

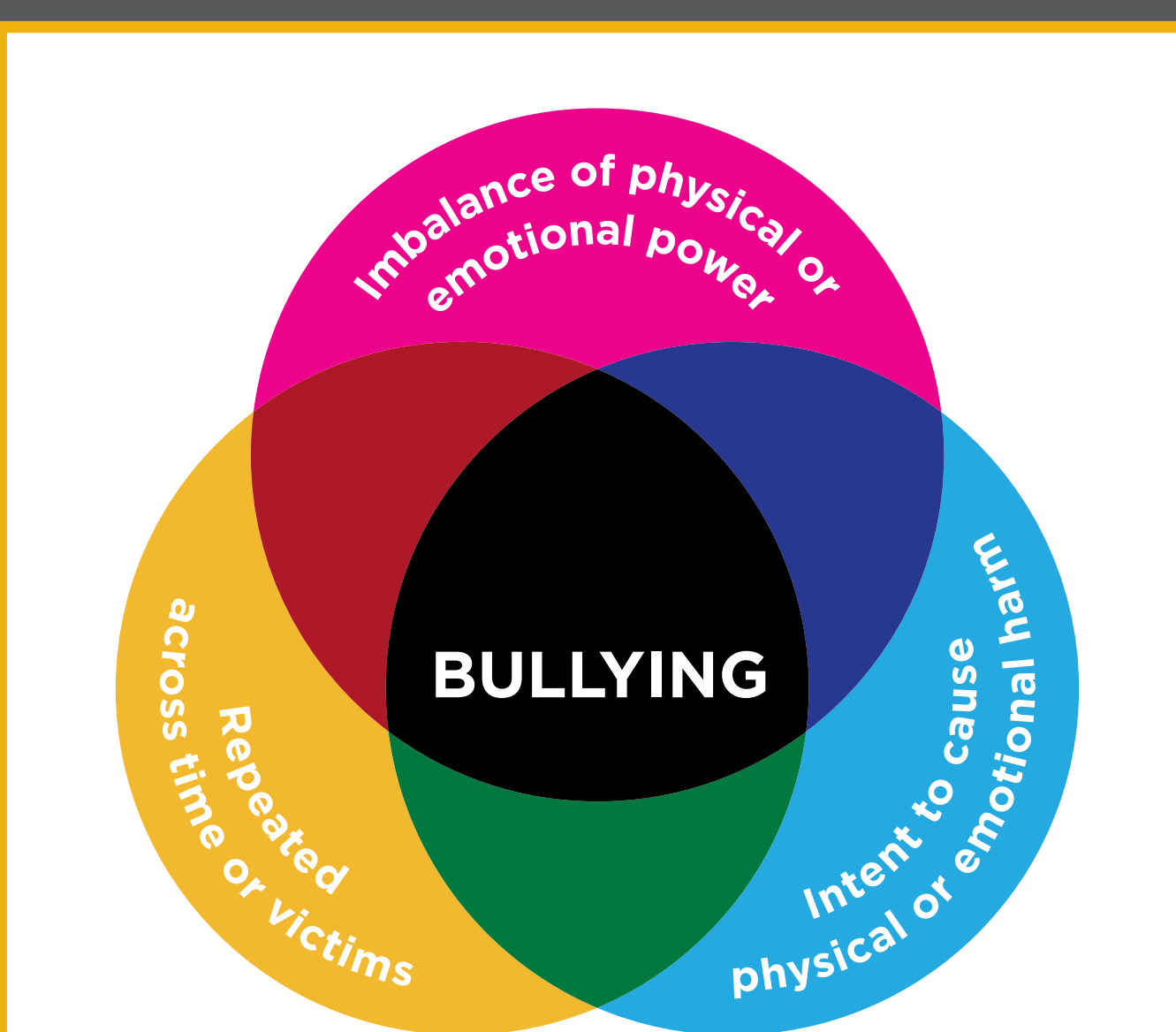
The Impact of Social and Communication Skill Intervention on Reducing Bullying Involvement

