

BULLYING PREVENTION:

Updates, Best Practices, & How YOU Make a Difference

Mary Lib Morgan/marylib.morgan@vdh.virginia.gov
Bullying and Youth Violence Prevention Coordinator
Virginia Department of Health



Office of Family Health Services
Division of Prevention and Health Promotion

www.vahealth.org/Injury/preventbullyingVA

My Story



Bullying as a Public Health Problem



Bullying as Gateway Behavior

Physical bullying	→ assault; stalking
Gender bullying	→ sexual harassment/assault
Gender bullying	→ dating abuse/domestic violence
Intimidation for gain	→ extortion
Rumors/Lies	→ defamation of character
Bullying due to R/R/SO*	→ civil rights violation
Bullying the disabled	→ disability harassment
Cyberbullying	→ harassment by communication
Sexting	→ pornography



What Bullying IS – Code of Virginia



“Bullying means any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. ‘Bullying’ includes cyber bullying. ‘Bullying’ does not include ordinary teasing, horseplay, argument, or peer conflict.”

VA 2013 General Assembly
Statute 22.1-276.01

CDC & ED Uniform Definition for Research



Bullying is any ***unwanted, aggressive behavior(s)*** by another youth or group of youths who are not siblings or current dating partners that involves an ***observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.*** Bullying may inflict ***harm or distress*** on the targeted youth, including physical, psychological, social, or educational harm.

What it ISN'T!

Friendly banter/joking



What do you get
when you cross
a chicken and a
dog?



“Pooched”
eggs!

student to student

teacher/staff to student

student to teacher/staff

peer to peer

supervisor to employee

employee to supervisor

What it ISN'T!

CONFLICT



DISAGREEMENT
ARGUMENT
PHYSICAL FIGHT

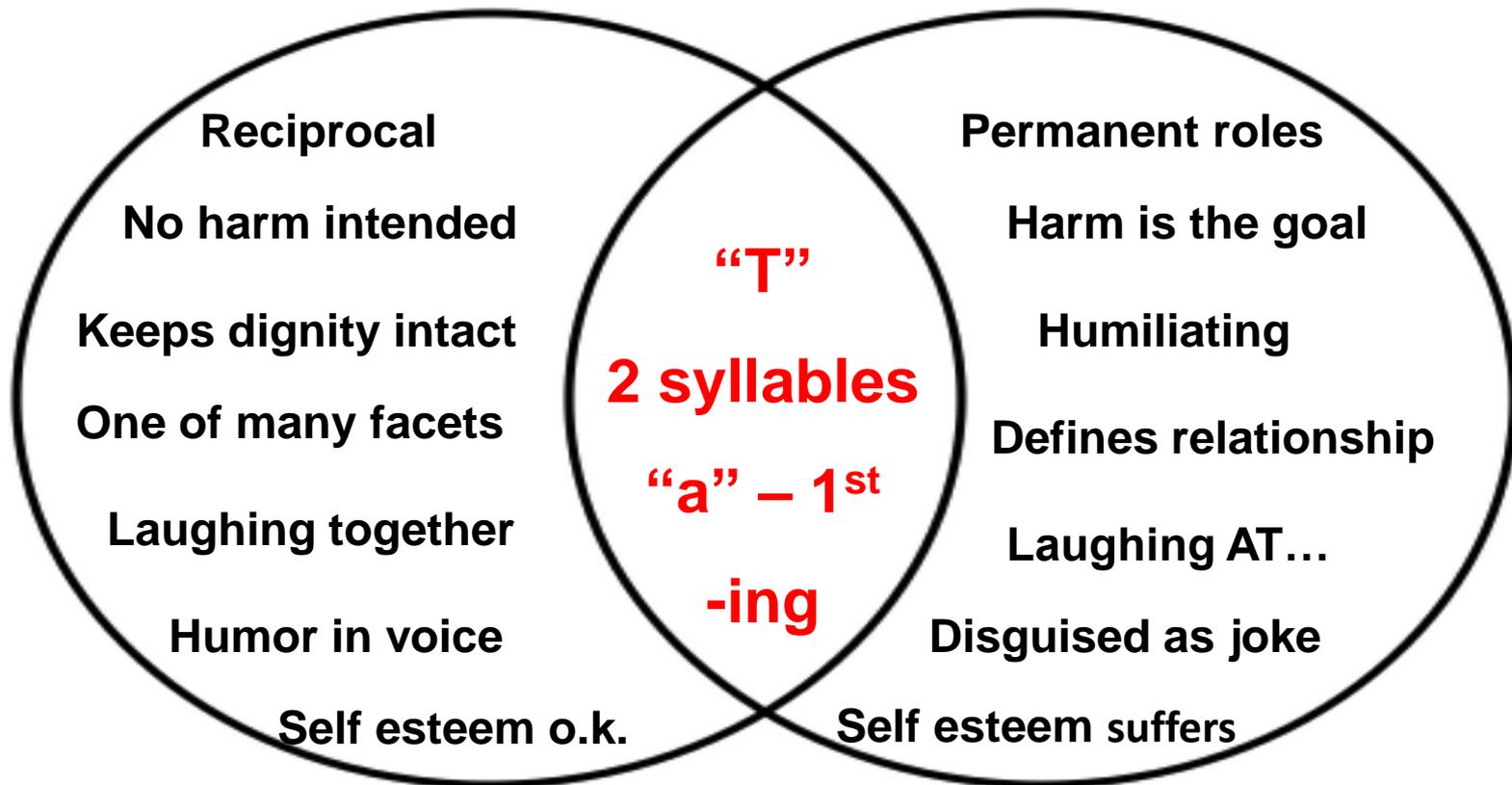
Power and Control



“I was just teasing...”

