

Anagnostopoulos , D., Buchanan, N., Pereira , C., & Lichty , L. (2007). School staff responses to gender-based bullying as moral interpretation: An exploratory study. *Educational Policy*, Retrieved from http://www.drnicolebuchanan.com/papers/anagnostopoulos_buchanan_inpress_responses_gender_bullying.pdf

From the Abstract:

The present study begins to address this knowledge gap by presenting analyses of interviews conducted with high school faculty and staff. Drawing on sociological studies of violence and positioning theory, the authors document how school staff responses are situated in webs of relationships and cultural narratives that variously facilitate or impede their intervention into and prevention of gender-based bullying. While school staff members felt compelled to intervene in incidents of sexual harassment in which male students targeted “quiet girls,” they were unsure how and when to intervene in potentially violent heterosexual dating relationships and were largely ambivalent about their responsibilities towards gay and lesbian students who were targets of homophobic bullying.

Baumen, S., & Del Rio, A. (2006). Preservice teachers' responses to bullying scenarios: comparing physical, verbal, and relational bullying. *Journal of Education Psychology*, 98(1), 219-231

From the Abstract:

82 undergraduate students in a teacher education program responded to 6 written vignettes describing school bullying incidents. Scenarios described physical bullying, verbal bullying, and relational bullying events. Respondents rated relational bullying as the least serious of the 3 types. Participants had the least empathy for the victims of relational bullying and were least likely to intervene in relational bullying incidents. When asked to describe interventions they would use in these cases, the preservice teachers proposed the least severe actions for both perpetrators and victims of relational bullying compared with other forms of bullying

Birkett M, Espelage DL, Koenig B. LGB and questioning students in schools: The moderating effects of homophobic bullying and school climate on negative outcomes. *J Youth Adolescence* 2009;38:989–1000.

From the Abstract:

Lesbian, gay, and bisexual students (LGB) and those questioning their sexual orientation are often at great risk for negative outcomes like depression, suicidality, drug use, and school difficulties (Elliot and Kilpatrick, *How to Stop Bullying, A KIDSCAPE Guide to Training*, 1994; Mufoz-Plaza et al., *High Sch J* 85:52-63, 2002; Treadway and Yoakam, *J School Health* 62(7):352-357, 1992). This study examined how school contextual factors such as homophobic victimization and school climate influence negative outcomes in LGB and questioning middle school students. Participants were 7,376 7th and 8th grade students from a large Midwestern county (50.7% Female, 72.7% White, 7.7% Biracial, 6.9% Black, 5.2% Asian, 3.7% Hispanic, and 2.2% reported "other"). LGB and sexually questioning youth were more likely to report high levels of bullying, homophobic victimization, and various negative outcomes than heterosexual youth. Students who were questioning their sexual orientation reported the most bullying, the most homophobic victimization, the most drug use, the most feelings of depression and suicidality, and more truancy than either heterosexual or LGB students. A positive school

climate and a lack of homophobic victimization moderated the differences among sexual orientation status and outcomes. Results indicate that schools have the ability to lessen negative outcomes for LGB and sexually questioning students through creating positive climates and reducing homophobic teasing.

Black, S., Weinles, D., & Washington, E. (2010). Victim strategies to stop bullying. *Youth Violence and Juvenile Justice*, 8(2), 138-147.

From the Abstract:

This study investigated victims' strategies to stop bullying, as well as their perceptions of each strategy's effectiveness. In all, 50% of participating school students (n = 2,615) reported at least one form of victimization. The most common strategies used against bullying were fighting back (63%), ignoring the bullying (52%), telling an adult at home (44%), and reporting the abuse to a peer (42%). The most successful strategies reported were counter-aggression (75%), making a safety plan (74%), and telling a peer (71%) or an adult at home (71%). Implications for practice are for school staff to deconstruct the idea of counter-aggression as an effective strategy against violence and to improve perceptions of staff responses to victimization.

Bouris A, Guilamo-Ramos, Pickard A, Shiu C, Loosier PS, Dittus P, Gloppen K, Waldmiller JM. A systematic review of parental influences on the health and well-being of lesbian, gay, and bisexual youth: time for a new public health research and practice agenda. *Journal of Primary Prevention* 2010;31:273–309.

