

## Bully Prevention: Promoting Healthy Behaviors & Positive School Climate

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### University of Illinois - Research Program

- SOCIAL-ECOLOGY & SCHOOL-BASED PREVENTION (Espelage & Swearer, 2003; Espelage, 2012, in press)
- EXPOSURE TO VIOLENCE STUDY (Espelage, 1998; Low & Espelage, in press)
- SOCIAL NETWORK ANALYSIS STUDY (Birkett & Espelage, in press; Espelage, Holt, & Henkel, 2003; Espelage, Green, & Wasserman, 2007; Espelage, Green, & Polanin, 2012)
- SEXUAL HARASSMENT, DATING VIOLENCE, & BULLYING STUDIES (Holt & Espelage, 2003; Holt & Espelage, 2005; Espelage & Holt, 2006; Espelage, Basile, & Hamburger, 2012)
- THEORY OF MIND, EMPATHY, & PEER RELATIONS (Espelage et al., 2004; Mayberry & Espelage, 2006)
- SEXUAL VIOLENCE, & BULLYING (Poteat & Espelage, 2006; Espelage et al., 2008; Espelage et al., 2012)
- YOUTH & MENTAL HEALTH OUTCOMES (Espelage, Aragon, Birkett, & Koenig, 2008; Poteat, Espelage, & Koenig, 2009; Birkett, Espelage, & Koenig, 2009; Robinson & Espelage, 2012, 2013)
- STUDENTS WITH DISABILITIES - Victimization & Psychological Correlates & SEL prevention (Rose et al., 2010; Rose & Espelage, 2012; Rose, Polanin, & Espelage, in press)
- SCHOOL CLIMATE, ACADEMIC ENGAGEMENT (Espelage et al., in press)

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### Espelage Mantra: With Awareness Comes Misperception

<p><u>Misperception in Media</u>                  Bullying is an epidemic.                  Bully-suicide linked.                  Bully are young criminals.                  Bullies need to be punished.                  Bullies – dysfunctional families</p>	<p><u>Scientific Evidence</u>                  Bully Rates Have Not Changed                  Bully Only One of Many Predictors                  Bullies are diverse in their outcomes                  Ignores Group Phenomena                  Good kids get involved in bullying</p>
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## Abandon Word – Bullying?


- **May 1, 2013: Dorothy Espelage cited in USA TODAY: “Stop using the word 'bullying' in school”**
- **Bullying:**
  - Victimization
  - Aggression
  - Mean/Cruel Behavior
  - Disrespect
  - Sexual Harassment
  - Racism
  - Violence

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## 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: [www.cyberbullying.ca](http://www.cyberbullying.ca))

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## Cyberbullying is inescapable (?)

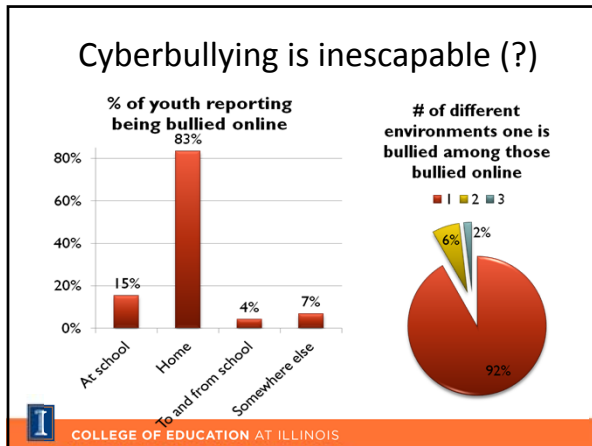
**% of youth reporting bullying**

Mode	Percentage
In person	39%
By phone	10%
Text messaging	14%
Online	17%
Some other way	10%

**# of different modes one is bullied in**

Number of Modes	Percentage
0	56%
1	21%
2	11%
3	6%
4	3%
5	3%

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### CyberBullying (Ybarra, 2011)

- Cyberbullying (bullying online) affects between 15-17% of youth each year; harassment affects about 38%
  - More than 80% youth who use the Internet are **\*not\*** cyberbullied
- About 1/3 of bullied and harassed youth are very or extremely upset
  - 75% who are bullied and harassed youth were not upset
- 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...

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### Transactional Associations Between School-Based Aggression/Bullying & Cyberbullying

