

stopbullying.gov

**Bullying Prevention and Response
Training and Continuing Education
Online Program**

Notes for Slide 1:

Welcome to the Bullying Prevention and Response Training and Continuing Education Online Program brought to you by The Health Resources and Services Administration (HRSA).

I'm Erin Reiney, Director of Injury & Violence Prevention Programs at the Division of Child, Adolescent and Family Health at the HRSA/Maternal and Child Health Bureau and I am joined by Dr. Sue Limber, Professor at the Institute on Family & Neighborhood Life at Clemson University. We will be delivering this training.

Introduction

- Research shows that bullying is a public health issue that negatively impacts outcomes for youth involved.
- It is important to highlight bullying as a public health problem to keep children safe.
- The only way to eliminate bullying is to connect with strong partners in the community who know how to recognize, intervene, and prevent bullying from occurring in the future.
- This course aims to help community stakeholders to do exactly that.

Notes for Slide 2:

Erin Reiney: Thank you so much for joining us today. I wanted to give you a quick welcome on behalf of HRSA. This is a federal agency located within the Department of Health and Human Services. In the Maternal and Child Health Bureau where I work, we have a mission to improve the health, safety, and well-being of infants, mothers, children, youth, and their families. It's a very large mission and since the early 2000s, we have seen bullying as a priority issue to help us meet our mission.

In the early 2000s, we did a lot of work around raising awareness and helping people understand that bullying is a serious problem. The great news is awareness is very high, and now folks say, "I'm aware. I agree this is a problem. And now, what are we going to do about it?" And so during today's training you will learn how to take a public health approach to preventing bullying. You will also learn how to engage a variety of community stakeholders to address bullying.

Introduction

- This course is focused on long-term, community-wide bullying prevention strategies.
- It is NOT intended to provide prescriptive step-by-step interventions.
- Top Do's and Don'ts in addressing bullying, as well as common strategies to avoid will be discussed.

Notes for Slide 3:

Erin Reiney: Please note, that this course is focused on long-term bullying prevention strategies. When it comes to stopping bullying for good, we know that a one size fits all approach won't work. That is why this course is not intended to provide prescriptive step-by-step interventions. Research-based do's and do, but's for addressing bullying on the spot, as well as common strategies to avoid will be discussed, but it is important to remember that the overarching goal of this course is to empower you to understand bullying and how to take research on best practices and implement comprehensive, long-term prevention strategies.

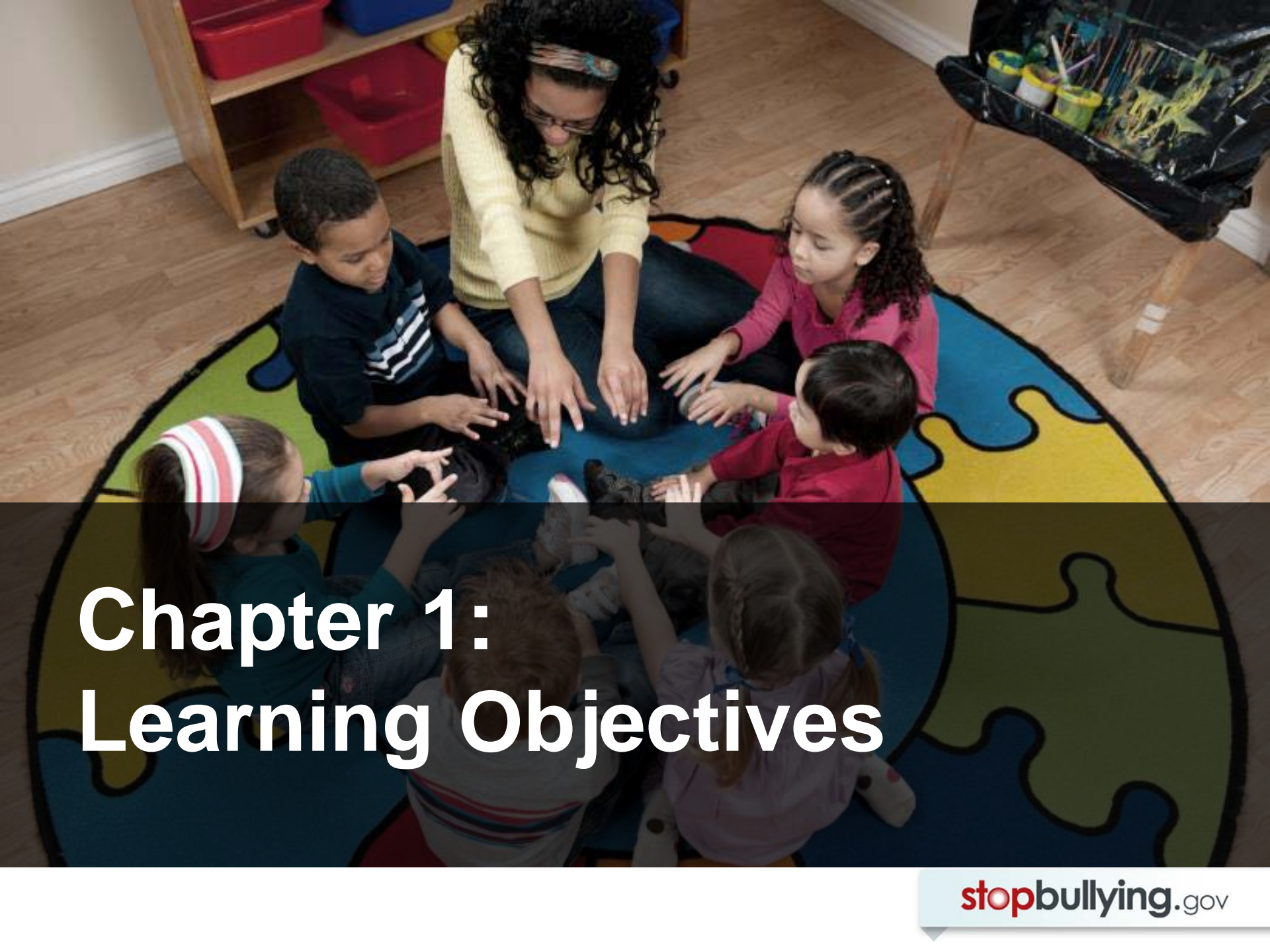
Table of Contents

- Chapter 1: Learning Objectives
- Chapter 2: Bullying Defined
- Chapter 3: The Many Forms of Bullying
- Chapter 4: Ten Key Findings About Bullying
- Chapter 5: Misdirections in Bullying Prevention and Response
- Chapter 6: Best Practices in Bullying Prevention and Response

Notes for Slide 4:

Erin Reiney: Now I will set the stage for what we'll be doing together. Here are the goals for today's training.

First, we'll outline the learning objectives of this training, next we're going to discuss how to talk about the issue of bullying, what the research tell us about bullying , and then we will go into some misdirections, or ideas that seem like they might work but may actually be harmful. We will complete the training with information about best practices in preventing bullying and responding to it. Throughout the training, you will learn about tools and resources available to help you lead effective community-wide bullying prevention strategies.

A high-angle photograph of a classroom scene. A teacher with long dark curly hair, wearing a yellow sweater and glasses, sits in the center of a circle on a large, colorful rug. Five children of diverse backgrounds are sitting around her, all looking towards the center. A small black dog is lying on the rug in the middle of the circle, and the children are reaching out to touch it. The rug has a colorful pattern of blue, green, and yellow shapes. In the background, there is a wooden shelf with red and blue storage bins, and a black table with various art supplies like paint containers and brushes.

Chapter 1: Learning Objectives

Notes for Slide 5:

NONE

Learning Objectives

- Define bullying and describe its various forms
- Describe the basic research on bullying's prevalence, risk factors, and impact on youth involved
- Describe best practices in bullying prevention and response
- Identify that bullying is a public health problem and requires a coordinated community response

Notes for Slide 6:

Erin Reiney: Our goal is to successfully communicate the following, so that after completing the training, participants will be able to:

- Define bullying and describe its various forms
- Describe the basic research on the prevalence of, risk factors for, and impact on youth involved in bullying
- Describe the best practices in bullying prevention and response
- Identify that bullying is a public health problem and requires a coordinated community response

Learning Objectives

- Identify specific pathways for translating bullying prevention best practices into policy and practice
 - Describe potentially harmful strategies and the rationale for avoiding them
- Organize a community event to catalyze bullying prevention action planning at the local level
 - Identify key stakeholders for a community-level bullying prevention initiative
 - Access free resources to support community bullying prevention efforts

Notes for Slide 7:

NEW TALKING POINT: THIS COURSE FOCUSES ON PREVENTION MORE THAN INTERVENTION, SO WE WILL NOT SPEND A LOT OF TIME ON WHAT TO DO IF BULLYING OCCURS, OR CASE STUDIES,

- Describe the potentially harmful bullying prevention strategies and the rationale for avoiding them
- Identify key stakeholders for a community-level bullying prevention initiative
- Identify specific pathways for translating bullying prevention best practices into policy and practice
- Organize a community event to catalyze bullying prevention action planning at the local level
- Access free resources to support community bullying prevention efforts

A young man with glasses and a black shirt is looking down at a folder he is holding. In the background, a group of students is gathered outside a brick building. One girl in a maroon shirt is pointing her finger, and another girl in a purple shirt is covering her mouth. The scene suggests a bullying incident.

Chapter 2: Bullying Defined

Notes for Slide 8:

NONE

What is bullying?

*Bullying is any **unwanted aggressive behavior(s)** by another youth or group of youths that involves an **observed or perceived power imbalance** and is **repeated multiple times or is highly likely to be repeated**. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm.*

www.cdc.gov/violenceprevention/pdf/bullying-definitions-final-a.pdf

Notes for Slide 9:

Dr. Sue Limber: All right. Thanks so much, Erin. Good morning or good afternoon, everybody. It's great to be with you all.

I'd like to begin by taking just a few minutes to talk about what it is we mean by the term bullying as it may mean different things to different people. On www.StopBullying.gov, we define bullying as being unwanted aggressive behavior among children that involves an observed or perceived imbalance of power. Now, this power imbalance may involve differences in many different things; physical strength or size, popularity, ability, wealth, or any number of other factors that can give one or more use and advantage over others.

Bullying is typically repeated over time or at least has a potential to be repeated. Bullying can include a very wide variety of behaviors such as making threats, spreading rumors, attacking another with physical force or with words, or excluding someone from a group on purpose.

Reference:

Gladden, Vivolo-Kantor, Hamburger, and Lumpkin (2014)

Challenge #1:

Is the behavior unwanted aggression or is it rough play?

- “Unwanted” means that the targeted youth wants the aggressive behaviors to stop
 - Two children may enjoy taunting each other in a playful manner. This should not be considered bullying.
- Cues for adults:
 - The relationship between the children
 - Expressions, body language, atmosphere

Notes for Slide 10:

Dr. Sue Limber: Researchers, practitioners, and policymakers face a number of challenges in defining bullying and knowing how to identify it. A first challenge has to do with identifying—often on the spot—if a behavior that occurs in a school’s hallways, cafeteria, or on a playground is bullying or if it is mutual rough play or teasing.

As mentioned earlier, an important step in defining bullying is that it must be “unwanted, aggressive behavior,” meaning the targeted youth wants the aggressive behavior to stop. How can we tell if behavior is unwanted aggression or if it’s just “playing around”?

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 us better understand the behavior and how the children involved relate to each other. For example:

- 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.

Reference:

Gladden, Vivolo-Kantor, Hamburger, and Lumpkin (2014)

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

Notes for Slide 11:

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

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

In other words, 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. '

Reference: '

Gladden, Vivolo-Kantor, Hamburger, and Lumpkin (2014) '

Challenge #3:

What constitutes a power imbalance?