Teasing

Taunting



Harassment IS NOT Bullying

Dear Colleague Letter, Oct. 26, 2010



race

national origin

disability

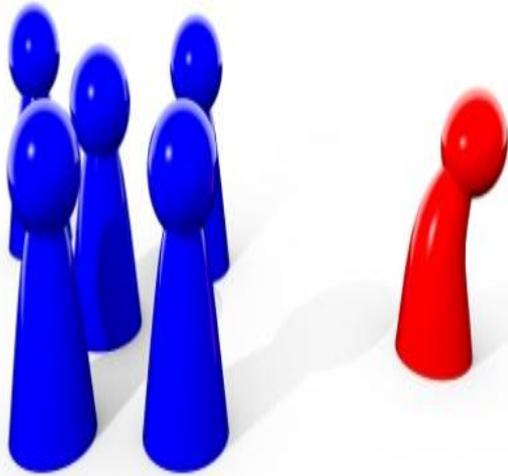
color

sex

The U.S. Department of Education issued the Dear Colleague Letter to:

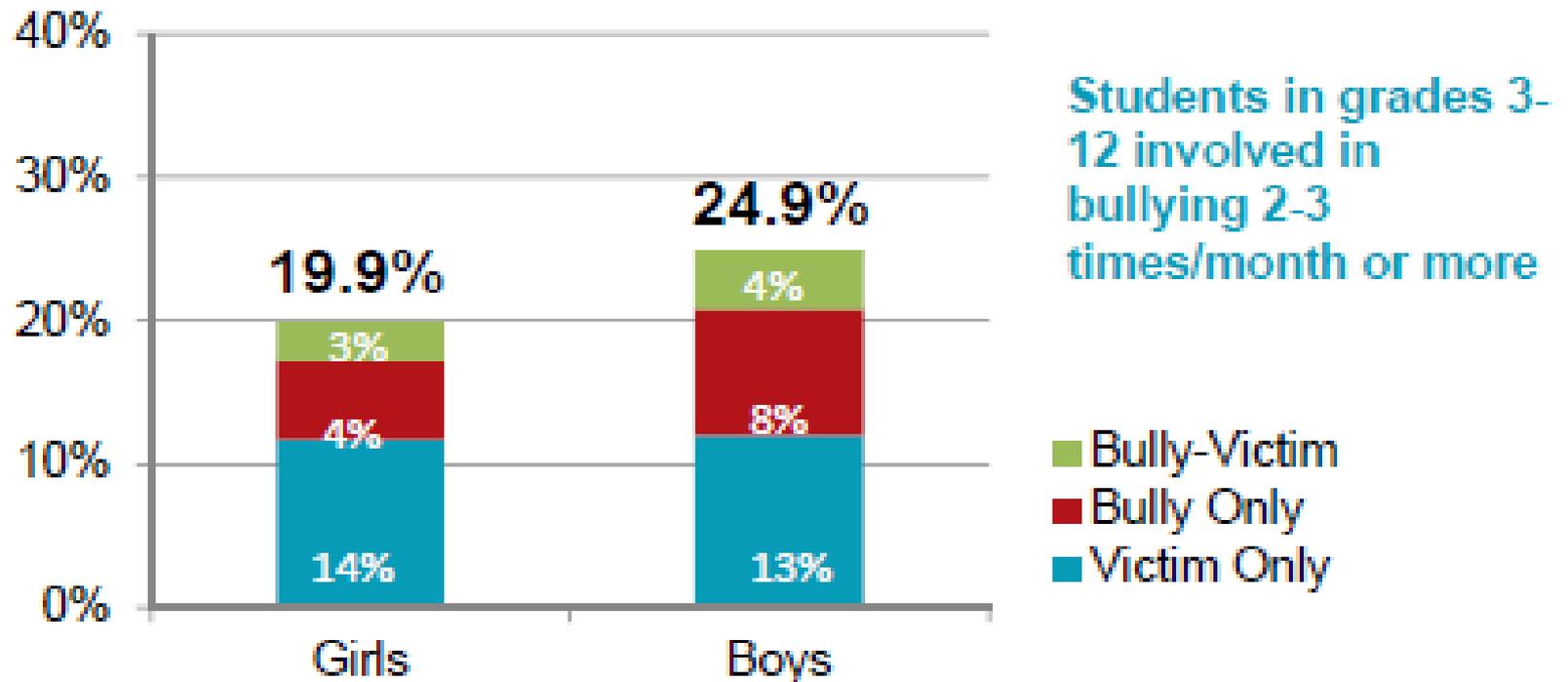
- clarify the relationship between bullying and discriminatory harassment
- encourage schools to consider whether misconduct has risen to the level of harassment in violation of federal civil rights

Office of Civil Rights/US DOE



- FAPE & bullying or harassment
- OCR@ed.gov
- Parental consent for filing
- 800.421.3481
- www2.ed.gov/ocr
- samantha.shofar@ed.gov
- 202.453.6020

How likely are children and youth to bully others?



Source: Olweus & Limber (2010)