From the Abstract:

Relatively little is known about how parents influence the health and well-being of lesbian, gay, and bisexual (LGB) adolescents and young adults. This gap has led to a paucity of parent-based interventions for LGB young people. A systematic literature review on parental influences on the health of LGB youth was conducted to better understand how to develop a focused program of applied public health research. Five specific areas of health among LGB young people aged 10–24 years old were examined: (a) sexual behavior; (b) substance use; (c) violence and victimization; (d) mental health; and (e) suicide. A total of 31 quantitative articles were reviewed, the majority of which were cross-sectional and relied on convenience samples. Results indicated a trend to focus on negative, and not positive, parental influences. Other gaps included a dearth of research on sexual behavior, substance use, and violence/victimization; limited research on ethnic minority youth and on parental influences identified as important in the broader prevention science literature; and no studies reporting parent perspectives. The review highlights the need for future research on how parents can be supported to promote the health of LGB youth. Recommendations for strengthening the research base are provided.

Chiodo, D., Wolfe, D., Crooks, C., Hughes, R., & Jaffe, P. (2009). Impact of sexual harassment victimization by peers on subsequent adolescent victimization and adjustment: a longitudinal study. *Journal of Adolescent Health*, 45(3), 246-52.

From the Abstract

A total of 1734 students from 23 schools completed self-report surveys at entry to grade 9 and end of grade 11. Self-report data were collected on victimization experiences (sexual harassment, physical dating violence, peer violence, and relational victimization) and adjustment (emotional distress, problem substance use, self-harm, suicidal thoughts,

maladaptive dieting, feeling unsafe at school, and perpetration of violent delinquency). Separate analyses by sex were prespecified. **RESULTS:** Sexual harassment victimization was common among boys (42.4%) and girls (44.1%) in grade 9, with girls reporting more sexual jokes, comments, and unwanted touch than among boys, and with boys reporting more homosexual slurs or receiving unwanted sexual content. For girls, sexual harassment victimization in grade 9 was associated with elevated risk of self-harm, suicidal thoughts, maladaptive dieting, early dating, substance use, and feeling unsafe at school. A similar pattern of risk was found for boys, with the exception of dieting and self-harm behaviors. **CONCLUSIONS:** Sexual harassment at the beginning of high school is a strong predictor of future victimization by peers and dating partners for both girls and boys, and warrants greater prevention and intervention efforts.

Dukes, R., Stein, J., & Zane, J. (2010). Gender differences in the relative impact and relational bullying on adolescent injury and weapon carrying. *Journal of School Psychology, 48*, 511-532.

From the Abstract:

Using structural equation modeling, concurrent associations were assessed among physical bullying, relational bullying, physical victimization, relational victimization, injury and weapon carrying using data from the population of 1300 adolescent girls and 1362 adolescent boys in grades 7-12 in a Colorado school district. For both genders, being a relational bully was a significantly stronger predictor of weapon carrying than being a physical bully, and both bullying types were significant predictors of more weapon carrying. For both genders, being a victim of physical bullying, a victim of relational bullying, or being a relational bully significantly predicted more injury. In latent means comparisons, adolescent girls reported more relational victimization and adolescent boys reported more physical bullying and victimization, more weapon carrying, and more injury. The relative strength of relational bullying on weapon carrying, and the health-related consequences of bullying on interpersonal violence and injury support concerted efforts in schools to mitigate these behaviors. Attention to differences related to age and gender also is indicated in the design of bullying mitigation programs.

Esbensen, F., & Carson, D. (2009). Consequences of being bullied: Results from a longitudinal assessment of bullying victimization in a multisite sample of American students. *Journal of Adolescence, 4*(2), 209-233.

From the Abstract:

Bullying victimization is part of the adolescent experience in most societies, yet little is known about its consequences. In this article we utilize a multisite, longitudinal data set to examine the effects of being bullied. We also explore definitional and measurement issues that confound this line of research. While some researchers have relied on a single/generic item to measure bullying, others have focused on behaviorally specific items. In addition, most prior research on bullying has relied on cross-sectional data, thereby restricting researchers' ability to examine the consequences of prior victimization. Using three waves of data, we create a typology of victimization (nonvictims, intermittent victims, and repeat victims) that allows us to establish correct temporal ordering to examining the effects of victimization on subsequent attitudes. Importantly, we assess the consequences of bullying victimization using both a single-item indicator and a composite measure consisting of behaviorally specific questions.

