

Mizzou Ed Bully Prevention Lab

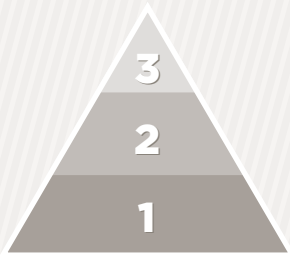
Establishing bully-free schools through training, intervention, and policy



APPROACH

A multi-tiered system of support framework is employed that **targets bully prevention and skill development based on district, school, and individual need**. Within each tier, the Mizzou Ed Bully Prevention Lab supports schools in the implementation of evidence-based practices that are grounded in social and emotional learning.

In addition, **state, regional, and local bully prevention policies are evaluated in order to support bully prevention implementation and intervention at the systems level**. The Bully Prevention Lab team works with partner schools and districts to assist in the development of district-wide policies.



- 1** Facilitation of **school-wide universal level instruction and evaluation of policy**
- 2** Implementation of **targeted instruction**
- 3** Implementation of **individualized instruction**

The Mizzou Ed Bully Prevention Lab was created with the primary mission of reducing bullying among school-aged youth through skill-based interventions. The lab assists K-12 schools in implementing training and universal interventions while providing targeted, individualized interventions for students who are at-risk for escalated rates of bullying involvement. This tiered approach improves the social, behavioral, and academic outcomes of all school-aged youth, while working towards the goal of establishing bully-free K-12 environments.

MISSION

- **Research and evaluate** school-wide and targeted bully prevention interventions in K-12 environments.
- Implement **skill-based bully prevention interventions** that are grounded in social and emotional learning.
- Design, implement, and evaluate **individualized bully prevention interventions** for students identified as at-risk for increased bullying involvement, including youth from traditionally marginalized populations.
- **Train school leaders, K-12 educators, preservice teachers, and community members** on evidence-based bully prevention strategies, and **support the development of school-wide bully prevention policies**.
- **Work with state and federal legislators, centers, networks, and advocates** to develop inclusive and comprehensive bully prevention policies that are designed to support social, behavioral, and academic outcomes for school-aged youth.

FOCUS SPOTLIGHT

- **Social & Emotional Learning (SEL):** Social and emotional learning as a skill-based bully prevention approach is currently being implemented and evaluated in several elementary and middle schools.
- **Social Skills Intervention:** We implement targeted social skills intervention to reduce the bullying involvement among students identified with below average social and communication skills.
- **Focus on students with disabilities:** One of the primary goals is to understand the disproportionate representation of youth with disabilities within the bullying dynamic. We explore predictive and protective factors, the influence of disability characteristics and restrictiveness of educational placement, and targeted social and communication skill interventions on the bullying involvement among youth with disabilities.

INFLUENCE

Mizzou Ed Bully Prevention Lab's research has appeared in highly respected research and practitioner journals, textbooks, and professional organization reports. In addition to the dissemination of print materials, our research has been featured at national conferences and local, state, and national news outlets.



Chad Rose

University of Missouri researcher Dr. Chad Rose works to understand and prevent bullying.

Rose's research examines various aspects of bullying. He studies the intersection of disability labels, special education services and bullying. Additionally, he focuses on factors that predict whether students with disabilities will become involved with bullying, as well as how these students might be protected. Rose also investigates bully prevention efforts. He has published several articles and book chapters that directly address bullying, challenging behaviors, or assessment.

Among other findings, Rose has demonstrated that children with disabilities, unlike children without disabilities, do not develop skills that allow them to effectively respond to victimization – yet, they are bullied at higher rates. Rose has also explored the longterm influence of online racial discrimination and general victimization on adolescent adjustment and has worked to evaluate a specialized social skills curriculum to reduce bullying involvement among youth with disabilities. His work has been funded by the National Institute of Child Health and Human Development and other respected agencies.

Rose has been recognized with many honors, including the 2015 Alberti Center Early Career Award for Distinguished Scholarly Contributions to Bully Abuse Prevention.

Dr. Chad Rose is an associate professor of special education and directs the Mizzou Ed Bully Prevention Lab in the College of Education.





Deciphering Danger

Research conducted by a University of Missouri student gives educators and legislators important information about online safety.

Schools are incorporating more technology into the classroom. These increases bring benefits – but with patterns of online victimization, or “cyberbullying,” not yet fully understood, they also pose dangers.

MU special education major Lindsey Mirielli analyzed data from nearly 15,000 surveys of students in grades sixth through 12th about their personal experiences with online victimization. She discovered students with intellectual disabilities and with Emotional Behavior Disorder were more than twice as likely as their peers to experience high online victimization.

“By knowing which groups of students have a higher risk of online victimization, we can create programs to educate

the teachers and students on cyberbullying and online safety,” says Mirielli. “I want to open up the conversation about bullying and its effects on students with disabilities so eventually more legislation will be created to address the topic.”

Mirielli was able to take concrete steps toward that goal. After presenting her research to legislators at the state level, she was selected as one of just 60 students nationally to present her research at the highly competitive Posters on the Hill conference in Washington, DC.

Mirielli’s mentor was Dr. Chad Rose, an associate professor and director of the Mizzou Ed Bully Prevention Lab in the College of Education.