

**MCHB/DCAFH**  
**Community Action:**  
**What YOU can do to Stop Bullying Now!**

April 16, 2008

>>... Select question for speaker from the drop down menu and press send. Please include your state or organizational affiliation. We'll answer the questions several days after the webcast.

On the left of the interface is the video window. You can adjust the volume using the volume control slider by clicking on the loudspeaker icon. If you selected accessibility features when you registered, you will see text captioning underneath the video window. At the end of the webcast, the interface will close automatically and you'll have the opportunity to fill out an online evaluation. Please fill out the evaluation because it will allow us to plan future webcasts and to improve our technical support and also participate in the poll questions offered during this webcast. This webcast is all about you. We have assembled multiple speakers and want to showcase how you can use the Stop Bullying Now! Campaign resources. This webcast is all about you.

Slide two, please. You'll see multiple venues, schools, organizations, communities and states who have used the Stop Bullying Now! Campaign. We'll provide an overview of the campaign, our campaign resources, suggest model collaborations and suggest how you can take action in your own community. Number three. We began working on the campaign in 2001. We read the research and gathered our partners and stakeholders. That was our first step. We wanted to develop ownership and enthusiasm about recognizing, reducing and preventing bullying. We set forth four goals for the campaign.

And again, this is a campaign, not really a program, but many of our elements of the campaign are useful to you in program development.

Slide 4. So now the Stop Bullying Now! Partners were researchers, public health and safety, communications, media experts, educators, mental health, law enforcement, youth and the U.S. Department of education Office of safe and drug-free schools and their coordinators and grantees helped us get started. We reviewed existing research. We conducted focus groups with both tweens, teens and adults and we gathered information from a Youth Expert Panel. Input from the steering committee, a partnership organization, our initial partnerships was invaluable.

Next slide. As you can see, the Youth Expert Panel was exciting. Having 22 youths in one room who were 9 to 13 years of age, we had four teenagers who helped to communicate with the young children. We wanted to hear from the youth. We wanted to hear what the tweens and teens thought and how we could message where they would want to hear the message. We met five different times. The children were geographically diverse, diverse in ethnicity, race and their abilities. We involved children with disabilities as well. They helped create the slogan, take a stand, lend a hand, stop bullying now and they were emphatic.

Slide 6. The Stop Bullying Now! Campaign partners became the legs of the campaign. Through conferences, webcasts, training, newsletters, listservs, website links, they reached out to their membership, to their affiliates into schools and communities and throughout states. They were a diverse group and helped us immeasurably with the campaign.

Slide 7. We launched the campaign in the year 2004. And featured at the launch was Dr. Richard Carmona who is the Public Health Surgeon General. My administrator, Dr. Betty Duke, members of our Youth Expert Panel the teens and tweens and Erika Harold, the former Miss America who used bullying as her platform when she attained the Miss America title. And now over to Dr. Sue Limber in South Carolina.

SUE LIMBER: Thank you, Stephanie. Because webcast viewers may have very different levels of experience with the topic of bullying and as well familiarity with its research base I would like to take a moment or two to say a few words about what do we know about bullying and why it's of such concern.

Slide number 9, please. Let me begin with a definition of bullying. Researchers and practitioners generally agree that bullying has three primary characteristics. Aggressive behavior that intends to cause harm or distress. It usually is repeated over time, part of a pattern of behavior, in other words. And it occurs in a relationship where there is a power imbalance. Now it's worth emphasizing the bullying is not a conflict. Rather, it is a form of peer abuse or peer victimization and it also may be useful to note that bullying shares these three characteristic with other forms of abuse or victimization including domestic violence or child maltreatment, for example. We all know that bullying is hardly a new phenomenon but it has only been in recent years that research in the United States have focused a good bit of attention on it. We know more about it. Its prevalence and its affects on children than we did a decade ago by far.