Espelage, D., Basile, K., & Hamburger, M. (2012) Bullying Perpetration and Subsequent Sexual Violence Perpetration Among Middle School Students, *Journal of Adolescent Health, 50*, 1, 60-65.

From the Abstract:

This study examines the association between bullying experiences and sexual violence (SV) perpetration among a sample of middle school students (n = 1391; males and females in grades 5–8) across five middle schools in a Midwestern state. **Results:** Using cutoff scores, 12% of males and 12% of females could be considered bully perpetrators. Thirty-two percent of the boys (22% of girls) reported making sexual comments to other students, 5% of boys (7% of girls) spread a sexual rumor, and 4% of boys (2% of girls) pulled at someone's clothing. Bullying perpetration and homophobic teasing were significant predictors of sexual harassment perpetration over time. **Conclusions:** Given the overlap among bullying, homophobic teasing perpetration, and SV perpetration, future studies should address the link among these forms of aggression so that prevention programs can be enhanced to address gender-based bullying and sexual harassment.

Falb, K., McCauley, H., Decker, M., & Gupta, J. (2011). School bullying perpetration and other childhood risk factors as predictors of adult intimate partner violence perpetration. *Pediatrics & Adolescent Medicine*, Retrieved from <http://www.newscastmedia.com/bullying.pdf>

From the Abstract:

A cross-sectional survey of men 18-35 (n=1491) seeking services at a community health center. Two-fifths of men reported perpetrating school bullying as a child (n=610; 40.9%). Men who rarely bullied in school were 1.53 times more likely to perpetrate past year IPV than men who did not bully (95% confidence interval [CI], 1.02-2.29); this risk was elevated to 3.82 times more likely to perpetrate any past-year IPV for those men who bullied peers frequently (95% CI, 2.55-5.73). **Conclusions:** The present study indicates that bullying peers in school as a child, especially frequent bullying perpetration, is associated with increased risk for men's perpetration of IPV as an adult.

Gini, G., Pozzoli, T., Borghi, F., & Franzoni, L. (2008). The role of bystanders in students' perception of bullying and sense of safety. *Journal of School Psychology, 46*, 617-638.

From the Abstract:

Two studies employing a mixed experimental design were conducted to determine if perceptions of bullying, attitudes towards victims, and students' sense of safety at school were influenced by bystanders' reactions to different types of bullying. In Study 1, 217 middle-school children were randomly assigned to read a hypothetical scenario describing a direct bullying episode. In Study 2, 376 primary-school children and 390 middle-school children were presented with scenarios describing a direct bullying episode and an indirect bullying episode. In all scenarios, the bystanders' reactions to the bullying and the gender of the victim were manipulated. Participants endorsed the prosocial behavior in favor of the victims and did not endorse pro-bullying behavior. Furthermore, they perceived passive reactions to the bullying as negative behavior. Participants showed positive attitudes towards victims, which were significantly higher at younger grade levels and among girls. Bystanders' behavior influenced both participants' perceptions of the victims and their perceived sense of safety at school. Implications for anti-bullying programs based upon the group ecology are discussed.

Gofin, R., & Malka, A. (2012). Traditional versus internet bullying in junior high school students. *Maternal Child Health Journal, 16*, 1625-1635.

From the Abstract:

Students (12–14 years old) in 35 junior high schools were randomly selected from the Jerusalem Hebrew (secular and religious) and Arab educational system ($n = 2,610$). Students answered an anonymous questionnaire, addressing personal, family, and school characteristics. Traditional bullying and Internet bullying for perpetrators and victims were categorized as either occurring at least sometimes during the school year or not occurring. Twenty-eight percent and 8.9 % of students were perpetrators of traditional and Internet bullying, respectively. The respective proportions of victims were 44.9 and 14.4 %. Traditional bullies presented higher Odds Ratios (ORs) for boys, for students with poor social skills (those who had difficulty in making friends, were influenced by peers in their behavior, or were bored), and for those who had poor communication with their parents. Boys and girls were equally likely to be Internet bullies and to use the Internet for communication and making friends. The OR for Internet bullying victims to be Internet bullying perpetrators was 3.70 (95 % confidence interval 2.47–5.55). Victims of traditional bullying felt helpless, and victims of traditional and Internet bullying find school to be a frightening place. There was a higher OR of Internet victimization with reports of loneliness. Traditional bully perpetrators present distinctive characteristics, while Internet perpetrators do not. Victims of traditional and Internet bullying feel fear in school. Tailored interventions are needed to address both types of bullying.

