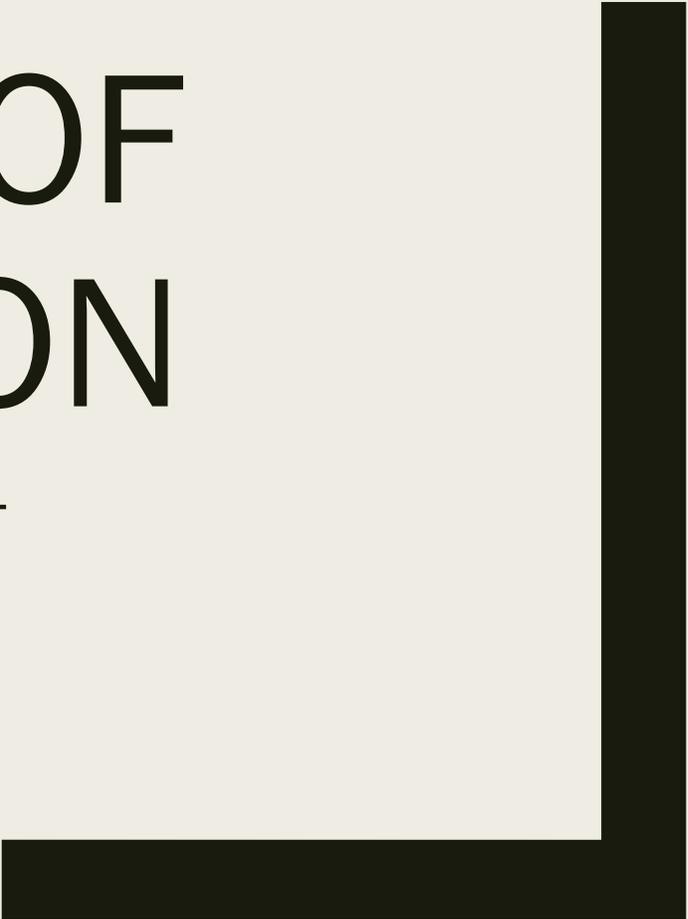




THE MASKS OF MANIPULATION

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Conference on Advancing School Mental Health
October 11, 2018



Why Teach Children about *Manipulation*?

- Manipulation crosses emotional boundaries in relationships. It involves coercion, deception, and breaking others' trust (King, 2013).
- When collaborating in the workforce, or in school, manipulation leads to **less open communication and cooperation**, as well as other **lower levels of problem-solving and creativity** (Cropanzano & Rupp, 2009; Krause, 2004).
- Manipulation can become destructive in relationships because it creates an imbalance of power and a lack of trust.
- Peer pressure, relationship violence, sexual molestation, cyber-bullying are all negative manipulative behaviors.

Why teach manipulation to students?

Decrease in student:

- Bullying
- Peer Pressure
- Cheating
- Excuses
- Entitlement
- Drama
- Immature behavior
- Passive participation
- Disruptions

Increase in student:

- Accountability
- Recognition of methods of manipulation
- Effective communication
- Self-awareness of own negative behavior
- Saying 'no' to peer pressure
- Re-channeling frustration
- Confidence in taking a stand against bullying behavior
- Leadership
- Ability to find solutions
- Understanding motives to manipulation

Teachers appreciate improved:

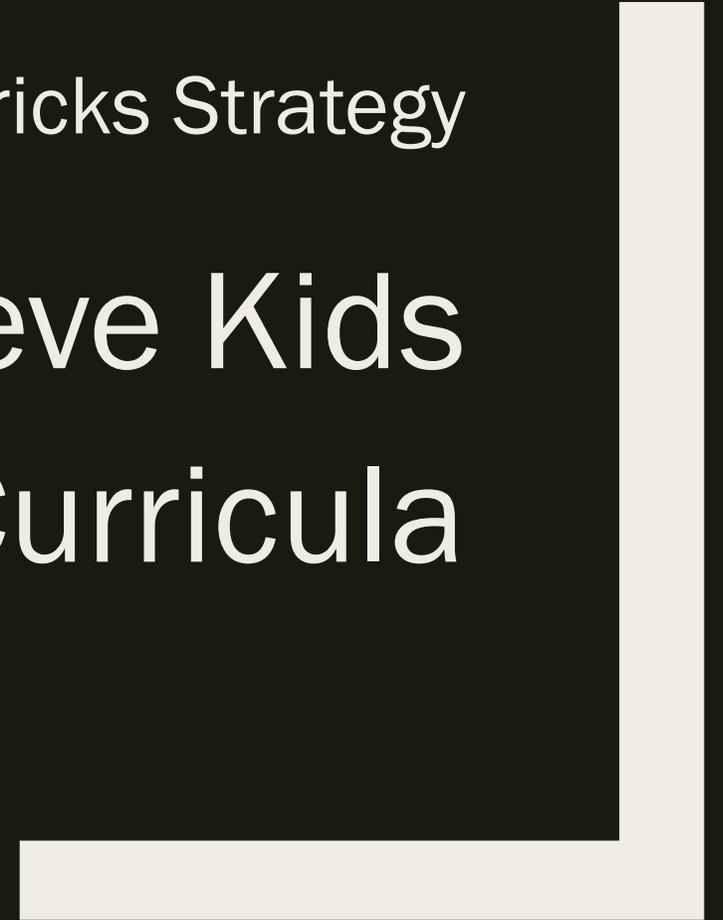
- Self-regulation
- Classroom management
- Focusing on lessons
- Positive attitude

