

Bullying Prevention: 2015 Resource Guide



Introduction

In the 2013 Youth Risk Behavior Survey (YRBS), 20 percent of students reported being bullied on school property and 15 percent reported being electronically bullied in the 12 months preceding the survey. Victimized youth are at increased risk for depression, anxiety, sleep difficulties, and poor school adjustment. Youth who bully others are at increased risk for substance use, academic problems, and violence later in adolescence and adulthood. Compared to youth who only bully, or who are only victims, bully-victims suffer the most serious consequences and are at greater risk for both mental health and behavior problems.

No single factor puts a child at risk of being bullied or bullying others. Bullying can happen anywhere—cities, suburbs, or rural towns. Depending on the environment, some groups—such as lesbian, gay, bisexual, or transgendered (LGBT) youth, youth with disabilities, and socially isolated youth—may be at an increased risk of being bullied.

This resource guide provides links to organizations, programs, publications, and resources focused on bullying prevention. It is divided into seven sections: (1) Organizations and Websites; (2) Data, Definitions, and Research; (3) Programs, Campaigns, and Toolkits; (4) Policies, Laws, and Legislation; (5) Publications and Resources; (6) At-Risk Populations; and (7) Bullying and Co-Occurring Issues. Each item in this resource guide includes a short description and a link to the resource itself. Descriptions of reports, guides, toolkits, campaigns, websites, and initiatives are, in most cases, excerpted from the resources themselves while descriptions of research studies are excerpted from the study abstracts.

Introduction

Organizations and Websites

Data, Definitions, and Research

Programs, Campaigns, and
Toolkits

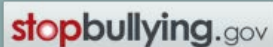
Policies, Laws, and Legislation

Publications and Resources

At-Risk Populations

Bullying and Co-Occurring
Issues

Organizations and Websites



StopBullying.gov is managed by the U.S. Department of Health and Human Services in partnership with the Department of Education and the Department of Justice. It features webpages on What Is Bullying, Cyberbullying, Who Is at Risk, Preventing Bullying, and Responding to Bullying. The website also has a section on state bullying prevention policies and laws and resources for parents, educators, communities, teens, and kids.

<http://www.stopbullying.gov>

Bullying Prevention Training Center

The StopBullying.gov Bullying Prevention Training Center includes a research-based training module presentation that can help you lead bullying prevention efforts in your local community, the Community Action Toolkit, user guides tailored to 11 audiences, and trainings for educators and school bus drivers.

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

Other StopBullying.gov Resources

Bullying: What You Need to Know Infographic: <http://www.stopbullying.gov/image-gallery/what-you-need-to-know-infographic.html>

Youth Leaders' Toolkit: <http://www.stopbullying.gov/resources-files/youth-leader-toolkit.pdf>

Youth Engagement Toolkit: http://www.stopbullying.gov/what-you-can-do/teens/YouthEngagement_brieftoolkit_Compliant.pdf

StopBullying.gov Blog: <http://www.stopbullying.gov/blog>

The Bully Project

The Bully Project, from the makers of the film BULLY, has information on the film, as well as information and tools for students, educators, advocates, and parents.

<http://www.thebullyproject.com/>

Cyberbullying Research Center

The Cyberbullying Research Center, directed by Sameer Hinduja at Florida Atlantic University and Justin Patchin at the University of Wisconsin-Eau Claire, provides information about the nature, extent, causes, and consequences of cyberbullying among adolescents.

<http://www.cyberbullying.us/index.php>

Eyes on Bullying

With growing numbers of children spending their early years, afternoons, and summers in child care centers, afterschool and youth programs, and camps, it is important to identify and support the important role that staff in these settings can play in bullying prevention. The website includes a comprehensive toolkit for caregivers and parents.

<http://www.eyesonbullying.org/index.html>



PACER Center's National Bullying Prevention Center

Founded in 2006, PACER's National Bullying Prevention Center provides resources for students, parents, educators, and others, and recognizes bullying as a serious community issue that impacts education, physical and emotional health, and the safety and well-being of students. The website includes videos, toolkits, posters, and handouts. To visit the website, go to: <http://www.pacer.org/bullying/> Special Needs Bullying Prevention Toolkit from PACER and the Bully Project:

<http://specialneeds.thebullyproject.com/toolkit>

Promote Prevent

PromotePrevent works closely with hundreds of diverse communities across the country on improving student outcomes through school-community partnerships. PromotePrevent helped SS/HS and Project LAUNCH grantees engage schools, mental health providers, law enforcement and juvenile justice agencies, and other youth-serving organizations to bridge gaps in services and supports that benefit students, families, and their communities.

<http://www.promoteprevent.org>

Stop Bullying: Speak Up Campaign | Cartoon Network

This website has an educator's guide, parent tip sheet, resources on what to do to stop bullying, Q & A, videos, and messages from celebrities. It also features the campaign's 30-minute documentary special on bullying introduced by President Obama.

<http://www.cartoonnetwork.com/promos/stopbullying/index.html>

UCLA Bullying Prevention Online Clearinghouse | UCLA

In October 2011, in honor of National Bullying Prevention Month, UCLA created an online clearinghouse of bullying prevention information that includes newsletter articles, introductory packets, quick training aids, technical assistance samplers, practice notes, and policy and practice briefs and notes.

<http://smhp.psych.ucla.edu/qf/bully.htm>

Welcoming Schools: Bullying and Name Calling

Welcoming Schools, a project of the Human Rights Campaign Foundation, provides an LGBT-inclusive approach to addressing family diversity, gender stereotyping, bullying, and name-calling in K-5 learning environments. The Bullying and Name Calling webpage provides definitions, tips for elementary school educators, lesson plans, and films.

<http://www.welcomingschools.org/bullying-name-calling/>

KnowBullying App | SAMHSA

Research shows that parents and caregivers who spend at least 15 minutes a day talking with their child can build the foundation for a strong relationship and help prevent bullying. KnowBullying has simple conversation starters to begin a discussion with your child. The app also features bullying prevention tips, bullying warning signs, reminders to talk with your child, social media options, and a section for educators.

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

StopBullying.Gov blog post about the app: <http://www.stopbullying.gov/blog/2014/08/18/put-power-prevent-bullying-your-hand>

Building Capacity to Reduce Bullying and Its Impact on Youth across the Lifecourse | Institute of Medicine and National Research Council (2014)

The Board on Children, Youth, and Families of the Institute of Medicine (IOM) and the National Research Council (NRC) held this two-day workshop to bring together representatives of key sectors involved in bullying prevention. Their focus was to identify the conceptual models and interventions that have proven effective in decreasing bullying, to examine models that could increase protective factors and mitigate the negative effects of bullying, and to explore the appropriate roles of different groups in preventing bullying.