2011 VA Youth Survey – Grades 9 - 12

78.5% - felt safe at school most of time or always

20.3% - bullied on school property

14.7% - report bullying another

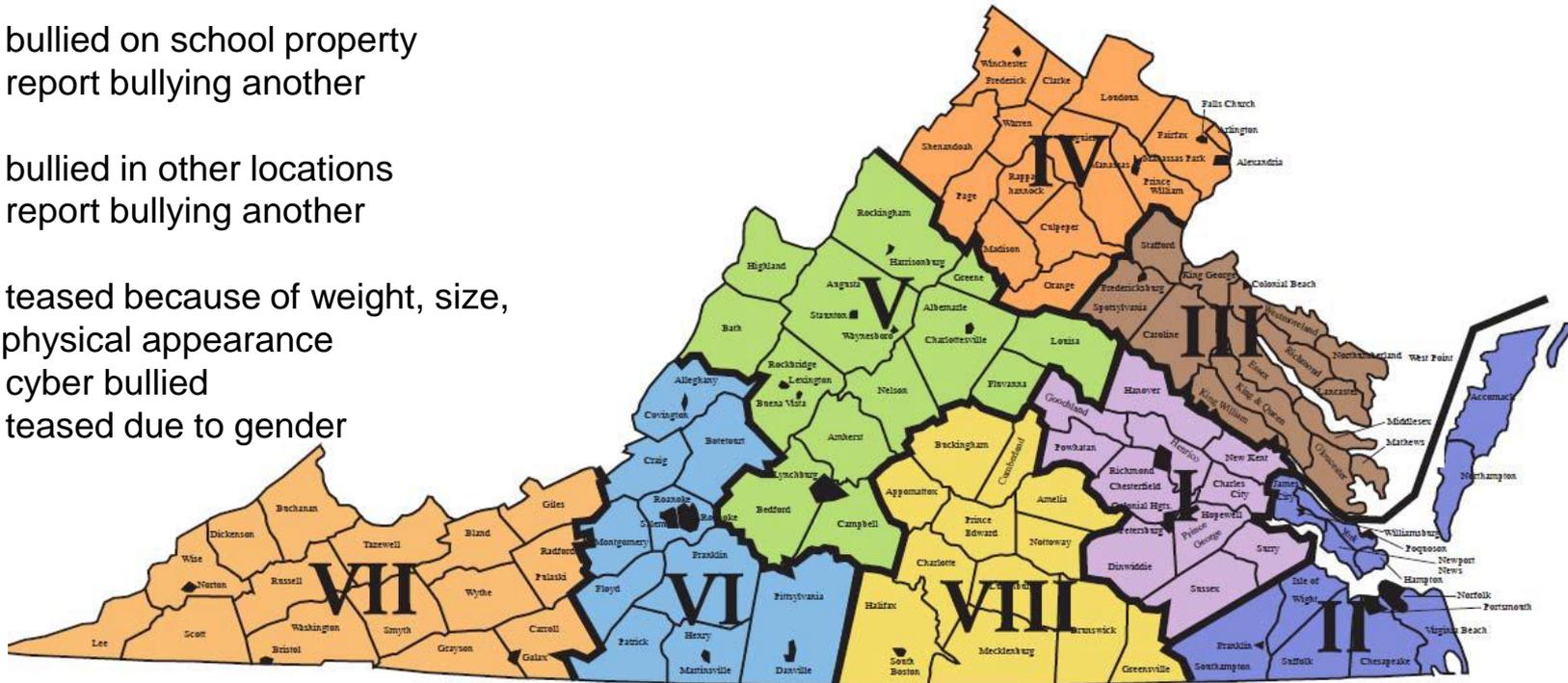
13.3% - bullied in other locations

12.3% - report bullying another

25.6% - teased because of weight, size, physical appearance

14.8% - cyber bullied

8.1% - teased due to gender



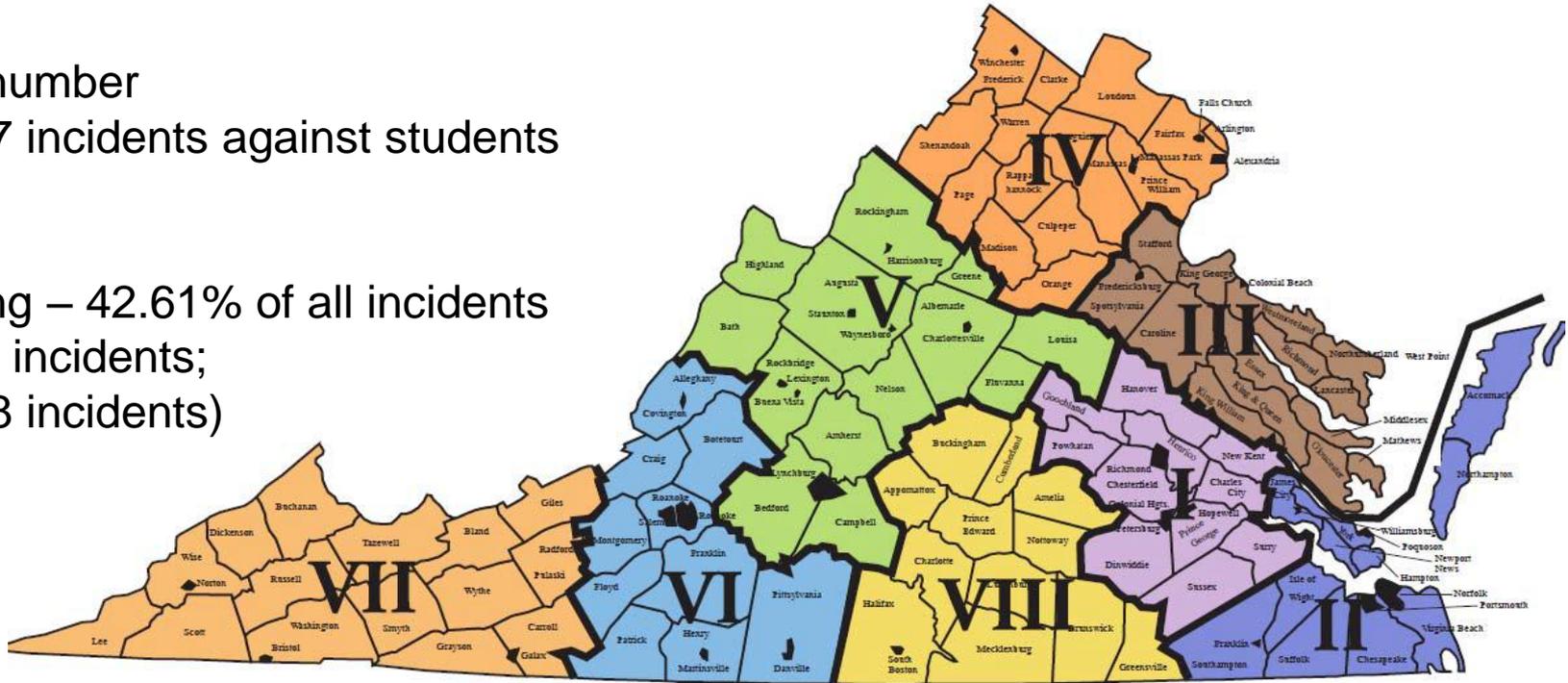
Healthy People 2020 target: 18% or fewer reporting bullying at school - past 12 mo.