Slide number 10, please. How common is bullying? Well, as Stephanie alluded to earlier a study, which used an anonymous self-report methodology and focused on 6-10th graders found that bullying was quite prevalent. They found that 19% of the surveyed students in

grades 6-10 said they had bullied others not ever but sometimes more often within a single school semester. 9% bullied others on a weekly basis. Similarly, high rates of students indicated that they had been bullied frequently. 17% bullied sometimes or more often within a school semester. 8% were bullied weekly and of concern 6% of their total population said that they had both bullied others and been bullied with some frequency. Not only is bullying common but researchers have confirmed what many children and parents and educators know, of course, bullying can really seriously affect children. Those who are bullied have on average lower self-esteem than other children. We also see higher rates of anxiety, depression and a host of other ailments.

Slide 11, please. So as you can see here, for example, these are results from a study of Dutch school children ages 9-12 in which researchers compared physical ailments of children who were bullied a few times a month or more often and those who were not. As you can see, they found that the bullied children were nearly three times as likely as their non-bullied peers to experience headaches, for example, twice as likely to have problems sleeping, have abdominal pain and to feel tense. About three times as likely to feel anxious, five times as likely to feel unhappy and much more likely to be depressed.

Next slide, please. Several studies have also focused on the affects on bullying on academic achievement. Bullied children are more likely than those who aren't bullied to want to avoid going to school, perhaps very understandably, have higher rates of absenteeism, they say they dislike school and they report that they've received lower grades. Very recent research has also linked peer rejection and peer exclusion among young children, kindergartners, for example with decrease in classroom participation and school achievement through fifth grade which is of particular concern to many educators. Recognizing the prevalence of bullying, the harm it can cause and with an eye always

towards really trying to represent this sound research on bullying, we developed the resources of the campaign which Stephanie Bryn will now briefly describe.

>> Thank you, Sue. Slide 13 please. Our Stop Bullying Now! Resources are housed on the Stop Bullying Now! Website, it's our hub. Downloadable materials are available. We update every 60 days. We believe it's comprehensive and getting longer and stronger and bigger and we want it to be useful to you. So if you are ready to take action and want to do so in your school, in your organization, in your community, in your state, in your faith-based community, we have resources for you. You may use the 1-888-ask HRSA number to order materials. You may download the materials and we definitely want to hear from you any ideas of what is missing. And you can use your question box on our webcast today if you have any ideas for us.

Slide 14, please. We mentioned on the previous slide that we have resources on the website for youth. There is a youth side and there is an adult side. So when you go onto the website you may choose both, you may choose one and take a look at our resources and see how they can be helpful to you. Picture here are two of our newer resources, the activities guide, how you can take materials and take them to a community using specific activities that were dreamed up and thought up by our partners and our team here at Stop Bullying Now! And the DVD toolkit. The activities guide will help you use materials for programming. So using the campaign resources for your programming. And you can customize them. The DVD toolkit will give you video. It was reproduced -- it has been reproduced in partnership with the U.S. Department of education's Office of safe and drug-free schools.

Next slide, please. Here you see the website address, Stop Bullying Now!HRSA.com. This is a one stop shop to utilize our resources and we also have a Spanish site on the adult side which will help Spanish speaking individuals and those who work with Spanish speaking populations.

Slide 16, please. On the adult side of the Stop Bullying Now! Website you'll also find a Power Point presentation that you can customize and make your own. It's pretty much a bullying 101 to get you started, maybe with your team, with your task force, with your workgroup and you can customize it and use it as you wish. It will give you facts and figures, expert information and intervention and prevention tip sheets. The website will give you those and you can customize the Power Point. We have 35 tip sheets dealing with important issues about bullying created by researchers, program atic experts.

Communications experts and our many partners, they all contributed to the tip sheets and we're planning more tip sheets to help widen and broaden our reach.

Slide 17, please. The communications kits are now sold out but we've packaged many of the communications kits in the DVD toolkit which we have numerous copies of. But one thing that we've heard many of our users, the success they've had is they are able to download from the website posters. Posters for their schools, for their communities and posters to utilize in small group sessions. You can print them directly from our website.

Now we want to go to a Stop Bullying Now! Public service announcement.

