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Protecting Health, Saving Lives – *Millions at a Time*



Applying Research on Bullying to Prevention

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Topics to Be Covered

- Overview of bullying
 - Definition
 - Prevalence
 - Characteristics and forms
 - Effects
- Prevention efforts
 - Evidence-base
 - Multi-tiered systems of support
 - Recommended approaches



Bullying



- Aggressive behavior that *Intends* to cause harm or distress
- Usually is *Repeated* over time
- Occurs in a relationship where there is an imbalance of *Power* or strength

Why Focus on Bullying?

- High profile incidents (e.g., school shootings, suicides)
- 2011 White House Summit on Bullying and media coverage
- Increased awareness of negative effects (Swearer et al., 2010)
 - Social-emotional & mental health (Bradshaw et al., 2008; Nansel et al., 2001)
 - Academic performance (Bradshaw et al., 2012; Glew et al., 2005)
 - Health (Fekkes et al., 2006)
 - Substance use and violence involvement (Bradshaw et al., 2012; Ttofi et al., 2012)
- 49 states have passed legislation related to bullying (Limber & Alley, 2006; USDOE, 2011)
 - Common elements (USDOE, 2012)
 - Most outline a model policy
 - Many emphasize reporting
 - Less emphasis on training and evidence-based prevention
 - 80% address cyberbullying

Implementation of State Policies: Maryland Example



- 83.5% \Rightarrow 86.5% of staff reported their schools have an anti-bullying policy
- 69.1% \Rightarrow 74.6% of staff reported receiving training on the school's policy in the past year
- 50.3% \Rightarrow 58.8% of staff received training on how to complete a Bullying, Harassment or Intimidation Reporting Form

(MDS3 Spring 2011 Sample: 2502 Staff \Rightarrow Spring 2012 Sample: 4,046 Staff)

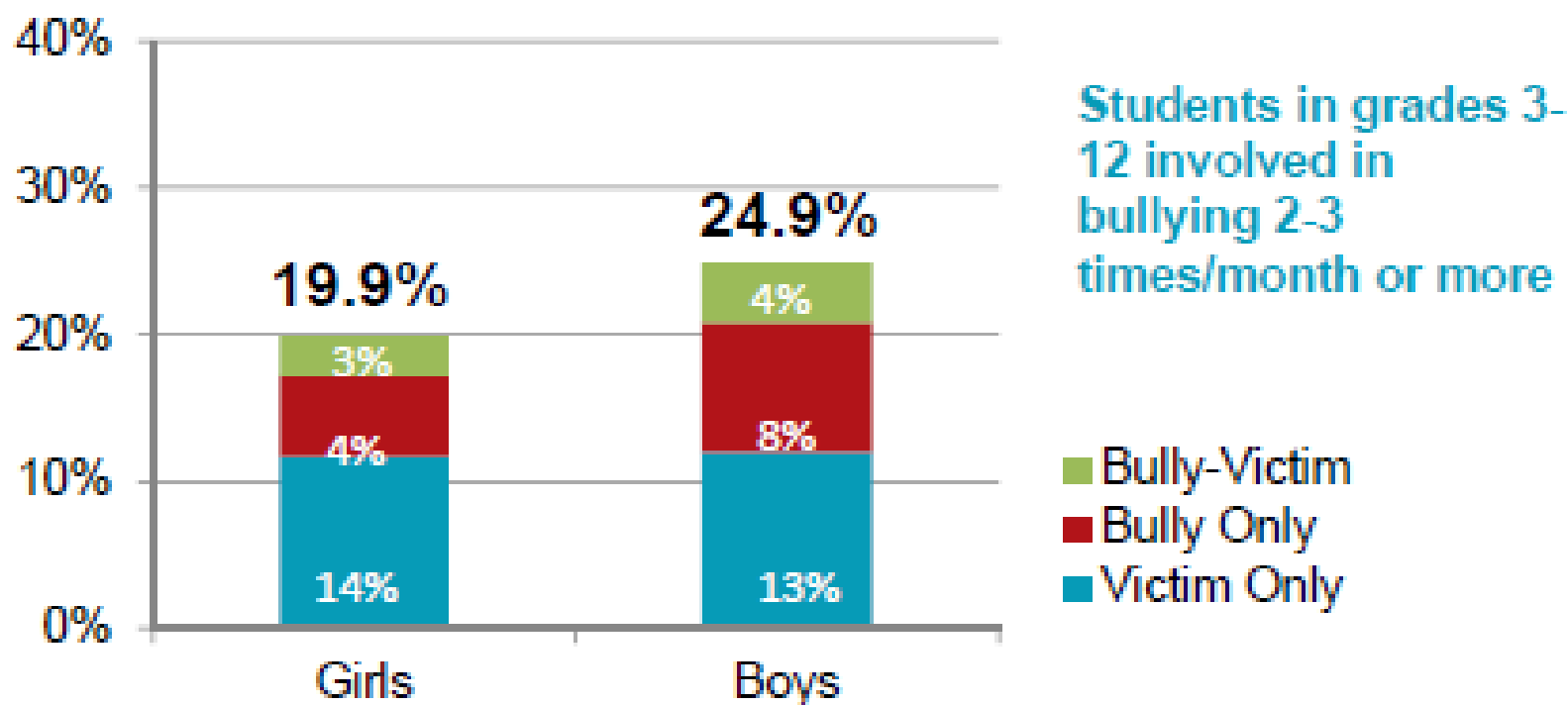


USDOE's Dear Colleague Letter

Harassment and Bullying (October 26, 2010)

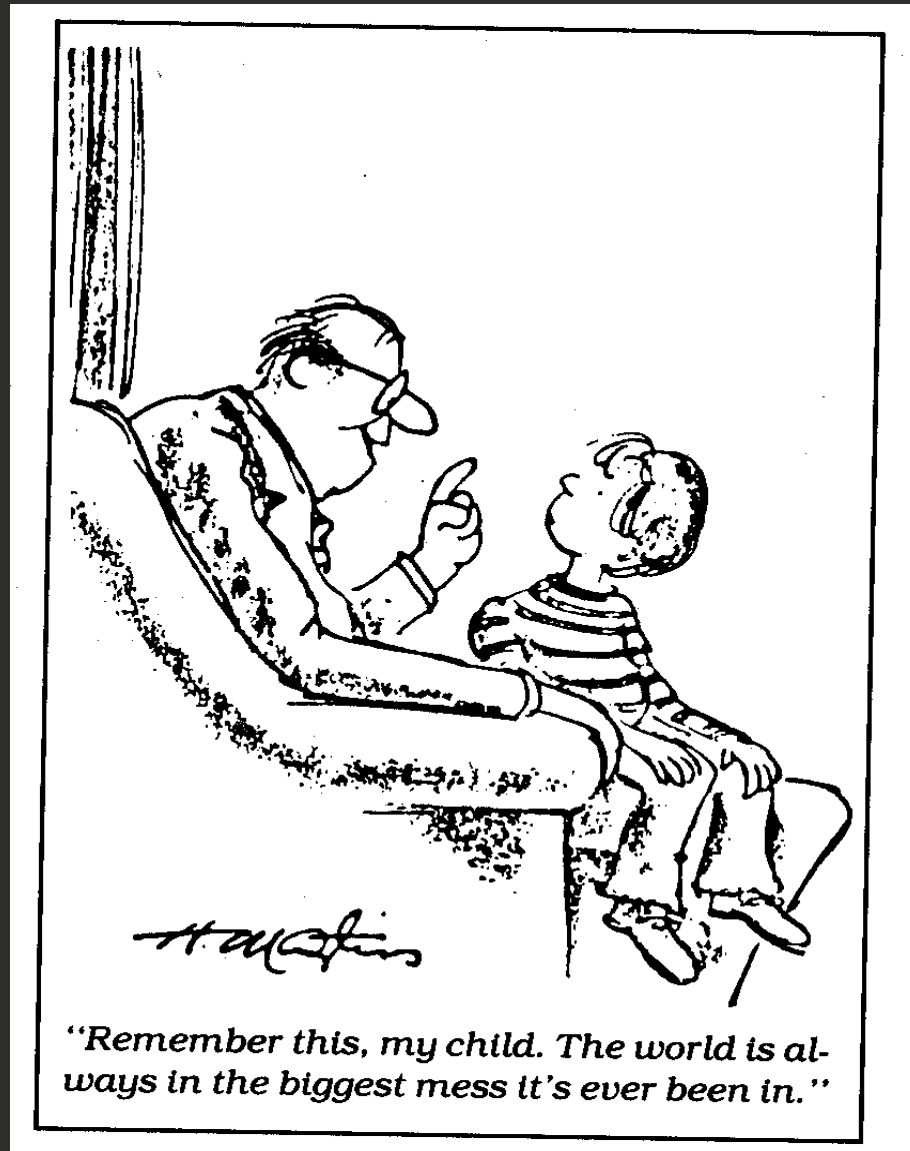
- Clarifies the relationship between bullying and discriminatory harassment under the civil rights laws enforced by the Department of Education's Office for Civil Rights (OCR).
- Explains how student misconduct that falls under an anti-bullying policy also may trigger responsibilities under one or more of the anti-discrimination statutes enforced by OCR.
- Reminds schools that failure to recognize discriminatory harassment when addressing student misconduct may lead to inadequate or inappropriate responses that fail to remedy violations of students' civil rights.
- Discusses racial and national origin harassment, sexual harassment, gender-based harassment, and disability harassment and illustrates how a school should respond in each case.

How likely are children and youth to bully others?



Source: Olweus & Limber (2010)

Is Bullying on the Increase?

