

The Bullying Dynamic: Direct and Indirect Involvement of Students with Disabilities

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Social Hierarchy?

- “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 et al., 2011, 114)

Why is Bullying a Problem?

- Popular Culture
- Social Media/Video Games
- Disconnect Between Fiction and Reality
 - Bullycide
 - Legal Actions
 - 49 States have enacted legislation that prohibits bullying and harassment (bullypolice.org; Maag & Katsiyannis, 2012)
 - Current Legislative Efforts

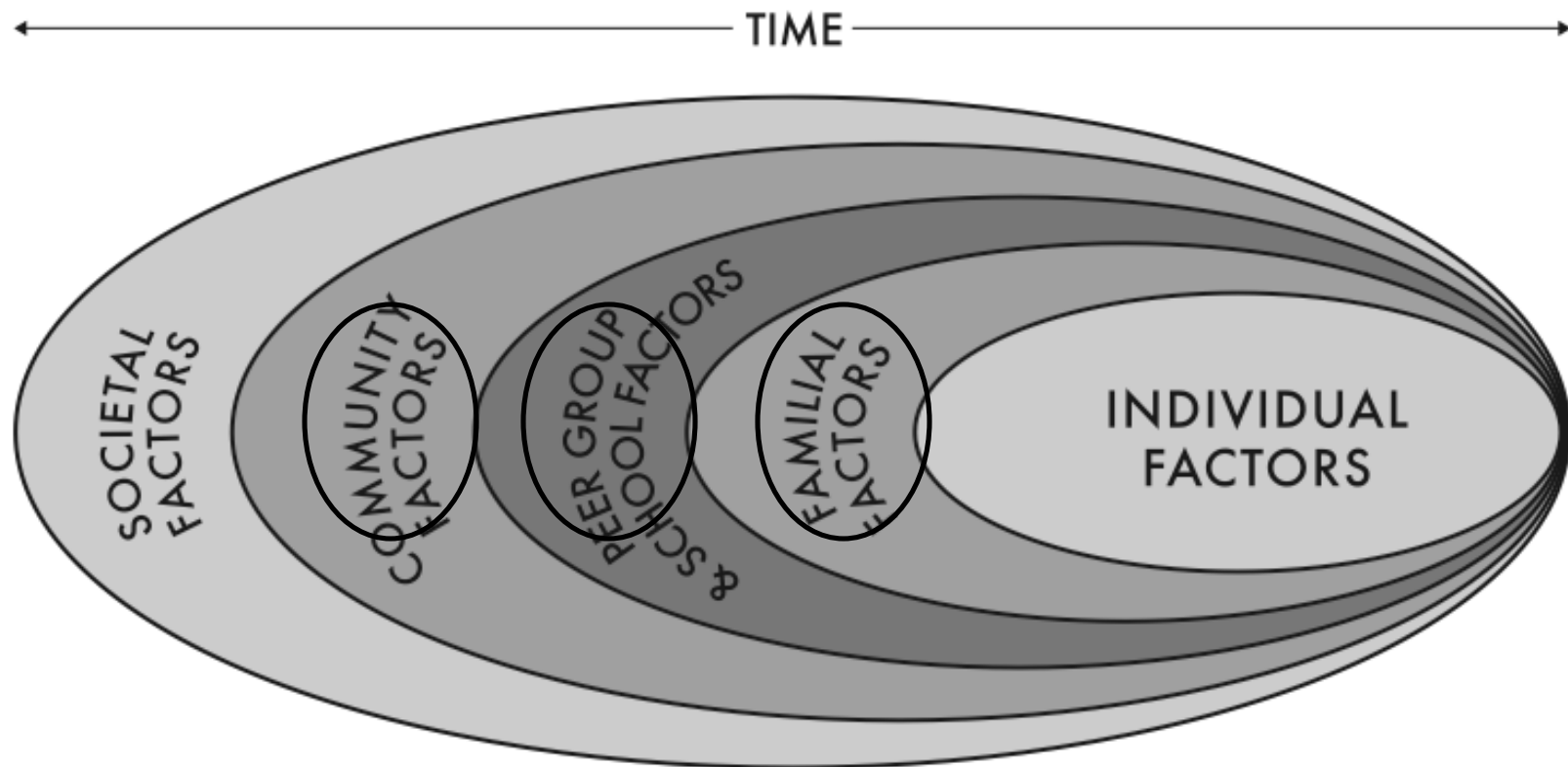
So really, how pervasive is Bullying?

