



The Masks of Manipulation

Trashy Tricks 5-Step Method to Stop Manipulation

Presentation Overview

Defining psychological manipulation
Social Emotional Learning & manipulation
Requirements for successful manipulation
Methods of manipulation
Measuring manipulative behavior
Factor Analysis
Conclusions

Defining Psychological Manipulation



1. Wikipedia

1. Psychological manipulation is a type of **social influence** that aims to change the behavior or perception of others through abusive, deceptive, or underhanded tactics. By advancing the interests of the manipulator, often at another's expense, such methods could be considered exploitative, abusive, devious, and deceptive.

2. SEL for Prevention

2. SEL for Prevention defines manipulation as the behavior an individual employs to *get their own way!*

The Problem with Manipulation

Relational abuse

Bullying (cyber)

Mind games

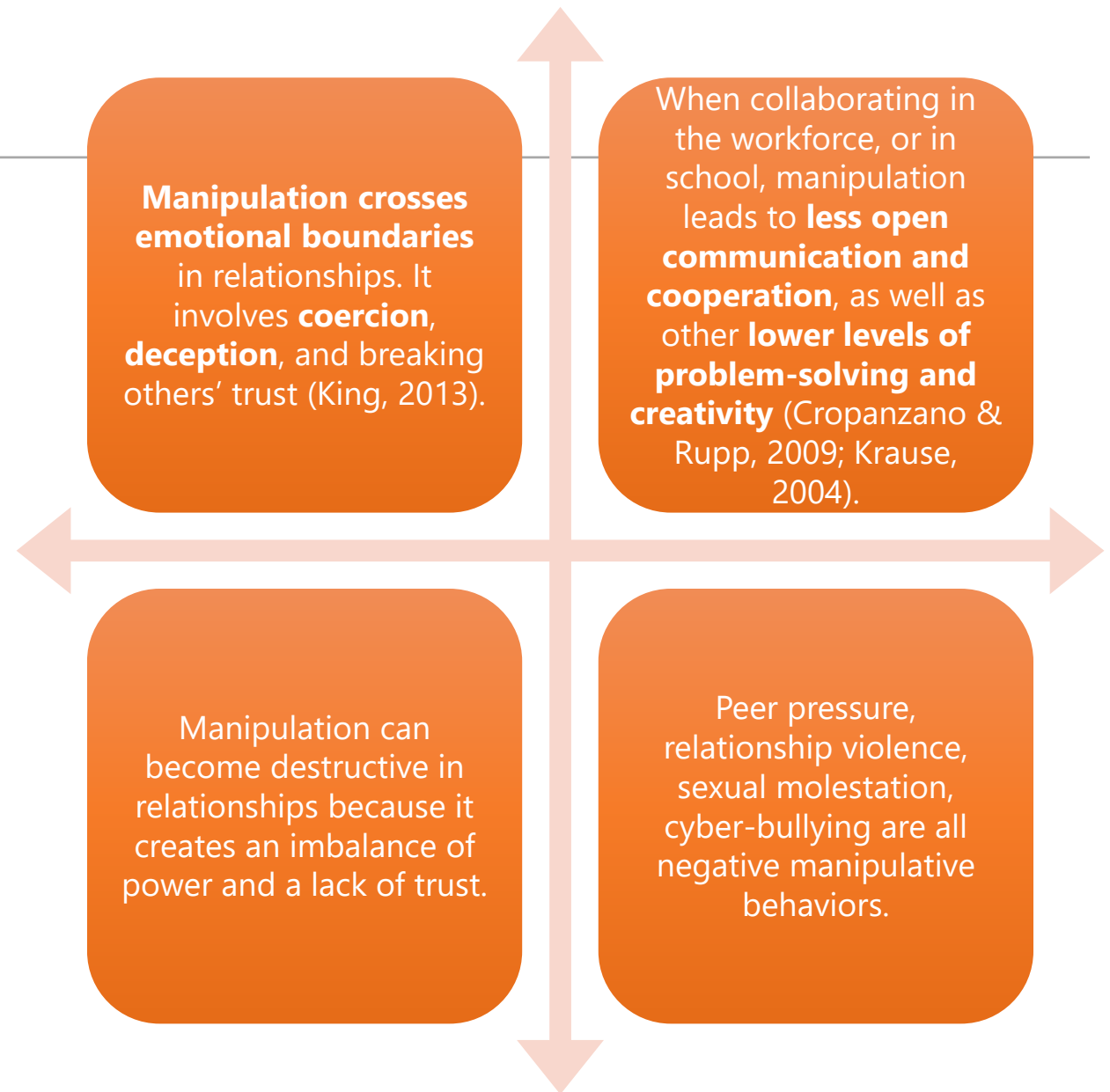
Gas-lighting

Peer Pressure

Damages relationships

Distrust

Why Teach Children about *Manipulation*?



Camp MakeBelieve Kids
& Step Up Curriculum

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

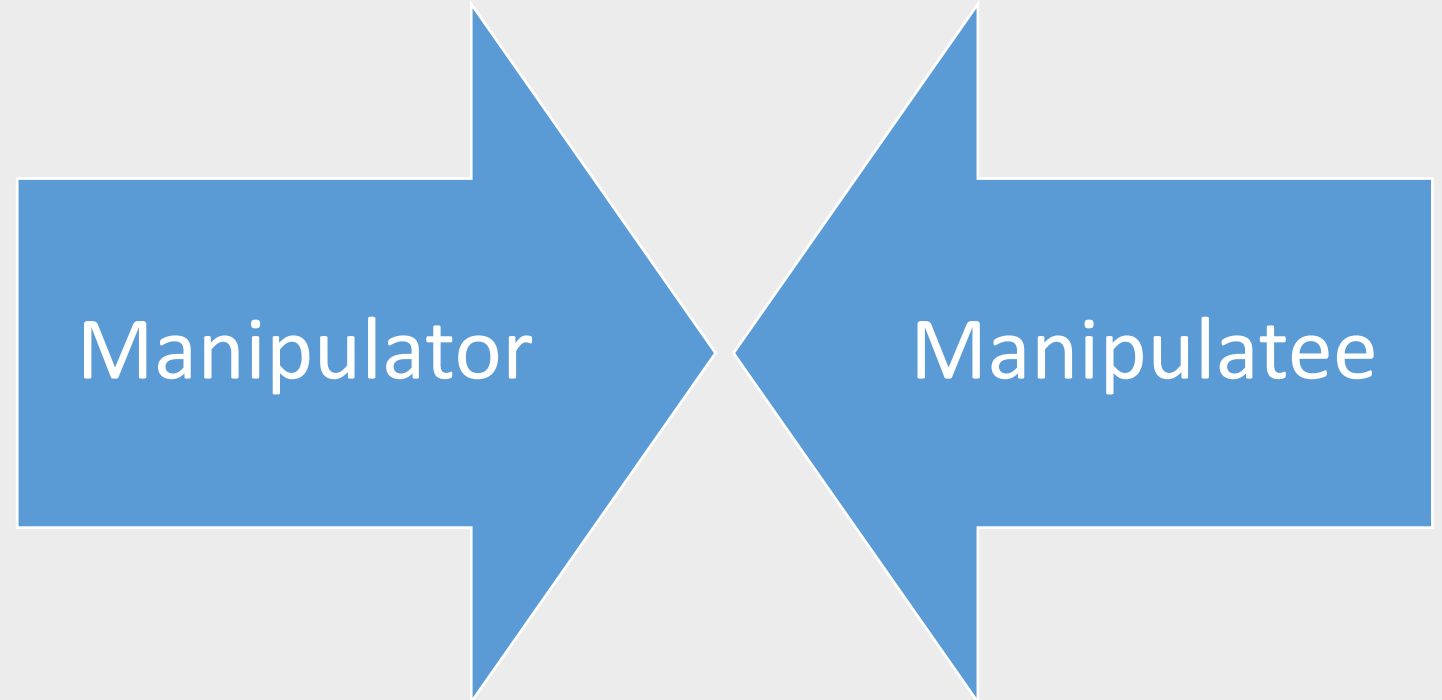
Step 6 teaches students to recognize, label and neutralize manipulation with unique visual tools and games.



