

MCHB/CSHCN DIRECTOR APRIL 2004 WEBCAST

April 8th, 2004

CHRIS DEGRAW: Hello and good afternoon and welcome to the webcast. Coming to you from Maternal and Child Health Bureau. This is the latest in our series of monthly interactive webcasts. I'm Chris DeGraw of the bureau filling in for Dr. Peter van Dyck. He's on another trip to Afghanistan this week. Sorry he can't be here with us today. I think we have an interesting program for you today. We'll highlight MCHB's Stop Bullying Now! Now came and present you some of the details of the campaign. Some resources available to you and generate some discussion on how the state and the state MCH directors and state healthcare directors might be able to get involved in this campaign. Before I introduce my speakers I want to talk with you a little bit about technical information about the webcast. The slides will appear in the central window. They're synchronized with the speaker's presentation. You don't need to do anything to adjust the slide. You may need to adjust the timing of the slide changes by using the slide delay control at the top of the messaging window.

We encourage you to ask the speakers questions at any time during the presentation. Type in your question, select question for speaker from the drop down menu and hit send. Include your state and organization in your message so we know you're participating from. The questions will be relayed onto the speakers periodically throughout the webcast. If we don't have the opportunity to respond to your questions during the broadcast we'll email you afterwards. We encourage to submit questions at any time during the broadcast. The video window can be adjusted using the volume control slider accessed by clicking on the loudspeaker icon. Those who selected accessibility features when you registered will see text captioning under the video window. At the end of the broadcast the interface will close automatically and you'll have the opportunity to fill out an online evaluation. Please take a couple of minutes to do. Your responses will help us plan future broadcasts and improve technical support. Now I would like to turn our broadcast over to Stephanie Bryn from the Bureau of child, adolescent and family health. She's been spearheading the Stop Bullying Now! For the bureau and HRSA and talk about the campaign and introduce the other speaker.

STEPHANIE BRYN: Thank you, Chris. I'm really glad we have the opportunity to talk with you today about the campaign, Stop Bullying Now! As you may know, we launched this campaign right in the middle of AMCHP so we weren't able to provide a real in-depth presentation then and you weren't able to hear some of the roundtable discussions we had. Today's telecast will have four segments to it. We'll discuss the problem of bullying, the development of HRSA campaign to address bullying, the components of the campaign, and then we'll have a question and answer period. And it's my pleasure to introduce our first speaker, Dr. Sue Limber. Sue has been on the management team with us and the leadership team to develop this campaign. She's from Clemson University and is the associate director of the institute on family and neighborhood life. Dr. Limber.

SUE LIMBER: Thank you, Stephanie. I'm delighted to join the webcast. I'm sorry not to be able to be visually linked but I hope you all can hear me OK and will be able to follow along with my slide presentation. I was asked to spend about 12 minutes giving a brief overview of research on bullying among children and youth. Research really has grounded the development of this campaign from the beginning so we thought it important to start here. If you could advance to the next slide of the definition of bullying. I wanted to begin here to make sure we were all on the same page about what bullying is. Researchers and practitioners as well, I think, generally agree that bullying has three defining characteristics. Number one, that it's aggressive behavior that is intentional. Secondly, that it doesn't occur typically once or twice but usually is repeated over time. And third, that it occurs in relationship where there is an imbalance of power or strength. Sometimes that a physical power. Often it's emotional or psychological power between kids. So that a child who is being bullied really has a hard time defending himself or herself. I think it's important to point out that bullying is a form of victimization or peer abuse. It shares, as you'll see, some of these characteristics with other forms of victimization, such as domestic violence or even child abuse. If I could have the next slide.

I wanted to point out by this picture, which I hope you can see, that although all bullying is aggressive behavior, which is represented by that large circle, not all bullying is violent. Only those forms of bullying that are physical in nature really are considered violent behavior. There really is an overlap between bullying and

violence. This doesn't mean, of course, that other non-physical or non-violent forms of bullying aren't harmful as we'll talk about later. We know they can be. Next slide, please. I wanted to say a few words about what we know about the prevalence of bullying among children and youth. These data are from a fairly recent study that was published in the journal of the American medical association focusing on kids in grades 6-10. And what they found is what we all know, that bullying is really quite prevalent among children. They found almost 30% of 6-10 graders had been involved in bullying sometimes or more often within a school term either as a bully, perpetrator, victim or both. You'll see, as the slide indicates, 19% of kids they had bullied others not once or twice but sometimes or more often in a school term. 17% said they had been bullied. And interestingly, 6% of the full sample said they both bullied others and had been bullied themselves. I think these rates of bullying have been found to be fairly similar to those in other studies as well. Next slide, please.