>> The PSAs that we want to show you are on the website and they are downloadable. The PSAs that we wanted to show you are live action showing youth and we also have cartoon versions. Our Youth Expert Panel told us they watch the cartoon network so we were careful to craft public service announcements that would speak to youth and public

service announcements that would speak to adults. They are, as I think I mentioned, part of the DVD toolkit that you may obtain from us free and in quantities if you explain how you want to use them. Again, through the website or calling the 888 number is the best way.

So now on slide 18 we want to talk about some results from the campaign. We want to mention that yes, we have distributed a lot of DVD -- a lot of communications kits and a lot of resource kits to people who are using the campaign. We have visitors to our website and we're very proud that more people are finding the website and more people are using our materials. Our partnerships are continuing. We have a very active listserv for our partners. And, of course, the print media has been picking up some of our materials, as well as the TV and radio medias. And the DVD toolkits which you may order and which we're quite proud of and have the PSAs and videoconferencing trainings on them were sent to every elementary and middle school in the U.S. through a partnership with the U.S. Department of education and our next steps and plan is to get them out to the Department of Defense school and education and family centers and to the U.S. library. We're widening our reach.

Next slide, number 19, please. This was kind of exciting to see that in dear Abby, which a lot of people read, the Stop Bullying Now! campaign was featured because of a very proactive pediatric chaplain in Texas knew about the campaign and wrote into Dear Abby. We saw the traffic to our Stop Bullying Now! website more than double after that article.

Slide 20, please. The State of Florida has taken the Stop Bullying Now! campaign and made it their own. And Carol Gagliano in Tallahassee is with us today and describe just what they did in Florida.

CAROL GAGLIANO: Thank you, Stephanie. The Florida Department of Education, Office of Safe Schools as Stephanie already said adapted the HRSA materials to create Florida's statewide campaign to Stop Bullying Now. The statewide campaign was launched in April 2006. DOE has used the Florida customized materials to reach schools and districts statewide.

Next slide, please. The Office of Safe Schools created a campaign strategy consisting of three key components. The first component includes two primary activities. Customize the HRSA materials for Florida and make the Stop Bullying Now! campaign materials available to everyone. The customization included created a Florida Stop Bullying Now! logo, changing the color schematic slightly to mirror Florida colors and other small alterations of the we also adapted several of the available resources such as the posters and the PSAs, both the PSAs in the print version and the electronic version. With the main ideas behind this approach for us was to model for schools and district how the HRSA materials could be used. The second activity of the first component was to raise awareness and access to the HRSA and Florida Stop Bullying Now! campaign materials through mass distribution. The second component of our strategy was about encouraging districts and schools to report their success through our tell us your story website. I'll talk a little bit later about this in a minute. The third component was a social marketing. Our intent with a social marketing component is this. Through ongoing campaign messaging and use of all the resources to raise awareness and access to the materials, we wanted schools and districts to fully embrace the Stop Bullying Now! message. So they can begin to or continue to positively change their school climate. In essence, we wanted them to create safe and constructive learning environments. As an example of how we customize

some of the materials, I would like to show you one of the PSAs that we adapted. Please play the PSA. (music)(music)

>> Who is going to stop this?

>> If not you, then who?

>> Take a stand, lend a hand, stop bullying now. (music)(music)

>> Slide 23, please. To enhance access to and awareness of the campaign, as well as the issue of bullying, we created a central website the [www.fld.org](http://www.fld.org) that you see on your screen. It contains downloadable materials, bullying resources such as links to research, statistics and other pertinent websites and district-level information. We also host an annual statewide bullying prevention conference. This is the largest venue in the state where educators, administrators, school support services staff, law enforcement and others can receive training and key information about bullying and bullying prevention programs and strategies. At these conferences we provided every attending school and district HRSA materials such as what Stephanie mentioned earlier, the video toolkits, activities guide, resource kits and communication kits. At this year's conference, which will be next week, we're providing each attendee the three Florida Stop Bullying Now! campaign posters ideally so they can hang them in their classrooms, hallways and offices. We are also giving away stress relievers. They're in the shape of a State of Florida with a Stop Bullying Now! message on them. We also have allocated funds for two Florida districts to implement and evaluate the Stop Bullying Now! campaign in all their middle schools in those districts.