<http://www.iom.edu/Reports/2014/Building-Capacity-to-Reduce-Bullying.aspx>

Data, Definitions, and Research

Bullying and Gangs | International Journal of Adolescent Medicine and Health (2012)

Although bullying is associated with gangs, questions arise as to whether bullying, as such, takes place within gangs. This study from the International Journal of Adolescent Medicine and Health provides a critical analysis of bullying as it pertains to youth gangs and especially to violence within gangs and as applied to the behavior of individual gang members. The study found that bullying has implications for related and/or subsequent types of street violence but is less relevant for descriptions of violence within a youth gang context as such.

<http://www.degruyter.com/view/j/ijamh.2012.24.issue-1/ijamh.2012.008/ijamh.2012.008.xml>

Bullying among Siblings | International Journal of Adolescent Medicine and Health (2012)

Parents are often concerned about repeated conflicts between their daughters and sons. However, there is little empirical research of sibling bullying. This review from the International Journal of Adolescent Medicine and Health suggests that for those victimized at home and at school behavioral and emotional problems are highly increased. Sibling relationships appear to be a training ground with implications for individual well-being. Strengthening families and parenting skills and increasing sibling support are likely to reduce bullying and increase well-being.

<http://www.degruyter.com/view/j/ijamh.2012.24.issue-1/ijamh.2012.004/ijamh.2012.004.xml>

Bullying and Aggression on the School Bus: School Bus Drivers' Observations and Suggestions | Journal of School Violence (2008)

This 2008 study from the Journal of School Violence collected information from school bus drivers about student behavior on their buses and drivers' perceptions of school administrators' interest in their input.

<http://www.tandfonline.com/doi/abs/10.1080/15388220801955554>

Bullying in Schools: An Overview | Office of Juvenile Justice and Delinquency Prevention (2011)

This bulletin summarizes studies exploring the connections between bullying in schools, school attendance and engagement, and academic achievement. Some key findings include:

- Bullying is a complex social and emotional phenomenon that plays out differently on an individual level.
- Bullying does not directly cause truancy.
- School engagement protects victims from truancy and low academic achievement.
- When schools provide a safe learning environment in which adults model positive behavior, they can mitigate the negative effects of bullying.
- Any interventions to address bullying or victimization should be intentional, student-focused engagement strategies that fit the context of the school where they are used.

<http://www.ojjdp.gov/pubs/234205.pdf>

Bullying on the School Bus: A Video Analysis | Journal of School Violence (2005)

The purpose of this 2005 study from the Journal of School Violence was to assess the nature of bullying on the school bus. Videotapes were used to identify occurrences of bullying on buses of elementary school students. Incidents were reviewed for forms of bullying, fullness, presence of friends, and severity of acts.

http://www.tandfonline.com/doi/abs/10.1300/J202v04n03_08

Bullying Prevalence Across Contexts: A Meta-analysis Measuring Cyber and Traditional Bullying | Journal of Adolescent Health (2014)

This review of the literature identified 80 studies that reported corresponding prevalence rates for cyber and traditional bullying and/or aggression in adolescents. Weighted mean effect sizes were calculated, and measurement features were entered as moderators to explain variation in prevalence rates and in traditional-cyber correlations within the sample of studies. Prevalence rates for cyber bullying were lower than for traditional bullying, and cyber and traditional bullying were highly correlated. A number of measurement features moderated variability in bullying prevalence, whereas a focus on traditional relational aggression increased correlations between cyber and traditional aggressions. In this meta-analytic review, traditional bullying was twice as common as cyber bullying. Cyber and traditional bullying were also highly correlated, suggesting that poly-aggression involvement should be a primary target for interventions and policy. Results of moderation analyses highlight the need for greater consensus in measurement approaches for both cyber and traditional bullying.

<http://www.jahonline.org/article/S1054-139X%2814%2900254-7/abstract>

Co-Occurrence of Victimization from Five Subtypes of Bullying: Physical, Verbal, Social Exclusion, Spreading Rumors, and Cyber | Journal of Adolescent Health (2010)

This study finds that different types of bullying victimization appear to co-occur among U.S. adolescents. 7,475 adolescents were asked how often they were bullied in the past couple of months. The following three classes were extracted: all-types victims - teens victimized by the four traditional bullying behaviors and cyberbullying;



verbal-relational victims - teens victimized by verbal bullying, social exclusion, and rumor spreading, but not physically and online; and non-victims - teens who are not victimized by any bullying behavior. The all-types victims reported higher depression, more injuries, and more medicine use for sleeplessness and nervousness than the verbal-relational victims, followed by the non-victims. The authors conclude that intervention efforts should address various symptoms among victims of bullying and especially those who suffer from multiple types of victimization.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2980945/?tool=pubmed>

Bullying Surveillance among Youths: Uniform Definitions for Public Health and Recommended Data Elements Version 1.0 | CDC (2014)

This CDC publication contains a uniform definition of bullying, considerations when gathering data on bullying using the uniform definition, recommended data elements for bullying, and federal government resources on bullying.

<http://www.cdc.gov/violenceprevention/pdf/bullying-definitions-final-a.pdf>

Cyber Aggression: The Relation between Online Offenders and Offline Social Competence | Social Development (2011)

This 2011 study uses a younger sample of children than most previous research on cyberbullying. The researchers looked at 192 3rd-6th grade children to evaluate grade and gender effects on cyber aggression and the classroom peer social consequences of engaging in cyber aggression. Children reported engaging in cyber aggression at comparable rates across grades and gender. Engaging in cyber aggression was related to higher rates of loneliness and lower rates of global self-worth, peer optimism, number of mutual friendships, social acceptability, and popularity. The authors conclude that cyber aggression is related to significant negative peer relations outcomes.

<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-9507.2011.00609.x/abstract>

Connecting the Dots: An Overview of the Links Among Multiple Forms of Violence | CDC and the Prevention Institute (2014)

Different types of violence are connected and often share the same root causes. They can all take place under one roof, in the same community or neighborhood, at the same time, or at different stages of life. Understanding the overlapping causes of violence and the things that can protect people and communities can help us better prevent violence in all its forms, including child maltreatment, teen dating violence, intimate partner violence, sexual violence, youth violence, and bullying.

http://www.cdc.gov/violenceprevention/pub/connecting_dots.html

Cyberbullying, School Bullying, And Psychological Distress: A Regional Census of High School Students | American Journal of Public Health (2012)

In a study by the Education Development Center, 16.5 percent of students reported being bullied at school only, 6.4 percent of students reported being bullied online only; and 9.4 percent both at school and online. High school students who are bullied online are more likely to report symptoms of depression and suicide attempts than students who were bullied only at school, according to a survey of students in the communities west of Boston. The study, also found that girls are more likely than boys to report being victims of cyberbullying, and students who do not identify themselves as heterosexual are more likely to report being bullied online and at school.

