

Brief

DEVELOPMENT OF THE DISABILITY ANTI-BULLYING (DIAL) TRAINING



Did You Know?

Students with disabilities and at-risk for disability identification (SWDs) are disproportionately at-risk for bullying victimization and perpetration (Gage et al., 2021).

Who is DIAL for?

The Disability Anti-Bullying (DIAL) training was designed for elementary general and special education teachers and consists of four online modules focused on informing teachers how to effectively recognize and respond to bullying with an emphasis on students with disabilities.

How was DIAL designed?

The DIAL training modules were iteratively developed by an interdisciplinary team of expert project staff, an expert advisory board, and practicing elementary general and special education teachers. Two focus groups were conducted with 17 elementary general and special education teachers and school counselors to understand:

1. **Their knowledge and observations of bullying and victimization among students with and without disabilities; and**
2. **Their perceptions on qualities of effective professional development.**

For each module, the project staff created an outline of each module's objectives, evidence supporting these objectives, and supplemental images and videos in an interactive, web-based storyboard. From there, the team created a conversational script that was reviewed by the advisory board and practicing teachers. Feedback and insight from the two focus groups were incorporated into the scripts and module resources, as well as the setup and delivery of the training.

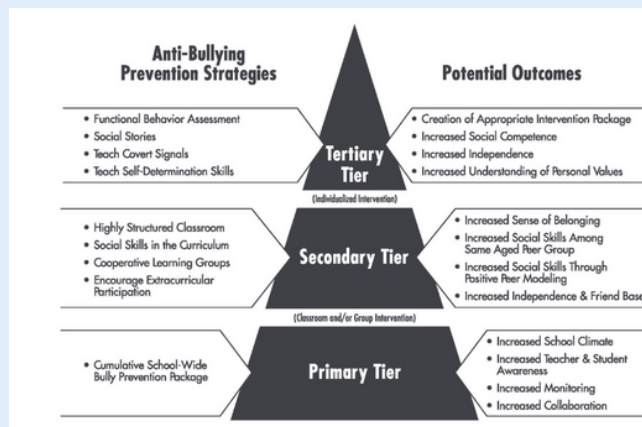
What is the focus of DIAL?

The DIAL training modules incorporate knowledge of bullying among SWDs and the evidence-based Multi-Tiered System of Supports (MTSS) framework (shown to the right) to focus on interventions rooted in social emotional learning (SEL), and emphasizing the importance of bullying prevention for SWDs.

What are the potential outcomes of using MTSS for bullying prevention?

Overall, MTSS is an evidence-based framework for providing systematic supports in multiple levels of a school system. Therefore, MTSS can have positive outcomes at the school-wide, classroom, and individual level.

MTSS Framework



Rose & Monda-Amaya (2015)

DIAL Modules Overview

Below are overview descriptions of each module in the DIAL training, as well as specific learning outcomes.

Module 1

Understanding Bullying among Students with Disabilities

- Definition and Characteristics of Bullying
- Global Risk Factors for Bullying Involvement
- Special Education Services (i.e., Individualized Education Programs (IEPs) and 504 plans)

Module 2

Examining Risk Characteristics

- Disability Diagnostic Criteria
- Skill Differences Associated with Disabilities and Bullying Involvement
- Protective and Risk Factors for SWDs and Intersectionality

Module 3

Establishing School-Wide and Classroom Prevention

- MTSS and Bullying Prevention
- Creating a School-Wide Bullying Prevention Plan
- Universal Prevention
- Classroom and Small-group Intervention
- Non-Recommended Approaches

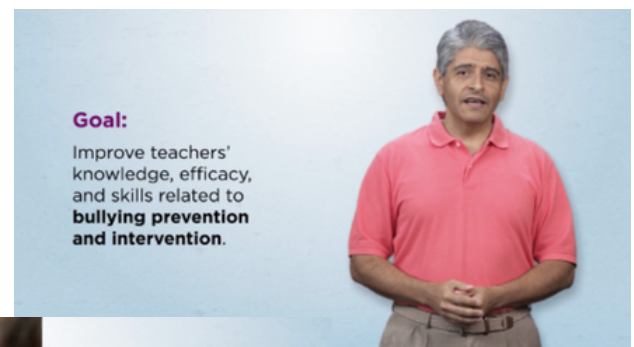
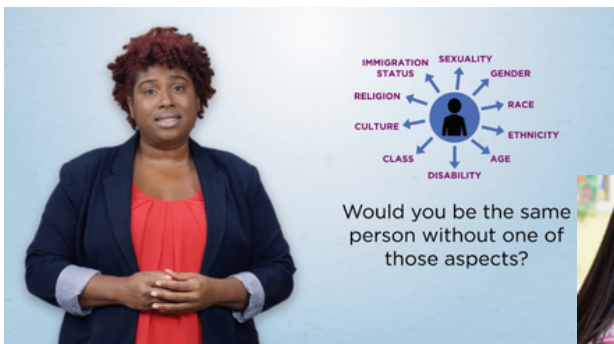
Module 4

Individual Prevention

- Individual Prevention and Supporting Unique Needs
- Behavior Functions and Skill Development
- Reinforcement and Punishment
- Assessing Intervention Effectiveness
- Legal Obligations

What does DIAL look like?

Program presentation screenshots showcase what the DIAL training looked like on-screen for learners.



About the DIAL Team

The project staff consists of doctoral level experts in bullying prevention and intervention implementation, SWDs, and social emotional learning; specialists in editing and producing online PD; previous general and special education teachers; and graduate students in School Psychology and Special Education. The advisory board consisted of experts in K-5 special education, teacher preparation, and online learning. To learn more about DIAL, contact Dr. Dorothy Espelage (espelage@unc.edu).

References

- Gage, N. A., Katsiyannis, A., Rose, C., & Adams, S. E. (2021). Disproportionate bullying victimization and perpetration by disability status, race, and gender: A national analysis. *Advances in Neurodevelopmental Disorders*, 5(3), 256-268. <https://doi.org/10.1007/s41252-021-00200-2>
- Rose, C. A., & Monda-Amaya, L. E. (2012). Bullying and victimization among students with disabilities: Effective strategies for classroom teachers. *Intervention in School and Clinic*, 48(2), 99-107. <https://doi.org/10.1177/1053451211430119>

The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R324A190103 to the University of Florida. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education. For more information, contact Principal Investigator, Dr. Dorothy Espelage (espelage@unc.edu).