Stopping Manipulation Strategy Aligns with CASEL's 5-Core Constructs

Self-Awareness	Social-Awareness	Self-Management	Problem-Solving	Relationship Skills
Self-rating scale to assess own manipulative behavior	Recognize when others are using manipulation and label behaviors accordingly	Learn alternate ways to get own needs met that are fair	Choose a strategy that promotes a healthy response rather than a destructive response when observing manipulation in others	Healthy friendships depend on honesty and fairness
Develop goal and measure success to decrease own participation in negative manipulative behavior	Recognize subtle types of bullying behavior and peer pressure and choose a healthy response	Recognize behaviors that are destructive to personal long-term success	Learn to neutralize manipulation while it is happening	Assertive Accountable Effective Communication Personal Power

Stopping Manipulation with the Trashy Tricks Strategy

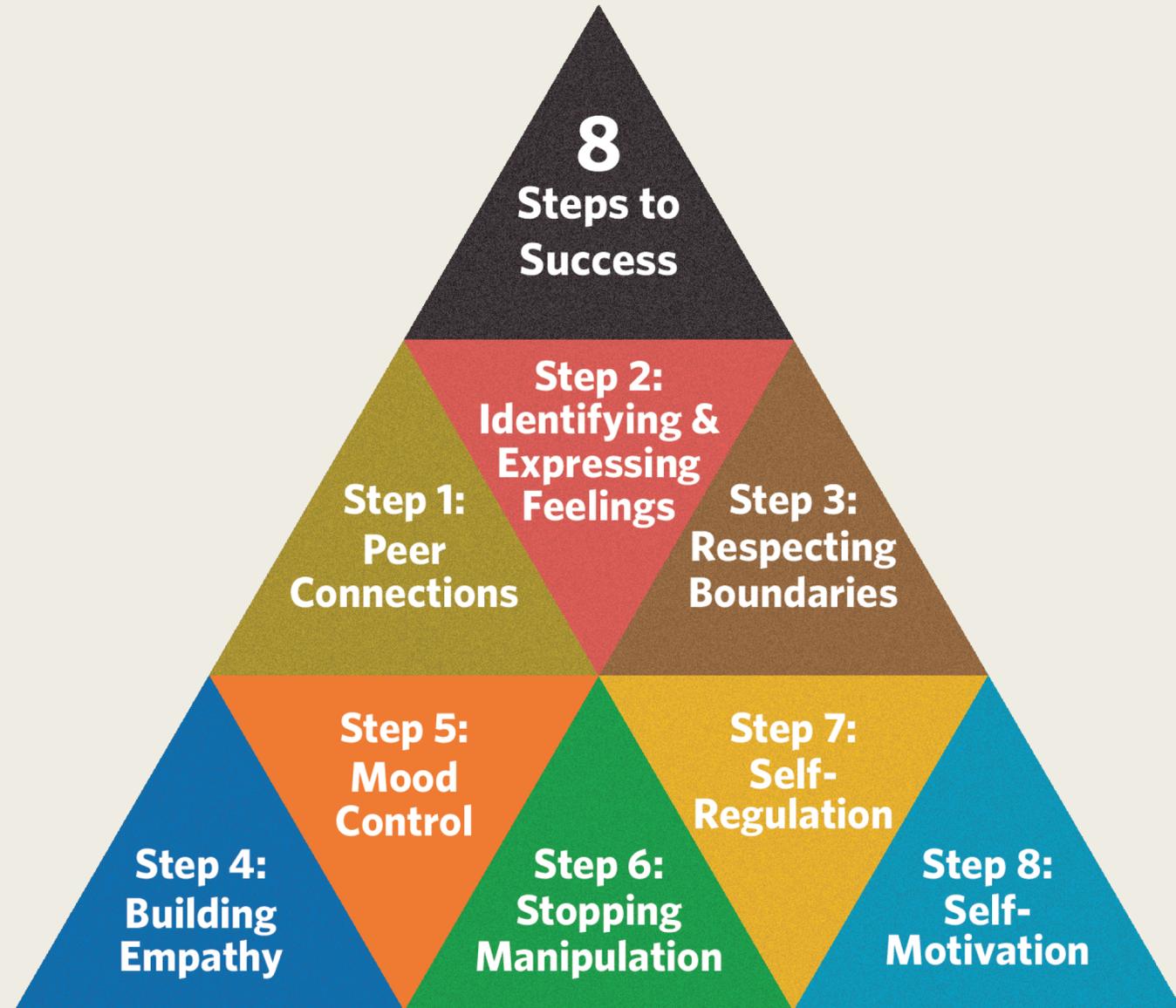
Camp MakeBelieve Kids & Step Up Curricula



Camp MakeBelieve Kids & Step Up Curriculum

Each of the 8 Steps of the curricula builds knowledge, skills and strategies.

Step 6 teaches students to recognize, label and neutralize manipulation with unique visual tools and games.



