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Bullying Prevention & Response
Base Training Module

Table of Contents

- Greetings & Goals
- Bullying Defined
- The Many Forms of Bullying
- Ten Key Findings About Bullying
- Best Practices in Bullying Prevention & Response
- Misdirections in Bullying Prevention & Response
- Case Studies: Approaches to Consider in Bullying Prevention & Response
- Action Planning & Group Brainstorm
- Next Steps: Putting What You Learned into Practice
- Feedback
- In Conclusion

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Greetings & Goals
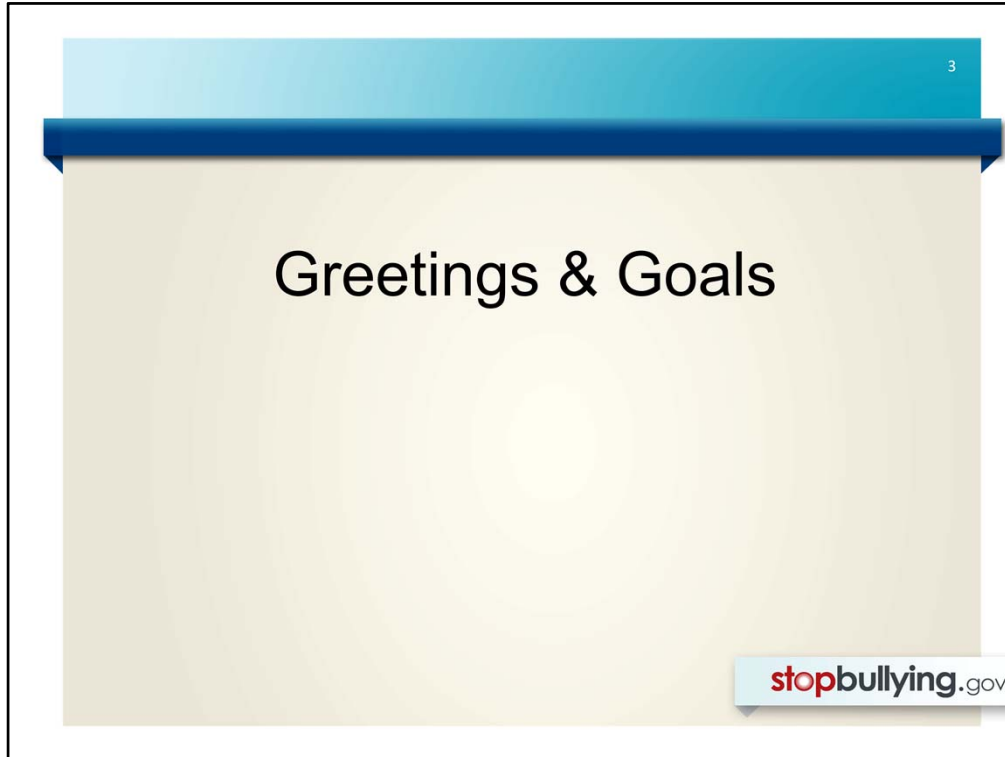
Welcome to today's bullying prevention and response training.

As you know, bullying is a serious problem affecting youth in communities all across America, and all adults have a role in helping to stop it. We have gathered for this training so that each individual in this room has a better understanding of bullying and is equipped with the tools and resources to take action. Specifically, this training provides you with guidance to hold a community event – such as a town hall meeting - to activate your community in bullying prevention.

When you leave here today, our goal is to successfully communicate:
• The definition of bullying, the many forms it takes, and its effects
• Best practices in preventing bullying and responding when you see bullying happen
• Compelling examples of what works
• How to create an action plan and execute your community event

We will also provide you with a Community Action Toolkit that offers guidance and research-based resources to make it as easy as possible to get started and make a difference. You will notice that many of the resources have been tailored for our profession and the work that we do.

During this training, you will become familiar with many of the resources developed by the Federal Partners in Bullying Prevention, representing leaders in the federal government working together to make sure communities have what they need to combat bullying.

This project was funded by the U.S. Department of Health and Human Services (HHS), Health Resources and Services Administration (HRSA).

Let's begin our training by reviewing the definition of bullying.

Today's Goals

- Define bullying, the many forms it takes, and its effects
- Discuss best practices in preventing bullying and response when you see bullying happen
- Highlight compelling examples of strategies that work
- Demonstrate how to create an action plan and execute an event in your community

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Our goal is to successfully communicate the following, so that you leave here today prepared to:

Define bullying, the many forms it takes, and its effects
Discuss best practices in bullying prevention and responding to bullying that occurs
Highlight compelling examples of strategies that work
Create an action plan and execute your community event

Bullying Defined

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What is bullying?

- Bullying is unwanted aggressive behavior(s) among school-aged children that:
  - Involves a real or perceived power imbalance
  - Is repeated or has potential to be repeated over time
- Bullying can include threats, rumors, physical or verbal attacks, and purposely excluding someone from a group

Source: Centers for Disease Control and Prevention (in preparation)

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This is the full definition of bullying from StopBullying.gov:

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behavior must be aggressive and include:

An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Challenges in Defining and Identifying Bullying

- Is the behavior aggressive?
  - Or is it rough play, joking, all in fun?
- What makes something repetitive?
  - What if it is a one-time occurrence?
- What counts as a power imbalance?

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Researchers, practitioners, and policymakers face a number of challenges in defining bullying and knowing how to identify it. Let me highlight some of these challenges briefly and then come back to discuss them in more detail.

A first challenge has to do with identifying—often on the spot—if behavior that occurs in a school's hallways, cafeteria, or on a playground is aggressive or if it is rough play…all in fun.

A second challenge involves the repetitive nature of bullying. What makes something repetitive? And can a behavior be considered bullying if it occurs only once?

A third challenge is understanding what counts as a power imbalance among children.

Challenge #1:
Is the behavior unwanted aggression or is it rough play?

- Unwanted aggression is when one child uses intentional harmful behaviors – threatened or actual – against another child
- Cues for adults:
  - The relationship between the children and youth
  - Expressions, body language, atmosphere

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Let's look at that first challenge. How can we determine if a behavior is bullying or simply rough play, which is common, particularly among younger boys?

As mentioned earlier, an important step in defining bullying is that it must be unwanted aggressive behavior—which is often defined as the intentional use of harmful behaviors against another child. These behaviors may be threatened or real.

How can we tell on the playground or in the hallways if behavior is actually aggressive, or if it's just "play"?

We can't always rely on children to tell us what's really going on, since children who bully may often explain their behavior as "just messing around" or "all in fun." Rather, we have to look for cues to help—such as how the children involved relate to each other:

- Are they long-standing friends or do they have a history of issues between them?
- What are their expressions and body language? Does it look like both are having fun, or is one showing obvious or subtle signs of distress?

When in doubt, it is important to follow up—especially if you don't know the children well. And of course, even if a behavior you observe isn't bullying, it still may not be acceptable in a school or other setting.

Challenge #2:
The Question of Repeated Behavior

- The child must either:
  - Experience multiple incidents of aggression (there is a pattern of aggression), OR
  - There is a strong concern that a single aggressive behavior has a high likelihood of being followed by more incidents of aggression

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Bullied children typically experience multiple incidents—or a pattern of aggression against them.

But according to the CDC, bullying also may exist if there is a high likelihood that the behavior will be repeated.

Just because bullying *typically* is repeated over time doesn't mean that a one-time instance isn't bullying or that adults should wait for a pattern to emerge before responding.

Power imbalances can be characterized by physical differences between children, such as age, size, and strength. But they need not be physical. Power can also be characterized by:

- Popularity
- Background/demographic characteristics (such as whether or not a child is a member of a majority racial or ethnic group, whether he or she has a high socio-economic status, whether he is in the majority regarding sexual orientation)
- By social, academic, physical or other skills or abilities
- Or by access to money, resources, or information—such as being able to reach an entire student body with a single e-mail button

One also can exert power over others by outnumbering them (for example, having a group of friends join in the bullying of a single child) or by having a weapon.

Bullying and Illegal Behaviors

- Bullying behaviors sometimes cross a legal line
- In 2010, the US Department of Education Office for Civil Rights issued a Dear Colleague letter on harassment and bullying (see http://www.StopBullying.gov)
- School districts may violate students' federal civil rights when:
  - Peer harassment is based on race, color, national origin, sex, or disability
  - The behavior is serious enough that it creates a hostile environment
  - The harassment is encouraged, tolerated, not adequately addressed, or ignored by school employees

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There is also sometimes confusion over what happens when bullying behaviors cross a legal line. Some bullying behaviors may also meet the legal definition of harassment or assault. Remember though, not all incidents of harassment or assault are bullying, and not all bullying involves harassment or assault.

The US Department of Education's Office for Civil Rights issued a Dear Colleague (DCL) letter on harassment and bullying in late October 2010. You can access the full letter on StopBullying.gov. We will discuss this issue more in-depth later in the presentation.

Now let's take a close look at some cases of harassment that are illegal under federal law.

The DCL highlights that discriminatory harassment may include harassment or bullying that is grounded in race, color, national origin, sex, or disabilities. Current laws do not protect against harassment based on religion or sexual orientation, but they do include protection against harassment of members of religious groups based on shared ethnic characteristics as well as sexual harassment of LGBT individuals.

The message to school personnel is that they must carefully consider whether bullying behavior is discriminatory harassment that violates students' federal civil rights. Under federal law, school personnel have very clear obligations to investigate immediately in such circumstances and to take prompt steps to end the harassment if it occurred.

The Many Forms
of Bullying

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Bullying May Involve:

- Different Types of Behavior
  - Physical
    - Use of physical force, such as hitting, kicking, using threatening gestures, shoving
  - Verbal
    - Oral or written communication, such as name-calling, graffiti, verbal threats
  - Relational
    - Behaviors designed to harm the reputation and relationships of a targeted child, such as rumor-spreading, posting embarrassing images online, social isolation of peers
  - Damage of Property
    - Theft or destruction of a child's property

Source: Centers for Disease Control and Prevention (in preparation)

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Bullying May Also Involve:

- Direct and indirect behavior:
  - **Direct bullying** is aggressive behavior(s) that are directly communicated to a targeted child (e.g., pushing, verbal taunting, mean text messages)
  - **Indirect bullying** is aggressive behavior(s) that are not directly communicated to the targeted child (e.g., spreading false rumors)

Source: Centers for Disease Control and Prevention (under review)

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The internet and electronic devices have provided a new context in which bullying can occur.

Most experts agree that cyberbullying (or electronic bullying) is best understood as a type of bullying—it is unwanted aggressive behavior that occurs online or through the use of electronic devices that involves repetition and a power imbalance.