- 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

Notes for Slide 12:

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, etc.)
- 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.

Reference:

Gladden, Vivolo-Kantor, Hamburger, and Lumpkin (2014)

Chapter Check-in:

Which of the following is NOT a key component of the Uniform Definition of Bullying published by the Centers for Disease Control and Prevention?

- A. Unwanted aggressive behavior.
- B. Physical or verbal actions.
- C. Observed or perceived power imbalance.
- D. Behavior is repeated or highly likely to be repeated.

Notes for Slide 13:

NONE

Chapter 3: The Many Forms of Bullying



Notes for Slide 14:

NONE

Modes and Types of Bullying

Modes of Bullying

1. Direct bullying:

- Aggressive behaviors occur in the presence of the targeted youth
- Examples: face-to-face interactions (pushing, hitting), direct harmful written or verbal communications (taunting, mean notes)

2. Indirect bullying

- Aggressive behavior(s) are not directly communicated to the youth.
- Examples: spreading rumors, telling others to exclude



Notes for Slide 15:

Dr. Sue Limber: What does bullying look like? '

The CDC's uniform definition document recognized that there are two distinct modes of bullying: '

- Direct bullying, which occurs in the presence of a targeted youth, and
- Indirect bullying—such as rumor spreading or encouraging others to exclude a peer—which are not directly communicated but reach the target indirectly.

Reference: '

Gladden, Vivolo-Kantor, Hamburger, and Lumpkin (2014) '

Modes and Types of Bullying

Types of Bullying

1. Physical

- Examples: hitting, kicking, punching, spitting, tripping, pushing

2. Verbal

- Taunting, name-calling, threatening words, notes or gestures, sexual comments

3. Relational: designed to harm reputation and relationships

- Social isolation, spreading rumors, posting embarrassing images



Notes for Slide 16:

Dr. Sue Limber: The uniform definition document also recognized that within these different modes, there are also distinct types of bullying:

- Physical bullying
- Verbal bullying
- Relational bullying—which is designed to harm the reputation and relationships of a peer

Chapter Check-in:

Which of the following is true? Indirect modes of bullying:

- A. Involve aggressive behavior(s) that are not directly communicated to the youth.
- B. May include spreading rumors.
- C. May include encouraging others to exclude someone.
- D. All of the above.

Notes for Slide 17:

NONE



Chapter 4: Ten Key Findings About Bullying

Notes for Slide 18:

NONE

Finding #1: Many Children Are Involved In Bullying

Notes for Slide 19:

Dr. Sue Limber: 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.

How many children and youth are bullied?

22% of students ages 12-18 were bullied at school during the 2012-2013 school year

U.S. Department of Education (2015)

20% of high school students were bullied on school property at least once in the past 12 months

Kann et al. (2014)

Notes for Slide 20:

Dr. Sue Limber: National estimates of bullying vary and depend on such variables as the definition used, the age of the study's participants, and the time frame examined. However, studies are consistent in showing that substantial percentages of children are involved: as those who bully others, those who are bullied, or both.

For example, the School Crime Supplement to the National Crime Victimization Survey reported that 22% of students ages 12-18 had been bullied at school during the 2012-2013 school year.

Another national survey, the Youth Risk Behavior Survey, published by the Centers for Disease Control and Prevention, found that 20% of high school students (grades 9-12) had been bullied on school property at least once in the previous 12 months.

References:

Cook, Williams, Guerra, and Kim (2010)

Kann, Kinchen, Shanklin et al. (2014)

U.S. Department of Education (2015)

How are children and youth bullied?

- Forms of bullying at school
 - 14% made fun of, called names, or insulted
 - 13% subject of rumors
 - 6% pushed, shoved, tripped, spit on
 - 5% excluded from activities on purpose
 - 4% threatened with harm
 - 2% forced to do things they didn't want to do
 - 2% had property destroyed
- 7% had been cyberbullied anywhere

Source: U.S. Department of Education (2015)

Notes for Slide 21:

Dr. Sue Limber: This National Crime Victimization Survey of 12-18-year-olds examined different types of bullying that students had experienced. The most common forms of bullying were verbal bullying and rumor-spreading. 14% of 12-18-year-olds said they had been made fun, called names, or insulted, and 13% had been the subject of rumors.

6% had been pushed, shoved, tripped, or spit on; 5% had been excluded from activities; 4% had been threatened with harm; 2% had been forced to do things they didn't want to do; and 2% had property destroyed.

The study also found 7% had been cyberbullied anywhere – in other words, not just on school property – in the previous 12 months.

Reference:

U.S. Department of Education (2015)

Finding #2:

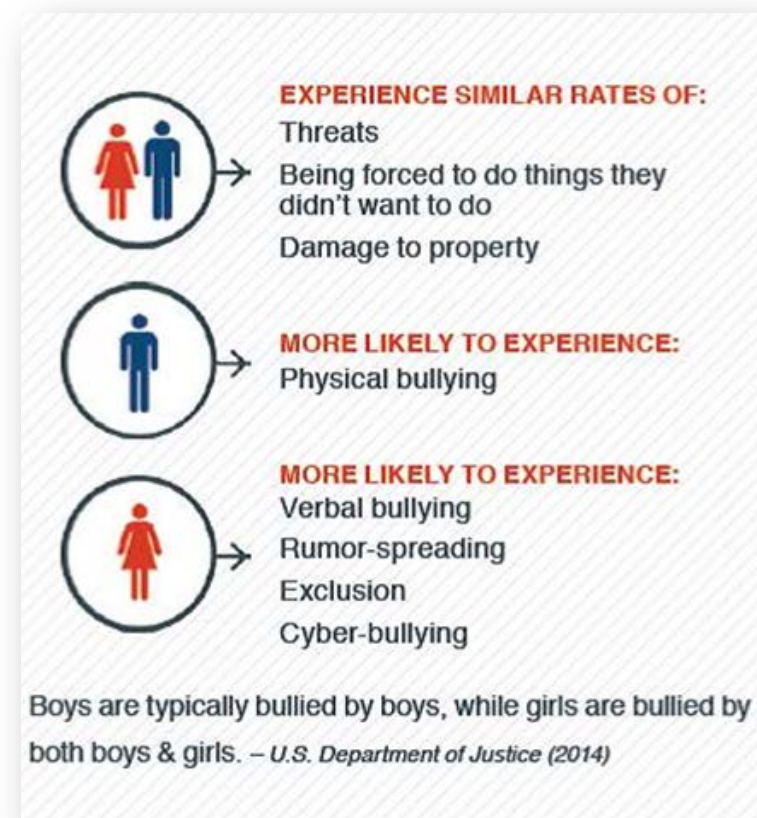
There are Similarities and Differences Among Boys and Girls in Their Experiences With Bullying

Notes for Slide 22:

Dr. Sue Limber: The second key finding is that there are both similarities and differences in boys' and girls' experiences with bullying.

Boys' and Girls' Experiences of Being Bullied and Bullying Others

- Boys and girls experience relatively similar rates of bullying.
- Boys are more likely to bully others (x 1.7).
- Boys are more like to bully and also to be bullied (x 2.5).



Notes for Slide 23:

Dr. Sue Limber: Most studies find either small differences or no differences in the likelihood that boys and girls are bullied. For example, in the School Crime Supplement to the National Crime Victimization Survey (NCVS), 20% of boys reported that they had been bullied at school during the 2012-2013 school year, and 24% of girls said they had been bullied. '

Important differences do emerge, however, in the frequency with which boys and girls bully others. Boys are, on average 1.7 times more likely to bully others, and 2.5 times more likely to both bully others and be bullied (i.e., be "bully-victims"). '

There also are some interesting similarities and differences in the types of bullying that boys and girls experience. For example, the 2012-2013 NCVS found that girls aged 12-18 were more likely than boys to say that they had been bullied through rumor-spreading (17% vs 10%), name-calling (15% vs. 13%), social exclusion (6% vs. 4%), and cyberbullying (9% vs. 5%). Boys were more likely than girls to say they had been physically bullied (7% vs. 5%). '

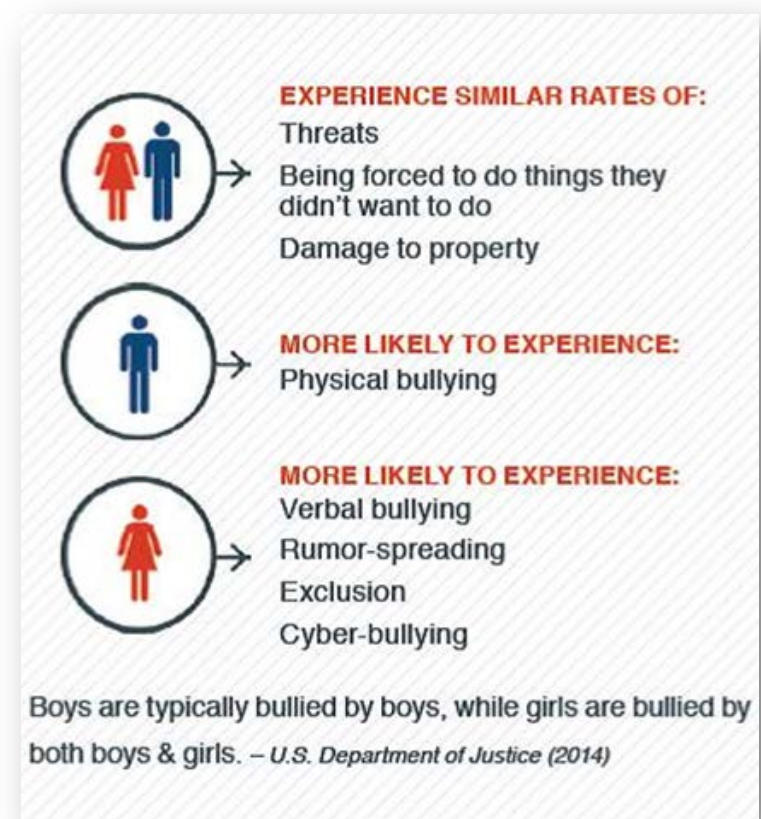
References: '

Cook et al. (2010) '

U.S. Department of Education (2015)

Boys' and Girls' Experiences of Being Bullied and Bullying Others

- In the NCVS, girls were more likely to be bullied through rumor-spreading, name-calling, exclusion, and cyberbullying; boys through physical bullying



Notes for Slide 24:

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References: '

Cook et al. (2010) '

U.S. Department of Education (2015)

Finding #3:

Children's Experiences with Bullying Vary by Age

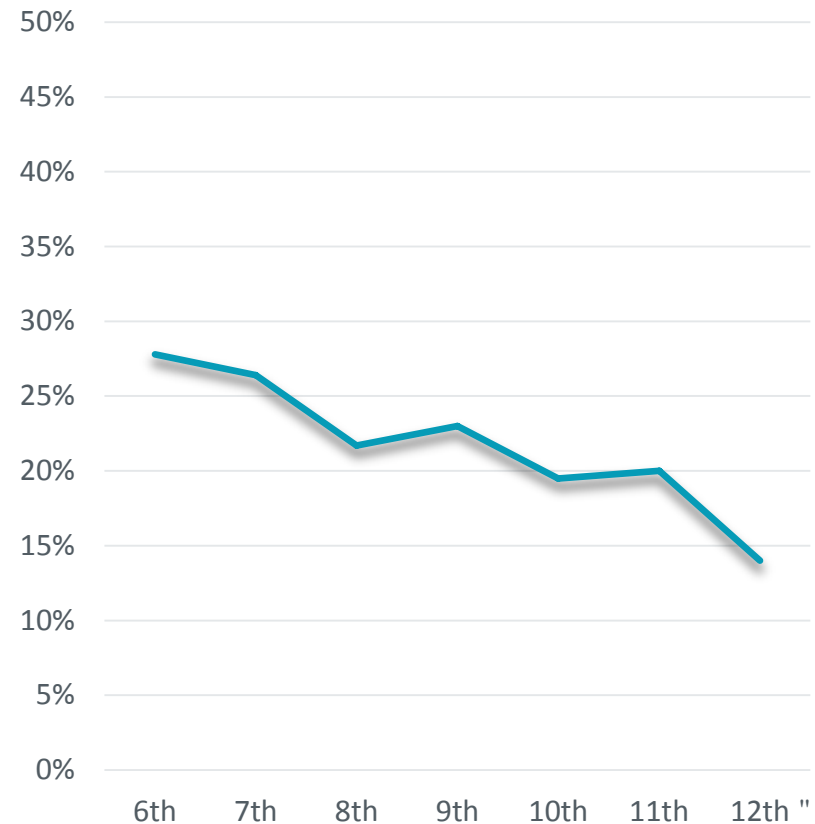
Notes for Slide 25: &

Dr. Sue Limber: The third finding is that children's experiences with bullying 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

NCVS: % bullied in the 2012-2013 school year



Notes for Slide 26: &

Dr. Sue Limber: 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. '

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 2012-2013 school year. '

Of course, somewhat different age trends emerge for different forms of bullying. For example, although verbal bullying, and physical bullying decrease steadily through middle and high school, youth are most likely to report being cyberbullied in high school (10th and 11th grade), according to the National Crime Victimization Survey. '

References: '

Finkelhor, Ormrod, Turner, and Hamby (2009) '

Luxenberg, Limber and Olweus (2014) '

Nansel et al. (2001) '

U.S. Department of Education (2015)

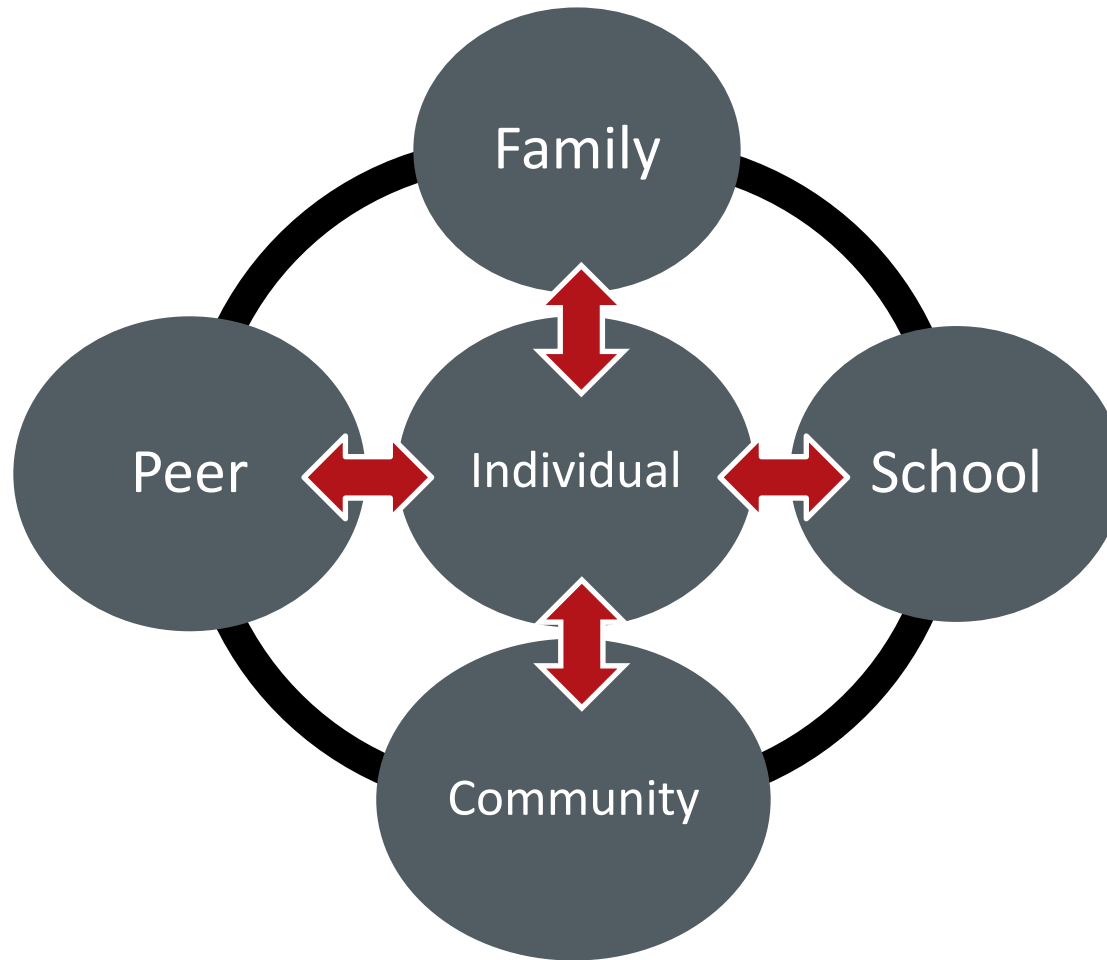
Finding #4:

**There Are Multiple Risk Factors
and Protective Factors
for Bullying**

Notes for Slide 27:

Dr. Sue Limber: 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. There also are protective factors that can reduce or eliminate these risks.

Risk Factors for Bullying



Notes for Slide 28:

Dr. Sue Limber: Another way of saying this is that bullying results from a complex interaction between ' individuals and their broader social environment, including families, peers, school and community. '

References: '

Cook, Williams, Guerra, Kim, and Sadek (2010) '

Espelage and Swearer (2010) '

Kowalski, Limber, and Agatston (2012) Swearer and Doll (2001) '

Swearer, Espelage, Koenig, Berry, Collins, and Lembeck (2012) '

Examples of Individual Factors Related to Involvement in Bullying

- Individual temperament
- Social competence
- Alcohol and drug use
- Presence of a disability
- Socially isolated
- Sexual orientation

Notes for Slide 29:

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

For example, 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 those who are bullied and who also bully others are more likely than their peers to lack social skills. '

As we'll discuss in more detail in a few minutes, children and youth are at a higher risk of being bullied if they are socially isolated, 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
- Peer support

Notes for Slide 30:

Dr. Sue Limber: 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.

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.

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 warmth and engagement
- Parental conflict
- Parental use of drugs & alcohol
- Domestic violence
- Parents in jail
- Child maltreatment

Notes for Slide 31:

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

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. '

Youth who have had a parent in jail or prison are more likely than peers to be involved in bullying. '

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

Notes for Slide 32:

Dr. Sue Limber: Factors within the school environment are also related to the likelihood of bullying.

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

Notes for Slide 33:

Dr. Sue Limber: Finally, factors within the larger community are also related to the likelihood of bullying.

For example, research has found that children and youth are more likely to be bullied if they perceived ' that their neighborhood is less safe and if they felt they were not known by neighbors. '

References: '

Cook, Williams, Guerra, Kim, & Sadek (2010) '

Swearer, Espelage, Koenig, Berry, Collins, & Lembeck (2012) '

Protective Factors for Bullying

Individual and Family Factors

- Secure, caring and self-confident children
- Supportive parenting and the modeling of positive relationships
- Consistent and affectionate parent-child interactions

Peer and School Factors

- Close, positive friendships with peers
- Engaged and responsive teachers and school staff
- Inclusive, nurturing and safe schools

Notes for Slide 34:

Dr. Sue Limber: Protective factors can reduce the likelihood that a child will be involved in bullying. ' Here are examples of characteristics of individuals, families, peer interactions and school environments that have been found to protect children and youth from involvement in bullying. '

Individuals who are secure, caring and self-confident children are less likely to be bullied. Protective ' factors within the family include: supportive parenting and modeling of positive relationships and ' consistent and affectionate parent-child interactions. '

Having close positive friendships with peers can reduce the likelihood that a child is bullied and the ' support of peers--even one good friend--can also lessen the negative psychological effects from bullying. '

Positive school climates, where teachers and staff closely supervise behaviors and are aware of and ' responsive to behavior issues reduces the likelihood of bullying. '

References: '

Cook, Williams, Guerra, Kim, and Sadek (2010) '

Baldry, and Farrington (2005) '

Olweus (1993) '

Pellegrini and Bartini (2000) '

Swearer, Espelage, Koenig, Berry, Collins, and Lembeck (2012) '

Protective Community Factors

- Cultural norms and beliefs that are pro-social and non-violent
- Positive adult-child connections
- Safe neighborhoods

The Commission for the Prevention of Youth Violence (2000) outlines a coordinated public health approach to preventing youth violence.

Notes for Slide 35:

Dr. Sue Limber: Children and youth need to feel safe and cared for by adults everywhere. Collective attitudes and social norms within neighborhoods and communities also influence risk and protective factors for bullying. Bullying is less likely in communities where cultural norms and beliefs are pro-social and non-violent, where there are positive adult-child connections, and where neighborhoods are safe.

Health professionals from medicine, nursing and public health issued a Call-to-Action in 2000 that instructs communities to adopt a coordinated public health approach to preventing bullying and other forms of youth violence. They advocate for reforms in policies and practices that:

- Give parents and caregivers the education and support needed to nurture and discipline children in ways that are supportive, developmentally appropriate, and non-physical (corporal punishment);
- Incorporate social skills training and social-emotional lessons in classrooms and youth programs;
- Coordinate intervention strategies across disciplines and institutions;
- Reduce risks within communities related to the ease of access by children and youth to alcohol and drugs, media violence, and firearms;
- And, most importantly, realize that violence is learned behavior: In other words, what adults do to children and each other, children will also do (Commission for the Prevention of Youth Violence, 2000)

References: '

Hong, and Espelage (2012) '

Cook, Williams, Guerra, Kim, and Sadek (2010) '

Swearer, Espelage, Koenig, Berry, Collins, and Lembeck (2012) '

Commission for the Prevention of Youth Violence (2000) '

Wilkins, Tsao, Hertz, Davis, and Klevens (2014). '

Finding #5:

Although Any Child May
be Targeted, Some Are at
Particular Risk of Being Bullied

Notes for Slide 36:

Dr. Sue Limber: 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
 - Are lesbian, gay, bisexual, or transgender; are questioning their sexual orientation; or do not conform to gender stereotypes
 - Speak another language at home

However, even if a child has these risk factors, it doesn't mean that they will be bullied.

Notes for Slide 37:

Dr. Sue Limber: 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 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 attention-deficit/hyperactivity disorder 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;
- Youth who identify themselves as lesbian, gay, bisexual or transgender, youth who may be questioning their sexual orientation, and those who do not conform to gender stereotypes frequently face bullying by their peers.
- And finally, 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.

References: '

Dawkins (1996) '

Espelage, Aragon, Birkett, and Koenig (2008) '

Gray, Kahhan, and Janicke (2009) '

Hamiwka, Yu, Hamiwka, Sherman, Anderson, and Wirrell (2009) '

Harris Interactive and GLSEN (2005) '

Kowlaski and Fedina, 2011 '

Kosciw, Greytak, Bartkiewicz, Boesen, and Palmer (2011) '

Magin, Adams, Heading, Pond, and Smith (2008) '

Martlew and Hodson (1991) '

Mepham (2010) '

Mishna (2003) '

Puhl, Luedicke, and Heuer (2011) '

Storch et al. (2004) '

Twyman, Saylor, Saia, Macias, Taylor, and Spratt (2010) '

Wang, Iannott and Luk (2010) '

Wiener and Mak (2009) '

Finding #6:

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

Notes for Slide 38:

Dr. Sue Limber: 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.

