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Bullying Prevention & Response Base Training Module

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Greetings & Goals

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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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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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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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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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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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Challenge #3:
What constitutes a power imbalance?

- A power imbalance may be characterized by:
  - Physical characteristics
    - Age, size, strength
  - Popularity or association with popular peers
  - Background/demographic characteristics
    - Member of majority/minority group, socio-economic status
  - Abilities and skills
    - Academic, physical, artistic
  - Access to money, resources, information
  - Being outnumbered
  - Presence of weapons

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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 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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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 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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Cyberbullying and Traditional Bullying

- Cyber or electronic bullying is a form of bullying
- There are differences between cyberbullying and other "traditional" forms of bullying:
  - Difficulty of determining what constitutes *repetition* and *power imbalance* online
  - Frequency
  - Disinhibition
  - Accessibility

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Ten Key Findings About Bullying

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Finding #1:
Many Children
Are Involved In Bullying

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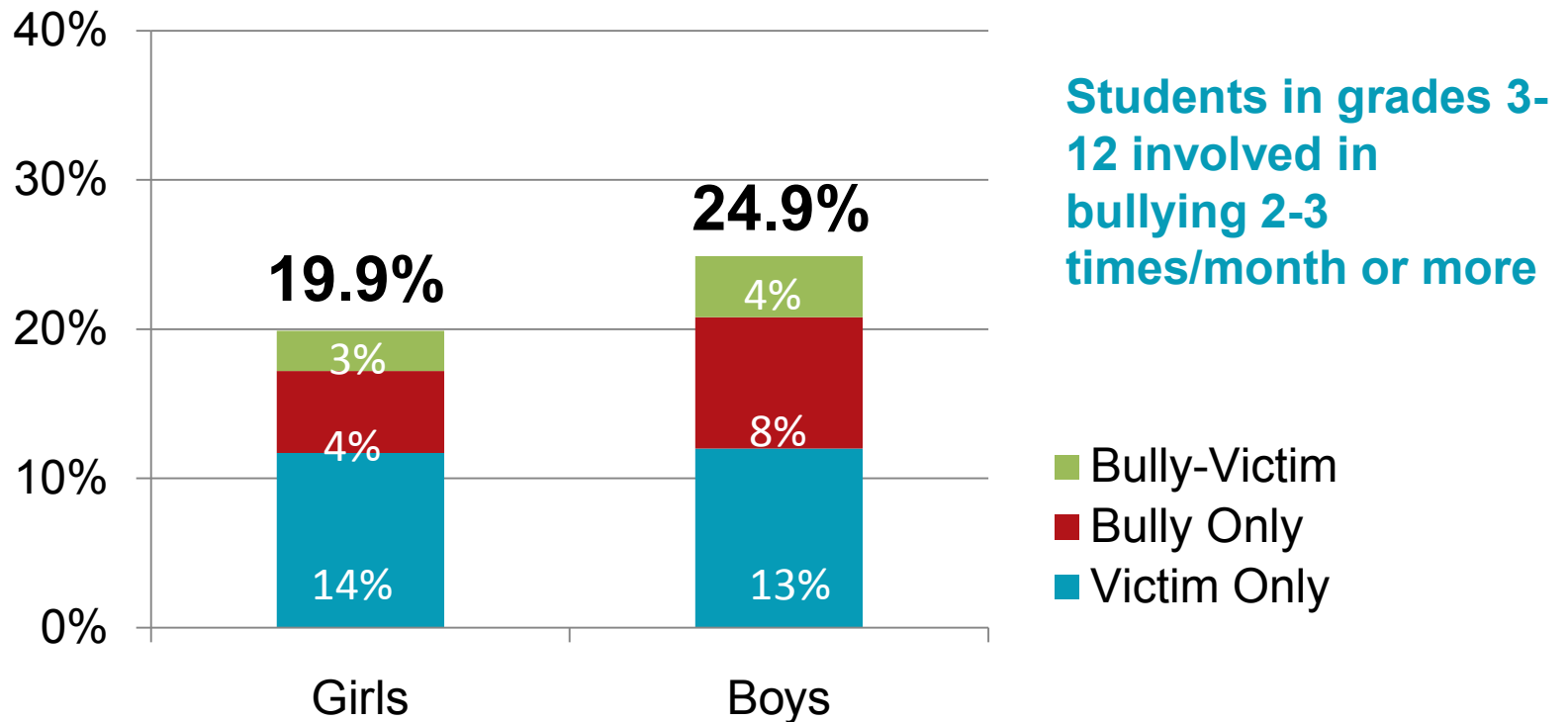
How many children and youth are bullied?

- **20%** of high school students were bullied on school property at least once in the previous 12 months (Centers for Disease Control and Prevention, 2009)

- **28%** of students ages 12-18 were bullied at school during the 2008/2009 school year

(National Center for Educational Statistics, 2011)

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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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How likely are children and youth to bully others?