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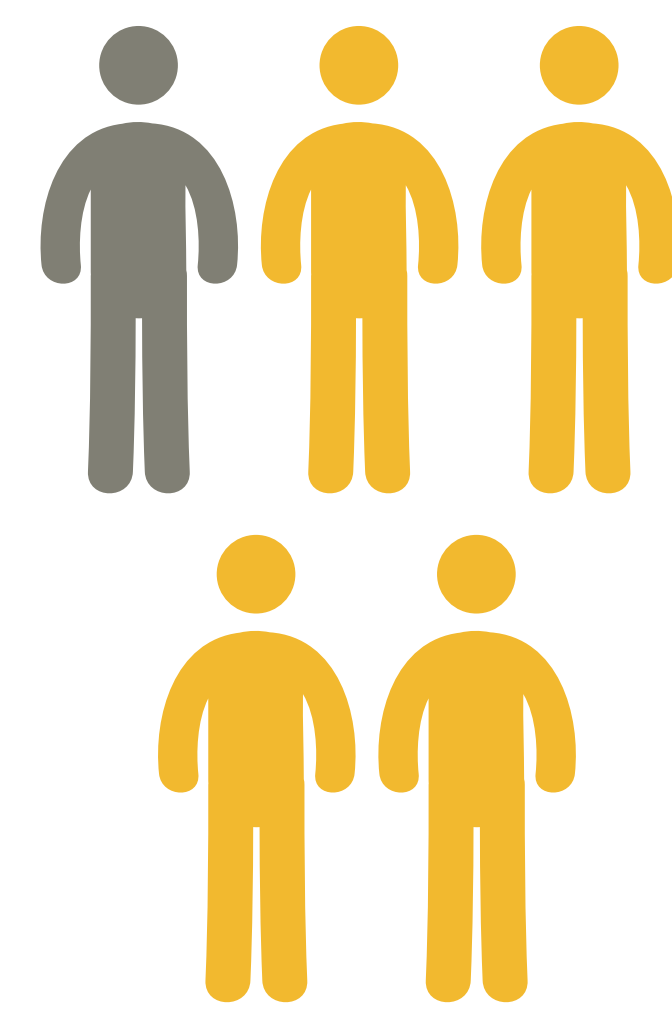
Purpose

Bullying is a pervasive problem facing the nation's youth. Recent evidence suggests that social and communication skill deficits are two of the most notable predictors for bullying involvement. This project explored a social and communication intervention protocol for youth identified by their teachers or counselors as needing additional support in social and communication skills acquisition. In this project, youth received 10 weeks of social and communication skill instruction via an web-based intervention that involved webisodes related to social interactions and recognizing, reporting, and responding to bullying incidents. The overall goal of this project was to improve social and communication skill acquisition, while reducing involvement in bullying, both as perpetrators and victims.