2010-2011 Discipline, Crime & Violence Report

1,252,079 students in 1,987 schools/centers, Fall 2010

Total number
14,357 incidents against students

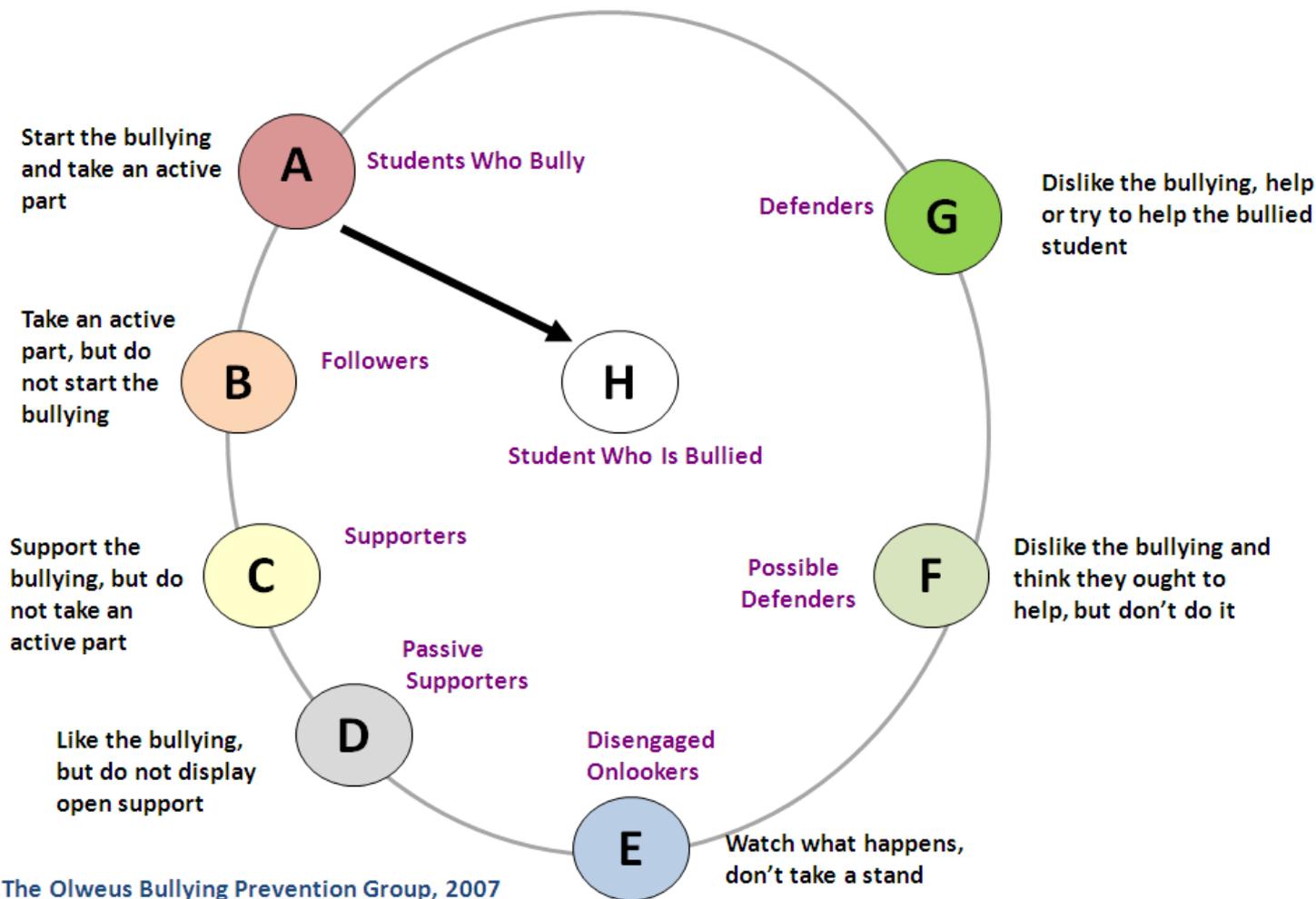
Bullying – 42.61% of all incidents
(6,118 incidents;
up 838 incidents)



How many roles?