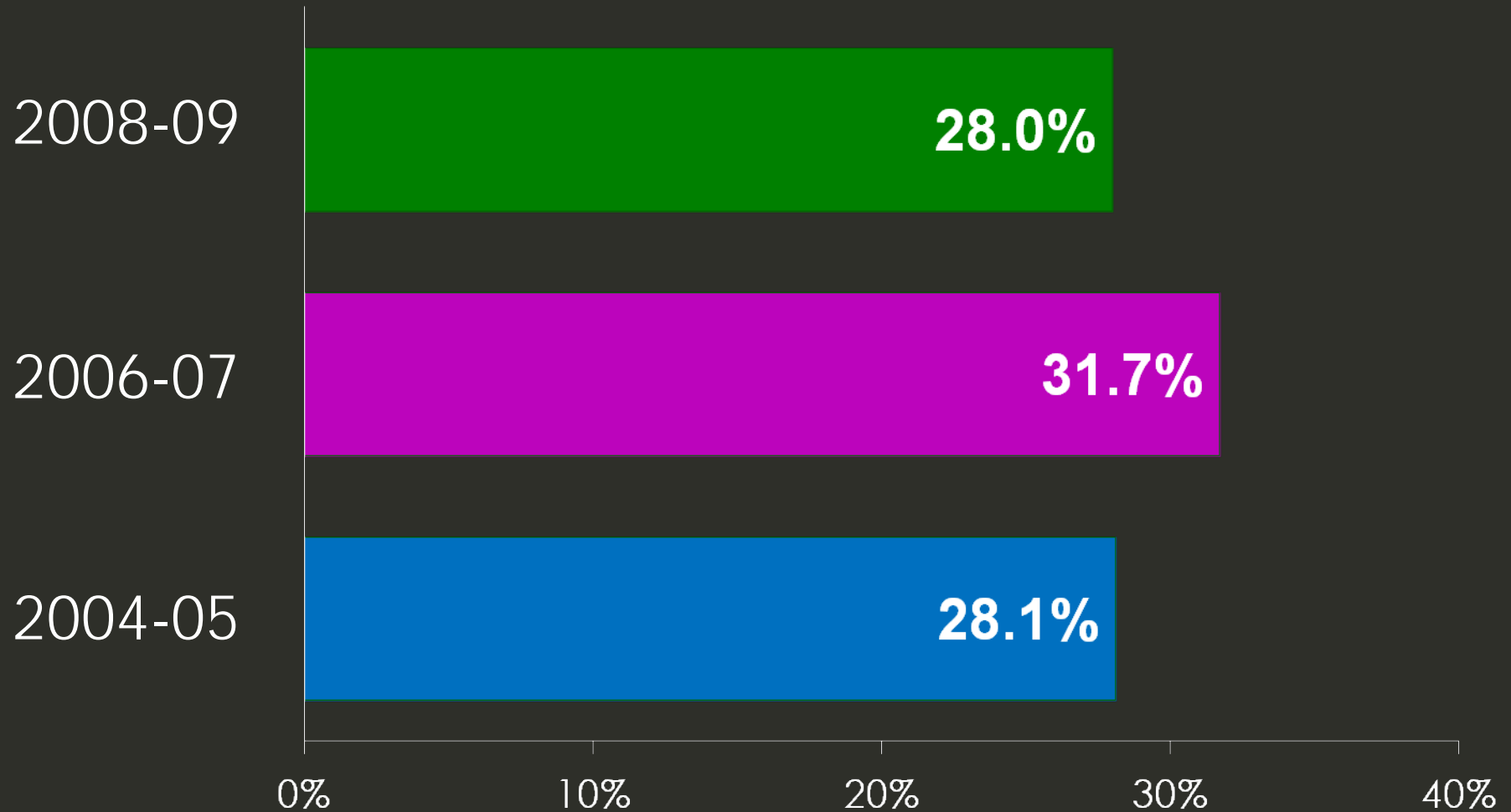


"Remember this, my child. The world is always in the biggest mess it's ever been in."

Is Bullying on the Increase?

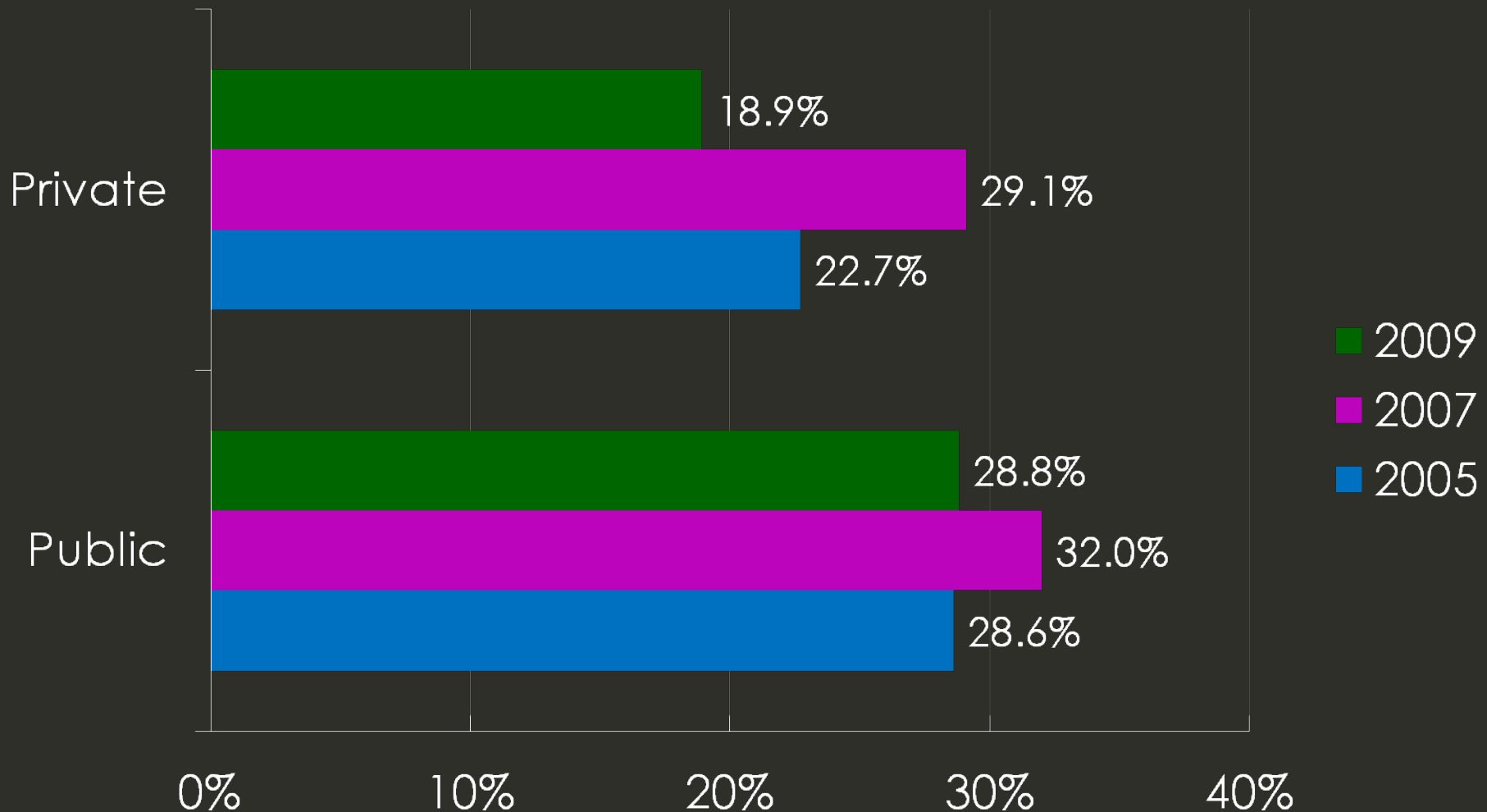
- Some recent national and local data suggest a slight decrease in bullying (e.g., Bradshaw, 2012; Finkelhor et al., 2010; Spriggs et al., 2007)
- However, cyberbullying may be on the slight increase
 - May be due to greater access to technology (phones, Internet)

Percent of Students Ages 12-18 Bullied at School



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, "Student Reports of Bullying and Cyber-Bullying: Results From the 2009 School Crime Supplement to the National Crime Victimization Survey" Web Tables (NCES 2011-336).

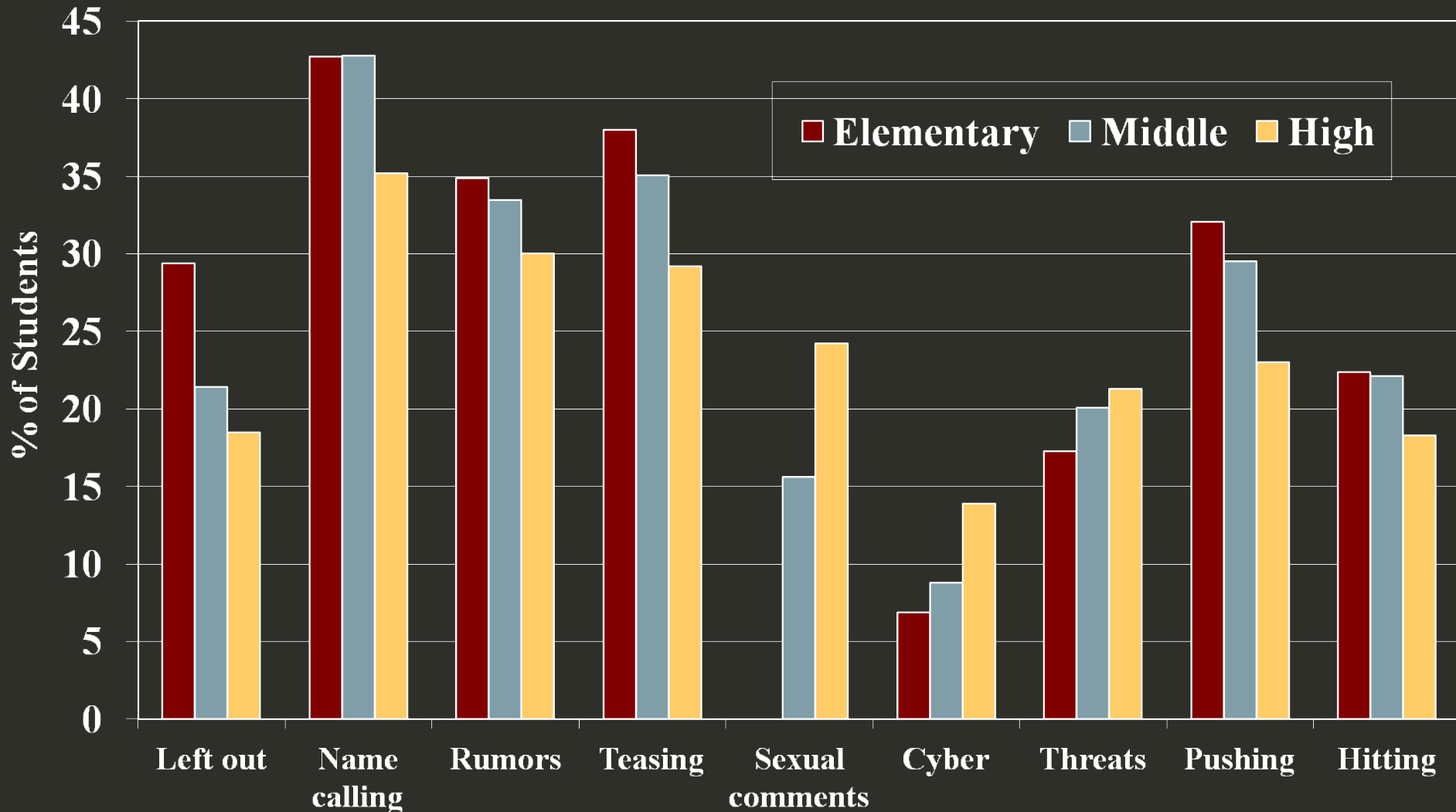
Percent of Students Ages 12-18 Bullied, by School Type