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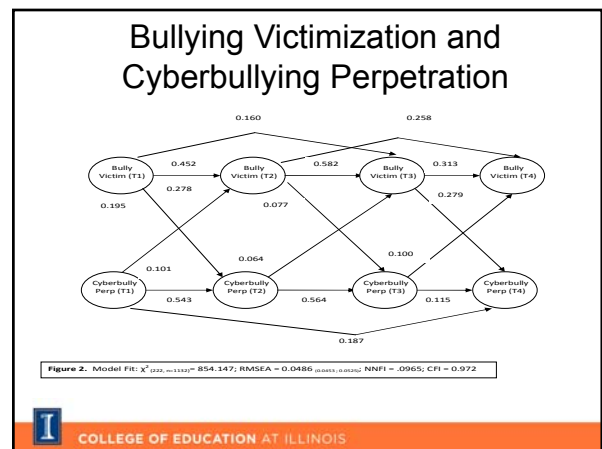
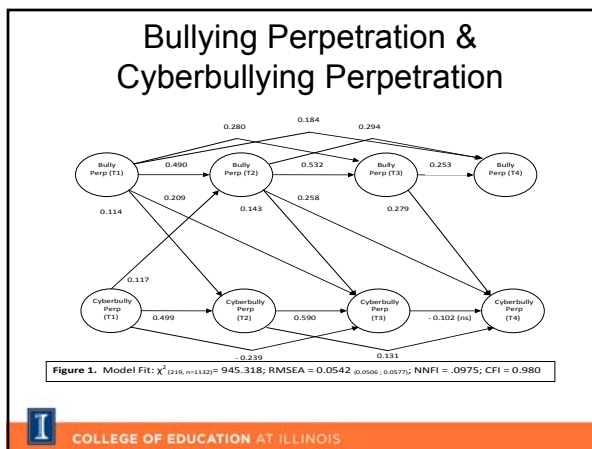
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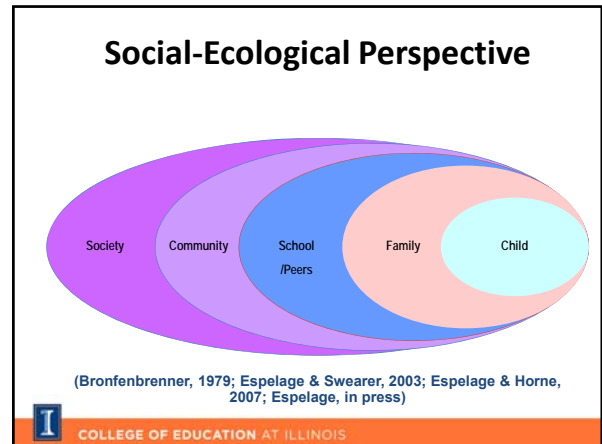
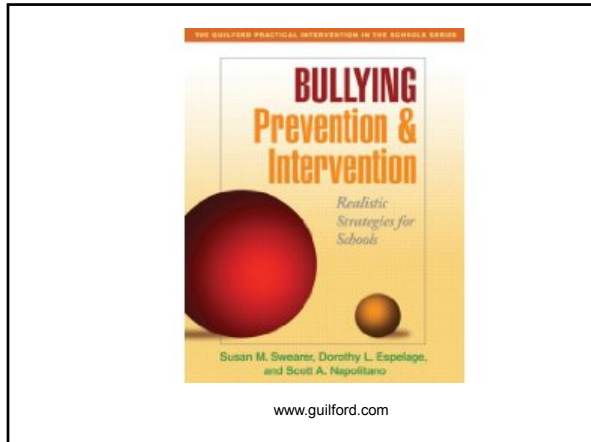
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### Method

- Participants
  - 1,132 students (49.1% female)
  - 3 cohorts (5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> graders)
  - Assessed across 4 waves including Spring/Fall 2008, Spring/Fall 2009
  - Racially diverse (51% Black; 34% White; 3% Hispanic; 3% Asian; 9% Other)

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### Meta-Analytic Study

- Cook, Williams, Guerra, Kim, & Sadek (2010)
  - Reviewed 153 studies since 1970
  - 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

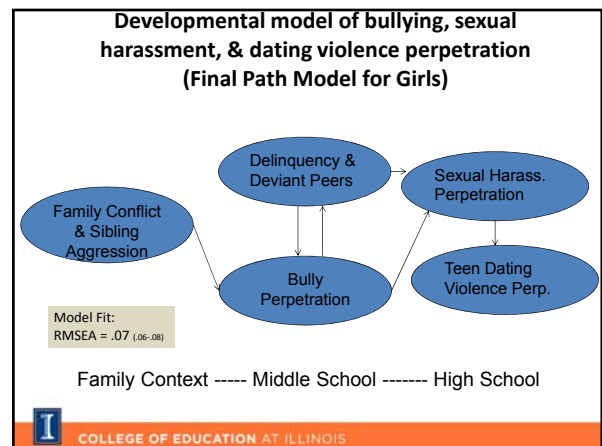
### Individual Correlates of Bullying Involvement

