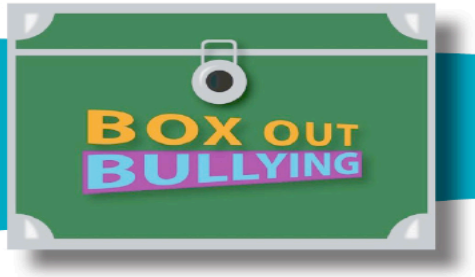
Bullying Prevention and Response Training and Continuing Education

Online Program

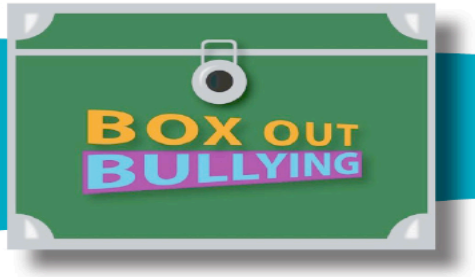


Introduction

- 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.



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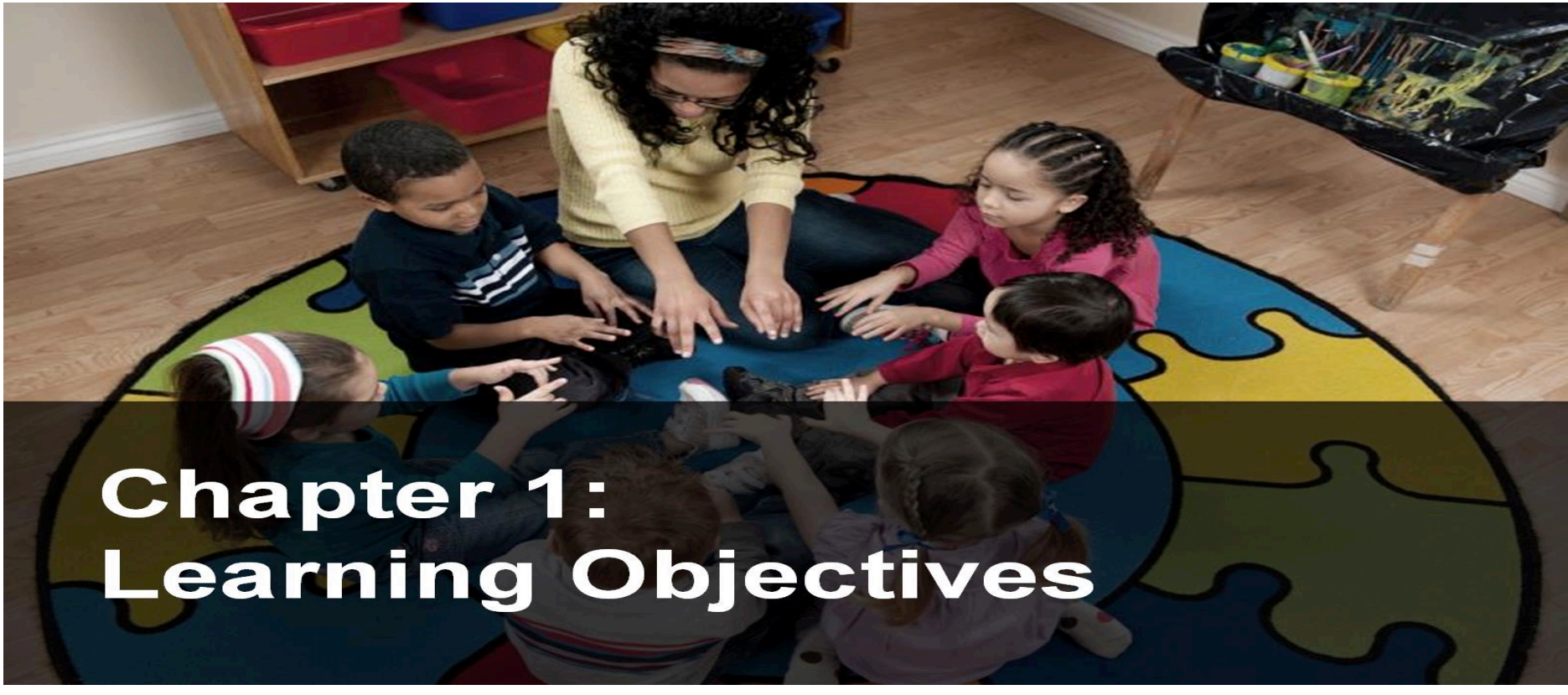