Next slide, please. We created Florida's Stop Bullying Now! campaign website through which schools, districts and others can access our tell us your story webpage. This is

where they can describe how they used the campaign materials at the local level. They are asked to share information such as what was created, when was it launched, who was involved, etc. For example, they can share information and discuss the events that they were hosting and the products that they created. This method allows us to track what is going on in the state, then highlight and recognize those efforts through our conferences, our websites, newsletters and other means.

Slide 25, please. We also created a traveling exhibit in June 2007. The exhibit has been displayed at several conferences and events. Some of which are the Florida statewide prevention conference, attended by the statewide prevention community. Florida's K-12 leadership conference predominantly attended by school administrators at the district and school levels. The effective strategies institute on dropout prevention, children's week at the state capitol. Exhibiting at these events gives us an opportunity to reach a diverse audience with our message. Two panels are the customized HRSA posters which we are all familiar with. One poster is what is bullying and the second poster, what should I do if I'm bullied? The third panel identifies a commitment at the same time for the Office of Safe Schools which is this, together we can commit to stop bullying now, pledge to take a stand and engage to lend a hand. Thank you and now I'll turn it over to Sue Limber.

SUE LIMBER: Thanks very much, Carol. Well, other states have also been actively involved in getting the word out about the campaign. Let me highlight just a couple.

If we could have slide number 26, please. The Indiana school safety specialist academy within the Indiana Department of Education has disseminated Stop Bullying Now! materials extensively throughout their state. They have, with leadership, circulated resource kits and communications kits to all 294 school districts in their state and to about

1200 school safety specialists. These specialists, these 1200 individuals also receive regular updates, email updates about the campaign, its resources and upcoming activities. So they're really kept in touch. In addition, attendees at their annual school safety conference in Indiana, which number at least about 1,000, receive campaign materials, brochures, posters, tip sheets and the like.

Next slide, please, number 27. In addition over the last several years the Indiana Department of Education also took the message to the state fair where they've set up a booth and distributed numerous copies of posters, brochures, resource kits and other materials to state fair participants.

Slide number 28, please. Other states such as Virginia and Arizona have similarly been creative and persistent in getting the word out about the topic of bullying and in using campaign resources. The Arizona bullying prevention project is supported by the governor's office for children, youth and families. The parents' commission, the men's anti-violence network and the Arizona prevention resource center at Arizona state university. The goal of this project is to increase school safety by reducing inappropriate behavior including bullying as well as truancy, substance abuse and absenteeism. This project conducts bullying prevention trainings using materials across the state. They've reached more than 130 schools in the state. This year alone the program will be reaching more than 90,000 students.

Next slide, please, number 29. Well, not only have we found really exemplary and creative work by state level networks to disseminate our campaign bullying prevention message but they've seen model collaborations by youths, individuals, adults and schools and

school districts. And we'll highlight several of these, beginning with project change from Montgomery County, Maryland.

>> Slide 30. I'm Kathy a sophomore at Charlotte high school.

>> I'm a freshman in Montgomery County, Maryland.

>> We're from a community organization called project change.

>> Our website is listed here. Next slide.

>> You have the power, it is a peer-to-peer education where high school students working with middle school and elementary school students work together to reduce bullies. Involving the school administration and school staff is critical in this process. Taking the program school wide and involving the entire school communities including families is our ultimate goal. Where we take our after school program to middle or elementary school we ask the assistant principal or school counselor to select a diverse group of students, students who bully, students who are bullied, and students who are bystanders. To participate in the you have the power program. The you have the power program consists of approximately 12 high school students to mentor 12 to 15 middle and elementary school students. The group meets once a week after school for about an hour. The program lasts about 12 weeks.