Hamburger ME, Basile KC, Vivolo, A.M. Measuring Bullying Victimization, Perpetration and Bystander Experiences: A Compendium of Assessment Tools. Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, 2011. <http://www.cdc.gov/violenceprevention/pdf/BullyCompendiumBk-a.pdf>

Hampel, P., Manhal, S., & Hayer, T. (2009). Direct and relational bullying among children and adolescents: coping and psychological adjustment. *School Psychology International, 30*(5), 474-490.

From the Abstract:

Four hundred and nine 6th to 9th graders (aged 10—16 years) completed self-report measures, which assessed experiences with bullying and victimization, coping strategies and psychological problems. All forms of victimization were characterized by an increased maladaptive coping as well as heightened emotional and behavioural problems with the most unfavourable pattern among pupils confronted with direct as well as relational victimization. Direct aggressors only and pupils bullying others directionally and relationally showed enhanced externalizing problems. Regression analyses indicated that the adverse effects of direct and, to a lesser degree, relational bullying and victimization on psychological adjustment were primarily enhanced by maladaptive coping among girls and boys. By applying preventive interventions, which are tailored to special needs of the groups actively involved in bullying and victimization, the risk for the development of psychological problems may be effectively diminished.

Marees, N., & Peterman, F. (2012). Cyberbullying: An increasing challenge for schools. *School Psychology International, 33*(5), 467-476.

From the Abstract:

The use of information and communication technology (ICT) has not only brought advantages to

mankind. One downside is the emergence and increase of cyberbullying in schools. Affecting students of all ages, teachers, parents, and other educators, this special form of bullying is an increasing challenge for schools. This article offers an overview of the current state of research regarding prevalence and forms of cyberbullying; its psychosocial correlates in victims, bullies, and bully-victims; possible avenues for prevention and intervention approaches for school practitioners; and implications for future research.

Oh, I., & Hazler, R. (2009). Contributions of personal and situational factors to bystanders' reactions to school bullying. *School Psychology International, 30*(3), 291-310.

From the Abstract:

The intent of this study was to explore bystanders' personal and situational variables predicting their behavioural reactions to school bullying by investigating a sample of 298 college students who had witnessed bullying during middle or high school. Results indicated that the bystander personal variables, gender and past experience as a bully or bully-victim, significantly predicted their reactions to bullying. All three types of bullying (physical, verbal and social), plus bystander relationship with bully or victim were identified as significant situational predictors of bystander behaviour

Perkins, H., Craig, D., & Perkins, J. (2011). Using social norms to reduce bullying: A research intervention among adolescents in five middle schools. *Group Processes & Intergroup Relations, 14*(5), 703-722.

From the Abstract:

Bullying attitudes and behaviors and perceptions of peers were assessed in a case study experiment employing a social norms intervention in five diverse public middle schools in the State of New Jersey (Grades 6 to 8). Data were collected using an anonymous online survey (baseline n = 2,589; post intervention n = 3,024). In the baseline survey, students substantially misperceived peer norms regarding bullying perpetration and support for probullying attitudes. As predicted by social norms theory, they thought bullying perpetration, victimization, and probullying attitudes were far more frequent than was the case. Also as predicted, variation in perceptions of the peer norm for bullying was significantly associated with personal bullying perpetration and attitudes. Results suggest that a social norms intervention may be a promising strategy to help reduce bullying in secondary school populations.

Porter, J., & Smith-Adcock, S. (2011). Children who help victims of bullying: Implications. *International Journal of Advanced Counseling, 33*, 196-205.