There are some notable differences between cyberbullying and many other "traditional" types of bullying:

- It is difficult to define what repeated aggression or a power imbalance means in the electronic context, which makes it difficult to distinguish electronic aggression from electronic bullying. For example, should forwarding a nasty e-mail be considered repeated aggression? If a message or posting is anonymous, does that automatically constitute a power imbalance?

- Children and youth are less likely to experience cyberbullying than many other types of bullying, such as face-to-face verbal bullying or physical bullying.

- Children and youth may find it easier to say or do mean things online or through electronic devices that they would not do face-to-face.

- Whereas children and youth typically experience traditional forms of bullying during

the school day or in after-school or community activities, they may experience cyberbullying 24/7.

Ten Key Findings About Bullying

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With a common understanding of what bullying is (and isn't), I'd like to move to a discussion of what we know about bullying. In the last decade, there has been a large increase in research on bullying among children and youth. In the next 30 minutes or so, I'd like to share 10 key findings from this research with you.

Finding #1:
Many Children
Are Involved In Bullying

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The first finding is that many children are involved in bullying. Let's take a look at what we know about the prevalence of bullying.

Additional Information:

National estimates of bullying vary and depend on such variables as the definition used, the age of the study participants, and the time frame examined. However, studies are consistent in showing that substantial percentages of children are involved as aggressors, victims of bullying, or both.

For example, according to the 2009 Youth Risk Behavior Survey published by the Centers for Disease Control, 20% of high school students (grades 9-12) had been bullied on school property at least once in the previous 12 months.

Another national survey, the School Crime Supplement to the National Crime Victimization Survey, reported that 28% of students ages 12-18 had been bullied at school during the 2008/2009 school year.

References:
Cook, Williams, Guerra, & Kim (2010)
Centers for Disease Control and Prevention (2009)
National Center for Educational Statistics (2009)

How are children and youth bullied?

- Forms of bullying at school *(NCES, 2011)*
  - 19% made fun of, called names, or insulted
  - 17% subject of rumors
  - 9% pushed, shoved, tripped, spit on
  - 6% threatened with harm
  - 5% excluded from activities on purpose
  - 4% forced to do things they didn't want to do
  - 3% had property destroyed
- 6% of students ages 12-18 had been cyberbullied (anywhere) during the 2008/2009 school year *(NCVS, 2009)*

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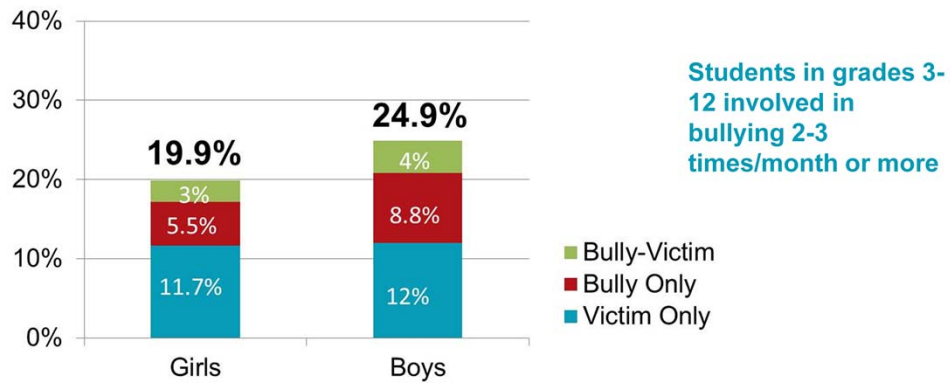
Additional Information:

This same survey of 12-18-year-olds examined different types of bullying that students had experienced: The most common form of bullying was verbal--19% of 12-18 year-olds said they had been made fun of; 17% had been the subject of rumors; 9% had been pushed, shoved, tripped, or spit on; 6% had been threatened with harm; 5% had been excluded from activities; 4% had been forced to do things they didn't want to do; and 3% had property destroyed.

The study also asked students how often they had been cyberbullied anywhere (i.e., not just at school) during the 2008-2009 school year. 6% had cyberbullied at least once. The most common form of cyberbullying involved unwanted contact through text messaging (3%, followed by: hurtful information sent over the Internet [2%], unwanted contact through Instant Messaging [2%], unwanted contact through email [1%], unwanted contact through online gaming [1%], and purposeful exclusion from an online community [1%]).

Reference:
National Center for Educational Statistics (2009)

How likely are children and youth to bully others?

Students in grades 3-12 involved in bullying 2-3 times/month or more

- Bully-Victim
- Bully Only
- Victim Only

Girls: 19.9% (3%, 5.5%, 11.7%)
Boys: 24.9% (4%, 8.8%, 12%)

Source: Olweus & Limber (2010)

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Additional Information:

As mentioned earlier, students are involved in bullying not only as victims of bullying. They also may bully others, or they may bully others AND also be bullied themselves. (These children and youth are often referred to as bully-victims). In a recent study of more than 520,000 3rd-12th graders from 1,593 schools across the U.S., researchers found that overall 20% of girls and 25% of boys had been involved in bullying on a regular basis (2-3 times/month or more often).

As you can see, students report that it is somewhat more likely that they are bullied (14% of girls and 13% of boys) than bully others (4% of girls and 8% of boys). Relatively small percentages of students were classified as bully-victims (3% of girls and 4% of boys).

Reference:
Olweus & Limber (2010)

The Many Roles Children & Youth Play in Bullying

- Bullying is best understood as a group phenomenon, in which children and youth may play a variety of roles, including those who:
  - Initiate the bullying
  - Join in the bullying
  - Support/appreciate the bullying but don't join in
  - Observe the bullying but are disengaged
  - Dislike the bullying, but don't act
  - Try to help

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Additional Information:

Although adults often view bullying as a problem between two children (a child who bullies and his or her target or victim), bullying is more accurately understood as a group phenomenon in which children may play a variety of roles, such as those listed here. Some initiate the bullying, while others are quick to join in.

In addition to these children and youth who bully, research confirms that many more (two-thirds of all students surveyed in several studies) witness bullying. These witnesses (who are sometimes referred to as "bystanders") may play a variety of roles as well. They may support the bullying that they observe through laughter or smiles, or body language; they may watch but feel disengaged; they may dislike the bullying that they observe but feel reluctant to take action against it; or they may try to help in some way.

References:
Olweus (1993)
Rivers, Poteat, Noret, & Ashhurst (2009)
Trach, Hymel, Waterhouse, & Neale (2010)

Finding #2:

There are Similarities and Differences Among Boys and Girls in Their Experiences With Bullying
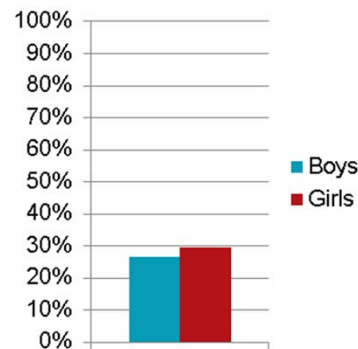
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The second key finding is that there are both similarities and differences in boys' and girls' experiences with bullying.

Additional Information:

Most studies find either small differences or no differences in the likelihood that boys and girls are bullied. For example, in the National Crime Victimization Survey, 27% of boys reported that they had been bullied at school during the 2008-2009 school year, while 30% of girls said they had been bullied.

Important gender differences do emerge, however, in the relationship between those who are bullied and their aggressors. Boys most commonly are bullied by other boys, while girls report being bullied by boys and girls.

References:
Centers for Disease Control and Prevention (2009)
Cook, Williams, Guerra, & Kim (2010)
National Center for Educational Statistics (2011)
Olweus (2010)

Differences in the Types of Bullying Experienced by Boys and Girls *(NCES, 2011)*
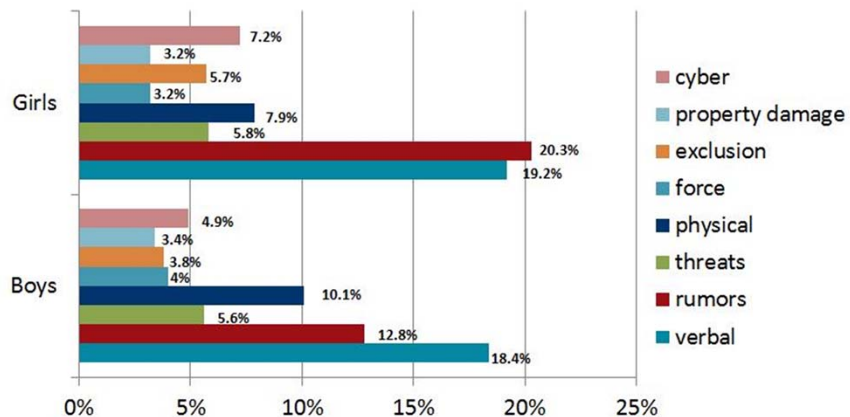
Additional Information:

There also are some interesting similarities and differences in the types of bullying that boys and girls experience:

As the National Crime Victimization Survey (2009) reveals, boys and girls experience similar rates of:
• Verbal bullying (about 17-18% girls and boys)
• Threats (about 6% girls and boys)
• Force (about 3-4% girls and boys)
• Damage to property (about 3-4 % girls and boys)

Boys are more likely to experience:
• Physical bullying (about 7% girls and 10% boys)

Girls are more likely to experience:
• Bullying through rumor-spreading (about 21% girls and 13% boys)
• Exclusion (about 6% girls and 3% boys)
• Cyberbullying (about 7% girls and 5% boys)

Gender Differences in the Frequency with Which Boys and Girls Bully Others

- Most studies find that boys are more likely than girls to bully their peers. On average, boys are:
  - 1.7x as likely to bully
  - 2.5x as likely to bully and also be bullied (bully-victims)

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Additional Information:

Most research has found that boys are more likely than girls to bully their peers. A recent analysis of 82 studies (Cook et al., 2010) found that on average, boys are 1.7 times as likely as girls to bully and are 2.5 times as likely to be bully-victims (i.e., to bully and also be bullied).

References:
Cook, Williams, Guerra, & Kim (2010)
Craig et al. (2009)
Currie et al. (2004)
Nansel et al. (2001)
Olweus & Limber (2010)

Finding #3:
Children's Experiences with Bullying Vary by Age

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Children's experiences with bullying don't only vary depending on their gender. They also vary with age.

