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Building a Safer Future: Insights on Youth Violence and Bullying Prevention

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Building a Safer Future: Insights on Youth Violence and Bullying Prevention



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Today's Presenter



Dorothy L. Espelage (*she/her/hers*)

Ph.D.

William C. Friday Distinguished
Professor of Education at the University
of North Carolina at Chapel Hill

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Acknowledgement

K-12 Bully Prevention & Intervention Strategies: Translating Research Findings into Practice

Dorothy L. Espelage, Ph.D.

William C. Friday Distinguished Professor of Education

espelage@unc.edu



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Funding Sources & Disclaimer

- **Research was supported by Centers for Disease Control & Prevention (#1U01/CE001677; 5u01ce002841) to Dorothy Espelage (PI);** *Opinions, findings, and conclusions or recommendations expressed in this presentation are those of the author(s) and do not necessarily reflect those of the CDC*
- **Research was supported by NIJ Grant (MUOFX-0022) to Dorothy Espelage (PI) & Sabina Low (co-PI);** *Opinions, findings, and conclusions or recommendations expressed in this presentation are those of the author(s) and do not necessarily reflect those of the Department of Justice*
- **Research was supported by NIJ Grant (#2015-MU-MU-K003) to Iris Ed, Vincent, Espelage, Walker (co-PIs);** Project SOARS (Student Ownership, Accountability, and Responsibility for School safety). National Institutes of Justice (IRIS Ed)

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Espelage Research Addressing Violence in Education (RAVE) Lab

- **Social-Ecology and School-Based Prevention** (Espelage & Swearer, 2003; Espelage, 2012, 2014, 2015, 2016, 2019)
- **Exposure to Violence Study** (Espelage, 1998; Low & Espelage, 2014)
- **Social Network Analysis Study** (Birkett & Espelage, 2014; Espelage, Holt, & Henkel, 2003; Espelage, Green, & Wasserman, 2007; Espelage, Green, & Polanin, 2012; Espelage et al. under review)
- **Sexual Harassment, Dating Violence, and Bullying Studies** (Holt & Espelage, 2003; Holt & Espelage, 2005; Espelage & Holt, 2006; Espelage, Basile, & Hamburger, 2012, 2014)
- **Theory Of Mind, Empathy, and Peer Relations** (Espelage et al., 2004; Mayberry & Espelage, 2006)
- **Sexual Violence and Bullying** (Poteat & Espelage, 2006; Espelage et al., 2008; Espelage et al., 2012, 2019, 2020)
- **Youth and Mental Health Outcomes** (Espelage, Aragon, Birkett, & Koenig, 2008; Poteat, Espelage, & Koenig, 2009; Birkett, Espelage, & Koenig, 2009; Robinson & Espelage, 2012, 2013; Espelage et al., 2019, 2020)
- **Students With Disabilities** (Victimization & Psychological Correlates & SEL prevention (Rose et al., 2010; Rose & Espelage, 2012; Espelage, Rose, & Polanin, 2015, Forber-Pratt et al., 2020)
- **School Climate, Academic Engagement** (Espelage et al., 2014, 2015)

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The presenter has no relationships or conflicts of interest to report.

Learning Objectives

1. Define bullying and cyberbullying
2. Understand the subgroups of youth at risk for bullying involvement
3. Identify risk and protective factors associated with bullying and its developmental changes into other forms of violence
4. Recognize the effectiveness of school-based interventions