Bullying Circle: The Roles Students Play

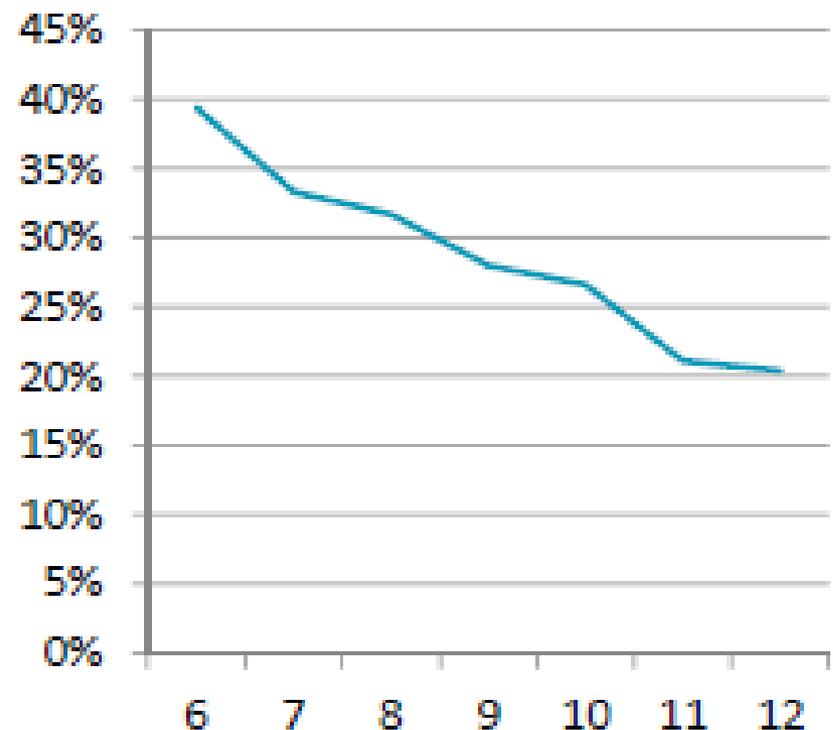


© The Olweus Bullying Prevention Group, 2007

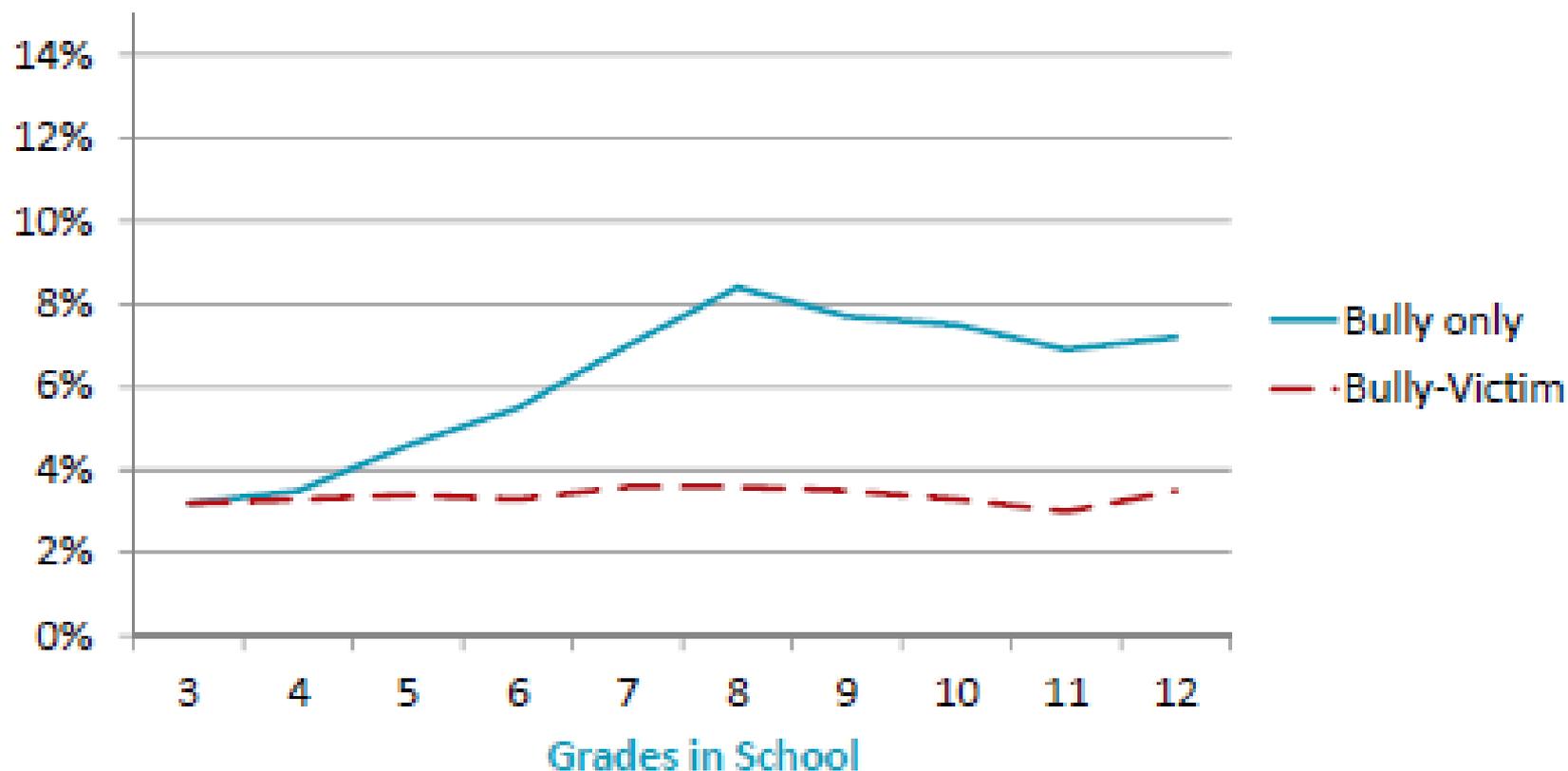
Age Trends in the Frequency of Being Bullied

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

% Bullied in Grades 6-12
(NCES, 2011)