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

Legend:
- ■ Bully-Victim
- ■ Bully Only
- ■ Victim Only

Girls: **19.9%** (14% Victim Only, 4% Bully Only, 3% Bully-Victim)

Boys: **24.9%** (13% Victim Only, 8% Bully Only, 4% Bully-Victim)

Source: Olweus & Limber (2010)

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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
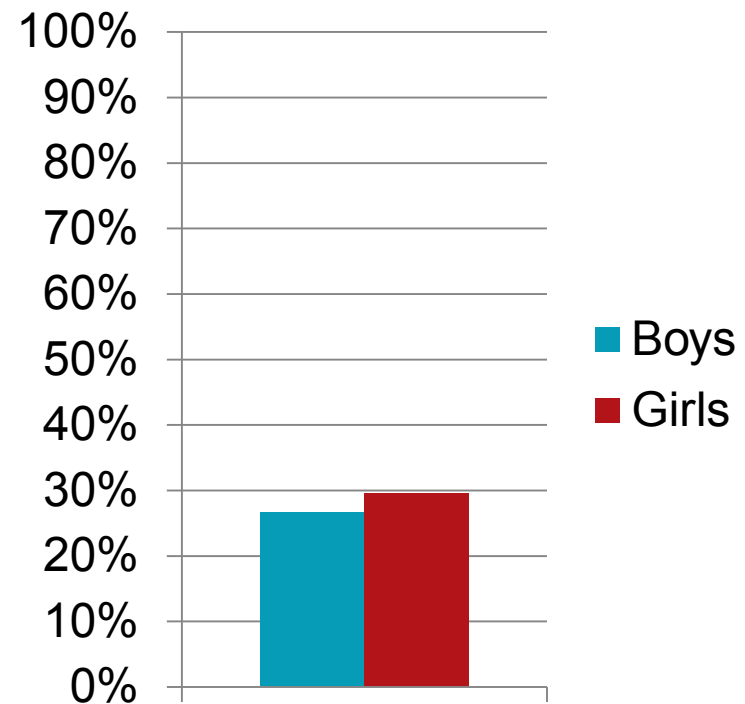 - Dislike the bullying, but don't act
  - Try to help

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Finding #2:
There are Similarities and Differences Among Boys and Girls in Their Experiences With Bullying
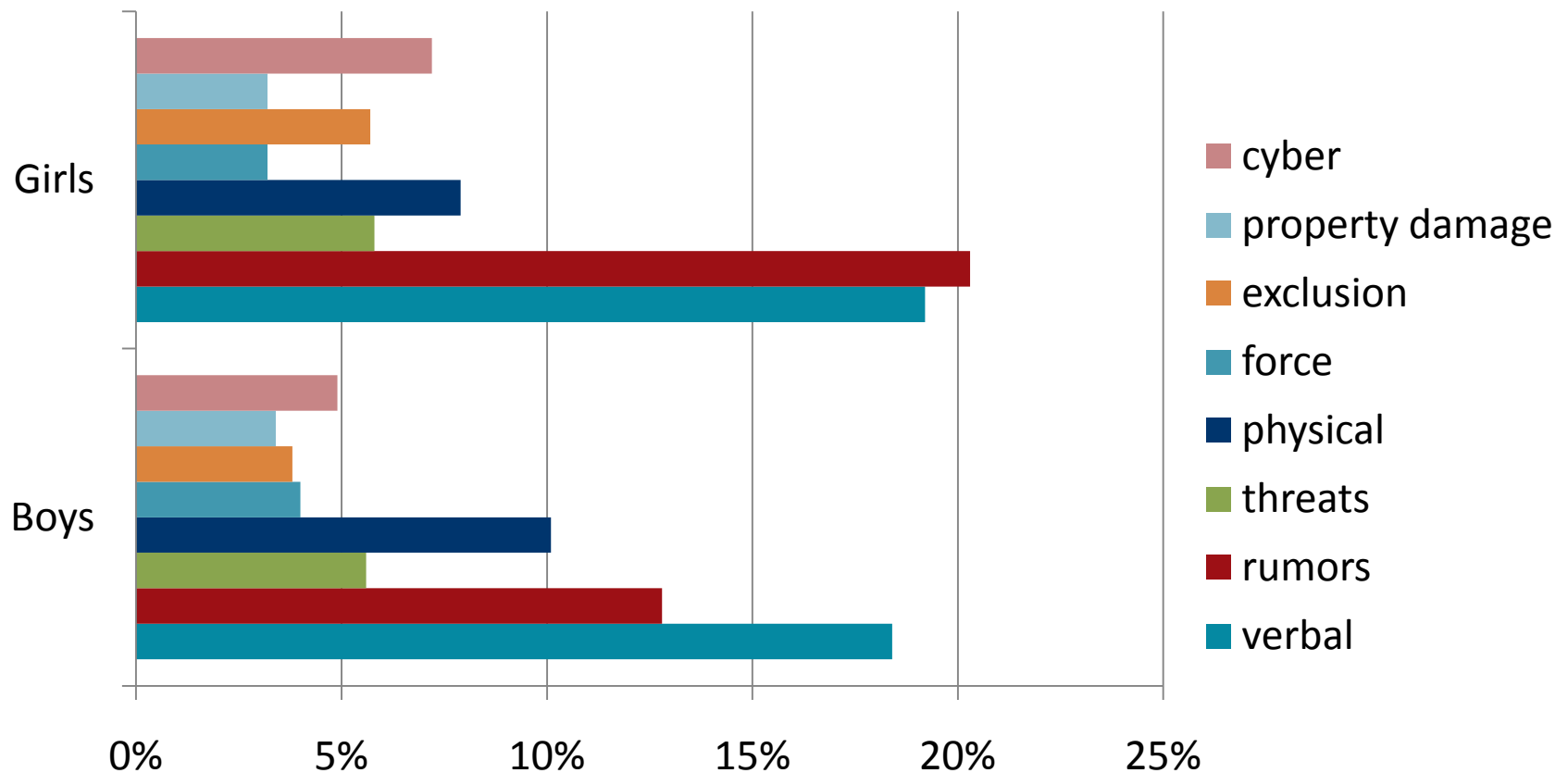
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Boys' and Girls' Experiences of Being Bullied