The CMB Kids-Step Up SEL curricula help to stop manipulation with a 5-pronged approach:

1. Define manipulation and understand why it is a problem

2. Recognize the behavior

3. Label the behavior

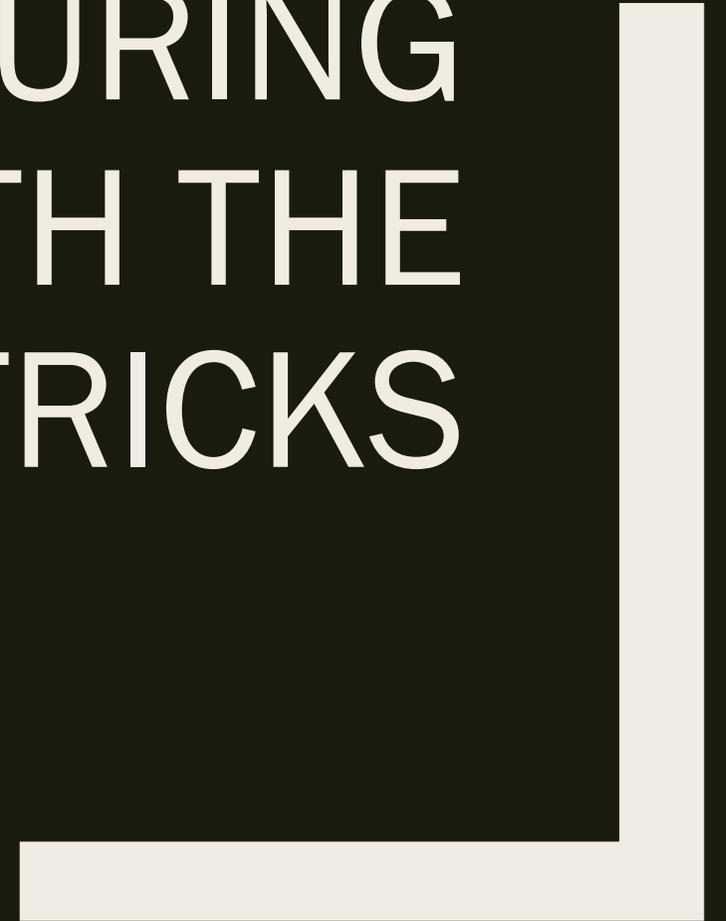
4. Explore the motive

5. Make decision to either:

Go along with it (be complicit) OR

Not go along with it (call it out and neutralize behavior)