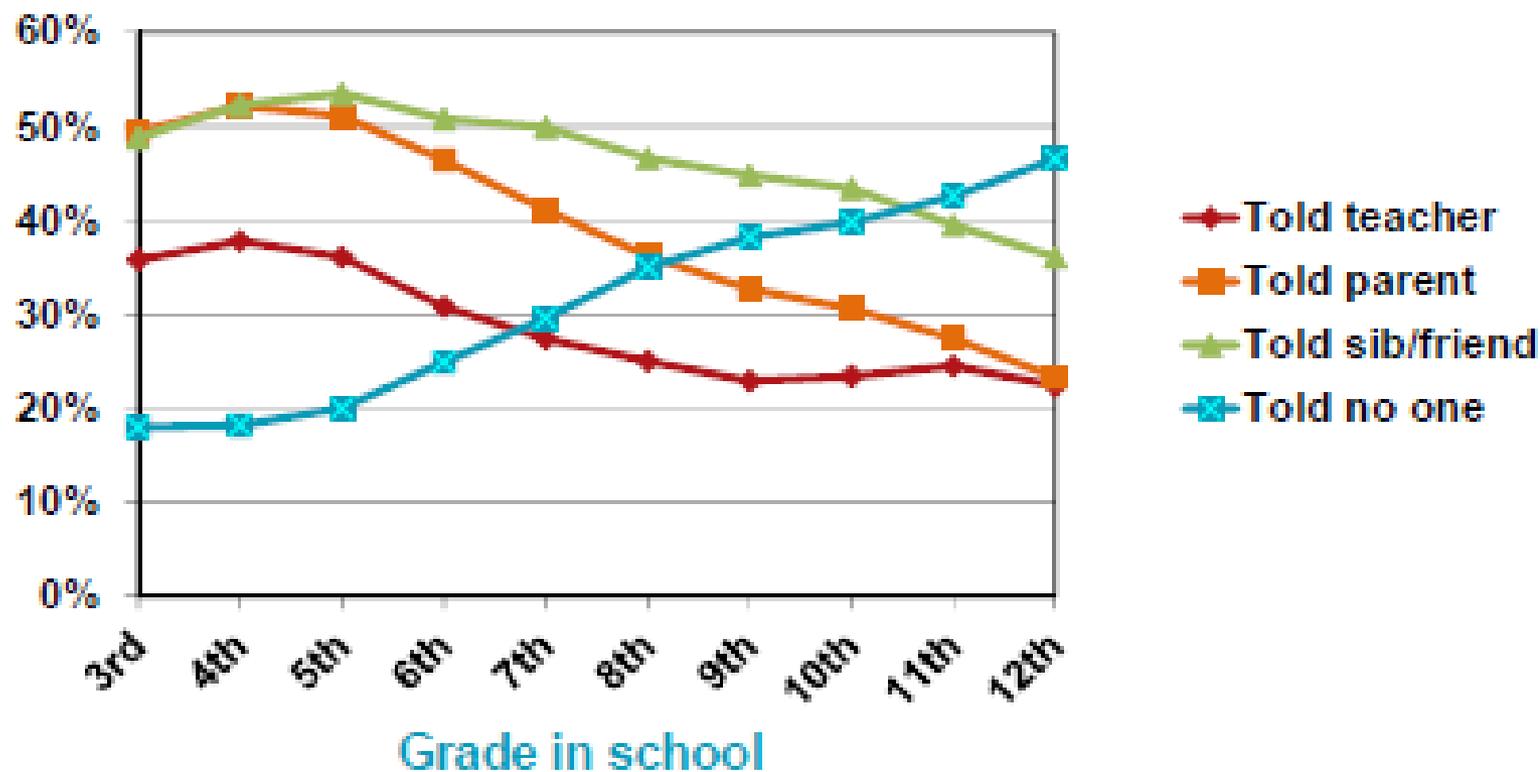


Age Trends in the Frequency of Bullying Others



Source: Olweus & Limber (2010)

Percentage of Bullied Children & Youth Who Have Reported Being Bullied



Source: Olweus & Limber (2010)

Health Consequences of Bullying

Fekkes, et al., 2004

	<u>Bullied</u>	<u>Not bullied</u>
Headache	16%	6%
Sleep problems	42%	23%
Abdominal pain	17%	9%
Feeling tense	20%	9%
Anxiety	28%	10%
Feeling unhappy	23%	5%
Depression scale		
moderate indication	49%	16%
strong indication	16%	2%

Academic Consequences of Bullying

Buhs et al. (2006) Study of Peer Exclusion Victimization and Academic Achievement

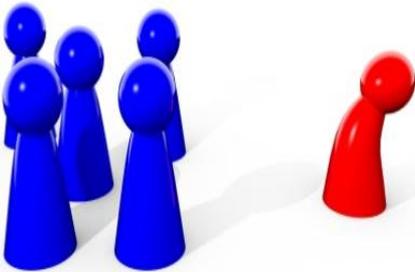


Kindergarten →

- Peer rejection in K linked to peer exclusion & peer abuse, grades K-5.
- Peer exclusion leads to decrease in classroom participation, which leads to decrease in achievement
- Peer abuse leads to increase in school avoidance

Peer Victimization in Fifth Grade and Health in Tenth Grade, Bogart

- 4,297 children in 3 U.S. cities in grades 5, 7, 10
- Evaluated four categories:
 - bullied past and present
 - bullied present only
 - bullied past only
 - not bullied
- Chronic and current bullying associated with:
 - worse physical and mental health
 - greater depression symptoms
 - lowered self-esteem
- Outcomes worst for those bullied past & present



William Copeland, February 2013

Longitudinal study of 1,420 participants assessed 4-6 times between 9-16 years
Assessed in early adulthood at 19, 21, and 24-26 years

Targets reported higher levels of:



Depressive disorders

Anxiety disorders

Generalized anxiety

Panic disorders

Agoraphobia

**TARGETS ARE FOUR TIMES MORE LIKELY THAN AGGRESSORS
TO EXPERIENCE THESE**

Outcomes for the Aggressors, Copeland



Lower levels of emotional disorders

Perpetrators



Petty crime/Violent crime/Domestic abuse/Road rage/Workplace bullies

Olweus Study in Norway

By age 24, 60% of males identified as bullies in their early teens had been convicted of one crime; 40% had been convicted of three or more crimes

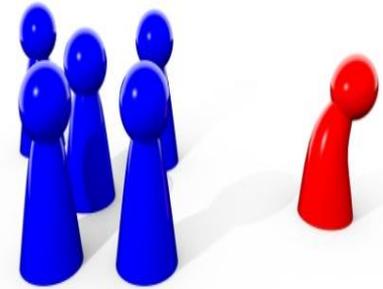
Outcomes for “Provocative Victims”, Copeland

