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Today's Presentation

- I. Overview of Bullying among Adolescents
- II. Cyberbullying & Electronic Bullying
- III. Populations at Risk and High Risk Populations
- IV. Prevention & Systematic Change
- V. Turning an Experience into Action
- VI. Solutions and Action Steps to Identify, Prevent, and Address Bullying
- VII. Questions & Answers



What Is Healthy People?

- A **national agenda** that communicates a vision for improving health and achieving health equity
- Creates a comprehensive **strategic framework** uniting health promotion and disease prevention issues under a single umbrella
- A set of science-based, **measurable objectives** with **targets** to be achieved by the year 2020
- Requires tracking of **data-driven outcomes** to monitor progress and to motivate, guide, and focus action



How People Use Healthy People

- **Data tool** for measuring program performance
- Framework for **program planning and development**
- **Goal setting** and **agenda building**
- **Teaching** public health courses
- Benchmarks to **compare** State and local data
- Way to develop nontraditional **partnerships**



Bullying Among Adolescents Webinar

Join us for a Healthy People 2020 "Spotlight on Health" Webinar on Thursday, September 27 from 12:00 to 1:30 p.m. EDT.

[Register Now!](#)



Closer Look: Health Disparities

Compare the Top 10 Causes of Death across Populations

Race/Ethnicity:

Age Range:

[Get Your Results](#)



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Healthy People 2020 Brochure: Updated

HHS Prevention Strategies

Healthy People supports prevention efforts across the U.S. Department of Health and Human Services (HHS) to create a



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Injury and Violence Prevention

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IVP-33 Reduce physical assaults

[View Details ▼](#)

IVP-34 Reduce physical fighting among adolescents

[View Details ▼](#)

IVP-35 Reduce bullying among adolescents

[Close Details ▼](#)

Baseline:

19.9 percent of students in grades 9 through 12 reported that they were bullied on school property in the previous 12 months in 2009

Target:

17.9 percent

Target-Setting Method:

10 percent improvement

Data Source:

Youth Risk Behavior Surveillance System (YRBSS), CDC, NCCDPHP

More Information:



[Data from the HHS Health Indicators Warehouse](#)

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IVP-36 Reduce weapon carrying by adolescents on school property

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IVP-37 Reduce child maltreatment deaths

[View Details ▼](#)



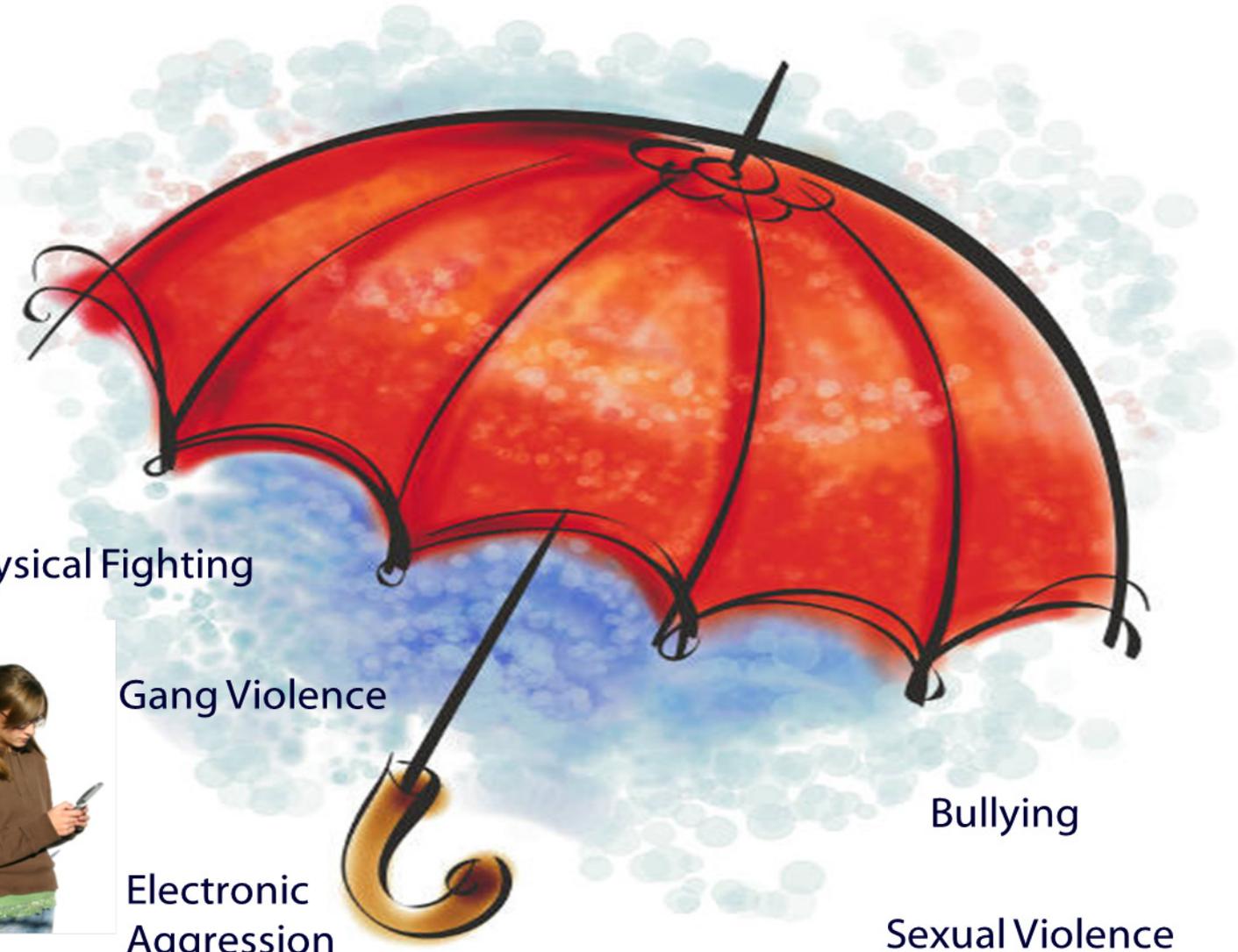
Physical Fighting

Gang Violence

Electronic Aggression

Bullying

Sexual Violence





What is Bullying?¹

- Unwanted, aggressive behavior among school aged children that is repeated over time and involves a real or perceived power imbalance that favors the perpetrator¹
- Includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose
- Definition has significant implications
 - Prevalence
 - Risk and protective factors
 - Prevention Strategies