Age Trends in the Frequency of Being Bullied

- Children are most likely to be bullied in elementary grades
- The likelihood decreases through middle school and high school

% Bullied in Grades 6-12 (NCES, 2011)
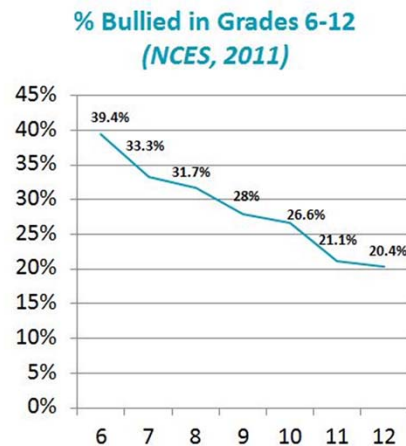
Children and youth are most likely to be bullied in elementary school. Anonymous self-report surveys of children and youth indicate that the likelihood that they will be bullied decreases steadily through middle school and high school.

Additional Information:

Here, you can see data from the National Crime Victimization Survey, which assessed the frequency with which middle and high school youth were bullied during the 2008/2009 school year.

The graph shows data from the National Crime Victimization Survey, which assessed the frequency with which middle and high school youth were bullied during the 2008/2009 school year. Approximately 40% at Grade 6, 33% at grade 7, 32% at grade 8, 28% at grade 9, 27% at grade 10, 21% at grade 11, and 20% at grade 12.

References:
Finkelhor, Ormrod, Turner, & Hamby (2005)
Nansel et al. (2001)
National Center for Education Statistics (2011)
Olweus & Limber (2010)
Guerra, Williams, & Sadek (2011)
Rigby (2002)

Age Trends in the Type of Bullying Experienced *(NCVS, 2009)*
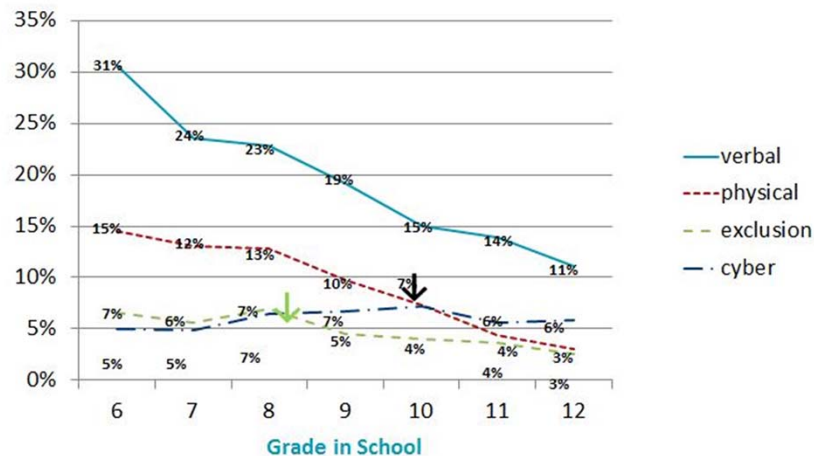
With age, children and youth report decreases in many forms of bullying (such as verbal bullying, and physical bullying shown here, but also rumor-spreading).

Additional Information:

For other forms of bullying, we see somewhat different trends.

For example, youth are most likely to report being excluded (green line), having property damaged or destroyed, or being forced to do things they didn't want to do in late middle school (green arrow); they are most likely to report being cyberbullied in high school (black arrow).

Reference:
National Center for Education Statistics (2011)
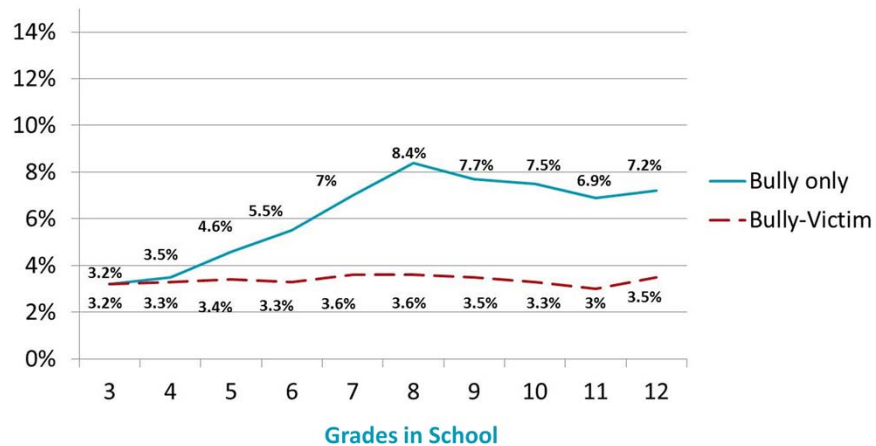
Bullying of others tends to increase during the elementary grades, peak in early adolescence, and decrease somewhat in high school grades. For bully only, approximately 3% at age 3, 3% at age 4, 4% at age 4, 5% at age 5, 6% at age 6, 7% at age 7, 8.4% at age 8, 7.7% at age 9, 7.5% at age 10, 7% at age 11, and 7.2% at age 12.

Children's experiences of both bullying others and being bullied (referred to as "bullyvictims") remain fairly steady with age. For bully victims, approximately 3% for ages 3-12.

References:
Guerra, Williams, and Sadek (2011)
Olweus & Limber (2010)
Nansel et al. (2001)

Finding #4:
There Are Multiple Risk Factors for Bullying

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A fourth key finding from research is that there is not one single cause of bullying. There are many different factors that place children and youth at risk for being involved in bullying.
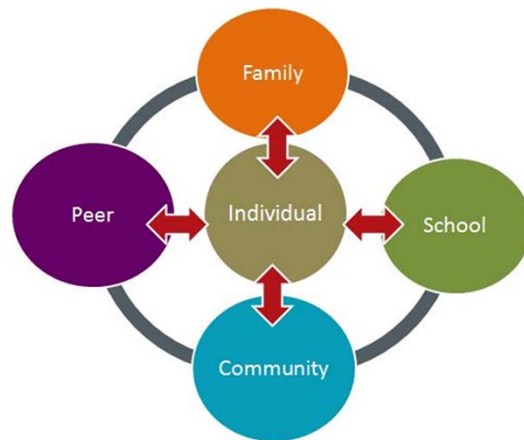
Another way of saying this is that bullying results from a complex interaction between individuals and their broader social environment, including their families, their peers, their school, and community.

References:
Kowalski, Limber, & Agatston (2008)
Swearer & Doll (2001)
Swearer, Espelage, Koenig, Berry, Collins, & Lembeck (2012)

Examples of Individual Factors Related to Involvement in Bullying

- Temperament
- Social competence
- Alcohol and drug use
- Depression
- Presence of a disability
- Sexual orientation

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Research has confirmed that there are individual factors or variables that are related to a child or adolescent's involvement in bullying.

Additional Information:

Individual temperament may play a role. Children and youth who bully are more likely to have an active, "hot-headed" temperament, while children who are bullied are more likely to have a quiet, passive temperament.

The social competence of children and youth is also related to involvement in bullying. Children who are bullied (and particularly bully-victims), for example, are more likely than their peers to lack social skills.

Children and youth who are involved in substance use—alcohol, drugs, cigarettes—are more likely to be involved in bullying. Bully-victims are particularly likely to use alcohol and drugs.

As we'll discuss in more detail in a few minutes, children and youth are more likely to be bullied if they are depressed, if they have a disability, or if they are gay, lesbian, bisexual, transgender or if they are questioning their sexual identity.

References:
Cook, Williams, Guerra, Kim, & Sadek (2010)

Olweus (1993)
Reijntjes, Kamphuis, Prinzie, & Telch (2010)
Swearer et al. (2012)

Examples of **Peer Factors** Related to Involvement in Bullying

- Exposure to aggressive, violent, delinquent peers
- Having at least one close friend
- Support from peers

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There also are important peer factors that make it more or less likely that a child or adolescent will be involved in bullying. The peer group is a particularly important influence during adolescence.

Additional Information:

Research has shown that exposure to aggressive, violent, or delinquent peers may increase the likelihood that child or adolescent will bully others.

Of course, peers can also have positive or protective influences. Children and youth who are bullied tend to be socially isolated. Research has found that those who have at least one friend are less likely to be bullied.

Not only having a friend but feeling supported by peers is important. For example, children and youth who feel supported by their peers are less likely to experience negative psychological effects from bullying that they experience.

References:
Cook, Williams, Guerra, Kim, & Sadek (2010)
Hodges, Boivin, Vitaro, & Bukowski (1999)
Olweus (1993)
Swearer et al. (2012)

Examples of Family Factors Related to Involvement in Bullying

- Parental engagement
- Parental conflict, use of drugs & alcohol
- Domestic violence
- Parenting style
- Child maltreatment

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Many family variables are related to children's involvement in bullying. A number of examples are listed here.

Additional Information:

Having disengaged parents increases the risk that a child will bully others, while having warm, involved parents reduces this risk.

Exposure to parental conflict, parental use of drugs & alcohol, and domestic violence increases the likelihood that a child will bully others and the likelihood that a child will be bullied.

Children whose parents adopt parenting styles that are authoritative (that permit independence but also set limits and are responsive to their child's needs) are less likely to be involved in bullying. On the other hand, parents who are overly permissive and those who use overly harsh discipline strategies are more likely to have children who bully.

Child abuse has been found to be related to a greater likelihood of bullying others and also being bullied by peers.

References:
Baldry (2003)
Bowes, Arseneault, Maughan, Taylor, Casi, & Moffitt (2009)

Olweus (1993)
Pellegrini (1998)
Swearer, Espelage, Koenig, Berry, Collins, & Lembeck (2012)

**Examples of School Factors
Related to Involvement in Bullying**

- School climate
  - Students' sense of belonging to the school
  - Degree of respect and fair treatment
- Good adult supervision
- Awareness and responsiveness of staff

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Factors within the school environment are also related to the likelihood of bullying.

Additional Information:

Variables related to school climate have been found to be important. For example, having a sense of belonging to one's school is associated with less involvement in bullying (bullying others and being bullied).

The degree to which staff actively supervise behavior, are aware of bullying issues, and are responsive to bullying problems is also critical.

References:
Cook, Williams, Guerra, Kim, & Sadek (2010)
Olweus (1993)
Pellegrini & Bartini (2000)
Swearer, Espelage, Koenig, Berry, Collins, & Lembeck (2012)

Examples of Community Factors Related to Involvement in Bullying

- Neighborhood safety
- Connection to adults in neighborhood

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Finally, factors within the larger community are also related to the likelihood of bullying.

Additional Information:

For example, research has found that children and youth from safe neighborhoods, who report that they are known by adults, are less likely to bully others and also less likely to be bullied.

References:
Cook, Williams, Guerra, Kim, & Sadek (2010)
Swearer, Espelage, Koenig, Berry, Collins, & Lembeck (2012)

Finding #5:
Although Any Child May be Targeted, Some Are at Particular Risk of Being Bullied

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A fifth key finding is that *any* child or youth may be bullied by peers, but some groups of children and youth are at a particularly high risk of being bullied.