Defining Bullying

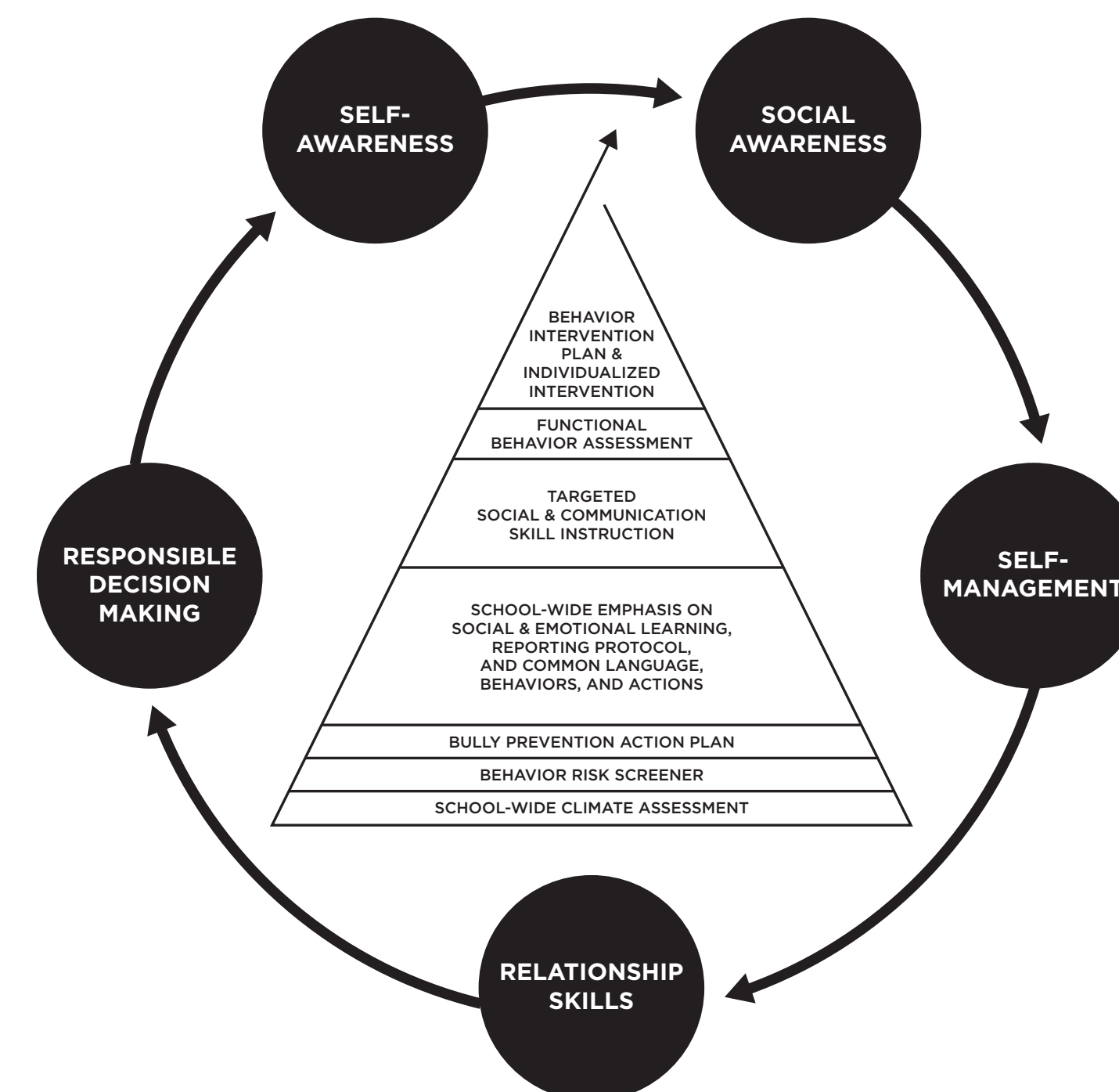


Justification



(USDOE, 2015)

