

WELCOME

Professor David Johnson





Preventing Bullying: Developing And Maintaining Positive Relationships Among Schoolmates

National Coalition Against Bullying
Conference

10:30 - 11:30 AM

November 3, 2007

Melbourne University, Australia



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Two Responsibilities

- Make Sure You Learn Something Useful And Interesting From Session(s)
- Make Sure All Participants Learn Something Useful And Interesting

Life Is Give And Take

Will Rogers

Cooperation Is Give And Take

Roger T. Johnson

Turn To Partner

Give Him Or Her Something

Take Something From Him Or Her



Schedule

- Introduction
- Nature Of Bullying And Aggression
- Prevention Is Based On:
 - Building Positive Relationships
 - Characterized By Prosocial Behavior
 - And Academic Success
- Social Interdependence Theory
 - Competition: Negative Relationships, Anti-Social Behavior, Low Achievement
 - Cooperation: Positive Relationships, Pro-Social Behavior, High Achievement
- Step One: Create Cooperative Experiences
- Step Two: Teach Students To Manage Conflicts Constructively
 - Constructive Controversy
 - Integrative Negotiations
- Step Three: Inculcate Civic Values
- Conclusions



Roger And I

- Everything You Hear Today Was Jointly Developed By Roger And I
- Roger Is The Older Brother
- Age Is Important To Him
- Does Older Mean Superior?



Form A Group Of Three

- Two People You Do Not Know
- Who Are Different From You:
 - Role
 - Age
 - Gender
 - Geographic Region
 - Culture, Ethnicity



Group Warm-Up

- Names
- Professional Role
- Favorite Place (Geographic, Specific)

- Name The Most Important Step To Take To Prevent Bullying (In Your Present Opinion)



Nature Of Bullying

- **Bully:** Person Who Repeatedly Inflicts Unprovoked Physical, Relational, Or Verbal Harm On Another, Weaker Person.
 - Anti-Social: Inflict Harm (Part Of General Anti-Social Behavior)
 - Strategic: Gain And Maintain A High Position In A Status/Dominance Hierarchy (Ingroup-Outgroup Dynamics)
- **Victim:** Person Who Is Target Of Aggression
- **Bystander:** A Chance Onlooker Or Observer
- **Aggression:**
 - **Harm-Intended Aggression:** Aggressive Behavior Aimed At Inflicting Physical, Relational, Or Verbal (Affective) Harm
 - **Assertive-Aggression:** Assertive Behavior Aimed At Achieving A Goal Characterized By Determination, Energy, And Initiative
 - **Fast-Growing Aggression:** Rapid Growth, Such As An Aggressive Cancer
- **Conflict:** Bullying Is A Destructively Managed Conflict
- **Prosocial Behavior:** Action That Benefits Other People By Helping, Supporting, Encouraging Their Goal Accomplishment And/Or Well-Being



Bullying By Ingroup Members Of Outgroup Individuals: Example

- “Columbine is a good clean place except for those rejects. Most kids didn’t want them there. They were into witchcraft. They were into voodoo. Sure we teased them. But what do you expect with kids who come to school with weird hairdos and horns on their hats? . . . If you want to get rid of someone, usually you tease them. So the whole school would call them (names). . . .”
- (**Time**, Gibbs, N., & Roche, T. [1999, December 20, p. 154])



Preventing Bullying 1

- **Prevention:** Build Positive Relationships Characterized By Prosocial Behavior (And Academic Success)
- Bullies:
 - Tend Not To Bully Their Friends
 - Cannot Bully While They Are Engaging In Prosocial Behavior
- Victims Tend Not To Be Individuals Who:
 - Have Friends (Are Socially Integrated)
 - Engage In Prosocial Behavior
- Bystanders Tend Not To Be Passive When:
 - A Friend Is Being Bullied
 - They Are Being Prosocial
- Academic Engagement And Success Are Negatively Related To Bullying



Preventing Bullying 2

Goal: Build Positive Relationships
Characterized By Prosocial Behaviors Among
All Students (And Academic Success)

1. Involve All Students In Cooperative Efforts
2. Teach Students To Manage Conflicts Constructively
 - Academic Controversy
 - Teaching Students To Be Peacemakers
3. Inculcate Civic Values