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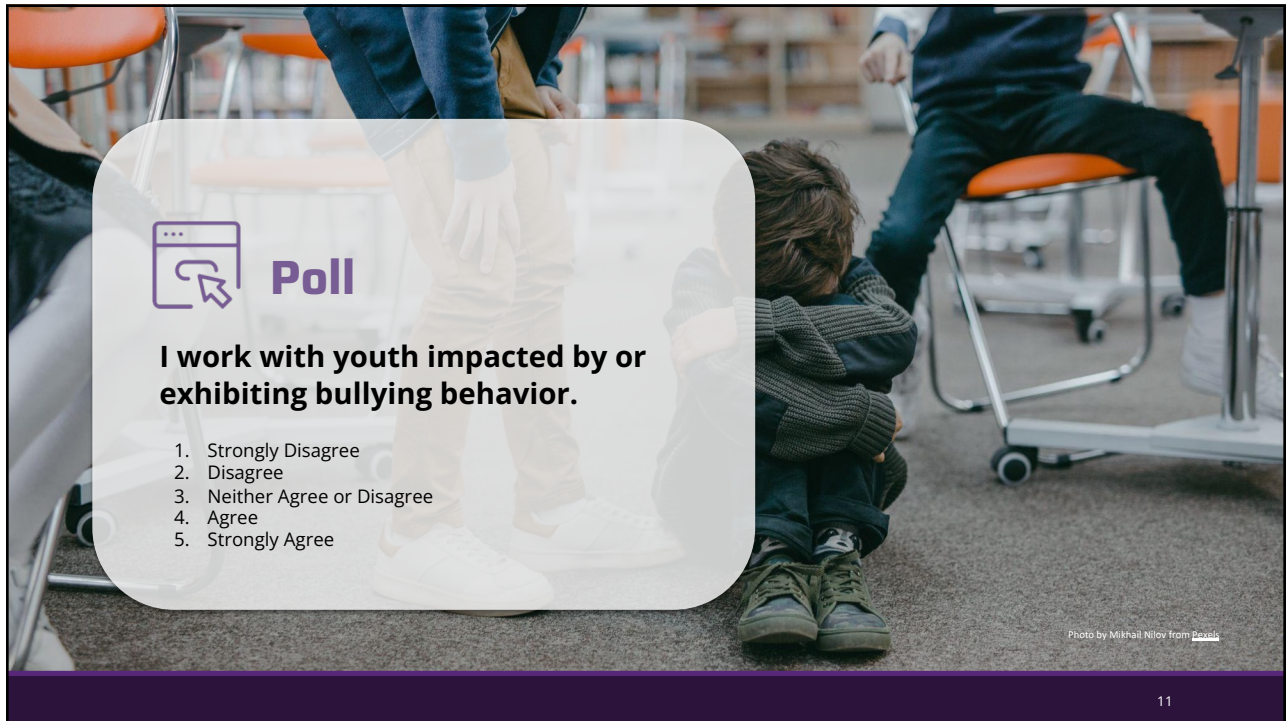
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Pre-Webinar Check-In



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 **Poll**

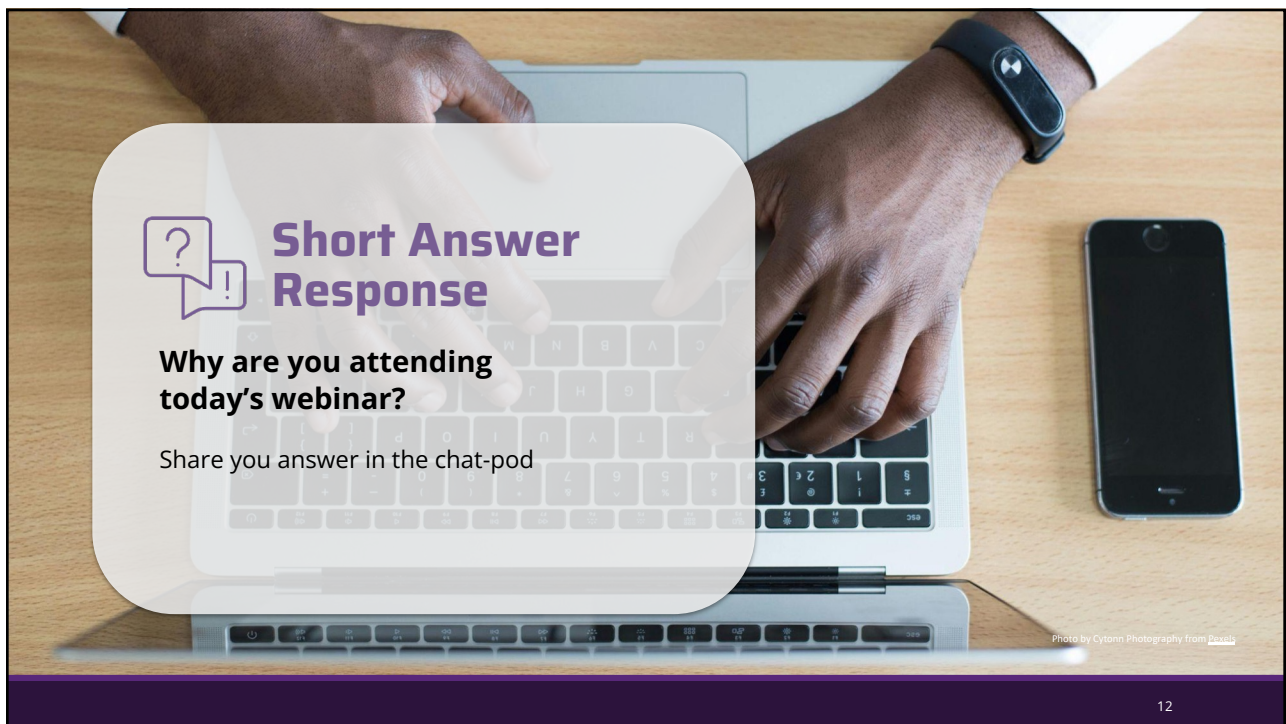
I work with youth impacted by or exhibiting bullying behavior.