Children and Youth At Higher Risk for Being Bullied

- Those who:
  - Have learning disabilities
  - Have Attention Deficit Hyperactivity Disorder (ADHD)
  - Have Autism Spectrum Disorder (ASD)
  - Have special health care needs or chronic diseases
  - Are overweight or underweight
  - Speak another language at home
  - Are questioning their sexual orientation or who are lesbian, gay, bisexual, or transgender
  - However, even if a child has these risk factors, it doesn't mean that they will be bullied

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No single factor puts a child at risk of being bullied or bullying others. Bullying can happen anywhere—cities, suburbs, or rural towns. Depending on the environment, some groups—such as
Lesbian, gay, bisexual, or transgendered (LGBT) youth, youth with disabilities, and socially isolated youth—may be at an increased risk of being bullied.

- Children and youth with learning disabilities are at greater risk of being teased and physically bullied, compared with other children;
- Those with ADHD are more likely to be bullied (and also to bully their peers);
- Those with Autism Spectrum Disorder are more likely to be ostracized;
- Children and youth with special health care needs or chronic diseases (diabetes, muscular dystrophy, spina bifida, atopic eczema) are more frequently bullied;
- Overweight and obese youth, and those who are underweight may be more likely to be bullied;
- Students who speak another language at home are more likely to be frequently bullied because of their religion or race than those who speak English.
- And finally, children and youth who are questioning their sexual orientation or who are lesbian, gay, bisexual, or transgender report experiencing higher levels of verbal bullying as well as physical and relational aggression.

References:
Gray, Kahhan, & Janicke (2009)
Hamiwka, Yu, Hamiwka, Sherman, Anderson, & Wirrell (2009)

Harris Interactive and GLSEN (2005)

Kosciw, Diaz, & Greytak (2008)

Magin, Adams, Heading, Pond, & Smith (2008)

Martlew & Hodson (1991)

Mepham (2010)

Mishna (2003)

Storch et al. (2004)

Twyman, Saylor, Saia, Macias, Taylor, & Spratt (2010)

Wang, Iannott & Luk (2010)

Wiener & Mak (2009)

Harassment and Assault at School Among LGBTQ Students
2009 National School Climate Survey

% in last year
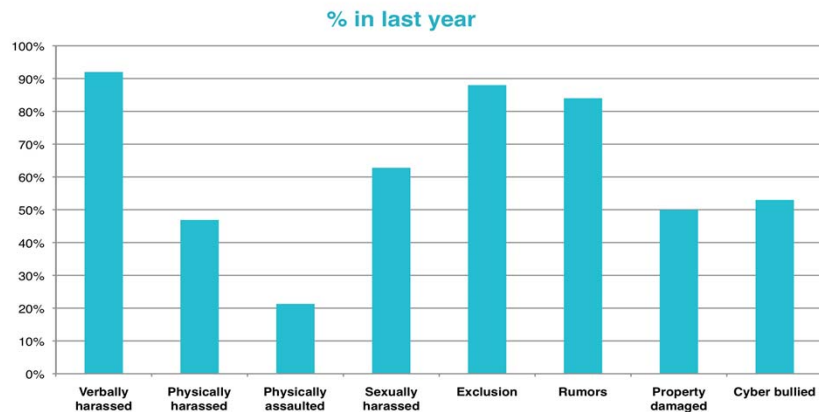
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In a survey of 7,261 students ages 13-21 throughout the U.S. who identified themselves as lesbian, gay, bisexual, or transgender or who were questioning their sexual identity, very high percentages reported being sexually harassed and bullied in the last year:

- 92% had been verbally harassed in the last year, and 85% of these said it was because of their sexual orientation
- 47% had been physically harassed (shoved or pushed)
- 22% had been assaulted at school (punched, kicked or injured with a weapon), most commonly because of their sexual orientation or gender expression
- 68% had been sexually harassed at school (e.g., unwanted touching or sexual remarks directed at them), one-fifth said this happened often or frequently
- 88% had felt deliberately excluded or left out by other students (half experienced this often or frequently)
- Most (84%) had rumors or lies told about them at school (1/3 often or frequently)
- Half reported that their property had been stolen or purposefully damaged by other students at school in the past year (1/10 often or frequently)

Reference:
Kosciw et al. (2008)

Finding #6:
Bullying Can Affect the Health, Mental Health, and Academic Well-Being of Children Who are Targeted

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The sixth finding relates to the known effects of bullying on the health, mental health, and academic well-being of children and youth who are bullied.

Mental Health Consequences

- Children who are bullied experience:
  - Lower self-esteem
  - Greater loneliness
  - Greater anxiety
  - More depression
- Bullying leads to later internalizing problems
- These problems also "invite" further bullying by peers.

bullying

Internalizing problems

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Over the last decade, many studies have found that children and youth who are bullied are more likely than non-bullied peers to suffer from low self-esteem, loneliness, anxiety, and depression.

Additional Information:

In recent years, researchers have worked to understand whether bullying leads to such problems, or whether these problems precede the bullying and possibly make it more likely that a child will be bullied. The conclusion is that children's experiences of being bullied *do* lead to later internalizing problems, such as low self-esteem, loneliness, anxiety, depression. But it also is true that having these issues, in turn, invite further bullying by peers. So, often, children and youth may become caught in a vicious cycle of bullying by peers that is difficult to escape.

References:
Hawker & Boulton (2000)
Juvonen, Graham, & Schuster (2003)
Fekkes et al. (2004)
Reijntjes, Kamphuis, Prinzie, & Telch (2010)
Undheim & Sund (2010)

Bullying and Risk of Suicide

- Bullied children & youth are more likely than non-bullied peers to have:
  - Depressive symptoms
  - Harmed themselves
  - High levels of suicidal thoughts
  - Attempted suicide
  - Remember to always be aware of the warning signs and if someone you know is in suicidal crisis or emotional distress, please call 1-800-273-TALK (8255). Find out more information regarding warning signs and risk factors at http://www.suicidepreventionlifeline.org.

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Children and youth involved in bullying are more likely than their non-bullied peers to suffer depression, but they also are more likely to:
- have harmed themselves (i.e., hurt themselves without intending to die)
- have high levels of suicidal thoughts
- have attempted suicide

Additional Information:

Those who are bully-victims (those who are bullied and also bully others) appear to be at the highest risk.

Key Studies of Bullying and Suicide

- Klomek et al.'s (2008) study of high school students
  - Frequent exposure to direct and indirect bullying was associated with depression, suicidal thoughts, and attempts.
  - The more types of bullying experienced, the higher the risk

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Additional Information:

Klomek and colleagues studied 2,300 high school students and found that frequent exposure (once per week or more often) to different types of bullying (e.g. physical bullying, being belittled about looks or speech, being the subject of rumors or mean lies) was associated with a high risk of depression, suicidal thoughts and suicide attempts, compared to non-bullied students. And, the more types of bullying experienced, the higher the risk.

Reference:
Klomet, Marrocco, Kleinman, Schoenfeld, & Gould (2008)

More Key Studies of Bullying and Suicide

- Hinduja & Patchin's (2010) study of middle school students
  - Youth involved in traditional bullying or cyberbullying had more suicidal thoughts and attempts than others
  - Those who had been bullied were at higher risk
  - Children's experience of being bullied is one of many factors that place a child at risk for suicide

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Additional Information:

Hinduja & Patchin (2010) studied 2,000 middle school students and found that:

(1) youth involved in traditional bullying or cyberbullying (either as offender or as victim) had more suicidal thoughts and suicide attempts than others;
(2) children who had been bullied were at higher risk than those who had bullied others; and
(3) children's experience with bullying was one of many factors that place a child at risk for suicidal thoughts and behaviors.

These researchers remind us that tragically, suicide is one of the leading causes of death among young people in the U.S. Although children who are involved in bullying are at higher risk of suicidal thoughts and behavior, there are many individual, relational, community, and societal factors that contribute to risk of suicide among youth.

References:
Centers for Disease Control (2009)
Hinduja & Patchin (2010)

Health Consequences of Bullying

- Children and youth who are involved in bullying are more likely to experience psychosomatic problems:
  - Headaches, backaches, stomach pain, sleep problems, poor appetite, bed-wetting
- The highest risks are for children who are bullied and those who are "bully-victims"

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Children who are involved in bullying are also more likely than their peers to exhibit health problems, such as headaches, backaches, stomach pain, sleep problems, poor appetites, and bed-wetting. Because health concerns such as these are tied to psychosocial factors, they are frequently referred to as "psychosomatic" problems.

Additional Information:

Children and youth who show the greatest likelihood of these health problems are those who are bullied and those who are referred to as bully-victims. On average, these children (victims and bully-victims) are twice as likely as non-bullied children to exhibit psychosomatic problems. (Children who bully others also have slightly higher rates of these problems than non-bullied children, but to a lesser extent than children who are bullied.)

References:
Fekkes, Pijpers, & Verloove-VanHorick (2004)
Gini & Pozzoli (2009)

Academic Consequences of Bullying

- Children and youth who are bullied are more likely to:
  - Want to avoid school
  - Have lower academic achievement
- Several longitudinal studies suggest that children's experiences of being rejected by peers or bullied in other ways may lead to lowered academic achievement

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Not only do many children and youth suffer mental health and health consequences from bullying, but they also may experience academic consequences as well.

Children and youth who are bullied are more likely than non-bullied peers to want to avoid going to school. They also are more likely to have somewhat lower academic achievement, whether measured through grades or standardized test scores.

Additional Information:

In addition, several longitudinal studies—which measure children's experiences of bullying over time—suggest a causal relationship between bullying and academic achievement. For example, in a recent study of students in the U.S., middle schoolers' grade point averages and levels of academic engagement were predicted by whether or not they had been bullied. The researchers concluded that the effect of bullying could account for up to 1 ½ letter grade decrease in an academic subject over the 3 years of middle school (Juvonen et al., 2011).

References:
Buhs, Ladd, & Herald (2006)
Buhs, Ladd, & Herlad-Brown (2010)
Juvonen, Wang, & Espinoza (2011)
Kochenderfer & Ladd (1996)
Nakamoto (2009)

Rigby (1996)
Smith, Talamelli, Cowie, Naylor, & Chauhan (2004)

Not only is there reason to be concerned about children who are bullied, but there also is reason to worry about children who bully others. They are more likely than other children to be involved in antisocial and troubling behavior.

