

MCHB/National Bullying Prevention Campaign Webcast

April 19th, 2004

>> Who is going to stop this?

>> If not you, then who?

>> We have to support each other and stop bullying by stepping in and letting him know that's not appropriate behavior.

>> Bullying is just crime.

>> Very passionate about bullying because I was a victim of bullying.

>> I don't think I can go back to school tomorrow.

>> Was there a teacher on the playground?

>> So weird. Does she not realize people don't like her?

>> People tend to respond to people like themselves in the same age category.

>> Did any of you guys feel good when you were feeling good?

>> We wouldn't want to have the board the loser bus.

>> Mom, dad, I need to talk to you.

>> What strikes me, is you're halfway there. You're halfway to taking some responsibility.

>> Come on, take a stand. Lend a hand. Stop bullying now!

>> Hello, everyone. I'm Leon Harris. Welcome to the take a stand, lend a hand. Stop bullying now. This evening we're joined by a panel of individuals who play major roles in this campaign. One is Dr. Peter van Dyck of the health services and resources administration at the Department of Health and Human Services. Bill Modzeleski of the U.S. Department of education Office of drug free schools and also Dr. Seuss -- Susan Limber. Thank you for being with us this evening. Welcome to you as well out there. We would like to make note that we have dozens of sites around the U.S. joining us tonight where people are tuning in by way of satellite for this event and we're also live via webcast. Now, every day tens of thousands of children head off to school feeling around and other things that cause tremendous damage. Children who bully can come in all shapes and sizes, boys or girls. Children from good homes and troubled homes. Of all income levels.

Suburbs, rural areas, cities, some may stand out in a crowd and known to students who regularly Exhibit bad behavior.

In a few moments our panel will give us reasons that led the Department of Human Services and the health resources and Health Resources and Services Administration to develop the campaign. I'm glad to be here. As a journalist I've seen and covered countless tragedies that have arisen from children being bullied by other children and I'm also a parent. I feel the sadness and the anger and the worry especially among those of us who have children of our own. But what is also troubling is when we interview children, parents and other adults who don't know how to deal with the problem of bullying. With too many people it leads to a feeling that finding help is futile. That assumption is wrong. We'll get practical guidance on how to prevent bullying in our schools and communities. We're also giving those people an opportunity to ask questions to comment and contribute. Call by call 1-888-493-9382. You can also email us your questions to videoconference @ WETA .Com. Those watching via the webcast. First off, a few words from Dr. Betty Duke, the administrator of the health resources and Health Resources and Services Administration.

>> Bullying prevention is an important priority for the U.S. Department of Health and Human Services, health resources and services administration. In 2001 an article in the journal of the American medical association showed that bullying is a significant public health problem for young people. As we look closer and spoke with experts, we learned that 30% of American children in grades 6-10 report that they have been involved in

moderate or frequent bullying either as the bully, the victim or both. This teleconference is a key method for communicating the research and knowledge we have about bullying prevention.

>> On that note let's turn to Dr. van Dyck from the health resources and Health Resources and Services Administration and give us additional background about this campaign.

>> Thank you. Research shows that children who bully others are more apt to steal and vandalize property. Experiment with drugs and alcohol, perform poorly in school and become involved with the criminal justice system. 60% of boys bullied in middle school had at least one criminal conviction by the age of 24 and 40% had three or more convictions. We learned that bullying was having a long term impact on the long term happiness and life success of millions of students across the country. Young people didn't know how to address or prevent bullying. To address the problem we set out to create a social marketing campaign. This is a term we use to describe efforts to change certain behaviors among a specific audience.

Now, during the campaign's development we created implementation working groups which featured representatives from more than 70 organizations representing educators, health and safety professionals, mental health professionals, law enforcement and justice communities, youth organizations and many more. Some of the representatives in the organization in fact are with us right now. Now, we knew that we needed to involve young people themselves. We convened a youth panel of young people age 9-13, an age group

often referred to as tweens. They gave us firsthand insight on what it is like to be bullied, to bully and witness bullying. They told us what type of messages resonate with young people and what type of media should be used to deliver these messages.

>> Thank you, Dr. van Dyck. Right now let's turn to Bill Modzeleski from the U.S. Department of education safe and drug free schools program. An issue that affects many children. Why is it so important for schools to address this?

>> Thank you, Leon. Those of us who are intensely focused on ensuring all students achieve to the highest standard -- when bullying is prevalent achievement suffers.

>> The drug free schools recognizes bullying as a problem that not only impacts the safety of our nation's students but also greatly inhibits the student's potential to achieve is the key reason why we're here today. Donna Mazyck is with us. Give us a quick overview of why health and safety professionals should be concerned about bullying?

>> OK, Leon. As Dr. van Dyck noted bullying can have a very serious impact on both the mental and physical health of students in school and outside of school. I know this from my experience as a school nurse. But I want to emphasize that there is a variety of other health and safety professionals that come into impact with young people and see the impact of bullying as well. This campaign gives us all an opportunity to learn how to respond when we suspect a child is being bullied and how to deal with children who bully.

It also helps us focus on the role that those of us in the health and safety professions can play in terms of bullying prevention in schools.

>> Thank you, Donna. Let's turn to Dr. Susan Limber. Give us a few more details about why bullying is such an important issue?

>> Sure. Dr. van Dyck relayed a few minutes ago some alarming facts about what we know about psychological effects of bullying on kids on their self-esteem. We know this can persist into adulthood. I'm here to highlight some of what we know about the psychological -- I would also like to highlight this evening some of the roles that mental health professionals can play in helping to identify children who may be involved in bullying problems. As well as their roles in helping to work with educators and other professionals to help prevent and address bullying.

>> Thank you. Now, detective Tony Woolin is here.

>> Thank you. Truly the school resource officer has a significant responsibility in maintaining a safe and orderly school environment. We simply cannot deny that bullying has a great deal to do with school discipline and inevitably with school violence. Now, tomorrow is the fifth year anniversary of the Columbine tragedy. Bullying played a significant role in that event and in many others where students have either been injured or killed. School resource officers seriously need to take preventive steps to build directly and create environments where bullying is easier to identify and it is pictured as

unacceptable. I'm also here to ensure that members of the law enforcement and justice community learn to recognize the signs of bullying and that they take it very seriously as well. Many children who bully their peers became involved in criminal activity. So by addressing this early, hopefully we can make our communities safer and help these kids get onto the right path before they get into the criminal justice system.