1. Strongly Disagree
2. Disagree
3. Neither Agree or Disagree
4. Agree
5. Strongly Agree

Photo by Mikhail Nilov from Pexels

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 **Short Answer Response**

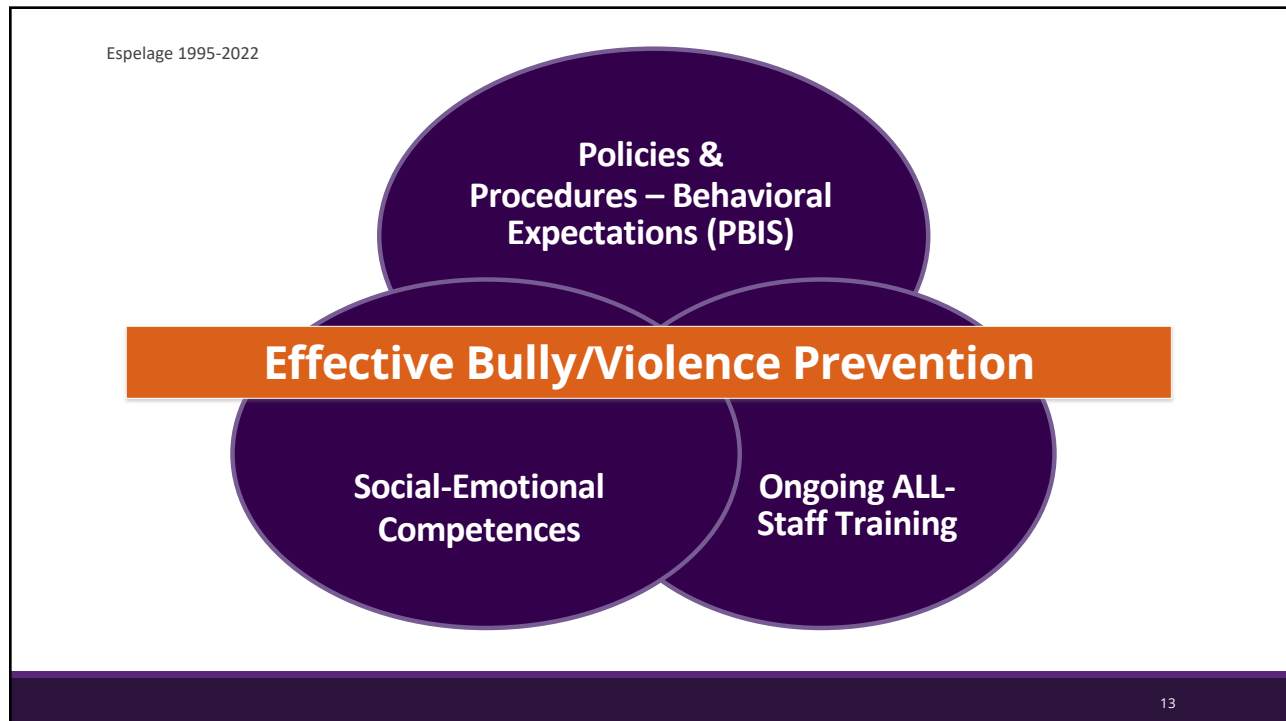
Why are you attending today's webinar?