Different Types of Bullying

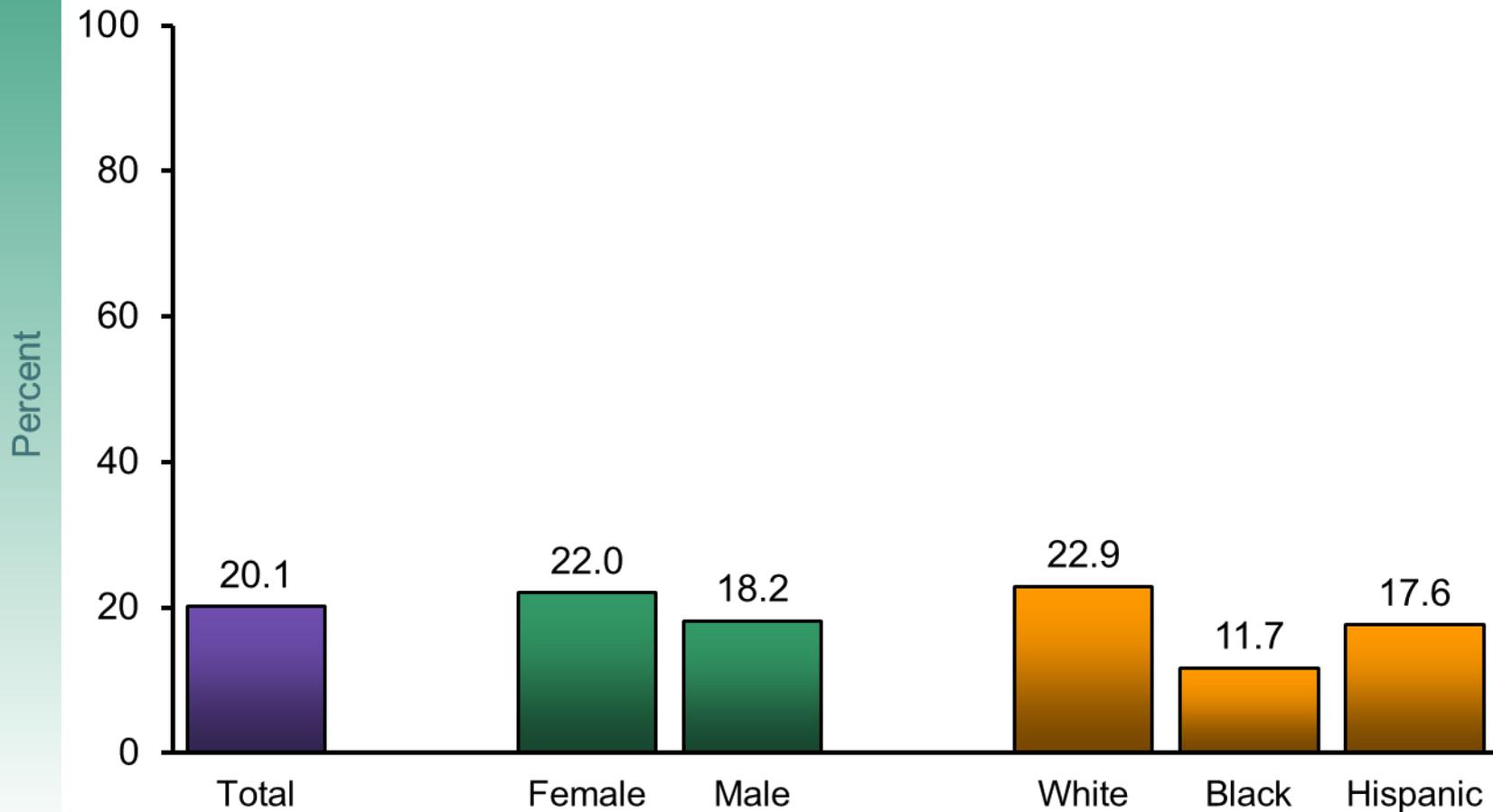
- **Physical:** punching, shoving, hair-pulling, tripping²
- **Verbal:** calling hurtful names, teasing, threatening²
- **Indirect:** rejection, rumor spreading, humiliation, isolation, manipulation of friendships, exclusion²
- **Electronic:** any kind of aggression perpetrated through technology (teasing, telling lies, making fun of someone, making rude or mean comments, spreading rumors, or making threatening or aggressive comments, posting pictures or videos)³



Bullying Prevalence

- 2011 Youth Risk Behavior Survey (grades 9-12, ~ages 14-18)
 - Boys: 18.2% Girls: 22.0%
- 2008-2009 School Crime Supplement (ages 12-18)
 - Boys: 26.6% Girls: 29.5%
- 2008 National Children's Exposure to Violence (ages 10-17)
 - Physical: 9% Emotional: 22% Online Harassment 4%
- 2005 Health & Behavior of School-Age Children (grades 6-10)
 - Physical: Boys: 17.8% Girls: 8.8%
 - Verbal: Boys: 38.5% Girls: 35.5%
 - Exclusion: Boys: 24.0% Girls: 27.6%
 - Rumor Spreading: Boys: 27.6% Girls: 36.3%
 - Cyber: Boys: 9.9% Girls: 10.4%

Percentage of High School Students Who Were Bullied on School Property,* by Sex† and Race/Ethnicity, § 2011



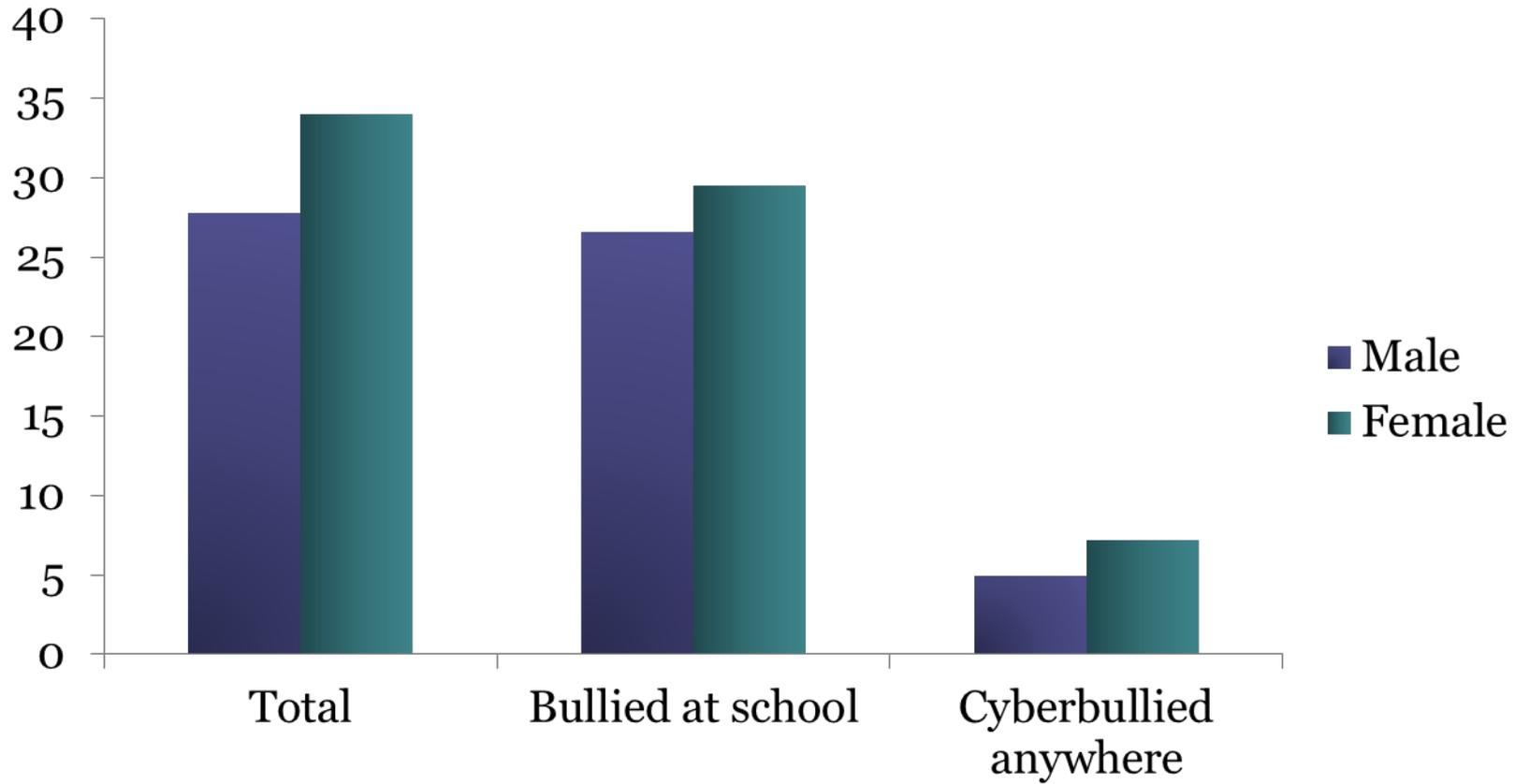
* During the 12 months before the survey.