- Safe School Initiative (Vossekuil et al., 2002)
 - 37 Shooting; 41 Perpetrators (1974-2000)
 - 71% Victimized
- Nansel et al. (2001)
 - 30% (Perpetrator, Victim, Provocative Victim)
- National Center for Educational Statistics (Dinkes et al., 2006)
 - 28% of Adolescents Reported Being Victimized Over a Six-Month Period
- 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
 - Implications for Participants and Fluidity of Roles
- Research Disconnect - Whole School vs. Disability Identification

Exploring the Topographies of Bullying

Social-Ecological Perspective of Bully/Victimization

(Bronfenbrenner, 1979; Espelage & Swearer, 2004)



(Rose, Allison, & Simpson, 2012)

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Power and Influence

- Body Capital - Certain Kind of Body
- Social Capital - Peer Relationships
- Cultural Capital - Participated in Valued Activities or Belong to a Valued Cultural Group
- Informational Capital - Up on the Latest Gossip
- Economic Capital - Money
- Symbolic Capital - Material Possessions
 - (Klein, 2012)

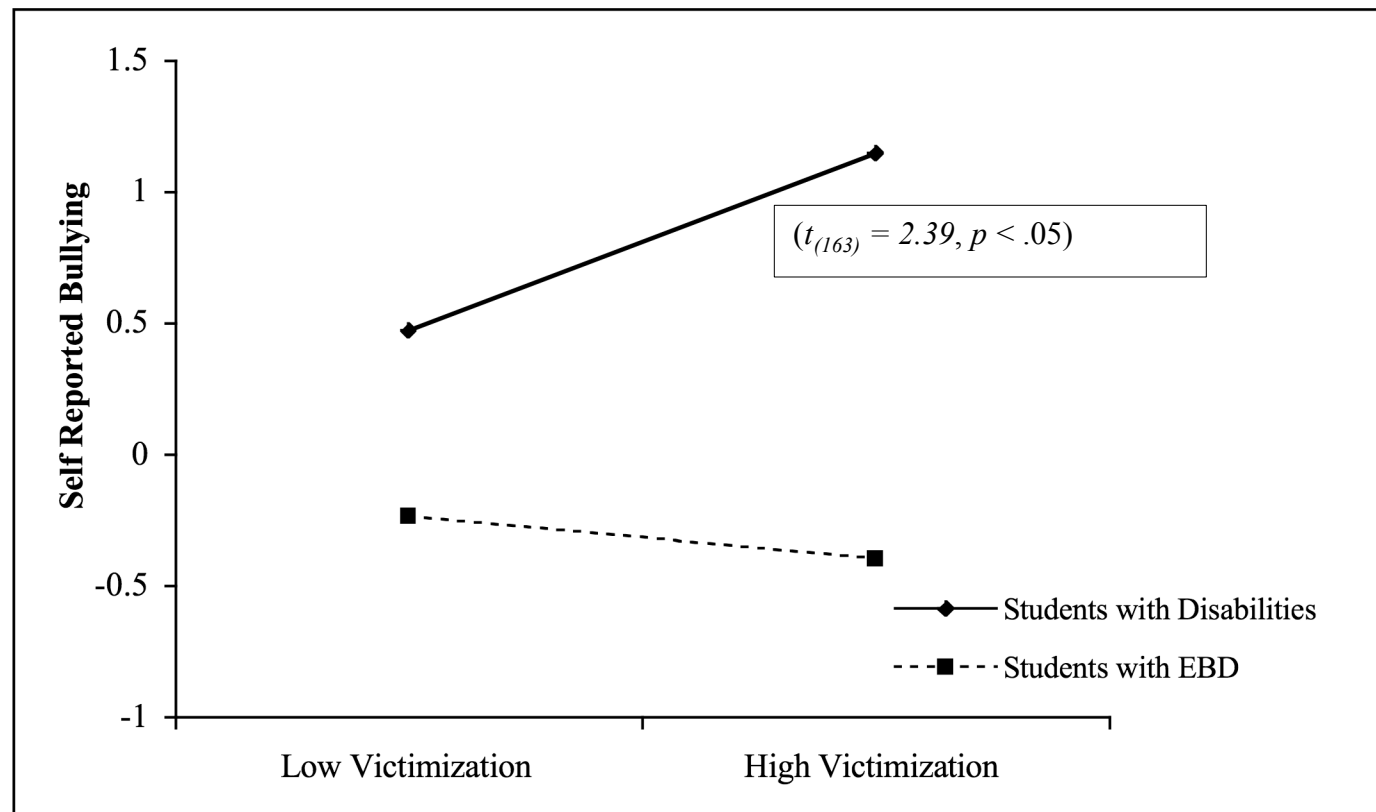
Understanding the Involvement of Students with Disabilities