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, "Student Reports of Bullying and Cyber-Bullying: Results From the 2009 School Crime Supplement to the National Crime Victimization Survey" Web Tables (NCES 2011-336).

Forms of Bullying

How were you bullied within the last month?



(N=25,119 students grades 4-12)

Cyberbullying/ Electronic Aggression



- “willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices”
- Less common than other forms of bullying
 - 15-35% of youth have ever been victims of cyberbullying
 - 10-20% report ever cyberbullying others
- Most know, or think they know who the perpetrator is
- 28-33% of victims of cyberbullying tell no one about it (NCH, 2005; Smith et al. 2006)
 - Similar rates of disclosure to traditional bullying

(Kowalski et al., 2007; Spriggs et al., 2010)



Types of Cyberbullying

- **Flaming:** online fights with angry language
- **Harassment:** repeatedly sending mean or insulting messages
- **Denigration:** sending gossip, rumors
- **Outing:** sharing secrets or embarrassing information
- **Trickery:** tricking someone to sharing secrets
- **Impersonation:** pretending to be someone else, while posting damaging material
- **Exclusion:** cruelly excluding someone
- **Cyberstalking:** intense harassment that includes threats and creates fear

Effects of Cyberbullying/ Electronic Aggression

- Immediate impact for victims
 - 33% felt very or *extremely upset* (Ybarra & Mitchell, 2004)
 - 38% felt *distress* (Ybarra et al., 2006)
- Compared to traditional bullying (Smith et al., 2006)
 - Picture/video clip and phone call bullying were perceived as more hurtful
 - Text message roughly equal
 - Email bullying less hurtful
- About 50% of cyberbully victims and offenders experience bullying off-line

Development Differences

- Tends to peak in middle school
 - Except cyberbullying, which appears to increase through high school
 - Relational may persist beyond physical
- Little research on younger children
 - Poorer social-emotional skills
 - Higher base rates of aggressive behavior and ‘rough and tumble play’

(Nansel et al. JAMA, 2001; Rigby, 2008)

Gender Differences



- Males generally more likely than females to be both perpetrators and victims
 - Except cyberbullying, which may be more common among girls
 - Physical forms more common among boys
 - Indirect (relational) about equal for males and females
 - Girls more sensitive to relational forms of bullying
 - Boys more sensitive to physical forms of bullying

(Card et al., 2008; Bradshaw et al., 2011; Crick et al., 2004 Nansel et al. JAMA, 2001)

Ethnicity and Diversity Factors

- Ethnic minority youth more likely to be victimized, but may not label it as ‘bullying’
 - Cultural differences in conceptualization of the term ‘bully’
- LGBT and gender non-conforming youth at increased risk for victimization
 - Victimization estimates range from 40-85%
 - Issues related to parental support
 - Mental health concerns
- Students with disabilities experience high rates of bullying (Rose et al., 2011)
 - Victimization may be as high as 94% (Little, 2002; Zablotzky, Bradshaw et al., 2012)
 - Perpetration also a concern (15-42%)

Often Discrepant Views Between Youth and Adults: *School Staff*

- Student vs. Staff Views
 - Staff *grossly underestimate* the prevalence of bullying, although are concerned about its impact
 - Students often think staff are *unaware* of bullying or do *not intervene* effectively
 - Yet, most staff feel they have *effective strategies* for intervening and rarely think they make the situation worse

Student vs. Staff Perceptions

Students (N=15,185)

- Seen adults at school *watching bullying and doing nothing*
 - Middle – 43%
 - High – 54%
- Believe adults at their school *are NOT doing enough to stop or prevent bullying*
 - Middle – 58%
 - High – 66%
- Believe that teachers who try to stop bullying only *make it worse*
 - Middle – 61%
 - High – 59%

Staff (N=1,547)

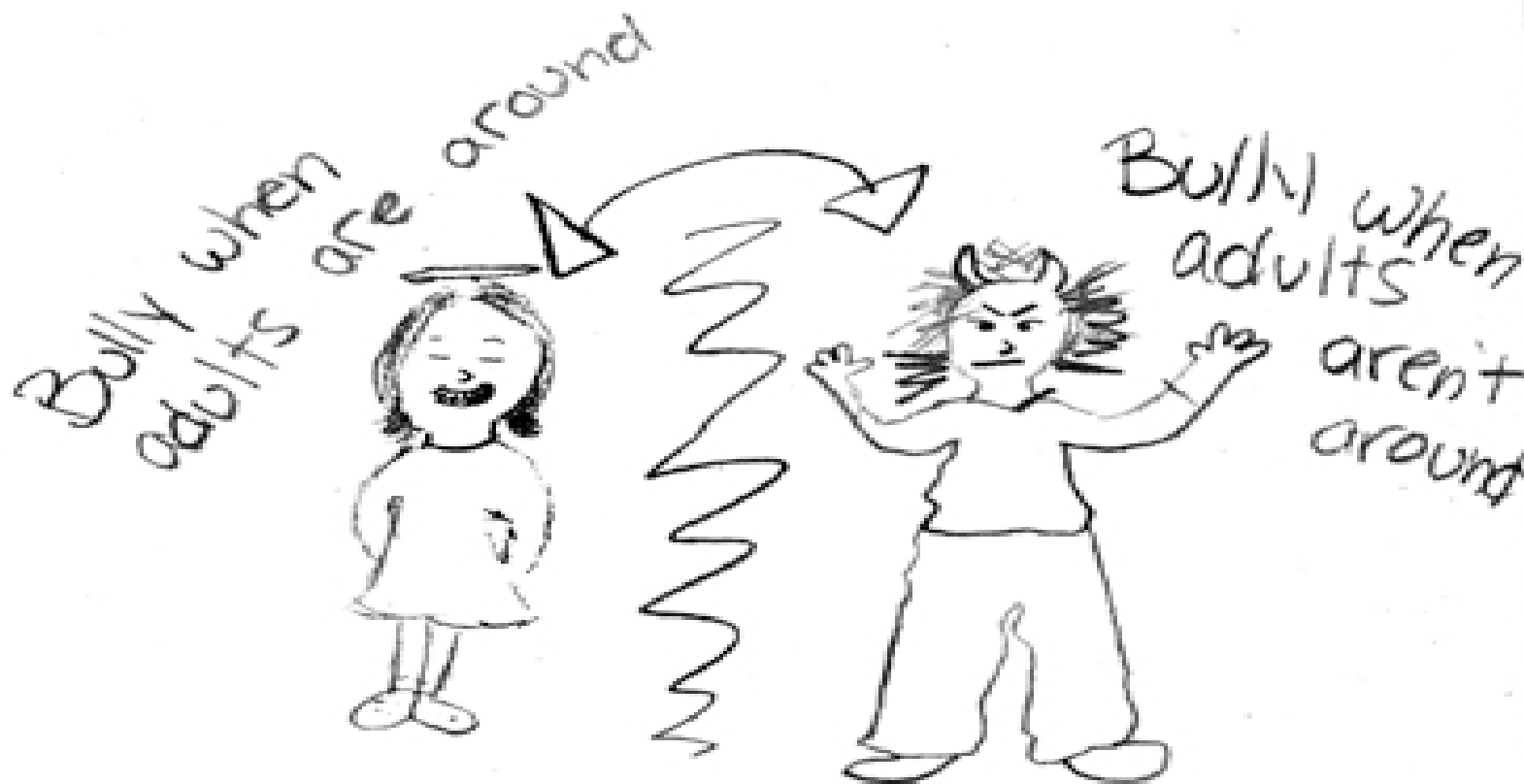
- Said they would intervene if they saw bullying
 - 97%
- Believe have effective strategies for handling bullying
 - 87%
- Believe they made things worse when they intervened
 - 7%

(% “agree” to “strongly agree”)

(Bradshaw et al., 2007, SPR)

Stereotypes of Youth Who Bully

Draw A Bully



(Source: Sue Swearer)

Often Discrepant Views Between Youth and Adults: *Parents*

- Parent Views
 - *Underestimating the harm* associated with bullying
 - Most concerned about bullying and school climate at *middle and high schools*
 - Need to recognize the importance of *supporting the child* and *contacting the school* when issues arise
 - Need to be careful not to model aggression or encourage *retaliatory behaviors*
- Younger children more likely to contact parents and teachers about bullying, whereas teens turn to friends or ‘handle’ it themselves