Chapter 1: Learning Objectives

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

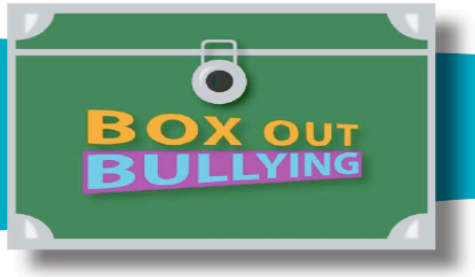
- Identify specific pathways for translating bullying prevention best practices into policy and practice
  - Describe potentially harmful strategies and the rationale for avoiding them
- Organize a community event to catalyze bullying prevention action planning at the local level
  - Identify key stakeholders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

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:

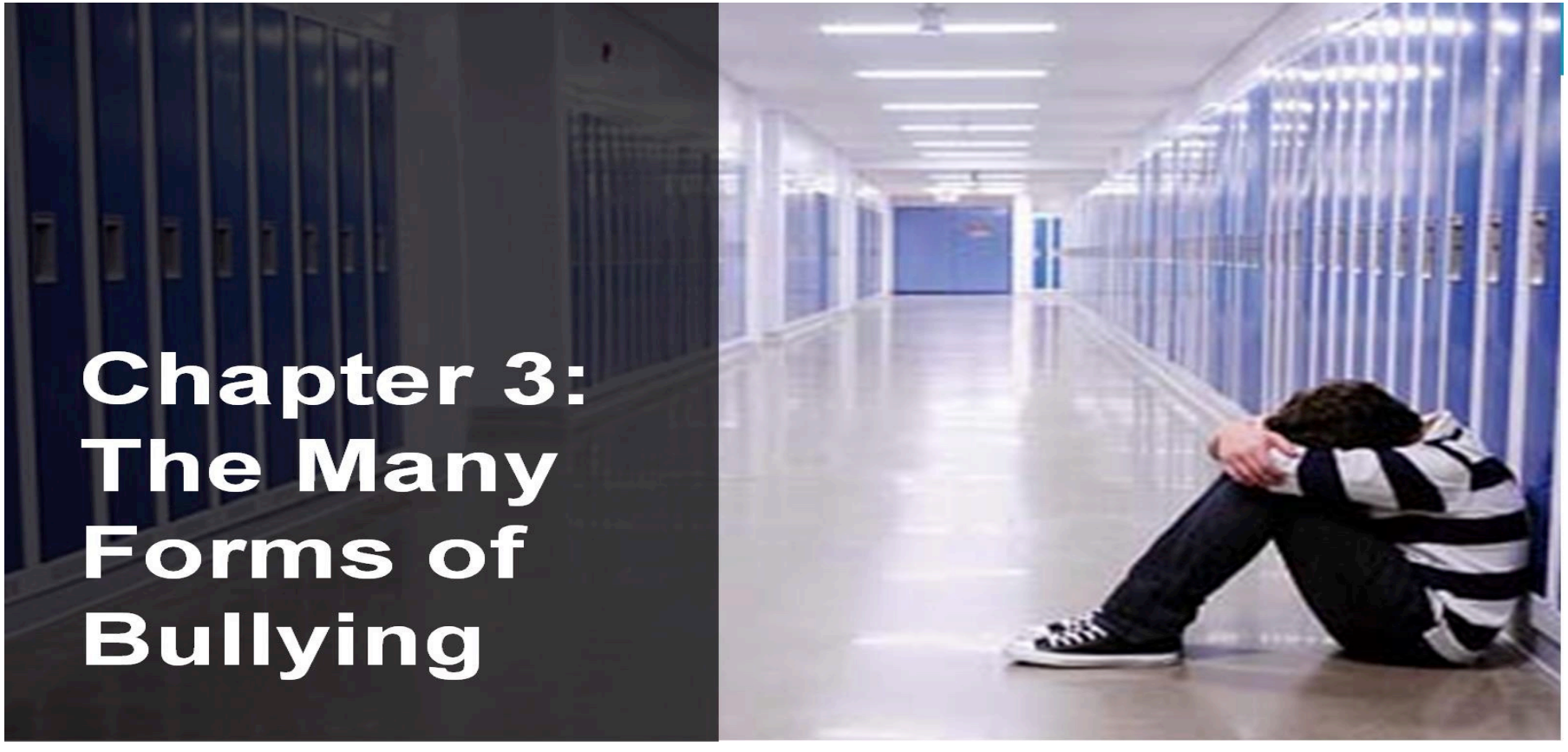
What constitutes a power imbalance?