I wanted to focus a little bit on what do we know about age differences in bully victimization. Most studies have found that rates of victimization decrease fairly steadily through elementary grades and through middle school and into high school. These data are from a fairly recent study of over 10,000 Norwegian school children. They found, for example, that rates of victimization were twice as high in fourth grade compared to eighth grade. If you switch to the next slide, similarly here in the U.S. looking at 6-10 graders, they found that, for example, although about a quarter of 6th graders say they're bullied fewer than 1/10 of 10th graders. We see a decrease as they age. Just because kids -- older kids aren't bullied as much as younger kids doesn't mean there isn't reason for concern as I'll mention later. Older kids seem to be less likely to report to adults that they are being bullied. So are more likely than younger kids, often, to suffer in silence. Next slide, please. Interestingly, although we see a decrease with age and the rates which kids say they are bullied, we don't see that same pattern when we ask kids how often they bully others. And these are data of 6-10 graders in the United States when asked how often they bully others, you see actually that there is a peak in about 8th grade of self-reported bullying. Why the difference between the self-reported victimization and bullying? I think we know from a number of studies that older children who bully tend to find younger children to target.

The next slide focuses on what we know about gender differences in bullying. I think there are some interesting and perhaps predictable gender differences in kids' bullying experience. The frequency of bully, by self-report boys in most studies are more likely than girls to indicate that they have bullied other kids. We do see, however, that there are differences in girls and boys reports of who bullies them. Boys, for example, almost always report being bullied solely by other boys. Girls report that they're bullied both by boys and by girls. We also see some perhaps predictable differences in the kinds of bullying that the boys and girls experience, whereas boys are more likely to be physically bullied, girls tell us they're more likely bullied through sexual comments, social exclusion, spreading of rumors and the like. Next slide.

Recent research has focused on trying to better understand the conditions surrounding bullying. I wanted to highlight a little bit of that here. One is that we know that perhaps contrary to some assumptions children report they usually are bullied either by one other child or by a very small group of children. It's much less common that kids are bullied by large groups of children. In terms of where it happens, the locations where kids are bullied vary somewhat from study to study, but common locations include the playground, particularly for elementary age kids. Middle school kids tell us frequently that they're bullied most often in the classroom. Lunchroom, halls, bathrooms are also common locations where kids say they're bullied. Interestingly, children tell us that they're much more likely to be bullied at school as opposed to on the way to and from school such as on the bus or at the bus stop. Next slide, please.

I wanted to focus a little bit on what we know about the effects of bullying on kids who are targeted. We know from a good bit of research now that bullying can seriously effect the psycho social functioning of kids, their academic work as well as their health. We know, for example, that bullying is related to lower self-esteem, kids who are bullied have higher rates of depression and loneliness than non-bullied children. Children who are bullied are more likely to report avoiding going to school and have higher school absenteeism rates and they also report on surveys feeling that they experience poorer health generally. And maybe most disturbingly indicate that they at least talk about suicide more frequently than kids who are not bullied. The next slide focuses a bit more in detail on some health concerns of bullied children.

This is a very recent study conducted in the Netherlands but just published in the journal of pediatrics. We find from these researchers that children who are bullied were much more likely to report a wide variety of physical symptoms or ailments. They were, for example, three times as likely to experience headaches. Twice as likely to feel abdominal pain. Four times as likely to be tired. More bed wetting, listlessness, etc. It may have some serious short term consequences from bullying. If you turn to the next slide, I also wanted to focus about what we know about children who bully. There is good reason to be concerned about these children as well as children who are bullied. Research has found that bullying behavior is related to a variety of other antisocial, violent and troubling behaviors. Kids who bully are more likely than other kids to get into fights, to even drink alcohol and smoke, be truant, drop out of school. They report worse academic achievement and a worse climate at school. And are more likely than kids who don't bully to, in fact, carry a weapon.