14 x more likely to develop:

Panic disorders

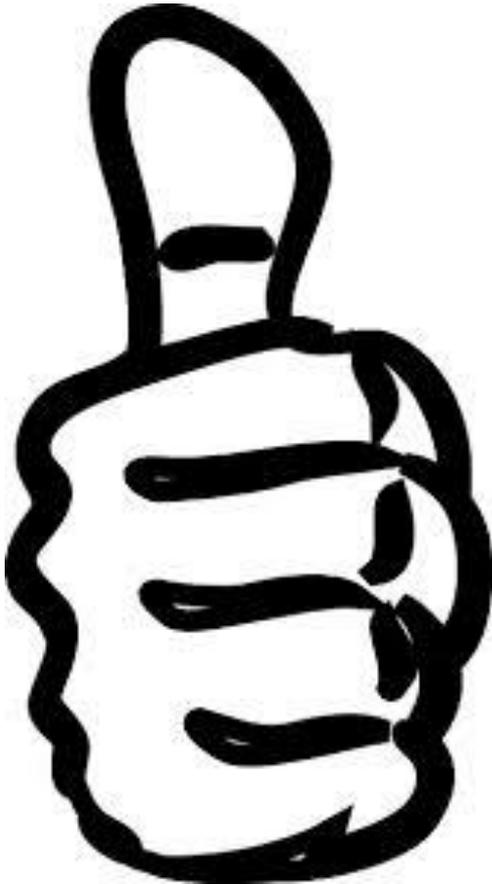
Anxiety

Depression



Male provocative victims – 18 x more likely to have suicidal thoughts compared to non-involved

Best Practices - Do This!



- Focus on Social Climate of School/Community
- Conduct School/Community Bullying Surveys
- Seek out Support for Bullying Prevention
- Coordinate and Integrate Prevention Efforts
- Provide Training in Prevention/Intervention
- Set Policies and Rules
- Increase Adult Supervision
- Respond Consistently/Appropriately to Bullying
- Spend Time Talking about Bullying (to all)
- Continue Efforts over Time

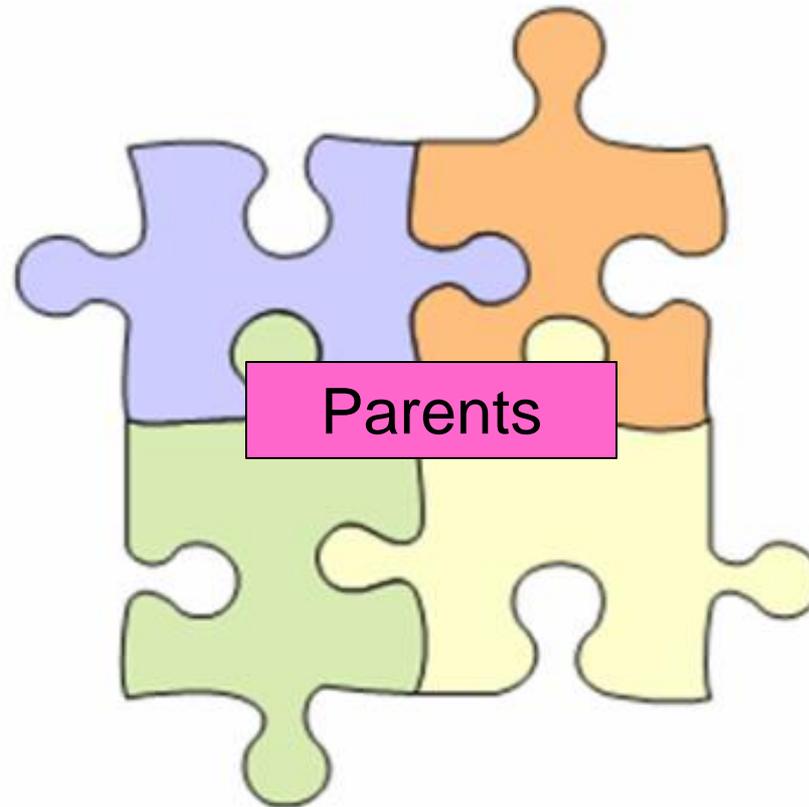
stopbullying.gov

Bullying Prevention & Response Base Training Module

VDH Olweus BPP *E Sub* Project

School

Classroom



Individual

Community

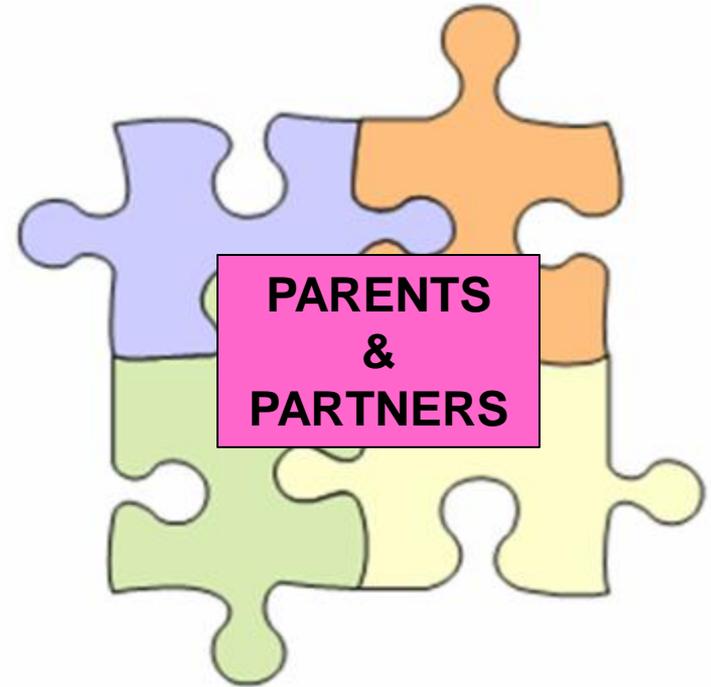
Partnering for Best Outcomes in Bullying Prevention

Parents

- Have active role in all components
- Key in consistency of message
- Key to program success
- Key to program sustainability
- Key to garnering community support

After School Partners

- Have active role in all components
- Key in consistency of message
- Key to program success
- Key to program sustainability
- Key to garnering community support



Not this!