MEASURING MANIPULATION WITH THE TRASHY TRICKS



The Current Study

- Sample

- *N=511*

- *Age range from 9 to 15 years-old with mean age*

- *47.1% male*

- *45.5% Caucasian*

- Different subsamples used for different analyses

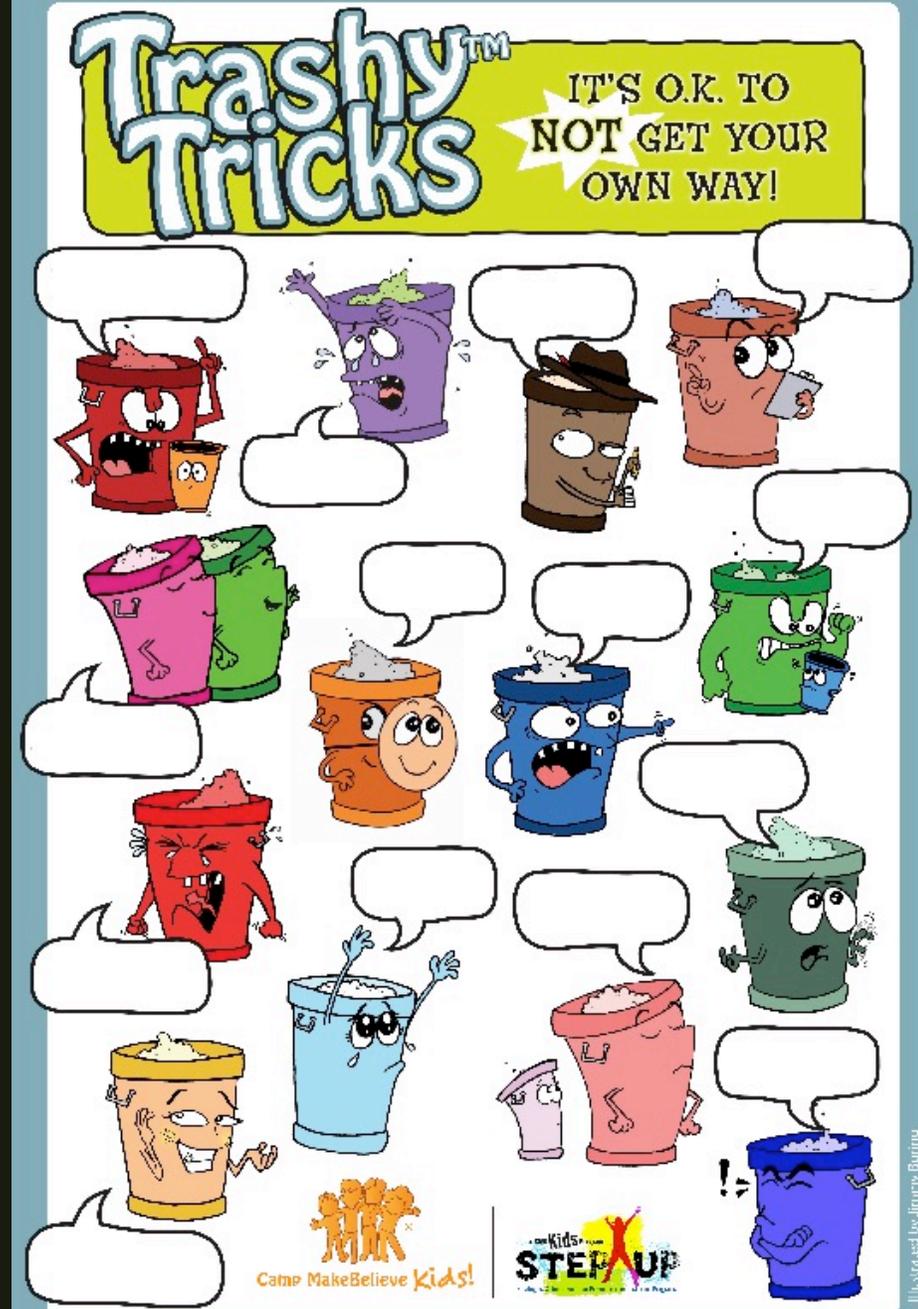
Recognize Manipulation

The Trashy Tricks, a unique visual aid that depicts illustrations of 14 animated characters acting out manipulative behavior



Matching the Illustration to the Label

LABELS				
Put-downs	Excluding	Charming	Excuses	Ignoring
Faking	Blaming	Tantrums	Bossy	Threats
Pouting	Drama	Whiny	Sneaky	



Trashy Tricks Rating Scale (TTRS)

- Student Self-report of how often engage in these behaviors
- Likert-type scale
 - *CMB: 1 (never) – 3 (every day) (SEL for Prevention, 2008)*
 - *STEP UP: 1 (never) – 5 (every day) (SEL for Prevention, 2013)*
- Part 1 = visuals
- Part 2 = narrative

Name _____ Date _____

Age _____ Grade _____ Teacher _____

Instructions: Trashy Tricks are something kids do when they want to get their own way. Circle the number that tells how often you use each of the Trashy Tricks to try to get your own way.

Trashy Tricks Rating Scale - ES

Trashy Trick	Picture	Example	How Often?		
Put-downs		Saying mean things about someone or saying mean things about yourself	Never 1	Sometimes 2	Every Day 3
Sneaky		Tell a lie, cheat, hide things or spy	Never 1	Sometimes 2	Every Day 3
Charming		Pretending to be super sweet	Never 1	Sometimes 2	Every Day 3
Excluding		Leave someone out	Never 1	Sometimes 2	Every Day 3
Drama		Making a scene or a fuss	Never 1	Sometimes 2	Every Day 3
Whiny		Complaining by using a squeaky voice	Never 1	Sometimes 2	Every Day 3

Trashy Tricks Term	Image	Definition	Rating Scale		
Bossy		Making the rules or telling people what to do	Never 1	Sometimes 2	Every Day 3
Excuses		Giving reasons why you didn't do something	Never 1	Sometimes 2	Every Day 3
Blaming		Saying it's someone else's fault	Never 1	Sometimes 2	Every Day 3
Tantrums		Burst of bad temper	Never 1	Sometimes 2	Every Day 3
Ignoring		Stalling	Never 1	Sometimes 2	Every Day 3
Pouts		Putting out your lip and not talking	Never 1	Sometimes 2	Every Day 3
Threats		Being a bully	Never 1	Sometimes 2	Every Day 3
Faking		Not being yourself or being phony	Never 1	Sometimes 2	Every Day 3

Name _____ Date _____

Age _____ Grade _____ Teacher _____

Instructions: Trashy Tricks are behaviors that people use when they want to get their own way. In the table below, are a list of terms followed by an image and a brief definition that describes the different kinds of Trashy Tricks. For each Trashy Trick, there is a rating scale numbered from 1 to 5.

Please circle the number that rates how often you use each of the Trashy Tricks in an effort to get your own way.