From the Abstract:

Over the years, literature on the phenomenon of bullying has evolved from treating bullying as an individual behavior to understanding it as a group process. Other than those of the bully and the victim, researchers have identified several roles children assume in bullying situations, with some assuming a pro-social role, often called the defender, in bullying scenarios. Practice literature continues to concentrate its attention narrowly on the bully and the victim, rather than on defenders. Understanding the individual and social circumstances related to defending suggests new avenues for practitioners interested in promoting improved peer relations in schools.

Poteat, V.P., & DiGiovanni, C.D. (2010). When biased language use is associated with bullying and dominance: The moderating effect of prejudice. *Journal of Youth and Adolescence*, 39, 1123-1133.

From the Abstract:

Biased language related to sexual orientation is used frequently among students and is related to prominent social concerns such as bullying. Prejudice toward gay, lesbian, bisexual, and transgender individuals also has been examined among adolescents, but separately from these behaviors. This study tested whether biased language use was associated with bullying and dominance irrespective of sexual prejudice or if sexual prejudice moderated these associations among 290 high school students (50% female; 56% White). Sexual prejudice was associated with biased language use among boys only. Biased language was associated with bullying regardless of levels of sexual prejudice for boys. However, this association was dependent on sexual prejudice for girls. For dominance behavior, its association with biased language was moderated by sexual prejudice for boys, but not girls. However, girls' engagement in all behaviors was significantly less than boys. These results indicate nuanced ways in which multiple factors contribute to the use of sexual orientation biased language. Also, they underscore the need to address biased language and prejudice as part of anti-bullying programs.

Pozzoli, T., & Gini, G. (2010). Active defending and passive bystanding behavior in bullying: The role of personal characteristics and perceived peer. *Journal of Abnormal Child Psychology*, 38, 815-827.

From the Abstract:

This study examined the role of pro-victim attitudes, personal responsibility, coping responses to observations of bullying, and perceived peer normative pressure in explaining defending the victim and passive bystanding behavior in bullying. A total of 462 Italian early adolescents (mean age = 13.4 years, SD = 9 months) participated in the study. The behaviors were measured through two informants: each individual student and the teachers. The findings of a series of hierarchical regressions showed that, regardless of the informant, problem solving coping strategies and perceived peer normative pressure for intervention were positively associated with active help towards a bullied peer and negatively related to passivity. In contrast, distancing strategies were positively associated with passive bystanding, whereas they were negatively associated with teacher-reported defending behavior. Moreover, self-reported defending behavior was positively associated with personal responsibility for intervention, but only under conditions of low perceived peer pressure. Finally, the perception of peer pressure for intervention buffered the negative influence of distancing on passive bystanding tendencies. Future directions are discussed.

Pozzoli, T., & Gini, G. (2012). Why do bystanders of bullying help or not? a multidimensional model. *Journal of Early Adolescence*, 33(3), 315-340.

From the Abstract:

The authors employed Latané and Darley's model about bystanders' behavior to explain children's active defending and passive bystanding behavior in school bullying. The three central steps of the model were operationalized by measuring provictim attitudes, personal responsibility for intervention, and coping strategies. Moreover, the role of perceived expectations from parents and peers was investigated. A total of 759 children and 995 early adolescents participated. The findings from structural equation modeling (SEM) confirmed the

hypothesized relationships and the impact of perceived peer and parent pressure on nearly all the study variables. The model was confirmed for both age groups, with only a few differences in the paths' magnitudes, and the model demonstrated the importance of considering both strictly individual characteristics and contextual variables. These results substantially expand previous findings and have potential interest for both researchers and educators.

Trach, J., Waterhouse, T., & Neale, K. (2010). Bystander responses to school bullying: A cross-sectional investigation of grade and sex differences. *Canadian Journal of School Psychology, 25*(1), 114-130.

From the Abstract:

Addressing the impact of peer bystanders on school bullying, this cross-sectional study examined whether student responses to bullying that they witnessed varied as a function of sex and grade. In a school-based survey regarding social experiences at school, Grade 4 to 11 students (N = 9397, 51% male) who reported witnessing bullying (68%) rated how often they had engaged in different bystander responses. Results indicated significant differences across sex and grade level, such that younger students and girls were more likely to report taking positive action than were older students and boys by directly intervening, helping the victim, or talking to an adult. Generally, boys and girls were equally likely to report that they ignored or avoided the person(s) who bullied although reports that they did nothing increased with grade level. Implications for schoolwide antibullying intervention efforts are discussed.