<http://www.ncbi.nlm.nih.gov/pubmed/22095343>

Cyber and Bias-Based Harassment: Associations with Academic, Substance Use, and Mental Health Problems | Journal of Adolescent Health (2012)

This study examines how two forms of inter-student harassment, cyber and bias-based harassment, are associated with academic, substance use, and mental health problems. The study found that students experiencing both cyber and bias-based harassment were at the greatest risk for adjustment problems across all indicators, with suicidal ideation and attempts having the largest risk differences.

<http://www.sciencedirect.com/science/article/pii/S1054139X11003326>

IAN Research Report: Bullying and Children with ASD | Interactive Autism Network (2011)

It has been suggested that children with autism spectrum disorders (ASDs) are especially vulnerable to bullying. The Interactive Autism Network (IAN) is now sharing initial results of a national survey on the bullying experiences of children on the autism spectrum. The findings show that children with ASD are bullied at a very high rate and are also often intentionally “triggered” into meltdowns or aggressive outbursts by ill-intentioned peers.

http://www.iancommunity.org/cs/ian_research_reports/ian_research_report_bullying

Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools | CDC

Bullying, particularly among school-age children, is a major public health problem. This compendium provides researchers, prevention specialists, and health educators with tools to measure a range of bullying experiences: bully perpetration, bully victimization, bully-victim experiences, and bystander experiences. Some researchers continue to examine the risk and protective factors associated with bullying experiences. Others are working to design, implement, and evaluate bully prevention interventions aimed at reducing bully victimization and perpetration, as well as increasing prosocial bystander involvement in bullying situations. The ability to measure bullying experiences broadly and completely is crucial to the success of these activities. This compendium represents a starting point from which researchers can consider a set of psychometrically-sound measures for assessing self-reported incidence and prevalence of a variety of bullying experiences.

http://www.cdc.gov/violenceprevention/pub/measuring_bullying.html

Observing Bullying at School: The Mental Health Implication of Witness Status | School Psychology Quarterly (2009)

This study explores the impact of bullying on the mental health of students who witness it. Researchers surveyed 2,002 students aged 12 to 16 years attending 14 schools in the United Kingdom using a questionnaire that included measures of bullying at school, substance abuse, and mental health risk. The results suggest that observing bullying at school predicted risks to mental health over and above that predicted for those students who were directly involved in bullying behavior as either a perpetrator or a victim. Observing others was also found to predict higher risk irrespective of whether students were or were not victims themselves. The results are discussed with reference to past research on bystander and witness behavior.

<http://www.apa.org/pubs/journals/releases/spq-24-4-211.pdf>

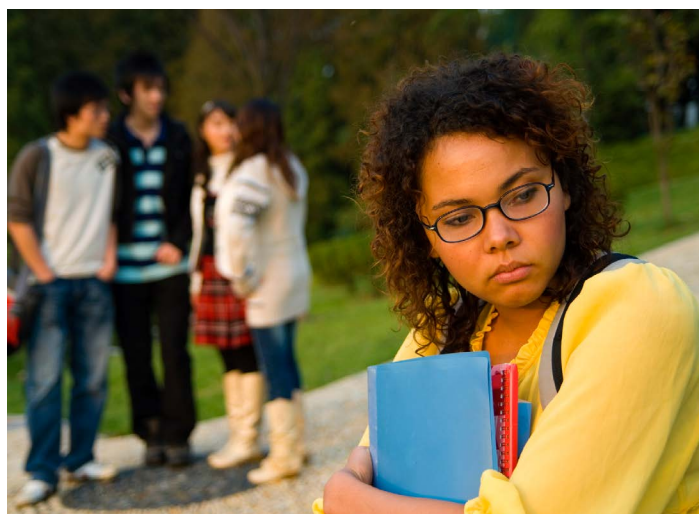
Relationships between Bullying School Climate and Student Risk Behaviors | School Psychology (2012)

This study examined whether characteristics of a positive school climate were associated with lower student risk behavior. It found that a positive school climate could be an important protective factor in preventing student risk behavior.

<http://psycnet.apa.org/?&fa=main.doiLanding&doi=10.1037/a0029350>

School Bullying among Adolescents in the United States: Physical, Verbal, Relational, and Cyber | Journal of Pediatric Psychology (2009)

This study analyzed data from the World Health Organization's (WHO) 2005/2006 survey of human behavior in school-aged children. The results show that plenty of students still suffer from bullying, but today some aggressors operate electronically. 20.8 percent of the WHO survey respondents reported being perpetrators or victims of physical bullying in the past two months; 53.6 percent were victims of verbal bullying; 51.4 percent were victims of relational bullying, which involves social exclusion; and 13.6 percent were victims of cyberbullying.



Researchers found that 8 percent of students had received harassing computer pictures or messages, and 6 percent were bullied by cell phone. More boys were cyber bullies; more girls were cyber victims. Verbal bullying was the most prevalent of the four major forms of bullying.

The researchers conclude that good parental support helps children avoid abusive behavior: kids who come from loving homes and feel good about themselves are less likely to want to harass someone and are less likely to appear weak to potential bullies.

[http://www.jahonline.org/article/S1054-139X\(09\)00138-4/fulltext](http://www.jahonline.org/article/S1054-139X(09)00138-4/fulltext)

School Bullying: Extent of Legal Protections for Vulnerable Groups Needs to be More Fully Assessed | The Government Accountability Office (2012)

The Government Accountability Office (GAO) found that nationally representative surveys conducted from 2005 to 2009 suggest that up to 28% of youth, primarily at the middle school and high school levels, reported having been bullied during the survey periods. But the GAO noted that differences in definitions and questions posed to youth make it difficult to discern trends and affected groups. For example, the surveys did not collect information about respondents' sexual orientation or gender identity. The GAO also noted that the Departments of Education and Health and Human Services are partially addressing the issue by collaborating with other federal departments to develop a uniform definition of bullying that can be used for research purposes.

<http://www.gao.gov/assets/600/591202.pdf>

School Climate: Research, Policy, Practice and Teacher Education | Teachers College Record (2009)

This article uses several research methods to understand the current state of school climate research, policy, practice, and teacher education: historical analysis; a review of the literature; a systemic national State Department of Education policy scan; and a national survey of school, district, and state educational leaders. A review of the literature reveals that positive school climate is associated with: academic achievement; school success; effective violence prevention; students' healthy development; and teacher retention. There is a gap between these research findings on the one hand, and state departments of education, school climate policy, practice guidelines, and teacher education practice on the other. The authors suggest a series of detailed recommendations for policy makers, practice leaders, and teacher educators to narrow this gap.