- There are not vast differences in the percentages of boys and girls who are bullied

- Boys are typically bullied by boys; girls are bullied by boys *and* girls

% Bullied in Grades 6-12 *(NCES, 2009)*

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

Legend:
- cyber
- property damage
- exclusion
- force
- physical
- threats
- rumors
- verbal

Categories: Girls, Boys

X-axis: 0%, 5%, 10%, 15%, 20%, 25%

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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)
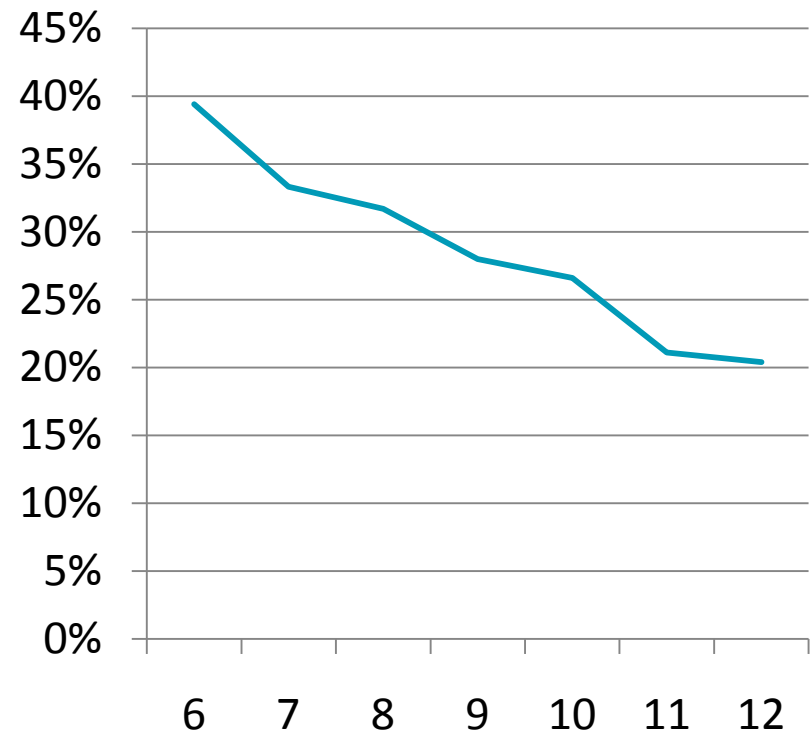
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Finding #3:

Children's Experiences with Bullying Vary by Age
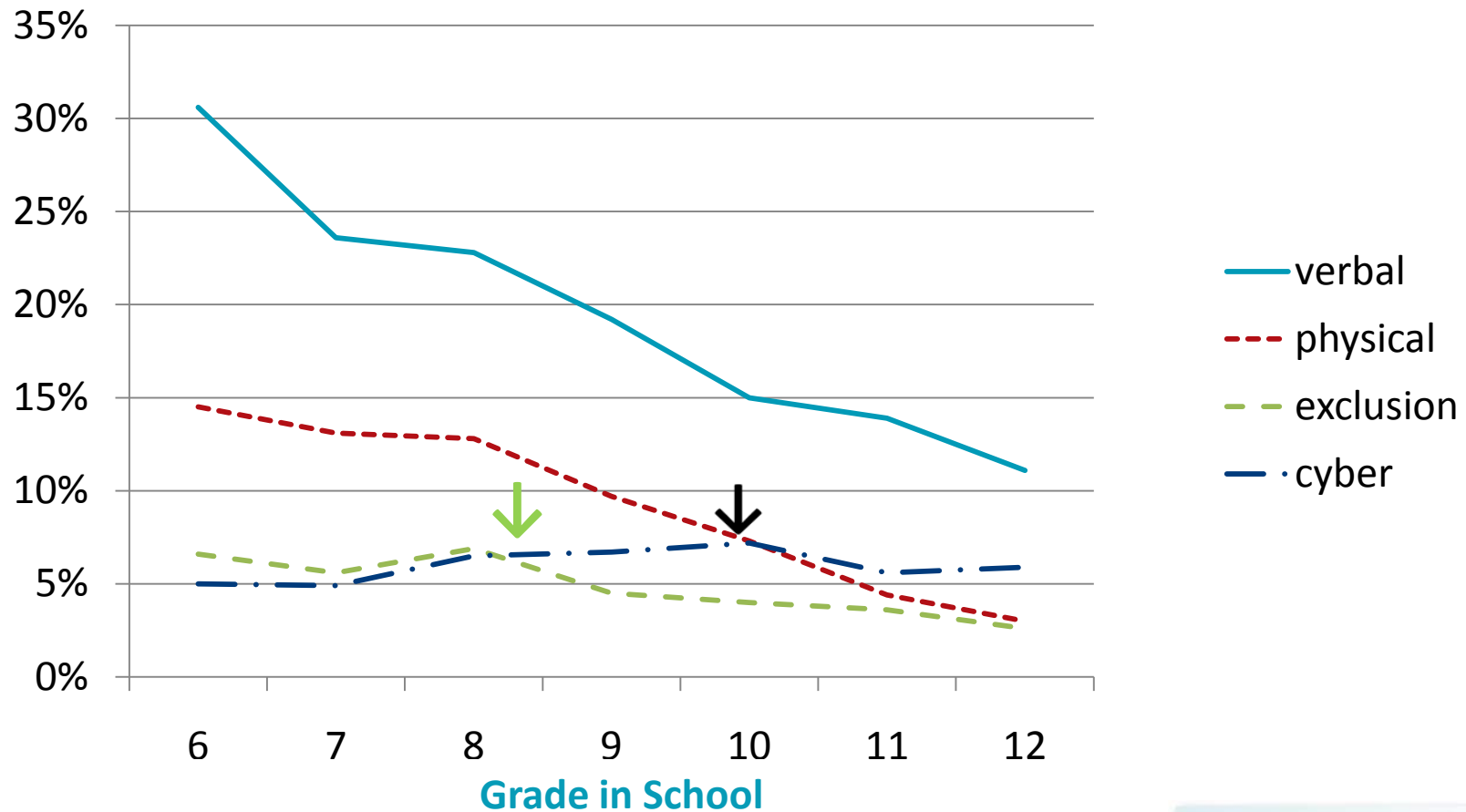
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Age Trends in the Frequency of Being Bullied