Parental Messages about Violence & Bullying



- Parents gave their children ‘mixed messages’ about how to respond
 - 92% of parents advised using violence
 - Most believed that violence is acceptable and modeled violence
- Parents are an important target for youth violence preventive interventions
- Interventions for parents need to incorporate
 - Multiple strategies to avoid conflict
 - Parental modeling/coaching of peaceful conflict resolution

(Lindstrom Johnson, Finigan, Bradshaw et al., in press)

Sesame Street Anti-bullying Efforts



- Sesame Workshop Child Resilience Initiative:
 - Bullying in preschool children; primary prevention
 - Programming and script development
- “The Good Birds Club” episode premiered Monday, 10/17, starring Big Bird, Elmo and Abby
- “Happy to Be Me” Anti-Bullying Discussion videos
<http://www.sesamestreet.org/parents/topicsandactivities/topics/bullying>

Immediate Effects of Bullying

When you were bullied, were you:



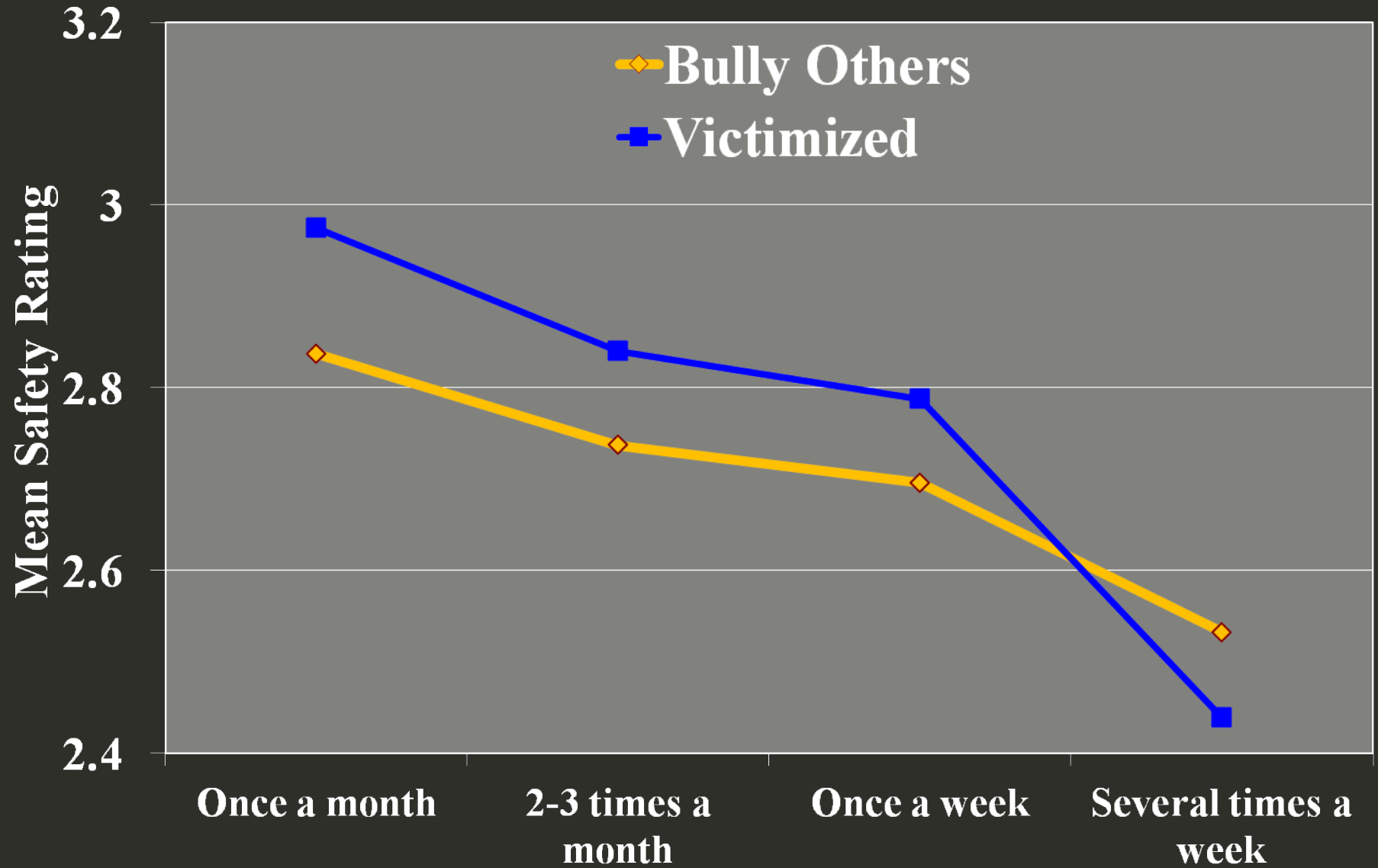
Effects of Bullying for Victims & Perpetrators

Academic Performance & Engagement

- V&P - Absenteeism, avoidance of school, dropout (Smith et al., 2004; Rigby, 1996)
- V&P - Dislike school, feel less connected to others at school, & lower grades (Bradshaw et al., 2008; Eisenberg et al., 2003)
- V&P - Lower class participation - leads to lower achievement (Buhs et al., 2006)
- V&P - Perceive climate to be less favorable & feel unsafe at school (Bradshaw et al., 2008)

(Note. V = Victim, P = Perpetrator)

Perceptions of Safety By Frequency of Involvement in Bullying



Effects of Bullying for Victims & Perpetrators

Physical Illness (Fekkes et al., 2003)

- V - Headaches (3 times as likely)
- V - Problems sleeping (twice as likely)
- V - Abdominal pain (twice as likely)

Social-Emotional Problems

- V - Anxiety & Depression (Eagan & Perry, 1998)
- P - Aggressive behavior & attitudes supporting retaliation (Bradshaw et al., 2008)
- P&V - Suicidal ideation (Rigby, 1996; van der Wal et al., 2003)

(Note. V = Victim, P = Perpetrator)

Extent of the problem

In a typical 12-month period:

- Nearly 14% of American high school students seriously consider suicide
- Nearly 11% make plans about how they will end their lives
- 6.3% actually attempt suicide

Suicide is the 3rd leading cause of death among adolescents 12-18 years old.

Complex relationship between bullying and suicidality

Bullying: Words Can Kill

35 Comments

Have Your Say

Email Story

Send to a Friend

Share This

Tell Your Friends

Tweet This

Tweet This

More

Share It



[Watch the Episode »](#)

[Web Extras](#)

<http://www.cbsnews.com/stories/2011/09/16/48hours/main20107537.shtml>

Typical media message:
bullying causes suicide.

This does not tell the full
story.

Suicide risk may be
substantially mediated by
other factors.

(Gould et al. 2003, Shaffer et al.,
1996; Brent et al., 1993).

Important points

- Bullying others, and not only being victimized, is associated with depression, suicidal ideation and attempts.

(Forero et al., 1999; Kaltiala-Heino et al., 1999, 2000; Roland., 2002)

- The strongest association between involvement in bullying and depression/suicidal ideation/attempts is found among those who are both bullies and victims (bully-victims).

(Kim et al., 2005; Kim & Leventhal., 2008; Klomek et al., 2007)



Boys – suicide attempts and suicide

Bullying at age 8 and suicide attempts and suicide until 25

Frequent bullying and victimization are associated with later suicide attempts and completed suicides, but not after controlling for conduct and depression symptoms



Once psychopathology was controlled bullying no longer significantly predicted suicide attempts and completed suicides

(Sournader et al., 2005; Klomek et al., 2008, 2009; Finland, N=5302)

Girls – suicide attempts and suicide

Bullying age 8 and suicide attempts/suicide until age 25

Frequent victimization is associated with later suicide attempts and completed suicides, even after controlling for conduct and depression symptoms



Frequent childhood victimization puts girls at risk for later suicidal behavior, regardless of childhood psychopathology

(Sournader et al., 2005; Klomek et al., 2008, 2009; Finland, N=5302)

Conclusions

- Complex relationship between bullying and risk of suicidal ideation/behavior.
- Bullying and peer victimization puts adolescents at increased risk of suicidal ideation and behavior, especially when other psychopathology is present.
- It is not necessarily the bullying per se. There are important mediating variables.
- Suicidal ideation and behavior is usually not attributed to just one event or factor.

Resources on Suicide Prevention

- Suicide Prevention Resource Center
 - Information and best practices registry
 - www.SPRC.org
- American Foundation for Suicide Prevention
 - Media Guidelines
 - www.afsp.org/media

INSTEAD OF THIS:



- Big or sensationalistic headlines, or prominent placement (e.g., "Kurt Cobain Used Shotgun to Commit Suicide").
- Including photos/videos of the location or method of death, grieving family, friends, memorials or funerals.
- Describing recent suicides as an "epidemic," "skyrocketing," or other strong terms.
- Describing a suicide as inexplicable or "without warning."
- "John Doe left a suicide note saying..."
- Investigating and reporting on suicide similar to reporting on crimes.
- Quoting/interviewing police or first responders about the causes of suicide.
- Referring to suicide as "successful," "unsuccessful" or a "failed attempt."

DO THIS:



- Inform the audience without sensationalizing the suicide and minimize prominence (e.g., "Kurt Cobain Dead at 27").
- Use school/work or family photo; include hotline logo or local crisis phone numbers.
- Carefully investigate the most recent CDC data and use non-sensational words like "rise" or "higher."
- Most, but not all, people who die by suicide exhibit warning signs. Include the "Warning Signs" and "What to Do" sidebar (from p. 2) in your article if possible.
- "A note from the deceased was found and is being reviewed by the medical examiner."
- Report on suicide as a public health issue.
- Seek advice from suicide prevention experts.
- Describe as "died by suicide" or "completed" or "killed him/herself."