>> An ounce of prevention being more than a pound of cure. Each of our panelists have given us a good reason for various professionals to focus on bullying prevention. Let's turn to the youth expert panel that Dr. van tyke talked about earlier. The impact of bullying on their lives and we'll take a look at one of the cartoons that you can see on HRSA's website.

>> I don't think I've been bullied as much as I've witnessed bullying.

>> There is a combination of both adults not seeing it happening and also students not reporting bullying when they do see it. Students are afraid to go report incidents of bullying because they feel they'll be pressured by those who are doing the bullying or they'll be ratting them out. Nobody is going to bully someone right in front of an adult. It would be foolish. It happens where the adults are least likely to be looking.

>> People do it all the time. You see it all the time at my school. It's all around. Kids don't want to come to school.

>> I think kids miss school because they're scared of bullies and they don't want to be around them and they don't want to feel scared. They just want to be at home alone with no one picking on them.

>> A lot of schools don't really -- they say oh, don't bully because it's wrong and stuff but they don't really talk about it.

>> I think the bullying is a big problem because it lowers people's self-esteem. It makes them feel bad about themselves like they're not good enough.

>> Come on, take a stand, lend a hand. Stop bullying now!

>> Rise and shine, first day at your new school.

>> Oh, joy.

>> Oh, come on, sweetie. You'll make a fresh new start.

>> Mom, you said that fresh new start thing the past three times we moved and I had to start a new school. Why can't I just stay in science camp?

>> Because summer is over. If you don't go to school, I'll have to return all these new clothes.

>> New clothes?

>> I got you an entire fresh new wardrobe to make your fresh new start.

>> Mom! You didn't!

>> I know, we're on a budget, but I splurged a little because my daughter deserves to look hip. Get ready to wow them at school.

>> I'll wow them all right.

>> Here they are, the cool girls' lockers. I'm glad we all got lockers next to each other.

>> Stick with me, girls, and you'll always be as far from the geeks as possible.

>> Well, if it isn't K.B. Sorry, K.B. My mistake. What brings you to my laboratory?

>> Isn't this room 201?

>> Your name is not here. I think you're in the wrong homeroom.

>> Oops.

>> Watch where you're going, freak.

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

>> Oh, joy.

>> If you have a question to ask the bullying panel of experts, call or email your question now. The toll free number is 1-888-493-9382. The email address is videoconference at WETA.com. If you're watching via the webcast send your questions on the web.

>> Joining us now is Stephanie with the health resources and service administration Maternal and Child Health Bureau, Stephanie, glad to have you here this evening. You're the project manager of this campaign. Tell us more about how you came up with this campaign and how is it really spreading the word? (Experiencing technical difficulty, one moment, please)

>> We knew we needed to reach adults that young people can turn to so we developed a resource kit. We knew at our website we have a special site or section for adults. And the website is Stop Bullying Now! Also in the resource kit there are pieces or fact sheets for health and safety people, mental health people, educators, people who work in law enforcement and justice and people who work with youth and youth organizations. We developed these fact sheets with the implementation working group that was mentioned

before. Over 70 organizations and agencies got together with us and worked with us to develop the worksheets. They asked -- we asked them, what do you need, what resources do you need and how can we be of help to you because on the ground that's where the prevention will start?

>> All right. And the resource kits are readily available now?

>> Yes, on the web they're downloadable and they can also be obtained by calling 1-888-ask HRSA. Now the communications kit -- one more thing about the resource kit. It's available for law enforcement, for nurses and people who work in health and safety in schools and also for youth organizations. The communications kit also available and downloadable.

>> There are two separate kits. A resource and communications kit.

>> The communications kit emphasizes for print media, posters, schools and logo reproduction and slogan reproduction. And also I wanted to show the CD that is there so it makes it real easy for people to use. Posters, P.S.A.'s and brochures.

>> That is on the disk. You can use that. Whichever way you may be working it. That's great, that's great. Appreciate that. Thank you very much.

>> Now let's take a look at the public service announcement. Many of you may have already seen or heard these on television and radio stations. The national association of broadcasters has been encouraging its members to air them as often as possible. Take a look.

>> You're stupid and ugly.

>> If not you.

>> Then who?

>> Take a stand, lend a hand, stop bullying now.

>> Mom, dad, I need to talk to you. I'm scared.

>> I don't think I can go back to school tomorrow. There is a guy and some of his friends who are after me. They hate my clothes, the way I talk, everything about me.

>> You're stupid and ugly.

>> Did you hear me? I'm scared.

>> Listen to what they have to say. Take a stand, lend a hand, stop bullying now.

>> Someone should do something.

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

>> Hey, Milton, relax, man, we've got you covered.

>> Take a stand, lend a hand, stop bullying now.

>> About bullying is about the 15 plus make time to listen, take time to talk initiative from the U.S. Department of administration. The campaign provides parents and caregivers with information about bullying and methods for communicating with children about the climate of fear created by bullying. To learn more, click on www.mentalhealth.samsa.gov or call.

>> This is a teleconference focusing on the take a stand, lend a hand, stop bullying now campaign. We're talking about how professionals can address bullying in your schools and communities. We want to turn to Dr. Susan Limber that will give us an overview of bullying. She is a top source for what actually works in bullying prevention. Let's get to you. Talk to us about how bullying is affecting our children and communities right now.

>> Sure. Bullying is aggressive behavior that is intentional and involves an imbalance of power or strength. Typically bullying doesn't just occur once or twice, but it is repeated

over and over again. I think it's important to point out that bullying is a form of victimization. It's not a conflict, which implies that two parties are having a disagreement and are on more or less equal footing. That's not the case in bullying situation. Here is some hidden camera video taken by Dr. Wendy Craig and her colleagues at the university in Canada who wanted to take a look at what does bullying actually look like on the school playground.

>> Bullying involves the use of language as seen in this clip. The boy on the field is yelling at his teammates, controlling the other children who are playing the game by making up the rules as they go along and yelling at anybody he doesn't understand doesn't play along with him. Bullying can also involve acts such as shoving or taking things. Here we have an example of the taller boy taking something out of another boy's hands. Finally here we have a group of boys who are physically bullying a weaker boy. They tackle him to the ground, kick him over and over again. As Dr. van Dyck mentioned the national study found that 30% of 6-10 graders involvement in bullying within a school semester quite a lot. Most studies have found that boys are somewhat more likely than girls to bully their peers. When children are asked -- boys usually report they're bullied by other boys.

