

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.

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.

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

A high-angle photograph of a classroom scene. A female teacher with dark curly hair and glasses, wearing a yellow sweater, sits in the center of a circle of five young children. They are all sitting on a large, colorful rug that features a sun-like pattern with green, blue, and yellow segments. The children, of diverse backgrounds, are gathered around a small, dark-colored dog that is lying on the rug. The teacher is reaching out towards the dog, and the children are looking at it with interest. 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

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

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

A young man with glasses and a dark shirt is in the foreground, looking down at a book he is holding. In the background, a group of students are standing near 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 is outdoors with green foliage on the left.

Chapter 2: Bullying Defined

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

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

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

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

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.

Chapter 3: The Many Forms of Bullying



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



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



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.



Chapter 4: Ten Key Findings About Bullying

Finding #1: **Many Children Are Involved In 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)

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

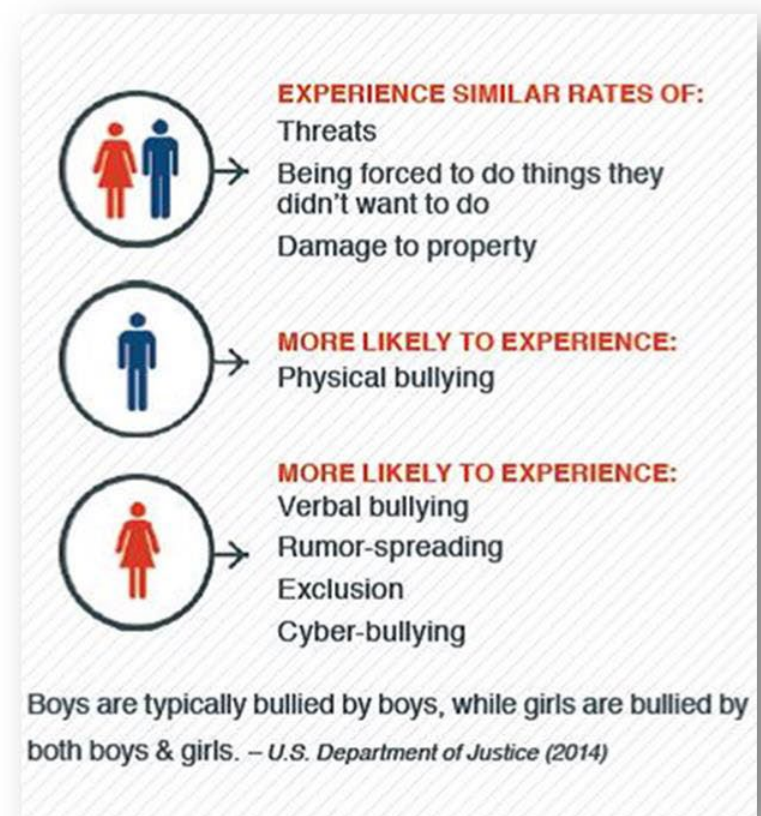
Source: U.S. Department of Education (2015)

Finding #2:

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

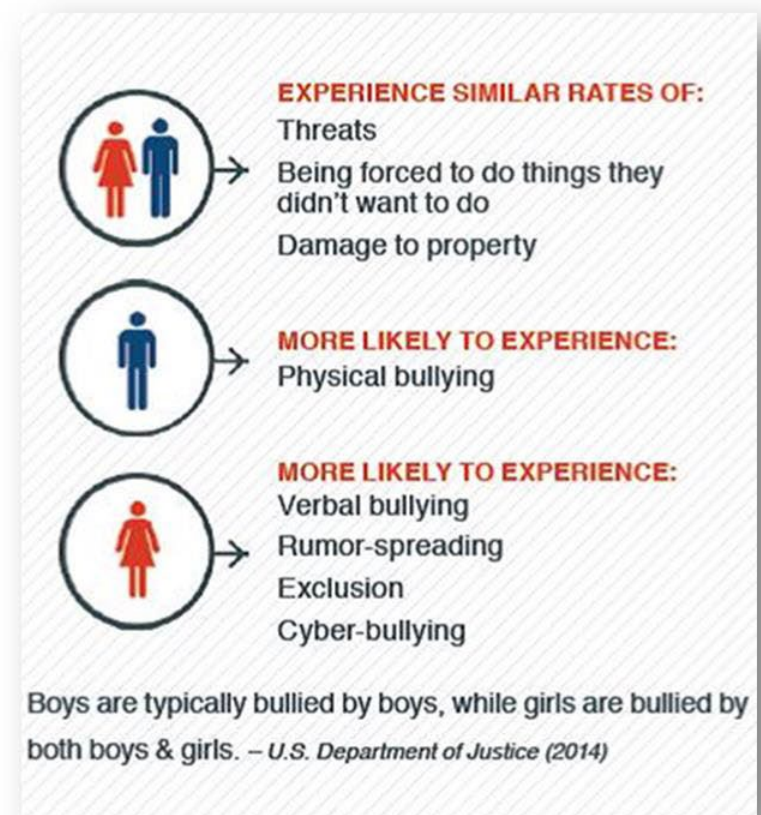
Boys' and Girls' Experiences of Being Bullied and Bullying Others

- 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).