Concern for Children and Youth Who Bully

- Children and youth who bully others are more likely than their peers to:
  - Exhibit delinquent behaviors
  - Dislike school, drop out of school
  - Drink alcohol and smoke
  - Hold beliefs supportive of violence
  - Bring weapons to school
  - Think of suicide and attempt suicide

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Children and youth who bully others are more likely than their peers to:
- Exhibit delinquent behaviors (such as fighting, stealing, vandalism)
- Dislike school and drop out of school
- Drink alcohol and smoke cigarettes
- Bring weapons to school
- Think about and attempt suicide

References:
Berthold & Hoover (2000)
Byrne (1994)
Cook et al. (2010)
Klomek et al. (2008)
Nansel et al. (2001)
Nansel et al. (2004)

Finding #8:
Many Children
Do Not Report Bullying
Experiences to Adults

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An eighth research finding involves the likelihood that children and youth will report bullying to adults if they experience it.

Likelihood of Reporting

- **50-75%** of children and youth do not tell school personnel, are a bit more likely to tell parents
- Varies by age and gender
  - Older youth and boys are most reluctant to report bullying

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Unfortunately, most studies suggest that the majority of children and youth who have been bullied (50-75% in most studies) have not told an adult at school. Somewhat more indicate they have told a parent, but many are silent.

Additional Information:

The likelihood that a child will tell someone about their bullying experiences varies by age and gender. Older youth and boys are less likely than younger children and girls to report that they have been bullied.

References:
Boulton & Underwood (1992)
Fonzi, Genta, Menesini, Bacchini, Bonno, & Constable (1999)
Harris, Petrie, & Willoughby (2001)
Olweus & Limber (2010)
Whitney & Smith (1993)

Percentage of Bullied Children & Youth Who Have Reported Being Bullied
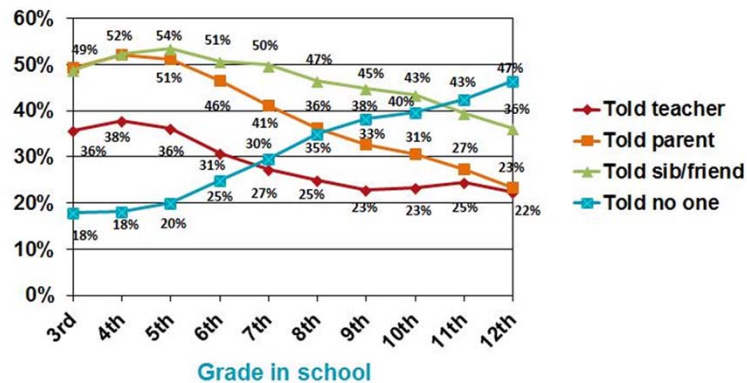
Source: Olweus & Limber (2010)

For example, in a study of more than 520,000 students in grades 3-12 in the U.S., Olweus & Limber (2010) found that with age, it was less and less likely that bullied children and youth would tell a teacher or other school personnel, a parent, or a sibling or friend.

With age, it was more and more likely that they would tell no one about their troubles. In grade 3, 36% told teacher, 50% told parent, 49% told sibling/friend, 18% told no one; in grade 4, 38% told teacher, 53% told parent, 52% told sibling/friend, 18% told no one; in grade 5, 36% told teacher, 51% told parent, 54% told sibling/friend, 20% told no one; in grade 6, 31% told teacher, 46% told parent, 51% told sibling/friend, 25% told no one; in grade 7, 27% told teacher, 41% told parent, 50% told sibling/friend, 30% told no one; in grade 8, 25% told teacher, 36% told parent, 47% told sibling/friend, 35% told no one; in grade 9, 23% told teacher, 33% told parent, 45% told sibling/friend, 38% told no one; in grade 10, 23% told teacher, 31% told parent, 43% told sibling/friend, 40% told no one; in grade 11, 25% told teacher, 27% told parent, 40% told sibling/friend, 43% told no one; in grade 12, 23% told teacher, 23% told parent, 36% told sibling/friend, 47% told no one.

With age, it was more and more likely that they would tell no one about their troubles.

Reference:
Olweus & Limber (2010)

Why are children & youth reluctant to report being bullied?

- Negative messages about "tattling" and "snitching"
- Concern about retaliation
- Gender stereotypes
- Lack of confidence in adults' actions

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There likely are numerous reasons why children and youth are reluctant to report being bullied. Particularly for older children and youth, they may fear being labeled "tattlers" or "snitches" by their peers. Many likely are concerned about possible retaliation by their aggressors if they report them.

Additional Information:

Boys may feel pressure to try to deal with bullying on their own so as not to appear "weak" or vulnerable. Some may lack confidence in adults' abilities to stop the bullying. Research suggests that with age, students are less and less likely to perceive that adults are helpful in stopping bullying.

As a result, it is critical that adults respond quickly, effectively, and sensitively when bullying is reported to them and that they are vigilant to possible bullying that is *not* reported, particularly among older youth and boys.

References:
Fonzi et al. (1999)
Hoover, Oliver & Hazler (1992)
Olweus & Limber (2010)

Finding #9:
Many Children and Youth Are Concerned About Bullying

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Some good news to share is that many children and youth are concerned about bullying.

Peers' Feelings and Attitudes About Bullying

- Most children & youth have negative feelings about bullying and feel sympathy for bullied peers
  - 90% of elementary students said they felt sorry for students who are bullied
  - Sympathy is somewhat greater among younger children and girls

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Research confirms what many parents and educators believe, which is that most children and youth don't like bullying and feel sorry for their peers who are bullied.

Additional Information:

In one study (Olweus & Limber, 2010), researchers found that 90% of 3rd-5th graders said they felt sorry for students who are bullied. With age (in to middle and high school grades), fewer and fewer students expressed sympathy for bullied students, and girls were more likely than boys to say they felt sorry for bullied peers.

References:
Baldry (2004)
Olweus & Limber (2010)
Rigby & Slee (1993)

Peers' Actions as Witnesses

- Sympathy often does not translate into action
- When bystanders try to help a bullied child, they are often effective in stopping it
- Younger children and girls are more likely to indicate that they:
  – Report bullying
  – Respond directly to help
  – Tell an aggressor to stop

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Unfortunately, this sympathy often does not result in positive action to help stop the bullying. In one study (Olweus & Limber, 2010), researchers found that even though the vast majority of elementary school children felt sorry for bullied students, fewer than half said they would try to help if they saw or knew that a student was being bullied (Olweus & Limber, 2010).

Additional Information:

Peers' actions appear to vary by age and gender. Several researchers have found that younger children and girls are not only more likely to report bullying that they know about, but by self-report, they also are more likely to respond—for example, by directly stepping in to help the bullied student or telling the aggressor to stop.

When witnesses do try to help a bullied student, they are often effective in stopping the bullying in the moment. One study found that in the majority (57%) of these cases, the bullying stopped within 10 seconds (Hawkins, Pepler, & Craig, 2001).

References:
Hawkins, Pepler & Craig (2001)
Olweus & Limber (2010)
Trach, Hymel, Waterhouse, & Neale (2010)

Finding #10:
A Variety of Laws in the U.S. Address Bullying

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A final finding to share is that there are a variety of state and federal laws in the United States related to bullying.

Federal Laws and Bullying and Harassment

- Schools that receive federal funding must address discrimination based on a number of different personal characteristics
  - Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin
  - Title IX of the Education Amendments of 1972 prohibits discrimination based on sex
  - Section 504 of the Rehabilitation Act of 1973 and Title II of the ADA (1990) prohibits discrimination based on disability

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Schools that receive federal funding (including colleges and universities), are required by federal law to address discrimination based on a number of different personal characteristics.

Additional Information:

- Title VI of the Civil Rights Act of 1964 (referred to as Title VI) prohibits discrimination based on race, color, or national origin
- Title IX of the Education Amendments of 1972 (referred to as Title IX) prohibits discrimination based on sex
- Section 504 of the Rehabilitation Act of 1973 and Title II of the ADA (1990) prohibits discrimination based on disability

Reference:
Ali (2010)

School districts may violate federal civil rights laws when:

(1)   Peer harassment based on race, color, national origin, sex, or disability is sufficiently serious that it creates a hostile environment, and
(2)   The harassment is encouraged, tolerated, not adequately addressed, or ignored by school employees.

It is important to note that although current federal laws don't protect against harassment based on religion or sexual orientation, they DO include protection against harassment of members of religious groups based on shared ethnic characteristics AND gender-based and sexual harassment of gay, lesbian, bisexual, and transgender individuals.

Additional Information:

School personnel are responsible for addressing bullying behavior that meets this threshold if they know about the behavior or if they reasonably should have known about the behavior.

All school personnel are encouraged to be familiar with information on this topic presented to school personnel in a Dear Colleague Letter from Department of Education's Assistant Secretary for Civil Rights, Russlynn Ali.

Reference:
Ali (2010)

State Laws and Bullying

- State and local lawmakers have taken action to prevent bullying and protect children.
- Through laws (in their state education codes and elsewhere) and model policies (that provide guidance to districts and schools), each state addresses bullying differently.

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State and local lawmakers have taken action to prevent bullying and protect children. Through laws (in their state education codes and elsewhere) and model policies (that provide guidance to districts and schools), each state addresses bullying differently.

Find out how your state refers to bullying in its laws and what they require on part of schools and districts.

Bullying, cyberbullying, and related behaviors may be addressed in a single law or may be addressed in multiple laws. In some cases, bullying appears in the criminal code of a state that may apply to juveniles.

In December 2010, the U.S. Department of Education reviewed state laws and identified 11 key components common among many of those laws.

Provisions of State Laws

- Almost all require school districts to develop policies on bullying
- Most define bullying (but do so differently)
- Common required or suggested elements in school policies:
  - Responsibilities for reporting and investigating bullying incidents
  - Consequences or sanctions for students who bully
  - Communication of policy to students, parents, staff
  - Education and/or prevention

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There are both similarities and some great differences among these state laws. Nearly all state laws require school districts to develop policies on bullying.
Most (but not all) define bullying, but the definitions used by states vary a good deal. Most laws address cyberbullying or bullying using electronic media.