Girls report they're bullied both by boys and girls. Boys are more likely to be bullied through physical means as we can see here in the video clip. Girls, on the other hand, are more likely to be bullied through rumor spreading, social exclusion, sexual comments. Now in the past several years many schools have responded to these concerns about

bullying by putting in place bullying prevention programs and establishing bullying policies. I would like to highlight some key elements of bully prevention programs that seem to be particularly effective and important in reducing bullying. One is to focus on the school environment. What is required to reduce bullying in schools is a change in the school climate and the social norms. This requires a comprehensive school-wide effort that involves all the adults and all the students who are part of the school community.

Second is to assess bullying at your school. One good way to do this is to administer an anonymous survey to students to assess the nature, prevalence and location of bullying at your school. And this will do a number of things. It helps increase awareness and motivation on the part of adults to do something about bullying. It will also help the staff to Taylor their bullying prevention program to the particular needs of their school. Third point is to garner staff and parent support for bullying prevention efforts. Don't go it alone. Provide training to all staff, including your non-teaching staff. Establish and enforce very clear school rules and policies about bullying which include importantly guidance to bystanders about what they should do if they see or are aware of bullying. Spend some classroom time talking and learning about bullying and peer relations is critical. Make sure that adults are vigilant to bullying. That they intervene consistently and appropriate whenever children are bullied and that they work with parents of students involved in bullying problems. Finally, the last point is to continue these efforts over time. There really should be no end date to bullying prevention efforts.

>> It seems to me that there is where the real challenge is. Maintaining consistency and keeping it going. Thanks, sue. Appreciate that. We'll find out now more about bullying prevention in the school environment. Let's begin with this report from the field.

>> Research confirms that bullying can affect the health, emotional well-being and academic performance of children. Students who are bullied are more likely than their peers to have lower self-esteem and higher rates of depression, report they feel ill, have more frequent thoughts of suicide and miss school more often.

>> Maybe you've done your schoolwork instead of studying. Listening to feature. You're focusing on the bully. How can I try to miss them after school or something.

>> A lot of people have better attendance because they don't have anything to worry about when they come to school.

>> By standards students and teachers with play a vital role in stopping bullying at school.

>> Stand up and seek help.

>> A study completed by the U.S. Secret Service and the U.S. Department of education about incidents of targeted school violence found in many cases the student shooters had been bullied, persecuted or injured by others prior to the attack. Bullying was not a factor in every case studied and clearly not every child who is bullied in school will pose a risk for

targeted violence in schools. However, in a number of incidents attackers describe being bullied extensively to the level of torment. This elementary school in pueblo, Colorado is about 100 miles from Columbine, the scene of the worst school shootings in America. They have learned the tragic lessons from Columbine and other school shootings and that's why we have a school wide bullying prevention program. They start by having students fill out an anonymous survey assessing the oh location and prevalence of bullying evidence and students take a no bullying pledge.

>> It says we will not be a bully.

>> School counselors, teachers and other adults reinforce the message.

>> When we come and support each other and stop bullying and let them know that's not appropriate behavior. We don't want it in the classrooms, on the playground or in the community.

>> We're teaching them strategies to use so they have a bag of tricks to pull from so they can help themselves when they're in a bullying situation. Bullying prevention is woven into the fabric of school life here.

>> Kids need to stand up to bullies.

>> We need to take a stand. Ask an adult for help. Step in when you see someone being bullied.

>> Bullying prevention requires that administrative support. It requires professional development, training opportunities, ongoing embedded in the school day and throughout the school year and year after year. And also you have to have support from administration in the school district in order to make that happen.

>> Now we'll turn it back to Bill Modzeleski from the U.S. Department of Education Office of safe and drug free schools. They were talking at length for the need for school-wide buy-in. You can see and hear these teachers talking about not having enough time as it is during the day to deal with other issues. There doesn't seem to be enough hours in the day. How is it, then, that you can actually make the time for this sort of thing if it does have the priority you think it should have in every single school day?

>> Let me tell you about two of the most important concerns that educators have today. One, every state in this country has set high academic standards for all their children to meet and they're concerned about the fact that all these children meet these standards. Two, they're really trying to do everything they can to create the environments that successfully encourage all students, regardless of background. To meet those standards. The key point is that children who are intimidated at school aren't in the frame of mind to learn. They're more apt to miss classes and less apt to be able to concentrate while in

their classes. Bullying prevention can pay big dividends in the long term. It helps to protect students from harm and creates a culture that fosters learning.

>> What do you say in the meantime to school administrators who are worried they just don't have enough time to create these school wide programs?

>> I think the first thing you have to say is to make the time. Because you can't have high achievement school wide throughout the entire school if you have a serious bullying problem. Kids being bullied aren't going to reach their full potential. All students suffer in a school where bullying is prevalent. The second thing you tell them it doesn't take a lot of time to create an effective bullying prevention effort. This campaign offers tips for addressing bullying on an immediate and long term basis. You look at the resource kit and you can get sound advice on how to deal with children who bully and children who are bullied. If you have a problem with bullying right now you can deal with it right now. I also want to say it can be a discipline plan that administrators invest a lot of time in. They're trying to create a supportive learning environment and start the school year with clear expectations of students. The behavior that won't be tolerated. Bullying is one of those behaviors.

Many of the other phases of school wide bullying prevention can be integrated into ongoing activities. Most schools already invest in training personnel to enforce discipline policies and most expect their teachers to respond when children are in danger. They're concerned about discipline problems in the halls and playgrounds where there is less

direct supervision from adults. Smart educators know that students must feel a safe and supporting learning culture at school.

>> Part of that is the students getting a stake in it. They have to get over the stigma of thinking that dealing with bullying being uncool. You have to communicate that to kids. How can you actually engrain that in the culture now among kids? How do you give them the idea that bullying is not cool?