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

Requirements
for successful
manipulation



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:

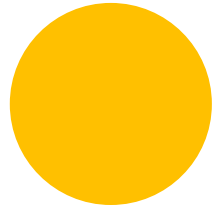
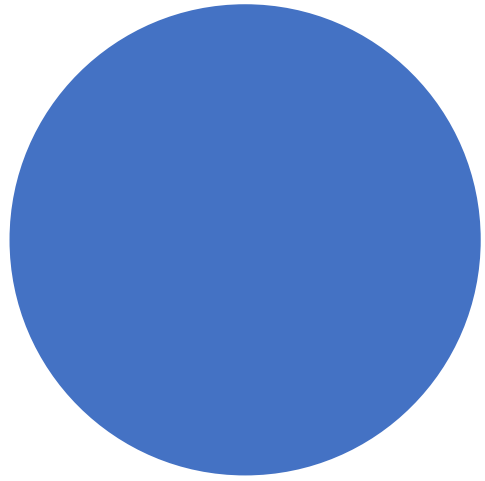
Go along with it (be complicit) OR

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

Recognize Manipulation

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

Trashy Tricks Rating Scale (TTRS)

Student Self-report of how often engage in these behaviors

Likert-type scale

Part 1 = visuals

Part 2 = narrative

CMB: 1 (never) – 3 (every day) (SEL for Prevention, 2008)

STEP UP: 1 (never) – 5 (every day) (SEL for Prevention, 2013)


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

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.

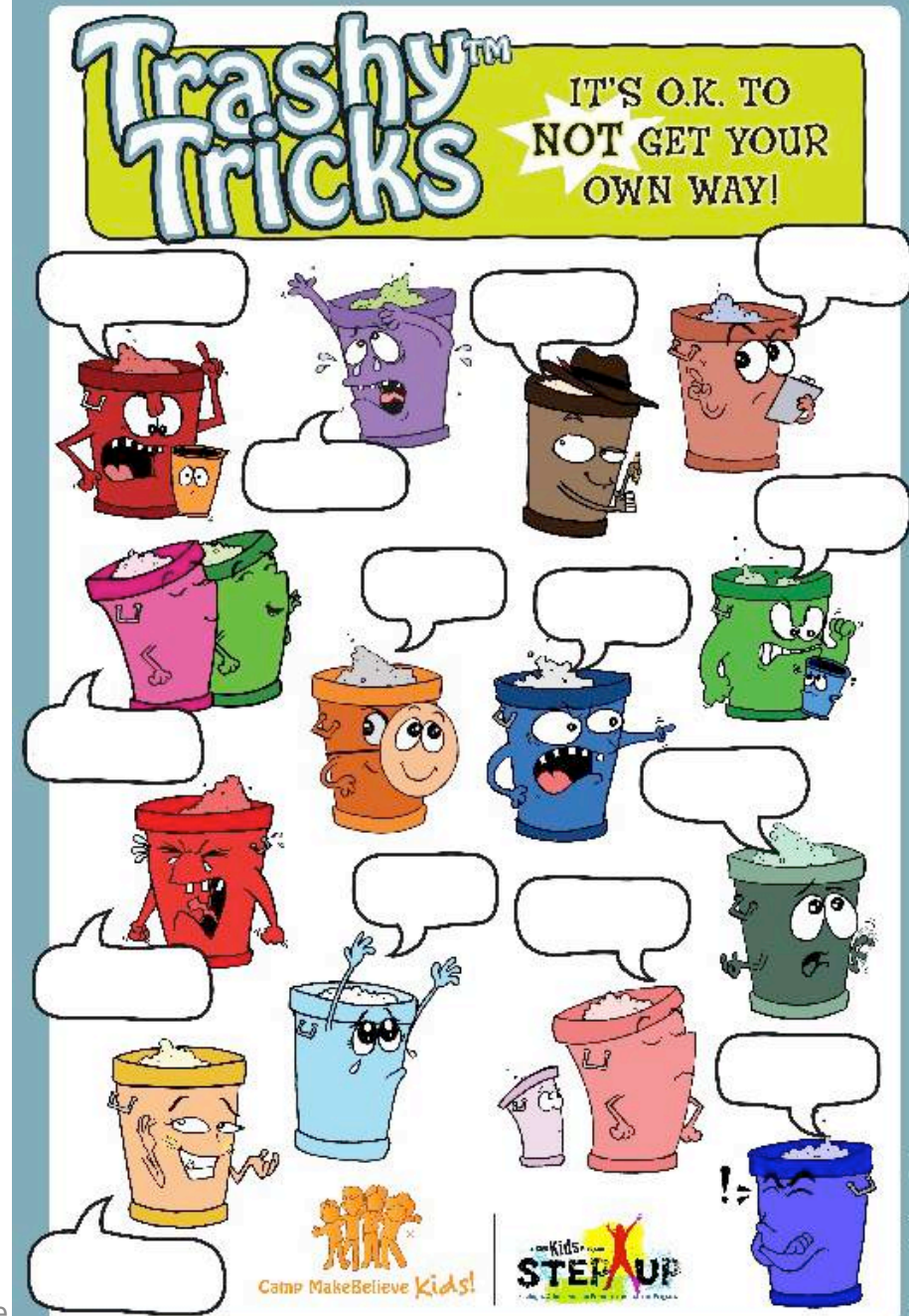
Please circle the number that rates how often you use each of the Trashy Tricks in an effort to get your own way.