<http://www.tcrecord.org/Content.asp?ContentId=15220>

Social and Emotional Learning and Bullying Prevention | EDC (2009)

This brief, published by the Education Development Center (EDC) in collaboration with the Collaborative for Social and Emotional Learning (CASEL) and the American Institutes for Research (AIR), examines the interconnection of social and emotional learning (SEL) and bullying prevention school curricula. Schools using an SEL framework can foster an overall climate of inclusion, warmth, and respect. Because bullying prevention is entirely congruent with SEL, it can be embedded in a school's SEL framework. The brief aims to: provide a basic description of a school-wide SEL framework, illustrate the relationship between social and emotional factors and bullying, and explain how an SEL framework can be extended to include bullying prevention.

http://static.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/5367958ee4b0dbc1364dbb7b/1399297422536/3_SEL_and_Bullying_Prevention_2009.pdf



Understanding the Bullying Dynamic among Students in Special and General Education | Journal of School Psychology (2012)

This 2012 study from the Journal of School Psychology examined data on students' (both general education and special education) involvement in bullying, office referrals, and prosocial behavior. Results indicated that students with behavioral disorders and those with observable disabilities reported bullying others more and being victimized more than their general education counterparts.

<http://www.sciencedirect.com/science/article/pii/S0022440512000374>

What Can Be Done About School Bullying? Linking Research to Educational Practice | Educational Researcher (2010)

This article reviews research on individual, peer, and school contributions that may be critical factors for enhancing efforts to address bullying among students. The impact of school-based anti-bullying programs and the challenges currently facing educators and researchers in this area are discussed. The article concludes with a proposal for a broader, ecologically based model of school bullying based on the emerging literature.

<http://edr.sagepub.com/content/39/1/38.full.pdf>

What Characteristics of Bullying, Bullying Victims, and Schools are Associated with Increased Reporting of Bullying to School Officials? | Regional Educational Laboratory (REL) Northeast and Islands (2010)

This Regional Educational Laboratory (REL) Northeast and Islands study tested 51 characteristics of bullying victimization, bullying victims, and bullying victims' schools to determine which were associated with reporting to school officials. It found that 11 characteristics showed a significant association with reporting. When bullying involved injury, physical threats, destruction of property, physical contact, greater frequency, multiple types, more than one location, or at least one occurrence on a school bus, bullying victims were more likely to indicate that their victimization was reported to a school official. 64 percent of respondents who experienced bullying did not report it.

http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2010092.pdf

Programs, Campaigns, and Toolkits



Anti-Bullying Programs in Schools: How Effective Are Evaluation Practices? | Prevention Science (2009)

The purpose of this study was to assess the rigor of recent peer-reviewed anti-bullying program evaluations. Thirty-one evaluations, published within the last 10 years, were identified and coded for study characteristics. Shortcomings were identified in many. The authors suggest that researchers should consider more rigorous designs to identify cause-effect relationships, more appropriate pre-post intervals, and more advanced methods of analyses.

<http://www.springerlink.com/content/m15058898nr17657>

Bullying Prevention: Strategies to Support Statewide Collaboration: An archived CSN Webinar | CSN (2010)

This webinar, hosted by CSN on December 6, 2010, described the scope of the bullying problem, the current research on bullying and its consequences, existing state laws on bullying, the Olweus Bullying Prevention Program for Schools, and the collaboration between the Pennsylvania Bullying Prevention Campaign and the Highmark Foundation. The speakers were Susan Limber from Clemson University, Janice Seigle from the Highmark Foundation, and Matthew Masiello from the Windber Research Institute.

<http://edc.acrobat.com/p20227207>

Creating a Safe and Respectful Environment on Our Nation’s School Buses | Safe Supportive Learning (2011)

This webpage provides two modules from the American Institutes for Research (AIR) that trainers can use to address bullying on school buses. Specifically, it is designed to assist school bus drivers in cultivating meaningful relationships with students while creating a positive climate on the bus.

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

Cybersmart!: A Cyberbullying Awareness Curriculum for Grades K-12 | National Association of School Psychologists

This curriculum, developed by the National Association of School Psychologists and CyberSmart!, utilizes best practices from the fields of cyber security, school violence prevention, and character education. The curriculum guides students to think and act creatively and critically, defining the problems and issues themselves and thus “owning” them. The free lesson plans address safety and security online, manners, cyberbullying and ethics, authentic learning and creativity, research information and fluency, and 21st-century challenges.

<http://www.nasponline.org/resources/cyberbullying>

Integrating Bullying Prevention and Restorative Practices in Schools: Considerations for Practitioners and Policymakers | Safe Schools (2014)

This white paper addresses the integration of two common approaches to improving school climate and school connectedness: bullying prevention (BP) and restorative practices (RP). Specifically, the paper focuses on the compatibility of the Olweus Bullying Prevention Program and common approaches to RP in schools.

<http://www.safeschools.info/content/BPRPWhitePaper2014.pdf>
www.highmarkfoundation.org



National Institute for Health Care Management (NIHCM) Foundation Webinar: Creating Safer Schools and Healthier Children: A Model Bullying Prevention Program | National Institute for Health Care Management (2012)

The Center for Safe Schools Director Lynn Cromley presented during a national webinar that explored how the Highmark Foundation spearheaded the creation of a coalition of experts to implement the Olweus Bullying Prevention Program (OBPP) in the largest statewide bullying prevention initiative in the country. Cromley spoke about the practices that made this initiative so successful, including the decision to tap into existing bullying prevention training networks and the focus on continuous evaluation of the initiative from its inception.

<http://www.nihcm.org/component/content/article/136-mch-conferences-and-webinars/594-creating-safer-schools-and-healthier-children-a-model-bullying-prevention-program>



Olweus Bullying Prevention Program: A School Program for Ages 6-14 | Olweus Bullying Prevention Program

This program is a universal intervention developed to promote the reduction and prevention of bullying behavior and victimization problems. It is based on an ecological model and involves intervening with a child's environment on many levels: the individual children who are bullying and being bullied; the families; the teachers and students within the classroom; the school as a whole; and the community. The main arena for the program is the school, and school staff has the primary responsibility for introducing and implementing the program. Schools are provided ongoing support by project staff. The intervention is recommended by the U.S. Department of Education and the Blueprints Program.

http://www.violencepreventionworks.org/public/olweus_bullying_prevention_program.page

The Pennsylvania Bullying Prevention Toolkit | Center for Safe Schools (2014)

The Pennsylvania Bullying Prevention Toolkit was developed by the Center for Safe Schools with funding from the Highmark Foundation. It provides information about the issue of bullying and the role of adults and professionals in supporting children who are affected by it. This toolkit was developed with input from an interdisciplinary group of stakeholders. It is part of a multi-tiered strategy to promote coordination of bullying prevention efforts across the state of Pennsylvania and to encourage local communities to develop effective, collaborative approaches to bullying prevention and intervention.

