



ADMINISTRATORS

Bullying is a public health problem.

Bullying has long been tolerated by many people as a rite of passage among children and teens. But bullying is not a normal part of childhood. It is a serious public health problem. ***Bullying harms the child who is bullied, the child who is the bully, and the bystanders.***

There are four main types of bullying:

1. **Physical bullying** involves the use of physical force (such as shoving, hitting, spitting, pushing, and tripping).
2. **Verbal bullying** involves words or writing that cause harm (such as taunting, name calling, offensive notes or hand gestures, verbal threats).
3. **Relational bullying** is behavior designed to harm the reputation and relationships of the targeted youth (such as social isolation, rumor-spreading, posting mean comments or pictures online).
4. **Damage to property** is theft or damaging of the target youth's property by the bully in order to cause harm.

Cyberbullying is not a separate type of bullying, but a way in which some types of bullying can happen. For example, verbal bullying and relational bullying can happen online.

Bullying can happen as early as preschool, but bullying is most likely to happen during middle school. It can happen in many different settings—in classrooms, in school gyms and cafeterias, on school buses, and online.

THE LANDSCAPE OF BULLYING





Bullying affects a large number of children and youth.

School-based bullying probably affects between 18 and 31 percent of children and youth, and cyberbullying probably affects about 7 to 15 percent of youth. Some young people are more likely to be bullied: youth with disabilities, obese youth, and lesbian, gay, bisexual, and transgender (LGBT) youth.

The harm caused by bullying can last a long time.

Bullying can have long-lasting effects on youth who are bullied, for youth who bully others, and for youth who witness bullying. These consequences include poor school performance, anxiety, depression, and future delinquent and aggressive behavior. The harmful results of being bullied can last into adulthood.

Bullying can have long-lasting consequences for those who are bullied:

- Children and youth who have been bullied can experience problems such as sleeping problems, headaches, stomachaches, and bedwetting.
- Psychological problems are also common after being bullied, and can include depression, anxiety, and especially for girls, self-harming behavior. Anger, aggression, use of alcohol, and conduct problems are common, especially for boys.
- Children and youth who have been bullied can suffer academic problems such as poor grades or test scores.
- The harmful consequences of being bullied can last into adulthood.
- Children and youth who both bully others and are bullied themselves are at even greater risk of experiencing harm as a result.
- Individuals who are bullied or who bully others—or both—are much more likely to consider or attempt suicide, compared to children who are not involved in bullying.

Bullying CAN Be Prevented.

Reducing the presence and impact of bullying will require many groups working together: families and schools, communities, health care workers, the media and social media, and federal and state governments and agencies.

School administrators and teachers are in a unique position to intervene.

School administrators, teachers and school staff are in a unique position to promote healthy relationships and to intervene in bullying situations. Teachers can create a climate of support and empathy both inside and outside of the classroom. They often serve as frontline interveners in bullying situations as well as implementers of bullying prevention programs.

However, there is often a disconnect between students' and educators' perceptions of bullying. Some studies have shown that educators underestimate the impact and prevalence of bullying. In addition, both students and teachers report that teachers do not know how to intervene effectively, which prevents students from seeking help and contributes to teachers ignoring bullying.

Professional development can have a positive effect in terms of increasing teachers' willingness to intervene in bullying incidents. In addition, fair discipline practices in schools—which consistently and fairly enforce rules—can reduce the amount of bullying that occurs.



What can school administrators do to prevent and respond to bullying?