Methods



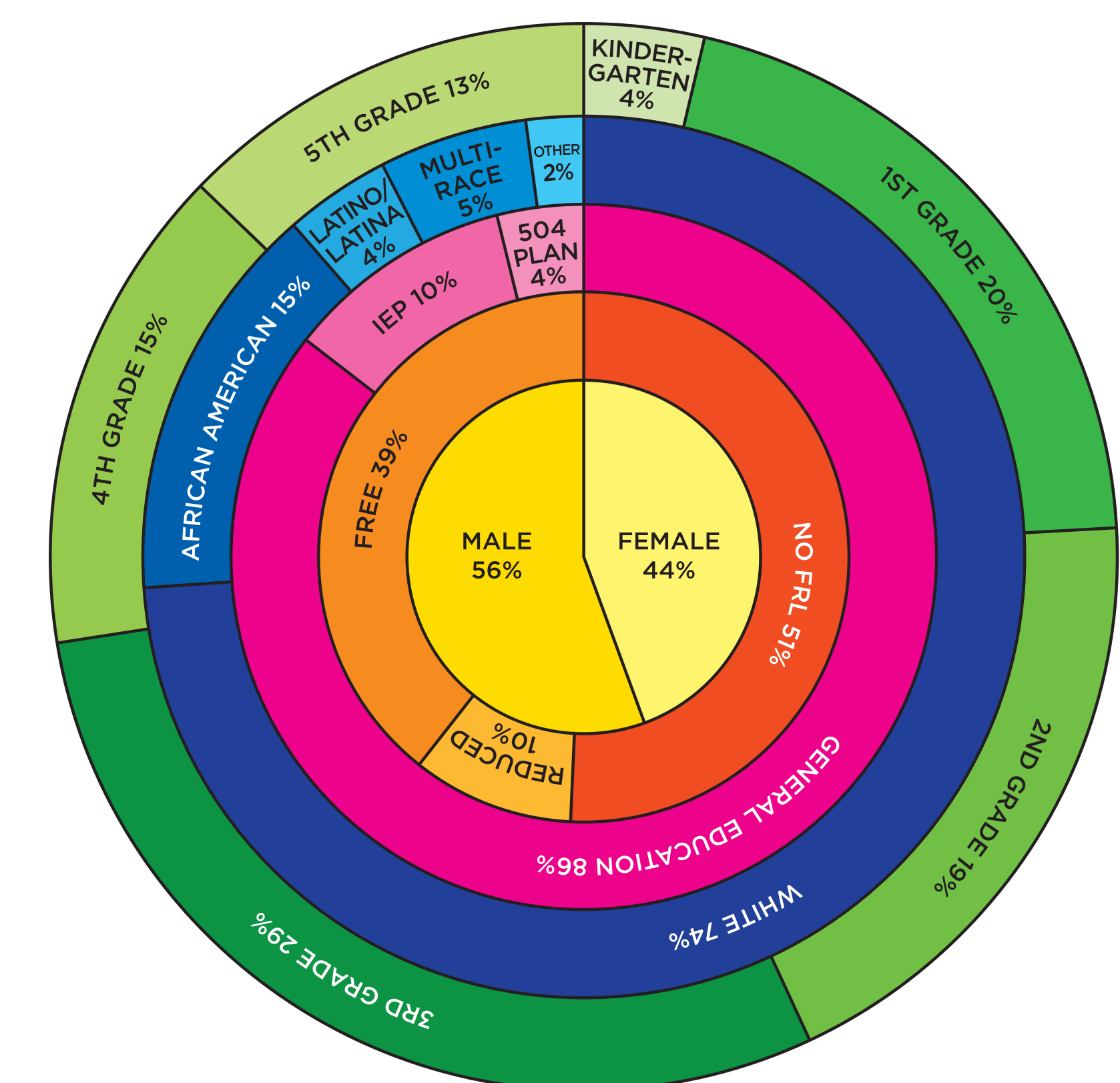
Intervention: Cool School



Social Skills Lessons

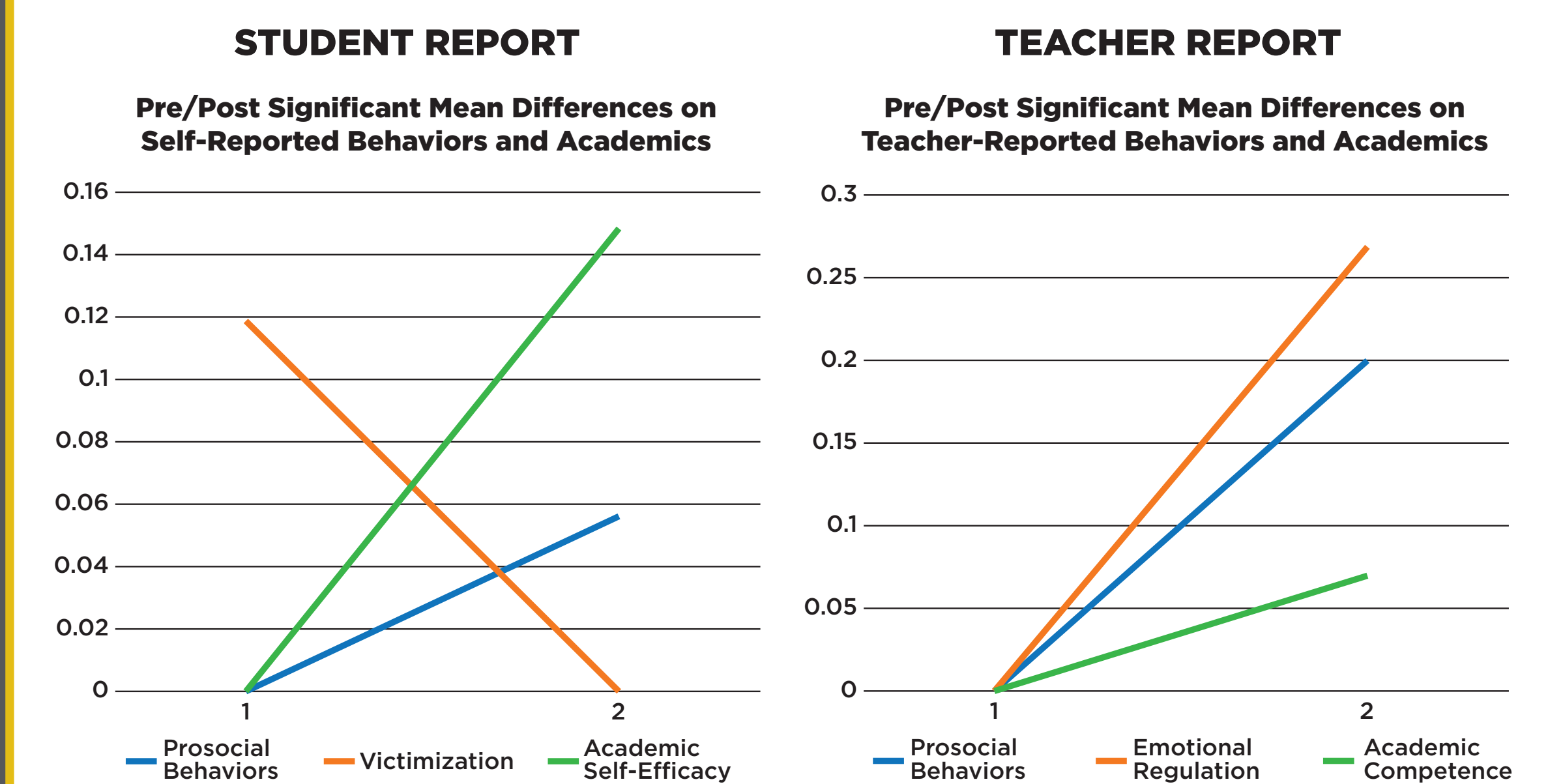


Demographics



(n=439)

Results



Conclusion

Rose and colleagues (2011) took the stance that social and communication skill deficits are two of the most notable predictors of bullying involvement and that interventions should therefore target skill development. The intervention in the current study resulted in positive outcomes related to bullying involvement, skill development, and academic achievement. These results strengthen Rose and colleagues' (2011) assessment of the importance of skill development and illustrate that targeted social and communication skill instruction can impact prosocial behaviors, involvement in bullying, and academic outcomes. Therefore, it is recommended that schools begin to incorporate social skill instruction into their daily curriculum, use behavioral risk screeners to identify youth with skill deficits, and provide targeted social and communication skill instruction to identified youth.



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