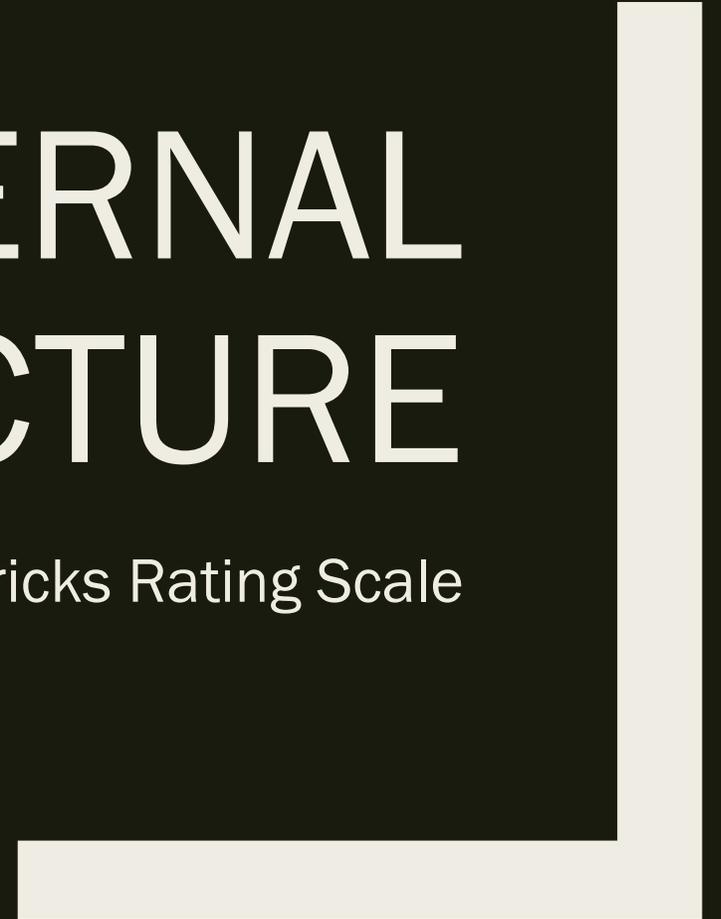
Trashy Tricks Rating Scale

Trashy Tricks Term	Image	Definition	Rating Scale				
Put-downs		Saying things to make someone feel bad. Or saying bad things about yourself.	Never 1	Hardly Ever 2	Sometimes 3	Most days 4	Every day 5
Sneaky		Being dishonest behind someone's back, starting rumors, lying or cheating.	Never 1	Hardly Ever 2	Sometimes 3	Most days 4	Every day 5
Charming		Using beauty or personality to win someone over.	Never 1	Hardly Ever 2	Sometimes 3	Most days 4	Every day 5
Excluding		Reject or leave someone out.	Never 1	Hardly Ever 2	Sometimes 3	Most days 4	Every day 5
Drama		Making a scene or causing problems.	Never 1	Hardly Ever 2	Sometimes 3	Most days 4	Every day 5
Whiny		Complaining by using a squeaky voice.	Never 1	Hardly Ever 2	Sometimes 3	Most days 4	Every day 5

Trashy Tricks Term	Image	Definition	Rating Scale				
Bossy		Giving orders, making the rules, telling people what to do.	Never 1	Hardly Ever 2	Sometimes 3	Most days 4	Every day 5
Excuses		Coming up with reasons to get out of something.	Never 1	Hardly Ever 2	Sometimes 3	Most days 4	Every day 5
Blaming		Putting the fault on somebody else Or putting the fault on yourself.	Never 1	Hardly Ever 2	Sometimes 3	Most days 4	Every day 5
Tantrums		Sudden burst of bad temper.	Never 1	Hardly Ever 2	Sometimes 3	Most days 4	Every day 5
Ignoring		Refuse to notice or pay attention	Never 1	Hardly Ever 2	Sometimes 3	Most days 4	Every day 5
Pouts		Shows negative feelings without saying anything.	Never 1	Hardly Ever 2	Sometimes 3	Most days 4	Every day 5
Threats		Warning that something bad will happen if something is not done.	Never 1	Hardly Ever 2	Sometimes 3	Most days 4	Every day 5
Faking		Not genuine, pretending to fit in or going along with something because afraid to speak up.	Never 1	Hardly Ever 2	Sometimes 3	Most days 4	Every day 5

EXAMINING INTERNAL STRUCTURE

Trashy Tricks Rating Scale



The Current Study

- Examining the Internal Structure
 - *Exploratory Factor Analysis (EFA)*
 - *Confirmatory Factor Analysis (CFA)*
 - *Internal Consistency Reliability*
- Preliminary External Validation
 - *Correlations (TTRS Part 1)*
 - TTRS Part 2
 - Social Emotional Assets and Resilience Scales (SEARS; Merrell, 2011)
 - Illinois Bullying Scale (IBS; Espelage & Holt, 2001)
 - Child & Adolescent Mindfulness Measure (CAMM; Greco, Baer & Smith, 2011)

EFA & CFA: Zero-Order Correlations & Basic Descriptives

Table 1

Zero-Order Correlations and Descriptive Statistics for the Trashy Tricks EFA (below diagonal) & CFA (above diagonal) Indicators