- 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

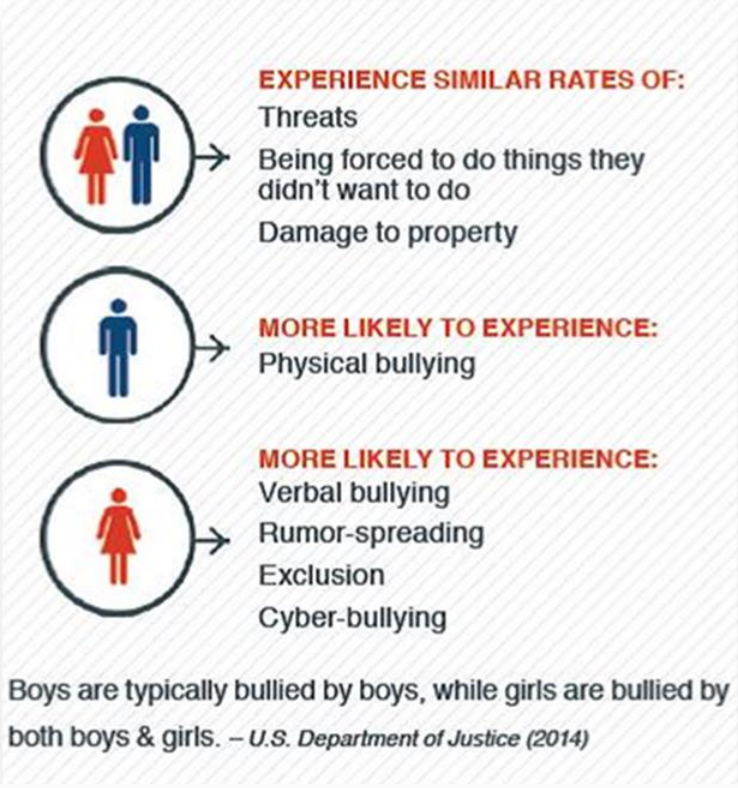
Source: U.S. Department of Education (2015)

Finding #2:

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

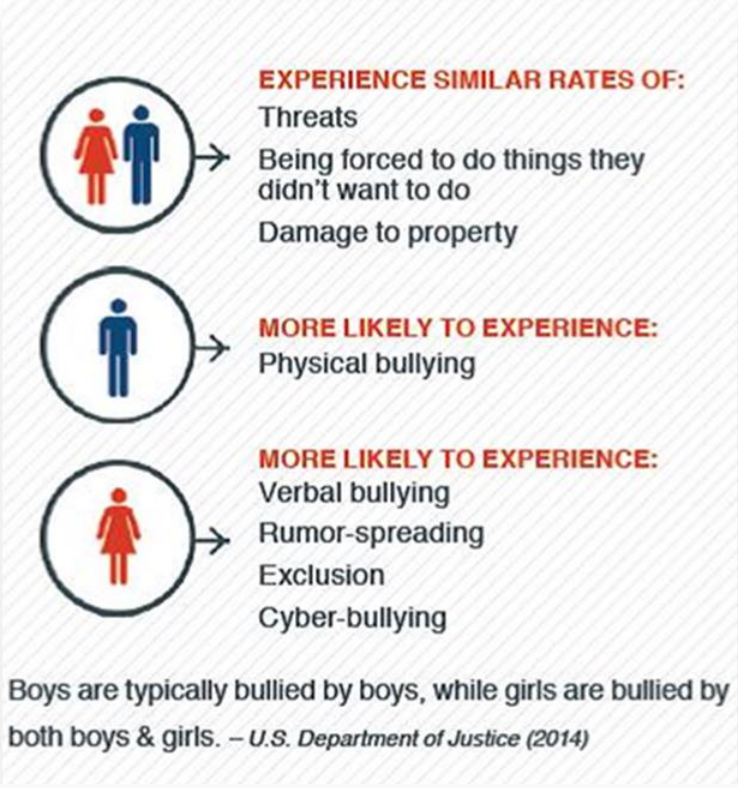
Boys' and Girls' Experiences of Being Bullied and Bullying Others

- 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

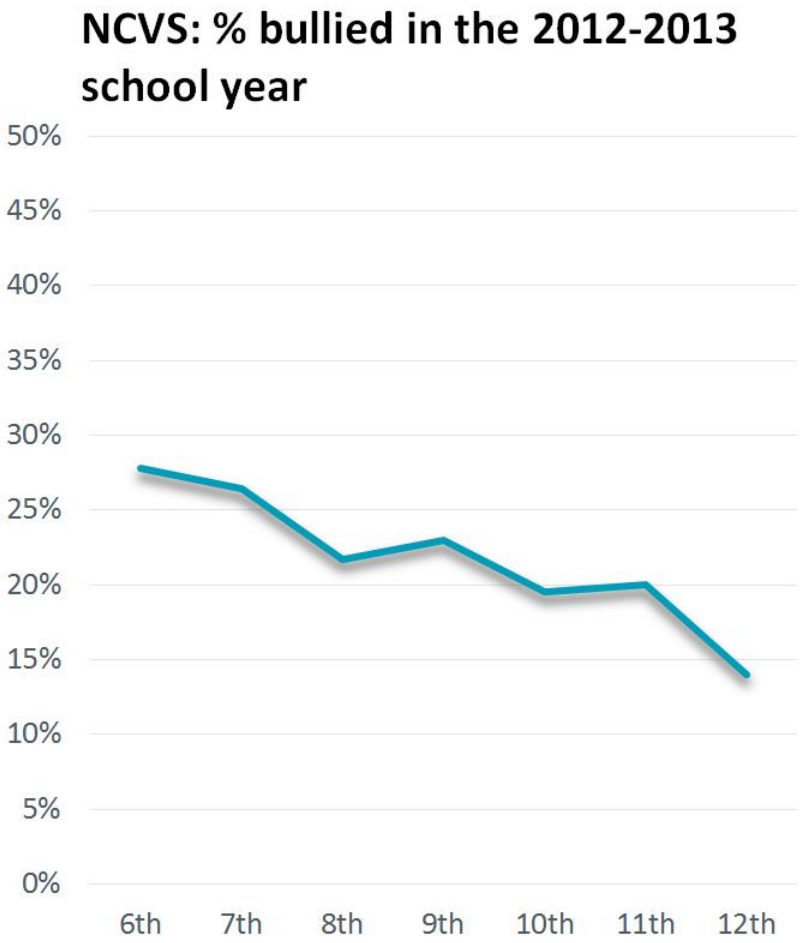


Finding #3:

Children's Experiences with Bullying Vary by Age

Age Trends in the Frequency of Being Bullied

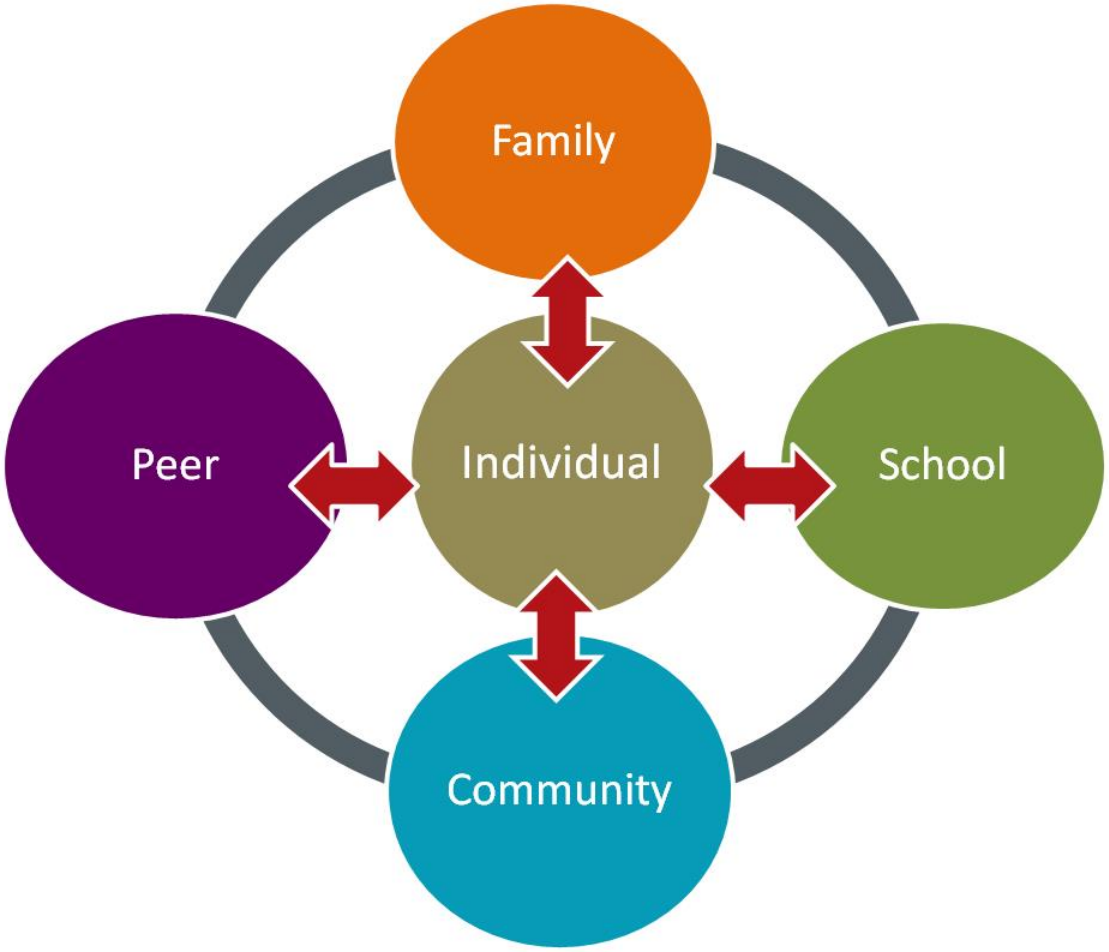
- Children are most likely to be bullied in elementary grades
- The likelihood decreases through middle school and high school