The next slide indicates that -- or illustrates some research conducted by a group in Sweden that shows bullying behavior can be an indicator that at least boys are engaging in later criminal behaviors. Just as a longitudinal study where they found 60% of boys who were identified as bullies in middle school by their teachers and their peers, 60% had at least one criminal conviction by the age of 24. About 35 to 40 had three or more convictions. So they found that bullies were about three to four times as likely as kids who didn't bully to have multiple convictions by their early 20's. We don't have similar data on girls at this point. Next slide. I wanted to highlight briefly a concern about how children cope with the bullying that they experience. Despite the high prevalence of bullying, we know that many children never report being bullied. Studies vary, but anywhere in the neighborhood of 20 to 50% of children indicate that they've really never reported their bullying experiences to teachers or other staff at school. We know that older kids and boys are particularly reluctant to report being bullied. Why don't kids report bullying to adults, or at least adults at school? I think their reluctance likely reflects at least in part their lack of confidence in their teachers and in school authorities handling of incidences and reports of bullying. So, for example, in a survey of high school students here in the U.S., 2/3, 66% who had been bullied believed that the school personnel responded poorly to the bullying incidents. Only 6% felt that school staff had handled these problems very well. Now,

this study is about a little over ten years old. I hope these numbers are changing and that kids are feeling more confident in adults' responses. Next slide, please.

Well, because many children don't report their experiences of being bullied, I think it's really incumbent on adults and other students as bystanders to be particularly vigilant and responsive to bullying and I wanted to focus here on adults. Unfortunately I think adults in the school environment overestimate our effectiveness in identifying and intervening in bullying situations. In one study 70% of teachers believed that teachers intervene almost all the time in bullying situations. When kids were asked that same question, only about 25% agreed that teachers intervene almost all the time. And of course I think these findings suggest that many teachers simply aren't aware of a lot of the bullying that occurs around them. It's difficult to detect and children frequently don't report it to them. But in my mind I think what is even more disturbing is the fact that many children also question the commitment of teachers and administrators to stopping bullying. In a recent study of ninth grade students only 35% of students believed that teachers were interested in trying to stop bullying. 25% felt that administrators at their school were really interested in trying to stop bullying. If I could have the next slide.

As interest and concern about bullying has grown in recent years so have our efforts to deal with it? Unfortunately, we, I think, as very well-intentioned policymakers, school personnel and others, we've taken some serious missteps in trying to prevent and deal with bullying. This is just a short list of what I perceive to be some common misdirections in bullying prevention and intervention. In the interest of time I'm only going to highlight two. Certainly could address others in the Q and A period if anyone is interested. I wanted to highlight a very common use of mediation and conflict resolution to resolve bullying. These are common strategies in many schools and many schools are using these also to deal with bullying incidences. I think that is unfortunate. It can be very harmful for kids. Why? Well, we know that bullying isn't a conflict but is rather a form of victimization. I think by mediating bullying situations, we can send the wrong messages to kids. You're both partly right and partly wrong, we need to work out this conflict between you. That's the wrong message to send. Second concern is that in forcing kids to confront a child who has been bullying them that may seriously further victimize them and be very uncomfortable.

One example of a misdirection in my mind, the last bullet, what I refer to as program of the day approach, I also wanted to highlight briefly, I think what -- we're all aware that many schools are implementing sort of a successive list of violence prevention or even bullying prevention programs without really integrating them into the fabric of the school or being able to continue them over time. And I think that can also be detrimental. If you could advance to the final slide, what does work? I think really what is required to reduce bullying is -- in schools is nothing less than change in the school climate and in the social norms. And in order to do that, I think it requires a very comprehensive effort at the school, really involving the entire school community. Not just teaching staff, but teachers, administrators, non-teaching staff such as custodians, cafeteria workers, counselors, parents and kids themselves as well as adults within the broader community. Safety professionals, law enforcement and justice, those who work with youth and after school programs, mental health professionals and many others who can support the school's efforts and really take that bullying prevention message into the community as well. With that, I will stop there and turn it back to Stephanie to talk about the campaign itself.

STEPHANIE BRYN: Thank you, Sue. Now we want to talk a little bit about how we developed the campaign. This was part of the youth media campaign congressionally appropriated dollars that came to HRSA and we decided that having seen the research that is out there, that bullying was something that needed some work and the campaign target audiences from this youth media campaign was limited to children ages 9-13 years of age. So for our target audience, we used 9-13 years of age children and the adults who influence their lives. That's pretty much all of us. We had four goals. The goals of the campaign were to raise awareness, to prevent and reduce bullying behaviors, to identify interventions, and to foster and enhance linkages between health, education and our other partners. So for this campaign, we developed a leadership team. The leadership team consisted of Wood Meyer communications in D.C. who won the contract to work with us and to develop the campaign. And Clemson University, Dr. Sue Limber and her staff and HRSA and MCHB. It was approximately two years in development, the campaign.