Effects on Bullied Children and Youth

- Being bullied is associated with later:
 - Internalizing problems
 - Depression, anxiety, panic disorder, self-harm, suicidal thoughts and attempts
 - Psychosomatic problems
 - Headaches, stomach pain, sleeping problems, poor appetite
 - Academic problems
 - Externalizing behavior



Notes for Slide 39:

Dr. Sue Limber: Over the last decade, a number of longitudinal studies have looked at whether being bullied is related to the development of problems for the health and well-being of bullied children.

Research has confirmed that individuals who are bullied are more likely than peers to develop a variety of internalizing problems, including depression, anxiety, panic disorder, self-harm, suicidal thoughts and attempts. Researchers have found that not only does bullying lead to internalizing problems, but having internalizing problems also leads to 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.

Bullied children are also more likely than their peers to develop later psychosomatic problems, such as headaches, stomach pain, sleeping problems, and poor appetite.

Not only may bullying affect the emotional and physical well-being of children, but it may also affect their academic work. Children and youth who are bullied are more likely than non-bullied peers to feel as if they don't belong in school and 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. 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 a 1.5 letter grade decrease in an academic subject over the 3 years of middle school (Juvonen et al., 2011).

References:

- Buhs, Ladd, and Haerald (2006)
- Arsenault, Walsh, Trzeniewski, Newcombe, Caspi and Moffitt (2006)
- Copeland Wolke, Angold, and Costello (2013)
- Faris and Felmlee (2014)
- Gini and Pozzoli (2013)
- Glew, Fan, Katon, Rivara, and Kernic (2005)
- Juvonen, Wang, and Espinoza (2011)
- Klomek, Sourander, Njemelä, Kumpulainen, Piha, Tamminen, Almqvist, and Gould, (2008)
- Kochenderfer and Ladd (1996)
- Lereya, Copeland, Costello, and Wolke (2015)
- Reijntjes, Kamphuis, Prinzie, Boelen, van der Schoot, and Telch (2011)
- Reijntjes, Kamphuis, Prinzie, and Telch (2010)
- Ttofi, Farrington, Lösel, and Loeber (2011a)

Biological Mechanisms Associated with Bullying

- Genetics research, neuroimaging studies, and studies of the body's stress response system reveal harmful biological changes associated with bullying
 - Example: Being bullied affects the body's stress response system, which can affect academic outcomes

Notes for Slide 40:

Dr. Sue Limber: How does being bullied lead to health, mental health, and academic problems? ' Researchers have identified some biological mechanisms that show that bullying can “get under the skin.” '

Genetics research, neuroimaging studies, and studies of the stress response system reveal harmful biological changes associated with being bullied. '

For example, studies suggest that being bullied affects the body's stress response system, which can affect their memory (and ultimately their academic outcomes). '

However, far more research is needed to understand the complex relationship between bullying, health outcomes, and neurobiology. For example, a better understanding of the neurobiology of peer victimization could help explain why some children and youth become ill as a consequence of bullying, while others do not. '

Recognizing the “invisible scars” bullying can leave is an important step in promoting positive well-being for youth through adolescence and into adulthood. '

References: '

Institute of Medicine and National Research Council (2014) '

Ouellet-Morin, Wong, Danese, Pariante, Papadopoulos, Mill, and Arseneault (2013) '

Sugden, Arseneault, Harrington, Moffitt, Williams, and Caspi (2010) '

Vaillancourt and Edgerton (2015) '

Biological Mechanisms Associated with Bullying

- Recognizing “invisible scars” that bullying can leave is an important step in promoting well-being of youth



Notes for Slide 41:

Dr. Sue Limber: How does being bullied lead to health, mental health, and academic problems? ' Researchers have identified some biological mechanisms that show that bullying can “get under the ' skin.” ' '

Genetics research, neuroimaging studies, and studies of the stress response system reveal harmful ' biological changes associated with being bullied. ' '

For example, studies suggest that being bullied affects the body’s stress response system, which can ' affect their memory (and ultimately their academic outcomes). ' '

However, far more research is needed to understand the complex relationship between bullying, health ' outcomes, and neurobiology. For example, a better understanding of the neurobiology of peer ' victimization could help explain why some children and youth become ill as a consequence of bullying, while others do not. ' '

Recognizing the “invisible scars” bullying can leave is an important step in promoting positive well-being ' for youth through adolescence and into adulthood. ' '

References: ' '

Institute of Medicine and National Research Council (2014) ' '

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Sugden, Arseneault, Harrington, Moffitt, Williams, and Caspi (2010) ' '

Vaillancourt and Edgerton (2015) ' '

Finding #7:

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

Notes for Slide 42:

Dr. Sue Limber: 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. A seventh key finding is that children who bully are more likely than other children to be involved in antisocial and troubling behaviors.

Concern for Children Who Bully:

- Children and youth who bully others are more likely than their peers to:
 - Exhibit antisocial or delinquent behaviors (such as fighting, stealing, vandalism)
 - Dislike school and drop out of school
 - Drink alcohol and smoke cigarettes
 - Carry a weapon
 - Think about and attempt suicide
 - Come from homes with intimate partner violence

Notes for Slide 43:

Dr. Sue Limber: Children who bully 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
- Carry a weapon
- Think about and attempt suicide

Longitudinal research also has found that bullying others is related to:

- An increased likelihood of criminal and antisocial behavior in adolescence and adulthood
- Later sexual harassment of peers in middle school

References: '

Berthold and Hoover (2000) '

Byrne (1994) '

Cook et al. (2010) '

Espelage, Basile, and Hamburger (2012) '

Klomek et al. (2008) '

Nansel et al. (2001) '

Nansel et al. (2004) '

Olweus (1993) '

Ttofi, Farrington, Lösel, and Loeber (2011b) '

Concern for Children Who Bully:

- Bullying others is related to:
 - Later criminal and antisocial behavior
 - Later sexual harassment perpetration among middle school students

Notes for Slide 44:

Dr. Sue Limber: Children who bully 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
- Carry a weapon
- Think about and attempt suicide

Longitudinal research also has found that bullying others is related to:

- An increased likelihood of criminal and antisocial behavior in adolescence and adulthood
- Later sexual harassment of peers in middle school

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Espelage, Basile, and Hamburger (2012) '

Klomek et al. (2008) '

Nansel et al. (2001) '

Nansel et al. (2004) '

Olweus (1993) '

Ttofi, Farrington, Lösel, and Loeber (2011b) '

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

Notes for Slide 45:

Dr. Sue Limber: 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, but are a bit more likely to tell parents
 - Varies by age and gender: Older youth and boys are most reluctant to report bullying

Notes for Slide 46:

Dr. Sue Limber: 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. '

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. '

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. Likely, many are concerned about possible retaliation by their aggressors if they report them. '

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 stop bullying that is NOT reported, particularly among older youth and boys. '

References: '

Boulton and Underwood (1992) '

Fonzi, Genta, Menesini, Bacchini, Bonno, and Constable (1999) '

Harris, Petrie, and Willoughby (2001) '

Hoover, Oliver and Hazler (1992) '

Luxenberg, Limber, and Olweus (2014) '

Whitney and Smith (1993) '

Likelihood of Reporting

Why are children and youth reluctant to report being bullied?

- Negative messages about “tattling” and “snitching”
- Concern about retaliation
- Gender stereotypes
- Lack of confidence in adults’ actions

Notes for Slide 47:

Dr. Sue Limber: 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. '

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. '

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Fonzi, Genta, Menesini, Bacchini, Bonno, and Constable (1999) '

Harris, Petrie, and Willoughby (2001) '

Hoover, Oliver and Hazler (1992) '

Luxenberg, Limber, and Olweus (2014) '

Whitney and Smith (1993) '

Finding #9:

Many Children and Youth Are Concerned About Bullying

Notes for Slide 48:

Dr. Sue Limber: Our ninth finding includes some good news to share, which is that many children and youth are concerned about bullying.

Peers' Attitudes and Responses to Bullying

- Most children and 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
- Sympathy often does not translate into action
- When bystanders try to help a bullied child, they are often effective in stopping it

Notes for Slide 49:

Dr. Sue Limber: 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. '

In one study (Luxenberg et al., 2014), researchers found that 90% of third-fifth 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. '

Unfortunately, this sympathy often does not result in positive action to help stop the bullying. In one study, 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 (Luxenberg et al., 2014). '

However, 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 of these cases, the bullying stopped within 10 seconds (Hawkins, Pepler, and Craig, 2001). '

References: '

Baldry (2004) '

Hawkins, Pepler and Craig (2001) '

Luxenberg et al., (2014) '

Rigby and Slee (1993) '

Trach, Hymel, Waterhouse, and Neale (2010) '

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

Notes for Slide 50:

Dr. Sue Limber: 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**

Notes for Slide 51:

Dr. Sue Limber: 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.

For example:

- 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) '

Lhamon (2014) '

Musgrove and Yudin (2013) '

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**
- Several Dear Colleague Letters from the U.S. Department of Education **remind school officials of their responsibility to respond to bullying and harassment**

Notes for Slide 52:

Dr. Sue Limber: 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 when
- The harassment is encouraged, tolerated, not adequately addressed, or ignored by school employees.

School personnel are also 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 several Dear Colleague Letters from the U.S. Department of Education to educators in the field. '

References: '

Ali (2010) '

Lhamon (2014) '

Musgrove and Yudin (2013) '

State Anti-Bullying Laws and Policies

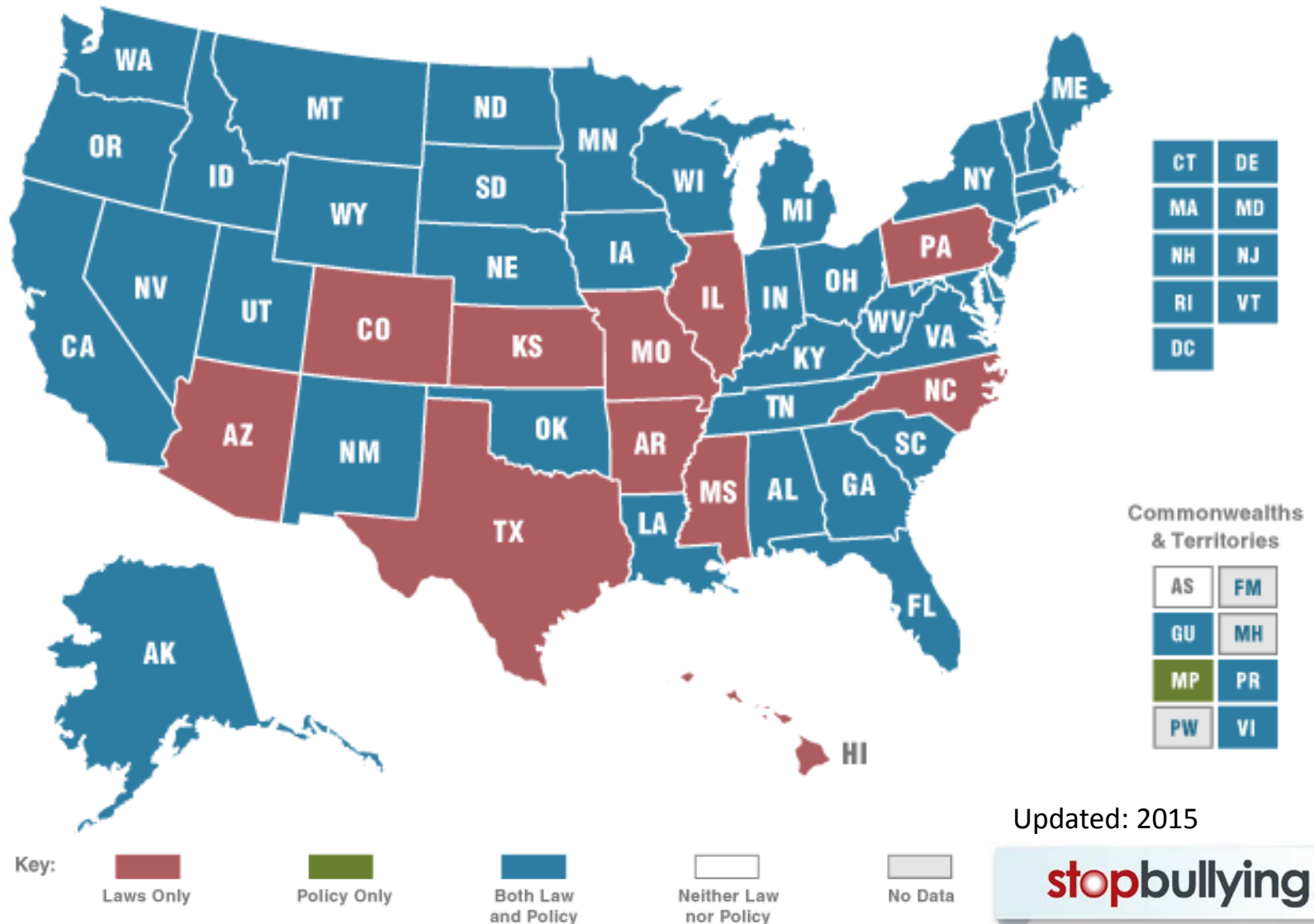
- State and local lawmakers have taken action to prevent bullying and protect children.
- Through laws and model policies, each state addresses bullying differently.