>> We hear so much from young people about the impact of peer pressure on their daily lives. It's especially important during middle school when many students become less worried about pleasing the authority figures and more concerned with fitting in. One of the key reasons this campaign is targeting the middle schoolers. We know this is an age when many people's values and identities are shaped. We also know that bystanders can play a very significant role in bullying prevention as more children decide to develop the courage to step up and do something about bullying we can change the culture that has encouraged bullying to become so prevalent. I also see two more ways to do this. First we know that bullying prevention works with the entire school community knows about the rules and consequences for bullying. When these rules are understood by all students. These efforts get a real boost when popular students who are natural leaders help set the tone. It may be designated leaders like those in student government. They also may be the students who tend to be popular star athletes, for example. Educators should think about ways for these students to make it clear through their words and actions that

bullying isn't something that popular kids do. If other kids look up to these individuals, they'll follow their lead and often emulate their behavior.

>> Any other reasons or resources to talk about making bullying prevention such an important priority?

>> Let me sum up by saying what we saw in the video clip. Young people who are preoccupied with worrying about whether they'll be assaulted in the hallway aren't going to be listening very closely to their teachers. A student who receives threatening or hurtful email will find it very difficult to concentrate on his or her homework. It's an issue that has to do with self-esteem, anxiety and depression but very important issue in student achievement. Safe schools are successful schools. They're created when children know that bullying will not be tolerated in any form.

>> Let's bring in Dr. Limber to talk about some of the myths about intervention. What doesn't work?

>> There are a number of common prevention and intervention strategies promoted by well meaning adults that are not recommended. They include things like zero tolerance policies. Group treatment for children who bully. Self-esteem enhancement for children who bully. Short term simple solutions for bullying like a single assembly on the topic or a short-term curriculum as well as mediation and conflict resolution. I want to highlight one in particular. We know many schools have in place peer mediation programs. Although

these programs may be appropriate to deal with conflicts between children or among a group of children, they're not appropriate in cases of bullying. Why? Well, as we mentioned earlier, bullying is not a form of conflict, it is a form of victimization. We can send very inappropriate messages to children if we try to mediate a bullying situation. You're both partly right and you're both partly wrong. We have to work out this disagreement. That is not the message to send. Mediation can be harmful if we're encouraging or forcing a child who has been tormented to face their tormenter. It can be extremely distressing for a child and further victimize it.

>> Why doesn't zero tolerance work?

>> There are a number of reasons. One is that we know an awful lot of kids bully. If we have zero tolerance policies for bullying we're excluding a lot of kids from our school environment. I think they can also have a chilling effect on the willingness of kids and adults to come forward and report bullying if they're afraid that a child is going to be suspended or expelled for bullying behavior.

>> Interesting. I would never have guessed that. Thanks, Sue. Thank you, Bill. Appreciate that. Let's go to some members of the youth expert panel and here they're talking about bullying prevention at school. Let's listen in.

>> Everyone needs to be involved when it comes to bullying prevention. No one person or group of people can possibly stop bullying. It must be a combination of teacher, bus

drivers, cafeteria workers, anyone and everyone including students and parents need to take an active role in preventing bullying. Consider everyone as a puzzle piece.

>> I think adults should bring into a school a safe and healthy environment because kids don't have the power to do that.

>> Adults need to realize, need to learn, rather, how they can help to report on bullying. Every school administrator should have different programs set up for reporting of bullying and also for counseling for victims of bullying. Also, every classroom should be teaching about bullying and its potential danger from a very young age.

>> I think that adults and teachers and other people can be more aware of what is going on and what kids are doing or saying or not saying or who they are excluding.

>> Parents need to not tell their children that they'll be stronger if they make it through bullying and bullying is a normal part of life. It's not. It's a terrible experience. No good can possibly come out of it. It's a constant torment. Parents need to tell their kids to report it to school administrator or go to the school administrator themselves and tell what is going on. Parents if they have bullies as children need to talk to them. They need to not deny it. Oftentimes parents will say not my child. It couldn't possibly be my kid who is the bully. It needs to be accepted as a fact that anyone can be a bully.

>> Great advice from one of the campaign's most important audiences, young people themselves. Now as a reminder call us at 1-888-493-9382. 1-888-493-9382 and also email us your questions. For those of you watching on the webcast email us your questions by the prompt on the webcast page. We have questioned already coming in. We'll start with one from Tucson, Arizona. Are you there, Tucson? Hello, Tucson, are you there? Do we have a call from Tucson? I guess we lost the call. Do we have another called lined up? OK. Well in the meantime we'll be getting those together. We'll move on this evening and take a look at another one of these terrific web episodes to dramatize bullying for people in middle school. Take a look at this.

>> Come on, take a stand. Lend a hand, stop bullying now.

>> Give it up for Milton.

>> Milton, Milton, Milton.

>> Milton, Milton, wake up, dreamy. What are you doing, teeny weeny? Practicing for the dorchestra.

>> Line up for cardiovascular.

>> Later.

>> Another fun encounter with my very own torture patrol. How did I get to be so lucky?

>> Oh, Milton, what is wrong with you today? You're playing lacks its usual passion.

>> Well, what makes you think anything is wrong?

>> You can't fool me, my little tip top tubbiest. I can hear your frown blowing out your tuba.

>> There are a couple of guys that have been picking on me again.

>> That's terrible, Milton. Nobody deserves to be bullied. We'll need to look into that. In the meantime, you can't let them ruin the things you love. You love the tuba, while I love the triangle.

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

>> Somebody wake me when the nightmare is over.

>> Now let's take a look into many ways that other professionals who interact with young people can prevent bullying. We'll look at this video report about bullying prevention among health and safety professionals.

>> OK. A student has been bullied goes to the school nurse. This nurse and a student show us what the conversation is like.

>> How does it make you feel?

>> Worried.

>> A little afraid? A little scared that it might be worse next time.

>> The nurse asks about adult intervention.

>> Was there a teacher on the playground?

>> Yeah, but they were on the other side.

>> Now, if you begin to see this happen in the future. We want you to feel safe at school, OK? What you can do is just go right to that teacher and let her know immediately, OK? So you won't get hurt.

>> If it's the victim they have a tendency to be a little fearful. They will often come to the office with signs such as stomachaches, headaches, things that they say hurt. Imaginary - not imaginary and I notice that as they're sitting there and I'm assessing them they tend

to get better as we're talking. And then I investigate even further about what is going on in the class and they end up saying that someone is bothering them. Another classic sign is they don't want to go to class. They'll find ways to get out of class. Or if it's recess time, most children love to go out for recess. The kids that are being bullied have a tendency not to want to go outside and play.