First of all -- Clemson took a look at the environment and did an environmental scan with regard to bullying prevention and bullying as a problem. They conducted over 30 focus groups with children and adults talking exactly about bullying. Talking to bullies, talking to children who were bullying and who were bullied and also children who were watching or witnessing what was going on. We developed a campaign partner steering committee and we pretty much brought together all the stakeholders we could think of who would be helpful once we developed the campaign. They would help us on the front end develop the campaign and they would help us make the campaign live once we launched. The list of the -- the exhaustive list of our campaign partners is on the website. Federal partners. It's important for us to gather our federal partners, people who worked in violence prevention, people who work with children. The U.S. Department of education, the U.S. Department of justice, people from C.D.C.

From the injury center as well as the adolescent health division and also from -- It was important if we were going to be working with children and wanting to reach children, that we develop a youth expert panel. These were children who were selected after we saw most of them in a focus group. We used 20 children who were 9-13 years of age. We brought on four teenagers who were helpful in facilitating and making it easier for children 9 to 13 to talk with us. 12 states were represented. Children were bullied, they were children who bullied and again they were the bystanders or the children who watched. We had disabled children who were in our youth expert panel who were very helpful to us. The youth expert panel suggested that we use cartoons. They watch cartoons. That we be real. And that we really emphatically show real bullying situations. They developed the campaign logo and slogan and their slogan was, take a stand, lend a hand, stop bullying now. Also with the youth expert panel we brought them into Washington, D.C. area at least three times during development and in came their parents, guardians and oftentimes siblings. So we were also able to benefit from siblings, guardians and parents about their experiences. They were their own focus group.

Next we looked around to groups that we thought would be important to us once we had a campaign to launch. Once we launched the campaign and would who give legs to the campaign and keep it live. These would be mostly adults who interacted with youth on a regular basis from the areas of education, health and

safety, mental health, law enforcement and justice, youth serving and youth membership organizations, and faith-based organizations. We called them the implementation working group. On March 1 in the D.C. area we launched this national event. And the website then became live and we have already seen and heard many activities, including radio and television involvement and promotion of our campaign. We also in the partners steering committee and the partners that you'll see listed on the website we had the national institution of broadcasters pick up our campaign, Stop Bullying Now! As one of their platform. We have the national association of broadcasters helping get the messages played on radio and TV. I want to talk a little bit about the components of the campaign. And we'll show some of them to you live now in a video portion of this. We're going to show you videotape of the youth expert panel. Children who helped us develop this campaign in their own words. After that we're going to show four P.S.A.'s that we developed. Again in conjunction with the youth and the teens of what we should say and show. We'll show NBC, the more you know PSA's that NBC developed after they contacted us with their wish to do the more you know using bullying prevention and then we'll show you two episodes about the campaign. After that, we'll talk about and go live to the website and I'll talk a little bit with you about what is on the web.

START OF VIDEO:

>> Time and time again eventually they might become a bully themselves.

>> It happens every period. Like every passing period. Someone is either getting pushed or yelled at or a fight happens.

>> I remember lining up in the hallways for lunch and stuff and seeing all these kids getting pushed and being called names and stuff.

>> The first time -- a few times when I was bullied I didn't tell anyone except for my friends because they understood because they watched it. It's especially hard to tell an adult. They may not feel the same way you do. Someone may come up to me and say I hate how you dressed up your hair or I hate your clothes

and I may go tell my mom and she'd be it is use your clothes and hair you shouldn't care. I know that I shouldn't care but it still hurts me.

>> They cuss at each other and they push and punch. And they call names to each other. Once -- I used to have a birth mark and they would make fun of me.

>> Sometimes it will get from a point from just being like name calling and stuff to being physical because they want you to react to them.

>> They keep on pushing you and pushing you so you can go back and react to them. That way you get in trouble. That's what they're trying to do.

>> Once you get involved the bully is going to start picking on you. You might be on the bully's side and get in trouble. Or you might be on the person who is getting bullied side and some people think it's fun to watch.

>> Usually with girls you take sides. And you usually take either your friend's side or if you don't have a friend in the fight, then the person you believe or the person all your friends are choosing.