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

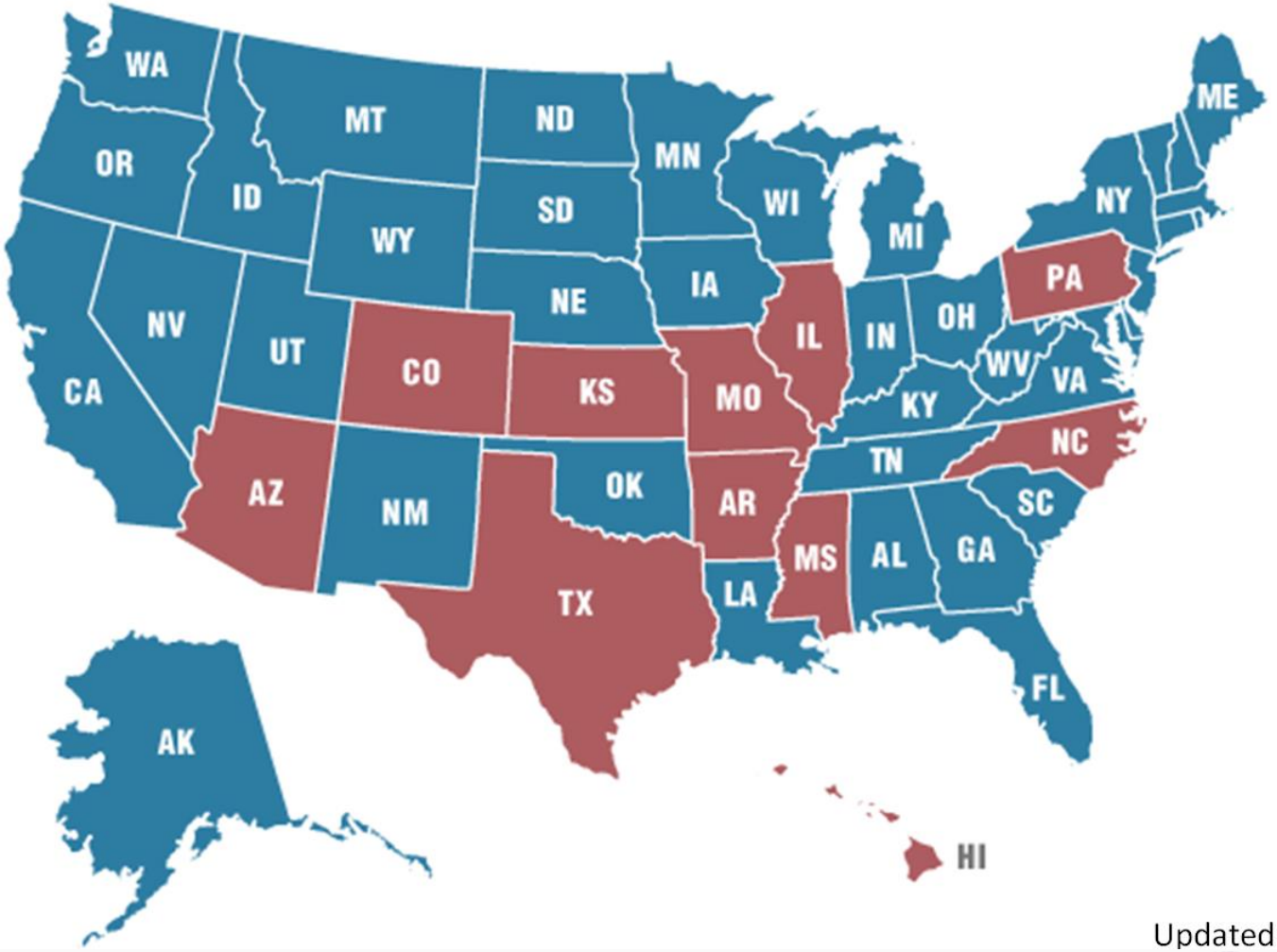
School Districts and Federal Civil Rights

- 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



Updated: 2015

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.

