

MCHB/National Bullying Prevention Campaign Webcast

November 10, 2009

STEPHANIE BRYN: This is Stephanie Bryn from the U.S. department of health and services. We're so happy you joined us today so we can showcase our partnership with the U.S. Department of Education's Office of Safe and Drug-free Schools. In the year 2001 when we knew we were going to begin, the building of our *Stop Bullying Now!* campaign, our first call was to the office of safe and drug-free schools.

This webcast will be archived for you to use in the future and you'll be able to link to it from the *Stop Bullying Now!* website. Slides will appear in the central window and they should advance automatically. The slide changes are synchronized with the speakers' presentations. You don't need to do anything to advance the slides. You may need to adjust the timing of the slide changes to match the audio and you would use the slide delay control at the top of the messaging window.

We encourage you to ask questions by using the interface window. We will answer your questions offline by email. On the left of the interface is the video window and you can adjust the volume of the audio using the volume control slider which you can access by clicking on that loud speaker icon.

Those of you who selected accessibility features when you registered will see text captioning underneath the video window. At the end of the broadcast, the interface will close and you'll have the opportunity to fill out an online evaluation and we ask that

you take a few minutes to do so so we can respond to your ideas and plan our future broadcasts.

Next slide, please. Now I would like to throw it to Norris Dickard at the U.S. department of education, office of safe and drug-free schools.

NORRIS DICKARD: Hi, everyone. As Stephanie noted, I'm Norris Dickard with the U.S. Department of Education. We are so proud to sponsor and support with the department of health and human services, the *Stop Bullying Now!* campaign. I'm really pleased so many of you registered and are taking the time out of your busy day to join us. Yesterday secretary of education came to our staff meeting and discussed how critical it is all students have a safe learning environment if we're going to lead the world in the percentage of our citizens who graduate from college. My boss, assistant deputy secretary has stated that one of his goals is to expand our definition of school safety beyond just violence and weapons possession but also to include bullying and harassment. He's also said, and I love this phrase, what gets assessed gets addressed. Let me repeat that. What gets assessed gets addressed. So here in the office of safe and drug-free schools, we're launching a major new effort to improve our capacity to measure and address at school building level a host of school climate factors. Of course, those of you in schools or school districts know that if your assessment shows that students in a school feel unsafe or they are likely to be bullied, then you need tools to address these problems. Well, this webinar is all about resources. It's about resources we have created through the federal partnership to

assist schools, school districts and others address this very serious problem of bullying.

Again, thank you for joining us. Today's speakers include me, Norris Dickard, Stephanie Bryn, introduced at the beginning, and Dr. Susan Limber, professor and bullying prevention researcher at Clemson University.

Today in this webinar, we're going to do what we call Bullying 101. We'll provide you with statistics and research you need to communicate effectively bullying and take action. We'll tell you how to use the *Stop Bullying Now!* campaign resources. I think we'll give you examples of how states, schools, students all have utilized, adapted and used the materials from this campaign. So again, I hope you enjoy the webinar. I hope you take away from this some helpful tools and resources that you can use and now I'm going to turn it over to Susan Limber to take us through bullying 101.

SUSAN LIMBER: Thank you very much. Appreciate it. Well, as I think all of us on the webinar know, research on bullying has really exploded the last several years and from this voluminous literature, I would like to share just eight key facts from bullying which certainly have formed our campaign and we feel is important to keep in mind in any school and community effort to address bullying. The first key fact has to do with what bullying is and what it is not. I'm sure this audience well realizes bullying is not a conflict. Unfortunately, many treat it as if it were.