† F > M

§ W > H > B

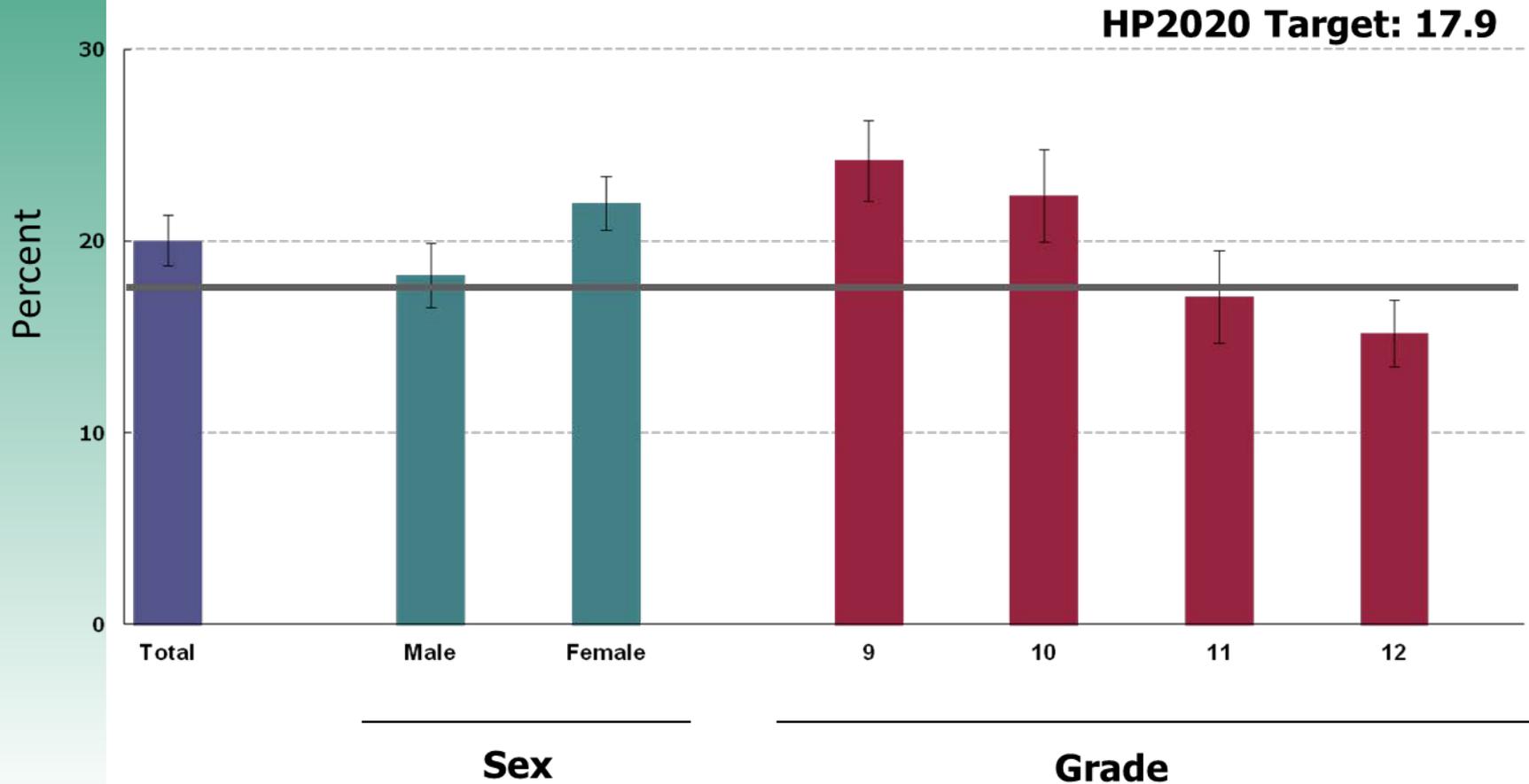


School Crime Supplement: Percentage of students who reported being bullied at school & being cyber-bullied anywhere during the school year, 2009⁴





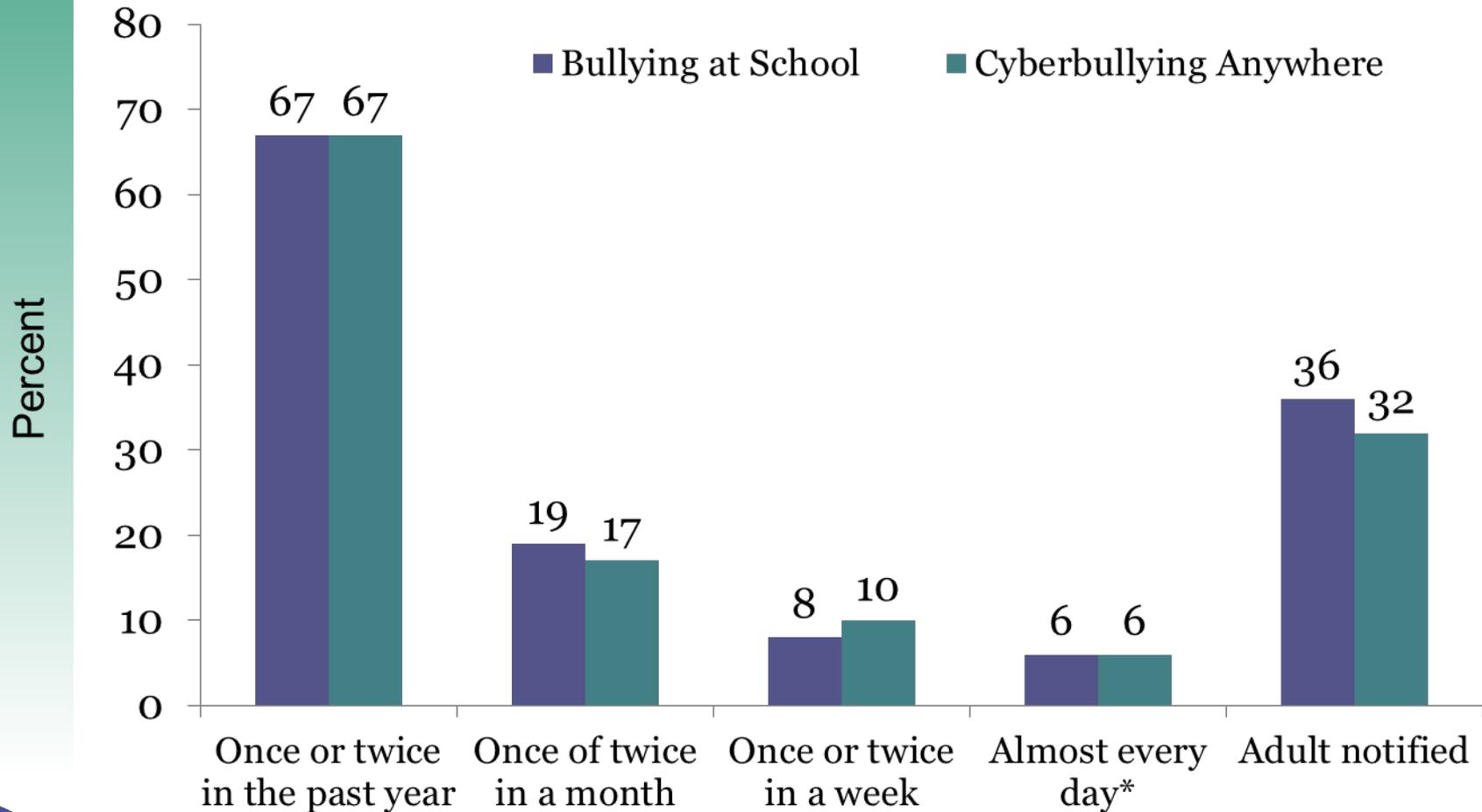
Bullying, Adolescents Grades 9-12, 2011



I = 95% confidence interval. Note: Data are for the percent of students in grades 9 through 12 who report being bullied on school property in the past 12 months. Source: Youth Risk Behavior Surveillance System (YRBSS), NCCDPHP, CDC.



School Crime Supplement: Students who reported being bullied at school & being cyber-bullied anywhere by frequency, 2009⁴





Specific Types of Bullying Experienced⁵

| | Males Bullied | | Females Bullied | |
|---|---------------|------------|-----------------|------------|
| | Ever* | Frequent | Ever* | Frequent |
| Belittled about religion or race | 28% | 9% | 24% | 7% |
| Belittled about looks or speech | 58% | 20% | 65% | 21% |
| Hit, slapped, or pushed | 66% | 18% | 44% | 11% |
| Subjects of rumors | 55% | 17% | 65% | 17% |
| Subjects of sexual comments or gestures | 47% | 18% | 57% | 21% |

*“Ever” includes all those reporting the behavior “once or twice”. “Frequent” refers to “once a week” or “several times a week.”