>> This man is a professor of pediatrics.

>> I do think that bullying should be one of the questions asked about in a medical exam or, for that matter, in any assessment that is being done of a child. Be it in a medical setting, educational setting. It is such a common experience that to not ask it is to miss it. Especially with kids acting or looking depressed or who are showing some decline in their ability to function.

>> A member of the national association of school nurses who researches bullying issues. She says young people don't always report bullying incidents. Because of that, health and safety professional need to look for warning signs of this behavior in medical screening and the treatment of injuries.

>> Another place where teasing and bullying need to be assessed is in the emergency department. A lot of times children will present at the emergency department with injuries that seem to have an OK explanation but if you push a little harder, you'll find out that the

cause of the injury wasn't what was really initially described. The child may have a broken arm because he did fall running. But he was running away from someone.

>> Donna is here with us in studio. We heard on the video presentation a lot of talk about the health professionals, school nurses. I want to hear from you. What do you think school nurses should be doing to address this issue?

>> OK. I place a lot of emphasis on who school nurses do because of my background as a school nurse but often school nurses are aware that students are being bullied. They see the students who leave school early. They see the students who avoid the cafeteria at lunchtime because they're afraid of being bullied. It's important that they know the signs and symptoms and understand what they can do concerning bullying or when they think a child is being bullied. But I also want to emphasize that this issue goes far beyond school nurses. It is very important for all health and safety personnel and professionals to be able to speak to parents and to understand what the signs are of a child being bullied. They need to know what to share about bullying, what places in the school children are more apt to be bullied and also in the community. Parents need to understand this information and health and safety professionals can give that information to them. I also want to reiterate the role of pediatricians, nurse practitioners and other healthcare providers.

Many of these individuals have been trained to spot signs of abuse, to ask the right questions and probe for more information when they see injuries that don't seem to line up

with the explanation they're given for those injuries. These professionals need to apply the same model when they encounter children with injuries. Children who are being bullied may have other symptoms as well. Headaches, abdominal pain, sleeping problems, feeling tense and listless, bed wetting and having a poor appetite can all be signs that a child is feeling a great deal of stress as a result of being bullied. I think we need to look at the work of all health and safety personnel as pieces in a big picture. If a child's teacher isn't aware a child is being bullied perhaps the school nurse will know that information. If a school nurse misses it, then the signs, hopefully other healthcare providers who have regular contact with that child will be able to determine what is going on. If these individuals all miss the sign we hope that family counselors, social workers and even safety personnel like police officers will be trained to be able to spot bullying.

>> We're talking about police officers coming up in a bit. We'll go now from your focus here on physical health to the mental health of children involved in bullying. Take a look at this video.

>> Stan Davis is a school counselor, author and bullying prevention expert. He and other experts say bullying can be reduced and prevented in some cases if counseling strategies that have form and structure are used over time with consistency. Davis has students fill out a think about it form where they answer questions about their possible bullying behavior. Then he discusses the answer with them. The process stresses self-reflection, honesty and accountability as Davis and students show us in this reenactment.

>> What strikes me is you're halfway there. You're halfway to taking some responsibility. You say you're losing friends and you need to take responsibility here and you take it back at the end. How about also -- how about writing more positively? You heard it or you think you didn't?

>> Talking with a kid about what was wrong with their behavior or how they could do better is going to have very little effect unless that kid knows if I continue on with my bullying behavior, consequences are going to happen to me. We have to recognize that for many kids bullying is a very reinforcing and pleasurable activity.

>> Ted is the assistant executive director of the national association of school psychologists. He and his colleagues know the symptoms that bullied students maybe Exhibit.

>> Initially children can be anxious, they can be -- develop psychosomatic patterns. They don't want to go to school. They may have a reduction in their school performance indicators. But if it goes on for long periods of time, what we have seen are youngsters and adolescents becoming so depressed, so unhappy, so feeling that there is a sense of hopelessness in their life that we find that there are many youngsters who consider things like suicide as a way of coping with the pain and discomfort.

>> Back to Dr. Limber to talk more about this mental health aspect. You believe that mental health experts cannot only address but also prevent this sort of behavior?

>> Sure. I think mental health professionals play a number of very critical roles in bullying prevention and intervention. First they can often help to identify children who are in trouble. Those children who may be bullied but also there is children who may be bullying their peers. I think mental health professionals, particularly those in schools, may be particularly good at looking for warning signs of troubling behavior in a school environment. Second, where bullying behavior is confirmed, where we know it exists I think mental health professionals can work well individually with children who have been bullied to help them cope with their bullying. They can also work individual with children who bully others to help redirect their energies in more positive, better ways and work with the parents of children who bully to help to restructure some aspect, perhaps, of that home environment.

I think mental health professionals play key roles in helping to prevent bullying at schools, of course. For example, counselors and other school-based mental health professionals are often called upon to give workshops or staff in service trainings about bullying. Staff has questions about what is bullying. What does it look like? How can we better intervene in bullying situations without making the situation worse? And how can we better involve parents of students who are engaged in bullying problems? I think mental health professionals are often the people in schools who are called on to help coordinate comprehensive school bullying prevention programs. To launch them and ensure that they are continued over time.

>> Now, let's take a look at the relationship between bullying and the criminal justice system. Let's take a look at this video report now.

>> Please understand that children who bully others are far more likely than others to commit crimes, to batter their spouse, abuse their children and sadly produce another generation of children who bully. How many of you have been in our business long enough to see the cycle? You are dealing with a young man maybe as a patrol officer and now you're a sergeant. This young man is grown and fathered a child and now you have the fortune or misfortune to deal with his son. Have you been there? Have you ever said do you think the dad was trouble, you should see his boy?

>> Many have come to fully understand the consequences of ignoring bullying. Bill Christian son is the co-director of research for fight crime, invest in kids. An organization made up of those who serve in the criminal justice system who are dedicated to preventing crime and violence.

>> The NICHD study found those kids who bullied more often and bullied not just in school but outside school were seven times more likely to carry a weapon to school. Seven times. And also we found that the kids who were bullies in a study were four more times likely to have crime convictions by age 24. These are the kids we need to reach early if we'll have any chance of reducing crime down the road.

>> There are now 18 states that have officially enacted laws dealing with bullying. States here indicated by the color red. Policymakers in a number of additional states are considering bullying legislation. State laws vary somewhat in their definition of bullying and in their directives but most require or encourage school officials to develop a policy to prohibit bullying.