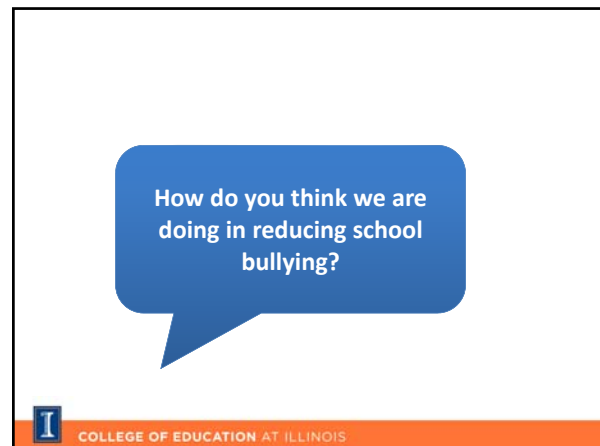
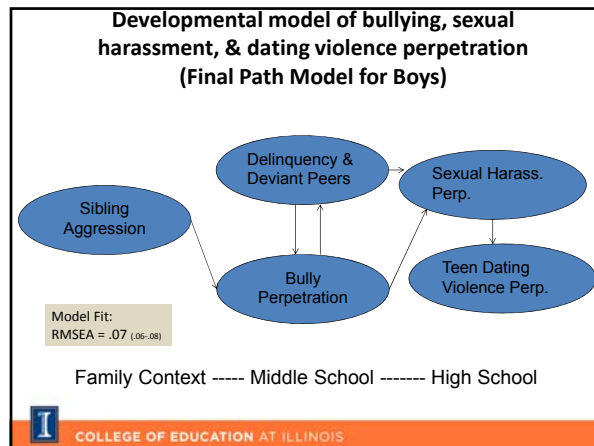
- Depression/Anxiety
- Empathy
- Delinquency
- Impulsivity
- Other forms of Aggression
- Alcohol/Drug Use
- Positive Attitudes toward Violence/Bullying
- Low Value for Prosocial Behaviors
  - For review (Espelage & Horne, 2007; Espelage & Holt, 2012)

### Family & School Risk Factors

<ul style="list-style-type: none"> <li>■ <b>FAMILY</b></li> <li>– Lack of supervision</li> <li>– Lack of attachment</li> <li>– Negative, critical relationships</li> <li>– Lack of discipline/ consequences</li> <li>– Support for violence</li> <li>– Modeling of violence</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>SCHOOL</b></li> <li>– Lack of supervision</li> <li>– Lack of attachment</li> <li>– Negative, critical relationships</li> <li>– Lack of discipline/ consequences</li> <li>– Support for violence</li> <li>– Modeling of violence</li> </ul>
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For review (Espelage, 2012; Espelage & Horne, 2007)





**Meta-Analyses & Systematic Reviews:  
Bully Prevention & Intervention**

- **Six** meta-analytic studies published in peer-review publications that have focused on the efficacy of school-based bully prevention programs (Baldry & Farrington, 2007; Ferguson, San Miguel, Kilburn, & Sanchez, 2007; Merrell, Gueldner, Ross, & Isava, 2008; Polanin, Espelage, & Pigott, 2012; Ttofi & Farrington, 2011; Yeager, Fong, Lee, & Espelage, revise & resubmit)
- **Two** systematic reviews with no meta-analytic statistics (Smith, Schneider, Smith & Ananiadou, 2004; Vreeman & Carroll, 2007).
- These studies indicate that the efficacy of school bullying prevention programs have varied across countries and contexts (Espelage, 2012; Ttofi & Farrington, 2011).

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**Merrell et al., 2008  
School Psychology Review**

- Evaluated effectiveness of 16 bullying efficacy studies across some six countries (six studies in US; two published; Merrell, 2008).
- 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.

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**Ttofi & Farrington, 2011  
Journal of Experimental Criminology**

- Most comprehensive meta-analysis that applied the Campbell Systematic Review procedures.
- Reviewed 44 rigorous program evaluations and randomized clinical trials (RCT) (Ttofi & Farrington, 2011).
- Almost 2/3 of the studies were conducted outside of the US or Canada.
- 1/3 of the programs were based on the Olweus Bully Prevention Program (Olweus, 1999).
- Found that the programs, on average, were associated with a 20% – 23% decrease in bullying perpetration, and a 17% – 20% decrease in victimization.
- However, smaller effect sizes were found for RCT designs in comparison to non-RCT designs.

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**Ttofi & Farrington, 2011  
Journal of Experimental Criminology**

- Decreases in rates of *victimization* were associated with the following special program elements:
  - disciplinary methods
  - parent training/meetings
  - use of videos,
  - cooperative group work
  - greater duration and intensity of the program
- However, work with peers (e.g., peer mediation) was associated with an increase in victimization
- This iatrogenic finding is not new. Scholars have argued for a decade that peer mediation is contraindicated for bully prevention (Espelage & Swearer, 2003).

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### Ttofi & Farrington, 2011 *Journal of Experimental Criminology*

- Decreases in rates of *bully perpetration* for programs that included:
  - parent training/meetings
  - improved playground supervision
  - disciplinary methods
  - classroom management
  - teacher training
  - classroom rules
  - whole-school anti-bullying policy
  - cooperative group work
  - greater number of elements and the duration
- Programs - less effective in the US and in Canada
- Of note, programs inspired by the work of Dan Olweus (1993) had the highest effect sizes

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### Willingness to Intervene in Bullying Episodes Among Middle School Students: Individual and Peer-Group Influences

*Journal of Early Adolescence (2012)*

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Joshua Polanin, M.A., Loyola University, Chicago

This research was supported by Centers for Disease Control & Prevention (#1U01CE001677) to Dorothy Espelage (PI)

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## Results & Conclusions

- In this study (at least for boys) efforts to influence an individual's willingness to intervene will be more successful with careful consideration of the bullying perpetration level among friendship groups.
- Findings suggest importance to explore predictors of attitudes and behaviors across multiple levels, including individual and peer groups.**
- Lack of attention to peer group influences on bullying attitudes and behaviors is an unfortunate phenomenon because bystander intervention is emphasized within some of the most commonly utilized bullying prevention programs (Newman et al., 2000; Olweus, 1993).