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



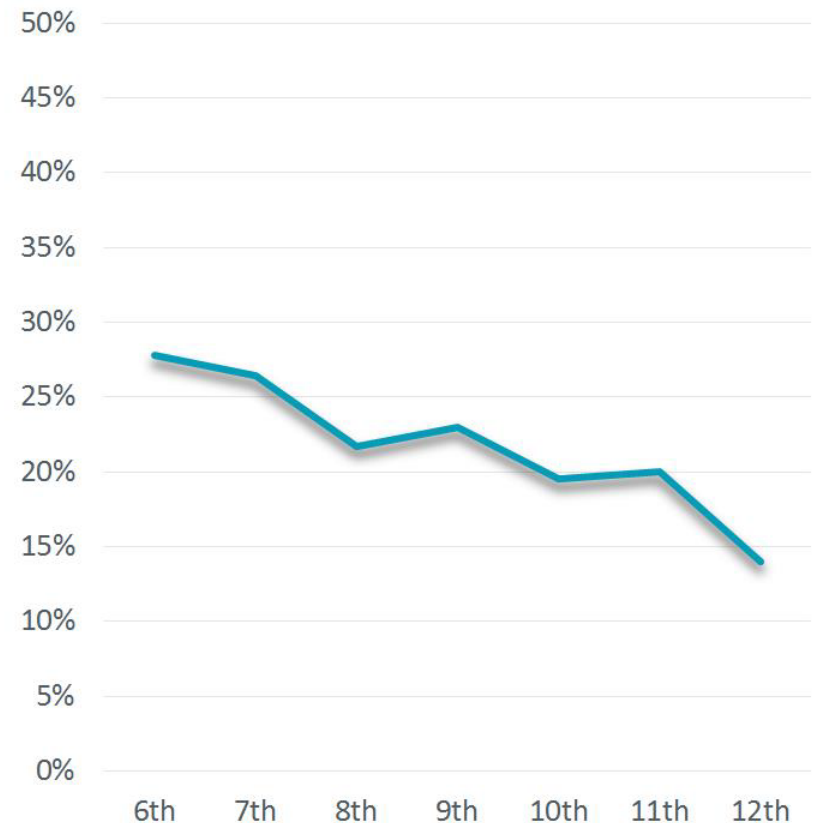
Finding #3:

Children's Experiences with Bullying Vary by 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

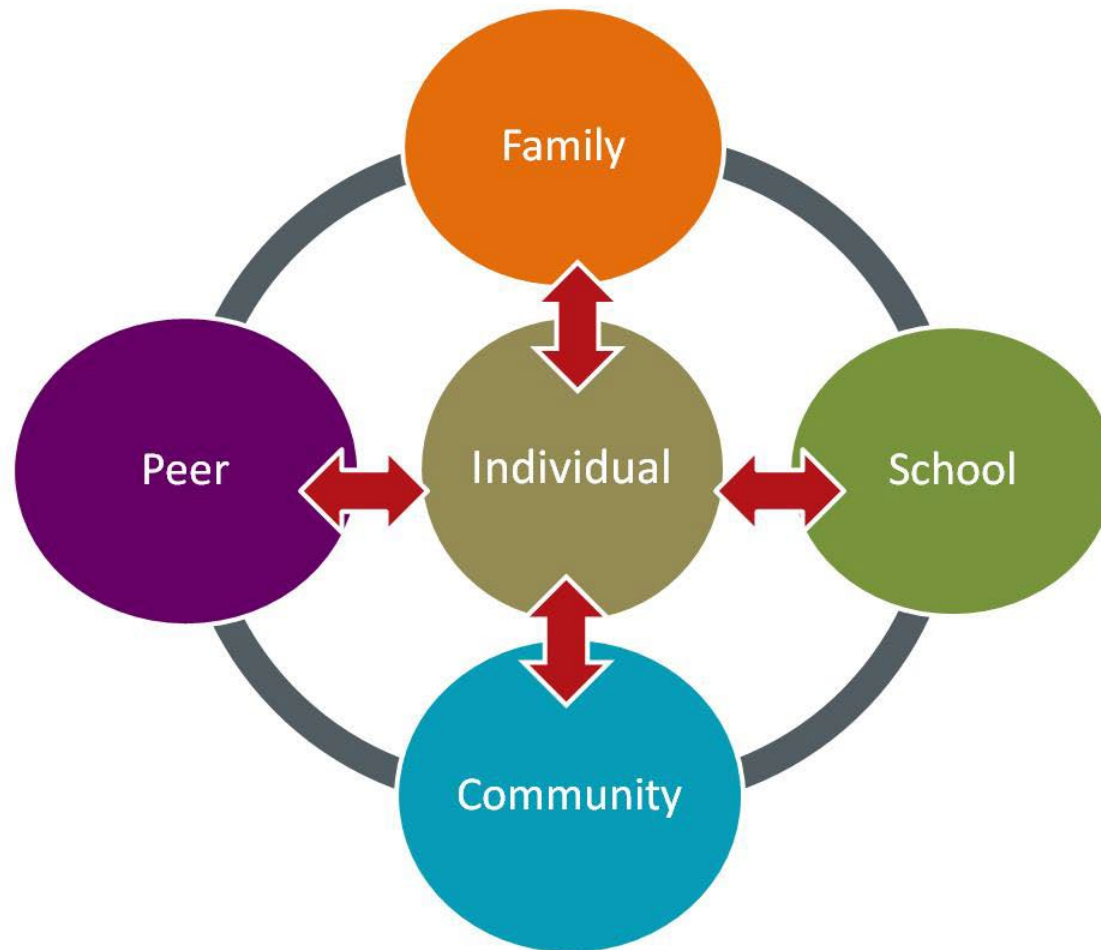
NCVS: % bullied in the 2012-2013 school year



Finding #4:

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

Risk Factors for Bullying



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

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

- Exposure to aggressive, violent, delinquent peers
- Having at least one close friend
- Peer support

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

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

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

- Neighborhood safety
- Connection to adults in neighborhood

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

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.