Next slide. Researchers and practitioners agree that bullying has three defining characteristics. It's aggressive, intentional behavior. It's typically repeated over time. There's a pattern to it. And importantly, and what distinguishes it from other forms of aggression is that it occurs in a relationship where there's a power imbalance. So in other words, it's a form of abuse. And as such, it shares the three characteristics with other forms of abuse, including domestic violence and child maltreatment. Why is the difference between bullying and conflict resolution important for us to communicate to fellow educators? Conflict resolution and mediation strategies are sometimes misused to try to solve bullying problems. They may re-victimize a bullied student and send a very appropriate message to all of the students who are -- inappropriate message to all of the students. It's important to keep this in mind. A second key fact about bullying which I think should inform all of our presentation and intervention work is another basic one. It's that it affects a lot of children. Many, many children are involved in bullying and most are very concerned about it. How prevalent is bullying? Very recent, large scale survey of 11, 13 and 15-year-olds from 40 different countries revealed that 26% of adolescents had been involved in bullying with some regularity. Two or three times a month or more often. 11% are bullies, 13% as victims and 4% as bully victims. Those involved as bullying others and being bullied. American use in this sample, 22% of boys and 16% of girls reported this regular involvement in bullying. Now, I'm sure you can't read the names of all of the 40 countries on this study that are on this slide. What I wanted to point out here is that the students from the U.S. that are highlighted with the arrow, are in the middle of the pack with their involvement in bullying.

Lithuania has almost 45% of boys and 35% of girls involved in bullying and Sweden is at the other low end. We're somewhere in the middle.

Next slide, please. What forms of bullying are most common to Americans? Again, very recent national data from 12 to 18-year-olds show that perhaps not surprisingly, verbal bullying and rumor spreading are the most common. Threats, social exclusion, damaging property, forcing another to do something against their will and finally, cyber bullying. That's about 4%.

Next slide. We also know from research that bullying can occur anywhere where adults are not present or vigilant. Where are children bullied most often? Data from 12 to 18-year-olds from the indicators of school crime and safety report, very recent data, confirm that most children are bullied at school which supports the need for school based bullying prevention activities. Here you can see about 79% said they have been bullied inside the school building. 23% at school but outside on school grounds and 8% on the school bus. About 4% said they had been bullied elsewhere. We know that bullying doesn't exist exclusively at school as the data confirms. Bullying prevention messages and strategies need to reach beyond the schoolhouse doors into places where youth and children gather.

Next slide, please. Unfortunately, despite very high prevalence of bullying and the harm it may cause, children indicate they report the instances. Very few report to adults or parents. Data reported in the indicators of school crime and safety report for

2008 indicated that 36%, over a third of those children bullied, had notified a teacher or another adult at school after the event. Only about a third.

That's pretty startling. Next slide, please. We know that reporting of bullying varies by age and gender. Older children and boys perhaps not surprisingly, are particularly unlikely to report being bullied. So why is it that children don't report their experiences to us as adults? I think children's reluctance to report their bullying experiences to school staff may reflect a lack of confidence in their teacher or other school authorities handling bullying instances and reports. For example, in a survey of high school students here in the United States, 2/3 of those who had been bullied believe that the school personnel responded poorly. 2/3 felt they had responded poorly to bullying incidences at school and only 6% felt that the school staff handled the problems very well. So another important fact has to do with children's perceptions of our responsiveness to bullying. We aren't as responsive to bullying as we should be and as children want us to be. Unfortunately, adults in the school environment tend to dramatically overestimate our effectiveness in identifying and intervening in bullying situations. 70% of teachers in one study believed that teachers intervene almost always in bullying situations. Unfortunate, only about 25% of the students agreed with their assessment. These findings suggest that teachers are simply unaware of much of the bullying that occurs around them. Likely because much of it is difficult to detect and because children are reluctant to report the bullying to adults. What I think is even more disturbing is the fact that too many children also question the commitment of teachers and administrators to stop bullying. For example, in a study of ninth graders,

only 35% believe that their teachers were interested in trying to stop bullying. 44% reported that they didn't know if their teachers were interested in stopping bullying and 21% felt that their teachers were definitely not interested. Even fewer students believe that administrators at their school were interested in addressing bullying. Even if their perceptions are wrong, these data, I think, shine a bright light on a critical gap.