<http://www.safeschools.info/content/BPToolkit2014.pdf>

Pennsylvania: Highmark Healthy 5 Bullying Prevention Institute | Highmark Foundation

The Highmark Healthy High 5 Bullying Prevention Institute was founded by, and is supported by, the Highmark Foundation. The Bullying Prevention Institute was created to provide professional development and educational opportunities to school personnel and other professionals as part of the wide-scale implementation of the Olweus Bullying Prevention Program in Pennsylvania.

<http://www.bullyingpreventioninstitute.org>

Preventing Bullying in Schools through Partnerships | National Institute for Health Care Management Foundation (2013)

This NIHCM Foundation fact sheet describes emerging and promising programs or policies in Maternal and Child Health (MCH), promotes program replication and new collaborations, and creates a dedicated space where health plans and other MCH leaders can share their success stories with peers.

http://www.nihcm.org/images/stories/Bullying_Fact_Sheet_reissued_012913.pdf

Reducing Youth Violence through Community-Level Strategies | National Conference of State Legislators (2014)

Youth violence is a pervasive problem in many communities across the United States. Youth violence includes behavior such as schoolyard physical fighting, gang violence, bullying and electronic aggression. <http://www.ncsl.org/research/health/reducing-youth-violence-through-community-level-strategies.aspx>

School-Based Programs to Reduce Bullying and Victimization | U.S. Department of Justice (2010)

This report presents a systematic review and meta-analysis of the effectiveness of programs designed to reduce school bullying perpetration and victimization. The authors analyzed 44 evaluations of bullying prevention programs. The results showed that, overall, school-based anti-bullying programs are effective in reducing bullying and victimization. On average, bullying decreased by 20-23 percent, and victimization decreased by 17-20 percent. The authors suggest that new anti-bullying programs should be designed based on the key program elements that they have found to be most effective. They recommend that a system of accrediting anti-bullying programs should be developed, supervised by an international body such as the International Observatory on Violence in Schools.

<http://www.ncjrs.gov/pdffiles1/nij/grants/229377.pdf>

Second Step: A Violence Prevention Curriculum for Grades Prek-8 | Committee for the Children

This curriculum is designed to reduce impulsive and aggressive behavior in children by increasing their social competency skills. The program is composed of three grade-specific curricula: preschool/kindergarten (Pre/K), elementary school (grades 1-5), and middle school (grades 6-8). The curricula are designed for teachers and other youth service providers to present in a classroom or other group setting. A parent education component, “A Family Guide to Second Step” for Pre/K through grade 5, is also available. The program is listed as “evidenced-based” on the Bullyinginfo.org website.

<https://www.crimesolutions.gov/ProgramDetails.aspx?ID=221>

Steps to Respect: A Bullying Prevention Program for Grades 3-6 | Committee for Children

This program is designed to decrease school bullying problems by (1) increasing staff awareness and responsiveness, (2) fostering socially responsible beliefs, and (3) teaching social-emotional skills to counter bullying and promote healthy relationships. The program also aims to promote skills (e.g., group joining, conflict resolution) associated with general social competence. The program is recommended by the U.S. Department of Education.

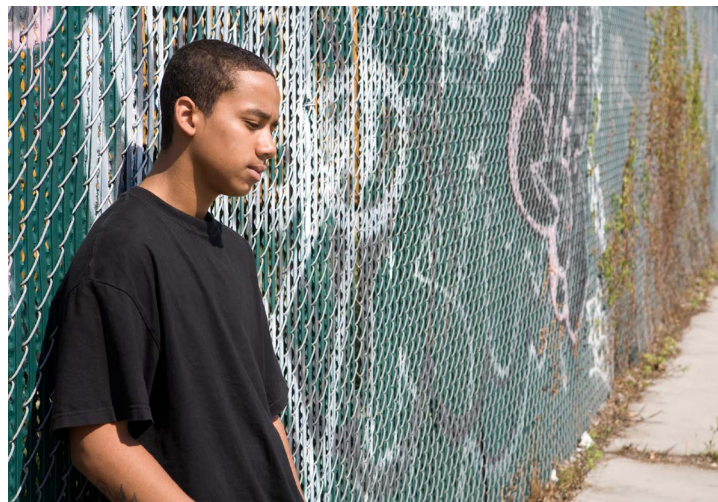
<http://www.cfchildren.org/steps-to-respect.aspx>



Sustained Decreases in Risk Exposure and Youth Problem Behaviors after Installation of the Communities That Care Prevention System in a Randomized Trial | JAMA Pediatrics (2012)

The objective of this study was to test whether the Communities That Care (CTC) prevention system reduced levels of risk and adolescent problem behaviors community-wide 6 years after installation of CTC and 1 year after study-provided resources ended. Researchers concluded that using the CTC system can produce enduring reductions in community-wide levels of risk factors and problem behaviors among adolescents beyond the years of supported implementation, potentially contributing to long-term public health benefits.

<http://archpedi.jamanetwork.com/article.aspx?articleid=1107692>



Policies, Laws, and Legislation

Bullying as a Disability in Public Elementary and Secondary Education | Social Science Research Network (2012)

By 2012, 46 states had enacted anti-bullying statutes, 36 of which explicitly reached cyberbullying. The statutes typically amended the state education act to require public school districts to adopt written anti-bullying policies, teach prevention curricula, discipline bullies, and cooperate with law enforcement when bullying turns criminal. By acting in such unison, the state legislatures articulated a national consensus that school bullying inhibits learning by substantially disrupting or interfering with the educational mission and compromising victims' physical or emotional security.

http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2035568

State Cyberstalking and Cyberharassment Laws | National Conference of State Legislators (2013)

States have enacted “cyberstalking” or “cyberharassment” laws or have laws that explicitly include electronic forms of communication within more traditional stalking or harassment laws. In addition, recent concerns about protecting minors from online bullying or harassment have led states to enact “cyberbullying” laws. This chart identifies state laws that include specific references to electronic communication. However, other state laws may still apply to those who harass, threaten or bully others online, although specific language may make the laws easier to enforce. This chart classifies the various state laws addressing different types of online behaviors, cyberstalking and cyber

<http://www.ncsl.org/research/telecommunications-and-information-technology/cyberstalking-and-cyberharassment-laws.aspx>