Risk & Protective Factors⁶

- Meta-analysis - reviewed 153 studies since 1970
- Youth who are bullied: lower peer status, lower social competence, negative community factors, negative school climate
- Youth who bully other students: have significant externalizing behavior, social competence and academic challenges, negative attitudes toward others, family characterized by conflict
- Peer Status & Bully varied by age: Adolescents who bully have higher peer status than children who bully others



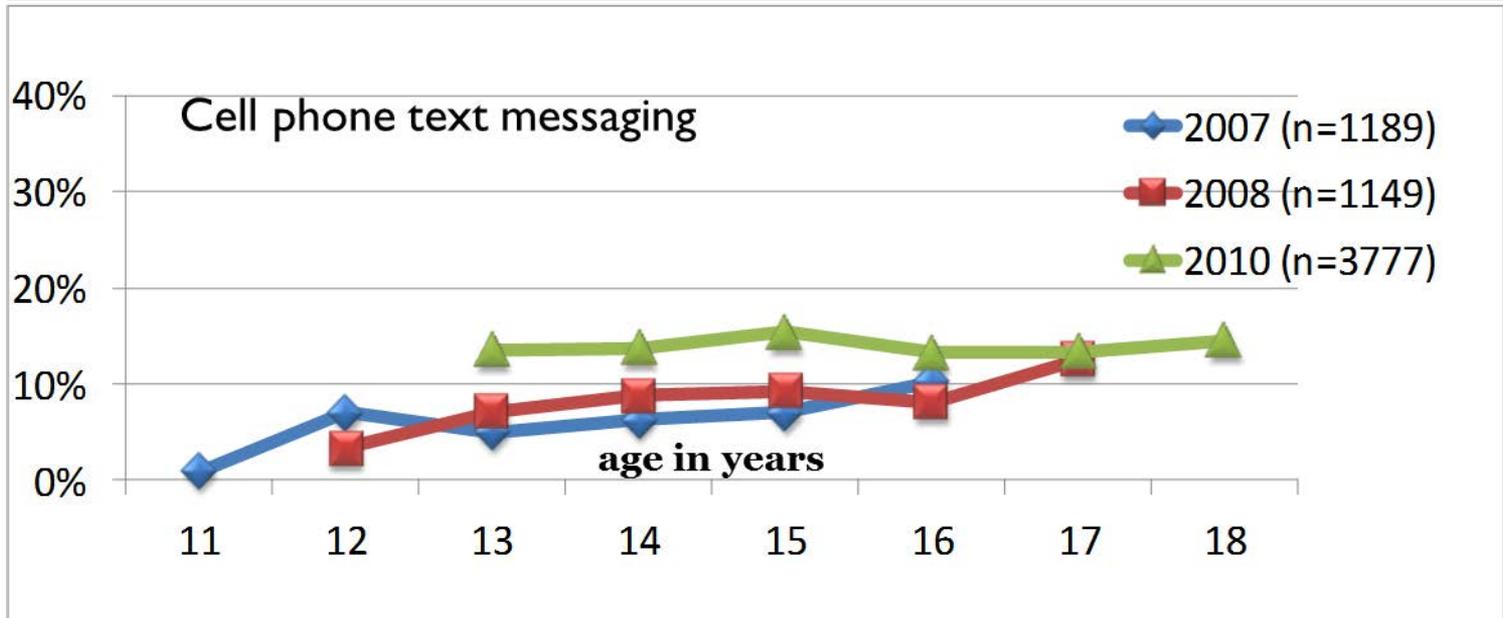
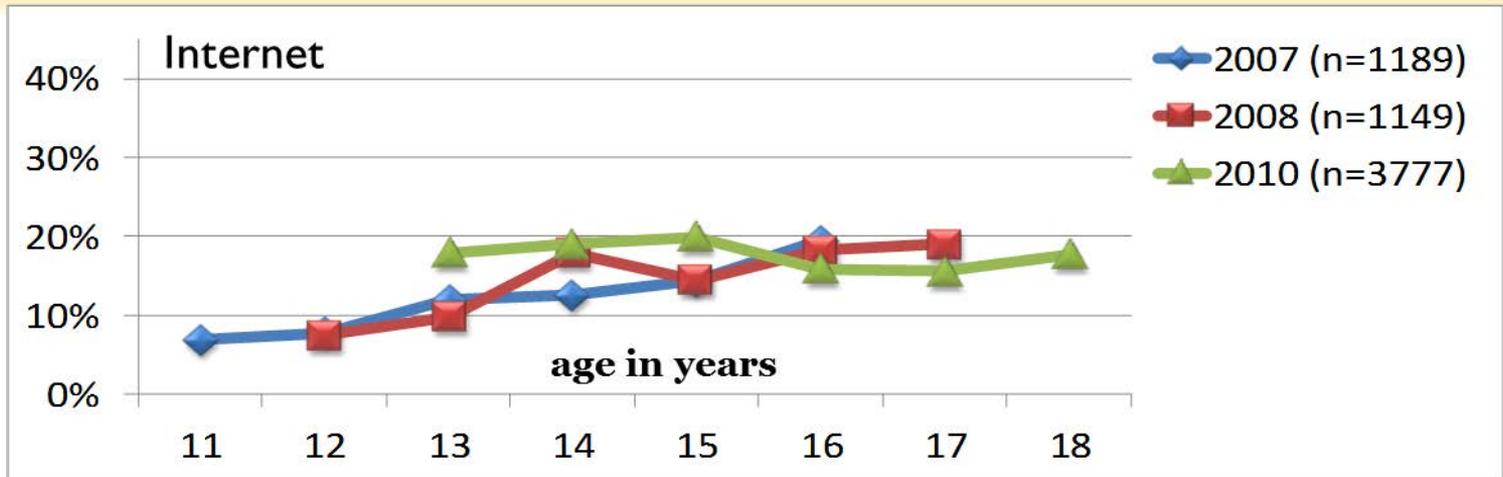
Cyber-Bullying

“Cyber-bullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others.”

- Bill Belsey, <http://www.cyberbullying.ca>



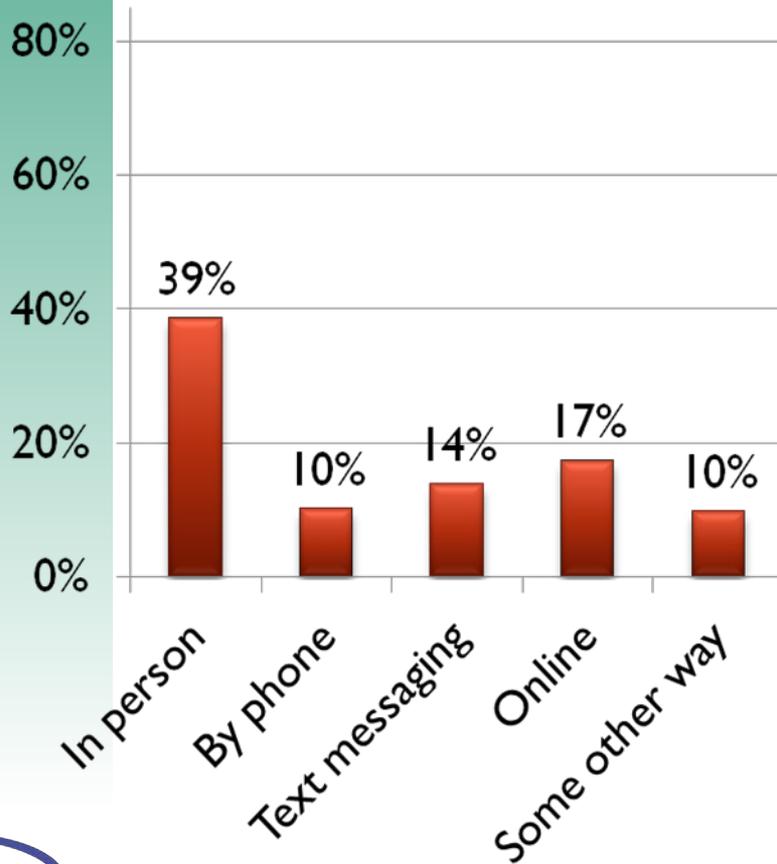
Bullying victimization rates over time^{7,8}



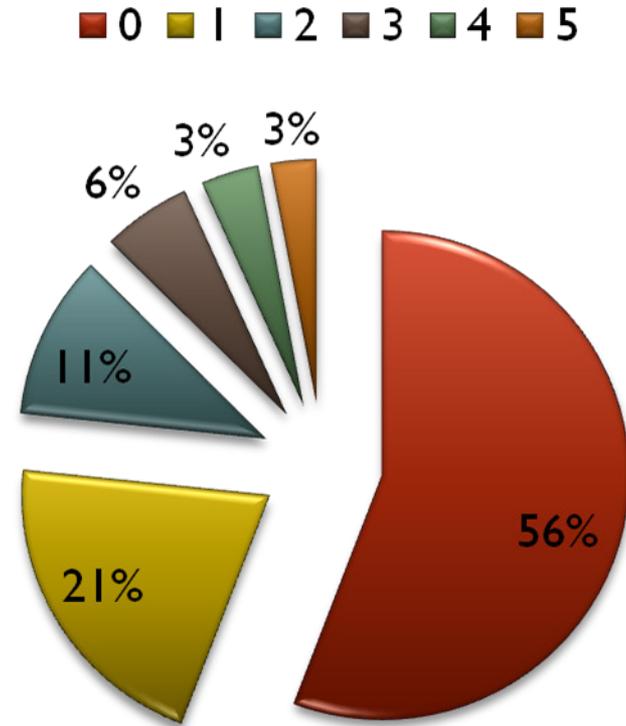


Cyberbullying is inescapable (?)