- Children are most likely to be bullied in elementary grades

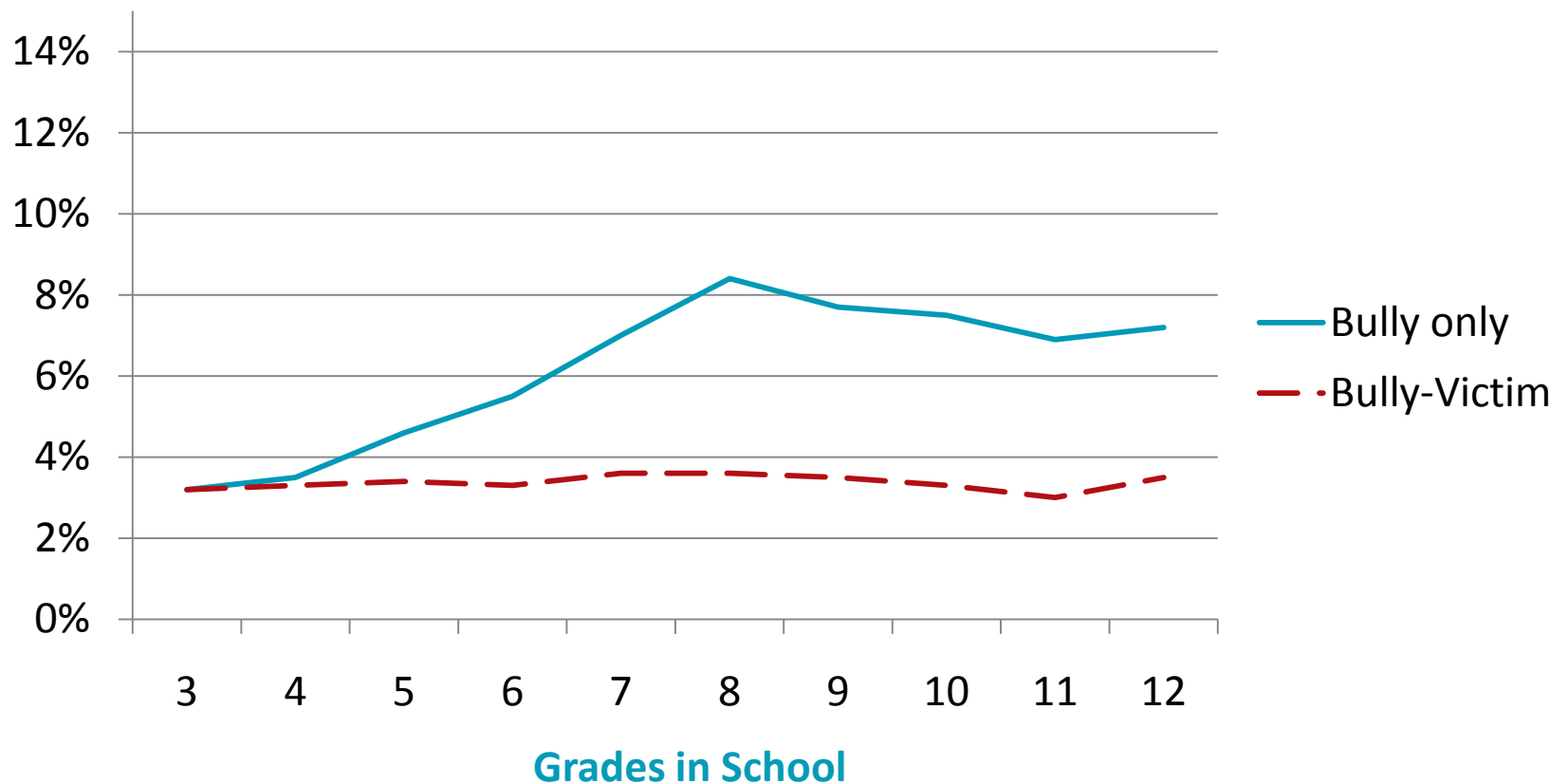- The likelihood decreases through middle school and high school

% Bullied in Grades 6-12
(NCES, 2011)

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Age Trends in the Type of Bullying Experienced *(NCVS, 2009)*

Age Trends in the Frequency of Bullying Others

Source: Olweus & Limber (2010)

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Finding #4:
There Are Multiple Risk Factors for Bullying

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Risk Factors for Bullying
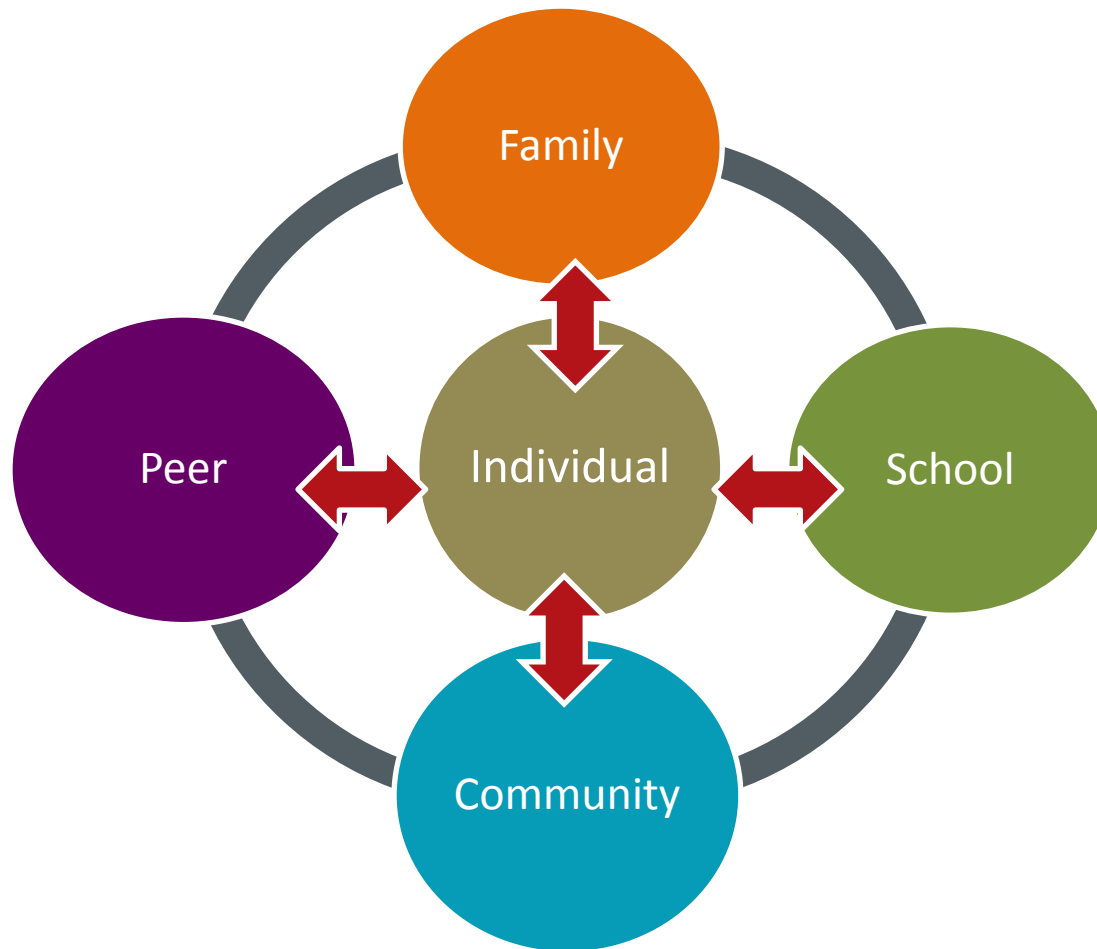
Examples of Individual Factors Related to Involvement in Bullying