Power Of Relationships: Football

- *“The reason we were so good, and continued to be so good, was because he (Joe Paterno) forces you to develop an inner love among the players. It is much harder to give up on your buddy, than it is to give up on your coach. I really believe that over the years the teams I played on were almost unbeatable in tight situations. When we needed to get that six inches we got it because of our love for each other. Our camaraderie existed because of the kind of coach and kind of person Joe was.”*

■ Dr. David Joyner



Positive Peer Relationships

- **Physical Health:** Mortality Rates, Recovery From Illness, Functioning Of Immune Systems, Coping With Stress
- **Psychological Health:** Well-Being, Happiness, Life Satisfaction, Less Mental Distress, Effective Functioning, Self-Esteem, Well Adjusted Emotionally, Coping With Negative Events, Adaptation During Life Transitions, Effective Parenthood, Career Success, High-Quality Friendships, Future Psychological Health, Prosocial Behavior, Less Anti-Social Behaviors (Violence, Drug Use, Teenage Pregnancy)
- **Achievement:** Academic Achievement (Grades, Standardized Test Scores, IQ), School Competence, Academic Involvement, Utilization Of Abilities, Academic Interest, Participation In Class, Team Performance In Business Settings



Rejection By Peers

- Anti-Social Behavior, Behavioral Problems, Hostile Actions Toward Peers, Inappropriate Harm-Intended Aggression, Unstable Relationships
- Poor Social-Cognitive Skills (Lack Of Understanding Of Peer Group Entry, Peer Group Norms, How To Respond To Provocation, How To Interpret Prosocial Interactions)
- Academic Difficulties & Problems, Disruptive Classroom Behavior, Negative Attitudes Toward School
- Depression, Negative Affect, Suicide, Poor Mental Health
- More Frequent Referral To Child-Guidance Clinics
- More Anti-Social And Psychological Problems As Adults



Isolation From Peers

- High Anxiety
- Low Self-Esteem
- Poor Intrapersonal Skills
- Emotional Handicaps
- Psychological Pathology

Positive Relationships

Cooperative

- Interpersonal Attraction
- Group Cohesion
- Sense Of Belonging
- Social Support
- High Achievement

Competitive Individualistic

- Interpersonal Rejection
- Fragmented Group
- Isolation, Distrust
- Antagonism From Others
- Low Achievement



Two New Studies

- Link Between Positive Relationships And Achievement (Meta-Analysis)
- Link Between Cooperativeness (And Competitiveness) And Bullying (And Prosocial And Bystander Behavior) (Path-Analysis)

Prosocial Behavior Cooperation

- Prosocial Actions
- Perspective-Taking
- Higher Level Moral Reasoning
- Moral Identity
- High, Basic Self-Esteem
- Moral Inclusion
- Justice, Fairness For All

Competition Individualistic

- Antisocial Acts, Bullying
- Egocentrism
- Lower-Level Moral Reasoning
- Differential Identity
- Contingent Self-Esteem
- Moral Exclusion
- Justice, Fairness For Self And Group Only



Power Of Prosocial Behavior

- Two Things Stand Like Stone
Kindness In Another's Trouble
Courage In Your Own.

- Adam Lindsay Gordon



Separate Or Integrate Relationships And Academics

- **Separate:** Classes Focus On Academic Learning, Keeping Students Separate And Apart, Relegating Social Interaction To Hallways And Lunchroom
- **Integrated:** Classes Emphasize Cooperative Learning And Other Procedures That Require Students To Interact While Working On Academic Assignments
- Life Transitions Are Easier When Relating Successful To Other People (Hartup & Stevens, 1997)



Step One: Making School A Cooperative Community

- Maximize Use Of Cooperative Learning In All Classes
 - Definition: Operational & Conceptual
 - Five Basic Elements
 - Types Of CL
 - Research Support
- Highlight Positive Interdependence At All Levels Of Schooling
- Create A Context For Conflict



Morton Deutsch

Social Interdependence Theory

- **Social Interdependence:** When Each Individual's Outcomes Are Affected By The Actions Of Others
- **Type Of Goal Interdependence:**
 - Positive (Positive Correlation Among Goal Attainments)
 - Negative (Negative Correlation Among Goal Attainments)
- **Basic Social Psychological Processes:**
 - Substitutability
 - Cathexis
 - Inducibility
- **Interaction Patterns**
 - Promotive
 - Confrontive, Oppositional
- **Outcomes**
 - Effort To Achieve
 - Positive Relationships
 - Psychological Health



What Is Cooperative Learning?