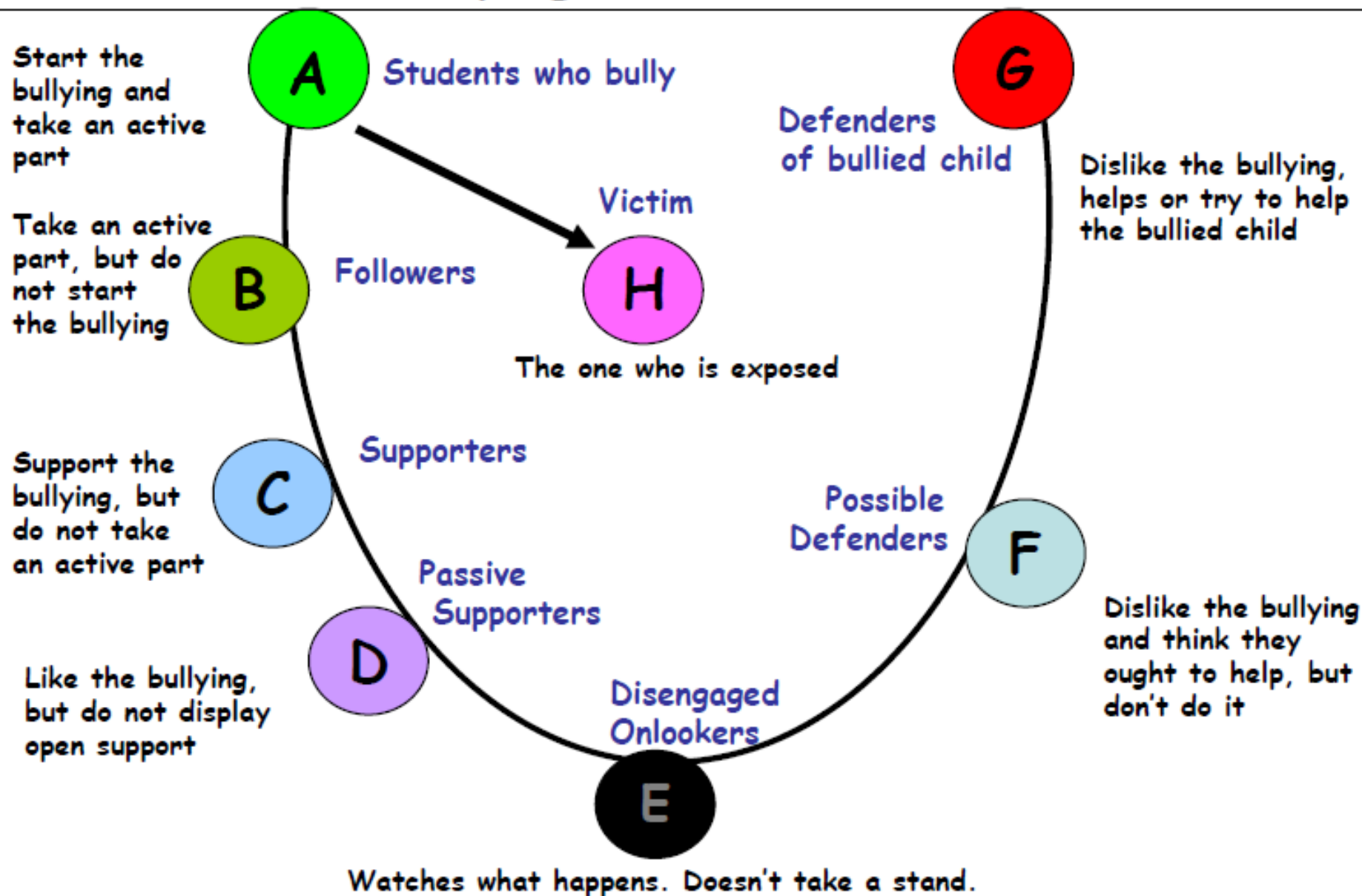
Staff Victimization

- 22% of (all) staff reported having been bullied at their school (as adults)
 - 8.8% by another staff
 - 7.7% by parent
 - 6.3% by student
- Rates highest for middle school staff
 - 34% Middle, 21% High, 17% Elementary
- 53% reported having been bullied as a child

Social Context of Bullying

- Link between bullying and school climate
 - Students involved in bullying have less favorable perceptions of school and feel less connected to school
 - The more frequently involved in bullying, the less safe they feel
- Climate or culture of bullying (Unnever & Cornell, 2003)
 - Bystanders are also negatively affected by bullying
 - In schools where there are shared beliefs and attitudes supporting bullying, aggression and peer victimization become the norm
 - “Disorderly” schools and classrooms
 - higher rates of bullying and aggressive behavior
 - more students who endorse retaliatory attitudes
 - perceived as less safe and supportive
 - place all students at risk for bullying and academic problems

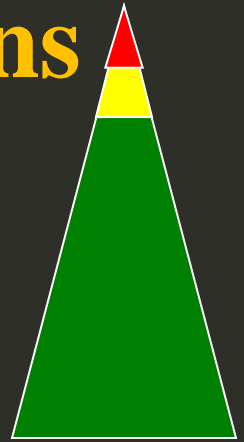
The Bullying Circle: Students' Reactions/Roles in a Bullying Situation (Olweus)



Reducing Bullying and Rejection

- There are relatively few effective universal “bullying” prevention programs (Merrell et al., 2008; Ttofi & Farrington, 2011; Ttofi, Eisner, & Bradshaw, 2012)
 - 23% decrease in perpetration of bullying
 - 20% decrease in victimization
- School-wide efforts, which involve all school staff, and are implemented across all school settings show the most promise (Espelage & Swearer, 2004; Ttofi & Farrington, 2011; Ttofi, Eisner, & Bradshaw, 2012)
- Universal school-wide prevention models that prevent violence and disruptive behaviors may also impact bullying

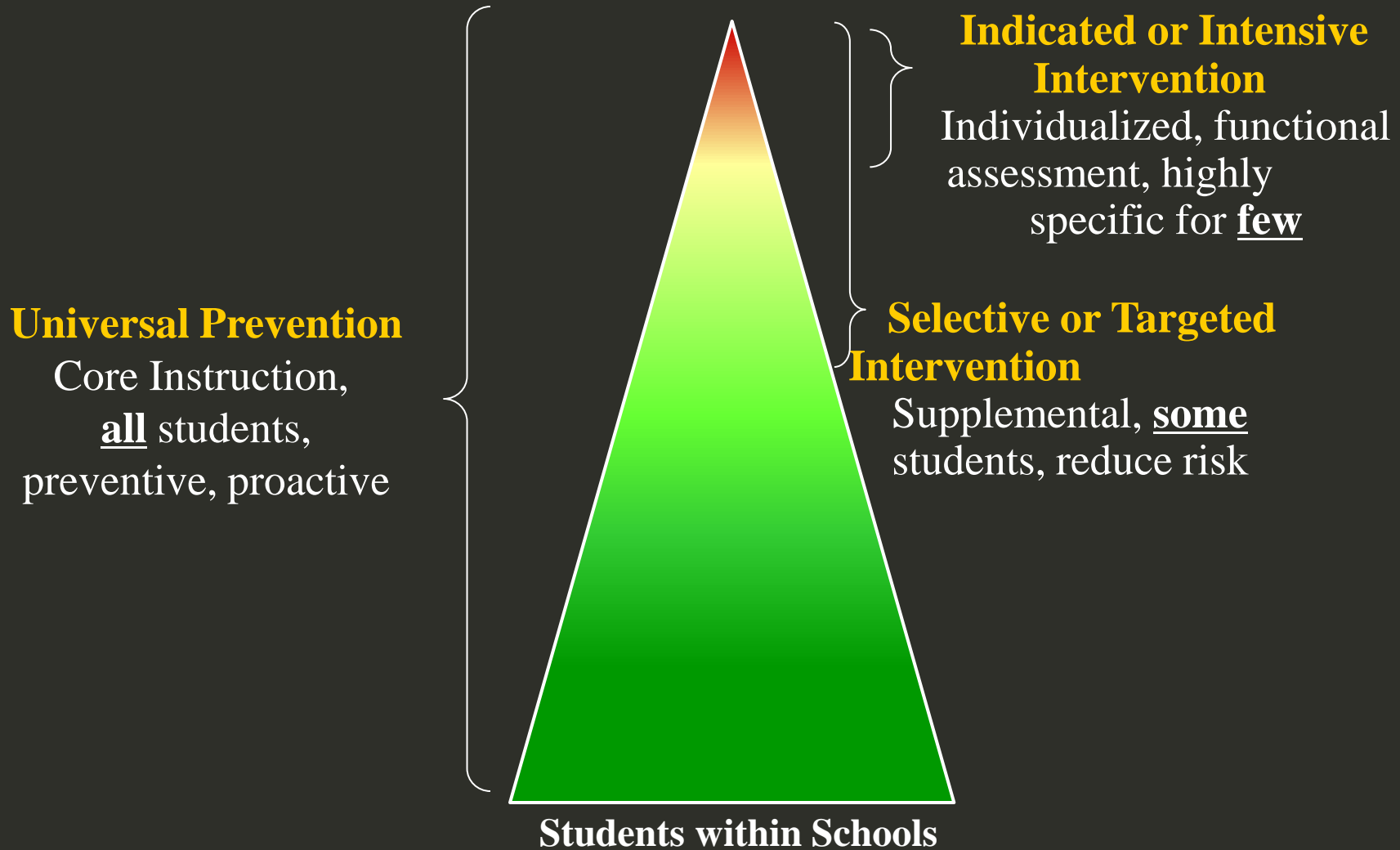
Positive Behavioral Interventions and Supports (PBIS)



- Application of behavioral, social learning, & organizational behavioral principles
 - Clear behavioral expectations
 - Procedures for managing disruptions
 - Recognizes positive behavior
- Focus on changing adult behavior
 - Team-based & data-based process
 - Emphasizes staff buy-in
- Can be implemented in any school level, type, or setting
 - Non-curricular model – flexible to fit school context
- Coaching to ensure high fidelity implementation
- Public health approach (universal / selective / indicated)
 - Three-tiered model of prevention
 - Can be integrated with other programs (e.g., social-emotional learning, bullying)
 - Requires a shift from reactive/punitive to preventive