Notes for Slide 53:

Dr. Sue Limber: 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.

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.

State Anti-Bullying Laws and Policies



Notes for Slide 54:

Dr. Sue Limber: Every state now has a law on the books which addresses bullying. You can find out how your state refers to bullying in its laws and what they require on the part of schools and districts by exploring this map, located on www.StopBullying.gov which provides links to state laws and policies. Link to online map: <http://www.stopbullying.gov/laws/index.html>

Chapter Check-in:

The two most common forms of bullying that children experience, according to the National Crime Victimization Survey are:

- A. Being pushed, shoved, tripped or spit on (physical bullying); and being the subject of rumors.
- B. Being threatened with harm; and being excluded from activities.
- C. Being the subject of rumors; and being made fun of, called names, or insulted.
- D. Being cyberbullied; and being verbally bullied.

Notes for Slide 55:

NONE

Chapter Check-in:

Which of the following are protective peer-related factors of bullying?

- A. Close, positive friendships with peers.
- B. Consistent and affectionate parent-child interactions.
- C. Domestic violence.
- D. Peers who have high academic achievement.

Notes for Slide 56:

NONE



Chapter 5: Misdirections in Bullying Prevention and Response

Notes for Slide 57:

NONE

Misdirection #1: Zero Tolerance for Bullying

- Also referred to as “student exclusion” policies.
Concerns:
 - They potentially affect a large number of students.
 - Threats of severe punishments may actually discourage children and adults from reporting.
 - Bullying can be an early marker of other problem behaviors. Children who bully need positive, prosocial role models, including adults and students in their school.
- School safety may occasionally demand that a student be removed from a school environment, but these situations should be rare.

Notes for Slide 58:

Dr. Sue Limber: Unfortunately, well-meaning educators, mental health professionals and advocates sometimes use bullying prevention and response strategies that are not supported by research or our understanding of best practices. '

I'd like to highlight a few: '

Some schools have adopted "zero tolerance" or "3 strikes" policies towards bullying, in which children who bully others are suspended or expelled from school. These policies (also called "student exclusion policies") raise a number of concerns: '

First, they potentially affect a large number of students. '

Second, threats of severe punishments such as suspension or expulsion, may actually discourage children and adults from reporting. '

Third, bullying can be an early marker of other problem behaviors. Children who bully are in need of positive, prosocial role models, including adults and students in their school. '

School safety may occasionally demand that a student be removed from a school environment, but these situations should be rare. '

References: '

American Psychological Association Zero Tolerance Task Force (2008) '

Cornell and Limber (2015) '

Misdirection #2: Conflict Resolution and Peer Mediation

- Are often used to address conflicts among students. Concerns:
 - Bullying is a form of victimization, not conflict.
 - Mediating a bullying incident may send inappropriate messages to the students who are involved.
 - Mediation may further victimize or traumatize a child who has been bullied.

Notes for Slide 59:

Dr. Sue Limber: A second misdirection involves the use of conflict resolution or peer mediation to address bullying problems. Conflict resolution and peer mediation are common strategies for dealing with conflicts among students, but in most cases, they are not recommended to deal with bullying.

Why?

- First, bullying is a form of victimization, not conflict.
- Second, mediating a bullying incident may send inappropriate messages to the students who are involved. The message should NOT be: “You’re both partly right and partly wrong—we need to work out this conflict between you.” The appropriate message for a bullied child should be, “No one deserves to be bullied, and we are going to see that it stops.” And, the appropriate message for students who bully is, “Your behavior is wrong and we’re going to work with you to ensure that it stops.”
- Third, mediation may further victimize a child who has been bullied. Being bullied can be a traumatic event for a child, and forcing a child to face his or her tormentor (or encouraging him or her to do so without preparation or support may re-traumatize the child.

A trauma-informed approach should recognize that children who have been bullied may have experienced trauma and need special care to address the trauma and avoid practices that may re-traumatize them. '

In some cases, restorative practices may be appropriate, but these typically require considerable time and training by professionals—program aspects that are not typical of most peer mediation programs in schools. '

References: '

Limber and Snyder (2006) '

Molnar-Main (2014) '

Substance Abuse and Mental Health Services Administration (2014). SAMHSA’s Concept of Trauma and Guidance for a Trauma-Informed Approach. Rockville, MD: Substance Abuse and Mental Health Services Administration. Available from: '

<http://www.traumainformedcareproject.org/resources/SAMHSA%20TIC.pdf> '

Misdirection #2: Conflict Resolution and Peer Mediation

- A trauma-informed approach should recognize that children who have been bullied may have experienced trauma and need special care to address the trauma and avoid practices that may re-traumatize them.
- In some cases, restorative practices, which focus on restoring relationships and repairing the harm done, may be appropriate, but these typically require considerable time and training by professionals—situations that are not common to most peer mediation programs in schools.

Notes for Slide 60:

Dr. Sue Limber: A second misdirection involves the use of conflict resolution or peer mediation to address bullying problems. Conflict resolution and peer mediation are common strategies for dealing with conflicts among students, but in most cases, they are not recommended to deal with bullying.

Why?

- First, bullying is a form of victimization, not conflict.
- Second, mediating a bullying incident may send inappropriate messages to the students who are involved. The message should NOT be: “You’re both partly right and partly wrong—we need to work out this conflict between you.” The appropriate message for a bullied child should be, “No one deserves to be bullied, and we are going to see that it stops.” And, the appropriate message for students who bully is, “Your behavior is wrong and we’re going to work with you to ensure that it stops.”
- Third, mediation may further victimize a child who has been bullied. Being bullied can be a traumatic event for a child, and forcing a child to face his or her tormentor (or encouraging him or her to do so without preparation or support may re-traumatize the child.

A trauma-informed approach should recognize that children who have been bullied may have experienced trauma and need special care to address the trauma and avoid practices that may re-traumatize them. '

In some cases, restorative practices may be appropriate, but these typically require considerable time and training by professionals—program aspects that are not typical of most peer mediation programs in schools. '

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<http://www.traumainformedcareproject.org/resources/SAMHSA%20TIC.pdf> '

Misdirection #3: Group Therapeutic Treatment

- Group treatment with children who bully
 - May involve anger management, skill-building, empathy-building, self-esteem enhancement.
- Well-intentioned but often counter-productive.

Why?

- Group members can serve as poor role models and reinforce each others' antisocial and bullying behavior.

Notes for Slide 61:

Dr. Sue Limber: Another strategy that some schools use to address bullying behavior involves group therapeutic treatment for children who bully, including anger management, skill-building, empathy-building and self-esteem enhancement. Although well-intentioned, these group interventions are often counter-productive, as group members tend to serve as poor role models and reinforce each others' antisocial and bullying behavior. '

Reference: '

Dishion, McCord, and Poulin (1999) '

Misdirection #4: Overstating or Simplifying the Relationship Between Bullying and Suicide

- Media publicity around suicides by youth who were bullied by peers has led to assumptions that bullying often leads directly to suicide.



Notes for Slide 62:

Dr. Sue Limber: A fourth misdirection involves overstating or simplifying the relationship between bullying and suicide. Recent media publicity around suicides by youth who were bullied by their peers has led many to assume that bullying often leads directly to suicide. Although research clearly indicates a connection between involvement in bullying and suicide-related behaviors, it is important not to overstate or misinterpret the extent of this connection. Discussing suicide as directly caused by bullying, or implying that bullying is the only cause of suicide is not helpful and potentially harmful because:

- One, it encourages sensationalized reporting.
- Two, it fails to recognize that the causes of suicide are complex and many individual, relational, community, and societal factors contribute to a risk of suicide. Common risk factors include mental illnesses, coping with disease/disability, and family dysfunction.
- Three, it perpetuates the false notion that suicide is a natural response to being bullied, which has the dangerous potential to normalize the response and may even lead to “suicide contagion” among youth.

References: '

Centers for Disease Control and Prevention (2012) '
Hinduja and Patchin (2010) '
Karch, Logan, McDaniel, Floyd, and Vagi (2013) '

Misdirection #4: Overstating or Simplifying the Relationship Between Bullying and Suicide

- These assumptions are unhelpful and potentially harmful. Why?
 - It encourages sensationalized reporting.
 - It fails to recognize that the causes of suicide are complex and many individual, relational, community and societal factors contribute to the risk of suicide.
 - It perpetuates the false belief that suicide is a natural response to being bullied.

Notes for Slide 63:

Dr. Sue Limber: A fourth misdirection involves overstating or simplifying the relationship between bullying and suicide. Recent media publicity around suicides by youth who were bullied by their peers has led many to assume that bullying often leads directly to suicide. Although research clearly indicates a connection between involvement in bullying and suicide-related behaviors, it is important not to overstate or misinterpret the extent of this connection. Discussing suicide as directly caused by bullying, or implying that bullying is the only cause of suicide is not helpful and potentially harmful because:

- One, it encourages sensationalized reporting.
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- Three, it perpetuates the false notion that suicide is a natural response to being bullied, which has the dangerous potential to normalize the response and may even lead to “suicide contagion” among youth.

References: '

Centers for Disease Control and Prevention (2012) '
Hinduja and Patchin (2010) '

Misdirection #5: Simple, Short-Term Solutions

- Often administrators and staff adopt a short-term, piecemeal approach.
 - Bullying may be the topic of a staff in-service training, PTO meeting, school-wide assembly, lessons taught by individual teachers
 - These efforts may be good first steps, but are unlikely to reduce bullying on their own. Why?

Notes for Slide 64:

Dr. Sue Limber: A final misdirection involves implementing simple short-term solutions to prevent and address bullying. Sometimes, school administrators and their staff adopt a short-term piecemeal approach to bullying prevention. It may be the topic of a staff in-service training, a PTA meeting, a school-wide assembly, or lessons taught by individual teachers. Although each of these efforts may represent important initial steps in adoption of a comprehensive, long-term strategy, they should not be ends in and of themselves, as they are unlikely to significantly reduce bullying problems.