- Cooperative Learning Exists When Students Work Together To Accomplish Shared Learning Goals (Johnson & Johnson, 1999).
- Each Student Can Then Achieve His Or Her Learning Goals If And Only If The Other Group Members Achieve Theirs (Deutsch, 1962).

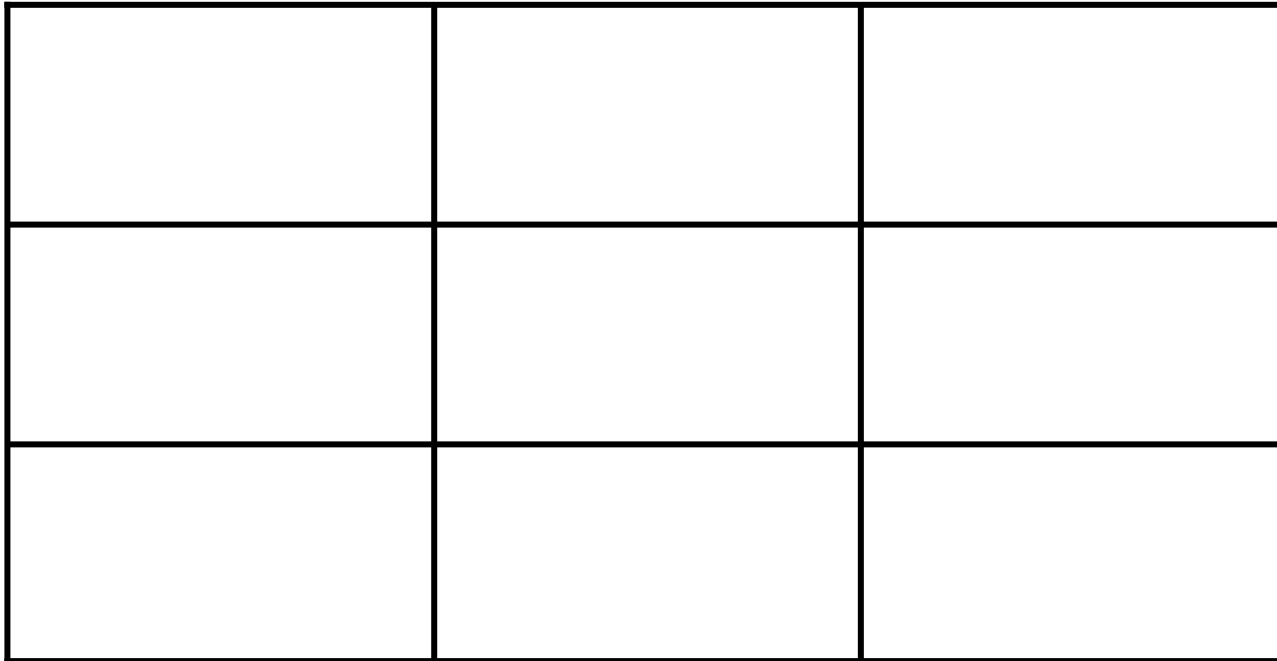


Spatial-Reasoning Task

- **Task:** Identify How Many Rectangles Are In The Figure
- **Cooperative Structure:** One Answer From The Group, Everyone Has To Agree, Everyone Has To Be Able To Point Out Each Rectangle
- **Criterion For Success:** Each Member Can Identify All Rectangles
- **Individual Accountability:** One Member Will Be Selected At Random To Demonstrate Mastery
- **Expected Behaviors:** Everyone Suggests, Questions, Encourages
- **Intergroup Cooperation:** When Finished, Compare Answer With Another Group



How Many Rectangles In This Figure?



- How Did You Feel
- What Did You Notice




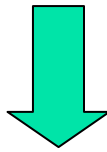
Group Processing

- Name Three Things Your Group Did Well In Working Together

- Name One Thing Your Group Could Do Even Better Next Time



Basic Premise Of SI Theory

- Type Of Interdependence Structured Among Goals
- 
- Determines How Individuals Interact (Interaction Patterns)
- 
- Determines Outcomes



Competition

- One Person Obtains His/Her Goal If And Only If Others Fail To Obtain Theirs; Negative Correlation Among Goal Attainments
- If I Swim, You Sink; If You Swim, I Sink
- Teacher's Role:
 - Individual Goal (Do Better Than Others)
 - Norm-Referenced (Comparative) Evaluation
 - Winners Are Rewarded