>> One of the leaders in this movement is Colorado and its attorney general.

>> When you passed a law like the one we did in Colorado that says every school has to have an anti-bullying policy. It's a statement that bullying is not something we'll tolerate under our system of laws in our society. It is not just playful behavior that should be accepted but it is behavior that can have very horrible consequences on the part of those who are the victims as well as the bullies themselves.

>> When officer Wieler is sharing his lessons with other police officers he uses an egg to demonstrate a point about a student who is bullied.

>> Over time this person's self-esteem is damaged but also their self-image is destroyed. The way they look at themselves. They begin to feel very empty and very hollow inside and that's the person that usually cracks.

>> Preventing that is why we're all here tonight. The detective, let's go to you now. We know many schools have the school resource officers. Give us some tips or tell us what

you think can be done by these officers to sort of integrate this bullying prevention into what they do every single day.

>> We do have some very specific advice not just based on my experience as a school resource officers but based on the input of Sue as well as other members on this panel. The following steps can help all school resource officers create programs that really work over an extended period of time. They can really do a lot to set the right tone for the school environment. First, you need to enlist the support of your school administrators. As most people who work in schools know, buy-in from the top is very important in advancing any type of policy and program. Bullying prevention being no exception. It is also important that the school resource officer be an active member of the school's bullying prevention effort. This is to help convince administrators about the seriousness of a bully. Some things that school resource officers may want to consider is collect information data about bullying through the use of an anonymous student questionnaire. This can give a good information about right up front about what is occurring in the schools.

Second, create an ongoing reporting system in the school about bullying incidents. Many students are reluctant to report bullying that they observe. Creating an anonymous reporting system can help adults become more aware of bullying and can empower bystanders to take action. Documenting incidents that are reported of bullying behavior in your school so that you can document when and where that bullying incident is occurring. Institute passive surveillance. Remember that bullying thrives in locations at the school

where adults often are not present. Have adults visit those common hot spots for bullying behavior and be very watchful for the possible signs. Once you've documented the bullying behavior and you have hopefully gotten buy-in from the administrators about the need to address it, you need to do everything that you can to make sure everyone in the school community knows what a very high priority you are placing on prevention.

So more good approaches include the school resource officer to get to know as many students as possible by name. This can demonstrate to potential bullies and students that at some point you are watching them. And you care about what happens to them. It also makes it much more likely that students who are being bullied will come to you for help. Next, make sure students, faculty and staff know that you are taking bullying seriously. Get off on the right foot by addressing school assemblies at the beginning of the year and explain those policies and those consequences for not following through with them. And remember; be accessible to students and staff. Keep your door open for students and staff to reach out to you and offer advice and insight and training on how to address those bullying issues. I'll close by saying that this is an issue that goes beyond the responsibility of school-based personnel. Many school laws have been developed or encouraged that they mandate that bullying policies be developed. Police officers who come in contact with juveniles who have behaved this way outside the school likewise need to contact leaders in the schools and make sure they know that information. All of this in law enforcement need to work together to respond to bullying and hopefully to prevent it in the long run.

>> Contact and communication going both ways there. Thanks, Bill. Appreciate that.

Youth organizations can actually play a key role in letting their members know bullying is not the right thing to do. Here now is some more information about how they're doing just that.

>> Teen organizations, the mission to youth signed on to help with the national bullying prevention campaign. A campaign from the United States Department of Health and Human Services, health resources and Health Resources and Services Administration. These organizations have chapters, affiliates or clubhouses in communities throughout the country. Those who work within youth organizations recognize the problem of bullying and its consequences from their first-hand experiences with youth.

>> We believe it's real important to not only -- for adults to equip children, but for children and youth to find a reason that they can help each other.

>> John is the director of initiatives for children and youth at the national crime prevention council. They extend their program to include bullying under their crime dog.

>> We were analyzing the mail we got from children. We realized we got more mail from children about the bully issue than any other issue. That really was our early warning system, if you will, that we need to deal with the bully issue. It's out there. Kids are concerned about it and we need to address it.

>> She is a leader in the community. A tribal youth organization. She says the training and skills learned while working on this campaign are very valuable.

>> I'm on the tribal youth council. Every time I do a campaign I come back and tell them what I learned about bullying and I share -- we talk about it. And they learn from it. And then we -- leadership training for youth, high school and middle school and we tell them about it so we all keep teaching each other.

>> Youth organizations can be part of the answer when looking for bullying prevention solutions.

>> They play a big role of getting messages to teens and pre-teens. Organizations that want to reach youth with certain issues on health and safety messages should reach out and involve them in programs and planning. National organization for youth safety is a really good example of this. It gives teens a real voice.

>> Back to Stephanie now. We've seen how some young people are really getting mobilized around this issue. What would you say to other youth and youth organizations who are on the sidelines now and might be in the kind of groups that you want to have more involved in this? What would you say to get them more involved?

>> You're right. First of all I want to mention that young people really are the heart and soul of this campaign and we're really pleased that so many youth organizations signed on

and are involved and are making bullying prevention a real priority. But the big message we have for individuals who are in the audience and who work with youth is that youth themselves are great messengers. This is about their lives and about the power they have to bring as leaders. We need to involve young people in the planning, implementation, evaluation of programs. We need to seek their counsel just as we did every step of this campaign. Youth want to be leaders, let's let them lead.

>> Thanks, Stephanie. [Inaudible]

>> Now as a reminder you can also email your question to us at videoconference at WETA.com and call with questions and comments at 1-888-493-9382 and we're taking questions by way of the broadcast as well. All right. We have a caller. Are you there?

Caller: Yes, I am. Well, first of all I wanted to say that I think advocacy is a very empowering thing to have happen to a child or to any individual. I would like to know what advice you would give children either being bullied or a bystander. Is it better to be an advocate or better for them to report as long as it's anonymous? The question is what is empowering versus risk taking.

>> Thank you very much from Lincoln, Nebraska. Which of you want to jump in on that one.