Additional information about misdirections in bullying prevention and response is available on www.StopBullying.gov, including a video by Dr. Catherine Bradshaw.

References:

Institute of Medicine and National Research Council (2014)

Limber and Snyder (2006)

Ttofi and Farrington (2009, 2011)

Chapter Check-in:

Which of the following is NOT a common misdirection in bullying prevention and response?

- A. Overstating or simplifying the relationship between bullying and suicide.
- B. Group therapeutic treatment for children who bully.
- C. Using peer mediation to address bullying problems.
- D. The use of developmentally appropriate and proportional consequences for bullying others.

Notes for Slide 65:

NONE

Chapter Check-in:

Why is it problematic to suggest that suicide is directly caused by bullying?

- A. It encourages sensationalized reporting.
- B. It fails to recognize that the causes of suicide are complex.
- C. It perpetuates the false notion that suicide is a natural response to being bullied and may even lead to suicide contagion.
- D. All of the above.

Notes for Slide 66:

NONE



Chapter 6: Best Practices in Bullying Prevention and Response

Notes for Slide 67:

NONE

#1: Focus on the Social Climate

- Bullying prevention requires changes in social climates of schools and organizations.
- Students feel connected to schools where they know, care about, and support one another, and have common goals.
- Changing social norms around bullying requires commitment, time, and effort but can have a positive effect on behavior.
- Increasing adult supervision is also important.

Notes for Slide 68:

Erin Reiney: First, in order to reduce bullying and create positive communities 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 settings where children and youth gather.

Research indicates that students feel more connected to schools where they know, care about, and support one another, have common goals, and actively contribute. And where students are more connected to their schools, there is less problem behavior.

By working together, members of a school or other community organization can change the social norms so that it becomes “uncool” to bully; so that children, youth, and adults notice if children are being left out, made fun of or bullied in other ways; and so that it is expected that students step in to be a friend or to help out in other ways if someone is bullied.

Changing these norms takes commitment, time and effort on everyone’s part—parents and guardians, teachers, counselors, coaches, school resource officers, bus drivers, administrators, and of course youth themselves. But it can have significant effects on behavior.

Bullying also tends to thrive in locations where adults are not present or are not “intentionally” looking out for it. All adults should be vigilant for signs of bullying and investigate whenever bullying is suspected.

Local data collection can help to identify “hot spots” where bullying is most likely to occur and can help focus supervision efforts.

References:

- Gregory, Cornell, Fan, Sheras, and Shih (2010)
- Hargreaves, Earl, and Ryan (1996)
- IOM (Institute of Medicine) and NRC (National Research Council) (2014)
- Mulvey and Cauffman (2001)
- Olweus and Limber (2010)
- Payne, Gottfredson, and Gottfredson (2003)
- Swearer et al. (2010)
- Ttofi and Farrington (2009)

#2: Conduct Community-Wide Assessments of Bullying

- Collect local data on bullying, social climates, and the extent of youth violence.
- Resources to get started:
 - *Landscape Assessment, Community Action Toolkit* (www.StopBullying.gov)
 - *Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools* (www.cdc.gov/violenceprevention)
 - *School Climate Survey Compendium* (<http://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium>)

Notes for Slide 69:

Erin Reiney: Adults are not always very good at estimating the nature and prevalence of bullying. Research has found, for example, that teachers and other staff are often surprised by students' reports about how often they're bullied or how often they witness bullying, the forms it takes, and even the hotspots where bullying may occur.

This is why the second best practice is focused on conducting community-wide assessments. These kinds of assessments can help leaders understand the need for training and how to tailor training and bullying prevention strategies to the needs of schools and programs. Also, doing the assessment process helps to provide a baseline so that leaders can measure progress in reducing bullying over time.

There are various sources of information on the prevalence of bullying in schools and of youth violence in communities, including state and regional data from the Youth Risk Behavior Survey.

The Landscape Assessment (listed here) and available at StopBullying.gov, is a tool that can be used to identify relevant local data and efforts currently underway to address bullying.

Also listed here are two online resources with information about surveys that may be administered to assess bullying and school climate in schools and communities:

- One is a compendium of assessment tools on bullying, published by the Centers for Disease Control and Prevention (CDC)
- The second is the School Climate Survey Compendium, a listing of valid and reliable surveys, assessments, and scales of school climate, published by the National Center on Safe Supportive Learning Environments (NCSSL).

#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 youth-serving adults is also important
 - Adults must be willing to address bullying wherever it happens if bullying prevention strategies are to be fully implemented.

Notes for Slide 70:

Erin Reiney: Effective bullying prevention requires the early and enthusiastic support from school leaders, but these efforts 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.

Applying these same lessons to community prevention efforts means reaching out and getting commitments from leaders and professionals throughout the community.

The Action Planning Matrix, which is part of the Community Toolkit and is available in the Training Center section of www.StopBullying.gov has a list of potential stakeholder groups, along with relevant user guides, blogs and webinars, to help in reaching out and informing these leaders and professionals about roles they can take in bullying prevention.

#4: Coordinate and Integrate Prevention Efforts

- Bullying prevention should be coordinated and integrated with other related efforts
- A coordinating group or committee will inform decisions on ways to combine, coordinate, or adopt strategies
 - School-based teams should represent staff, parents, and youth leaders
 - Forming a community group of representatives from many disciplines and partnering agencies will avoid costly duplications and ensure greater success

Notes for Slide 71:

Erin Reiney: 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. Coordinating when and where appropriate, integrating prevention efforts has been shown to consistently re-enforce messages and ensure that time, energy, and resources are being well spent.

A coordinating group or committee can help to combine, coordinate, or adopt prevention strategies. For example:

- School-wide efforts to prevent bullying and violence are more effective when coordinated by safety or planning groups that represent the entire staff, parents, community volunteers and youth leaders.
- 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.).

#4: Coordinate and Integrate Prevention Efforts

There are many stakeholders you will want to consider engaging in your coordinating group or committee:

- Elected Officials/Community Leaders
- Health and Safety Professionals
- Law Enforcement Officials
- Child Care/After-School and Out-of-School Professionals
- Faith Leaders
- Corporate and Business Professionals
- Mental Health and Social Service Professionals
- Educators (including Special Education Professionals)
- Parents and Caregivers
- Youth Leaders Organization Members
- City/County Recreation Professionals

Notes for Slide 72:

Erin Reiney: Part of coordinating and integrating these efforts is having a diverse group of stakeholders that represent the many corners that bullying can touch. Your coordinating group should not be limited to parents and school officials but also members of the community who may not have direct contact with bullying or students but could have influence in your prevention efforts such as law enforcement officials or elected officials.

#4: Coordinate and Integrate Prevention Efforts

stopbullying.gov

Awareness Raising Action Planning Matrix [1 of 2]

	Hold an anti-bullying day in schools	Create 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
Elected Officials/Community Leaders						
Health & Safety Professionals						
Law Enforcement Professionals						
Child Care/After School & Out-of-School Care Professionals						
Faith Leaders						
Corporate & Business Professionals						
Mental Health & Social Services Professionals						
Educators						

Notes for Slide 73:

Erin Reiney: The Action Planning Matrix, on www.StopBullying.gov includes the action steps that various 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 and Response: Steps to take action through prevention and response methods

Examples of awareness raising activities include:

- Holding an anti-bullying day in schools
- Creating a local fund for businesses to support bullying prevention
- Creating a community newsletter
- Providing information on state/local bullying laws
- Creating an interfaith alliance
- Hosting a town hall or community event
- Submitting op-eds and letters to the editor to local media
- Helping youth develop a media campaign
- Holding a PSA contest

Examples of prevention and response steps include:

- Developing a taskforce to assess bullying in schools
- Conducting team building exercises with youth
- Creating a safety plan for children who are bullied
- Developing screening processes to promote early detection and response
- Training adults on gathering and using bullying data
- Developing a follow-up procedure to monitor youth who have been bullied
- Establishing in-school committees
- Monitoring internet activities and mobile devices
- Sponsoring training sessions for adults on best practices in bullying prevention, response, and crisis planning

Link to online Community Planning Action Tool kit: <http://www.stopbullying.gov/prevention/training-center/community-action-toolkit.pdf>

#5: Provide Training in Bullying Prevention and Response

- Many state laws encourage or require training of school staff on bullying prevention.
- Adults must understand:
 - The nature of bullying
 - Its effects
 - How to prevent bullying (e.g., the importance of adult supervision)
 - Appropriate responses if bullying is known or suspected



Notes for Slide 74:

Erin Reiney: Well-trained staff are critical to effective bullying prevention and many state laws now encourage or require training of school staff in bullying prevention.

Staff must understand the nature of and prevalence of bullying, its effects, and effective prevention strategies, including those covered in this training module.

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.

#5: Provide Training in Bullying Prevention and Response

<http://www.StopBullying.gov/prevention/training-center/index.html>

stopbullying.gov

This resource is tailored for Business Professionals as a guide to the StopBullying.gov training module.

For more information on bullying prevention, including the definition, statistics, best practices, and common myths or misdirections, please consult the StopBullying.gov training module at www.stopbullying.gov/communityguide.

Understanding the Roles of Business Professionals in Community-Wide Bullying Prevention Efforts

What is known about bullying and how it relates to business professionals?

Bullying affects a large number of students and may have impact on those who are involved. In 2011, 28% of students 12-18 were bullied at school and 9% were cyberbullied (Robers, Kemp, Truman, & Snyder, 2013).

Many business professionals correctly see bullying as an obstacle to learning that could undermine the productivity current and future employees (Copeland, Wolke, Angold 2013). They have experience in identifying efforts that can impact their workers and their families. Business leaders have a stake in improving the communities where they reside as their own children. Many avenues exist for them to build relationships with future and current business partners through community prevention efforts:

Form A: Feedback Form for Bullying Prevention Training Module Participants (Completed Immediately After the Training)

Thank you for your participation in the Bullying Prevention Training today. This form will be used to assess the Training Module and Community Action Toolkit resources. Your feedback on the content and quality of the training and resources shared in today's workshop is appreciated.

Information on Participants attending the Module Training

Please provide your name and email address for follow-up in 4 months.

Trainee Name: _____ (optional) Email: _____

What profession/sector do you represent? (if applicable):

- Education
- Government & Elected Officials
- Health & Safety
- Law Enforcement
- Child Care/After School & Out-of-School Care
- Faith-Based
- Corporation or business
- Mental Health & Social Service
- Parents & Caregivers
- Youth Leaders Organizations
- City/County Recreation
- Other (explain) _____

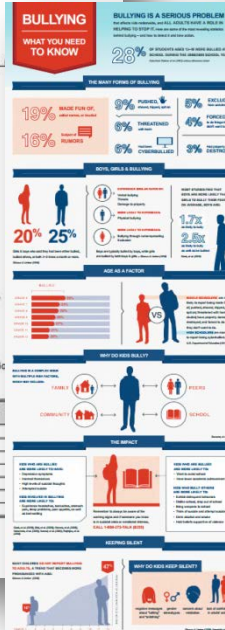
Name/Address of Organization (optional): _____

Date/Location of Workshop: _____

Feedback on the Training Module

- Please rate how satisfied you are overall with the workshop and specific sections of training.

Training Logistics, Quality and Content Overall	Not Satisfied	Neutral
On-site facilities	1	2
Pre-training preparation & organization	1	2
Quality/clarity of presentation	1	2
Length of the entire program	1	2
Content	1	2
Quality of the Community Action Toolkit	1	2
Quality of sector-specific supplemental materials	1	2



Working with Stakeholders

The User Guides are tailored to 11 audiences that play a critical role in bullying prevention and include information for delivering this training.