Individualistic

- One Person Obtains His/Her Goal Does Not Influence Whether Others Obtain Theirs; No Correlation Among Goal Attainments
- We Are All In This Alone
- Teacher's Role:
 - Individual Goals
 - Criteria-Referenced Evaluation
 - Rewarded If Product Reaches Criteria



Cooperative

- When One Person Obtains His/Her Goal, All Others Obtain Theirs; Positive Correlation Among Goal Attainments
- We Sink Or Swim Together
- Teacher's Role:
 - Group Goal (Learn And Ensure All Other Group Members Learn)
 - Criteria-Referenced Evaluation
 - Rewarded On Basis Of All Group Members' Work



Five Basic Elements

- Positive Interdependence
- Individual Accountability
- Face-To-Face Promotive Interaction
- Interpersonal And Small Group Skills
- Group Processing



Types Of Cooperative Learning

- **Formal Cooperative Learning:** Students Working Together For One Class Period To Several Weeks To Achieve Shared Learning Goals And Complete Joint Assignments
- **Informal Cooperative Learning:** Students Work Together For A Few Minutes To Complete A Joint Learning Goal
- **Cooperative Base Groups:** Long-Term Heterogeneous Cooperative Learning Groups To Give Support And Encouragement For Continual Academic Progress



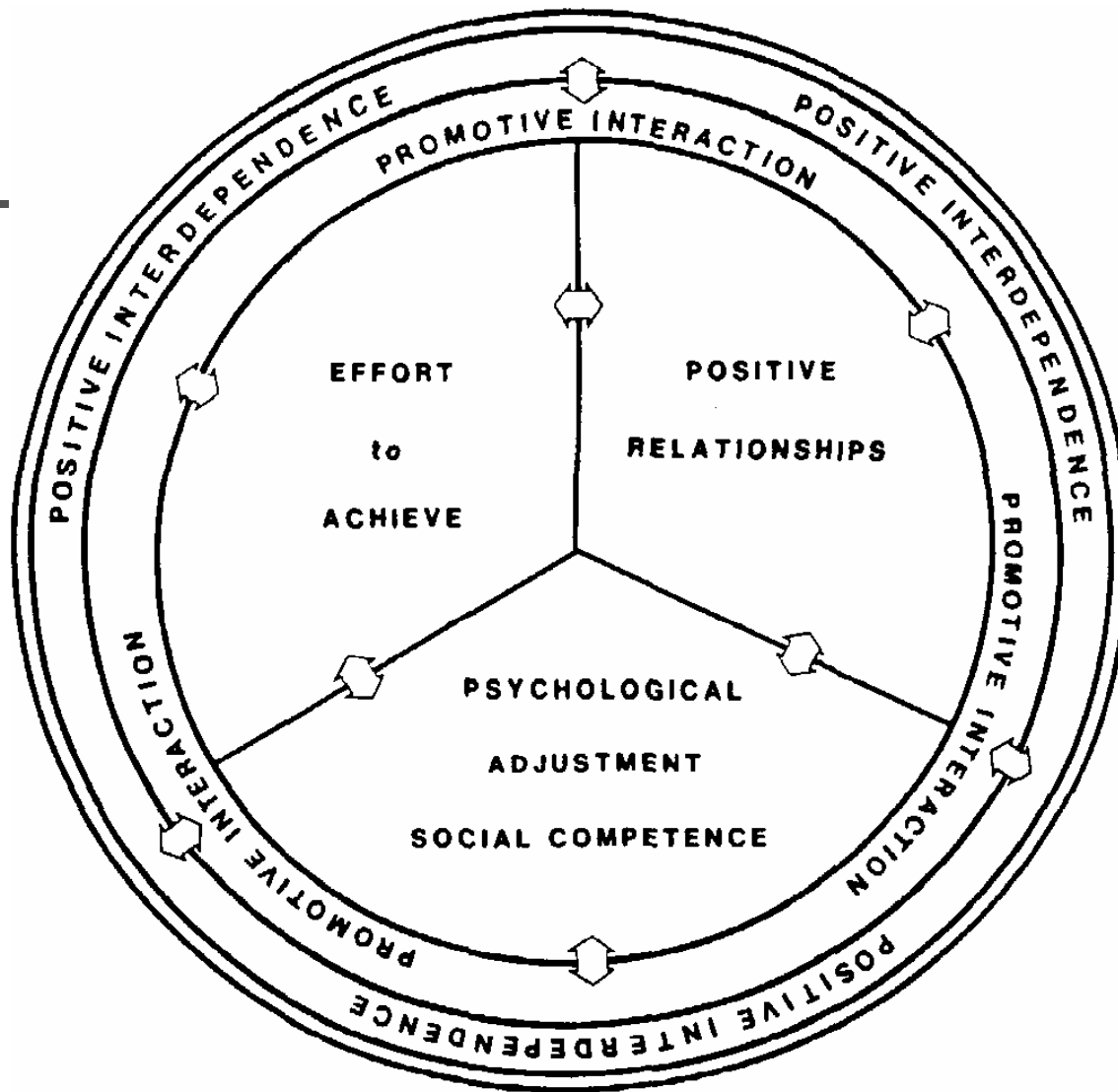
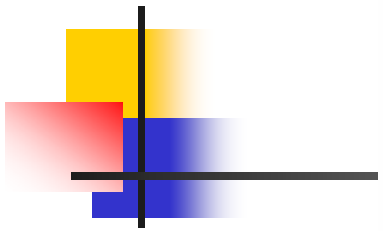
Vygotsky (1965)