- Temperament

- Social competence

- Alcohol and drug use

- Depression

- Presence of a disability

- Sexual orientation

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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Examples of Family Factors Related to Involvement in Bullying

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

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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Examples of Community Factors Related to Involvement in Bullying

- Neighborhood safety
- Connection to adults in neighborhood

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

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

% in last year
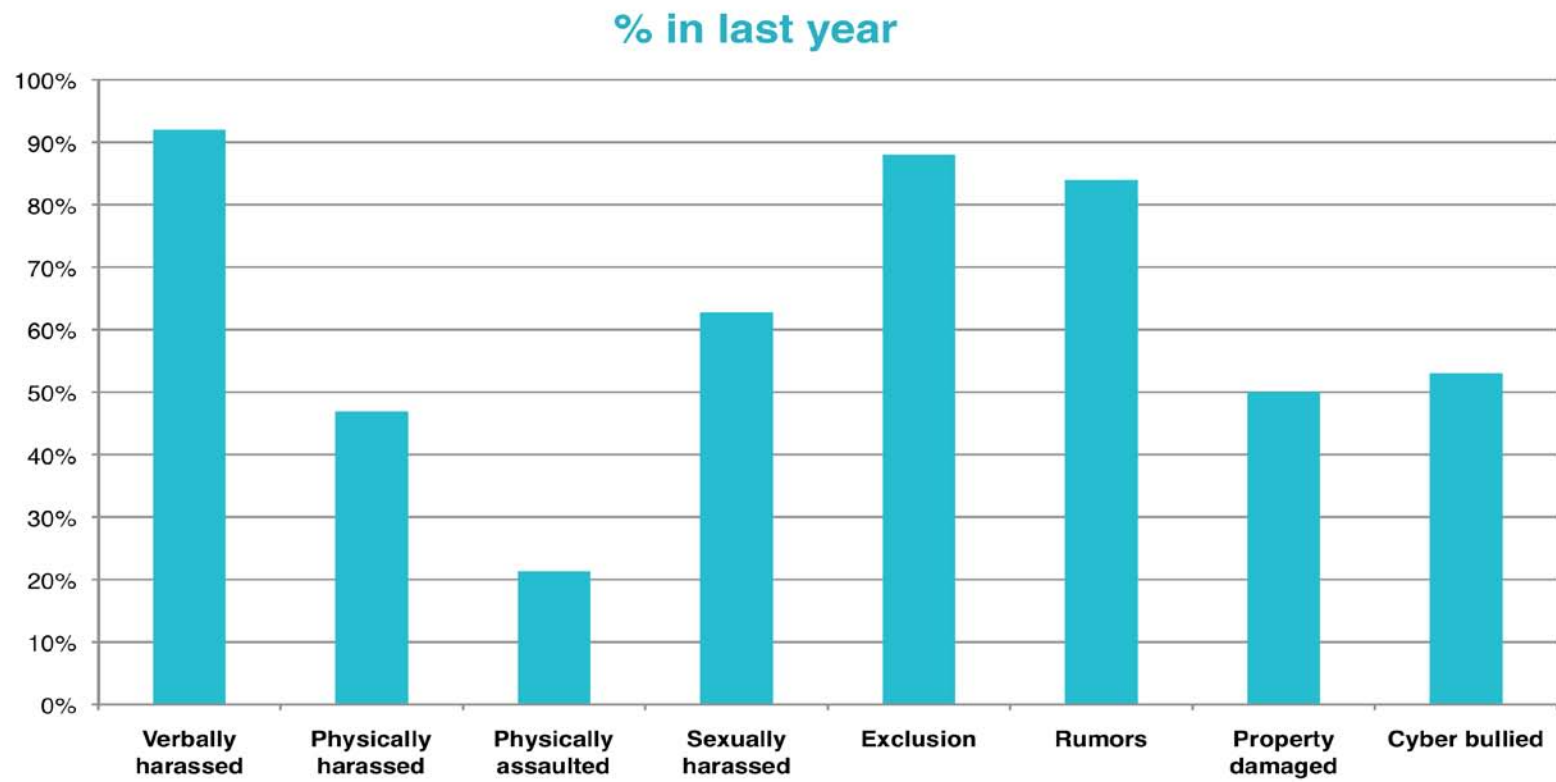
Finding #6:

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

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.

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Internalizing problems
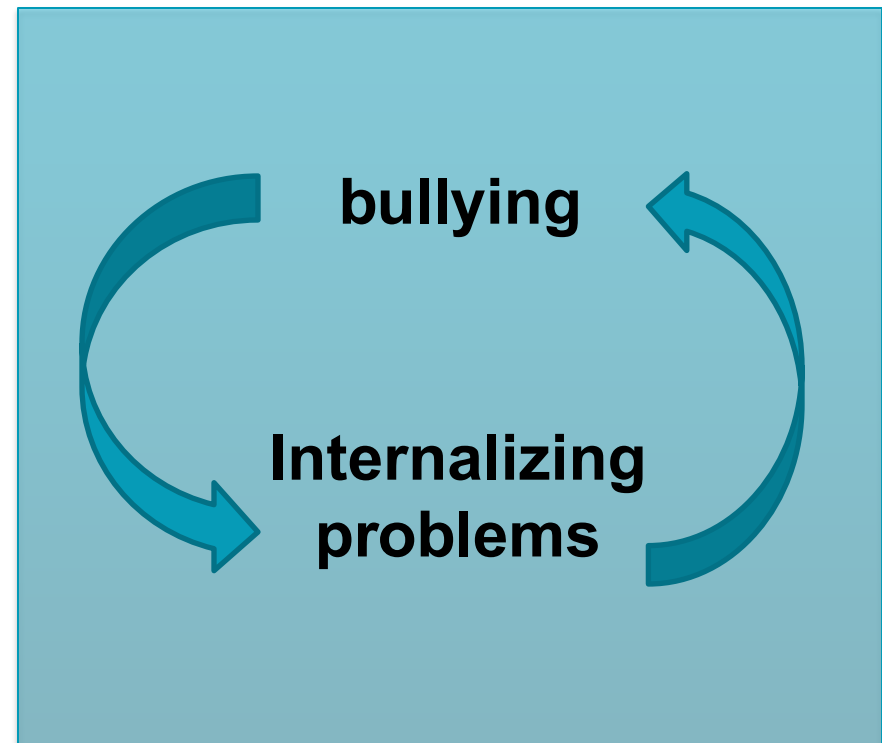
Bullying and Risk of Suicide

- 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 www.suicidepreventionlifeline.org.

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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

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

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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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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Finding #7:

Children Who Bully Are More Likely Than Others to Be Engaged in Other Antisocial 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

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

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

Percentage of Bullied Children & Youth Who Have Reported Being Bullied

Source: Olweus & Limber (2010)