Hold a yearly assembly & think “Done!”

Identify bullying as “epidemic”

Use scare tactics

Bring target & aggressor together

Use “group treatment” for aggressors

Focus on bullying as causal for suicide

Use term “bullycide”

Use simplistic slogans or stereotypes

Enforce zero-tolerance policies

So what can YOU do?

KNOW

signs
what works

LISTEN

AFFIRM

OFFER

your story
hope
options

INSPIRE

growth
resilience

REPORT



Youth Voice Project

Youth Voice Project: Student Insights Into Bullying & Mistreatment Stan Davis and Charisse L. Nixon, 2013



SELF STRATEGIES

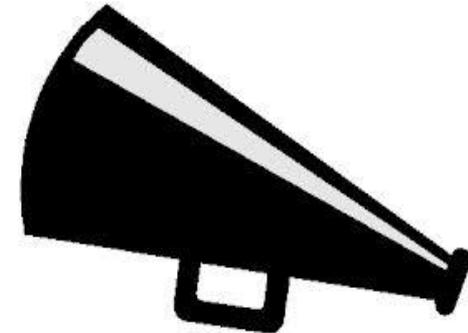
- Don't Act Like a Victim – most used; least effective
- Seek Support – less often used; more effective
- Don't Think Like a Victim – less often used; Grade 5 > very effective

PEER STRATEGIES

- Confrontation by Bystanders– least effective of positive strategies
- Included Me/Spent Time with Me – most helpful actions overall
- Encouraged Me – strong positive effects

ADULT STRATEGIES

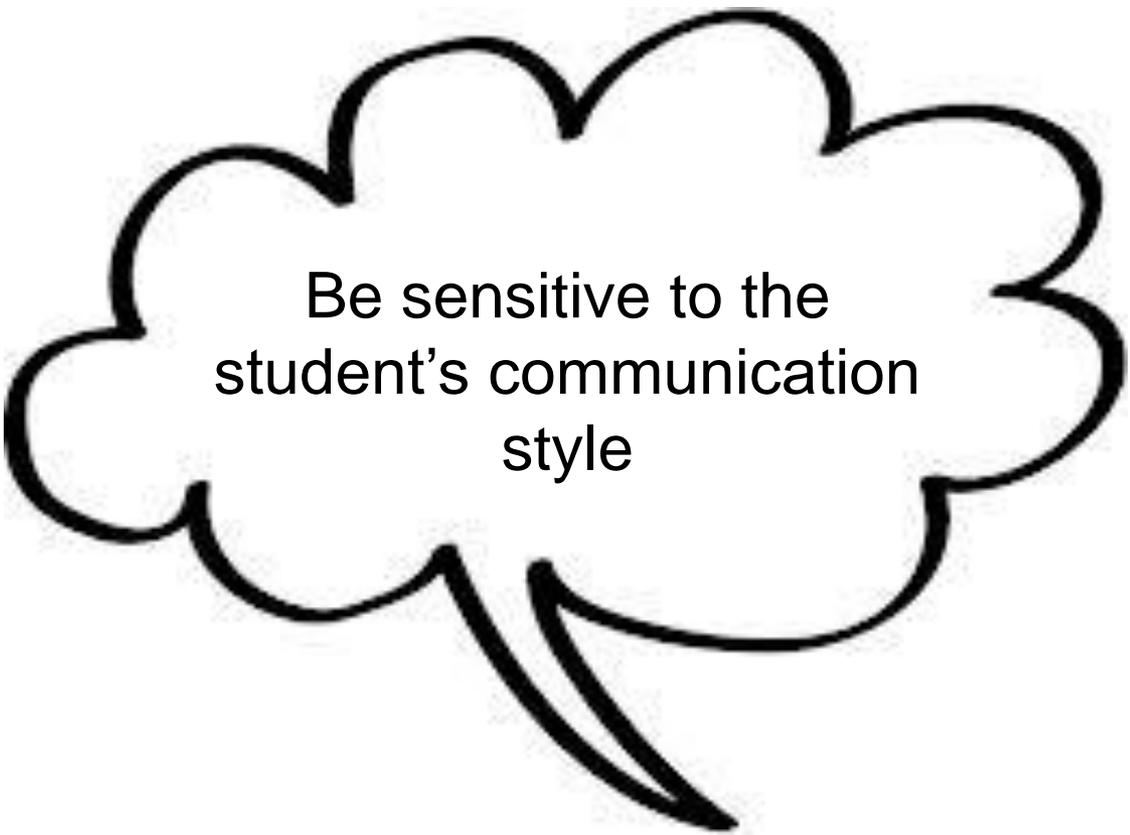
- “You should have...” – most harmful adult action
- Connection, support, reframing – most helpful
- Direct Intervention – **It matters how we do these!**



Starting the Conversation



StopBullying.gov tips
“When I was...”
Best/worst thing today
Open ended ???



Be sensitive to the
student's communication
style

Perseverance & Resiliency

Carol Dweck

Growth Mindset
vs.
Fixed Mindset



Protective Factors



Protective Factors

**EVERY KID IS
ONE CARING
ADULT AWAY
FROM BEING
A SUCCESS
STORY.** – Josh Shipp

Protective Factors



Friendship

What's the plan at your school?



Explore!

StopBullying.gov

Pacer.org

GLSEN.org

www.vahealth.org/Injury/preventbullyingVA

www.doe.virginia.gov/support/prevention/bullying/

Filled with resources for adults and kids!

Questions?



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