% of youth reporting bullying



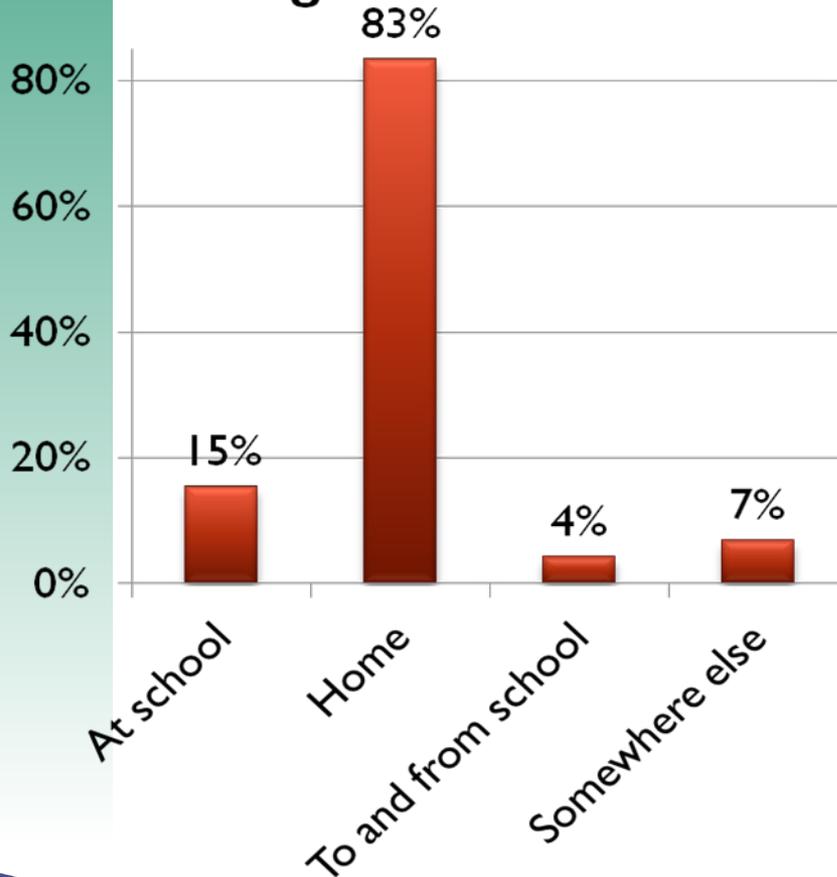
of different modes one is bullied in



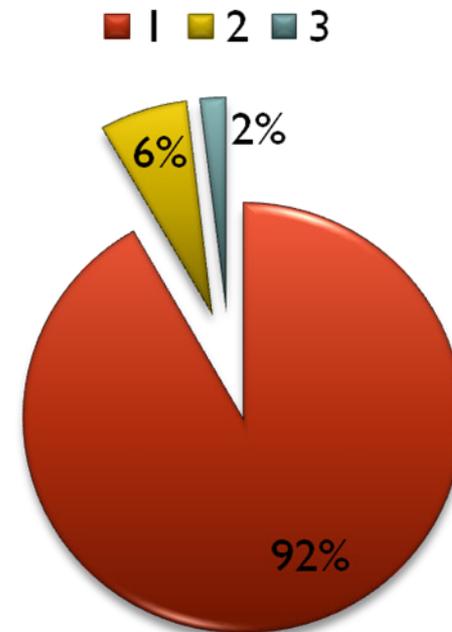


Cyberbullying is inescapable (?)

% of youth reporting being bullied online



of different environments one is bullied among those bullied online





CyberBullying: Recap

Cyberbullying (bullying online) affects between 15-17% of youth each year; harassment affects about 38%

- More than **4 in 5** youth who use the Internet are **not cyberbullied**

About 1/3 of bullied and harassed youth are very or extremely upset

- When youth are cyberbullied, 2/3 indicated that they were not distressed.

Bullying is most commonly an **in-person** experience (21% are bullied exclusively this way).

- For a concerning minority (8%), bullying is ubiquitous (in person, online, via text)

Internet victimization is **not increasing**

- Text messaging victimization may be increasing...



Population At-Risk: Students with Disabilities

- Students with disabilities were twice as likely to be identified as perpetrators and victims than students without disabilities⁹
- Students with disabilities that are characterized or have diagnostic criteria associated with low social skills and low communication skills have a higher likelihood for involvement in bullying incidents¹⁰
- A 2009 survey of families of children on the autism spectrum found that almost 40% of these students experienced bullying¹¹



Population At-Risk: Students with Disabilities

- A meta-analysis of 152 studies found that¹²
 - 8 of 10 children with a learning disability (LD) were peer-rated as rejected
 - 8 of 10 were rated as deficient in social competence and social problem solving.
 - LD students were less often selected as friends by their peers



Population At-Risk: Students with Disabilities

- Students with Emotional Behavioral Disorders (EBDs) are 3 - 4 times as likely to be identified as a bully than students without a disability¹⁰
 - However they may be engaging in reactive aggression (e.g., fighting)
- Students with a Learning Disability who experience comorbid psychiatric diagnoses reported a significantly higher amount of peer victimization¹²
 - These children may stand out as targets



Population At-Risk: LGBT

- Large percentage of bullying among students involves the use of homophobic teasing and slurs, called homophobic teasing or victimization.^{13,14}
- Bullying and homophobic victimization occur more frequently among lesbian, gay, bisexual and transgendered (LGBT) youth in American schools than among students who identify as heterosexual.¹⁵
- 84.6% of LGBT students reported being verbally harassed, 40.1% reported being physically assaulted at school in the past year because of their sexual orientation.¹⁶



Population At-Risk: LGBT

- Of over 200,000 California students, 7.5% reported being bullied in the last year because they were “gay or lesbian or someone thought they were.”¹⁷
- The pervasiveness of anti-gay language in schools suggests that most school environments are hostile for LGBT students and create negative environments for their heterosexual peers as well.¹⁸



Population At-Risk: LGBTQ¹⁹

- Compared to straight-identified youth, LGBTQ are at greater risk of:
 - suicidal thoughts
 - suicide attempts
 - victimization by peers
 - high levels of unexcused absences
- Follow-up analyses indicated that victimization did NOT explain elevated suicidal risk among LGBTQ youth; suggesting that other variables contribute to risk for LGBTQ youth (e.g., family acceptance)



Bully Perpetration & Subsequent Sexual Violence Perpetration Among Middle School Students²⁰