Children don't know that we're concerned about bullying and they want to help. Other research confirms that bullying doesn't just involve a child who bullies and his or her victim. It typically involves or engages many students who play a variety of roles along a whole bystander continuum as we often refer to it. From those who join in and actively support the bullying once it starts to disengage bystanders who just sit by and watch to those who don't get involved but who feel they should and to those who do try to be defenders of bullied students. There's a wide continuum of bystander involvement. What do we know about the attitudes of bystanders along this continuum? Research suggests that there's good news and bad news. Most children, in fact, have sympathy for bullied children. That's the good news. But unfortunately, the sympathy doesn't always translate into action. In a study that we did in South Carolina of fourth, fifth and sixth graders, children reported the following when we asked them what do you usually do when you see a student being bullied. Majority feels they should help out. Either by trying to help or saying they don't do anything but they think they should help.

Next slide, please. More than now 20 years of research confirms what we all know to be true, that bullying can seriously affect children who are targeted which is our

seventh key finding. It's not just a matter of kids being kids. Bullying can seriously affect psychosocial functioning, academic work and lives of children who are targeted. Victimization through bullying has been found to be related to lower self-esteem among kids, higher rates of depression and loneliness, high rates of anxiety, even psychosis among children. Bullied kids also report more suicidal ideation. In a study in Australia, those children who reported being bullied at least once a week were twice as likely as their non-bullied peers to wish they were dead or to admit having a recurring idea of taking their own life. Interestingly, suicidal ideation seem to be more common among those who are ignored or left out than the direct forms of bullying. And finally, recent studies indicate that children who are frequently bullied report a variety of health problems.

Next slide, please. In a study of Dutch schoolchildren ages nine to 12, the researchers found that bullied children, in other words, children who were bullied a few times a month or more often, were more likely than their non-bullied peers in the second column, to have a whole host of physical ailments which you see listed here. They were, for example, nearly three times as likely as their non-bullied peers to have headaches, twice as likely to have problems sleeping, to have stomach pain, to feel tense, three times as likely to feel anxious, nearly five times as likely to be unhappy and much, much more likely to be depressed.

Next slide. Several studies have focused on the effects of bullying on school engagement and academic achievements. Children who are bullied are much more

likely to want to avoid going to school, they do have higher rates of absenteeism, they're more likely to say they dislike school and receive lower grades and recent research has focused on scores and academic achievement as well, finding a definite link there. A final fact from research I would like to highlight is that we should be concerned about bullying not only because of the effects on victims of bullying or the bystanders but also should be concerned about those who bully, of course. Frequent or persistent bullying behavior commonly is considered part of the conduct disorder, behavior pattern. Researchers have found over and over that bullying behavior and related to other anti-social, violent or troubling behaviors. More likely than their peer dozes to -- to engage in actions that are troubling.

Finally, bullying behavior also may be an indicator, not just that kids are involved in current troubles and behaviors, but that boys are at risk for engaging in later criminal behavior. At least one criminal conviction by the age of 24. 35% to 40% had three or more convictions. Children who bullied were three or more times as likely as their non-bullying peers to have multiple criminal convictions by their early 20's. Pretty alarming. This brief bullying 101 session highlighted just a few of the many research findings that I think should inform our work and bullying prevention but they are key ones that can form our own campaign. For the overview of the campaign and resources, I'm going to hand it back over to Stephanie Bryn.

STEPHANIE BRYN: Thank you, Sue. Building and creating the resources for the campaign was a team effort. We had communications experts, we had education

experts, both school based on the ground and from the office of safe and drug-free schools. We had researchers and problematic experts such as Susan Limber who has been involved since 2001. We had public health and safety experts from HRSA and other safety organizations. We formed the implementation working groups and these groups advised us day-to-day on how to form a campaign, groups represented health and safety, education, mental health, law enforcement and justice and faith based. We also were given a lot of input from extremely important input, from a youth expert panel. Children between the ages of nine and 17 so that we kept ourselves on the right track. On the website, the *Stop Bullying Now!* website, there are things you'll find and things for your immediate use. The website has two sides, an adult side and a youth side. And the adult side has much of the information translated into Spanish. You'll find tip sheets, a map on bullying legislation, what that looks like and how it can -- how you can utilize it. DVD Tool Kit and we'll talk about that in a few minutes. Activities guide, public service announcements and posters. Cyberbullying information is also on the website. For the youth, we have tips and information, webisodes which are cartoon scenarios, games and posters.

