
14. Specific Learning Disability

(National Dissemination Center for Children with Disabilities, 2012; The Individuals with Disabilities Education Improvement Act, 2004)

Hypotheses

Students may…

- Act too aggressively toward the wrong peers or social stimuli

- Be too passive

- Misread nonverbal communication or misinterpret non-threatening cues (Sabornie, 1994)

- Misread social communication (Whitney et al., 1994) and rough and tumble play by acting too aggressively an inopportune times (Nabuzoka & Smith, 1999)

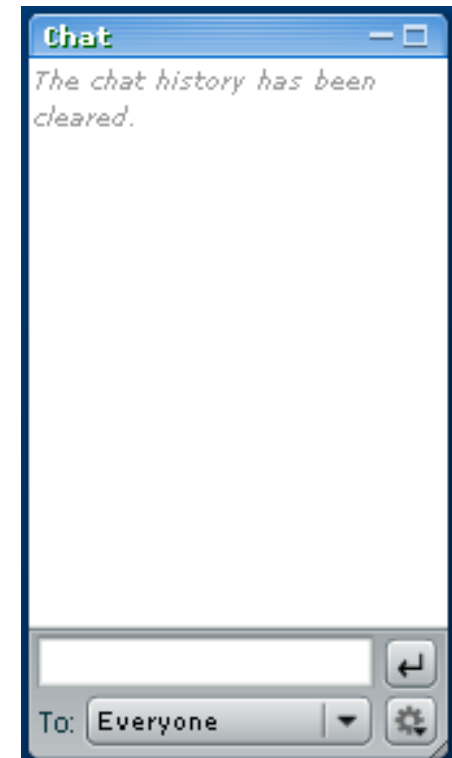- Not know how to avoid victimization (Nabuzoka, 2003)

QUESTIONS

Raise your Hand
then **Speak up**
through the phone

- Don't forget, *# = unmute your line

or

Write it out
through the Chat

Chat

The chat history has been cleared.

To: Everyone

States with Bullying Laws

★ = webinar participant
www.bullypolice.org

Legal Responsibilities

In Massachusetts, if a student's disability makes him or her vulnerable to bullying or to acting as a bully, the student's Indivualized Education Program (IEP) must include social-emotional skills education and bullying prevention strategies.

The Spirit of the Law

All children—no matter their race, creed, ethnicity, nationality, sexual orientation, or physical or mental abilities—have an inherent right to an education free of any form of bullying.

It is our responsibility as school personnel to ensure this right.
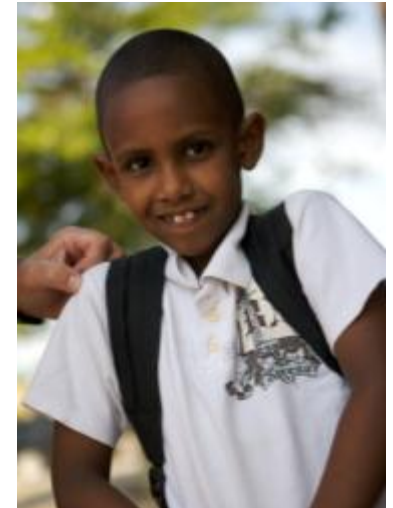
Disability Harassment

According to the U.S. Department of Education, disability harassment is "intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the institution's program."

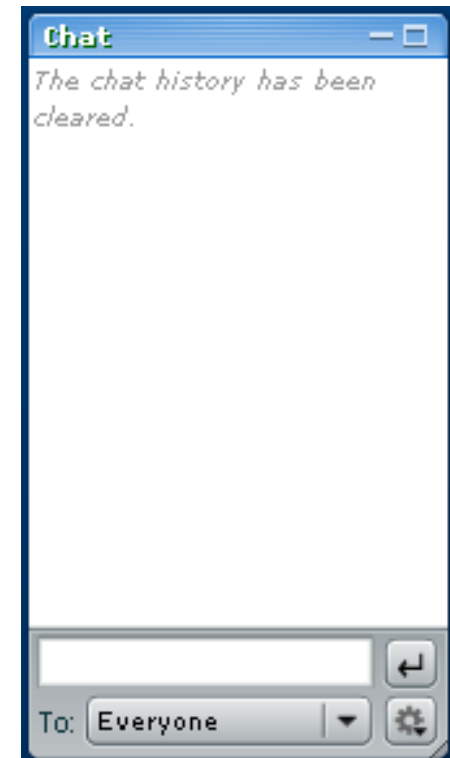(retrieved from http://ed.gov/about/offices/list/ocr/docs/disabharassltr.html)