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
1. Put Downs	--	0.53	0.49	0.24	0.37	0.37	0.24	0.37	0.61	0.37	0.46	0.51	0.39	0.47
2. Excluding	0.48	--	0.45	0.36	0.32	0.36	0.28	0.38	0.47	0.26	0.36	0.42	0.33	0.38
3. Tantrum	0.24	0.10	--	0.38	0.34	0.54	0.16	0.43	0.52	0.44	0.62	0.57	0.29	0.43
4. Charming	0.27	0.26	0.13	--	0.16	0.24	0.21	0.25	0.24	0.22	0.21	0.31	0.11	0.27
5. Faking	0.34	0.41	0.26	0.39	--	0.23	0.55	0.41	0.40	0.59	0.38	0.24	0.29	0.30
6. Whiny	0.31	0.28	0.50	0.20	0.36	--	0.23	0.55	0.41	0.40	0.59	0.38	0.24	0.36
7. Sneaky	0.23	0.37	0.20	0.34	0.55	0.28	--	0.25	0.35	0.31	0.27	0.13	0.27	0.32
8. Bossy	0.37	0.16	0.37	0.25	0.30	0.27	0.19	--	0.53	0.47	0.53	0.40	0.38	0.35
9. Threats	0.40	0.26	0.18	0.08	0.25	0.16	0.21	0.32	--	0.43	0.45	0.44	0.42	0.53
10. Excuses	0.36	0.35	0.38	0.39	0.42	0.37	0.39	0.32	0.20	--	0.56	0.44	0.27	0.49
11. Pouting	0.36	0.33	0.42	0.22	0.41	0.59	0.23	0.27	0.32	0.48	--	0.52	0.35	0.45
12. Drama	0.36	0.19	0.35	0.35	0.37	0.51	0.27	0.37	0.08	0.43	0.50	--	0.33	0.39
13. Ignoring	0.41	0.42	0.19	0.21	0.33	0.23	0.32	0.19	0.30	0.39	0.45	0.29	--	0.37
14. Blaming	0.42	0.34	0.24	0.28	0.30	0.32	0.29	0.26	0.30	0.37	0.36	0.39	0.41	--
Mean (EFA)	1.88	1.96	1.71	2.50	2.23	2.17	2.65	2.27	1.53	2.62	2.04	2.02	2.09	2.11
SD (EFA)	0.88	0.92	0.89	1.25	1.01	1.06	1.22	1.02	0.84	1.15	1.06	1.14	0.98	1.00
SK (EFA)	0.55	0.94	1.25	0.24	0.46	0.55	0.24	0.43	1.54	0.09	1.05	1.11	0.66	0.78
KT (EFA)	-0.07	1.04	1.13	-0.92	-0.43	-0.55	-0.87	-0.63	1.55	-0.69	0.65	0.50	0.08	0.34
Mean (CFA)	0.48	0.64	0.43	0.64	0.84	0.57	1.28	0.91	0.34	1.06	0.59	0.51	0.98	0.71
SD (CFA)	0.70	0.86	0.75	0.89	0.85	0.72	1.00	0.79	0.66	0.85	0.83	0.82	0.87	0.83
SK (CFA)	1.64	1.45	2.01	1.43	0.89	1.32	0.33	0.73	2.19	0.74	1.45	1.70	0.69	1.07
KT (CFA)	2.92	1.58	3.92	1.30	0.32	1.94	-0.93	0.36	5.00	0.20	1.57	2.23	-0.08	0.59

Note. EFA = Exploratory Factor Analysis. CFA = Confirmatory Factor Analysis. SD = Standard Deviation. SK = Skewness. KT = Kurtosis.

The Likert scale for the EFA sample was 1 (never) – 5 (every day), while the scale for the CFA sample was 1 (never) – 3 (every day).

Bold text indicates significant parameter estimates. * $p < .05$

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2. Excluding	0.48	--	0.45	0.36	0.32	0.36	0.28	0.38	0.47	0.26	0.36	0.42	0.33	0.38
3. Tantrum	0.24	0.10	--	0.38	0.34	0.54	0.16	0.43	0.52	0.44	0.62	0.57	0.29	0.43
4. Charming	0.27	0.26	0.13	--	0.16	0.24	0.21	0.25	0.24	0.22	0.21	0.31	0.11	0.27
5. Faking	0.34	0.41	0.26	0.39	--	0.23	0.55	0.41	0.40	0.59	0.38	0.24	0.29	0.30
6. Whiny	0.31	0.28	0.50	0.20	0.36	--	0.23	0.55	0.41	0.40	0.59	0.38	0.24	0.36
7. Sneaky	0.23	0.37	0.20	0.34	0.55	0.28	--	0.25	0.35	0.31	0.27	0.13	0.27	0.32
8. Bossy	0.37	0.16	0.37	0.25	0.30	0.27	0.19	--	0.53	0.47	0.53	0.40	0.38	0.35
9. Threats	0.40	0.26	0.18	0.08	0.25	0.16	0.21	0.32	--	0.43	0.45	0.44	0.42	0.53
10. Excuses	0.36	0.35	0.38	0.39	0.42	0.37	0.39	0.32	0.20	--	0.56	0.44	0.27	0.49
11. Pouting	0.36	0.33	0.42	0.22	0.41	0.59	0.23	0.27	0.32	0.48	--	0.52	0.35	0.45
12. Drama	0.36	0.19	0.35	0.35	0.37	0.51	0.27	0.37	0.08	0.43	0.50	--	0.33	0.39
13. Ignoring	0.41	0.42	0.19	0.21	0.33	0.23	0.32	0.19	0.30	0.39	0.45	0.29	--	0.37
14. Blaming	0.42	0.34	0.24	0.28	0.30	0.32	0.29	0.26	0.30	0.37	0.36	0.39	0.41	--
Mean (EFA)	1.88	1.96	1.71	2.50	2.23	2.17	2.65	2.27	1.53	2.62	2.04	2.02	2.09	2.11
SD (EFA)	0.88	0.92	0.89	1.25	1.01	1.06	1.22	1.02	0.84	1.15	1.06	1.14	0.98	1.00
SK (EFA)	0.55	0.94	1.25	0.24	0.46	0.55	0.24	0.43	1.54	0.09	1.05	1.11	0.66	0.78
KT (EFA)	-0.07	1.04	1.13	-0.92	-0.43	-0.55	-0.87	-0.63	1.55	-0.69	0.65	0.50	0.08	0.34
Mean (CFA)	0.48	0.64	0.43	0.64	0.84	0.57	1.28	0.91	0.34	1.06	0.59	0.51	0.98	0.71
SD (CFA)	0.70	0.86	0.75	0.89	0.85	0.72	1.00	0.79	0.66	0.85	0.83	0.82	0.87	0.83
SK (CFA)	1.64	1.45	2.01	1.43	0.89	1.32	0.33	0.73	2.19	0.74	1.45	1.70	0.69	1.07
KT (CFA)	2.92	1.58	3.92	1.30	0.32	1.94	-0.93	0.36	5.00	0.20	1.57	2.23	-0.08	0.59

Note. EFA = Exploratory Factor Analysis. CFA = Confirmatory Factor Analysis. SD = Standard Deviation. SK = Skewness. KT = Kurtosis.