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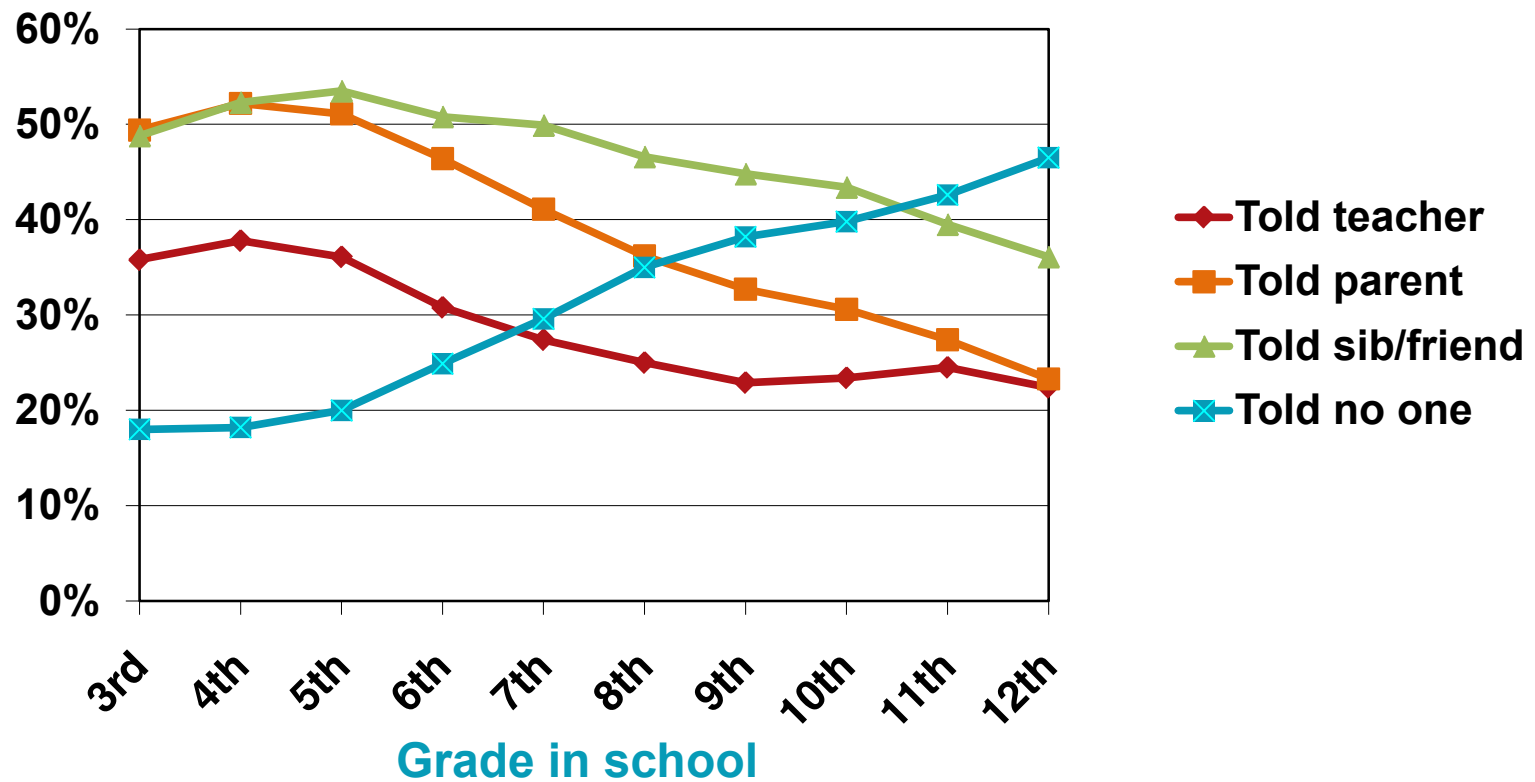
Why are children & youth reluctant to report being bullied?

- Negative messages about "tattling" and "snitching"

- Concern about retaliation

- Gender stereotypes

- Lack of confidence in adults' actions

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Finding #9:

Many Children and Youth Are Concerned About Bullying

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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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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

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

School Districts and Federal Civil Rights

- School districts may violate federal civil rights laws when:

    – Peer harassment based on race, color, national origin, sex, or disability is sufficiently serious that it creates a hostile environment, and

    – The harassment is encouraged, tolerated, not adequately addressed, or ignored by school employees

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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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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Best Practices
in Bullying Prevention & Response

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#1: Focus on the Social Climate

- Bullying prevention requires changes in social climates

  – Changes in attitudes, norms, and behaviors takes time and commitment

- Creating safe and caring places for youth involves a comprehensive effort on the part of everyone

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#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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#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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#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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#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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#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

#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

#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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#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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#10: Continue Efforts Over Time and Renew Community Interests

- Bullying prevention should have no "end date"
- Communities need to continually assess prevention needs and outcomes, revise strategies and programs, and champion the benefits in children's lives and to the community

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Misdirections in Bullying Prevention & Response

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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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Misdirections in Bullying Prevention & Response

Please visit www.StopBullying.gov to watch this video

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CASE STUDIES:
Approaches to Consider in Bullying Prevention & Response

Project Change and FBI Community Outreach

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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

- 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

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

- 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

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

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

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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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

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?

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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Action Planning

- 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

Next Steps:
Putting What You Learned into Practice

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Developing a 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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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**

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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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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Community Event Planning

- **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 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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Community Event Follow-Up

- **Funding Ideas for Future Bullying Prevention Efforts**

  – Helpful advice and information on pursuing funding for future bullying prevention efforts

- **StopBullying.gov Resources**

  – A step-by-step guide for efficiently and effectively accessing additional resources on StopBullying.gov

- **Feedback Forms**

  – Tools for understanding the impact of the Module Training and your community effort

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Feedback

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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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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 for participants at your community event **(Form B**)

  – A six-month follow-up form for participants at community events **(Form C)**

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Feedback from You

- 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
  - Available online at: http://www.surveymonkey.com/s/KFCK7T6

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Feedback from Participants at the Community Event

- 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

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Follow-Up Form

- Six 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?

In Conclusion

- Recap of questions and next steps

- Thank you for participating

- Remember to visit StopBullying.gov for additional resources

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