Research Foundation - Disability and Class Status

- When Disability is Viewed as a Dichotomy: Conflicting Results
 - Students with Disabilities Report Higher Levels of Perpetration and Victimization than Students without Disabilities
 - (See Rose, Monda-Amaya, & Espelage, 2011; Rose, Espelage, Aragon, & Elliott, 2011)
 - Students with High Incidence Disabilities Report Similar Levels of Perpetration and Victimization
 - (See Rose & Espelage, 2012, Rose, Espelage, Monda-Amaya, Shogren, & Aragon, accepted)
- When Disability is Viewed in terms of Class Placement
 - More restrictive placements elicit higher rates of fighting, perpetration, and victimization
 - Victimization and perpetration for older students are less than younger students over the middle school and high school years, however, students with disabilities report higher rates of bullying, fighting, and victimization throughout their educational career.
 - (See Rose, Espelage, & Monda-Amaya, 2009)

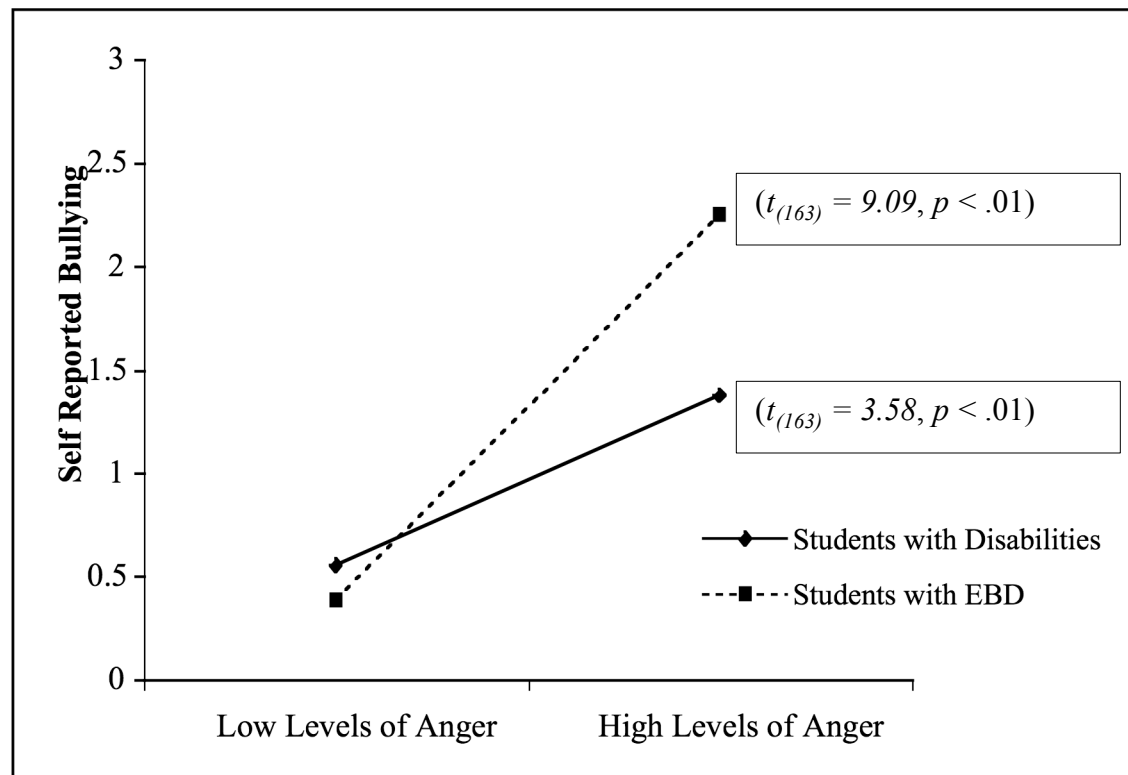
Research Foundations - Specific Disability Labels