- What Children Can Do Together Today,
They Can Do Alone Tomorrow



Research Rationale

- Oldest Area Of Research In American Social Psychology:
 - Turner In England (1889)
 - Triplett In United States (1898)
 - Mayer In Germany (1903)
 - Ringelmann In France (1913)
- In 1989, Over 550 Experimental Studies And 100 Correlational Studies Conducted
- Soon: Update With Over 1,000 Studies Included
- High Generalizability
- Multiple Outcomes
- Responsible Practice



Impact Of Social Interdependence On Dependent Variables: Mean Effect Sizes

	Coop/Comp	Coop/Ind	Comp/Ind
Achievement	0.67	0.64	0.30
Interpersonal Attraction	0.67	0.60	0.08
Social Support	0.62	0.70	-0.13
Self-Esteem	0.58	0.44	-0.23

Note: Coop = Cooperation, Comp = Competition; Ind = Individualistic

Johnson, D. W., & Johnson, R. (1989). Cooperation And Competition: Theory And Research. Edina, MN: Interaction Book Company



Breath Of Research Outcomes

- Effort To Achieve:
 - Achievement Long-Term Retention
 - Transfer Of Learning Higher-Level Reasoning
 - Intrinsic, Achievement, Continuing Motivation
- Positive Relationships:
 - Group Cohesion, Esprit-De-Corp Interpersonal Attraction
 - Diversity: Cultural, Ethnic, Ability, Handicaps
 - Task Social Support Personal Social Support
- Psychological Health:
 - Psychological Adjustment Social Competencies
 - Cognitive, Social, Psychological Development
 - Self-Esteem, Self-Efficacy Shared Identity
 - Internalization Of Values Coping With Stress



Power Of Social Support

- Increases Achievement & Productivity
- Increases Physical Health
- Increases Psychological Health
- Increases Ability To Cope With Stress & Adversity



Relationship Between Positive Peer Relationships And Achievement For Early Adolescents

- Meta-Analysis:
 - 148 Independent Studies Comparing Impact Of Cooperative, Competitive, Individualistic Efforts On Achievement And Relationships
 - 17,000 Early Adolescents, 11 Countries, 4 Multi-National Samples
- Higher Achievement And More Positive Relationships In Cooperative Than Competitive Or Individualistic Situations
- Peer Relationships Explained 33% Of Variation In Achievement
- When Only Moderate And High Quality Studies Were Included, Positive Peer Relationships Explained 40% Of Variation In Achievement.
- If You Want To Increase Academic Integration And Achievement, Give Students Friends.
- Roseth, C. J., Johnson, D. W., & Johnson R. T. (In Press). Promoting Early Adolescents' Achievement And Peer Relationships. **Psychological Bulletin**.