We provide -- slide 33. We provide bullying prevention education using the Stop Bullying Now!

campaign resources. This is usually the order of the 10 to 12 week you have the power program. It is team building, the bullying prevention education using the Stop Bullying Now! campaign. Project brainstorming, project developing, the outreach to the media, the project presentation and, of course, celebration.

>> Most of our budget goes for food and supplies. Students are very hungry after school. Our initial funding came from youth service America. We do teen building activities using ice breakers and small group discussions. Students complete a survey which helps us identify which bullying behaviors we should focus on. We customize our program to each school. Students sign confidentiality agreements assuring our training sessions are protected. The students learn about bullying myths, types of bullying and the harmfulness of bullying behaviors to everyone. The student who bullies, the student who is bullied and the students who witness bullying. They are also taught and then role play strategies for bullying situations. By the end of the "You Have The Power!" these young students become the student leaders and change agents in their schools to pass on the stop bullying messaging.

Slide 35. Students brainstorm and develop a project for bringing the stop bullying message to their schools through student-created public service announcements, assembly or artwork. Parents are always invited to the presentations, the media, civic leaders and others have been invited and they attend. "You Have The Power!" was featured on an award-winning PBS television show. It featured the wrong and then the right way to handle bullying. "You Have The Power!" participants from two elementary schools and two middle schools are pictured on slide 36. These schools produced six public service announcements designed one beautiful mural and held two school wide assemblies. There is always a celebration at the end of the program to celebrate the hard

work of the students. The school counselor of the host school is given the opportunity to "You Have The Power!" club so students can continue to reinforce the stop bullying messages. Several clubs are ongoing in our schools. Four "You Have The Power!" teens and advisors are taking part in the Montgomery County coalition for the Stop Bullying. Community wide awareness of bullying. Development of a community-wide approach to the prevention of bullying and related risks. "You Have The Power!" members believe that reducing and stopping bullying requires a total community effort.

>> When students get an opportunity to lead, they will lead. Take a stand, lend a hand, stop bullying now.

>> Thank you so much. Slide 39, please. This is Sue Limber again. Moving to the Midwest, we want to highlight some of the creative efforts of Jill Boyd and her colleagues and students at Kenosha, Wisconsin. They have held grade level poster contests as part of their bullying prevention efforts at their school. Students have created really powerful posters to depict the campaign slogan, take a stand, lend a hand, Stop Bullying Now!

As you can see by the illustration or picture on slide 39 the winning posters have been displayed on billboards around Kenosha with sponsorship from local businesses. This is really, I think, a great example and a good reminder to all of us of the importance of spreading the message beyond the school house doors to the broader community about the importance of bullying prevention and the good work that we're doing in our individual schools.

Slide 40, please. Another example our colleagues in the orange county Florida public schools have been very creative with spreading the word with campaign resources. The

district has disseminated things extensively especially through their middle schools.

Teachers have used Webisodes in their classroom. Resources are made easily available to parents with a link on the school's website to the Stop Bullying Now! campaign website. Educators have been very creative in reaching parents with bullying prevention tips, resources and messages that are incorporated into their academic calendars for parents and we'd like to show you a glimpse of these on the next slide, slide 41, please.

Schools have printed and distributed more than about 2,000 calendars to families in the orange county school district and here you can see the cover of a recent calendar from Meadowwoods Middle School on the right which bears the campaign slogan and on the left is the sample month. Very powerful student artwork about bullying is featured every month as are key facts about bullying, tips for parents and links to resources. This is really a great way, I think, of keeping the issue of bullying and bullying prevention resources at the fingertips of parents. In other words, right on the refrigerator door.

Slide 42, please. Now, last but not least we want to share some information about model partnerships at the community level that have focused on bullying prevention and have used and disseminated resources from the campaign. It is my pleasure to introduce Elizabeth Meeker from the community task force on bullying prevention in Rochester, New York.