Next slide, please. For adults in the area of prevention intervention, I know you're interested in this, we have more than 40 tip sheets that are in PDF format. They're ready to be viewed, they're ready to be downloaded, they're ready to be utilized immediately by people who work in schools and in organizations to serve students and in parent groups as well. Some examples of these are really focused to be as helpful as we can to those of you who work in schools and those of you who educate and train

people who work in schools so you'll see how to intervene in bullying. You'll see issues with children who have disabilities or special needs and you'll see bullying as it relates to children who either have a perception of sexual orientation and other issues that might affect that. Here's a map that -- that map, when we first began our work, had approximately nine states that had some mention of bullying prevention. And today we really are pleased to note there's been a lot of activity relating to bullying prevention in the states and 41 states with state laws and 10 that are nearly ready to commit to a state law which often requires education and training and reporting.

Next slide, please. Again, all of this information is available on the website. The DVD Tool Kit is really important because it has webisodes, the scenarios that are mentioned with cartoon characters, P.S.A.s, video workshops, all available for education and training, for use in the classroom. This tool kit was mailed to 66,000 elementary schools in the nation. It's highly requested. P.T.A.s, sheriffs, schools, after school programs, organizations that serve youth and I've noticed also requests for youth on television, local television and also in closed circuit TV within schools where you can play P.S.A.s or the entire webisodes. Again, multiple uses, free and available, available on our website for free order.

Next slide, please. The activities guide, we cast a pretty big net to get ideas for local ways to use the *Stop Bullying Now!* campaign, local ways to raise awareness, local ways, community ways to gauge the community, to engage students, to engage organizations. And we noticed a lot of youth-led activity where they see an activity

suggested in the guide and then the students actually take care of the activity, whether it's a health fair or a band concert and then they insert bullying prevention ideas and tips and information. In a minute we'll show you an example of the P.S.A. on the DVD Tool Kit and on the website. You could use it on a local radio or TV station, you can use it closed circuit within the school. It's also great to use it to initiate discussions, start conversations in the classroom, in an organizational setting, in a community setting. You'll find it on the web, both radio and television, and again, both for adult P.S.A.s and youth P.S.A.s. Please play the P.S.A.

>> You're stupid and ugly.

>> Who is going to stop this?

>> If not you, then who?

>> Take a stand. Lend a hand. *Stop Bullying Now!*

STEPHANIE BRYN: Next we wanted to showcase some of the posters that are a special use for adults. We've seen them downloaded, downloadable, some of the websites, we've seen them throughout -- displayed throughout schools, within club organizations in the school resource offices, offices in counselors' offices and in nurses' offices, also there are downloadable for use posters we'll show you in just a minute. A lot of people are interested in cyberbullying. We've tried to put on the website a lot of helpful information about cyberbullying and I know Dr. Susan Limber is an author about a book about cyberbullying and we do have a link for her information in the book and her information with regard to research. So there will be a web cast

you can see, one you can watch again that's been archived for you. There are pages on our *Stop Bullying Now!* campaign about what to do about cyberbullying, what is it and what to do. One of the webisodes, the cartoon scenarios, has an experience as the character, the little dog on the screen here, has experience within the school setting about being bullied on computers. There's also an online catalog of cyberbullying resources. This is a screen shot of the *Stop Bullying Now!* youth side of the website. When youth go to the *Stop Bullying Now!* website, we find that they stay. We find they linger on our website which we're really glad about. We actually redesigned the website to make it look more with it and more today's look. And we find that they're up on the website and they tend to stay and watch and look.

Next slide, please. Another screen shot, again, the webisodes and the cartoon scenarios, there are 12, two minute webisodes. Each depicting a scenario where a character is bullied. Sometimes the adult responds immediately or sometimes a bit slowly. All kind of done purposely so it's perfect for classroom use. It's perfect for after school settings. Really, anywhere children gather. It's perfect for clubs, boys and girls clubs, 4-h clubs. It raises awareness. It teaches a lesson and it lets you start discussion right away. At the end of each of the webisodes are questions that are proposed for back and forth discussion. We're going to show you in just a minute the webisode about Katie's day and it has ideas and situations, ideal again for talking with youth. Ideal for involving older students who couldn't show leadership and could perhaps help in leading discussion. Please play the webisode.