(Horner & Sugai, 2001; Lewis & Sugai, 1999; Sugai & Horner, 2006)

A Multi-tiered System of Support



(IOM, 2009; PBIS.org; Sugai & Horner, 2006; Walker et al., 1996)

Summary of PBIS Effects From Randomized Trials in Maryland

- Significant Impacts for the School Environment
 - Systems changes are sustainable over multiple years
 - Significant improvements in school climate/organizational health
 - Principal leadership, collegial relationships, academic emphasis, resource influence, institutional integrity, and overall organizational health
- Significant Impacts for Students
 - 32% reduction in school-level suspensions
 - Students 33% less likely to receive an office discipline referral
 - A positive effect on academic performance
 - Significant reductions in teacher-reported bullying, victimization, aggressive behavior, concentration problems, and improvements in prosocial behavior and emotion regulation
 - Effects strongest among “at risk” and “high risk” students

(Bradshaw et al., 2008; 2009; 2010; 2012; Horner et al., 2009; Waasdorp, Bradshaw & Leaf, 2012)

Multi-tiered Bullying Prevention

Individual-level

- Interventions with children who bully
- Interventions with children who are bullied
- Discussions with parents of involved students

Classroom-level

- Reinforce school-wide rules against bullying
- Hold regular classroom meetings with students to increase knowledge & empathy
- Provide direct instruction for students on how to respond to bullying
- Promote social-emotional skills
- Informational materials and meetings with parents
- Address classroom management concerns



Multi-tiered Bullying Prevention (cont)



School-level

- Collect and use data on bullying (e.g., anonymous student survey)
- Form a coordinating team of staff to discuss and review data related to bullying and school-wide prevention
- Provide training for team members and all staff on anti-bullying policy, harassment, and how to intervene effectively
- Develop a coordinated system of supervision
- Adopt school-wide rules to promote positive behavioral expectations and prevent bullying
- Develop appropriate consequences for students' behavior
- Involve parents

Recommended Strategies

- Talk with child
 - Directly state that bullying is wrong
 - They or the target do not deserve to be treated this way
 - Directly state that aggressive retaliation is not right
 - Listen to child's concerns
 - Coach on possible strategies
 - Peer support, avoid situations where bullying might occur, when appropriate tell bully that the bullying should stop (better among younger kids)

Recommended Strategies (cont)

- Foster open communication
- Encourage parents to reach out to school for supervision and support services (teacher, guidance counselor, administration)
 - Seek mental health services when needed
- Develop a process (e.g., behavioral matrix) for monitoring behavior at school and home
- Reward prosocial, non-aggressive behavior
- Limit exposure to violent media and content (e.g., domestic violence, abuse)

NOT Recommended Strategies

- Minimizing problem
- Telling the target they deserve the abuse because of ...
- Telling student to ignore situation
- Telling student to hit or bully back
- Parents of victim contacting perpetrator or his/her parent
- Corporal or physical punishment
- Grouping students who bully together
- Zero tolerance (i.e., automatic suspension) policies
- Conflict resolution/peer mediation
- Providing details on bullying-related suicides
- Simple short-term solutions

Resources on Bullying Prevention

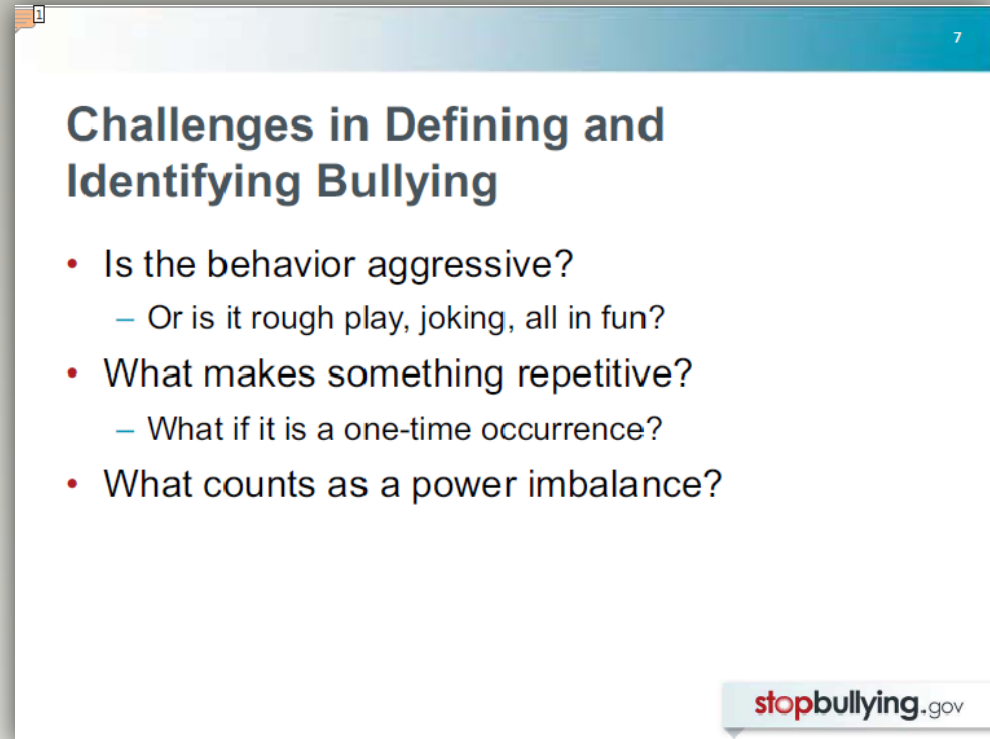
- StopBullying.gov
 - Tip sheets and other resources for multiple audiences
- FindYouthInfo.gov
 - Interagency resources on range of youth-related topics
- National Registry of Evidence-based Practices and Programs
 - <http://nrepp.samhsa.gov/>
- Blueprints for Violence Prevention
 - <http://www.colorado.edu/cspv/blueprints/>

Module Components

- The Bullying Prevention Training Modules includes:
 - Training Module with Speaker Notes
 - Training Module PowerPoint Presentation
 - Community Action Toolkit
 - Misdirections Video
 - Online Feedback Form
 - All materials translated into Spanish (available: fall of 2012)

Training Module

- PDF with Speaker Notes – to facilitate the training with the latest research and background, helping participants learn, understand and take action



7

Challenges in Defining and Identifying Bullying

- Is the behavior aggressive?
 - Or is it rough play, joking, all in fun?
- What makes something repetitive?
 - What if it is a one-time occurrence?
- What counts as a power imbalance?

stopbullying.gov

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Number: 1 Author: Presenter Subject: Presentation Notes Date: 6/27/2012 4:10:50 PM

Researchers, practitioners, and policymakers face a number of challenges in defining bullying and knowing how to identify it. Let me highlight some of these challenges briefly and then come back to discuss them in more detail.

A first challenge has to do with identifying—often on the spot—if behavior that occurs in a school's hallways, cafeteria, or on a playground is aggressive or if it is rough play...all in fun.

A second challenge involves the repetitive nature of bullying. What makes something repetitive? And can a behavior be considered bullying if it occurs only once?

A third challenge is understanding what counts as a power imbalance among children.

Training Module

- **PowerPoint Version** – a slide-by-slide presentation for use at a community event, workshop or town hall meeting

Slides Outline

24 Differences in the Types of Bullying Experienced by Boys and Girls (NCES, 2011)

25 Gender Differences in the Frequency with Which Boys and Girls Bully Others

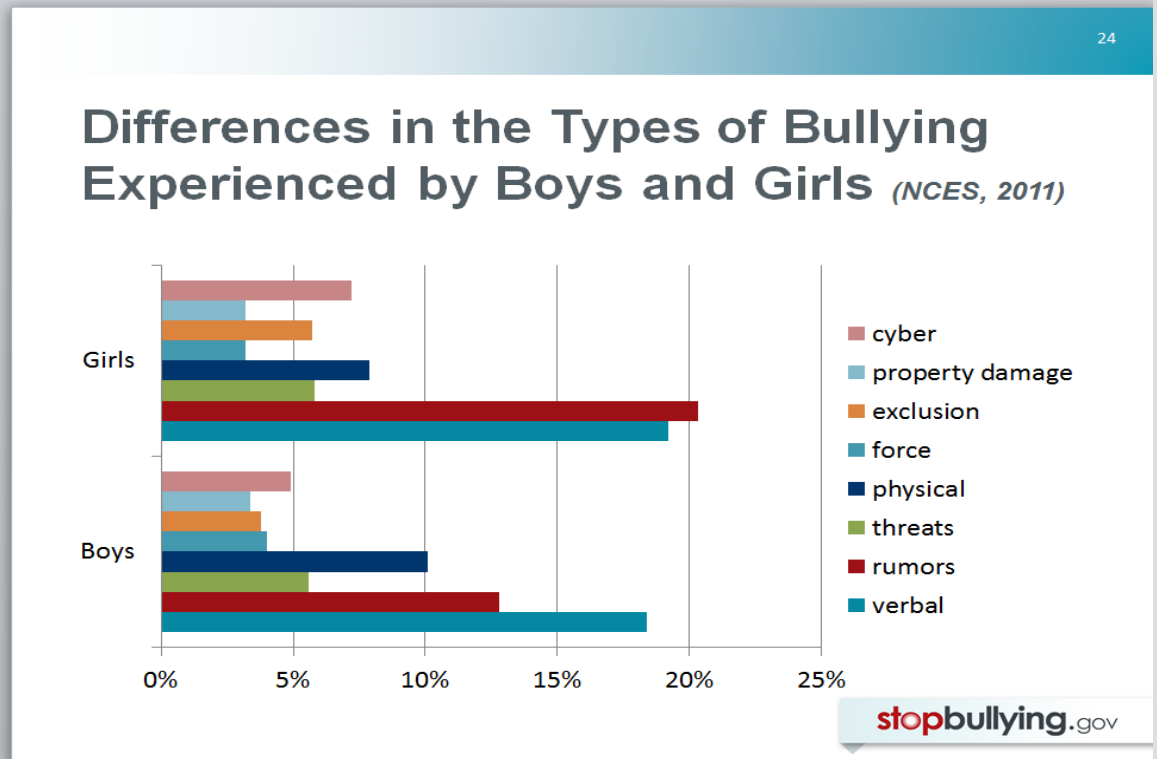
- Most studies find that boys are more likely than girls to bully their peers. On average, boys are:
 - 1.7x as likely to bully
 - 2.5x as likely to bully and also be bullied (bully-victims)