**ELIZABETH MEEKER:** Our task force grew out of a subcommittee of the juvenile fire prevention task force. At the time there was growing awareness of the issue of bullying in our respective systems including law enforcement, fire service, mental health and education, our recommendation was rather than to wait to address the consequences of bullying when the children are already experiencing significant problems, to be more

proactive and address bullying in a preventive way. The initial sub committee eventually evolved into a community-wide task force and added other representatives including parents. As a starting point to assess the needs of our community, in 2002 we surveyed school principals in all 18 school districts and found that over 70% of principals who responded identified bullying as a problem. Yet few schools at the time were addressing the problem in any type of systematic way. Based on these findings and our own experiences, we identified two primary goals for the task force. The first is to raise awareness of the issue of bullying, the second has been to take a community approach towards solutions. So our message has been that this issue doesn't belong to just one group or one system and that everyone in our community has a role to play in bullying prevention.

Next slide, please. Our community outreach has been our primary focus for the task force. Our initial effort to raise awareness about bullying and its affects was through two community conferences. The theme of our first conference, which was held in May 2003 was bullying, identifying the problem and finding solutions. We had over 300 participants and it served as a great vehicle to begin to educate the community members on the issue. In between our two conferences was the launch of the Stop Bullying Now! campaign and our task force were early adopters of the campaign. Rochester was actually a host site for the national telecast in April 2004. This event was a benefit to the task force as it served as another opportunity to increase community awareness and also led to new partnerships. The theme of our second conference, which was held in 2004, was bullying prevention, a community approach toward solutions. At this event our focus shifted to specific strategies and ways for all stakeholders to take action. It was also an opportunity to highlight the bullying prevention efforts which were now underway in our community, particularly in our schools. We also were able to distribute over 300 copies of the

campaign resource kit to attendees. These materials were an excellent compliment to our goals in providing both education and identifying action towards solutions.

Next slide, please. More recently the task force has sponsored events to reach out to the community and especially to parents and their children. We have held biannual poster contests since 2004 and in 2004 the winners were recognized at our conference and the grand prize winner actually had his poster displayed on six billboards that were located throughout the City of Rochester. In 2006, over 1,700 students from 27 public and private schools in the county participated in the poster campaign and 50 of the outstanding posters were displayed at the strong national museum of play in Rochester and you can see one of the posters on the slide. Throughout the week-long exhibit at the museum the task force members were on hand to provide information about bullying prevention and community resources which included the campaign resource kits and the new campaign DVD which had just been released.

Next slide, please. Here you can see some of the visitors to the exhibit. We capitalized on the poster campaign as an opportunity to further raise community awareness. During the week-long event we held an evening workshop for community members. We also had a spot on a local radio show, as well as media coverage featuring some of the students whose posters were on display.

Slide 47, please. To broaden our reach to the schools and families throughout the county, the task force has organized a series of workshops by local experts called continuing the conversation, which are offered several times during the school year and feature relevant topics such as cyber bullying and effective school interventions. In addition to have a speakers bureau which was created to offer customized training to specific groups such

as middle school students, teachers and the PTA. The campaign materials are regularly incorporated into our training workshops and materials are distributed to participants along with links to the campaign website. In 2003, a community website [www.preventbullying.net](http://www.preventbullying.net) was created to provide a local toolkit of information on strategies to reduce bullying. The sites include a feature which allows community members to submit effective strategies and allows us to highlight local initiatives. The site also includes a link to the campaign website. We also developed a DVD called bullying prevention, what can you do as another vehicle to share information. The 12-minute video, which features local students, is an overview of bullying behavior, warning signs and the consequences of bullying. It also includes a discussion guide to help facilitate an organization to take action. The work of our task force has led to many and sometimes unexpected community partnerships. The most recent being with the Rochester Broadway theater league. The Broadway musical "wicked" is coming to Rochester next month and as part of the league's educational network they're talking about bullying, and female empowerment. Our task force members are in the process of providing that workshop to approximately 2,000 middle school students in our region. Our work continues to be exciting and greatly benefited from the resources and materials of the campaign. So now I would like to turn it back to Stephanie.