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## Bystander Interventions (Polanin, Espelage, & Pigott, 2011)

- 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, C.I.: .12, .30), with larger effects for high school samples compared to K-8 student samples (**HS ES = .44, K-8 ES = .13; p = .001**).
- Analysis of empathy for the victim revealed treatment effectiveness that was positive but not significantly different from zero (ES = .05, CI: -.07, .17).
- Nevertheless, this meta-analysis indicated that programs were effective at changing bystander behavior both on a practical and statistically significant level.

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## Bystander Interventions (Polanin, Espelage, & Pigott, 2011)

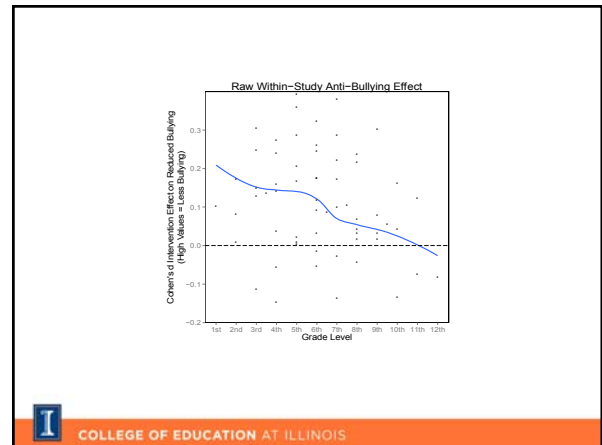
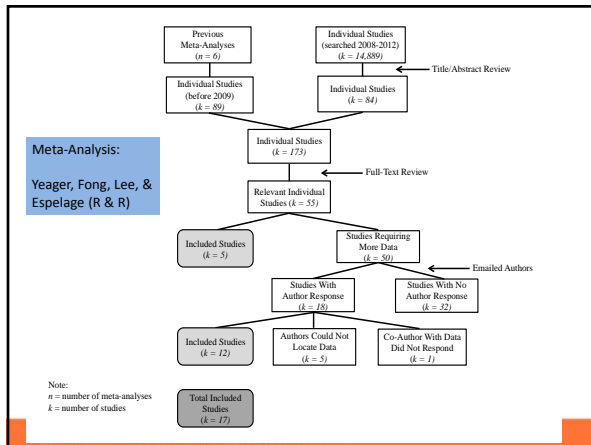
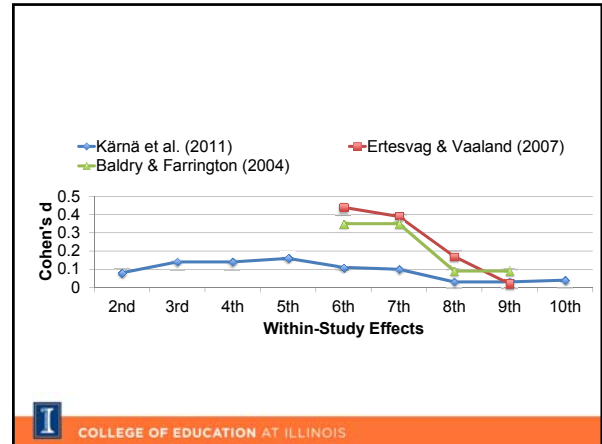
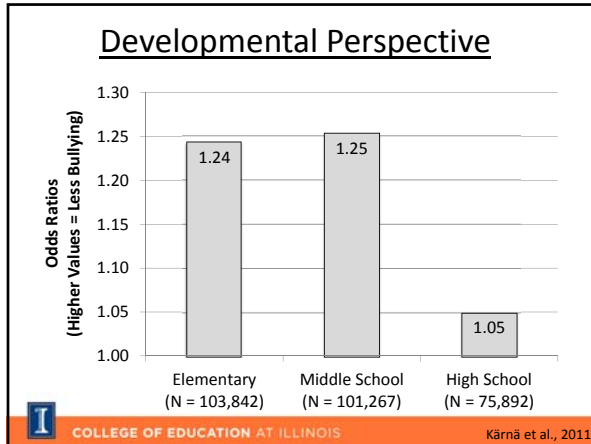
Study (DoP)	Publication Type	Location	N (% male)	Grade range	Intervention Program	Intervention Type & Duration (in months)	Research Design	Intervention E.S.	Empathy E.S.
Andreou, Didaskalou, & Vlachou (2008)	Journal	Greece	418 (60)	4 <sup>th</sup> -6 <sup>th</sup>	Curriculum-Based Anti-Bullying	Group; 1	Quasi-experimental; one treatment and one control	-.01	-.19
Evers, Prochaska, Van Marter, Johnson, & Prochaska (2007)	Journal	Multiple US states	710 (41)	9 <sup>th</sup> -12 <sup>th</sup>	Build Respect	Indiv.; 2	Quasi-experimental matched; two treatment only one control	.46	NA
Fonagy et al. (2009)	Journal	Kansas	578 (46)	3 <sup>rd</sup> -5 <sup>th</sup>	CAPSLE	Group; 24	Experimental; matched school; two treatment and one control	.05	-.23
Frey et al. (2005)	Journal	Washington	913 (51)	3 <sup>rd</sup> -6 <sup>th</sup>	Steps to Respect	Group; 12	Experimental; matched schools; one treatment and one control	.11	.18
Karna, Voeten, & Little (2010)	Article	Finland	8166 (50)	4 <sup>th</sup> -6 <sup>th</sup>	KiVa	Group; 9	Experimental; one treatment and one control	.14	.15