Finding #5:

Although Any Child May
be Targeted, Some Are at
Particular 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.

Finding #6:

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

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



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

Biological Mechanisms Associated with Bullying

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



Finding #7:

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

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

Concern for Children Who Bully:

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

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

Likelihood of Reporting

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

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

Finding #9:

**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

Finding #10:

A Variety of Laws in the U.S. Address Bullying

Federal Laws and Bullying and Harassment

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

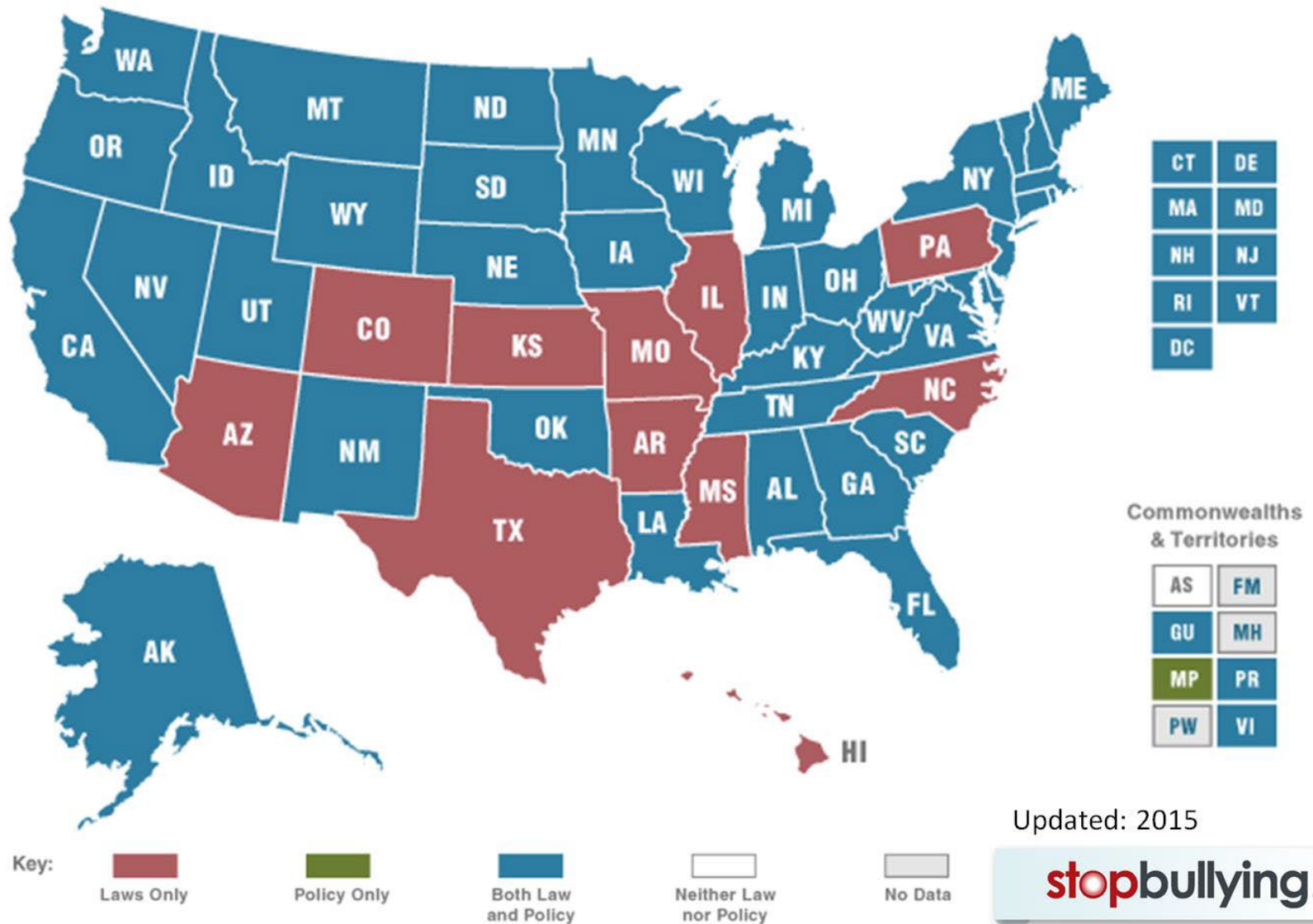
School Districts and Federal Civil Rights

- School districts may violate federal civil rights laws when:
 - Peer harassment based on race, color, national origin, sex, or disability is sufficiently serious that it **creates a hostile environment**, and
 - The harassment is **encouraged, tolerated, not adequately addressed, or ignored by school employees**
- Several Dear Colleague Letters from the U.S. Department of Education **remind school officials of their responsibility to respond to bullying and harassment**

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.

State Anti-Bullying Laws and Policies



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.

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.

A young person with dark hair, wearing a black and white patterned hoodie, is looking down at a smartphone held in their hands. They are standing in a grassy park area with trees and a fence in the background. The lighting suggests it's daytime.