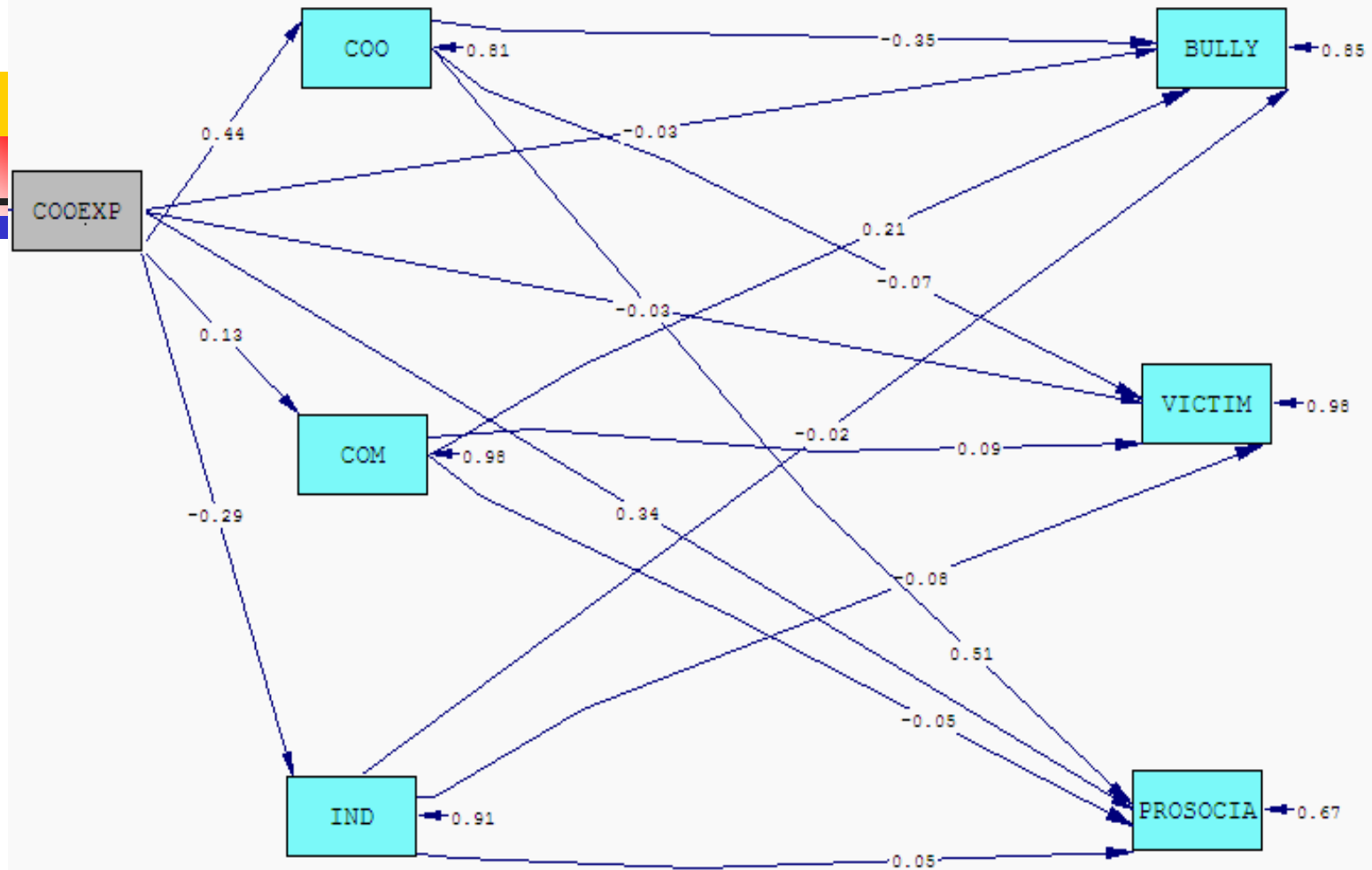
Power Of Friendship: World Of Business (Kouzes & Posner, 1987)

- When asked about their success, the chief executives of the companies that have the best track records in North America state that they have been successful because they are able to create teams in which members care about each other on a personal as well as a professional level.
- The successful chief executives create a "family" within which members care deeply about each other and the mutual goals they are striving to achieve.



Impact Of Cooperative Experiences And Dispositions On Harm-Intended Aggression And Prosocial Behavior

- Path Analysis: 217 Students From 3rd To 5th Grades
- Cooperative Experiences Predicted Cooperative Predispositions, Prosocial Behaviors, Absence Of Individualistic Predispositions
- Cooperative Predispositions Predicted Prosocial Behaviors And Absence Of Harm-Intended Aggression (Bullying)
- Competitive Predisposition Predicted Harm-Intended Aggression (Bullying)
- Choi, J., Johnson, D. W., & Johnson, R. T. (Submitted For Publication). Relationship Among Cooperative Learning Experiences, Social Interdependence, Children's Aggression, Victimization, And Prosocial Behaviors