(Rose & Espelage, 2012)



Research Foundations - Specific Disability Labels

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Assessing School-Wide Behaviors

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)

Predictive and Protective Factors for Students with Disabilities

- What are the Unique Predictive and Protective Factors for Students with Disabilities???
- Communication Skills!
 - Age Appropriate Peer Communication
 - Conversational Skills
 - Question Asking and Answering
 - Articulation of Thoughts and Feelings
 - Perception of Dependence on Adults (Results from Social-Ecological Factors Study)
 - Communicative Confidence
 - Provocative Victim
 - (See McLaughlin et al., 2012, Rose, Allison, & Simpson, 2012)

Predictive and Protective Factors for Students with Disabilities

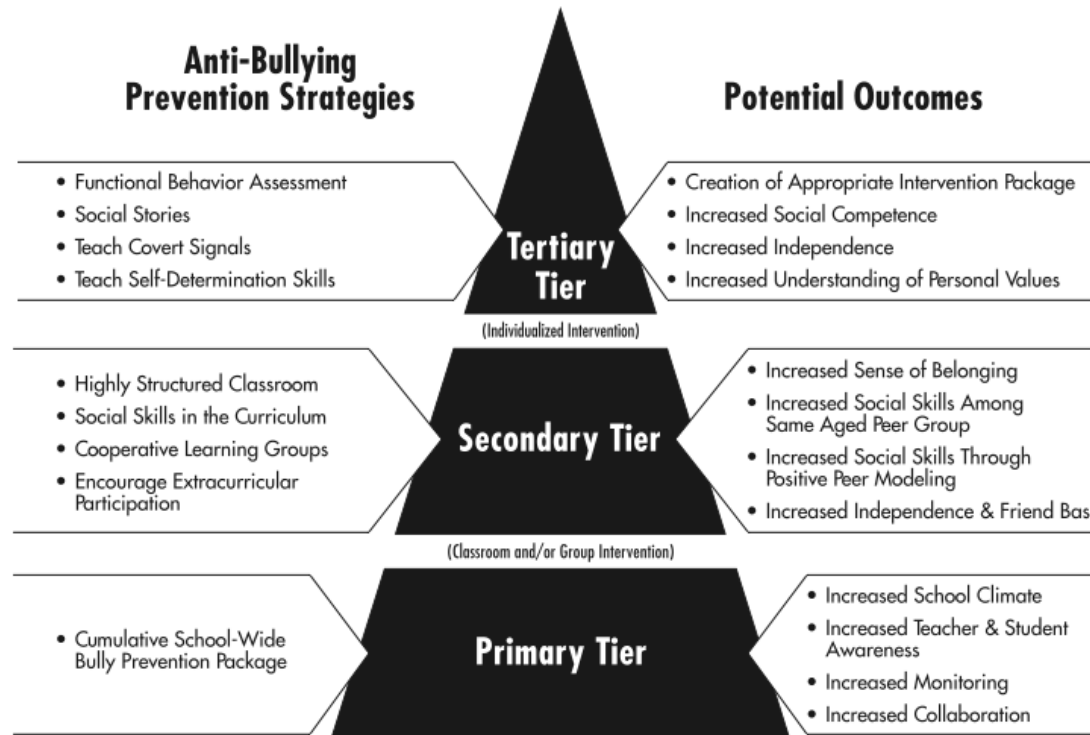
- What are the Unique Predictive and Protective Factors for Students with Disabilities???
- Social Skills and Social Skills Development
 - Assimilation in Same Aged Peer Group
 - Confidence, Inter-, and Intrapersonal Skills
- Inclusive Practices
- Bully-Victim Dynamic
- Observable vs. Invisible Disabilities
- Interpretation of Involvement
 - Mislabeled Students with EBD as Bullies
- Teacher and Academic Dependence
- Presence of Disability vs. Disability Characteristics
 - *See McLaughlin et al., 2012, Rose, Allison, & Simpson, 2012)*