Chapter 5: Misdirections in Bullying Prevention and Response

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.

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.

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.

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.

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.



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.

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?

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.

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.



Chapter 6: Best Practices in Bullying Prevention and Response

#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.

#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>)

#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.

#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

#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

#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						

#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



#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 misconceptions, 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 (Roberts, 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 stake in improving the communities where they reside as their own children. Many avenues exist for them to build relationships 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): _____

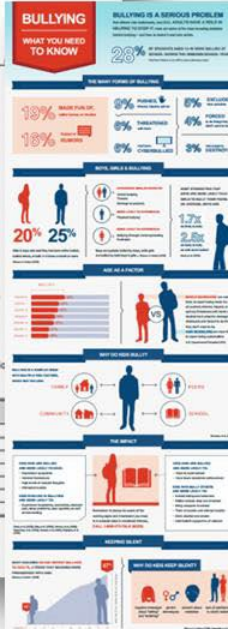
Name/Address of Organization (optional): _____

Date/Location of Workshop: _____

Feedback on the Training Module

1. 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 [here](#).



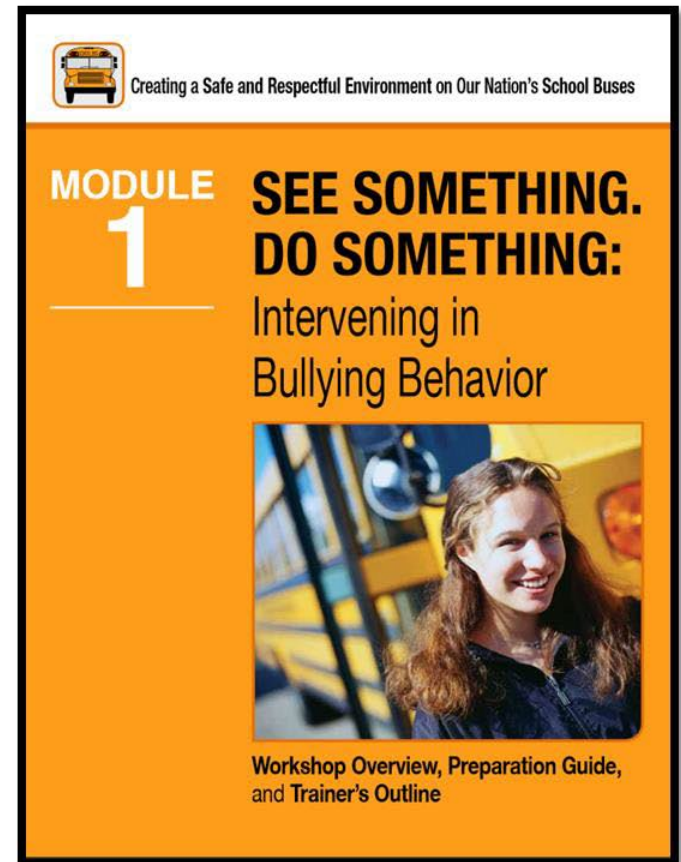
[English User Guides](#)

[Güías 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

#5: Provide Training in Bullying Prevention and Response

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



#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

#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

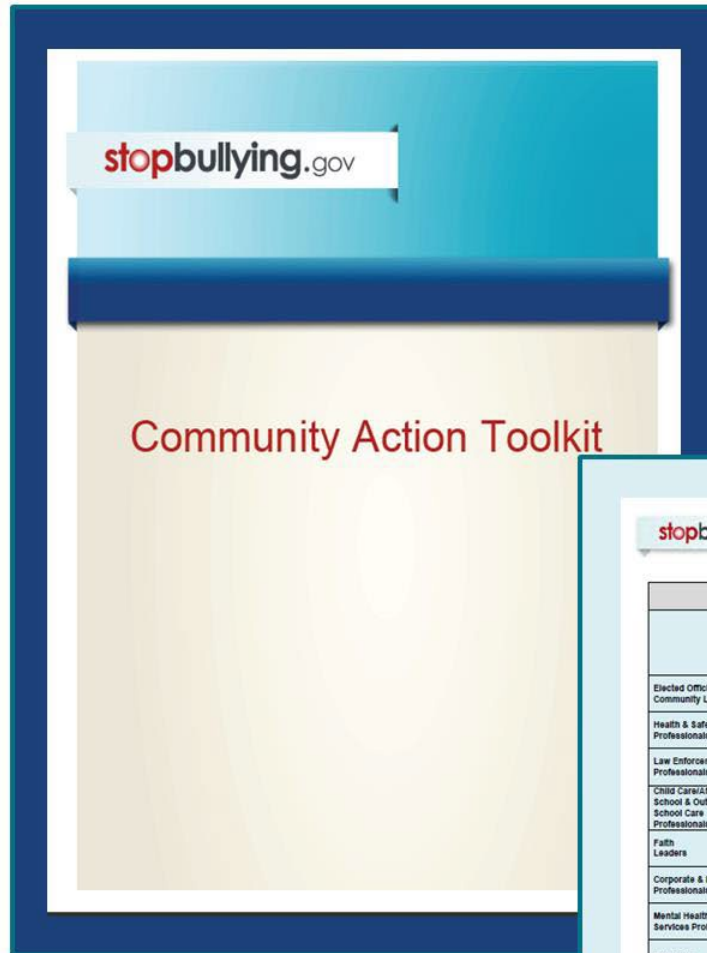
#6: Organize a Community Event to Catalyze Efforts

- 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**

#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

#6: Organize a Community Event to Catalyze Efforts



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						

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

Trainers

Organizations/coalitions

Organizations

in Bullying Prevention [1 of 5]

12

#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.