>> First off, I do think there are -- my counselor is very, very good about understanding kids and she really seems to be able to help against bullying which is pretty rare.

>> I agree. I think some adults do care but there are some adults that blow it off and don't think much of it. But then the adults and kids have different minds, really. The kids might take something and make it like exaggerate and adults -- and they exaggerate it once or twice and adults might think they're exaggerating this time, too. Columbine started out as a small teasing problem.

>> I think whenever kids -- whenever some kids come home and say they've been bullied and it's a serious problem and they tell the parents. The parents shouldn't just ignore it and go tell the teacher and stuff. It

mostly doesn't work. I think the parents should just -- should just sit down with the children and start talking to them about it because it would help a lot more than ignoring it or go tell the teacher.

>> I think in an environment you feel uncomfortable. I'll mess up and he'll make fun of me, I know it. You're not learning as much as you could and missing out on a lot of education.

>> There was a girl who thought I liked her boyfriend. And that's a really big problem to her. Even if it just is a rumor she goes off at them. So she is frightening to everybody in the class.

>> There is a huge change in behavior with a kid who is being bullied. All of a sudden as much as outgoing as they might be all of a sudden they'll kind of disappear and I can agree with what you said. How if you're being bullied, all of a sudden, boom, you're on full alert. If you see this person in the hallway you go the other way.

>> It would help a lot, I mean, stopping bullying is going to help. Those people who are bullying they'll grow up and it will stay with them forever and come back and haunt them someday.

>> If our school had no bullying it would be -- it would be great. I would be happy. And nobody would have a bloody nose or a black eye or getting kicked in the knee or something like that.

>> Well, I'm not usually picked on because I'm not really a small kid and I guess I'm sure of myself, I guess. Lots of my friends are picked on and I'm sure they focus on school more because they know they're extremely smart in the things they like. When they're in school they're so stressed about things that aren't even relevant and it's kind of sad. If it was removed they could focus a lot more on school.

>> Stop being as many fights as there always is. If everybody could stop making fun of 6th and 7th graders there wouldn't be a fuss over anything in a game or anything. We wouldn't have the need for detention.

>> Not enough people know about bullying and it's serious because to the extent of a silly little rumor, someone killing themselves because they're being bullied. Not enough people know about it. If more people knew about it more people would do things especially if they see something that moves them and inspires them or something.

>> I wanted to change my school because maybe I would feel embarrassed because a little kid called me shorty.

>> So many things are going to change. It would provide so much more confidence and a lot more unity and reinforce a lot of the stuff we teach about us being all brothers and sisters and how to live in peace and unity. If we can't live in peace and unity during the school year how can we expect a peaceful world in the future?

>> You're stupid and ugly.

>> Who is going to stop this?

>> It's 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.

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

>> Poor Milton, the big jerk is picking on him. Someone should do something.

>> I know just who that someone is.

>> Relax, man, we got you covered. Take a stand, lend a hand, stop bullying now.

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

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

>> If you know someone who is being bullied, tell somebody. You'll be a hero and you don't even need a red cape for that.

>> You can be funny without making fun of someone else. Treat people the way you want to be treated.
Don't be a bully.

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

>> Rise and shine, K.B. 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, I know. We're on a budget, but I splurged a little because my daughter deserves to look hip. Get dressed and get ready to wow them at school.

>> I'll wow them, all right.

>> Here they are, the cool girls lockers. You have connections.

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

>> Mr. BITNER?

>> What?

>> Well, if it isn't K.B.

>> Oh, right. Sorry, K.B. My mistake. So what brings you to my laboratory?

>> Isn't that room 201?

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

>> Oops.

>> Watch where you're going, freak.

>> Sorry.

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

>> Oh, joy.

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

>> And now give it up for Milton.

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

>> All right, everybody. Line up for some cardiovascular.

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

>> Hear the music. The one with the tuba. What is wrong with you today? Your playing lacks its usual passion?

>> Wrong? What makes you think anything is wrong?

>> You can't fool me, I can hear your frown blowing out your tuba.

>> There is a couple of guys. They've 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.