- Recognize symptoms that may mean a child is being bullied:
 - Physical injuries, headaches, sleep disturbances, or other physical symptoms that aren't fully explained by a known medical condition.
 - Depression, anxiety, self-harming behavior (common for girls) and anger, aggression, and engagement in risky and impulsive behavior (more common for boys). Children's grades or test scores may be negatively impacted as well.
 - Children who are both perpetrators and targets of bullying may have poor peer relationships, health problems, and aggression.
- Effective supervision, especially in bullying "hot spots" such as playgrounds, and clear anti-bullying policies are essential elements of a successful schoolwide prevention effort.
- Connectedness to others has been shown to be a significant buffer for developing adjustment problems among bullied youth. For example, having at least one trusted and supportive adult at school, which in many cases is a teacher, can help buffer LGBT youth who are bullied from displaying suicidal behaviors.
- Teachers and other professionals need a more consistent, intentional, and evidence-based system of training to support their efforts to prevent bullying.
- Multicomponent schoolwide programs, which combine elements of universal programs, such as providing class time to discuss bullying, along with more targeted interventions for youth at risk of bullying or being bullied—for example, teaching more intensive social-emotional skills—appear to be most effective at reducing bullying. See Chapter 5 of this report for detailed descriptions of programs.
- Bullying prevention programs should include efforts to enhance resilience and positive behaviors and not just focus on reducing bullying.
- Gay-straight alliances (GSAs) appear to be an important buffer for LGBT youth. These are typically student-led, school-based clubs with goals of improving school climate for LGBT youth and educating the school community about LGBT issues.
- School administrators and teachers should be aware of anti-bullying laws and policies in their states and local school districts. In the past 15 years, all fifty states and the District of Columbia have adopted or revised laws on bullying. There are significant differences in the content of these laws. Many state laws require school districts or schools to implement policies but allow school districts or schools to determine specific policy content. Emerging evidence suggests that anti-bullying laws and policies can have a positive impact on reducing bullying and on protecting groups that are disproportionately vulnerable to bullying. See Chapter 6 of this report for detailed descriptions of programs.

School administrators should be aware of bullying prevention strategies that have NO evidence of effectiveness...

- Suspension and related exclusionary techniques, such as zero-tolerance policies. These approaches do not appear to be effective and may actually result in increased academic and behavioral problems for youth. There is little evidence that zero-tolerance policies have curbed bullying or made schools safer.
- Encouraging youth to fight back when bullied. This suggests that aggression is an effective way to respond to being a target of bullying and may perpetuate the cycle of violence.
- Some peer-led approaches. Peer mediation, peer-led conflict resolution, forced apologies, and peer mentoring may not be appropriate or effective in bullying prevention.
- Conflict resolution approaches, even when facilitated by adults, are not typically recommended in situations of bullying, as they suggest a disagreement between two peers of equal status or power, rather than an instance of peer abuse.
- Grouping youth who bully together may reinforce their aggressive behaviors and result in higher rates of bullying.
- Short-term awareness-raising events or brief assemblies. There is little evidence that such events, particularly those that focus on youth suicide, are effective at changing a climate of bullying or producing sustainable effects on bullying behavior.



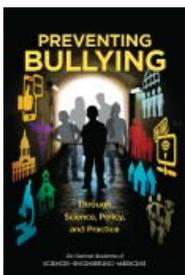
Federal Resources for School Administrators:

Centers for Disease Control and Prevention

- School Violence: Prevention Tools and Resources
<http://www.cdc.gov/violenceprevention/youthviolence/schoolviolence/tools.html>
- Electronic Media and Youth Violence: A CDC Issue Brief for Educators and Caregivers
<http://www.cdc.gov/violenceprevention/pdf/ea-brief-a.pdf>
- School Connectedness: Strategies for Increasing Protective Factors Among Youth
<http://www.cdc.gov/healthyyouth/protective/pdf/connectedness.pdf>
- Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools
<http://www.cdc.gov/violenceprevention/pdf/bullying-compendium-a.pdf>
- Bullying Surveillance Among Youths: Uniform Definitions for Public Health and Recommended Data Elements
<http://www.cdc.gov/violenceprevention/pdf/bullying-definitions-final-a.pdf>

United States Department of Education (stopbullying.gov)

- What You Can Do: Educators
<http://www.stopbullying.gov/what-you-can-do/educators/index.html>
- Understanding the Roles of School Administrators in Community-Wide Bullying Prevention Efforts
http://www.stopbullying.gov/prevention/training-center/hrsa_guide_school-administrators_508.pdf
- Creating a Safe and Respectful Environment in our Nation's Classrooms: Training Toolkit
<https://safesupportivelearning.ed.gov/creating-safe-and-respectfulenvironment-our-nations-classrooms-training-toolkit>



www.nas.edu/ScienceOnBullying