Additional Information:

Most laws require or suggest that district policies address:
- Responsibilities of school personnel for reporting and investigating incidents of bullying
- Consequences or sanctions for students who bully
- How the policy will be communicated to students, parents, and school personnel
- Education for staff and students and/or bullying prevention efforts

A minority of the laws address the need for mental health services for children involved in bullying.
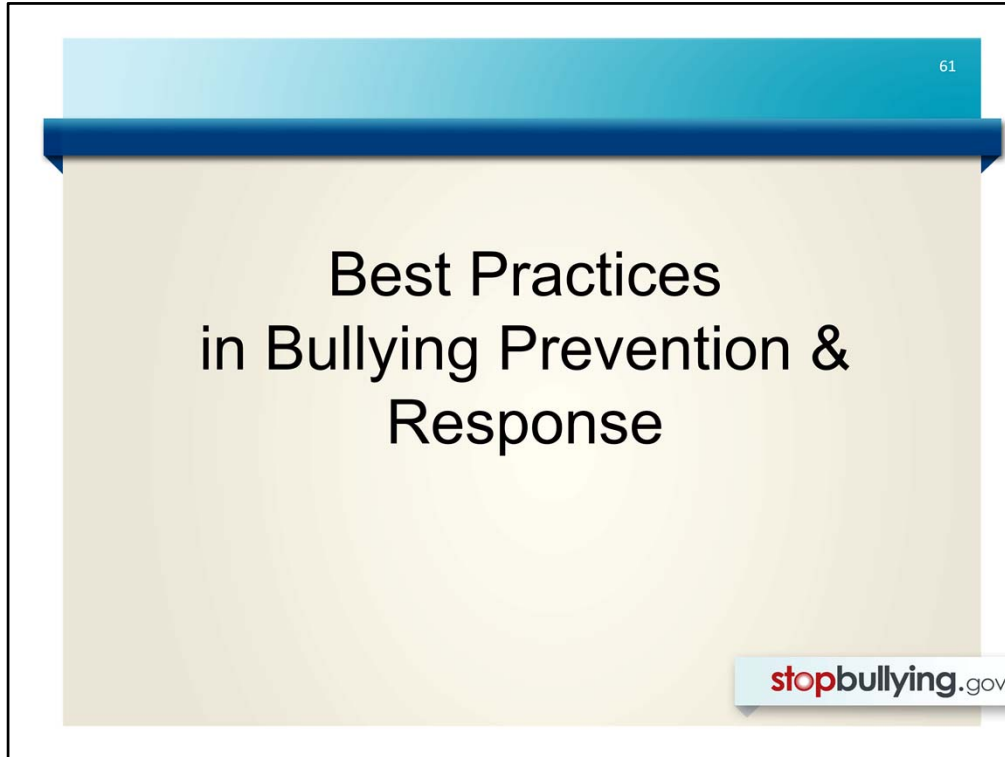
Because of the differences in these laws, it is important for educators, other professionals who work with schools, and parents to become familiar with their own state law and school district policy.

References:
Alley & Limber (2009)
Swearer, Alley, & Limber (2009)

U.S. Department of Education (2011)

With these key findings about bullying in mind, we will turn now to look at 10 principles or elements of best practices in the prevention of bullying.

The research supporting these elements comes primarily from evaluations of school-based programs and experiences in the field. However, as you'll notice, we've tried to broaden their focus—to provide an idea of best practices in non-school settings as well. There's good reason to do this.

Bullying among children and youth doesn't stop at the doors of the school, and bullying prevention efforts are increasingly expanding beyond schools. There is growing evidence that communities that use a public health approach to prevention of issues such as bullying (that includes a focus on health promotion and risk reduction) see the best results.

References:
Swearer et al. (2010)

In order to reduce bullying and create positive climates where youth feel safe, emotionally secure and connected, it is important to focus on the social climate of the school, neighborhood center, recreation league, or other setting where children and youth gather.

Additional Information

It must become "uncool" to bully; children, youth, and adults must notice if children are being left out, made fun of or bullied in other ways; and "cool" to step in to be a friend or to help out in other ways if someone is bullied.

Doing so requires a comprehensive effort. It requires positive adult role models who focus on building strong positive relationships among children sand youth.

It takes time, a great deal of commitment and effort on everyone's part–parents and guardians, teachers, counselors, coaches, police officers, bus drivers, clergy and faith communities, physicians, school and after-school administrators and of course youth themselves.

References:
Hargreaves, Earl, & Ryan (1996)
Mulvey & Cauffman (2001)
Nation, Crusto, Wandersman, Kumpfer, Syebolt, & Dafino (2003)
Olweus (1993)

Olweus & Limber (2010)

#2: Conduct Community-Wide Bullying Assessments

- Collect local data on bullying, climates, and the extent of youth violence
- Use the data to:
  - raise awareness, monitor where bullying is happening, evaluate the need for training, tailor programs to meet needs, measure efforts
- Assess perspectives of youth, parents, school staff and other youth-serving professionals
- Ensure that procedures are consistent with FERPA and PPRA

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Adults are not always very good at estimating the nature and prevalence of bullying. Teachers are often surprised by student reports on how often they are bullied or witness bullying, the forms it takes, and the "hot spots" where bullying occurs.

There are various sources of information on the prevalence of bullying in schools and of youth violence in communities (see The Community Action Toolkit).

However, local data can often be more useful in making decisions about community-wide prevention strategies and programs.

Additional Information
There are a number of possible sources for local data. One of the most common is giving students an anonymous questionnaire about bullying.

What are possible benefits of conducting a survey among children and youth? Findings can:
-Help raise awareness and motivate adults to take action against bullying;
-Help leaders monitor where bullying is occurring;
-Help leaders to assess the need for training and tailor training and bullying prevention strategies to the particular needs of the organization;
-Serve as a "baseline" so leaders can measure their progress in reducing bullying.

It can be helpful to collect data – formally or informally – from staff and parents. This is because adults sometimes have different perceptions about bullying than youth

themselves.

School personnel should ensure that data collection efforts are consistent with the Family Educational Rights and Privacy Act (FERPA, which applies to any disclosure of personally identifiable information from students' education records), and the Protection of Pupil Rights Amendment (PPRA, which provides parents with rights relative to the surveying of their minor children).

#3: Seek Out Support for Bullying Prevention

- Early and enthusiastic support is critical from leaders of schools and youth programs
- Commitment from a majority of the staff is also important
  - School-based efforts have found that committed teachers are more likely to fully implement bullying prevention programs

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Bullying prevention must be endorsed by school and community leaders. Their full participation is also needed. Programs should not be the responsibility of a single administrator, counselor, or case-manager at a school, after-school, or recreation center. Effective bullying prevention requires buy-in from a majority of the staff and from parents and guardians.

Enthusiasm and support for school-based prevention efforts have been linked to program success.

References:
Payne, Gottfredson & Gottfredson (2006)
Olweus & Limber (2010)

#4: Coordinate and Integrate Prevention Efforts

- Bullying prevention should be coordinated and integrated with other efforts
- A coordinating group or committee will help inform decisions on ways to combine, coordinate, or adopt strategies
  - School groups, such as safety committees represent the entire staff, parents, community volunteers, and youth leaders
  - Community groups may include representatives from many disciplines and partnering agencies

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Of course, many schools (and other settings where children and youth gather) are working hard not only to address bullying, but also to address and prevent other social and emotional problems.

It is important to remember that doing "more" isn't necessarily doing "better." It is also important to coordinate and, where appropriate, integrate prevention efforts. This ensures that messages are consistent and that time, energy, and resources are being well spent.

Bullying prevention efforts seem to work best when they are coordinated by a representative group of staff. Depending on the scope of the effort, this group should reflect the entire school or community group.

For example, safety committees within schools might include an administrator, a teacher from each grade and other school staff, such as school psychologists, counselors, school nurses, librarians, and bus drivers, who can bring diverse perspectives on bullying.

Additional Information
A community coordinating team may include a variety of partners across many disciplines and service sectors (e.g. health and mental health professionals, educators, law enforcement and juvenile justice officers, etc.).

These teams help to ensure that important voices are heard and that all members of the school community are engaged.

Coordinating teams should meet regularly to review local data, plan for the implementation of policies and practices, and measure the effectiveness of efforts over time.

Student/youth advisory groups can be formed in school to promote respect and inclusion, communicate about bullying prevention with their peers, and help develop rules and policies.

References:
Hahn et al. (2007)

#5: Provide Training in Bullying Prevention and Response

- Adults must understand the nature of bullying, its effects and how to prevent bullying, which includes effective policies and rules
- They also need direction and the skills to:
  - Stop bullying on the spot
  - Follow up routinely with youth involved in bullying and, if warranted, with their parents

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Well-trained staff are critical to effective bullying prevention.

Adults who teach or work with youth should be trained in bullying prevention and response. This training can help staff understand the nature of bullying, its effects, how to work with others to help prevent bullying, and what policies and rules are in place.

Every adult who interacts with youth also needs to develop skills in how to stop bullying on-the-spot and what to do if bullying is suspected.

Designated adults will need training to follow-up with those involved afterwards.

Additional Information
Various educational tools can be used (staff meetings, one-day training sessions, webcasts and teaching through modeling preferred behavior) to educate staff about bullying trends and best practices in bullying prevention (see the Community Action Toolkit).

References:
Nation et al. (2003)

#6: Set Policies and Rules

- Consider establishing and enforcing rules and policies that address bullying
- Rules should apply to all children, set standards for behavior and cover a focused set of expected positive behaviors
- Follow up with positive and negative consequences

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Although many school behavior codes implicitly forbid bullying, many do not address bullying explicitly.

It is important to make clear that bullying behaviors are prohibited and explain what schools or youth organizations expect of all students to be good citizens and allies—not passive bystanders—if they are aware of bullying or students who appear troubled.

Developing simple, clear rules about bullying that are posted throughout schools, agencies, and public places will remind youth not to bully and can help students who are bullied or who are at risk of being bullied.

When children and youth do help out, this should be noticed by adults and reinforced.

On the other hand, when children violate the rules and bully others, non-hostile, developmentally appropriate consequences may be needed to help correct behavior.

Additional Information

Researchers, who have examined elements associated with effective school-based bullying prevention programs, have found that having classroom rules and clear discipline for violations was related to reductions in bullying.

Under state laws, most schools are required to develop policies about bullying.

School personnel should be familiar with their school's policy and work to improve it if needed. Non-school organizations may also find it helpful to develop bullying policies and may benefit from being familiar with the local schools' policies.

References:
Olweus (1993)
Olweus & Limber (2010)
Ttofi & Farrington (2009)

#7: Increase Adult Supervision

- Focus on "hot spots" for bullying from previous incidents and reports by youth
- All adults should be on the lookout and know how to investigate bullying when suspected

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Bullying tends to thrive in locations where adults are not present or are not on the lookout for it.

Once "hot spots" for bullying have been identified through local data collection efforts, all adults within the school or organization see it as their responsibility to be on the lookout for bullying.

Additional Information

Strategies for supervising young children will differ from those used for adolescents.

It's important for adults to know how to communicate and instruct youth in age-appropriate ways about bullying. Exchanges may be more instructive with younger children and subtle, yet firm, reminders to adolescents.

Your tone of voice, gestures, and intent should be caring. Be firm, but fair. Show a sincere interest and concern for the child or adolescent.