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## Rethinking Bystander Interventions

- Need to consider the following when considering a bystander intervention:
  - Age of target population
  - Gender of target population
  - Peer/adult norms around intervention: Including In-group and out-group norms, justification for bullying**
  - Level of bullying and peer victimization experiences in the school
  - Length of intervention & who to deliver
  - Components of intervention (behavioral modification, modeling with media, awareness raising, parent training)

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## Conclusions

- Importance of consulting theory when meta-analytic results contradict intuition
- Need for improved theory and intervention (and measurement) for bullying among older adolescents

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### MULTI-SITE EVALUATION OF SECOND STEP: STUDENT SUCCESS THROUGH PREVENTION (SECOND STEP – SSTP) IN PREVENTING AGGRESSION, BULLYING, & SEXUAL VIOLENCE

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Research supported by Centers for Disease Control & Prevention (#1U01CE001677)


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## Second Step



**Second Step**  
Student Success Through Prevention

Committee for Children, 2008

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### Second Step: Addresses Multiple Issues



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### 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.

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### 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.

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### 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.

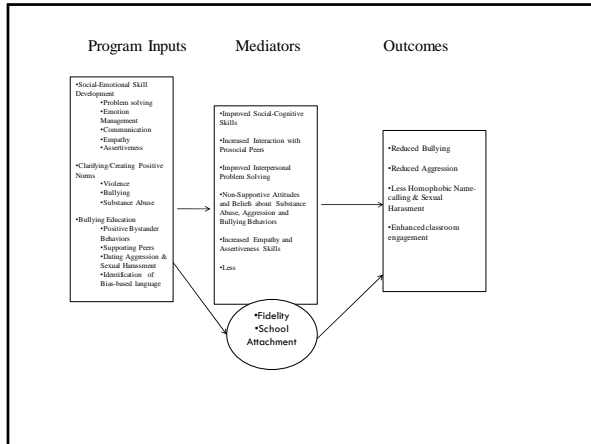
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### Social-Emotional Learning (SEL)

- SEL focuses on the systematic development of a core set of social and emotional skills that help youth more effectively handle life challenges, make better decisions, and thrive in both their learning and their social environments through a climate that supports the practicing of skills.
- A meta-analysis of 213 programs found that if a school implements a quality SEL curriculum, they can expect better student behavior and an 11 point increase in test SCORES (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2010).

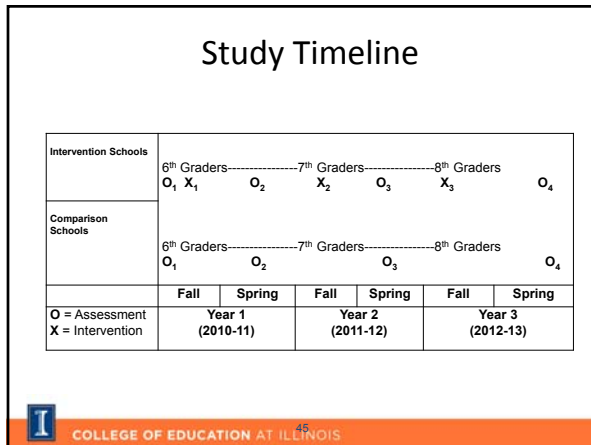
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## Major Study Objective

To rigorously evaluate the overall effectiveness of the Second Step: Student Success Through Prevention program on impacting bullying behavior, peer victimization, and sexual harassment/violence among a large sample of 6<sup>th</sup> graders in a nested cohort longitudinal design.

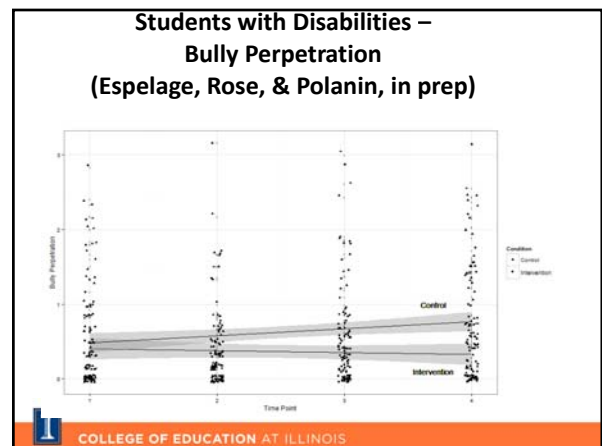


## Study Sample

- 36 middle schools successfully recruited from Illinois and Kansas
- 18 matched pairs: matched on size, reduced lunch, type of school, ethnicity
- Randomly assigned to intervention (Second Step - SSTP) or low-dose control (Stories of Us)
- Student measures at 4 time points, teacher implementation logs after each lesson

## Results for Entire Sample

- 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 42% less likely to self-report fighting other students after year 1; 53% less likely to report homophobic victimization and 36% less likely to report sexual harassment perpetration after year 2 (in Illinois schools only)**
- Further, schools where teachers used lesson content outside of lesson – greater reduction in global statistic of all seven forms of aggression/victimization (Polanin & Espelage, in prep).