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 recognized 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

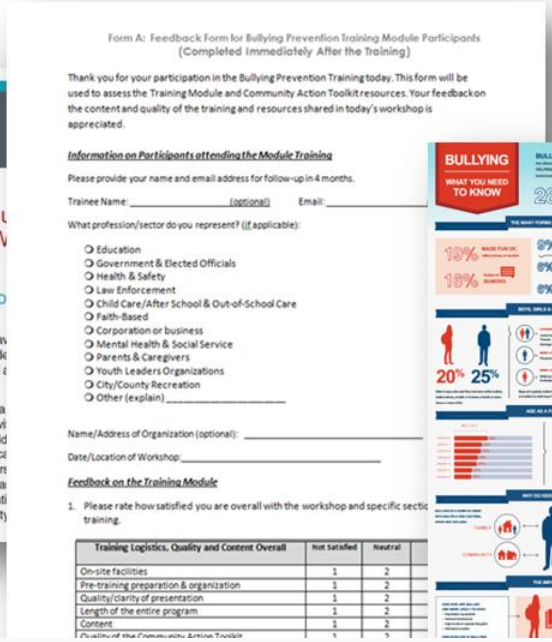
Awareness Raising Action Planning Matrix [1 of 2]						
	Hold an anti-bullying day in schools	Create local fund for businesses to support bullying prevention	Create a community newsletter	Provide information on state/ local bullying laws	Create an interfaith alliance	Host a town hall or community event
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						

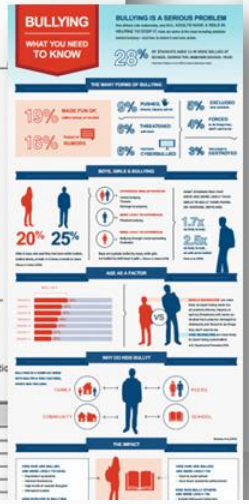
#5: Provide Training in Bullying Prevention and Response

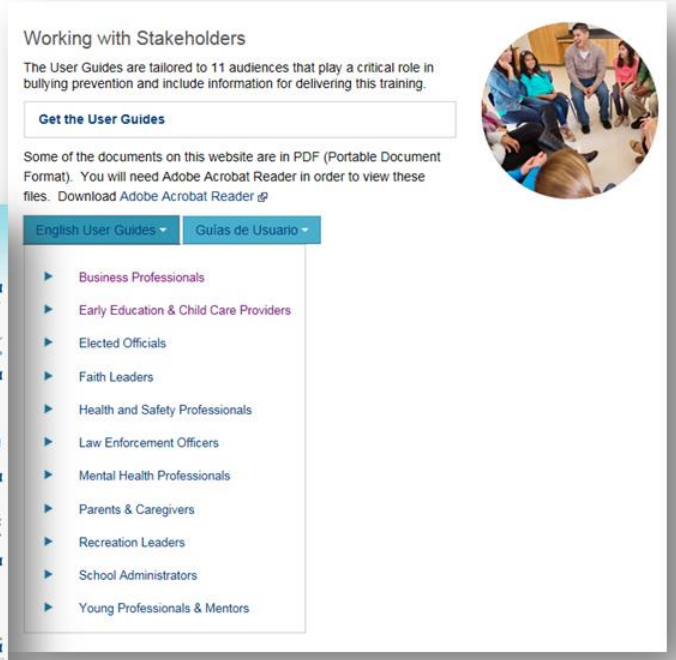
- Many state laws encourage or require training of school staff on bullying prevention.
- Adults must understand:
  - The nature of bullying
  - Its effects
  - How to prevent bullying (e.g., the importance of adult supervision)
  - Appropriate responses if bullying is known or suspected