State Laws on Bullying: A Stop Bullying Campaign Webpage

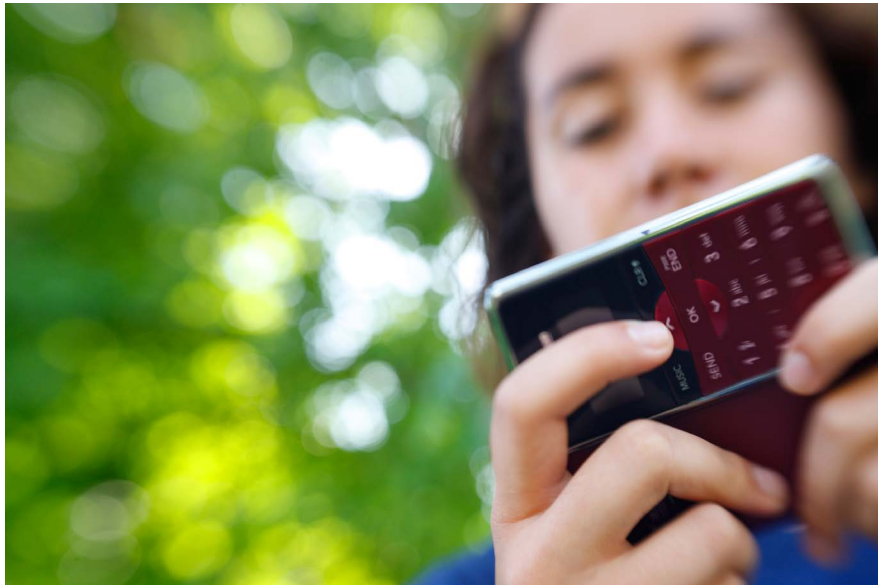
The laws include one or more of the following requirements: (1) develop a policy to prohibit bullying, (2) encourage the implementation of a bullying prevention program, (3) provide employee training on bullying prevention, (4) report school bullying incidents to authorities, and (5) emphasize the importance of disciplinary action for children who bully.

<http://www.stopbullying.gov/laws/index.html>

State Legislation on Bullying, Cyberbullying, and Online Impersonation | Council of State Governors (2011)

The Council of State Governments' Committee on Suggested State Legislation has compiled and reviewed state bills about bullying, cyberbullying, and impersonating someone online, along with related resources about these topics.

<http://knowledgecenter.csg.org/drupal/content/bullyingcyberbullyingonline-impersonation>



U.S. Education Secretary Highlights Best Practices of Bullying Policies | U.S. Department of Education (2010)

In response to requests for assistance from state and local officials across the country following a rash of bullying-related suicides, U.S. Secretary of Education Arne Duncan distributed a memo to state leaders outlining key components of strong state bullying laws and policies. The technical assistance memo is intended to serve as a reference for state and local officials developing or revising anti-bullying legislation or policies. In the memo, the Department compiled key components of existing anti-bullying laws from 29 states. The laws were divided into 11 categories, which ranged from listing examples of bullying behavior to specifying procedures for investigating incidents.

For Secretary Duncan's letter with the attached memo, visit: <http://www.ed.gov/news/press-releases/us-education-secretary-highlights-best-practices-bullying-policies>

U.S. Education Department Guidance on Addressing Harassment and Bullying in Schools | U.S. Department of Education (2010)

The U.S. Department of Education (ED) issued guidance to support educators in combating bullying in schools by clarifying when student bullying may violate federal education anti-discrimination laws. The guidance also makes clear that, while current laws do not protect against harassment based on religion or sexual orientation, they do include protection against harassment of members of religious groups based on shared ethnic characteristics as well as gender and sexual harassment of gay, lesbian, bi-sexual, and transgender individuals.

<http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201010.pdf>

2013 Year in Review: Violence and Injury Prevention Laws | National Conference of State Legislators

This report from the National Conference of State Legislatures (NCSL) summarizes state laws related to violence and injury prevention that were enacted by state legislatures in 2013. It also provides information about current violence and injury prevention issues.

Prior to 2013, 46 states adopted anti-bullying laws. Of these, 45 directed school districts to adopt bullying policies. In 2013, six states passed laws aimed at preventing bullying by creating new requirements for schools or modifying existing bullying laws. A brief description of these laws is provided.

<http://www.ncsl.org/research/health/2013-year-in-review-violence-and-injury-prevention-laws.aspx>

Publications and Resources



Cyberbullying: A Special Issue of the Challenge Newsletter | Challenge (2010)

The Challenge newsletter, published by the Office of Safe and Drug-Free Schools, provides news for school safety and health programs.

This special issue of the newsletter is focused on cyberbullying.

The materials include a discussion on bullying in the digital age, led by Dr. Susan Limber, a nationally recognized bullying prevention expert, an overview of the current research on the subject, suggestions on the steps that school officials can take to address cyberbullying, a brief on legislation and policies, and some guidelines for teens' online safety.

http://issuu.com/challengeorg/docs/challenge_16_1

Electronic Media and Youth Violence: A CDC Issue Brief for Educators and Caregivers (2008)

This issue brief focuses on the phenomena of electronic aggression, which is defined as any kind of harassment or bullying that occurs through email, chat rooms, instant messaging, websites, blogs, or text messaging.

The brief summarizes what is known about young people and electronic aggression, provides strategies for addressing the issue with young people, and discusses the implications for school staff, education policy makers, and parents and caregivers.

<http://www.cdc.gov/violenceprevention/pdf/EA-brief-a.pdf>

The Overlap Between Cyberbullying and Traditional Bullying | Journal of Adolescent Health (2015)

Cyberbullying appears to be on the rise among adolescents due in part to increased access to electronic devices and less online supervision. Less is known about how cyberbullying differs from traditional bullying which occurs in person and the extent to which these two forms overlap. Our first aim was to examine the overlap of traditional bullying (relational, verbal, and physical) with cyberbullying. The second aim examined student- and school-level correlates of cyber victimization as compared to traditional victims. The final aim explored details of the cyberbullying experience (e.g., who sent the message, how was the message sent, and what was the message about).

[http://www.jahonline.org/article/S1054-139X\(14\)00758-7/abstract](http://www.jahonline.org/article/S1054-139X(14)00758-7/abstract)

Preventing Bullying: The Role of Public Health and Safety Professionals | CSN (2011)

This CSN publication explains what maternal and child health and other public health and safety practitioners can do about bullying. It includes examples of how public health and safety professionals can help prevent bullying and its consequences.

<http://www.childrensafetynetwork.org/sites/childrensafetynetwork.org/files/PreventingBullyingRolePublicHealthSafetyProfessionals.pdf>

A Public Health Approach to Bullying Prevention | American Public Health Association (2014)

This publication serves as a practical, sustainable, cost-efficient strategy to tackle bullying. More importantly, it may be the best approach to providing legitimate and sustainable hope to our children at a time when bullying is becoming increasingly more difficult to tackle. This text serves as invaluable resource to parents and professionals looking for advice on specific facets of school-based bullying.