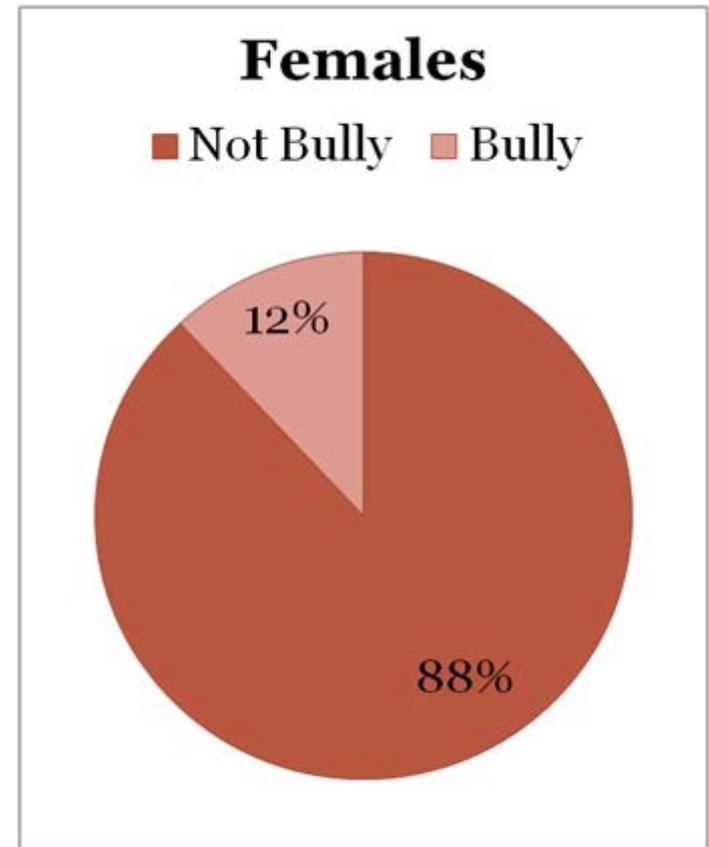
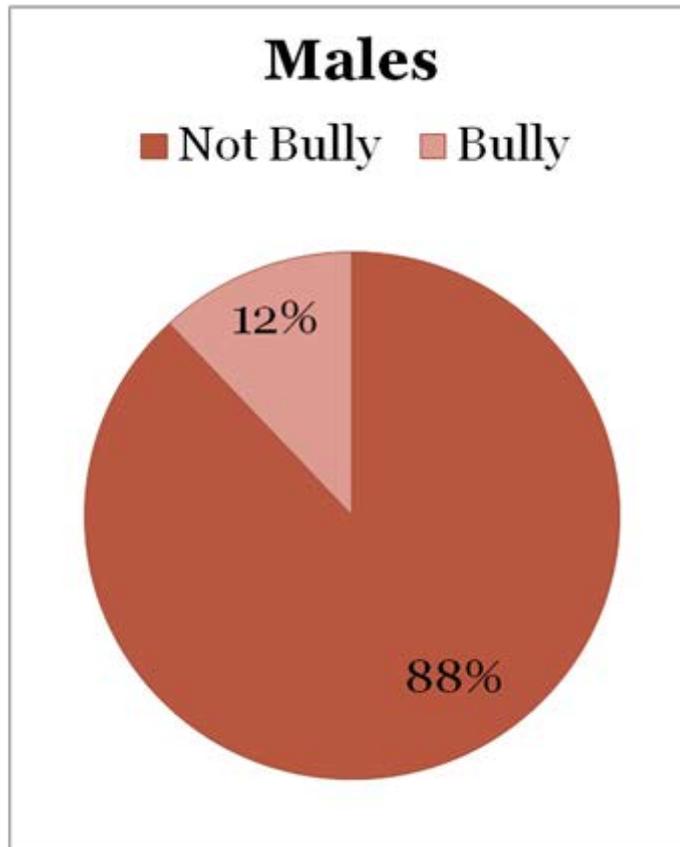
■ 2008-10 Study Participants

Demographics:

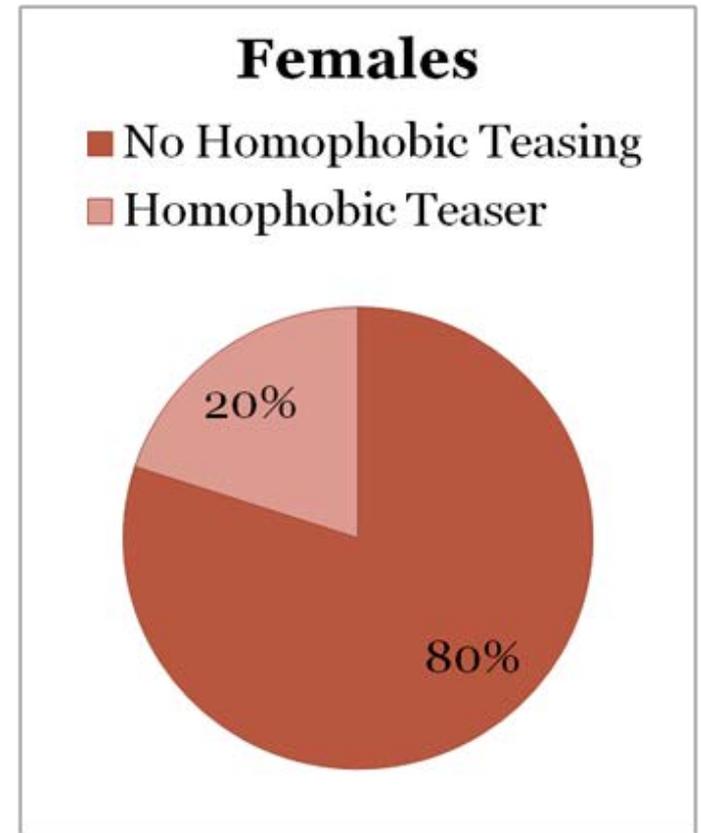
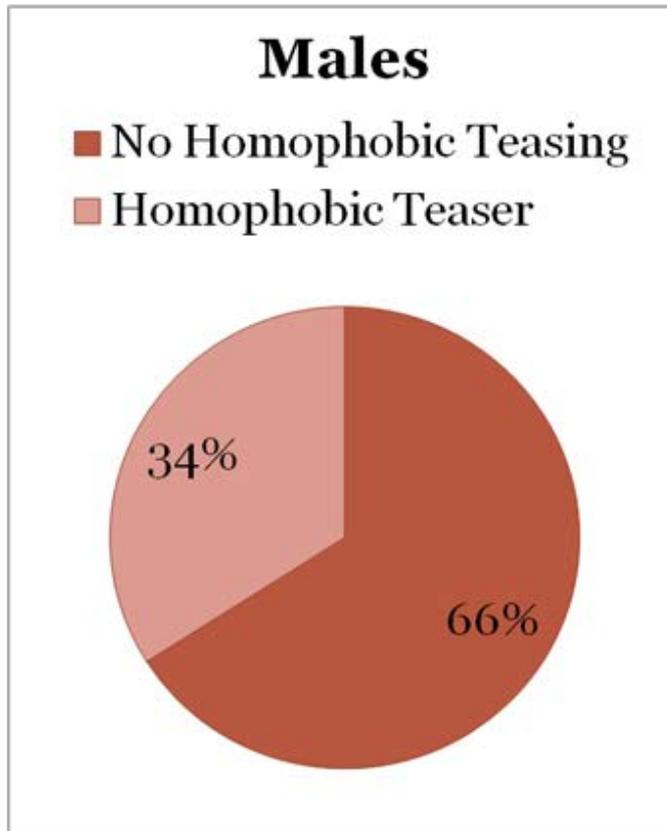
- 1,350 students (49.1% female)
- 3 cohorts (5th, 6th, 7th graders)
- Racially diverse (51% Black, 34% White)
- 60% Free/reduced lunch
- 5 waves of data collection (from spring 2008-spring 2010)