### Teacher/Staff perceptions of school culture: Links to student reports of bullying, victimization, aggression, & willingness to intervene

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 Joshua Polanin, M.A., Loyola University, Chicago  
 School Psychology Quarterly (in press)

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## School Culture Matters

“school policies, attitudes and behaviors of teachers, administrators and the student body, and the overall atmosphere or school ethos, determine the internal life or social, emotional, and motivation climate of the school.” (Kasen et al., 2004).

THESE AUTHORS FIND + SCHOOL CULTURE/CLIMATE IS ASSOC. WITH HIGHER ACAD. PERFORMANCE & LESS BULLYING

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### School Environment Survey

- 35 of 36 schools returned surveys; 1 school only submitted 2; thus, data on 34 were included in school-level baseline data.
  - 1428 responses were complete; School  $M = 21.57$  ( $SD = 10.31$ )
  - 66% teachers, 10% support staff, 9% paraprofessionals, 3% counselors, 4% administrators, 2% custodial staff, 1 bus driver, 1 cafeteria worker, 6 student teachers
  - 74% females
  - 75% white, 8% hispanic, 10% black, 4% other
  - Age range from 20-29 years (16%) through over 55 years (15%);  $M = 40$  to 44 years of age
  - Teaching at current school 1<sup>st</sup> year (13%) through 10+ years (18%);  $M = 3$  to 5 years

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### School Environment Scale

- Six scales emerged from factor analyses, measuring teacher/staff PERCEPTIONS OF:
  - Student intervention (5 items;  $\alpha = .83$ )
  - Staff intervention (5 items;  $\alpha = .89$ )
  - Aggression being a problem (5 items;  $\alpha = .80$ )
  - School is doing professional development/administrator support (8 items;  $\alpha = .90$ )
  - Positive school climate overall (7 items;  $\alpha = .85$ )

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### Final Multi-level Model

Variable	Bullying Perpetration		Peer Victimization		Physical Aggression		Willingness to Intervene	
	$\beta$ (SE)	B	$\beta$ (SE)	B	$\beta$ (SE)	B	$\beta$ (SE)	B
Intercept	.39 (.03)**	-	.96 (.04)**	-	.96 (.05)**	-	2.03 (.04)**	-
Individual								
Female	-.03 (.02)	-.03	-.05 (.03)	-.05	-.20 (.03)**	-.21	-.14 (.02)**	.14
Mother's Education	.01 (.01)	.01	.01 (.03)	.03	-.01 (.01)	-.03	.02 (.01)**	.08
White	.17 (.02)**	-.15	.11 (.05)**	.10	-.51 (.05)**	-.47	.18 (.03)**	.17
Hispanic	-.17 (.02)**	-.17	-.23 (.05)**	-.23	-.47 (.05)**	-.46	.09 (.03)**	.09
Asian	-.22 (.04)**	-.07	-.13 (.07)	-.04	-.64 (.06)**	-.21	.19 (.05)**	.06
Bi-racial	.11 (.03)**	-.08	-.01 (.08)	-.01	-.29 (.05)**	-.2	-.12 (.03)**	.08
School-level								
Student Intervention	-.15 (.14)	.04	-.03 (.18)	-.01	.19 (.20)	.05	-.07 (.10)	-.02
Staff Intervention	-.15 (.10)	.04	.30 (.22)	.07	.02 (.19)	.01	-.06 (***)	-.01
Aggression Problem	-.07 (.08)	-.04	-.14 (.12)	-.08	.09 (.12)	.05	-.18 (.06)**	-.10
School Commitment to Bully Prevention	-.20 (.06)**	-.13	-.42 (.09)**	-.27	-.17 (.08)**	-.11	.08 (.05)	.05
Positive Teacher-Staff Student Interactions	-.01 (.11)	.01	.14 (.16)	.04	-.23 (.21)	-.07	-.13 (.08)	.02
Teacher Reporting Practices of Sexual Harassment	-.23 (.10)*	-.08	-.71 (.20)**	-.24	-.13 (.14)	-.05	-.13 (.08)	-.05
State	.05 (.05)	.05	-.04 (.03)	-.04	.05 (.07)	.05	.03 (.04)	.03
Free/Reduced Lunch	.01 (.01)	.05	-.01 (.01)*	-.14	.01 (.02)*	.26	-.01 (.01)*	-.12
% Female	-.66 (.29)**	-.07	-.71 (.32)*	-.08	-.45 (.42)	-.05	.17 (.25)	.02
% White	.17 (.11)	.06	-.49 (.15)**	-.18	.64 (.24)**	.23	-.25 (.11)*	-.09