#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.

#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.

#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.

#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

#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.

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

Youth Engagement Toolkit

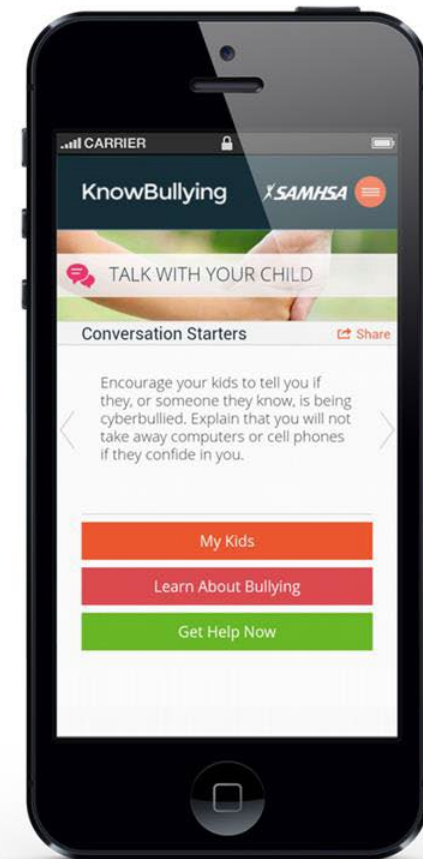
http://www.StopBullying.gov/what-you-can-do/teens/YouthEngagement_brieftoolkit_Compliant.pdf



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

SAMHSA's KnowBullying App

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



#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>

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.

Click On To Take Your Quiz and Print
Your Certificate.

In Conclusion

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

References

- Ali, R. (2010) U. S. Department of Education, Office for Civil Rights (2010). *Dear colleague letter: Harassment and bullying*. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf>
- American Psychological Association Zero Tolerance Task Force (2008). Are zero tolerance policies effective in the schools? An evidentiary review and recommendations. *American Psychologist*, 63, 852-862.
- Arsenault, L., Walsh, E., Trzesniewski, K., Newcombe, R., Caspi, A. and Moffitt, E. (2006) Bullying victimization uniquely contributes to adjustment problems in young children: A nationally representative cohort study, *Pediatrics*, 118, 130-138.
- Baldry, A. C. (2003). Bullying in schools and exposure to domestic violence. *Child Abuse & Neglect*, 27, 713-732.

- Baldry, A. C. (2004). The impact of direct and indirect bullying on the mental and physical health of Italian youngsters. *Aggressive Behavior*, 30, 343-355.
- Baldry, A. C., & Farrington, D. P. (2005). Protective factors as moderators of risk factors in adolescence bullying. *Social Psychology of Education*, 8, 263-284.
- Berthold, K. A., & Hoover, J. H. (2000). Correlates of bullying and victimization among intermediate students in the Midwestern USA. *School Psychology International*, 21, 65-78.
- Boulton, M. J., & Underwood, K. (1992). Bully/victim problems among middle school children. *British Journal of Educational Psychology*, 62, 73-87.
- Bowes, L., Arseneault, L., Maughan, B., Taylor, A., Caspi, A., & Moffitt, T. E. (2009). School, neighborhood, and family factors are associated with children's bullying involvement: A nationally representative longitudinal study. *Journal of the American Academy of Child & Adolescent Psychiatry*, 48, 545-553.

- Buhs, E. S., Ladd, G. W., & Herald, S. L. (2006). Peer exclusion and victimization: Processes that mediate the relation between peer group rejection and children's classroom engagement and achievement? *Journal of educational psychology*, 98, 1-13.
- Byrne, B. J. 1994. Bullies and victims in school settings with reference to some Dublin schools. *Irish Journal of Psychology*, 15, 574-86.
- Centers for Disease Control and Prevention. (2012a). *Suicide: Facts at a glance*. Retrieved from: http://www.cdc.gov/ViolencePrevention/pdf/Suicide_DataSheet-a.pdf
- Commission for the Prevention of Youth Violence. (2000). *Youth and violence: Medicine, nursing, and public health: Connecting the dots to prevent violence*.
- Cook, C. R., Williams, K. R., Guerra, N. G., & Kim, T. E. (2010). Variability in the prevalence of bullying and victimization: A cross-national and methodological analysis. In S. R. Jimerson, S. M. Swearer, & D. L. Espelage (Eds.), *Handbook of bullying in schools: An international perspective* (pp. 347-362). New York: Routledge.

- Cook, C. R., Williams, K. R., Guerra, N. G., Kim, T. E., & Sadek, S. (2010). Predictors of bullying and victimization in childhood and adolescence: A meta-analytic investigation. *School Psychology Quarterly*, 25, 65-83.
- Copeland, W. E., Wolke, D., Angold, A., & Costello, E. J. (2013). Adult psychiatric outcomes of bullying and being bullied by peers in childhood and adolescence. *JAMA Psychiatry*, 70, 419-426.
- Cornell, D., & Limber, S. P. (2015). Law and policy on the concept of bullying at school. *American Psychologist*, 70, 333-343.
- Dawkins, J. L. (1996). Bullying, physical disability and the paediatric patient. *Developmental Medicine & Child Neurology*, 38, 603-612.
- Dishion, T. J., McCord, J., & Poulin, F. (1999). When interventions harm: Peer groups and problem behavior. *American Psychologist*, 54, 755-764.

- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405-432.
- Espelage, D. L., & Swearer, S. M. (2010). A social-ecological model for bullying prevention and intervention. In S. R. Jimerson, S. M. Swearer, & D. L. Espelage (Eds.), *Handbook of bullying in schools: An international perspective* (pp. 61-72). New York: Routledge.
- Espelage, D. L., Aragon, S. R., Birkett, M., & Koenig, B. W. (2008). Homophobic teasing, psychological outcomes, and sexual orientation among high school students: What influence do parents and schools have? *School Psychology Review*, 37, 202-216.
- Espelage, D. L., Basile, K. C., & Hamburger, M. E. (2012). Bullying perpetration and subsequent sexual violence perpetration among middle school students. *Journal of Adolescent Health*, 50, 60-65.
- Faris, R., & Felmlee, D. (2014). Casualties of social combat: School networks of peer victimization and their consequences. *American Sociological Review*, 79, 228-257.

- Finkelhor, D., Turner, H., Ormrod, R., & Hamby, S. L. (2009). Violence, abuse, and crime exposure in a national sample of children and youth. *Pediatrics*, 124, 1411-1423.
- Fonzi, A. Genta M.L., Menesini E., Bacchini D., Bonino S. & Costabile A. (1999). The nature of school bullying. In P.K. Smith, Y. Morita, J. Junger-Tas, D. Olweus, R. Catalano & P. Slee (Eds.). *The nature of school bullying* (pp. 174-187). London: Routledge
- Gini, G. & Pozzoli, T. (2013). Bullied children and psychosomatic problems: A meta-analysis. *Pediatrics*, 132, 720-729.
- Gladden, R. M., Vivolo-Kantor, A. M., Hamburger, M. E., & Lumpkin, C. D. (2014). *Bullying surveillance among youths: Uniform definitions for public health and recommended data elements, version 1.0*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention and U.S. Department of Education.

- Glew, G. M., Fan, M. Y., Katon, W., Rivara, F. P., & Kernic, M. A. (2005). Bullying, psychosocial adjustment, and academic performance in elementary school. *Archives of Pediatrics & Adolescent Medicine*, 159, 1026-1031.
- Gray, W. N., Kahhan, N. A., & Janicke, D. M. (2009). Peer victimization and pediatric obesity: A review of the literature. *Psychology in the Schools*, 46, 720-727.
- Gregory, A., Cornell, D., Fan, X., Sheras, P., Shih, T. H., & Huang, F. (2010). Authoritative school discipline: High school practices associated with lower bullying and victimization. *Journal of Educational Psychology*, 102, 483-496.
- Hamiwka, L. D., Yu, C. G., Hamiwka, L. A., Sherman, E. M. S., Anderson, B., & Wirrell, E. (2009). Are children with epilepsy at greater risk for bullying than their peers? *Epilepsy & Behavior*, 15, 500-505.

Hargreaves, A., Earl, L., & Ryan, J. (1996). *Schooling for change: reinventing schools for early adolescents*. London: Routledge Falmer.

Harris Interactive and GLSEN (2005). *From teasing to torment: School climate in America, A survey of students and teachers*. New York: GLSEN.

Harris, S., Petrie, G., & Willoughby, W. (2002). Bullying among 9th graders: An exploratory study. *NASSP Bulletin*, 86(630), 3-14.

Hinduja, S. & Patchin, J. W. (2010). Bullying, cyberbullying, and suicide. *Archives of Suicide Research*, 14, 206-221.

Hodges, E., Boivin, M., Vitaro, F., & Bukowski, W. M. (1999). The power of friendship: Friendship as a factor in the cycle of victimization and maladjustment. *Developmental Psychology*, 35, 94-101

- Hong, J. S., & Espelage, D. L. (2012). A review of research on bullying and peer victimization in school: An ecological system analysis. *Aggression and Violent Behavior, 17*, 311-322.
- Hoover, J. H., Oliver, R., & Hazler, R. J. (1992). Bullying: Perceptions of adolescent victims in the Midwestern USA. *School Psychology International, 13*, 5-16.
- IOM (Institute of Medicine) and NRC (National Research Council). 2014. *Building capacity to reduce bullying: Workshop summary*. Washington, DC: The National Academies Press.
- Juvonen, J., Wang, Y., & Espinoza, G. (2013). Physical aggression, spreading of rumors, and social prominence in early adolescence: reciprocal effects supporting gender similarities? *Journal of Youth and Adolescence, 42*, 1801-1810.

- Kann, L., Kinchen, S., Shanklin, S. L., Flint, K. H., Kawkins, J., Harris, W. A., ... & Zaza, S. (2014). Youth risk behavior surveillance—United States, 2013. *MMWR Surveillance Summary*, 63 (Suppl. 4), 1-168.
- Karch, D. L., Logan, J., McDaniel, D. D., Floyd, C. F., & Vagi, K. J. (2013). Precipitating circumstances of suicide among youth aged 10-17 years by sex: Data from the National Violent Death Reporting System, 16 states, 2005-2008. *Journal of Adolescent Health*, 53, S51-S53.
- Klomek, A. B., Sourander, A., Kumpulainen, K., Piha, J., Tamminen, T., Moilanen, I., Almqvist, F., & Gould, M. S. (2008). Childhood bullying as a risk for later depression and suicidal ideation among Finnish males. *Journal of Affective Disorders*, 109, 47-55.
- Klomek, A. B., Sourander, A., Niemelä, S., Kumpulainen, K., Piha, J., Tamminen, T., ... & Gould, M. S. (2009). Childhood bullying behaviors as a risk for suicide attempts and completed suicides: A population-based birth cohort study. *Journal of the American Academy of Child & Adolescent Psychiatry*, 48, 254-261.