END OF VIDEO:

STEPHANIE BRYN: OK. You can see how much fun we had developing that with the youngsters. And trying to make it real and at the end of each of the episodes, which were the serial comics you just saw, there are questions and answers for the children to interact with the computer and there is also a way for them to go and learn more about each of the characters. Each character has a profile and the children and adults, of course, can learn about what kind of -- how old the particular character is and a little bit more about them. We wanted the website that we're going to talk about in a few minutes to be one stop shopping for people who are interested in bullying, preventing bullying, doing something in their community, asking their schools to be involved and interacting basically at the community level with this campaign and for this campaign. So all the PSA's and episodes that you saw are on the web. If you call 1-888-ask HRSA you'll be able to order CD's with the resource kit and communications kit and we'll talk about that in just a few minutes.

Now, the webpages should be up on the screen now with the opening website, which basically says welcome to the website. As the cast of characters. And importantly the national satellite teleconference is right there where you can learn more about how to tune in for the national satellite teleconference about bullying prevention on April 19. I'll talk a little bit about that in a minute. This is how -- this is the website you see when you first go out to our web. Along the left-hand side then are places you can visit on the web. And the first one to go up is basically what bullying is. And it addresses -- first of all, it addresses in a language that youth can understand, the definition of bullying. What is it and so we have a few topic points there about what bullying is. We also address under this page and the -- where you can go from the page, why kids bully, signs that children might bully and the effects of bullying. And there is also a way to go to see and learn more about the youth expert panel. The young people who helped us develop this campaign. You can see that -- you can see which web is up and you can see the profiles of some of the characters. T

he next screen that you see is what you can do if you're being bullied, if you witness bullying, or if you bully others. And you can click on any of those three options and learn much more about what it feels like to be a bully, what it feels like to be bullied, and what you can do. So that's an important website. Again, we talk about our web episodes and show a profile of someone. On the bottom of that page as on other webpages you can take a poll and interact again with us. Next -- I'm only going to showcase a few pieces of the web but these are the ones I really wanted you to say is cool stuff. Again, because this website is primarily for youth, you're going to see a lot of youth things that would attract youth and then, of course, the last one we'll talk about is what adults can do. We'll go there in a minute. Under cool stuff you can watch the web episodes, the cartoons. You can get more information about all the characters. You can again take a look at the youth expert panelists, the children 9-13 years of age and you can find out about partners and you can play games. There are fun games for youth to play up there on the web. So that's another place for the youth we find actually love this site because it's interactive and the games are attractive to children that age, 9-13.

Now the next page are what adults can do. And this is a really important page because we hope to attract both adults and youth to our website. On this page is -- it talks about bullying and children who are bullied. It talks about how you can help. And then it is important that you see on the lower right side about our resource kit. So if you click on the resource kit, it takes you to several links and pages where these are resources that we have either created or were already created and we put them on the website. And you can see that there is -- there are fact sheets about children who bully, as Dr. Limber mentioned misdirections in bullying prevention. Learn a lot more about what you don't want to do. Warning signs. Signs that a child might be being bullied. There is a fact sheet on what you should do if you're being bullied. What steps you should take. Numerous, numerous fact sheets that we think will be helpful to you. And hope you'll take a look at all of them. There are research-based articles and books. There is a way to interact with your school administrators, your school superintendents, decision makers in your community and your county. Exactly what to do if you work or are in the law enforcement community. I think you'll find those resources extremely helpful. We think we again are a one stop shop for bullying prevention. On the left-hand side you'll also see the communications kit. A minute ago I mentioned how you can order a communications kit or resource kit with the C.D.'s and so you'll be able to work locally and do training and education in your own community. So the communications kit is an important resource that you should click onto. Now, we can go back to -- you can close the window, please. OK.

I just want to end with some information about the national teleconference. You saw that you can learn more about it on the website. This national teleconference April 19 is in the evening eastern daylight time. It starts at 7:30 and goes until 9:00 p.m. eastern daylight time. This is a teleconference we're co-sponsoring with the U.S. Department of education. The people in the office of the safe and drug-free school. As many of you know, the safe and drug-free schools program has state coordinators in every state and so hopefully you know that you have a safe and drug free schools coordinator right there nearby in your Department of Education. What we will present at the national teleconference is basically what works in bullying prevention, specific information that would appeal to a variety of professionals who work with youth. So I mentioned the six categories that we brought together. There will be specific information on how to work with those categories of people, professionals. I would like to suggest that at least one member of the Maternal and

Child Health Bureau staff agency in the states might participate or might even host the downlinking of the satellite telecast and/or a webcast. They will be simultaneously cast specifically for health educators and school and health professionals. You can learn more about downlinking if you visit the website [WWW stop bullying now.HRSA.gov](http://WWW.stopbullyingnow.HRSA.gov). I think we're ready for questions now.