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School-level								
Student Intervention	-.15 (.14)	.04	-.03 (.18)	-.01	.19 (.20)	.05	-.07 (.10)	-.02
Staff Intervention	-.15 (.10)	.04	.30 (.22)	.07	.02 (.19)	.01	-.02 (.11)	-.01
Aggression Problem	-.07 (.08)	-.04	-.14 (.12)	-.08	.09 (.12)	.05	-.18 (.06)**	-.10
School Commitment to Bully Prevention	-.20 (.06)**	-.13	-.42 (.09)**	-.27	-.17 (.08)**	-.11	.08 (.05)	.05
Positive Teacher-Staff Student Interactions	-.01 (.11)	.01	.14 (.16)	.04	-.23 (.21)	-.07	-.13 (.08)	.02
Teacher Reporting Practices of Sexual Harassment	-.23 (.10)*	-.08	-.71 (.20)**	-.24	-.13 (.14)	-.05	-.13 (.08)	-.05
State	.05 (.05)	.05	-.04 (.03)	-.04	.05 (.07)	.05	.03 (.04)	.03
Free/Reduced Lunch	.01 (.01)	.05	-.01 (.01)*	-.14	.01 (.02)*	.26	-.01 (.01)*	-.12
% Female	-.66 (.29)**	-.07	-.71 (.32)*	-.08	-.45 (.42)	-.05	.17 (.25)	.02
% White	.17 (.11)	.06	-.49 (.15)**	-.18	.64 (.24)**	.23	-.25 (.11)*	-.09

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### Final Multi-level Model

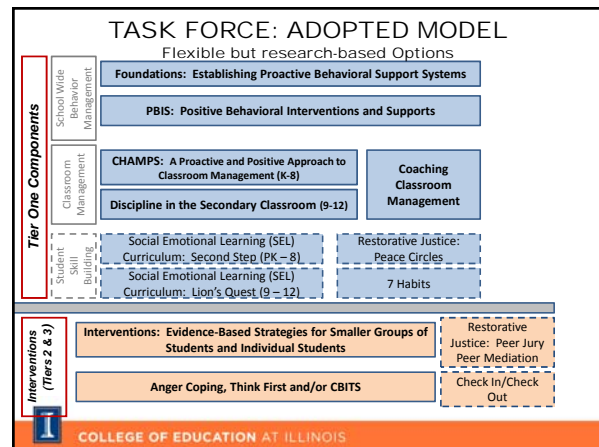
Variable	Bullying Perpetration		Peer Victimization		Physical Aggression		Willingness to Intervene	
	$\beta$ (SE)	B	$\beta$ (SE)	B	$\beta$ (SE)	B	$\beta$ (SE)	B
Intercept	.39 (.03)**	-	.96 (.04)**	-	.96 (.05)**	-	2.03 (.04)**	-
Individual								
Female	-.03 (.02)	-.03	-.05 (.03)	-.05	-.20 (.03)**	-.21	-.14 (.02)**	-.14
Mother's Education	.01 (.01)	.01	.01 (.03)	.03	-.01 (.01)	-.03	.02 (.01)**	.08
White	.17 (.02)**	-.15	.11 (.05)**	.10	-.51 (.05)**	-.47	.18 (.03)**	.17
Hispanic	-.17 (.02)**	-.17	-.23 (.05)**	-.23	-.47 (.05)**	-.46	.09 (.03)**	.09
Asian	-.22 (.04)**	-.07	-.13 (.07)	-.04	-.64 (.06)**	-.21	.19 (.05)**	.06
Bi-racial	.11 (.03)**	-.08	-.01 (.08)	-.01	-.29 (.05)**	-.2	-.12 (.03)**	-.08
School-level								
Student Intervention	.15 (.14)	.04	-.03 (.18)	-.01	.19 (.20)	.05	-.07 (.10)	-.02
Staff Intervention	.15 (.18)	.04	.30 (.22)	.07	.02 (.19)	.01	-.02 (.11)	-.01
Teacher Training	-.07 (.08)	-.04	-.14 (.12)	-.08	.09 (.12)	.05	-.18 (.06)**	-.10
School Commitment to Bully Prevention	-.20 (.06)**	-.13	-.42 (.09)**	-.27	-.17 (.08)**	-.11	.08 (.05)	.05
Positive Teacher-Staff Student Interactions	-.01 (.11)	.01	.14 (.16)	.04	-.23 (.21)	-.07	-.13 (.08)	.02
Gender equity/index of sexual harassment	-.23 (.10)**	-.08	-.71 (.20)**	-.4	-.13 (.14)	-.05	-.13 (.08)	-.05
State	.05 (.05)	.05	-.04 (.03)	-.04	.05 (.07)	.05	.03 (.04)	.03
Time/Reduced Lunch	.01 (.01)	.05	-.01 (.01)*	-.14	.01 (.02)*	.26	-.01 (.01)*	-.12
% Female	-.66 (.29)*	-.07	-.71 (.32)*	-.08	-.45 (.42)	-.05	.17 (.25)	.02
% White	.17 (.11)	.06	-.49 (.15)**	-.18	.64 (.24)**	.23	-.25 (.11)*	-.09