Kochenderfer, B. J., & Ladd, G. W. (1996). Peer victimization: Cause or consequence of school maladjustment? *Child Development*, 67, 1305-1317.

Kosciw, J. G., Greytak, E. A., Bartkiewicz, M. J., Boesen, M. J., & Palmer, N. A. GLSEN, (2011). *The 2011 National School Climate Survey*. Retrieved from http://glsen.org/sites/default/files/2011_National_School_Climate_Survey_Full_Report.pdf.

Kowalski, R. M., & Fedina, C. (2011). Cyber bullying in ADHD and Asperger Syndrome populations. *Research in Autism Spectrum Disorders*, 5, 1201-1208.

Kowalski, R. M., Limber, S., Limber, S. P., & Agatston, P. W. (2012). *Cyberbullying: Bullying in the digital age*. New York: Wiley/Blackwell.

- Lereya, S. T., Copeland, W. E., Costello, E. J., & Wolke, D. (2015). Adult mental health consequences of peer bullying and maltreatment in childhood: two cohorts in two countries. *The Lancet Psychiatry*, 2, 524-531.
- Lhamon (2014) Lhamon, C. E., U.S. Department of Education, Office of Civil Rights (2014). Dear colleague letter: Responding to bullying of students with disabilities. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-bullying-201410.pdf>
- Limber, S. P. & Snyder, M. (2006). What works and doesn't work in bullying prevention and intervention. *The State Education Standard*, July, 24-28.
- Luxenberg, H., Limber, S. P., & Olweus, D. (2014). *Bullying in U.S. schools: 2013 status report*. Center City, MN: Hazelden Foundation.
- Lynn Hawkins, D., Pepler, D. J., & Craig, W. M. (2001). Naturalistic observations of peer interventions in bullying. *Social Development*, 10, 512-527.

- Magin, P., Adams, J., Heading, G., Pond, D., & Smith, W. (2008). Experiences of appearance-related teasing and bullying in skin diseases and their psychological sequelae: results of a qualitative study. *Scandinavian Journal of Caring Sciences*, 22, 430-436.
- Martlew, M., & Hodson, J. (1991). Children with mild learning difficulties in an integrated and in a special school: Comparisons of behaviour, teasing and teachers' attitudes. *British Journal of Educational Psychology*, 61, 355-372.
- Mepham, S. (2010). Disabled children: The right to feel safe. *Child Care in Practice*, 16, 19-34.
- Merrell, K.W., Gueldner, B.A., Ross, S.W., & Isava, D.M. (2008). How effective are school bullying intervention programs? A meta-analysis of intervention research. *School Psychology Quarterly*, 23, 26-42.

Mishna, F. (2003). Learning disabilities and bullying: Double jeopardy. *Journal of Learning Disabilities*, 36, 336-347.

Molnar-Main, S. (2014). *Integrating bullying prevention and restorative practices in schools: Considerations for practitioners and policy-makers*. Retrieved from <http://www.safeschools.info/content/BPRPWhitePaper2014.pdf>

Mulvey, E. P., & Cauffman, E. (2001). The inherent limits of predicting school violence. *American psychologist*, 56, 797-802.

Musgrove, M., & Yudin, M. K., U. S. Department of Education, Office of Special Education and Rehabilitative Services (2013). *Dear colleague letter : Bullying of students with disabilities*. Retrieved from <http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/bullyingdcl-8-20-13.pdf>

Nansel, T. R., Craig, W., Overpeck, M. D., Saluja, G., & Ruan, W. J. (2004). Cross-national consistency in the relationship between bullying behaviors and psychosocial adjustment. *Archives of Pediatrics & Adolescent Medicine*, 158, 730-736.

Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, W. J., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among US youth: Prevalence and association with psychosocial adjustment. *Journal of the American Medical Association*, 285, 2094-2100.

Olweus, D. (1993). *Bullying at school: What we know and what we can do*. New York: Blackwell.

Olweus, D., & Limber, S. P. (2010). Bullying in school: Evaluation and dissemination of the Olweus Bullying Prevention Program. *American Journal of Orthopsychiatry*, 80, 124-134.

- Ouellet-Morin, I., Wong, C. C. Y., Danese, A., Pariante, C. M., Papadopoulos, A. S., Mill, J., & Arseneault, L. (2013). Increased serotonin transporter gene (SERT) DNA methylation is associated with bullying victimization and blunted cortisol response to stress in childhood: A longitudinal study of discordant monozygotic twins. *Psychological Medicine*, 43, 1813-1823.
- Payne, A. A., Gottfredson, D. C., & Gottfredson, G. D. (2003). Schools as communities: The relationships among communal school organization, student bonding, and school disorder. *Criminology*, 41, 749-778.
- Pellegrini, A. D. (1998). Bullies and victims in school: A review and call for research. *Journal of Applied Developmental Psychology*, 19, 165-176.
- Pellegrini, A. D., & Bartini, M. (2000). An empirical comparison of methods of sampling aggression and victimization in school settings. *Journal of Educational Psychology*, 92, 360-366.