<http://secure.apha.org/imis/ItemDetail?iProductCode=978-087553-0413&CATEGORY=BK>

<http://ajph.aphapublications.org/doi/book/10.2105/9780875530413>

Understanding Bullying - Fact Sheet | CDC (2013)

This fact sheet by the Centers for Disease Control and Prevention (CDC) has six sections: (1) How Does Bullying Affect Health?, (2) Why Is Bullying a Public Health Problem? (3) Who Is at Risk for Bullying? (4) How Can We Prevent Bullying? (5) How Does CDC Approach Bullying Prevention? and (6) Where Can I Learn More?

http://www.cdc.gov/violenceprevention/pdf/bullying_factsheet.pdf

Understanding the Roles of Health and Safety Professionals in Community-Wide Bullying Prevention Efforts: What is Known About Bullying and How It Relates to Health and Safety Professionals? | Stop Bullying

This resource is tailored for health and safety professionals as a guide to the [StopBullying.gov](http://www.stopbullying.gov) training module.

http://www.stopbullying.gov/prevention/training-center/hrsa_guide_health-and-safety-professionals_508v2.pdf



At-Risk Populations

Bullying, Harassment, School-Based Violence | Safe Schools Coalition

The Safe Schools Coalition (SSC) is an international public-private partnership in support of LGBT youth that is working to help schools in the U. S. and all over the world become safe places. A special page of the SSC website considers bullying, harassment, and school violence. It offers numerous materials for school-wide prevention projects.

http://www.safeschoolscoalition.org/RG-bullying_harassment_schoolbasedviolence.html

Bullying of Students with Disabilities Addressed in Guidance to America's Schools | US Department of Education (2014)

The U.S. Education Department's Office for Civil Rights (OCR) issued guidance to schools reminding them that bullying is wrong and must not be tolerated—including against America's 6.5 million students with disabilities.

<http://www.ed.gov/news/press-releases/bullying-students-disabilities-addressed-guidance-america%E2%80%99s-schools>

Growing up LGBT in America: A Quality of Life Report | Human Rights Campaign (2012)

In 2012, the Human Rights Campaign released "Growing Up LGBT in America," a study of 10,000 LGBT young people and straight youth ages 13-17. The study is the largest known survey of LGBT youth. A major finding of the study was that LGBT youth are twice as likely as their peers to say they have been physically assaulted, kicked, or shoved at school. More than one-half of LGBT youth (54 percent) say they have been verbally harassed and called names involving anti-gay slurs.

http://www.hrc.org/files/assets/resources/Growing-Up-LGBT-in-America_Report.pdf

National School Climate Survey | GLSEN (2013)

This project, coordinated by the Gay, Lesbian, and Straight Education Network (GLSEN) since 1999, is the only national survey to document the experiences of students who identify as LGBT in America's secondary schools. The 2013 National School Climate Survey is GLSEN's 8th biennial report on the school experiences of LGBT youth in schools, including the in-school resources that support LGBT students' well-being, the extent of the challenges that they face at school, and insights into many other aspects of LGBT students' experiences. The survey has consistently indicated that a safer school climate directly relates to the availability of LGBT school-based resources and support, including Gay-Straight Alliances, inclusive curriculum, supportive school staff, and comprehensive anti-bullying policies.



The full 2013 National School Climate Survey report includes information LGBT middle and high school students' experiences with hearing biased language, experiences of harassment and assault, anti-LGBT discrimination at school, and the availability and impact of supportive school resources, as well as demographic and school characteristic differences and information about changes in school climate over time.

<http://glsen.org/nscs>

A Report on the Status of Gay, Lesbian, Bisexual and Transgender People in Education: Stepping Out of the Closet, Into the Light | National Education Association (2009)

This report considers the status of LGBT students based on the principle that every student has the human and civil right to a quality public education. Interspersed throughout this report are vignettes from students that the authors interviewed, including the testimonials from students attending the LGBT-friendly Harvey Milk School in New York City.

<http://www.eric.ed.gov/PDFS/ED505970.pdf>

Safe at School: Addressing the School Environment and LGBT Safety through Policy and Legislation | UCLA and NEPC (2010)

This brief by the Williams Institute in the UCLA Law School and the National Education Policy Center (NEPC) describes numerous cases of mistreatment of LGBT students, including recurring examples of traumatic peer mistreatment; the resulting harm to the academic achievement and aspirations of LGBT students; lives lost through assaults and suicide; disproportionately high LGBT runaway and teen homelessness rates; and the particular ongoing challenges faced by LGBT students of color. The brief also presents evidence of the institutional failures to appreciate the overarching importance of school climate, recognize that LGBT educators can play positive roles, and address the overt homophobia in many school sports programs. To address these issues, the brief presents a menu of policy recommendations and legislative options for school districts and states.

http://www.greatlakescenter.org/docs/Policy_Briefs/Biegel_LGBT.pdf

Bullying and Co-Occurring Issues

Association between Bullying and Psychosomatic Problems: A Meta-Analysis | Pediatrics (2009)

According to this systematic review, bullying doubles the risk for psychosomatic illness in children. The authors looked at 11 recent studies that examined the association between involvement in bullying and psychosomatic complaints in youth aged 7-16 years. The results showed that victims and bullies had a significantly higher risk for psychosomatic problems than their uninvolved peers. Given that school bullying is a widespread phenomenon in many countries, the authors suggest that bullying be considered an international public health issue.

<http://pediatrics.aappublications.org/content/123/3/1059.abstract>

Bullying and Depressive Symptomatology among Low-Income, African-American Youth | Journal of Youth and Adolescence (2010)

This study explores the effects of bullying on depression in African American youth. By removing race/ethnicity from the current analysis, the researchers examined intra-racial behavior among youth. The authors identify risk and protective factors associated with symptoms of depression and point the way to further study.

<http://www.springerlink.com/content/vw16r583t125h67x/fulltext.pdf>

Bullying and Suicide among LGBT Youth | Suicide Prevention Resource Center (2011)

The Suicide Prevention Resource Center has released, "Suicide and Bullying," a brief on the relationship between bullying and suicide, especially as it relates to lesbian, gay, bisexual, and transgendered (LGBT) youth. The brief describes the extent of the problem and identifies strategies for bullying and suicide prevention.

http://www.sprc.org/library/Suicide_Bullying_Issue_Brief.pdf

Bullying and Suicide: The Dangerous Mistake We Make | Huffington Post (2012)

Though bullying-related suicides frequently make headlines, experts warn that the majority of suicides are not so simple; there are many factors that contribute to suicide. Professionals in the field worry that focusing too much on external factors such as bullying or family problems not only ignores underlying mental health issues, but also rationalizes suicidal thoughts and behavior.

http://www.huffingtonpost.com/2012/02/08/bullying-suicide-teens-depression_n_1247875.html?ref=tw

Bullying and Suicidal Behaviors among Urban High School Youth | Journal of Adolescent Health (2012)

This 2012 study determines whether involvement in bullying as a perpetrator, victim, or both victim and perpetrator (victim-perpetrator) was associated with a higher risk of suicidal ideation or suicide attempts among a multiethnic urban high school population in the U. S.