Williams, K., & Guerra, N. (2007). Prevalence and predictors of internet bullying. *Journal of Adolescent Health, 41*, S14-S21

From the Abstract:

As part of an ongoing, statewide bullying prevention initiative in Colorado, 3,339 youth in Grades 5, 8, and 11 completed questionnaires in 78 school sites during the fall of 2005, and another 2,293 youth in that original sample participated in a follow-up survey in 65 school sites in the spring of 2006. Questionnaires included measures of bullying perpetration and victimization, normative beliefs about bullying, perceptions of peer social support, and perceptions of school climate. **Results:** The highest prevalence rates were found for verbal, followed by physical, and then by Internet bullying. Physical and Internet bullying peaked in middle school and declined in high school. Verbal bullying peaked in middle school and remained relatively high during high school. Males were more likely to report physical bullying than females, but no gender differences were found for Internet and verbal bullying. All three types of bullying were significantly related to normative beliefs approving of bullying, negative school climate, and negative peer support. **Conclusions:** Preventive interventions that target school bullying by changing norms about bullying and school context may also impact Internet bullying, given the shared predictors.

Other Resources:

- http://www.vawnet.org/Assoc_Files_VAWnet/CIB_HarassmentBullying.pdf
Addressing the Gendered Dimensions of Harassment and Bullying: What domestic and sexual violence advocates need to know
Nan D. Stein, Ed.D. & Kelly A. Mennemeier, B.A

New Policy Guidance issued by the Office for Civil Rights, U.S. Department of Education

On October 26, 2010, the Office for Civil Rights (OCR) of the U.S. Department of Education issued a "Dear Colleague" letter to school districts across the country that provided guidance about critical distinctions between two important issues schools face: bullying and harassment.

- <http://www.ericmondschein.com/2012/11/15/sexual-harassment-and-bullying-similar-but-not-the-same/>
Sexual Harassment and Bullying: Similar, but Not the Same
Ellery M. Miller, Jr. M.A. and Eric S. Mondschein, Ed.D.
A paper presented at the Education Law Association's 58th Annual Conference in Hilton Head, S.C. November 10, 2012
- http://www.glsen.org/binary-data/GLSEN_ATTACHMENTS/file/000/002/2105-1.pdf
The 2011 National School Climate Survey
The Experiences of Lesbian, Gay, Bisexual and Transgender Youth in Our Nation's Schools: The Experiences of Lesbian, Gay, Bisexual and Transgender Youth
A Report from the Gay, Lesbian & Straight Education Network, www.glsen.org
- Meehan, C. (2011). *The right to be safe: Putting an end to bullying behavior*. Minneapolis, MN: Search Institute.
- Simon TR, Miller S, Gorman-Smith D, Orpinas P, Sullivan T. Physical Dating Violence Norms and Behavior Among Sixth-Grade Students From Four U.S. Sites *J. Early Adolesc.* 2010; 30(3): 395-409.

From the Abstract:

Relatively little is known about the prevalence of physical dating violence behaviors and perceived norms about dating violence among early adolescents. A sample of 5,404 sixth-grade students was recruited from four diverse U.S. sites. Over half of the respondents reported that girls hitting their boyfriends was acceptable under certain circumstances (e.g., if made mad or jealous) and more than one in four reported acceptance of boys hitting their girlfriends. Among those reporting that they had a recent boy/ girlfriend, nearly one third of girls (31.5%) and more than one fourth of boys (26.4%) reported being physically aggressive toward this person (e.g., punching, slapping). These data support the need to address the problem of violence within students' perceived dating relationships in sixth grade or earlier and suggest that preventive interventions should focus on changing norms that support violence between males and females.

- Reed, E., Silverman, J. G., Raj, A., Decker, M. R., & Miller, E. (2011). Male perpetration of teen dating violence: Associations with neighborhood violence involvement, gender attitudes, and perceived peer and neighborhood norms. *Journal of Urban Health*, 88, 226-239. Teen dating perpetration is more likely in adolescent males who participate in neighborhood violence, believe in traditional gender norms, and perceive peer and neighborhood norms related to violence.