Percentages of Youth who Bully

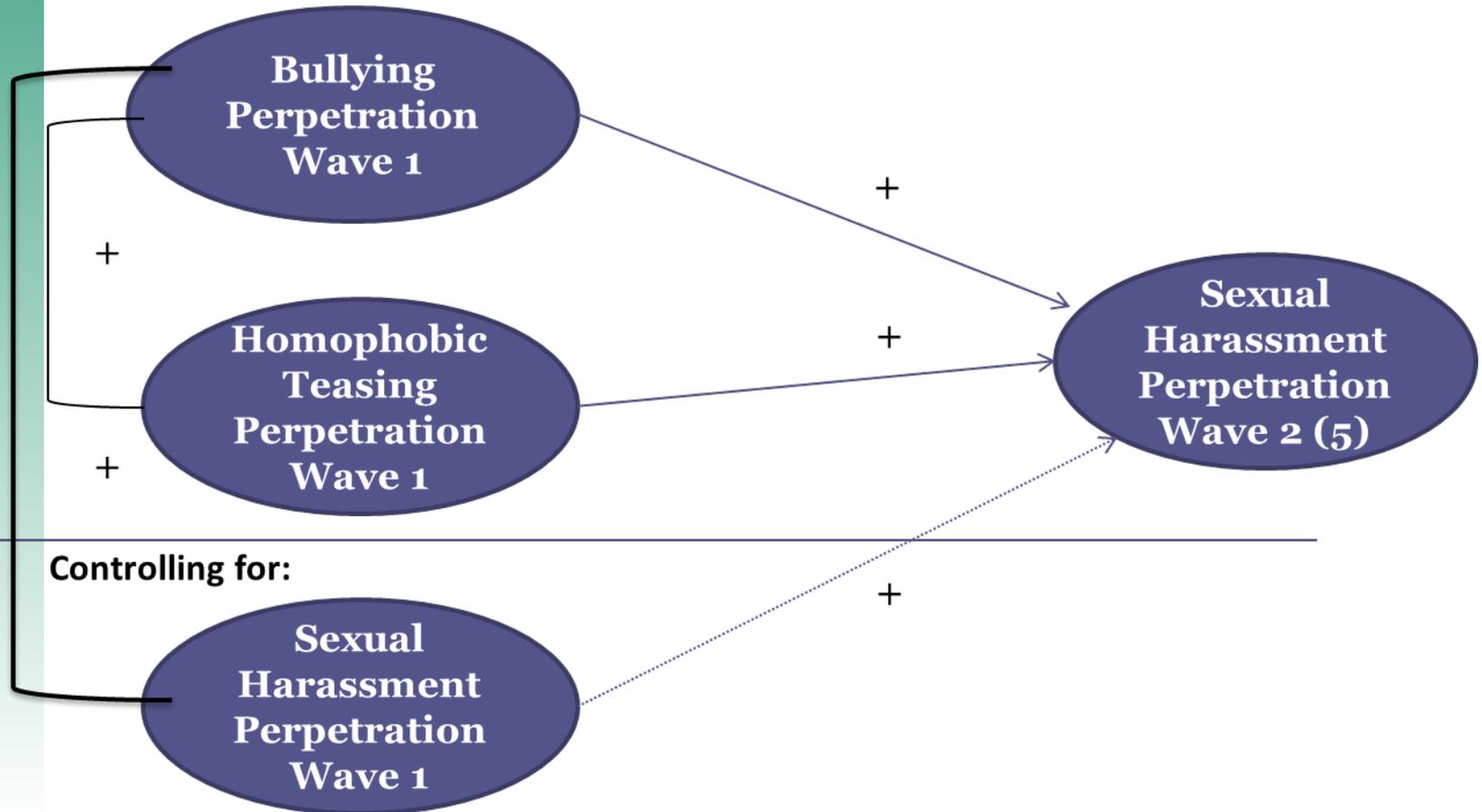


Percentages of Youth Who Engage in Homophobic Name-Calling





Longitudinal Results²⁰





Take-Away Messages

- Homophobic name-calling is prevalent in middle school.
- Youth who bully resort to homophobic name-calling over the middle school years.
- Bully prevention programs should include a discussion of language that marginalizes gender non-conforming and LGBT youth.
- Strong longitudinal associations among bullying, homophobic bantering, and sexual harassment perpetration.



Role of Traditional Masculinity²¹

- Students who bully others are more likely to also sexually harass other students at school across middle school years.
- This longitudinal association is strongest for those boys and girls that adopt traditional masculine ideology.
- That is, if boys and girls think that boys should be stoic, not express emotion then their bullying of others will lead to an increase in sexually harassing behaviors.



Bullying Prevention: Meta-analysis²²

- Evaluated effectiveness of 16 bullying efficacy studies across some six countries (six studies in US).
- Only two of six US studies published.
- All showed small to negligible effects.
- Small positive effects found for enhancing social competence and peer acceptance, and increasing teacher knowledge and efficacy in implementing interventions.
- Reality—No impact on bullying behaviors.
- *Programs that are effective in European country include parents, use of multimedia, and target teacher's competence in responding to bullying.*²³



Bullying Prevention: Pushing The Field Forward

- Need to recognize that bullying co-occurs with other types of aggression and other risky behavior (delinquency, AOD).
- Overlapping risk and protective factors need to be targeted in school-based programs in order to address spectrum of problem behavior²⁴
- Need to consider interventions that address these risk and protective factors.
- Programs should address the peer or social norms in schools.



Bullying Prevention: Pushing the Field Forward

- Need to address the extent to which demographic variables (such as gender and race) impact efficacy.
 - FOR EXAMPLE, IN ONE STUDY OF THE OBPP Program, reductions in victimization were found only for white students, not for the large sample of Asian or Black students.²⁵
- Need to consider how classroom management skills and implementation levels impact a program's effectiveness.
- Need to seriously consider how to motivate schools to engage in a serious conversation about bully prevention.
- REALITY– Research evidence MUST inform the next generation of prevention efforts; by contributing to modifications, enhancements, implementation issues, and must infuse INNOVATION into basic and applied scholarship.



Bystander Interventions²⁶

- Meta-analysis synthesized the effectiveness of bullying prevention programs in altering bystander behavior to intervene in bullying situations.
- Evidence from twelve school-based interventions, involving 12,874 students, revealed that overall the programs were successful (ES = .21), with larger effects for high school samples compared to K-8 student samples (HS ES = .44, K-8 ES = .13; $p = .001$).
- Nevertheless, this meta-analysis indicated that programs were effective at changing bystander behavior both on a practical and statistically significant level.



Realistic Strategies²⁷

- 2008 meta-analysis found that reductions in bullying were associated with:
 - Parent training
 - Increased playground supervision
 - Non-punitive disciplinary methods
 - Home-school communication
 - Effective classroom rules
 - Effective classroom management
 - Embed in curriculum
 - Social-emotional learning approaches



Social-Emotional Learning

- Goal 1: Develop self-awareness and self-management skills to achieve school and life success.
 - Identify and manage one's emotions and behavior.
 - Recognize personal qualities and external supports.
 - Demonstrate skills related to achieving personal and academic goals.



Social-Emotional Learning

- Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.
 - Recognize the feelings and perspectives of others.
 - Recognize individual and group similarities and differences.
 - Use communication and social skills to interact effectively with others.
 - Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.



Social-Emotional Learning

- Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
 - Consider ethical, safety, and societal factors in making decisions.
 - Apply decision-making skills to deal responsibly with daily academic and social situations.
 - Contribute to the well-being of one's school and community.



Social Emotional Learning Framework²⁸

- Research Foundations
 - Risk and Protective Factors
 - Bullying Research
 - Brain Research
 - Positive Approaches to Problem Behavior
 - Developmental Needs of Young Adolescents



Impact of a School-Randomized Trial of Steps to Respect: A Bullying Prevention Program®

School-randomized controlled trial

- Elementary schools matched on key demographic variables (size, %FRPL, mobility rates)
- Randomized to intervention or wait-listed control
- Selected four 3rd-5th grade classrooms to collect data
- One-year, pre-post data collection from school staff, teachers, and students

Participants

- 33 elementary schools
- 4 counties in northern, central California
- 25% rural, 10% small towns, 50% suburban, 15% mid-sized cities
- Average *N* of students = 479 (range = 77 to 749)
- Average *N* of teachers = 24
- Average 40% of students receiving FRL



Program Components

- School-wide and Parent components
 - Program Guide
 - Develop an anti-bullying policy
 - Gain staff buy-in
 - Implementation Information
 - Staff Training
 - Parent Materials
 - Annual letter from principal
 - Parent night materials
 - Parent handouts



Program Components

- Classroom-based components (3rd-6th grades)
 - 10 Skills Lessons that focus on:
 - Friendship skills
 - Recognizing bullying
 - Refusing and reporting bullying
 - Bystander skills
 - Literature Lessons:
 - Reinforces STR concepts while
 - addressing language arts objectives



Results

Teacher Report

- **Social Competency (+)***
 - Academic Competency
 - Academic Achievement
 - **Physical Bullying Perpetration (-)***
 - Non-Physical Bullying Perpetration
-
- ❖ $d = .131$ for Social Competency
 - ❖ AOR = .609 for Physical Bullying Perpetration

* These outcomes indicate significant ($p < .05$) intervention effects.



Results

Student Report

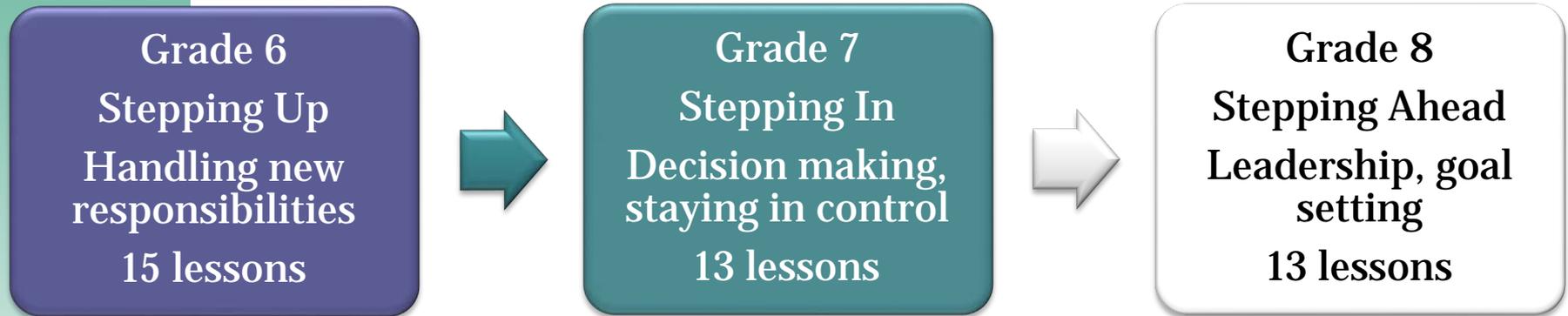
- ✓ Student Support
- ✓ Student Attitudes Against Bullying
- ✓ Student Attitudes Toward Bullying Intervention
- ✓ **Teacher/Staff Bullying Prevention (+)***
- ✓ **Student Bullying Intervention (+)***
- ✓ **Teacher/Staff Bullying Intervention (+)***
- ✓ **Positive Bystander Behavior (+)***
- ✓ School Bullying-Related Behaviors
- ✓ Bullying Perpetration
- ✓ Bullying Victimization
- ✓ **Student Climate (+)***
 - School Connectedness
 - Staff Climate

* These outcomes indicate significant ($p < .05$) intervention effects.