>> Come on, take a stand. Lend a hand. *Stop Bullying Now!*

>> K.B., sweetie, I've just been dying to know how was your first day?

>> Let's see. How was my first day? sorry.

>> What are you apologizing for? Your clumsiness or your sorry outfit?

>> all of the empty seats here are taken.

>> Now, that's what I call accessorizing.

>> Girls, what's going on here?

>> Nothing, Mr. Bickner.

>> How was my first day? My first day was great. Just great.

STEPHANIE BRYN: Now, back to the website for just a minute, the *Stop Bullying Now!* website, we've planned ways to attract youth and to keep them learning about bullying intervention on the website. And this is a shot of a maze, a game that youth can play when they go to the website. It's learning and it's a fun -- several games that they can do when they go to the website. And we want to show you one just for an example.

Next slide, please. I mentioned earlier posters. Posters that we've seen posted throughout schools. These are downloadable to your printer and they depict information about bullying and then these are the cartoon characters from the webisodes. So that's particularly attractive and all available free for your use. We wanted to take a few slides to show you how states, schools and students have utilized the campaign, adapted it for their own use and run with it. And I think you'll be impressed by what has been going on. And we love to get feedback from you about

what you're doing and there's a mechanism to do so from the website under contact us. Please tell us what you're doing. Florida is a good example. They took the campaign and they tweaked it to use different colors and they put a little bit of Florida, a palm tree on their website and on their materials. They took the campaign and adapted it for statewide training. And it's a real good example of education and training done statewide, for the same messaging, same messages and the same place you can get resources from our campaign.

Next slide, please. Here's a screen shot from their website. And again, they adapted our information and made it their own.

Next slide, please. Student leaders and student leadership is extremely important. We hear this all the time and when we visit with people who work in schools, so we have an example that we would like to show you called you have the power. The students from suburban Maryland contacted our campaign, asked if they could utilize the campaign and put together a project. You see that it's peer to peer education. You see on the slide that high schoolers are involved and we're going to show you a video in a minute about what that looks like. The school administrators, counselors, teachers and the school resource officers all came together to be helpful to the students. And they put together education and training for the middle school and elementary school students.

Next slide, please. Here are pictures of celebration. Students pictured here in middle and elementary schools, they created their own P.S.A., they created their own mural, they contacted local television, local elected officials, state elected officials who were invited to come to their celebration once they had done their project and those elected officials, the local TV and the state legislator all attended. And so it really showed a lot of support for these students and the student leadership that they showed. Now, we're going to show the P.S.A. in just a minute. This is a P.B.S. Video available from P.B.S. and it will describe how the high school students from you have the power, decided to become student leaders in their own community to address the problem of bullying. Please play the video.

>> We would joke about maybe we used to bully. We would laugh about it.

>> I know I've spoken, like I've talked behind people's back and I listened to other people talk sometimes and never said anything.

>> As I'm getting older in the school, I'm realizing that talking about someone isn't really the best way to approach the situation.

>> You start to realize that it was funny but it was wrong and there's so many other things that you could do to have fun and be funny that won't offend somebody else.

>> It's easier to go up to them and tell them, this is what you did. I don't really like what you did about that situation or what you said about me.

>> Just ignore it. Just ignore it. Nobody says do something about it. The bullies just keep doing it. No one tries to stop them. By the time you get to high school, it seems like everyone is doing it.

>> Eventually it was accepted to be part of the social situation in high school.

>> Everybody can do something to prevent it. It's just a matter of if you're willing to stand up and say, it's not fun. It's not helping anybody. Tell everyone that's doing it to stop.

>> One of the reasons I got involved in the program is to stop it. We learned about the national bullying campaign and that we applied for a grant to complete an anti-bullying project in our school.

>> We had a month of planning before so at the lunch table we would talk about what to do with the kids and how to get the administration involved.

>> They came and got the production team together.

>> after that we wrote up an application essay. After we got the grant, we asked our vice principal at the high school and vice principal at the middle school. We asked him to pick some kids.