The Likert scale for the EFA sample was 1 (never) – 5 (every day), while the scale for the CFA sample was 1 (never) – 3 (every day).

Bold text indicates significant parameter estimates. * $p < .05$

EFA & CFA: ZERO-ORDER CORRELATIONS & BASIC DESCRIPTIVES

EFA Fit Statistics

Table 2

Fit Statistics for EFA & CFA Models

Number of Factors		Model		Comparisons		CFI	RMSEA	SRMR	
df	χ^2	df	χ^2_{DIFF}	BIC	WRMR				
EFA		<i>(FLMS data)</i>							
1	77	207.53	--	--	--	0.92	0.10 (0.08-0.12)	0.08	
2	64	134.40	1 vs. 2	13	66.92	0.96	0.08 (0.06-0.10)	0.06	
3	52	82.96	2 vs. 3	12	46.42	0.98	0.06 (0.03-0.08)	0.05	
4	41	59.44	3 vs. 4	11	23.85	0.97	0.06 (0.03-0.08)	0.03	
5	31	42.71	4 vs. 5	10	17.48	0.99	0.04 (0.00-0.07)	0.02	
6	22	24.88	5 vs. 6	9	18.25	0.99	0.04 (0.00-0.07)	0.02	
7	No convergence								
CFA		<i>(NCSD data)</i>							
3	74	133.14	--	--	--	0.96	5225.43	0.07 (0.05-0.09)	0.78

Notes. df = degrees of freedom. χ^2 = chi square. χ^2_{DIFF} = chi square difference test. CFI = comparative fit index. BIC = Bayesian Index Criterion. RMSEA = root mean square error of approximation. SRMR = standard root mean error. WRMR = weighted root mean error.

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Fit Statistics for EFA & CFA Models

			Model	Comparisons					
Number of Factors	df	χ^2		df	χ^2_{DIFF}	CFI	RMSEA	SRMR	
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1	77	207.53	--	--	--	0.92	0.10 (0.08-0.12)	0.08	
2	64	134.40	1 vs. 2	13	66.92	0.96	0.08 (0.06-0.10)	0.06	
3	52	82.96	2 vs. 3	12	46.42	0.98	0.06 (0.03-0.08)	0.05	
4	41	59.44	3 vs. 4	11	23.85	0.97	0.06 (0.03-0.08)	0.03	
5	31	42.71	4 vs. 5	10	17.48	0.99	0.04 (0.00-0.07)	0.02	
6	22	24.88	5 vs. 6	9	18.25	0.99	0.04 (0.00-0.07)	0.02	
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CFA		<i>(NCSD data)</i>							
Number of Factors	df	χ^2		df	χ^2_{DIFF}	CFI	BIC	RMSEA	WRMR
3	74	133.14	--	--	--	0.96	5225.43	0.07 (0.05-0.09)	0.78

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EFA: Factor Loadings

Table 3

EFA Factor Loadings for the Three-Factor Model

Trashy Tricks Item	“Other Involved”	“Low Self- Regulation”	“Under the Radar”
	$\alpha = 0.75$ λ	$\alpha = 0.81$ λ	$\alpha = 0.68$ λ
1. Put Downs	0.66	0.26	0.01
2. Excluding	0.51	-0.01	0.38
3. Tantrum	-0.18	0.77	-0.01
4. Charming	0.03	0.11	0.45
5. Faking	-0.01	0.20	0.65
6. Whiny	-0.20	0.88	0.00
7. Sneaky	-0.04	0.00	0.77
8. Bossy	0.14	0.46	0.01
9. Threats	0.50	0.23	-0.05
10. Excuses	0.10	0.45	0.31
11. Pouting	0.10	0.76	0.00
12. Drama	-0.01	0.66	0.13
13. Ignoring	0.44	0.20	0.19
14. Blaming	0.33	0.31	0.13

Note. Bold text identifies significant factor loadings ($\lambda \geq 0.32$). Factor correlations are “Other Involved” with “Low Self-Regulation” $r = 0.44$, “Other Involved” with “Under the Radar” $r = 0.40$, and “Low Self-Regulation” with “Under the Radar” $r = 0.51$. Internal consistency estimate for the higher order factor was: $\alpha = 0.87$.