>> Thank you. We're going to show the PSA in just a minute but I want to make a couple comments and we'll show you that pesky PSA we didn't get to show you. So you've seen now a variety of ways to take some of the Stop Bullying Now! resources and make them your own and customize them. I also have just loved the leveraging that has gone on in communities and in schools where you use your local and state resources to make it bigger, wider and stronger. This has been quite exciting. We also want you to type in the window any ideas you have, any questions you have. Ideas for the campaign components

or elements and any questions you may have for the speakers. The DVD toolkit that we mentioned you can order free of charge has the Webisodes and the PSAs in the DVD and we're happy to get them to you. Now could we please show the PSA, the Stop Bullying Now! PSA?

>> Hey, need a hand with that? A handful of mud, I mean.

>> More Milton, that big jerk is always picking on him. Someone should do something.

>> Yeah, and I know just who that someone is.

>> Hey, Milton, relax, man, we got you covered. Take a stand.

>> Lend a hand. Stop bullying now.

>> Slide 49, please. So we've seen some very successful community-based, school-based, state-based campaigns and some of the really important elements are mentioned here on this slide. The youth action involved showcased by project change and in collaboration with a club at many, many high schools called SADD, that was a partnership that project change made to actually enlarge their ability within a school to influence students and others. Task force. Work groups. We heard about school-based activities, we heard about community-based. We know that in Omaha, Nebraska Pam and her group have worked with parents and families and they were the catalysts. We know in Conway, Arkansas, Jordan, a high school student took the lead and she began in her school and now has reached out to other schools. So it's something small that can get very big once you leverage your resources and involve your partners.

Slide 50, please. So we're talking now more about who would be involved and we've really mentioned the elements that worked for us. Youth safety is everybody's business and is everybody's responsibility. Pretty hard when you approach others to get involved, they

usually don't say no. Particularly like the American Academy of pediatrics brochure which is entitled, bullying, it's not okay. And I wanted to mention that in partnership with the American Academy of Pediatrics we're getting DVD toolkits to all their chapters and we know that pediatricians and other health and safety professionals are frequently asked to be either lead or on a task force and we wanted to make sure they had information about the campaign if they wanted to use it.

Slide 51, please. Community involvement is critical. Mapping your strengths, mapping your resources is extremely important. Working with local businesses who frequently step forward and are active and may provide funding. Teachers, school counselors, school nurses, school resource officers all critical. Hospitals, banks, the police and faith communities. We've heard from many during our campaign experience.

Next slide, please, number 52. Just another comment about involving youth. Youth-led programs are really important because youth listen to other youth. High school youth are ideal to involve because many of them have stories about bullying in middle school or bullying in elementary school. They remember and they will tell the stories. They are excellent to involve in a youth panel if you need the youth voice, ask some high school students to tell stories and to describe what bullying was like in their school. They often will. They also comfortably communicate with younger students. We found that to be true. And the Montgomery County project, I think, describes how peer-to-peer education using high school students working with middle school students, working with elementary school students worked really well. Middle school and high school clubs and the student government, the SGA or the student council in those schools is another good place to start. As was said, students are waiting to lead, please involve them.

Slide 53, please. So now it's all about what you can do in developing your own plan for action. Wherever you are starting from, list your goals, select the audience to focus on, or audiences, get your partners with you and please utilize our resources. We've done some evaluation of the campaign. It's a little tricky to do since many people are working in bullying prevention now but we talked with our partners as we began the campaign in 2004 or probably 2003, and asked them what they were doing. Did they have a policy statement? Did they have some activity in the area of bullying prevention? Then we periodically check in with these partners to see progress, activities, hear about their successes. We know that we have watched legislation be passed in a number of states and we think about 33 states now have legislation that deals with preventing bullying.

Next slide, please, number 54. We want you to type your questions to us and your ideas and again we will respond via email to you. We also wanted to mention that the in the mix program that Montgomery County students participated in can be found on the website [PBS.org](http://PBS.org), [PBS.org](http://PBS.org), in the mix, bullying, take a stand. So now it's all up to you. Let's all take a stand, lend a hand, STOP BULLYING NOW! Thank you.