- Puhl, R. M., Luedicke, J., & Heuer, C. (2011). Weight-Based Victimization Toward Overweight Adolescents: Observations and Reactions of Peers. *Journal of School Health, 81*, 696-703.
- Reijntjes, A., Kamphuis, J. H., Prinzie, P., & Telch, M. (2010). Peer victimization and internalizing problems in children: A meta-analysis of longitudinal studies. *Child Abuse & Neglect, 34*, 244-252.
- Reijntjes, A., Kamphuis, J. H., Prinzie, P., Boelen, P. A., Van der Schoot, M., & Telch, M. J. (2011). Prospective linkages between peer victimization and externalizing problems in children: A meta-analysis. *Aggressive Behavior, 37*, 215-222.
- Rigby, K. & Slee, P. T. (1993). Dimensions of interpersonal relation among Australian children and implications for psychological well-being. *British Journal of Educational Psychology, 133*, 33-42.

- Storch, E. A., Roth, D. A., Coles, M. E., Heimberg, R. G., Bravata, E. A., & Moser, J. (2004). The measurement and impact of childhood teasing in a sample of young adults. *Journal of Anxiety Disorders, 18*, 681-694.
- 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. Retrieved from <http://www.traumainformedcareproject.org/resources/SAMHSA%20TIC.pdf>
- Sugden, K., Arseneault, L., Harrington, H., Moffitt, T. E., Williams, B., & Caspi, A. (2010). Serotonin transporter gene moderates the development of emotional problems among children following bullying victimization. *Journal of the American Academy of Child & Adolescent Psychiatry, 49*, 830-840.
- Swearer, S. M., & Doll, B. (2001). Bullying in schools: An ecological framework. *Journal of Emotional Abuse, 2*, 7-23.

- Swearer, S. M., Espelage, D. L., Koenig, B., Berry, B., Collins, A., & Lembeck, P. (2012). A social-ecological model of bullying prevention and intervention in early adolescence. In S. R. Jimerson, A. B. Nickerson, M. J. Mayer, & M. J. Furlong (Eds.), *Handbook of school violence and school safety: International research and practice* (pp. 333-355). New York: Routledge.
- Swearer, S. M., Espelage, D. L., Vaillancourt, T., & Hymel, S. (2010). What can be done about school bullying? Linking research to educational practice. *Educational Researcher*, 39, 38-47.
- Trach, J., Hymel, S., Waterhouse, T., & Neale, K. (2010). Bystander responses to school bullying: A cross-sectional investigation of grade and sex differences. *Canadian Journal of School Psychology*, 25, 114-130.
- Ttofi, M. M. & Farrington, D. P. (2009). What works in preventing bullying: Effective elements of anti-bullying programmes. *Journal of Aggression, Conflict and Peace Research*, 1, 13-24.

- Ttofi, M. M. & Farrington, D.P. (2011). Effectiveness of school-based programs to reduce bullying: A systematic meta-analytic review. *Journal of Experimental Criminology*, 7, 27-56.
- Ttofi, M. M., Farrington, D. P., Lösel, F., & Loeber, R. (2011a). Do the victims of school bullies tend to become depressed later in life? A systematic review and meta-analysis of longitudinal studies. *Journal of Aggression, Conflict and Peace Research*, 3, 63-73.
- Ttofi, M. M., Farrington, D. P., Lösel, F., & Loeber, R. (2011b). The predictive efficiency of school bullying versus later offending: A systematic/meta-analytic review of longitudinal studies. *Criminal Behaviour and Mental Health*, 21, 80-89.
- Twyman, K. A., Saylor, C. F., Saia, D., Macias, M. M., Taylor, L. A., & Spratt, E. (2010). Bullying and ostracism experiences in children with special health care needs. *Journal of Developmental & Behavioral Pediatrics*, 31, 1-8.
- U.S. Department of Education (2011). *Analysis of state bullying laws and policies*. Washington, DC: Author.

U.S. Department of Education (2014). *Guiding principles: A resource guide for improving school climate and discipline*. Washington, DC: Author.

U.S. Department of Education (2015). *Student reports of bullying and cyber-bullying: Results from the 2013 School Crime Supplement to the National Crime Victimization Survey*. Retrieved from: <http://nces.ed.gov/pubs2015/2015056.pdf>.

Vaillancourt, T. and Edgerton, E. (April, 2015). *Bullying gets under your skin: Health effects of bullying on children and youth*. Retrieved from: <http://www.stopbullying.gov/blog/2015/04/21/bullying-gets-under-your-skin-health-effects-bullying-children-and-youth>

Wang, J., Iannotti, R. J., & Luk, J. W. (2010). Bullying victimization among underweight and overweight US youth: Differential associations for boys and girls. *Journal of Adolescent Health*, 47, 99-101.

Whitney, I., & Smith, P. K. (1993). A survey of the nature and extent of bullying in junior/middle and secondary schools. *Educational Research*, 35, 3-25.

Wiener, J., & Mak, M. (2009). Peer victimization in children with Attention-Deficit/Hyperactivity Disorder. *Psychology in the Schools*, 46, 116-131.

Wilkins, N., Tsao, B., Hertz, M., Davis, R., Klevens, J. (2014). *Connecting the dots: An overview of the links among multiple forms of violence*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.