References:
Olweus & Limber (2010)
Swearer et al. (2010)

#8: Respond Consistently and Appropriately When Bullying Happens

- All staff should be prepared to respond appropriately and on-the-spot whenever they observe bullying

- Follow-up responses are often needed with involved students and parents

- Referrals to mental health professionals within or outside of school settings may be needed

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Follow-up interviews should be held immediately with involved children and, if possible, on the same day.

Interviews are typically held separately with children who are bullied and with those who bully. Interviews with parents of children who are bullied and those who bully should also be held separately.

In some situations, students may need to be referred to mental health professionals in or outside of school settings.

Understanding why youth are motivated to bully is not straightforward.

The risks associated with aggressive, oppositional, and antisocial behaviors stem from many individual, familial, and societal factors.

Just as some abusive behaviors are learned, children and adolescents can also be taught non-hostile alternatives.

With help, they can learn to act differently and not give into their impulses or desires to hurt or control others.

Additional Information:

Emotionally vulnerable children, who have been chronically victimized or traumatized, may be silently coping with their fears and distress.

They may avoid contact with peers and remain isolated as a way to protect themselves.

And yet, their recovery is helped by a willingness to talk about the bullying and a look at feelings of self-blame and worthlessness in a different way.

Youth who are provocative victims or bully-victims may require a combination of response strategies.

References:
HRSA factsheets - *Working with young people who bully others: Tips for Mental Health Professionals*, *Working with young people who are bullied: Tips for mental health professionals,* and *Misdirections in Bullying Prevention*
Merrell et al. (2008)
Olweus & Limber (2010)
Swearer et al. (2010)

#9: Spend Time Talking with Children & Youth About Bullying

- Talking about bullying and its prevention helps youth to read social cues, appreciate differences, be understanding, and self-reflect
- Discussing bullying also helps staff gain insights and build trusting relationships with students
- Lessons about bullying, positive behaviors, and social-emotional skills can be incorporated in a school's curriculum

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Bullying prevention efforts should include facilitated small group discussions.

Classrooms can be forums for sharing feelings and different viewpoints, and learning positive social behaviors.

With support from administrators, teachers often see positive results from setting aside time each week or every other week to discuss bullying and peer relationships with students.

During these meetings, youth can come to understand bullying and the harm it causes, gain skills in responding to bullying, and build understanding and empathy.

These meetings also can help form a sense of community in the group, while also giving teachers a better understanding of their students' concerns.

Anti-bullying themes and messages can be incorporated throughout the school curriculum.

Whether in small groups or through the curriculum, social and emotional learning (SOL) boosts critical thinking, academic achievement, school connectedness, empathy and positive interactions with peers.

References:
Durlak et al. (2011)

There should be no "end date" for bullying prevention activities. Bullying prevention should be ongoing in both schools and youth-serving organizations.

Bully prevention is worth it -- but it takes sustained effort and planning. Research shows that the way schools and organizations implement their programs has a big impact on "quality" and "effectiveness."

Organized and well-managed institutions that are committed to planning and implementing programs have the best results in reducing the rates of bullying.

Additional Information:

Good planning is critical but you can never plan for everything.

If a redesign is necessary, the coordinating group can assist by evaluating prevention needs and outcomes, identifying gaps, and ensuring that the appropriate standards are met.

It's also important to remember that community interest and support is not always steady, so consider ways to renew commitments to safeguarding children and youth and creating bully-free communities.

References:
Adelman & Taylor (1997)

Domitrovich, Bradshaw et al. (2009)
Payne et al. (2006)

Unfortunately, well-meaning educators and advocates sometimes use bullying prevention and responses strategies that are not supported by research or our understanding of best practices.

Misdirections in Bullying Prevention & Response

- Zero Tolerance
- Conflict Resolution & Peer Mediation
- Group Therapeutic Treatment
- Overstating or Simplifying the Relationship Between Bullying and Suicide
- Simple, Short-Term Solutions
  - May help to raise interest and awareness and/or represent solid initial steps toward a more comprehensive plan.
  - But, should not be ends in and of themselves.

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We'd like to show you a video clip in which Dr. Catherine Bradshaw, a national expert in research on bullying and bullying prevention, discusses some of these most common Misdirections in bullying prevention and response.

This video will discuss five Misdirections, they are:
Zero Tolerance
Conflict Resolution & Peer Mediation
Group Therapeutic Treatment
Overstating or Simplifying the Relationship Between Bullying and Suicide
Simple, Short-Term Solutions

Misdirections in Bullying Prevention & Response Video

Please visit http://www.StopBullying.gov to watch this video

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Project Change: You Have The Power!

- A youth/adult nonprofit organization dedicated to promoting positive youth development through leadership experiences, quality community service, and safe and drug-free social activities

- Teen mentors work with younger students (middle and elementary) after school to raise awareness about bullying's characteristics, risks, and consequences

- Teen mentors help younger children learn about bullying prevention and develop projects to bring this valuable information to their schoolmates

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Project Change: You Have The Power!
THE ACTION PLAN

- Work with an adult facilitator to coordinate with high school, middle school, and elementary school principals on setting up an after-school agreement

- Train high school teen mentors

- Recruit younger students for the bullying prevention group and begin holding meetings

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Project Change: You Have The Power!
THE ACTION PLAN CONT'D

- Establish an environment of confidentiality, safety, and tolerance
- Use federal resources to teach younger kids lessons about bullying
- Determine goals and an action plan (including video, a school assembly, and a bullying prevention-themed school spirit week)
- Present the final project to the school
- Evaluate and create a plan to continue the initiative next semester or school year

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An Approach to Consider

Project Change

- Led by students with help from adults
  - Working with an adult advisor, youth take ownership of ending bullying in their schools and community
- Used HRSA materials to provide research base
  - Students access the latest statistics and response strategies through the federal website, www.StopBullying.gov
- Created a plan where trainings lead to sustainable program
  - Middle school youth who work on a project may become mentors when they enter high school

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An Approach to Consider (2)

Project Change

- Expanded the trainings and scaled up
  - Starting in a single school, the project is expanding to schools within the district
  - Project Change created a toolkit documenting their methods to sustain & build on their youth leadership model over time

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FBI Community Outreach

- Began in Buffalo, NY, and expanded to a national initiative

- FBI Community Outreach Specialist, Vanita Evans received requests to assist the community in preventing and responding to bullying

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FBI Community Outreach
THE ACTION PLAN

- Partner with a local cinema on opening weekend of a popular youth-focused movie

- Contact the federal government for assistance with resources to distribute, including DVDs, flyers, and Activities Guides

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FBI Community Outreach

THE ACTION PLAN CONT'D

- Recruit volunteers to staff an information table

- Communicate with parents and youth on bullying and identify advocates for future outreach

- Share success stories with colleagues in a national network of Community Outreach Specialists

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An Approach to Consider (3)

FBI Community Outreach

- Invited local business to play a role by donating space and snacks
  - Showing support for an important issue like bullying prevention benefits local business owners
- Made it youth-focused and held it in a fun environment
  - Cinema provided a built-in audience that matches the target age group
- Contacted HRSA for resources to leverage free, federal, research-based materials
  - Made possible by dialing 1.888.ASK. HRSA

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An Approach to Consider (4)

FBI Community Outreach

- Scaled up to a national initiative by sharing the approach with others

  - Vanita's colleagues across the country have held similar events and distributed resources to concerned parents and leaders in local communities

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Action Planning
& Group Brainstorm

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Action Planning

- The **Action Planning Matrix**, which is included in the **Community Action Toolkit,** is designed to help participants at your community event understand the roles played by different stakeholders in successful bullying prevention and awareness efforts

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Stakeholder Brainstorm

- The first section includes a list of the many stakeholders you will want to consider engaging in your bullying effort, including:
  - Elected Officials/Community Leaders
  - Health & Safety Professionals
  - Law Enforcement Officials
  - Child Care/After-School & Out-of-School Professionals
  - Faith Leaders
  - Corporate & Business Professionals
  - Mental Health & Social Service Professionals
  - Educators (including Special Education Professionals)
  - Parents & Caregivers
  - Youth Leaders Organization Members
  - City/County Recreation Professionals
  - Others?

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These are the main stakeholders you should consider including in your community event, but every community is different. Who else can you think to include?

Action Planning Matrix

- The second section includes the action steps that individuals and organizations can take to address bullying in their communities

- Action steps are divided into two categories:

  - **Awareness Raising:** Steps to raise awareness about the impact of bullying and best practices

  - **Prevention & Response:** Steps to take action through prevention and response methods

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Awareness Raising Action Steps

- Examples of **Awareness Raising** action steps include:
  - Hold an anti-bullying day in schools
  - Create a local fund for businesses to support bullying prevention
  - Create a community newsletter
  - Provide information on state/local bullying laws
  - Create an interfaith alliance
  - Host a town hall or community event
  - Submit op-eds and letters to the editor to local media
  - Help youth develop a media campaign
  - Hold a PSA contest
  - Others?

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These are just a few examples of awareness raising action steps. Does anyone in the group have additional ideas?

Prevention & Response Action Steps

- Examples of **Prevention & Response** action steps include:
  - Develop a taskforce to assess bullying in schools
  - Conduct team building exercises with youth
  - Create a safety plan for children who are bullied
  - Develop screening processes to promote early detection and response
  - Train adults on gathering and using bullying data
  - Develop a follow-up procedure to monitor youth who have been bullied
  - Establish in-school committees
  - Monitor internet activities and mobile devices
  - Sponsor training sessions for adults on best practices in bullying prevention, response, and crisis planning
  - Others?

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Using the Action Planning Matrix

- Use the **Action Planning Matrix** to identify and engage audiences listed down the left side of the page
- Determine areas of collaboration and next steps by reading across the top of the page

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When using this tool at your community event, you can complete the matrix as a larger group.

Next, use the check marks to assign groups of individuals to smaller, breakout teams to discuss the immediate next steps needed to achieve the goals across the top of the page.

Lastly, assign roles, responsibilities, and deadlines.

Next Steps:
Putting What You Learned into Practice

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Now that you have just about completed the training, we want to give you information on next steps, a call-to-action, and the tools and resources that are available in the Community Action Toolkit.

Call-to-Action

- Successful bullying prevention and awareness efforts require support from many community stakeholders
- This is why organizing a community event/town hall will be a critical next step in your initiative
- Your event will provide a time to gather all of the stakeholders together to:
  - Kick-off your effort
  - Gain an understanding of the resources and expertise available in your community
  - Identify areas of collaboration
  - Build a timeline
  - **Develop a call-to-action that mobilizes the community**

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It is important to engage a variety of stakeholders in your effort and secure their support from the beginning.

We encourage you to take the information you've learned here today to organize a town hall/community event.