26 Finding #3: Children's Experiences with Bullying Vary by Age

27 Age Trends in the Frequency of Being Bullied

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

Grade	% Bullied
5	25%
6	22%
7	20%
8	18%
9	16%
10	14%
11	12%
12	10%



Accessing the Training Modules

- The Training Modules can be accessed by visiting www.StopBullying.Gov and clicking on “Working in the Community”

The screenshot shows the stopbullying.gov website. At the top, there is a navigation bar with links for Home, Newsroom, Videos, Resources, and Policies & Laws. A 'Kids' button is also present. The stopbullying.gov logo is on the left, and a search bar is on the right. Below the navigation bar is a dark blue menu with six categories: WHAT IS BULLYING, CYBER BULLYING, WHO IS AT RISK, PREVENT BULLYING, RESPOND TO BULLYING, and GET HELP NOW. The PREVENT BULLYING category is highlighted, and a sub-menu is open showing three options: How to Talk About Bullying, Prevention at School, and Working in the Community. A red arrow points to the 'Working in the Community' option. Below the menu is a featured article titled 'Free Webinar on Using Evidence-Based Registries for Bullying Prevention Programs' with a 'Register today.' call to action. On the left, there is a 'FEATURES' section with links for Report Cyberbullying, Free Webinar, Community Strategies, and Policies and Laws. The background of the featured article shows a woman smiling while using a laptop, with text overlay: 'Everyone in the Community Can Play a Role in Preventing Bullying'.

Home | Newsroom | Videos | Resources | Policies & Laws

stopbullying.gov

Kids

SEARCH

WHAT IS BULLYING

CYBER BULLYING

WHO IS AT RISK

PREVENT BULLYING

RESPOND TO BULLYING

GET HELP NOW

How to Talk About Bullying

Prevention at School

Working in the Community

Free Webinar on Using Evidence-Based Registries for Bullying Prevention Programs

Register today.

FEATURES

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Everyone in the Community Can Play a Role in Preventing Bullying





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Preventing Bullying through Improved School Climate

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August 2012, USDOE

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Activities 1 and 2

1: Challenge & Solutions

- What are the top 5 key challenges and barriers for addressing bullying in your school or district?
- How have you overcome these barriers, and how can we address any remaining barriers?

2: Implementation Successes

- What successes has your group experienced with regard to implementation of prevention programming or strategies to address bullying?



Activities 3 and 4:

3: Sustainability Successes

- What successes have you had locally in sustaining programs or making systemic change to those approaches?

4: Innovative Plans

- What efforts do you (e.g., your agency, organization, state, or district) have planned within the next 12 months to address the issue of bullying?
 - If nothing planned, what would you like to see happen in your state or district within the next 12 months?



Defining Bullying

- Aggressive behavior that *Intends* to cause harm or distress
- Usually is *Repeated* over time
- Occurs in a relationship where there is an imbalance of *Power* or strength

Ethnicity And Diversity Factors

- Ethnic minority youth more likely to be victimized, but may not label it as ‘bullying’
 - Cultural differences in conceptualization of the term ‘bully’
- LGBT and gender non-conforming youth at increased risk for victimization
 - Victimization estimates range from 40-85%
 - Issues around parental support
 - Suicide concerns
- Students with disabilities experience high rates of bullying
 - Victimization may be as high as 94% (Little, 2002)
 - Perpetration also a concern (15-42%)

Personal Experiences with Bullying

Think back ...



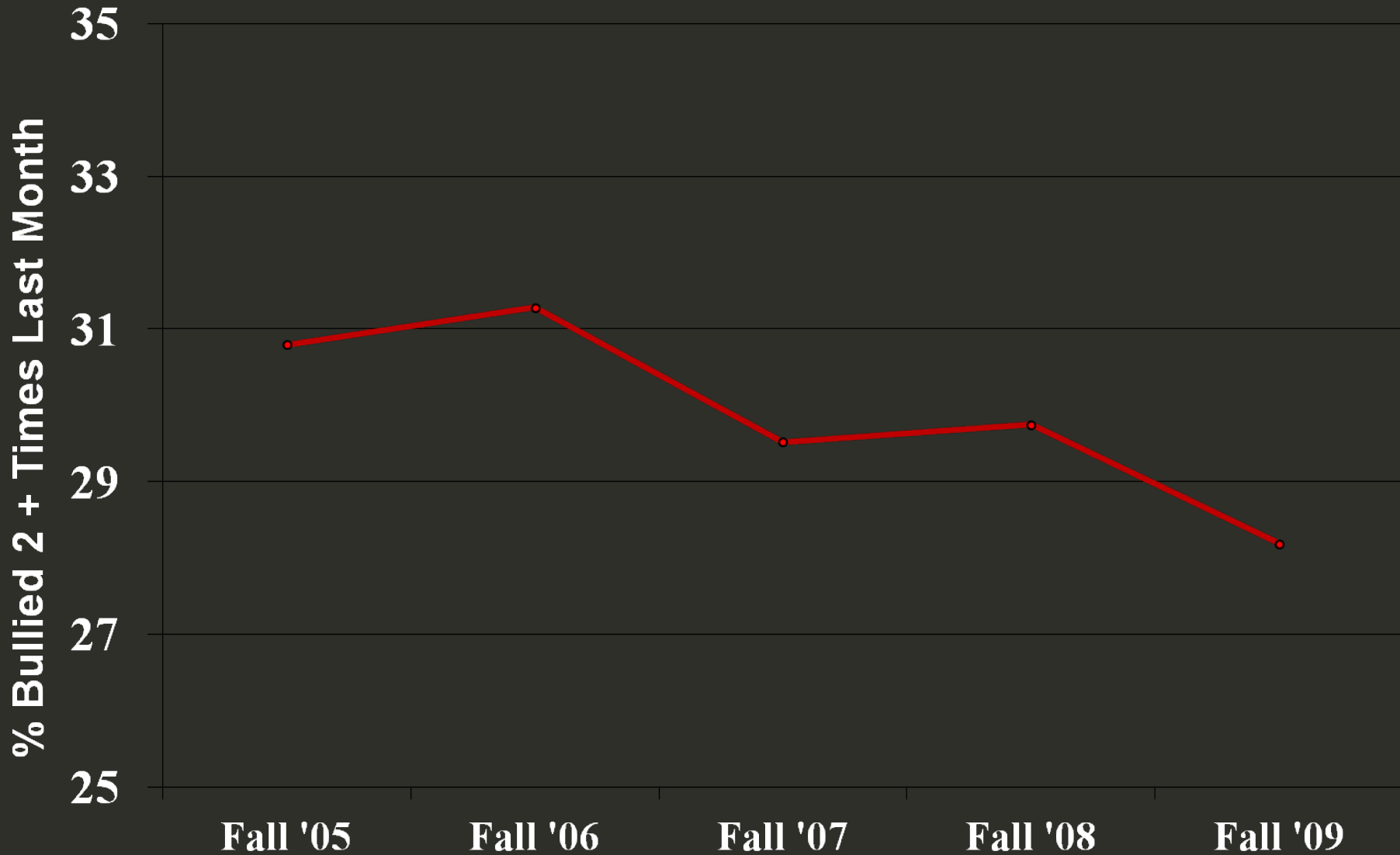
Were you (or someone you care about) ever a:

30%



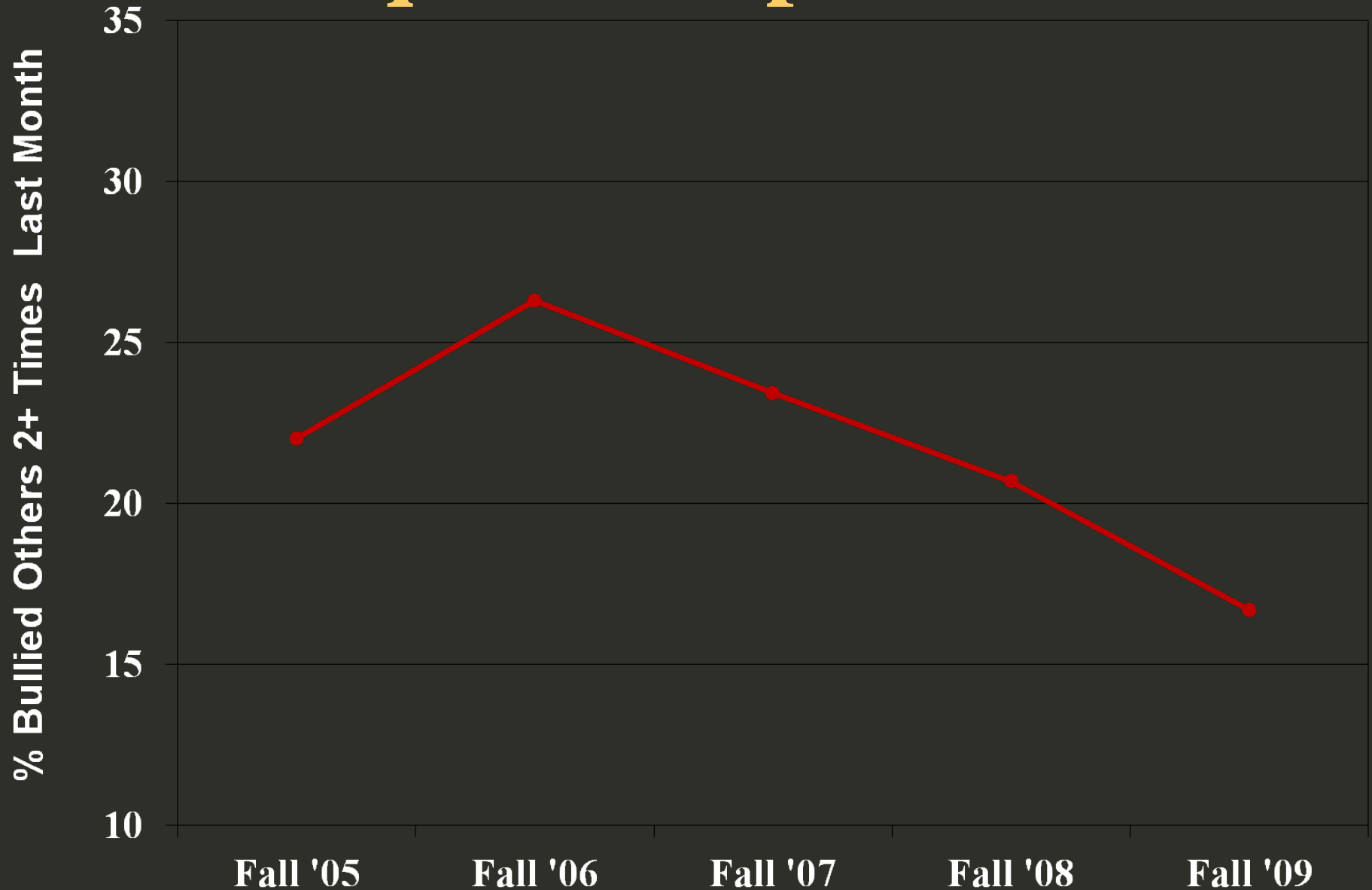
- Bully (13%)
- Victim (target) (11%)
- Bully-victim (6%)
- Bystander (85%)