>> I'll take the first stab. Where children particularly as bystanders feel safe in speaking up and talking and telling other children they don't appreciate the bullying they're seeing and they think it should stop, I think it's very appropriate. Not all children will feel comfortable or safe in doing that. Regardless we do encourage kids to report bullying to an adult. Adults in the school really have the responsibility for keeping the school safe for all kids. So kids can and should speak up if they feel comfortable but they should always report to an adult. There are a lot of things they can do to get friends involved. Be an advocate by being a good friend to them. Invite them to sit with them at lunch. Sticking up for them.

>> Pretty much have that one covered. Go back to the phones. We have a caller from Tucson. Are you there, Tucson? Don't tell me Tucson is going to do it to us again. Are you there, Tucson? Anybody in the studio have a question. There we go.

>> Hi, it seems like a lot of bullying goes unnoticed by adult. What are warning signs that indicate that a child is being bullied?

>> Who wants to take this one?

>> Well, one of the signs that adults can look for is a change in that child's behavior. If you have a child who tends to be a non-aggressive child and they become aggressive in subtle ways, pushing someone smaller than they are. They may be bullied. Children who don't want to attend school is a classic sign. Some of the children who spoke to us about

some of those signs. Not wanting to leave school at the end of the school day because they're afraid of who they'll meet in the school yard when they leave. And may be extending their school day not necessarily because they want to but because they're afraid to leave at the time when other kids are leaving.

>> An email question here. I can't tell where it's from. A question about doing a survey to use with our elementary and middle level students. How can we find such a survey to use with children? You were talking Tony about conducting an anonymous survey. How would you go about doing that?

>> An anonymous survey? Sure. I know that as other members of the panel know, we saw a video clip from Randy. He has available on the website the Kansas bullying website there are anonymous surveys that can be available there.

>> At the Kansas website. Do you have an address?

>> It is [KS bullying.com](http://KSbullying.com).

>> Whoever sent in the question about finding a survey.

>> I think a lot of bullying prevention programs have anonymous surveys that are part of those programs. On the HRSA website as well folks can look up certain programs and many will have surveys attached.

>> That's the HRSA.gov. Another email question. This one is one I totally, totally would listen to. If mediation and conflict resolution are not recommended for bullying situations, give us something concrete that is. What's the first step to use? This is again another one that you talked about briefly earlier.

>> Well, a staff observer aware of bullying going on, I think the first to do is a good 30 second on the spot intervention. Many of us as adults aren't comfortable intervening and knowing what to say to stop bullying when we see it. We're afraid we might make it worse. So training and doing role playing with staff members to make them comfortable addressing bullying, call it by name and issuing immediate consequences for the bullying. A second step that's critical is follow-up intervention. You don't call it issue consequences and assume everybody is going to get along. You need to meet with the child who has been bullied to find out is this a pattern, what can you do to put a safety plan in place for them? And you need to meet separately with children who are doing the bullying. One at a time to find out about their behaviors, what is behind it and to issue consequences and to get their parents involved. All of their parents involved early.

>> You have to get the parents involved. That has to be -- kids are coming from home and aren't they bringing these things with them from home?

>> I think often there are family troubles that can help to make it more likely that a child is going to be bullying at school. They also may be bullying in the community so it's important to get parents watchful.

>> Thanks, Sue. We have a call from New York. Are you there? Hello, New York?

Caller: Hello. We have some questions about how to work with a child who is the bully. Could you give us some specific strategies about how to work with that child as well as what are appropriate consequences?

>> I'm assuming you mean how to work with this child at home?

>> No, in the school. We're educators and teachers in training and would like to know how to work with our students.

>> Great question. Who wants to try to tackle that one first? Go ahead, Doctor, how to work with a child who is bullied?

>> A child who is bullying.

>> Sam Davis showed a glimpse at how you can interact with a child. Not in a punitive or threatening way but to sit down with them one-on-one to get a sense of what is behind their bullying and really try to help them take responsibility for their actions. And I encourage folks to take a look at that video on the web, which is a longer piece and gives

a little bit more examples of how you can talk with kids about taking that responsibility, how you can make sure that you do issue very clear -- very clear consequences for their behavior. Some kids are going to need more help than an individual teacher or school counselor can give. This may be the tip of the iceberg at which point perhaps some referral for other mental health interventions along with families may be in order.

>> I'm just wondering. I've been to so many schools and frankly I'm amazed and sometimes scared when I see some of these kids in these schools. They don't look like kids did when I was in school. Kids in the fifth and sixth grade looked like fifth and sixth graders. Some of these kids -- they're somewhat imposing. How do teachers deal with that? I have to think that a teacher would have some concerns for their own safety for intervening and dealing with that and taking that first step in dealing with somebody who is bullying because they are like that.

>> You're right in that typically the police officer or the school resource officer has been maybe the last resort. But through the work -- The police officer is being brought into the mix and working hand in hand with not just the teachers in the school but as well with the school administrators. When you have a very large kid bring the S.R.O. into the mix and come up with a definitive plan that can be worked out with the school administrator working together as a team. That's what the whole--

>> You don't go there until it's a last resort issue?

>> Say that again?

>> You don't make that step of bringing in the officer until it gets to a point of this is the last resort? This is the last thing we can do with this kid?

>> Hopefully the school resource officer, the police officer assigned to the school has been -- as long as the school resource officer has done their job and started off at the very beginning and is working not to coming up the last minute but is working side by side and walking with the school administrator. Last resort? No, it should be all the way through the process.

>> It's a real team approach. Two things, in-service training and education for the entire school community is important. Bringing experts together as I mentioned. Secondly, the website really is a one stop shop where we can get fact sheets about what to do about children who bully. Fact sheets about what mental health person or law enforcement, how they can all play a part.

>> You jumped the gun on me. You answered Alicia's question. How do schools get the resource kit materials? Once again.

>> Stop Bullying Now!HRSA.gov or 1-888-ask-HRSA.

>> Anyone else in the audience have questions they want to pose to the panel? Stand up, please.

>> Some students who are bullied are either unable to or they're reluctant to stand up for themselves. Is assertiveness training or self-esteem building appropriate or effective?

>> Thank you.

>> I think in some circumstances kids can benefit from some assertiveness training. But I don't think that's necessarily appropriate for all kids. I think we don't necessarily begin there. I think we need to begin with the message that nobody deserves to be bullied. You are who you are and nobody should be treating you that way and we need as adults to make sure that we protect you and that you're not the target of bullying. There is not a great deal of research on assertiveness training with kids who have been bullied. I think some do benefit from learning some new skills. I think something else that can work is to expose these children to peers in different settings where they can make friends and build some confidence in their ability to interact with kids without being the target of bullying.