Get the User Guides

Some of the documents on this website are in PDF (Portable Document Format). You will need Adobe Acrobat Reader in order to view these files. Download Adobe Acrobat Reader [⤵](#)



English User Guides

Guías de Usuario

- ▶ Business Professionals
- ▶ Early Education & Child Care Providers
- ▶ Elected Officials
- ▶ Faith Leaders
- ▶ Health and Safety Professionals
- ▶ Law Enforcement Officers
- ▶ Mental Health Professionals
- ▶ Parents & Caregivers
- ▶ Recreation Leaders
- ▶ School Administrators
- ▶ Young Professionals & Mentors

stopbullying.gov

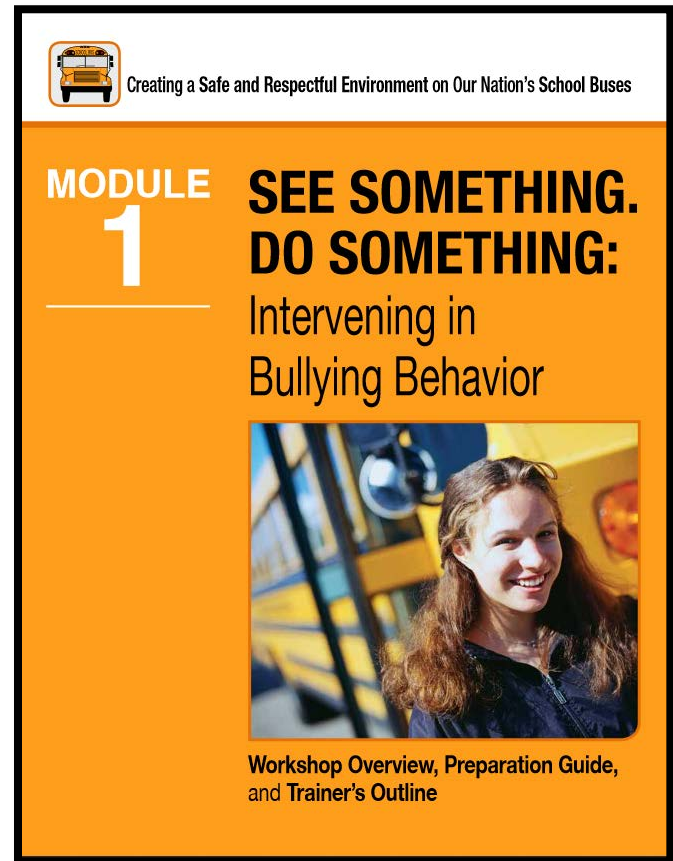
Notes for Slide 75:

Erin Reiney: As mentioned earlier, the training center on www.StopBullying.gov includes many resources to equip stakeholders to fight and prevent bullying in their communities. The training center includes:

- Downloadable PowerPoint containing much of today's training material, ready to share in PPT and PDF format.
- A Community Action Toolkit which provides tools to guide community leaders in facilitating action planning among local stakeholders to increase adoption of the best practice strategies.
- 11 User Guides that describe the unique role and potential next steps of various training target audiences: parents & caregivers, school administrators, mental health professionals, health & safety professionals, early education & child care providers, law enforcement officers, business professionals, young professionals & mentors, faith leaders, recreation leaders, and elected officials.
- An infographic summarizing the latest research and findings on bullying.

#5: Provide Training in Bullying Prevention and Response

<http://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-our-nations-school-buses-training-toolkit>



The image shows the cover of a training toolkit. At the top left is a small icon of a yellow school bus. To its right is the text "Creating a Safe and Respectful Environment on Our Nation's School Buses". Below this, the word "MODULE" is written in white, followed by a large white number "1" on a horizontal line. To the right of this is the main title "SEE SOMETHING. DO SOMETHING:" in bold black text, followed by the subtitle "Intervening in Bullying Behavior" in a smaller black font. Below the text is a photograph of a young woman with long brown hair, smiling, standing in front of a yellow school bus. At the bottom of the cover, the text "Workshop Overview, Preparation Guide, and Trainer's Outline" is written in a small black font.

Creating a Safe and Respectful Environment on Our Nation's School Buses

MODULE
1

**SEE SOMETHING.
DO SOMETHING:**
Intervening in
Bullying Behavior

Workshop Overview, Preparation Guide,
and Trainer's Outline

Notes for Slide 76:

Erin Reiney: Different trainings tailored for educators and school bus drivers, developed by the National Center for Safe Supportive Learning Environments are also available at www.SafeSupportiveLearning.ed.gov, as well as a classroom module which is available on the Training Center.

#5: Provide Training in Bullying Prevention and Response



[Home](#) | [About NREPP](#) | [Find an Intervention](#) | [Reviews & Submissions](#) | [Learning Center](#) | [Contact Us](#)

NREPP is a searchable online registry of more than [340 substance abuse and mental health interventions](#). NREPP was developed to help the public learn more about evidence-based interventions that are available for implementation.

NREPP does not endorse or approve interventions. Learn more [about NREPP](#) and current [minimum requirements](#) for inclusion in the registry.

Basic Search **Advanced Search** **View All**

Interventions

Find an Intervention

Find interventions reviewed by NREPP.

Blueprints
FOR HEALTHY YOUTH DEVELOPMENT

stopbullying.gov

Notes for Slide 77:

Erin Reiney: The National Registry of Evidence-based Programs and Practices (NREPP) and Blueprints for Healthy Development are two free, searchable online databases of mental health and substance abuse interventions and positive youth development programs. Each has a somewhat different focus and criteria for evaluating programs, but each includes programs and practices related to bullying.

NREPP is available at <http://www.nrepp.samhsa.gov>.

Blueprints for Healthy Development are available at <http://www.blueprintsprograms.com>.

#6: Organize a Community Event to Catalyze Efforts

- 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 develop a call-to-action that mobilizes the community

Notes for Slide 78:

Erin Reiney: In order to bring community stakeholders together to kick-off bullying prevention efforts, it is important to organize a community event, meeting or town hall to catalyze efforts.

Your event can also provide a time to gather all of the stakeholders together to gain an understanding of the resources and expertise available in your community, identify areas for collaboration, build a timeline and most importantly, develop a call-to-action that mobilizes the community.

#6: Organize a Community Event to Catalyze Efforts

- 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**

Notes for Slide 79:

Erin Reiney: An effective call-to-action that responds to bullying will include roles and responsibilities for stakeholders from across the community.

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.

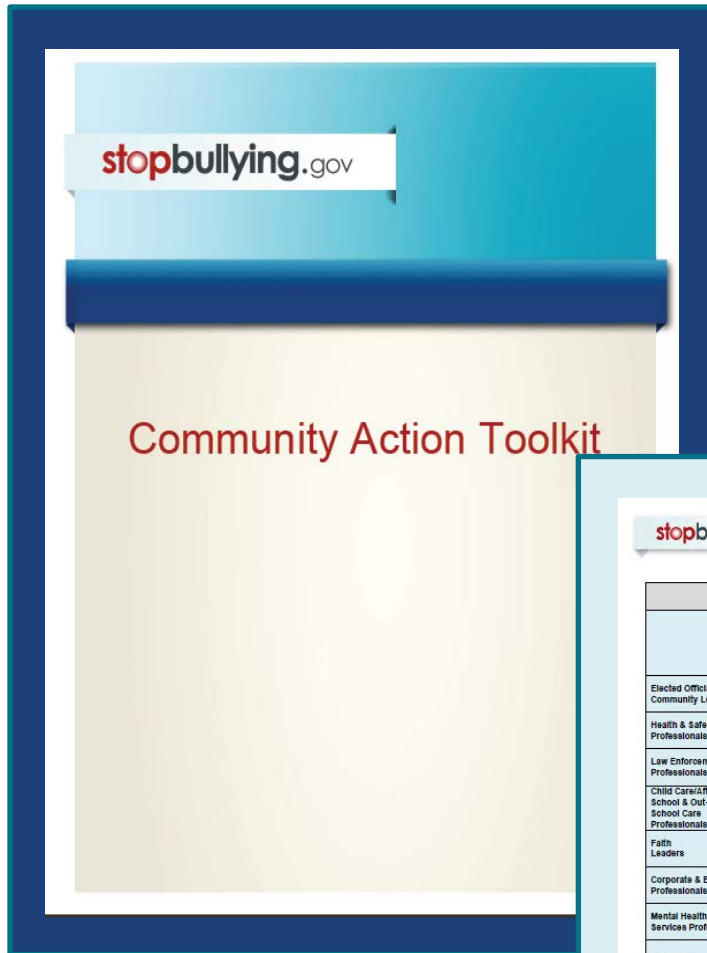
#6: Organize a Community Event to Catalyze Efforts

- 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

Notes for Slide 80:

Erin Reiney: The Community Action Toolkit, which I mentioned earlier, will give you everything you need to put the research, ideas, and bullying prevention and response strategies into practice in your communities. The toolkit includes resources for community event planning, community event action and community event follow-up.

#6: Organize a Community Event to Catalyze Efforts



stopbullying.gov

IV. Guide to Mobilizing Communities in Bullying Prevention

This guide will help you identify the individuals and organizations you will want to connect with as part of your bullying prevention program. Working with a diverse group of audiences can help empower other community members to join your effort. They can also help provide unique resources and expertise, creating an effective and collaborative effort.

Before completing your action plan, consider reaching out to the following stakeholders:

Elected Officials/Community Leaders

- Elected officials
- State/local Dept. of Health officials
- State/local Dept. of Education officials
- State/local Dept. of Social Service and Mental Health officials

Professionals

Physicians

Attorneys

Non-profit organizations/coalitions

Business organizations

in Bullying Prevention [1 of 5] 12

stopbullying.gov

Awareness Raising Action Planning Matrix [1 of 2]

	Hold an anti-bullying day in schools	Create 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
Elected Officials/Community Leaders						
Health & Safety Professionals						
Law Enforcement Professionals						
Child Care/After School & Out-of-School Care Professionals						
Faith Leaders						
Corporate & Business Professionals						
Mental Health & Social Services Professionals						
Educators						

Notes for Slide 81: &

Erin Reiney: Specifically, the Community Action Toolkit includes: '

- Community event planning tools
- A landscape assessment
- A template community event agenda
- A community engagement tip sheet
- A guide to mobilizing communities in bullying prevention
- Community event action resources
- An action planning matrix
- Tips for working with the media
- A resource on the complex relationship between bullying and suicide
- A tip sheet with funding ideas for future bullying prevention efforts
- Feedback forms for you to use at your event

#7: Set Policies and Rules About Bullying

- All state laws require public schools to develop anti-bullying policies,
- As part of these policies, school personnel should:
 - Establish and communicate clear rules about bullying behavior and expectations if bullying is witnessed.
 - Apply developmentally appropriate and proportional consequences for bullying others.

Notes for Slide 82:

Erin Reiney: Best practice number seven focuses on the importance of creating clear policies and rules about bullying. Laws in all 50 states require public schools to develop anti-bullying policies, although the definitions of bullying and the requirements for these policies differ. School personnel should be familiar with their school's policy and work to improve it if needed. Staff in afterschool and other youth programs may also find it helpful to develop bullying policies and may benefit from being familiar with the local schools' policies.

As part of these policies, school personnel should establish and communicate clear rules about bullying behavior that apply to all children and youth, and communicate expectations about positive behaviors to take if bullying is witnessed. It is important to make clear to children and adults that bullying behaviors are prohibited and explain what is expected of all of them to be good citizens and allies (not passive bystanders) if they're aware of bullying or if they're aware of students who seem troubled in any way.