Chi-Square=46.88, df=6, P-value=0.00000, RMSEA=0.178



Power Of Friendship: Battlefield

- William Manchester wrote of an insight he had on revisiting Sugar Loaf Hill in Okinawa, where 34 years before he had fought as a Marine during WWII. He stated that he understood, at last, why he secretly left a military hospital and, in violation of orders, returned to the front and almost certain death.
- *"It was an act of love. Those men on the line were my family, my home. They were closer to me than I can say, closer than any friends had been or ever would be. They were comrades; three of them had saved my life. They had never let me down, and I couldn't do it to them. I had to be with them, rather than let them die and me live with the knowledge that I might have saved them."*
- *"Men do not fight for flag or country, for the Marine Corps or glory or any other abstraction. They fight for their friends."*



Cooperation And Conflict

- The More Committed Individuals Are To Mutual Goals And Each Other, The More Frequent The Conflicts
- The More Conflicts That Are Resolved Constructively, The Higher The Quality Of Cooperation (Conflicts Enrich And Enhanced A Community's Success)

Context Of Conflict

Cooperative

Competitive

- Mutual Goals
- Self And Other's Well-Being
- Trust & Liking
- Other's Needs Legitimate
- Long-Term Time Perspective

- Own Goals Only
- Own Well-Being, Other's Deprivation
- Distrust & Hostility
- Deny Legitimacy Of Other's Needs
- Short-Term Time Perspective



Step Two: Ensuring Conflicts Are Managed Constructively

- Structure Academic Controversies And Teach Procedure And Skills
 1. Research And Prepare Position
 2. Present Persuasive Case For Position
 3. Open Discussion To Challenge Opposing Position
 4. Perspective Reversal
 5. Creating A Synthesis Representing Best Reasoned Judgment
- Structure Peacemaking Program And Teach Procedures And Skills:
 1. The Nature Of Conflict
 2. How To Negotiate To Solve The Problem
 3. How To Mediate Schoolmates' Conflicts
 4. Implementing Peer Mediation Program
 5. Follow-Up Lessons To Refine And Upgrade Skills



Step Three: Inculcating Civic Values

- Values Inculcated By Cooperation:
 - Commitment To Others' Success And Well-Being
 - Commitment To Common Good
 - Obligation To Do One's Fair Share Of The Work
- Values Inculcated By Controversy:
 - Diverse Viewpoints And Intellectual Opposition Are Resources
 - Every Side Receives A Fair Hearing
 - Conclusions Are Tentative, Based On Current Information & Logic
- Values Inculcated By Peer Mediation:
 - Seek To Maximize Joint Outcomes
 - See Issues From All Perspectives
 - Open-Minded Search For Integrative Solutions



Rules For Conferences 1

- Be inclusive, not exclusive (take every opportunity to meet new people):
 - Say hello to everyone.
 - Talk in elevators - get a song going.
 - Don't eat alone (find a group).
 - Don't go to bed early (stay up and talk to people).
- How to attend a session:
 - Arrive early, sit down by people you do not know, introduce yourself, find out something interesting about them.
 - Encourage participation and tell the people you interact with "good job."
 - At the end of the session:
 - Summarize six key points from the session and star the two most important to you.
 - State how will you implement the key ideas.
 - Tell another participant at least one thing he/she did to help you learn and thank him/her.



Rules For Conferences 2

- Link up (build a collegial support group):
 - Meet 10 new people.
 - Exchange email addresses.
 - Stay in touch - plan to email them regularly.
- Keep a journal: At the end of each day summarize what you have learned and who you are networking with in a journal.



Resilience In The Face Of Adversity

- Cooperative (As Opposed To Oppositional Or Disruptive)
- Problem Solving Approach To Conflict Resolution
- Proactive & Involved (As Opposed To Withdrawn)

Once Learned, Cooperation And Conflict Skills Are Available Forever And Cannot Be Taken Away



Life-Long Advantage

Knowing How To Cooperate And Resolve Conflicts With Skill And Grace Gives Students A **“Developmental Advantage”** That Tends To Increase Their:

- Academic Success
- Career Success (Employability, Promotability)
- Quality Of Life (Friends, Marriage, Parenthood)
- Happiness, Psychological Well-Being



Arab Proverb

- We Have All Warmed Ourselves
- At Fires We Did Not Build

- We Have All Drunk From Wells
- That We Did Not Dig