>> A question from the webcast. At what age is education about bullying prevention appropriate? I know you're shooting here for a particular age group. The tweens. How tough is the challenge -- is the challenge tougher for tweens because people don't address it when they're younger when they're 8, 7, 6 or so? What's the best age to think.

Forget what you're trying to accomplish here. If you had to pick out a perfect age to start addressing the issue, when would it be?

>> Respect for others begins very young. 18 months. I would love to hear from Dr. Limber says about this. But it begins early, respecting others. It lays the foundation for preventing bullying and disrespect.

>> I agree. We should begin in our pre-school settings to teach children about bullying. Maybe not the term itself but kids have an understanding of that sort of imbalance of power. The picking on kids that can occur even that young. Although their campaign is targeted at 9 to 13 year olds. All elementary schools should be implementing bullying strategies.

>> We have another question from South Carolina. This question is much of the discussion today has involved the school setting. What advice would the panel give to professionals who work with families?

>> One thing that professionals who work with families can do a find out more about what happens regarding bullying in the school setting and outside of the school setting. Again, the website allows them to learn about bullying and what they can do to help give information to parents. I think one of the title of this take a stand, lend a hand, stop bullying now is about information. What can make families more aware of bullying and

what it looks like in schools and in communities? I think that would be helpful in their work.

>> We also know that there are certain characteristics of families as we mentioned earlier that make it more likely that bullying will thrive.

>> For instance?

>> Families where there is a language of warmth and involvement on the part of parents. Where there is perhaps not enough supervision where the parents don't know where the kids are. Where there tends to be very harsh or corporal discipline but very inconsistent. Those things tend to foster bullying among kids. I think professionals who work with families should be looking for those perhaps warning signs within a family environment.

>> That's a tough nut to crack. Families tell you that life is so much faster these days, life is so much more full. You have families where everybody in the family may be working. In those kind of families how do you get something through to them? How do you imprint that kind of priority dealing with those kind of stresses every day.

>> It is very stressful. Part of message is not just the parents. It should be the community effort to help them get the support and help they need. In youth settings, school settings. Anywhere the kids interact with adults it's important to support the parents.

>> Oklahoma city? Caller: I'm glad that you all have mentioned bystanders. I'm concerned that we need to educate bystanders how they can intervene safely, what to say and how not to be an audience for a bully. And also I'm glad that Mr. Modzeleski is there to let parents and coalitions know that title IV dollars can be used in every school we're speaking to use bullying prevention in the classroom so everybody gets a chance for training, not just the victim and not just the bully.

>> Good point, good point. Thanks for that call. Let's talk about the point she raised about bystanders. What advice do you have and how do you communicate? I'm guessing that again in order to get everybody to understand as a bystander they have to pitch in and have a role to play you have to get the message from the top down and it has to be done consistently.

>> Just briefly. As we discussed earlier, at least from a law enforcement perspective we would like to see law enforcement officers to come up with a way to allow the bystanders, if they do see the bullying behavior, to go and report it. An anonymous reporting system, absolutely. And also, from the law enforcement perspective we would like the school resource officers to walk hand in hand with the school administrator in the introduction of the S.R.O. and the administrators to specific classrooms give them perspectives at the beginning of the school year.

>> Don't forget the students themselves. Youth want to be leaders. They want to be involved. They can be trainers and reach down as the clip showed where the high school

students were putting on a skit and showing basically whatnot to do. Empower them, educate them and let them lead. Let them be involved.

>> Only a couple minutes left. Anybody else in the audience here? Let's see if we can get one more in. Stand up, please.

>> You talked about a number of stakeholders in bully prevention including students and parents and law enforcement. But I haven't heard anything about other government or private sectors, stakeholders. Does this campaign address mayors in cities and their roles in bullying prevention? Does this campaign address school boards? We haven't heard anything about the role of school boards nor about the role of the state Department of education. So to what extent does this specific campaign address those other governmental --

>> Well, on the steering committee we brought together the school boards, the stakeholders that we knew we would want to be involved after the campaign launch. They were involved very early. They certainly are leaders and civic leaders in the community. It is important to reach out to the wider community to involve mayors and other leadership organizations and civil organizations and agencies.

>> It's hard to think of constituency groups not touched by this issue. Hopefully the groups will be soon involved in the communities.

>> All right. As we close this evening, we'll turn it back to our panelists for a brief discussion on how we can ensure the lessons we've all learned can be carried out across the country for long-term bullying prevention. How can we all work together to make this happen? Donna?

>> I think one of the things that was very clear tonight is it's not one professional's job. It's everyone in the school, it's everyone in the community, it's everyone who is involved with children who we need to be able to band together and know what to do. I think it's important to know we move towards action steps. It's not enough to know that bullying exists. Every adult has to really believe that bullying is wrong and that from that point building coalitions and being able to coordinate with others in order to make an action plan for what they will do regarding bullying prevention and intervention in schools and communities is very important.

>> Sue?

>> Well, you know there is an old saying for every complex problem there is a very simple solution. It's almost always wrong. I think the same is true for the complex problem of bullying. There is no silver bullet. There is no one-shot solution. It really does require a community effort within a school but a broader community effort as well. And to continue that over time. A one shot deal is not going to make a difference to kids.

>> Well, we think we've assembled a website that will reach out and touch everyone and we think many of the answers and solutions are right there in the school and community and by working together, involving youth, that will be the way to go.

>> I think from the law enforcement perspective we have to understand that we have been deficient, at least in the past. But certainly with the work that all these panel members have done and it's certainly brought us to even more to the limelight in working together amongst the community. We can certainly make a difference.

>> I certainly wish all of you the best of luck. An incredible challenge and a worthy one as well. We're getting hundreds of emails in now. Unfortunately we're out of time. We thank all of you out there for joining us. Thank you for the emails. All of the answers, the emails. You'll find them on the website. Go there and check it out. As we start off now we want participants around the country to continue the dialogue. If you've been watching the teleconference at one of the 100 plus local events your site coordinator will get you engaged in a brief and important discussion about how this can help you about bullying prevention. If you tuned in by yourself this morning. Consider visiting the website and download the materials that speak to your line of work. Best ways that we'll all be able to take a stand, lend a hand and stop bullying now.