Your event will provide a time to gather all of the stakeholders together to kick-off your effort, identify areas of collaboration, understand the resources available in your community, and develop a call-to-action.

Developing a Call-to-Action

- A call-to-action that responds to bullying is multi-faceted
- It will include roles and responsibilities for stakeholders from across the community to contribute resources and expertise toward a common goal: **Effectively preventing and responding to bullying**

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Bullying is an issue that affects everyone, and all community members have important roles to play in addressing and preventing it.

A call-to-action that responds to bullying will include roles and responsibilities for stakeholders from across the community.

Different stakeholders can also contribute unique resources and expertise to your community-wide efforts.

The Action Planning Matrix in the Community Action Toolkit will help your participants understand their roles in the effort.

When developing your call-to-action, it is important to be aware of your timeline and resources. This will help you adhere to plans and achieve your goals.

Using the Community Action Toolkit

- This toolkit includes materials that will give you everything you need to put the research, ideas, and bullying prevention and response strategies into practice in your communities, including tools for:
  - Community Event Planning
  - Community Event Action
  - Community Event Follow-Up

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Using the Community Action Toolkit

- Specifically, the Community Action Toolkit includes:
  - Community Event Planning Tools
    - Landscape Assessment
    - Template Community Event Agenda
    - Community Engagement Tip Sheet
    - Guide to Mobilizing Communities in Bullying Prevention
  - Community Event Action Resources
    - Action Planning Matrix
    - Tips for Working with the Media
    - Bullying and Suicide: Cautionary Notes
  - Community Event Follow-Up Materials and Handouts
    - Funding Ideas for Future Bullying Prevention Efforts
    - StopBullying.gov Resources
    - Feedback Forms

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Using this Toolkit will help your create a multi-faceted, long-term bullying prevention effort that involves key stakeholders in your community.

Community Event Planning

- **Landscape Assessment**
  - A tool to help you gain an understanding of how bullying affects your community and current efforts already underway
- **Template Community Event Agenda**
  - A customizable agenda to guide the structure of your event and distribute to participants

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Landscape Assessment
The first item in the toolkit is a landscape assessment.

This tool will help you gain an understanding of how bullying affects your community and what's needed to address it.

Completing the Landscape Assessment is a critical first step because it helps you understand efforts already underway and how your initiative can complement these activities.

Having a full understanding of what already exists helps build trust with community members.

This tool includes information on how to use data to understand bullying, determine community perceptions about bullying, assess existing bullying prevention strategies and capacities
selecting community settings and use what you learned to inform next steps.

Template Community Event Agenda
The next item is a Template Agenda to guide the format of your event. Based on your learnings from the landscape assessment, this can be tailored to your community and event participants. The agenda includes time to:

- Introduce key research on bullying and do's and don't's for preventing and responding to it
- Lead interactive group discussions and brainstorms to develop a call-to-action
- Evaluate the event

Each agenda item also includes recommended resources from this PPT, as well as the Community Action Toolkit.

Community Event Planning (2)

- **Community Engagement Tip Sheet**
  - Tips for creating a diverse network of advocates who can support and sustain ongoing efforts in your community
- **Guide to Mobilizing Communities in Bullying Prevention**
  - Checklist of key stakeholders to engage in bullying prevention and response efforts

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Community Engagement Tip Sheet
This tip sheet will provide you with quick tips on how to create and sustain an ongoing bullying awareness and prevention effort.

It includes information on which community stakeholders should be invited to your event and tips for marketing the event. It also includes recommendations, such as building partnerships, using social media, and working with local newspapers and media outlets.

Guide to Mobilizing Communities in Bullying Prevention
This is a checklist of stakeholders to consider engaging in your initiative. There are blank spaces in the document where you can list additional groups that you may want to involve.

Community Event Action

- **Action Planning Matrix**
  - A resource to help identify the action planning steps to address bullying in your community
  - This tool will also help participants understand their roles in preventing and responding to bullying
- **Tips for Working with the Media**
  - A how-to-guide for engaging reporters and promoting the event through local outlets, including newspapers, blogs, radio, and TV
- **Bullying and Suicide: Cautionary Notes**
  - An overview of bullying and suicide issues and approaches to avoid when addressing the topic

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Action Planning Matrix

Once you have completed the landscape assessment, you will have what you need to complete the action planning matrix.

The matrix is a tool which will help you identify the tangible action steps that stakeholders can take to prevent and stop bullying.

This tool will inform the development of a call-to-action.

For example, law enforcement officials may be best equipped to provide information on state and local bullying laws, while school administrators and educators could be best suited to create an anonymous reporting system in schools.

Tips For Working With The Media

Media are both an important audience and key communicator of bullying issues.

This tool provides helpful tips for engaging media on bullying prevention efforts through proactive outreach.

It also includes a tutorial for writing and distributing your own press release.

Bullying and Suicide: Cautionary Notes

Suicide is a sensitive topic that requires extra care and caution when discussing it within the context of bullying.

This resource provides an overview of bullying and suicide issues.

It also includes approaches to avoid when addressing the topic.

Funding Ideas for Future Bullying Prevention Efforts
This resource provides advice and information for funding future events to keep your bullying prevention efforts going strong.

Some examples of potential local funders include economic and rotary clubs, Chambers of Commerce, and local employers.

StopBullying.gov Resources
There are a variety of free bullying prevention and response resources available at www.StopBullying.gov.

This comprehensive inventory includes federal and non-federal training materials, evidence-based program directories, articles, and other tools that you may find helpful in addressing bullying and identifying response and prevention strategies.

Included below is a step-by-step guide to help you access these resources, navigate the directory efficiently and effectively, and submit research-based tools and best practices that have helped address the issue of bullying in your community.

Feedback Forms
The last item in the Community Action Toolkit is a packet of feedback forms which will be used to measure the success of this training and will help you understand the impact of

your own community efforts

The next section of the training looks at each feedback form in greater detail.

Understanding Our Efforts

- Community-based efforts to create behavioral changes benefit from feedback forms, which can:
  - Document and analyze the development and actual implementation of your strategy
    - What was implemented?
  - Determine how successful you were in achieving your desired outcomes

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Any community-based initiative—including this one—benefits tremendously from understanding the impact of your work.

Feedback forms can:

(1) Help us document and analyze the development and actual implementation of our strategies. It helps to answer the question of "what was actually done or implemented?"

(2) Help us determine whether and to what extent we were successful in achieving the outcomes we had hoped for.

Understanding This Effort

- Understanding this effort includes several pieces:
  – A feedback form for you to complete that helps us assess your training and whether the tools we provided you with were effective **(Form A)**
  – A feedback form to complete four months after the training to gain an understanding of how helpful the resources were in meeting your goals **(Form B)**
  – A feedback form for participants at your community event **(Form C**)
  – A four-month follow-up form for participants at community events **(Form D)**

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Understanding the impact of this effort includes several pieces that involve input from you and your community event participants. I'll describe each in turn.

Feedback from Today's Audience - Form A

- Feedback on your experiences:
  - Satisfaction with the training
  - Strengths and weaknesses of the training module and toolkit
  - Clarity, ease-of-use, and adaptability of the module and toolkit
  - How you think you will use this information to organize a community event
  - Form A is available online at: http://www.surveymonkey.com/s/KFCK7T6

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Form A, the form you will complete after the training, will have you assess the quality and usefulness of the training and the toolkit resources in learning how to convene one or several community events and plan prevention strategies.

The form is available online at http://www.surveymonkey.com/s/KFCK7T6.

You will be asked to consider:

(1) Your satisfaction with the training content, flow, length, and delivery of training materials;
(2) The strengths and weaknesses that you perceive in the training module and toolkit, and your suggestions for improvements;
(3) Your thoughts on the overall clarity, ease-of-use, and adaptability of the module and toolkit; and
(4) The extent to which you anticipate using what you have learned to organize a community event.

Follow-Up Feedback from Today's Audience-Form B

- Four months following the event, we will assess:
  - What steps have been taken in your community post-event to prevent bullying?
  - What opportunities and challenges have been encountered?
  - What additional needs and resources are needed to proceed?
  - Form B is available online at: http://www.surveymonkey.com/s/MCRCFDB

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Feedback Form B should be filled out and submitted four months following the training module to assess the extent to which you and you are making progress in your activities.

The form will look at:

(1) What steps have been taken after the event to address and reduce bullying?
(2) What opportunities and challenges have been encountered and how have challenges been addressed?
(3) What additional needs and resources are needed to proceed with next steps in implementing the prevention plans and strategies?

Feedback from Participants at the Community Event-Form C

- Feedback Form for Participants:
  - What they learned about bullying and prevention
  - Clarity and usefulness of information and resources provided
  - Plans to implement their own prevention plans and strategies
  - Form C is available online at:
    http://www.surveymonkey.com/s/MC26XSW

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Form C, the feedback form for the Community Event, will be used to assess the success of the event and participants' interest in taking part in bullying prevention efforts.

Participants will be asked to consider:

(1) How much participants have learned about bullying and prevention;
(2) The clarity and usefulness of information and resources provided;
(3) Participants' plans to implement prevention plans and strategies in their communities, and their comfort or confidence in doing so.

Follow-Up Feedback from Participants at the Community Event-Form D

- Four months following the event, we will assess:
  - What action steps have community members taken to address bullying?
  - What kind of support do community members need to stay engaged and continue their efforts?
  - What are the major challenges and opportunities that their community faces?
  - Form D is available online at: http://www.surveymonkey.com/s/NMHKHL3

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Feedback Form D should be distributed four months following the initial community event to gain an understanding of event participants' support for the communitywide initiative.

The form will look at:

(1) The extent to which individuals have chosen to engage in the bullying prevention initiative
(2) The resources and support community members need to stay engaged and continue their efforts
(1) Major challenges and opportunities in their particular communities

In Conclusion

- Recap of questions and next steps
- Thank you for participating
- Remember to visit StopBullying.gov for additional resources

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Let's use this time to recap the categories of what we learned today:
- Bullying Defined
- The Many Forms of Bullying
- Ten Key Findings About Bullying
- Best Practices in Bullying Prevention & Response
- Misdirections in Bullying Prevention & Response
- Case Studies: Good Approaches in Bullying Prevention and Response
    - Project Change and FBI Community Outreach
- Action Planning & Group Brainstorm
    - Stakeholder brainstorm
    - Awareness raising action steps
    - Prevention & response methods action steps
- Next Steps: Putting What You Learned into Practice
    - Developing a call-to-action
    - Using the Action Planning Toolkit
- Feedback

Let's also remind ourselves of what action steps we are taking next to continue our efforts and address bullying in our communities.

Lastly, I want to thank you for participating today and remind you that research-based resources are available for you at www.StopBullying.gov.