Frequent Victim



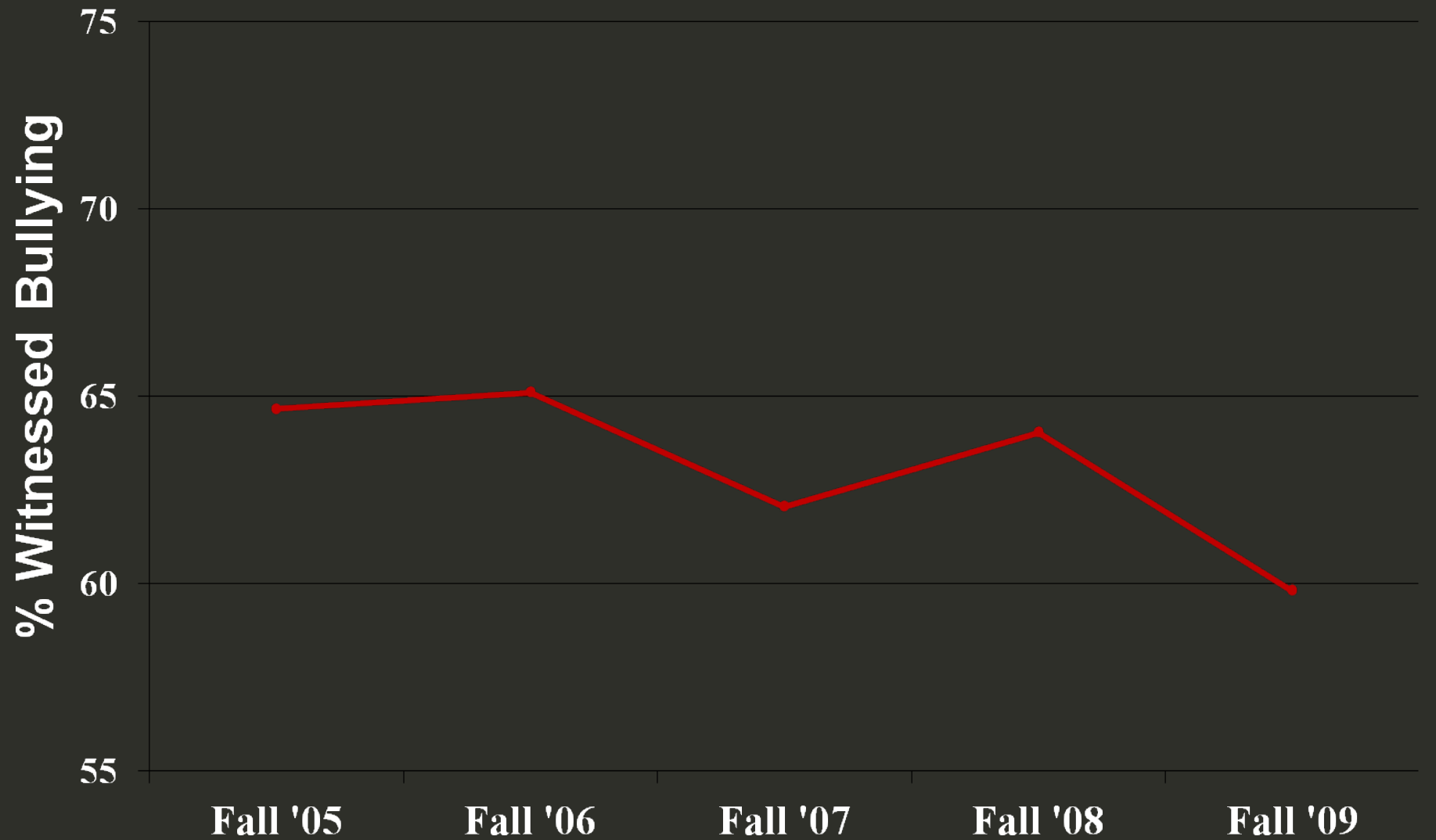
N/S: $p > .05$

Frequent Perpetrator*



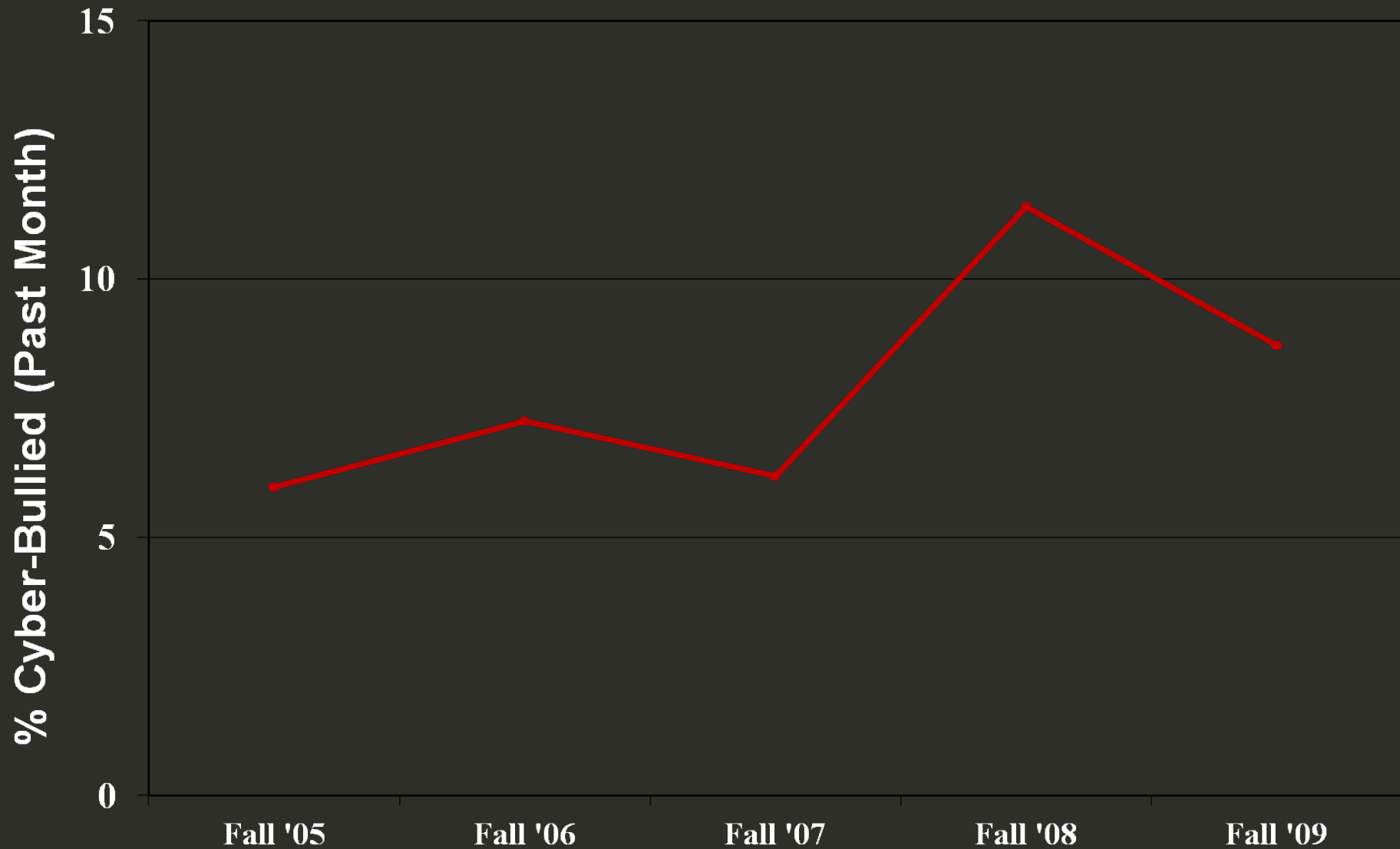
$p < .05, \eta^2 = .083$

Witnessed Bullying (past month)*



$p < .001, \eta^2 = .062$

Cyber-Bullied*



$p < .01$, Partial $\eta^2 = .048$

stopbullying.gov

Bullying Prevention & Response Training Module Launch

Federal Partners in Bullying Prevention
August 7, 2012