<http://www.sciencedirect.com/science/article/pii/S1054139X1100677X>

Bullying and Suicide: A Public Health Approach | Journal of Adolescent Health (2013)

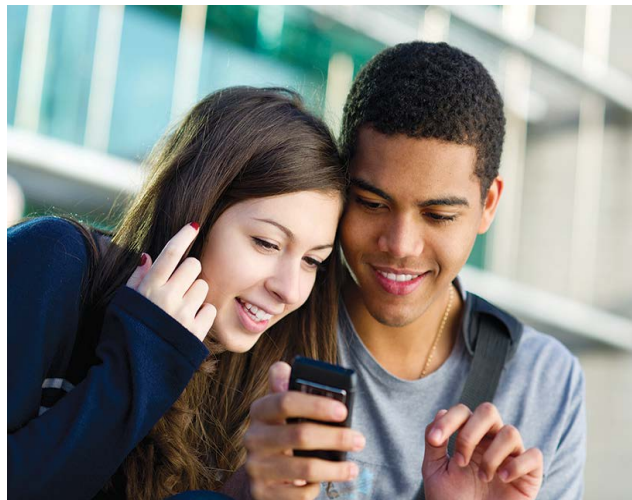
Several recent studies have found an association between bullying and depression or bullying and suicide-related behaviors, and one study found evidence consistent with a causal link, at least for girls. These studies, in conjunction with extensive media coverage of the deaths by suicide of several young people who were victims of bullying, led the CDC to convene an expert panel focusing on the relationship between bullying involvement and suicide-related behaviors.

<http://www.jahonline.org/issue/S1054-139X%2813%29X0015-1>

Bullying as a Longitudinal Predictor of Adolescent Dating Violence | Journal of Adolescent Health (2014)

One suggested approach to preventing adolescent dating violence is to prevent behavioral precursors to dating violence, such as bullying. However, no longitudinal study has examined bullying as a behavioral precursor to dating violence. In this study, longitudinal data were used to examine: (1) whether direct and indirect bullying perpetration in the sixth grade predicted the onset of physical dating violence perpetration by the eighth grade and (2) whether the associations varied by sex and race/ethnicity of the adolescent.

<http://www.jahonline.org/article/S1054-139X%2814%2900116-5/abstract>



Bullying Predicts Reported Dating Violence and Observed Qualities in Adolescent Dating Relationships | Journal of Interpersonal Violence (2014)

The relationship between reported bullying, reported dating violence, and dating relationship quality measured through couple observations was examined. The bullying of boys, but not girls, was significantly related to dating violence perpetration. Age interactions showed that bullying was positively predictive of dating violence perpetration and victimization for older, but not younger adolescents. Positive affect was also negatively predicted by bullying, but only for girls. These findings add to the growing body of evidence that adolescents carry forward strategies learned in the peer context to their dating relationships.

<http://jiv.sagepub.com/content/early/2014/10/27/0886260514554428.abstract>

The Bully-Sexual Violence Pathway in Early Adolescence | CDC

This document highlights the early findings from a three-year study aimed to examine the overlap between bullying and sexual violence victimization and perpetration in five middle schools in a Midwest state. The first two waves of the study have shown that bullying perpetration and homophobic teasing were significant predictors of sexual harassment perpetration over time. While these findings are preliminary, they do suggest that homophobic teasing may be a component of bullying that may increase the potential for sexual harassment later. In other words, a bully perpetrator who also used homophobic teasing may later turn to sexual harassment.

http://www.cdc.gov/violenceprevention/pdf/asap_bullyingsv-a.pdf

The Co-Occurrence of Substance Use and Bullying Behaviors among U.S. Adolescents: Understanding Demographic Characteristics and Social Influences | Journal of Adolescence (2012)

This 2012 study found that older and Hispanic adolescents were more likely to be substance users and substance-using bullies, whereas younger and African American adolescents were more likely to be bullies. Females were more likely to be substance users, whereas males were more likely to be bullies and substance-using bullies. Spending more evenings with peers posed greater risks for substance use, bullying, and the co-occurrence of both problem behaviors. Paternal knowledge exerted protective effects over-and-above the effects of maternal knowledge. This article also discussed implications for prevention and intervention efforts.

<http://www.sciencedirect.com/science/article/pii/S0140197112000802>

Illuminating the Relationship between Bullying and Substance Use among Middle and High School Youth | Addictive Behaviors (2012)

This study looks at rates of substance abuse among middle and high school students and compares it with student involvement with bullying, establishing a connection between the two and finding that victims of bullying were the most likely to use substances.

<http://www.sciencedirect.com/science/article/pii/S0306460312000020>

Inside the Bullied Brain: The Alarming Neuroscience of Taunting: A News Article | Boston Globe (2010)

This Boston Globe article reviews a new wave of research that bullying can leave an indelible imprint on a teen's brain. Being ostracized by one's peers, it seems, can lead to reduced connectivity in the brain and even sabotage the growth of new neurons. Research into the neurological effects of bullying is still preliminary, and animal models are not perfect replicas of human social behavior. But together, these early findings suggest that bullying -- even the verbal kind -- is more similar to physical and sexual abuse than considered earlier. The two kinds of mistreatment can both produce the same kind of trauma.

http://www.boston.com/bostonglobe/ideas/articles/2010/11/28/inside_the_bullied_brain/?page=1

The Relationship between Bullying and Suicide: What We Know and What It Means for Schools | CDC (2014)

This CDC fact sheet explains what is known about the link between bullying and suicide. The publication examines what the research shows, what school personnel can do, and where to find additional information.

<http://www.cdc.gov/violenceprevention/pdf/bullying-suicide-translation-final-a.pdf>

Suicide and Bullying: An SPRC Issue Brief | Suicide Prevention Resource Center (2011)

This issue brief examines the relationship between suicide and bullying among children and adolescents, with special attention to lesbian, gay, bisexual, and transgender (LGBT) youth. It also explores strategies for preventing these problems.

http://www.sprc.org/library/Suicide_Bullying_Issue_Brief.pdf



CSN National Resource Center
43 Foundry Avenue
Waltham, MA 02453
csninfo@edc.org

Facebook: [facebook.com/childrenssafetynetwork](https://www.facebook.com/childrenssafetynetwork)
Twitter: twitter.com/ChildrensSafety
Pinterest: [pinterest.com/childrenssafety](https://www.pinterest.com/childrenssafety)
Newsletter: go.edc.org/csn-newsletter

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