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5. Faking	-0.01	0.20	0.65
6. Whiny	-0.20	0.88	0.00
7. Sneaky	-0.04	0.00	0.77
8. Bossy	0.14	0.46	0.01
9. Threats	0.50	0.23	-0.05
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11. Pouting	0.10	0.76	0.00
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CFA: Factor Loadings

Table 4

CFA Factor Loadings for a Three-Factor Model

Trashy Tricks Item	“Other Involved” $\alpha = 0.80$ λ	“Low Self-Regulation” $\alpha = 0.85$ λ	“Under the Radar” $\alpha = 0.53$ λ
1. Put Downs*	0.78		
2. Excluding	0.71		
3. Tantrum		0.81	
4. Charming			0.51
5. Faking			0.76
6. Whiny*		0.74	
7. Sneaky*			0.57
8. Bossy		0.75	
9. Threats	0.91		
10. Excuses		0.68	
11. Pouting		0.87	
12. Drama		0.73	
13. Ignoring	0.60		
14. Blaming	0.73		

Note. Bold text identifies significant factor loadings ($\lambda \geq 0.32$). * Designates the items used as reference items for the CFA analysis.

Lower order factor analysis indicated correlations Other Involved with Low Self-Regulation $r = 0.82$, Other Involved with Under the Radar $r = 0.77$, and Low Self-Regulation with Under the Radar $r = 0.76$.

Second order factor loadings for the Total Manipulative Behaviors included Other Involved = 0.91, Low Self-Regulation = 0.90, and Covert = 0.85. Internal consistency estimate for the higher order factor was: $\alpha = 0.89$.

Table 4

CFA Factor Loadings for a Three-Factor Model

Trashy Tricks Item	“Other Involved” $\alpha = 0.80$ λ	“Low Self- Regulation” $\alpha = 0.85$ λ	“Under the Radar” $\alpha = 0.53$ λ
1. Put Downs*	0.78		
2. Excluding	0.71		
3. Tantrum		0.81	
4. Charming			0.51
5. Faking			0.76
6. Whiny*		0.74	
7. Sneaky*			0.57
8. Bossy		0.75	
9. Threats	0.91		
10. Excuses		0.68	
11. Pouting		0.87	
12. Drama		0.73	
13. Ignoring	0.60		
14. Blaming	0.73		

Note. Bold text identifies significant factor loadings ($\lambda \geq 0.32$). * Designates the items used as reference items for the CFA analysis.

Lower order factor analysis indicated correlations Other Involved with Low Self-Regulation $r = 0.82$, Other Involved with Under the Radar $r = 0.77$, and Low Self-Regulation with Under the Radar $r = 0.76$.

Second order factor loadings for the Total Manipulative Behaviors included Other Involved = 0.91, Low Self-Regulation = 0.90, and Covert = 0.85. Internal consistency estimate for the higher order factor was: $\alpha = 0.89$.

External Validation Correlations

Table 5

Correlations of the TTRS Part 1 with TTRS Part 2 and Other Measures

	M	SD	OI	LSR	UR	TMB
TTRS P2 OI	1.99	0.80	0.74	0.57	0.64	0.70
TTRS P2 LSR	1.97	0.88	0.53	0.62	0.43	0.61
TTRS P2 UR	2.09	0.90	0.66	0.55	0.72	0.72
TTRS P2 TMB	2.08	0.79	0.64	0.63	0.58	0.71
SEARS-T SR	1.74	0.62	-0.19	-0.13	-0.06	-0.05
SEARS-T SC	1.69	0.61	-0.13	-0.08	0.07	0.01
SEARS-T EM	1.78	0.62	-0.20	-0.11	-0.11	-0.03
SEARS-T R	1.88	0.66	-0.22	-0.15	-0.12	-0.09
SEARS-C TOT	1.56	0.52	-0.30	-0.23	-0.20	-0.20
CAMM	1.53	0.71	-0.39	-0.37	-0.20	-0.40
IBS BULLY	1.49	0.85	0.50	0.44	0.45	0.52
IBS FIGHT	1.33	0.74	0.42	0.37	0.45	0.46
IBS VICTIM	1.96	1.23	0.35	0.37	0.43	0.43
IBS TOT	1.55	0.79	0.50	0.46	0.51	0.55

Note. M=Mean. SD=Standard Deviation. OI="Other Involved" Factor 1 of the TTRS (Part 1). LSR="Low Self-Regulation" Factor 2 of the TTRS (Part 1). UR="Under the Radar" Factor 3 of the TTRS (Part 1). TMB="Total Manipulative Behavior" Scale (Part 1). SEARS-T SR=Self-Regulation scale of the Social Emotional Assets & Resilience Scales (SEARS), teacher version. SEARS-T SC=Self-Competence scale of the SEARS-Teacher. SEARS-T EM=Empathy scale of the SEARS-Teacher. SEARS-T R=Responsibility scale of the SEARS-Teacher. SEARS-C TOT=SEARS child version, total scale. CAMM=Child and Adolescent Mindfulness Measure. IBS BULLY=Illinois Bullying Scale (IBS) Bullying subscale. IBS FIGHT=IBS Fight subscale. IBS VICTIM=IBS Victim subscale. IBS TOT=IBS Total subscale.

As the TTRS (Part 1) samples had a different anchoring system the M's and SD's for the factors are not reported here.

Bold text indicates significant correlations. * $p < .05$

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CONCLUSIONS



The Benefits

Being able to recognize manipulation as it is occurring and respond in a healthy, rather than destructive way, is a powerful social and emotional learning tool that has the potential to help...

- *protect children, adolescents and adults from relationship abuse*
- *parents set limits with their children*
- *teachers manage classrooms more effectively*
- *students become more accountable, responsible and independent*
- *promote fairness in relationships*



RECOMMENDATIONS



Questions or Further Clarification

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