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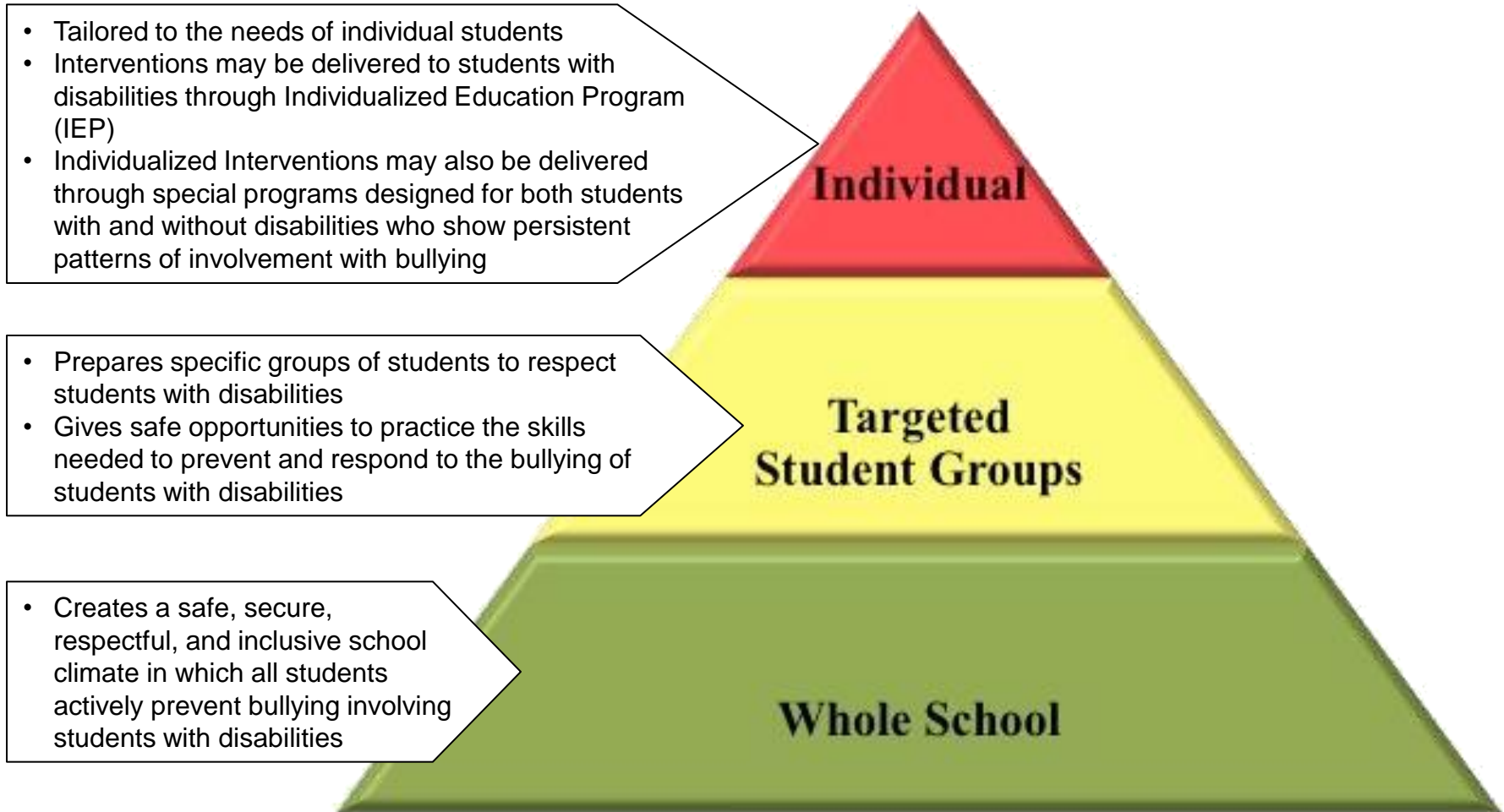
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THE CURRENT STATE…

of implementation in schools.

Three-Tier Bullying Prevention and Intervention Strategy

- Tailored to the needs of individual students
- Interventions may be delivered to students with disabilities through Individualized Education Program (IEP)
- Individualized Interventions may also be delivered through special programs designed for both students with and without disabilities who show persistent patterns of involvement with bullying

Individual

- Prepares specific groups of students to respect students with disabilities
- Gives safe opportunities to practice the skills needed to prevent and respond to the bullying of students with disabilities

Targeted Student Groups

- Creates a safe, secure, respectful, and inclusive school climate in which all students actively prevent bullying involving students with disabilities

Whole School

Slaby, Storey, & Donnelly (2012)

Home-Based Intervention

Increase Social Competence in Students with Disabilities

- Advocate for your children both socially and academically

- Encourage participation in social event and activities

- Engineer opportunities for socialization with peers without disabilities

- Informally educate other children and parents on disability characteristics

- Encourage a valued social identity

- Deliberately take action to separate negative or nonproductive social situations.

Adapted from Baker & Donelly (2001)
Cited in Rose, Monda-Amaya, & Espelage (2011)

Multicomponent Model

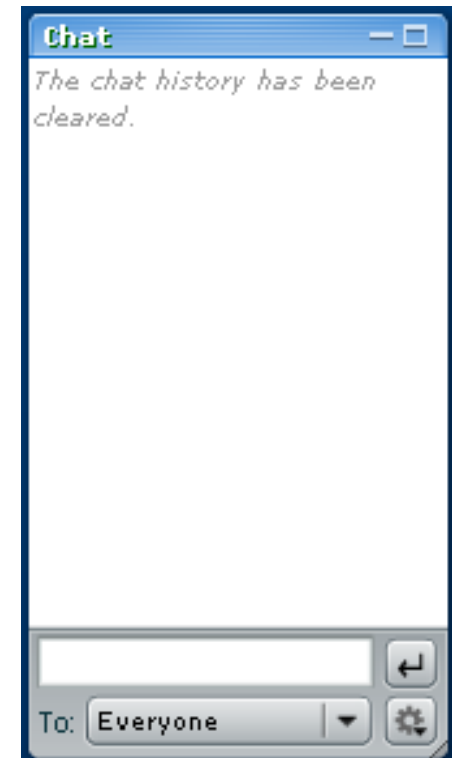Rose & Monda-Amaya (2011)

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Whether life's disabilities

Left you outcast, bullied or teased

Rejoice and love yourself today

'Cause baby, you were born this way

- Lady Gaga *(Born This Way)*

http://bornthiswayfoundation.org/

THANK YOU

This webinar brought to you by the National Center for Mental Health Promotion Youth Violence Prevention, Safe Schools Healthy Students Technical Assistance Center.

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