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	Hardly Ever	Sometimes	Most days	Every day
			1	2	3	4	5
Sneaky		Being dishonest behind someone's back, starting rumors, lying or cheating.	Never	Hardly Ever	Sometimes	Most days	Every day
			1	2	3	4	5
Charming		Using beauty or personality to win someone over.	Never	Hardly Ever	Sometimes	Most days	Every day
			1	2	3	4	5
Excluding		Reject or leave someone out.	Never	Hardly Ever	Sometimes	Most days	Every day
			1	2	3	4	5
Drama		Making a scene or causing problems.	Never	Hardly Ever	Sometimes	Most days	Every day
			1	2	3	4	5
Whiny		Complaining by using a squeaky voice.	Never	Hardly Ever	Sometimes	Most days	Every day
			1	2	3	4	5

Matching the Illustration to the Label

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





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. * $p < .05$

Table 2

Fit Statistics for EFA & CFA Models

Number of Factors		Model Comparisons							
df	χ^2	df	χ^2 DIFF	CFI		RMSEA		SRMR	
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>							
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

Note. 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.

Bold text indicates significant parameter estimates. * $p < .01$

Table 3

EFA Factor Loadings for the Three-Factor Model

Trashy Tricks Item	“Other Involved” $\alpha = 0.75$	“Low Self- Regulation” $\alpha = 0.81$	“Under the Radar” $\alpha = 0.68$
	λ	λ	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: $\alpha = 0.87$.

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 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. * $p < .05$



Conclusions

Uncovering the Mask of Manipulation

In order for manipulation to take place there must be a manipulator (the person doing the behavior) and a manipulatee (the person falling for the behavior)

When we manipulate others, we are almost wearing an invisible mask, or a veil, that hides the true intent of the behavior.

Manipulation is often covert, so the person manipulating may seem sincere with words and facial expression

Manipulation, like *trickery*, is an indirect and dishonest way to change a situation to suit one's own needs

Nobody wants to get tricked. Once the trick is out of the bag, the trick loses its power to influence

Benefits for Learning the Trashy Tricks

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

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Questions or Further Clarification

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