When children and youth do help out, this should be noted and reinforced by adults. On the other hand, if students violate rules and bully others, clear, developmentally appropriate, and proportional consequences should be applied.

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.

References:

Olweus and Limber (2010)
Ttofi and Farrington (2009)
U.S. Department of Education (2011).
U.S. Department of Education (2014).

#8: Respond Consistently and Appropriately When Bullying Happens

Do:

- Separate the children involved.
- Make sure everyone is safe.
- Meet any immediate medical or mental health needs.
- Stay calm. Reassure the children involved, including bystanders.
- Model respectful behavior when you intervene.

Notes for Slide 83:

Erin Reiney: Best practice number eight focuses on the importance of responding consistently and appropriately when bullying happens. All staff should be prepared to respond on-the-spot to bullying if it is observed or suspected. When adults respond quickly and consistently to bullying behavior they send the message that it is not acceptable. Research shows this can stop bullying behavior over time. There are simple steps adults can take to stop bullying on the spot and keep children safe.

Follow these tips (Do's and Don'ts) from www.StopBullying.gov (<http://www.StopBullying.gov/respond/on-the-spot/index.html>) to respond to bullying.

Do:

- Intervene immediately. It is ok to get another adult to help.
- Separate the children involved.
- Make sure everyone is safe.
- Meet any immediate medical or mental health needs.
- Stay calm. Reassure the children involved, including bystanders.
- Model respectful behavior when you intervene.

Police or medical assistance may be needed if:

- A weapon is involved
- There are threats of serious physical injury.
- There are threats of hate-motivated violence, such as racism or homophobia.
- There is serious bodily harm.
- There is sexual abuse.
- Anyone is accused of an illegal act, such as robbery or extortion—using force to get money, property, or services.

#8: Respond Consistently and Appropriately When Bullying Happens

Don't:

- Ignore it. Don't think children can work it out without adult help.
- Immediately try to sort out the facts.
- Force other children to say publicly what they saw.
- Question the children involved in front of other children.
- Talk to the children involved together, only separately.
- Make the children involved apologize or patch up relations on the spot.

Notes for Slide 84:

Erin Reiney: It is also important to avoid these common mistakes:

- Don't ignore it. Don't think children can work it out without adult help.
- Don't immediately try to sort out the facts.
- Don't force other children to say publicly what they saw.
- Don't question the children involved in front of other children.
- Don't make the children involved apologize or patch up relations on the spot.

#8: Respond Consistently and Appropriately When Bullying Happens

- Follow-up responses are often needed with involved students and parents
 - Provide protection plans and support to children who are bullied
 - Plan intervention strategies for children who bully and supporters of bullying to learn alternative behaviors
- Adopt a trauma-informed approach
 - Recognize that children who have been bullied may have experienced trauma and need special care to address this trauma and avoid practices that may re-traumatize them.

Notes for Slide 85:

Erin Reiney: Follow-up responses are often needed in order to plan intervention strategies for youth who are bullied to support them and provide protection plans. Follow-up is also needed with youth who bully to help them appreciate the seriousness of the bullying, understand the consequences of their behavior, and learn alternative behaviors.

A trauma-informed approach should be adopted, which recognizes that children who have been bullied may have experienced significant trauma and need special care to address their trauma and avoid inadvertently re-traumatizing them.

References:

Merrell et al. (2008)

Olweus and Limber (2010)

Substance Abuse and Mental Health Services Administration (2014). SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach. Rockville, MD: Substance Abuse and Mental Health Services Administration. Available from:

<http://www.traumainformedcareproject.org/resources/SAMHSA%20TIC.pdf>

Swearer et al. (2010)

#8: Respond Consistently and Appropriately When Bullying Happens

- Consider referrals to mental health professionals within or outside of school settings, when needed
- Find guidance on supporting bullied youth and addressing bullying behavior at www.StopBullying.gov

Notes for Slide 86:

Erin Reiney:

In some situations, involved students may need to be referred to mental health professionals in or ' outside of school settings for additional help in addressing their bullying behavior or the consequences ' of being bullied. '

Guidance on supporting bullied youth and addressing behavior of youth who bully can be found at ' www.StopBullying.gov. '

References: '

Merrell et al. (2008) '

Olweus and Limber (2010) '

Substance Abuse and Mental Health Services Administration (2014). SAMHSA's Concept of Trauma and ' Guidance for a Trauma-Informed Approach. Rockville, MD: Substance Abuse and Mental Health Services Administration. Available from: '

<http://www.traumainformedcareproject.org/resources/SAMHSA%20TIC.pdf> '

Swearer et al. (2010) '

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

- Talk about bullying and how to prevent it.
- Hold class meetings for students and staff.
- Incorporate lessons about bullying, positive behaviors, and social-emotional into your school's curriculum.

Notes for Slide 87:

Erin Reiney: According to best practice number nine, we should look to spend time on a regular basis as adults talking about bullying and peer relations with children and youth. '

Bullying prevention efforts should include facilitated small group discussions with children and youth. ' Such forums give them a way to increase their knowledge about bullying and the harms it causes, share ' feelings and different viewpoints, gain skills in preventing and responding to bullying, and build ' understanding and empathy. '

These meetings also can help build a sense of community in the group and give teachers a better ' understanding of their students' concerns. Anti-bullying themes and messages can also be incorporated ' throughout the school curriculum. '

Whether in small groups or through classroom curricula, social and emotional learning boosts critical ' thinking, academic achievement, school connectedness, empathy and positive interactions with peers. ' www.StopBullying.gov offers advice on how to talk about bullying with children (see Prevent Bullying) ' and references evidence-based registries of bullying prevention programs. '

References: '

Durlak et al. (2011) '

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

Youth Engagement Toolkit

http://www.StopBullying.gov/what-you-can-do/teens/YouthEngagement_brieftoolkit_Compliant.pdf

The screenshot shows the 'stopbullying.gov' logo at the top. Below it is the title 'Youth Engagement Toolkit'. The text explains that bullying is a serious problem and that the Federal Partners in Bullying Prevention are working to help find solutions. It describes the toolkit as a safe gathering where youth can discuss bullying and create plans to take action. The page lists three types of bullying: Verbal, Social, and Physical, each with a list of examples.

stopbullying.gov

Youth Engagement Toolkit

Bullying is a serious problem in many communities. Maybe you have been the victim of bullying or you know someone who has been bullied. Possibly, you are aware of bullying problems in your school or neighborhood and want to do something about it. The Federal Partners in Bullying Prevention are comprised of staff members from a variety of federal agencies, such as, the Departments of Justice, Education, Health and Human Services and Agriculture, who work to prevent bullying and help find solutions where bullying exists. We are inviting you to take action to make a difference in your community!

By following the steps in this toolkit, you can join other youth leaders across the country and the Federal Partners in Bullying Prevention to organize a bullying prevention social and educational event. We define a bullying prevention "event" as a safe gathering where youth can freely discuss this important topic and start to create plans to take action in local communities. We envision that youth leaders will partner with a staff person from your youth leadership program to help organize and lead this bullying prevention initiative. Here's what you can do:

Before you start, get in the know about bullying:

Bullying can take many different forms. There are three types of bullying:

- Verbal bullying is saying or writing mean things. Verbal bullying includes:
 - Teasing
 - Name-calling
 - Inappropriate sexual comments
 - Taunting
 - Threatening to cause harm
- Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
 - Leaving someone out on purpose
 - Telling other children not to be friends with someone
 - Spreading rumors about someone
 - Embarrassing someone in public
- Physical bullying involves hurting a person's body or possessions. Physical bullying includes:
 - Hitting/kicking/pinching
 - Spitting

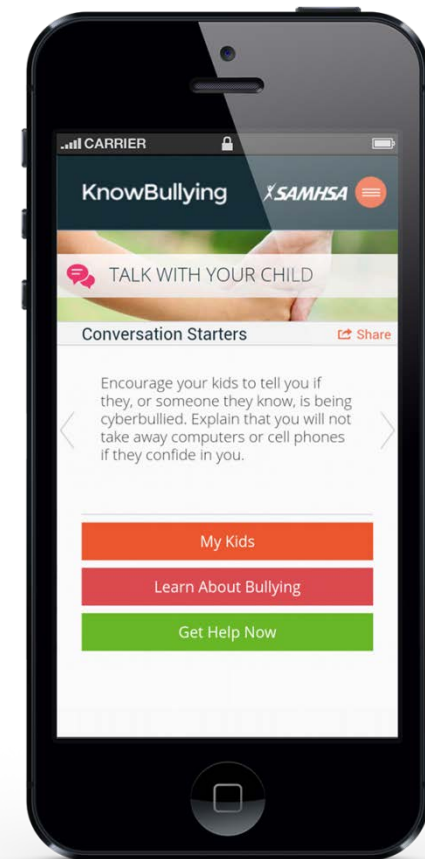
Notes for Slide 88:

Erin Reiney: By following the steps in the youth engagement toolkit, available on www.StopBullying.gov adults can also empower youth to organize social and educational bullying prevention initiatives.

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

SAMHSA's KnowBullying App

<http://store.samhsa.gov/apps/knowbullying/index.html>



Notes for Slide 89:

Erin Reiney: SAMHSA's KnowBullying app provides tips on talking about school, work, relationships, life, and bullying. The app also has a feature to remind you that it's time to talk. '

KnowBullying by SAMHSA includes: '

- Information about bullying
- Warning signs that your child may be bullying others, being bullied, or witnessing others being bullied
- Conversation starters to talk with your child about bullying
- Reminders to talk with your child at times that work best for you and your family
- The ability to share advice right from the app in an email and/or text message
- Quick access to bullying prevention resources, and
- Resources for educators

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

Be More Than a Bystander

[Accessible Version](#)



Be More Than a Bystander

<http://www.StopBullying.gov/respond/be-more-than-a-bystander>

Notes for Slide 90:

Erin Reiney: Of course, young people themselves can have tremendous power in helping to stop bullying and create positive social environments.

www.StopBullying.gov's Be More than a Bystander Campaign offers adults tips for how to encourage youth to feel comfortable stepping in and sharing information about potentially threatening situations with a responsible adult.

#10: Continue Efforts Over Time and Renew Community Interests

- Bullying prevention should have no “end date”
- Communities should continually assess prevention needs and outcomes, revise strategies, and champion the benefits in children’s lives and to the community.

Notes for Slide 91:

Erin Reiney: And finally, best practice 10 recognizes that there should be “no end” date for bullying prevention activities. Bullying prevention should be ongoing in schools, afterschool programs, and in all youth serving organizations.

Chapter Check-in:

Which of the following is NOT considered a best practice in bullying prevention and response?

- A. Work to improve the social climate of your school or organization to one where youth and adults notice if children are being left out, made fun of, or bullied in other ways.
- B. Identify a motivational speaker who can identify simple solutions to bullying in your school.
- C. Coordinate and integrate bullying prevention efforts with related efforts.
- D. Provide training in bullying prevention and response.

Notes for Slide 92:

NONE

In Conclusion

- Next steps in continuing education
- Thank you for participating
- Remember to visit www.StopBullying.gov for additional resources

Notes for Slide 93: &

Erin Reiney: Thank you for your commitment to preventing bullying. '

To receive continuing education (CE): '

Complete this activity; '

Complete the Evaluation at www.cdc.gov/TCEOnline; '

Pass the posttest at 80% at www.cdc.gov/TCEOnline. '

If you do not want continuing education, please visit stopbullying.gov/training to provide feedback on this activity. '

We look forward to receiving your feedback and improving the quality of our resources and tools. '

And remember, additional free resources are available at www.StopBullying.gov. '

Notes for Slide 94-115:

END OF TALKING POINTS

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