CHRIS DEGRAW: Thank you, Stephanie. Now is the time to submit your questions. Our first question is what are the expectations for states that become involved in the Stop Bullying Now! How can states get involved?

STEPHANIE BRYN: I think one of the things we hope would happen is that you visit the website and become a bit familiar with some of the resources that are available to you that you perhaps order the CD's and have the CD's available perhaps on a local radio station or even a university campus radio station. That goes up. I mentioned that the safe and drug-free schools coordinator who is usually at the capital city level in a state is a partner. They are co-sponsoring our webcast. I would sure like to encourage that. The MCH personnel avail themselves to participate in the national telecast on April 19 and then I think we have a few resource centers that you can reach the Children's Safety Network for one at Children's Safety Network.org that are available. I hope the school and adolescent health members will watch the telecast.

CHRIS DEGRAW: Our next question for you Stephanie comes from New York from the maternal child health program. Comment on the length of the campaign. What then? What will happen after this?

STEPHANIE BRYN: Well, we know when we involve the education, mental health, law enforcement, health and safety professionals and others who are professionals in organizations on the ground, we knew that we would be able to give some leg to our campaign. We also do know that we have some funding now for phase 2 where we will keep the campaign alive. We're looking also for a relationship and funding from our partners at the U.S. Department of Education. I think we're so keen on -- on involving people quite early and after the launch, before the telecasts and during the telecasts to actually keep the momentum going and so that's why this training and others will be -- will happen.

CHRIS DEGRAW: Our next question, do you have a list of the sites for the April 19 webcast? Is that available?

STEPHANIE BRYN: We do at WIDMEYER communications. Jason is on the line and may also want to type in his response. They are keeping track of the host sites. Those people who -- I think it was April 1 or 5th that they had to register by. We will also be mentioning them on the air. But we will be -- if you visit the website you may get the coordinates to downlink and get the coordinates to receive it on your own computer during a webcast. If you aren't a host site that doesn't mean you can't listen in. We encourage you to downlink it with the coordinates on the web or you may listen at your computer.

CHRIS DEGRAW: Jason Smith has responded that the national directory of the site will be posted to the stop bullying now.HRSA.gov remember site later this week. The next question is does the bureau have plans to link any of its grant programs to the Stop Bullying Now! Campaign?

STEPHANIE BRYN: On the grant side I can't say that there are specific ones. However, with the word getting out I can think of some resource centers whom the bureau funds who work with adolescents and school health to work with adolescents in the adolescent health coordinator resource center as well as the resource center I mentioned, the Children's Safety Network. It may be that the emergency medical services for children grant program who are interested in prevention would want to link in. But I haven't had specific information about that quite yet.

CHRIS DEGRAW: Are there any other questions for either of our speakers? Please submit them now.

STEPHANIE BRYN: I just are one comment I would like to make also. I mentioned earlier about SANSa being a partner with us. They've launched a website and a campaign primarily focused at talking with your children, the parents and guardians talking with their children and I would like to give their website which is WWW.mentalhealth.SAMHSA.gov/16plus. This is a campaign encouraging adults to talk to children in a

focused way and their slogan is make time to listen, take time to talk. And addressing bullying, about bullying.

CHRIS DEGRAW: Will that website be linked from our website?

STEPHANIE BRYN: Yes, I think it's linked right now from HRSA today.

CHRIS DEGRAW: Before we go could you remind the audience of the address?

STEPHANIE BRYN: www.stopbullyingnow.hrsa.gov.

CHRIS DEGRAW: OK. We don't seem to have any other questions so that will wrap up our webcast for this month. I want to thank all of you for participating in our monthly webcast. I want to thank our speakers, Dr. Limber from Clemson University and Stephanie Bryn from the bureau. Like to thank our contractor the Center for Advancement of Distance Education at the University of Illinois in Chicago for making all this technology work. Today's webcast, as with all of our webcasts, will be archived and be available within a couple days on the website. Let your colleagues know about the website. We like to make this webcasts as responsive to your informational needs as possible. We hope you will stick around at the end of the webcast and fill out the online response form. If you have suggestions for topics that you would like to have addressed on future webcasts, or have comments in general, please email them to us at [info @ mchcom.com](mailto:info@mchcom.com). We look forward to your participation next month. Goodbye from the Bureau.