MULTI-SITE EVALUATION OF SECOND STEP: STUDENT SUCCESS THROUGH PREVENTION IN PREVENTING AGGRESSION & SEXUAL VIOLENCE

Levels and Lessons



- 50 minutes to teach a complete lesson
- Each lesson is divided into two parts that can be taught separately



Five Program Themes

- Each level includes the following five themes:
 - i. Empathy and communication
 - ii. Bullying prevention
 - iii. Emotion management
 - Coping with stress (grades 7 and 8)
 - iv. Problem-solving
 - Decision-making (grade 7)
 - Goal-setting (grade 8)
 - v. Substance abuse prevention



Year 1: Pre-Post Results

- The HGLM analysis indicated that students from the Second Step intervention schools had a significantly decreased probability of self-report fighting ($\gamma_{01} = -.36, p < .05, O.R. = .70$) in comparison to students in the control schools.
- The adjusted odds ratio indicated that the treatment effect was substantial; **individuals in intervention schools were 30% less likely to self-report fighting other students.** No intervention effects were found for the other outcome variables.



Implications for Prevention Programming

- Need to give kids life and social skills, not just knowledge about bullying
- Need to develop secondary and tertiary programs, not just primary prevention programs
- Bullying programs need to consider incorporating discussion of sexual harassment and homophobic language²⁹
- Peers influence has to be considered in developing and evaluating prevention/intervention programs



Agenda

| Topic | Objective |
|-----------------------|-------------------------------------|
| About Me | What Drives Me and Other Students |
| What Experiences Mean | Learning Beyond the Numbers |
| What Goes Wrong | Improving What Already Exists |
| What's Being Done | Developing Innovative Student Ideas |
| How We Get There | Personal Take Aways for the Future |



About Me

- Anti-Defamation League
 - Regional Facilitator
 - National Speaker
- Gay, Lesbian, and Straight Education Network
 - Co-Chair, National Advisory Council
 - Chair, Northern Virginia Chapter
- George Washington University
 - Junior
 - Integrated Information Science & Technology



About Me

- Bullied in Elementary School
 - Judaism
 - Short
 - Intelligence
- Results
 - Drop in Academic Performance
 - Depression
 - Suicidal



Experiences

- What do experiences mean?
 - Drive self-image
 - Dictate what students do
 - Dictate how students do
 - Dictate how they interact
 - Drive US to be better
 - Drives students to be better
 - Helps the world (seriously)



Self-Image

- Immediate
- Life-changing
- Superficial
- Constant
- Easy
- Influenced by one person





What Students Do



- Clubs they join
- Leadership
- Out-of-school activities
- Relationship with parents
- Substance abuse
- Illegal activity



How Students Do

- Grades
- Job
- Social Life
- Mental Health
- Current Positions
- Family Member



How Students Interact



- Parent-Child
- Student-Student
- Student-Teacher
- Student-Self



Driving Adults to Be Better

- Better Interaction
- Higher awareness
- Broader approach
- More effective
- More willing
- Happier





Driving Students to Be Better



- Higher graduation rates
- More college success
- Better jobs
- More student achievement
- More student leaders
- More student voices



Helping the World! (Seriously)

- Better economy
- Happier people
- Better global relationship
- Lead by example
- More leadership
- More intervention





What Goes Wrong

- Student experiences ignored
- One-sided approach
- Generalization
- Tokenizing
- Labeling
- Suppression
- Dramatization
- Adultism



What Goes Wrong: Examples

- Bullying Lectures
- Unilateral Bullying Policies
- “Idea” Sheets
- One Student Voice
- Targeted Bullying Programs
- Self-Harm
- Link to Suicide
- Counselor Knows Best



What's Being Done: Examples

- ADL World of Difference Institute
 - Training student leaders
- GLSEN Student Leadership
 - National and Local Teams
 - Support Network
- Trevor Project
 - Student Employees and Interns
 - Resources



What's Being Done

- Federal Conferences
 - White House Conferences; Department of Education Conferences
 - Student Role Models
- Days of Action
 - Day of Silence; Suicide Prevention Day
 - Building awareness amongst students
- Student Organizations
 - Self-made organizations of support



Personal Take Aways

- Student Opinion
 - Bringing students to the table whenever possible
- Leadership Opportunities
 - Letting students take ownership of problem
- Resources
 - Giving students the right tools to lead
- Encouragement
 - Taking a step back, reassuring, and supporting



Personal Take Aways

- Attending events
 - Supporting student events and gaining knowledge
- Talking to the ADL
 - Supporting World of Difference program in schools
- Taking individual experience seriously
 - Acknowledging each experience and what it brings
- Prioritizing
 - Recognizing when to step up or step back



Personal Take Aways

- Understanding role
 - Recognizing whether a student or adult should be involved
- Student Task Force
 - Letting students make the decision
- Remaining aware
 - Keep relationship well maintained and up-to-date
- Spreading the wealth
 - Recognizing unique abilities and using them

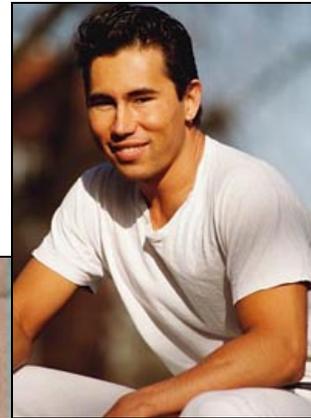


Personal Take Aways

- Innovative approach
 - Getting online
- Prevention not intervention
 - Working together to stop bullying before it happens
- Constant evolution
 - Fresh ideas and people
- Listening
 - Genuine listening to students and all leaders



BULLYING PREVENTION: ACTION STEPS





Action Steps: Prevention at School*



- Assess school prevention and intervention efforts
- Engage parents and youth
- Create school policies and rules
- Build a safe environment
- Educate students and school staff



Electronic Aggression: Parent Tips³⁰

- Talk to your child
 - ✓ Ask where they are going and who they are going with
 - ✓ For young people, going “online” is like going to the mall, ask the same types of questions you would if they were going there
- Develop rules
 - ✓ Develop rules about acceptable and safe behaviors for all electronic media focusing on ways to maximize the benefits of technology and decrease its risks
- Explore the Internet
 - ✓ Visit the websites your child frequents, and assess the pros and cons
- Talk with other parents and caregivers
- Connect with the school
- Educate yourself



Electronic Aggression: Prevention Strategies³¹

- Examine current bullying prevention policies
- Explore current programs to prevent bullying and youth violence
- Offer training on electronic aggression for educators and administrators
- Talk to teens
- Work with IT and support staff
- Create a positive school atmosphere
- Have a plan in place for what should happen if an incident is brought to the attention of school officials



Community Prevention Strategies³²

- Work Collaboratively
 - ✓ Involve youth. Teens can take leadership roles in bullying prevention among younger kids.
- Study community strengths and needs
 - ✓ Review what you learned from your community study to develop a common understanding of the problem.
 - ✓ Establish a shared vision about bullying in the community, its impact, and how to stop it.
- Develop a comprehensive community strategy



Community Prevention Strategies³²

- Describe what each partner will do to help prevent and respond to bullying
- Educate about bullying prevention policies in schools
- Raise awareness about your message
- Track your progress over time. Evaluate to ensure you are refining your approach based on solid data, not anecdotes





Bullying = public health problem

- High prevalence
- Significant effects or associations with health and mental health problems
- Future Needs
 - Standardize definition of bullying (in process)
 - Continue to build the evidence-base of violence prevention programs related to bullying outcomes
 - Assess the bullying prevention policies and their relationship to bullying behaviors
 - Examine relationship between bullying and other health risk behaviors (in process)



Contact Information

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