Teacher Perceptions

- Teachers underestimate the frequency of bullying within the population of special education students
 - Cover Nature of Bullying
 - Students Do Not Inform Teachers
 - Risk Factor - Make the Disability Public, May Not Be Able to Protect the Victim, May Not Believe the Victim, May Not Understand the Characteristics of the Disability
 - (Bendtro et al., 2001; Dawkins, 1996; Kumpulainen, 2001; Monchy et al., 2003; Morrison et al., 1994; Sharp & Smith, 1994; Sheard et al., 2001; Singer, 2005; Walker et al., 1995; Whitney et al., 1994)

Educational Implications

(see Rose & Monda-Amaya, 2012)



Primary Tier Interventions

- School Climate Assessment
- Increased Monitoring in High-Risk Areas
- Classroom Awareness Activities to Confront Supportive Attitudes
- Teacher Awareness and Intervention Training
- Allow Students to Be Active Stakeholders
- Increase Collaboration Between Teachers, Administrators, Students, Families, and Communities
 - (see Rose, Allison, & Simpson, 2012)

Empowering Bystanders

- Our goal is to empower the majority to influence the minority!
 - Keep in mind that the majority of students are not directly involved as pure bullies or victims
 - However, these “uninvolved” participants serve as social reinforcers for the bullying behaviors.
- What do we need?
 - Common Language and Actions (Ross & Horner, 2010)
 - Students must know
 - What to do
 - Who to report to
 - What will happen to the bully/victim if they report
 - What will happen to them if they report
- Establish an Anti-Bullying Alliance

Secondary Tier Interventions

- Identify and Address At-Risk Subpopulations of Students
- Structured Classroom
 - Clear Rules and Expectations
 - Definition of Bullying, Behavioral Expectations, Reporting Procedures, Reinforcement Procedures, Protocol for Addressing Bullying
- Social Skills in the Curriculum
 - Universally Designed Lessons
 - Inclusion (Learn, Practice, Validate)
 - Role Play, Social Vignettes, Conflict Resolution
 - (see Rose, Allison, & Simpson, 2012; Rose & Monda-Amaya, 2012
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Secondary Tier Interventions

- **Structured Cooperative Learning Groups**
 - Assess the Social Strengths and Weaknesses of the Students
 - Consciously Pair Positive Behavior Model with Student with Lower Social Skills
 - Provide Students with Explicit Group Task
 - Directly Reinforce Appropriate Behaviors
 - Collect Data on Behavioral and Social Outcomes
- **Encourage Extracurricular Participation**
- **Inclusion and Inclusive Attitudes**
 - (see Rose, Allison, & Simpson, 2012; Rose & Monda-Amaya, 2012)

Tertiary Tier Interventions

- Foster Communication Development
 - Utilize Role-Play in Combination with Natural Environment Interventions
 - Address Conversational Skills (e.g., beginning and ending, questioning, responding to questions, turn taking)
 - (McLaughlin et al., 2010)
- Utilize Social Stories to Increase Social Competence
 - (a) identifying individual target skills
 - (b) creating an appropriate and complete scenario
 - (c) presenting the social story
 - (d) discussing the implications from the social story
 - (e) utilizing self-modeling
 - (f) practicing and reinforcing the social skill in normative environment
 - (Xin & Sutman, 2011)
 - (*see* Rose, Allison, & Simpson, 2012; Rose & Monda-Amaya, 2012)

Tertiary Tier Interventions

- Teach Covert Signals to Increase Independence and Eliminate Learned Helplessness
 - (a) identifying situations that may necessitate assistance
 - (b) working collaboratively with students to create the signal
 - (c) practicing the signal in educational environment
 - (d) reinforcing the use of the signal
 - (e) fading the signal as the student becomes more independent.
 - (*see* Rose, Allison, & Simpson, 2012; Rose & Monda-Amaya, 2012)

Tertiary Tier Interventions

- Teach Self Determination Skills to Increase Understanding of Personal Values
 - (a) provide opportunities for decision making,
 - (b) teach problem-solving skills
 - (c) incorporate self-management strategies
 - (d) foster goal setting and attainment skills
 - Most Importantly Students Learn Intrapersonal Values
 - (see Rose, Allison, & Simpson, 2012; Rose & Monda-Amaya, 2012)

Concluding Remarks

- Advice to Teachers
- “If we want to truly reduce or stop bullying in our schools, we have to believe the behaviors can be changed” (Swearer et al., 2009, 1).

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