### Environment Differential Prediction

	Bullying Perpetration		Peer Victimization		Physical Aggression		Willingness to Intervene	
	T <sub>00</sub>	R <sup>2</sup>	T <sub>00</sub>	R <sup>2</sup>	T <sub>00</sub>	R <sup>2</sup>	T <sub>00</sub>	R <sup>2</sup>
Unconditional	.014	-	.031	-	.059	-	.011	-
Student Characteristics	.011	21.4	.031	0.00	.029	50.9	.006	45.4
School Characteristics: Demographics	.010	28.6	.030	3.22	.020	66.1	.005	54.4
School Characteristics: Teach/Staff Environment Scales	.004	71.4	.007	77.5	.019	67.8	.003	72.7

### Conclusions

- Prevention programs yield reductions in bullying and victimization, and gender-based aggression.
- Effects are strongest among elementary school children & diminish as youth mature.
- Perceptions of staff matter
- Programs that target individual vs. environment factors might have differential impact on a wide range of outcomes.



### Realistic Strategies

- Simple strategies can help to decrease bullying
  - Use data to make decisions (i.e., Increase hallway monitors; reduce time between classes)
  - Involve PE teachers and coaches in stopping bullying behaviors
- With your support, students can play an important role in decreasing bullying
  - Implement a procedure to allow students to confidentially report bullying incidents
    - Create a confidential reporting system (www.bullytracker.com)
  - Have an open door policy with counselors to address the needs of students involved in bullying

### Realistic Strategies

- Make sure your school has an anti-bullying policy that is consistent with state and federal policies
- Make sure the adult workplace models healthy social relationships
- Work respectfully and collaboratively with families
- Use videos and classroom discussion guides to talk about the detrimental effects of bullying
- Use social-emotional learning activities to create a positive school climate
- Use a positive behavioral interventions and supports to respond effectively to student behaviors

## Resources

<http://www.stopbullying.gov/>  
Newly launched government site, always changing, tips for surveys, and resources that are promising will eventually be added. Bookmark this site.


<http://www.stopbullying.gov/kids/>  
Videos for kids; games

<http://www.cartoonnetwork.com/promos/stopbullying/index.html>  
Cartoon Network Stop Bullying-Speak Up Campaign

<http://www.cartoonnetwork.com/promos/stopbullying/video/index.html>  
Students talk about speaking up video (25 minutes)

<http://www.sesamestreet.org/parents/topicsandactivities/topics/bullying>  
Sesame Street Efforts (16 minute video)

<http://www.pacer.org/bullying/>  
Wide range of resources



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## Clearinghouse/Federal Resources

<http://www.stopbullying.gov/>  
Newly launched government site, always changing, tips for surveys, and resources that are promising will eventually be added. Bookmark this site.


<http://www.campbellcollaboration.org/library.php>  
Meta-analyses of a wide range of topics

<http://www.nrepp.samhsa.gov/>  
National registry of effective programs for aggression, AOD, bullying, etc.

<http://case1.org/>  
Clearinghouse for Social-Emotional Learning Prevention etc.

<http://www.schoolclimate.org/>  
Evidence-based School Climate Site

<http://www.characterplus.org/>  
Character Education site



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## Interactive Resources


<http://www.stopbullying.gov/kids/>  
Videos for kids; games

<http://www.cartoonnetwork.com/promos/stopbullying/index.html>  
Cartoon Network Stop Bullying-Speak Up Campaign

<http://www.cartoonnetwork.com/promos/stopbullying/video/index.html>  
Students talk about speaking up video (25 minutes)

<http://www.sesamestreet.org/parents/topicsandactivities/topics/bullying>  
Sesame Street Efforts (16 minute video)

<http://www.pacer.org/bullying/>  
Wide range of resources



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## Resources

<http://www.pacerteensagainstbullying.org/#/home>  
Teens against bullying

<http://www.pacerkidsagainstbullying.org/>  
Kids against bullying

<http://www.facebook.com/safety/>  
Facebook Safety Tips

<http://www.storiesofus.com/>  
Stories of Us Videos and Curriculum



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## Evidence-Based Resources


<http://www.evidencebasedprograms.org/static/pdfs/GBG%20Manual.pdf>  
Good Behavior Game Manual

<http://www.pbis.org/>  
Positive Behavior Intervention Supports

<https://www.ncjrs.gov/pdffiles1/nij/grants/236175.pdf>  
Shifting Boundaries Intervention

<http://www.cfchildren.org/>  
Developers of Second Step, Steps to Respect

<http://web.uvic.ca/wits/>  
WITS-Canadian bully prevention program



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## Resources

[http://groundspark.org/our-films-and-campaigns/lets-get-real/lgr\\_clips](http://groundspark.org/our-films-and-campaigns/lets-get-real/lgr_clips)  
Let's get real clip (clip 2:37)

<http://groundspark.org/our-films-and-campaigns/straightlaced>  
Straightlaced clip (clip 2:00)

<http://www.glsen.org/cgi-bin/iowa/all/home/index.html>  
Gay, Lesbian, Straight, Education Network Main Website

<http://www.glsen.org/cgi-bin/iowa/all/educator/index.html>  
Gay, Lesbian, Straight, Education Network Main Website Educators



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