#5: Provide Training in Bullying Prevention and Response

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

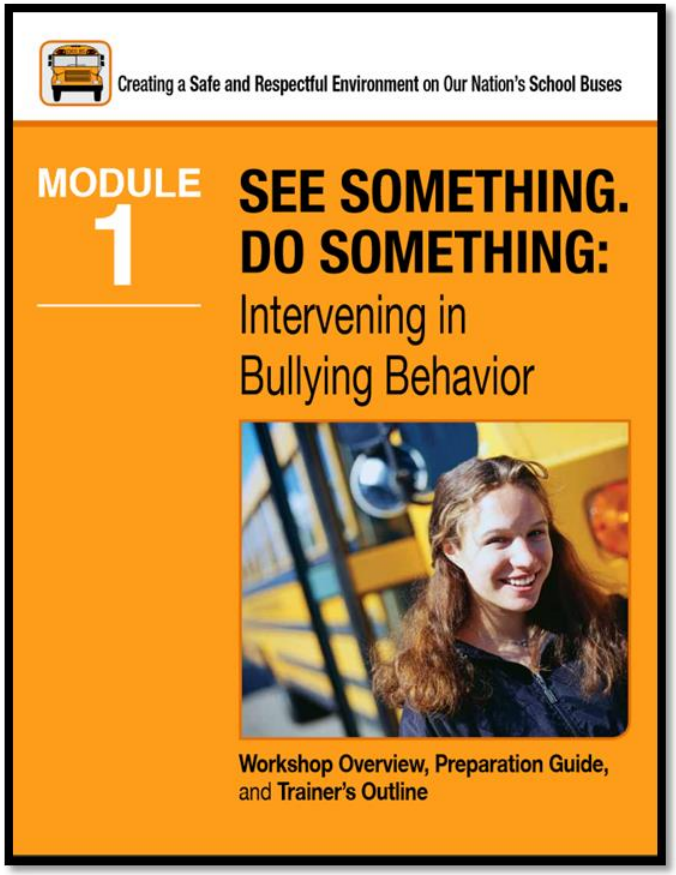




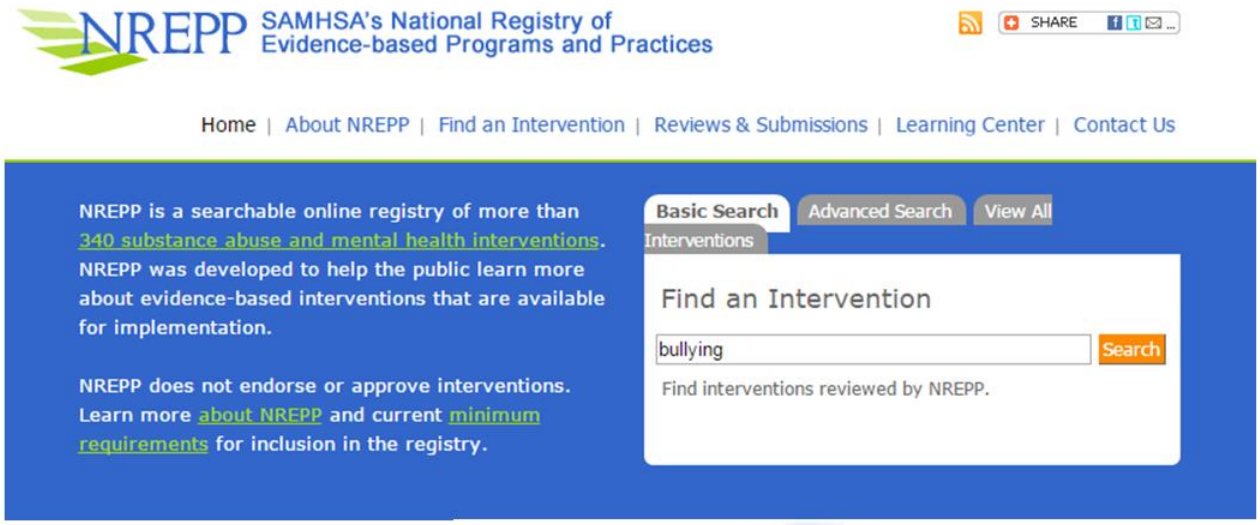


#5: Provide Training in Bullying Prevention and Response

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



#5: Provide Training in Bullying Prevention and Response



Blueprints
FOR HEALTHY YOUTH DEVELOPMENT

#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

#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.

#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

SAMHSA's KnowBullying App

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

#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.

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.

In Conclusion

- The next step in continuing education
- Thank you for participating
- Remember to visit boxoutbullying.com for additional resources

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