>> They were outgoing kids, by standers, shy kids.

>> It was interesting to see their perspective on what bullying is.

>> I myself have been bullied a little bit so I just want to try to help other people to get the message that, you know, bullying isn't cool. Some people get the impression that bullying is only physical, like beating someone up or throwing them against the wall or something. People don't really even think about all of the different kinds of bullying.

>> Working with all of the high schoolers, we learned ways to perform bullying, writing mean notes, talking about people behind their back.

>> Some of us may have thought, oh, well, it's just friendly. I don't really mean it. But some people might not think of it as only being friendly. They might take it seriously, yes.

>> You know, look at things in a different way. Try to put yourself in other people's shoes and see how they might feel.

>> Small things that are repeated over and over again really deteriorate.

>> In the beginning there were some problems with when they were really starting to research and one of them would mess up and you're such an idiot. Why can't you do it right?

>> The middle schoolers came up with all of the ideas for the skit. We simply mentored them.

>> We had a lot of kids really serious about the project and really put their all into it.

>> We made them do like shots 11 times.

>> Make the performance this time.

>> Cut. Action.

>> Cut. Action.

>> If you stay a stand and make a change --

>> Cut. Action.

>> Each time was like the first time. Really did have fun with it.

>> Do I have to start over again?

>> Basically what we did was whatever they had wrote on the skits, we videotaped them and put it into the final D.V.D.

>> It wasn't like a project you had to get done. It was more like we have a chance to make a difference. We could have fun doing it at the same time.

STEPHANIE BRYN: Great example of student leadership and we all know that students love to listen to their peers or older youth so we wanted to showcase that with you. These particular students actually took the education and training at the school level and when the county, Montgomery county, pooled together their school staff, they utilized the students that have built this campaign and built this program and bring them in and show them, asked them to tell the story. Finding student leaders isn't one of the easiest things you'll ever be able to do. They are in your local middle schools, your local high schools. Pretty much waiting to be asked to be leaders. There are many school clubs such as 4-h, F.F.A., key clubs who have these student leaders and many others. So you'll be able to find your student leaders quite close to your finger tips. Now, this slide describes what happened in Kenosha, Wisconsin when they held some art contest with bullying messaging. The winning posters were put up on billboards and it's a perfect example of the community coming together and businesses working with schools and students and it's kind of a win-win. We were really proud to showcase this activity at the middle school.

Next slide, please. That's the orange county, Florida. We mentioned the statewide dissemination of *Stop Bullying Now!* materials. I think all of you know that these materials are free and available from the website. So throughout the middle school and what happened was they used the webisodes in classrooms, to get discussion going.

There was a direct link from that home page of the school up to the *Stop Bullying Now!* website which, of course, all of you are welcome to do. And then they utilized our characters and prepared an academic calendar so that all of the middle school students used an academic calendar with bullying prevention messaging going on, on a daily basis.

Next slide, please. Another example in orange county, Florida, where there's a picture of the calendar and over 2,000 calendars now are in use and were in use when this was done. Another example of school level activity and of course, different districts use different artwork or different creative ways to make it their own at their own school.

Next slide, please. We're pretty much at the end of the web cast. We wanted to really mention that the website is the hub of our campaign. You see it listed here. You feel like we've built a website that's useful to you, a website where we can offer you free materials and then we can also hear back from you through a contact us mechanism. If you want posters, P.S.A.s, activities guide, you may either use it at the website or you may call the 1-888 number listed. You can go to starting a campaign page on the website and get more ideas on how you can use the materials we've showcased today. I think we're at the end now of our web cast. And this is the first of, we believe, several web casts that we can offer and we hope to engage you and involve you as we go to bullying 102, as we go to some of the new things we want to do with the campaign and, of course, with the continued encouragement to utilize student leaders in developing your approach. They're really just waiting to be involved. They are

available and again, peer to peer education and youth to youth education we feel is really key. So please visit our website. Know that it's -- the adult site is there in Spanish, there's a resource kit you may order. That's in Spanish. And if you don't have a D.V.D. tool kit, we hope that you'll get your own DVD Tool Kit and utilize it. Thank you very much.