Share your answer in the chat-pod

Photo by Cytann Photography from Pexels

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CDC; Gladden et al., 2014

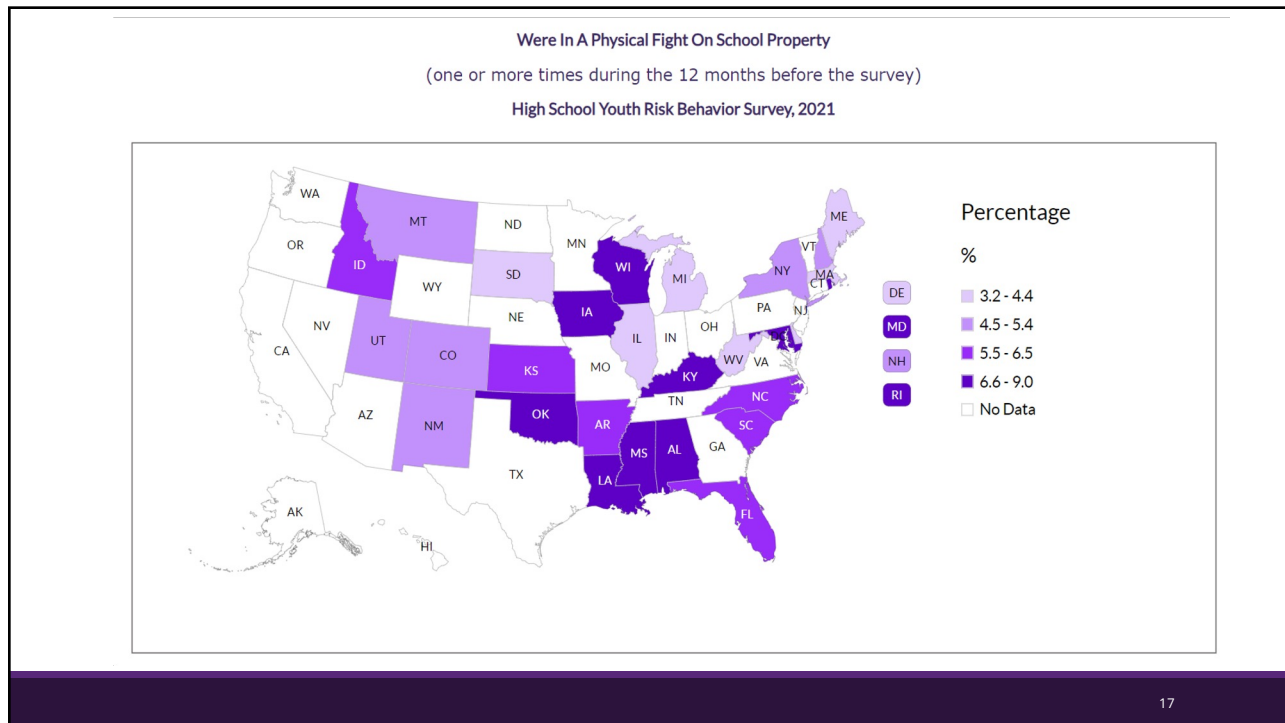
Definition of Bullying

Bullying is unwanted aggressive behavior(s) among school-age children that has a high likelihood of causing physical or psychological harm or injury and is characterized by:

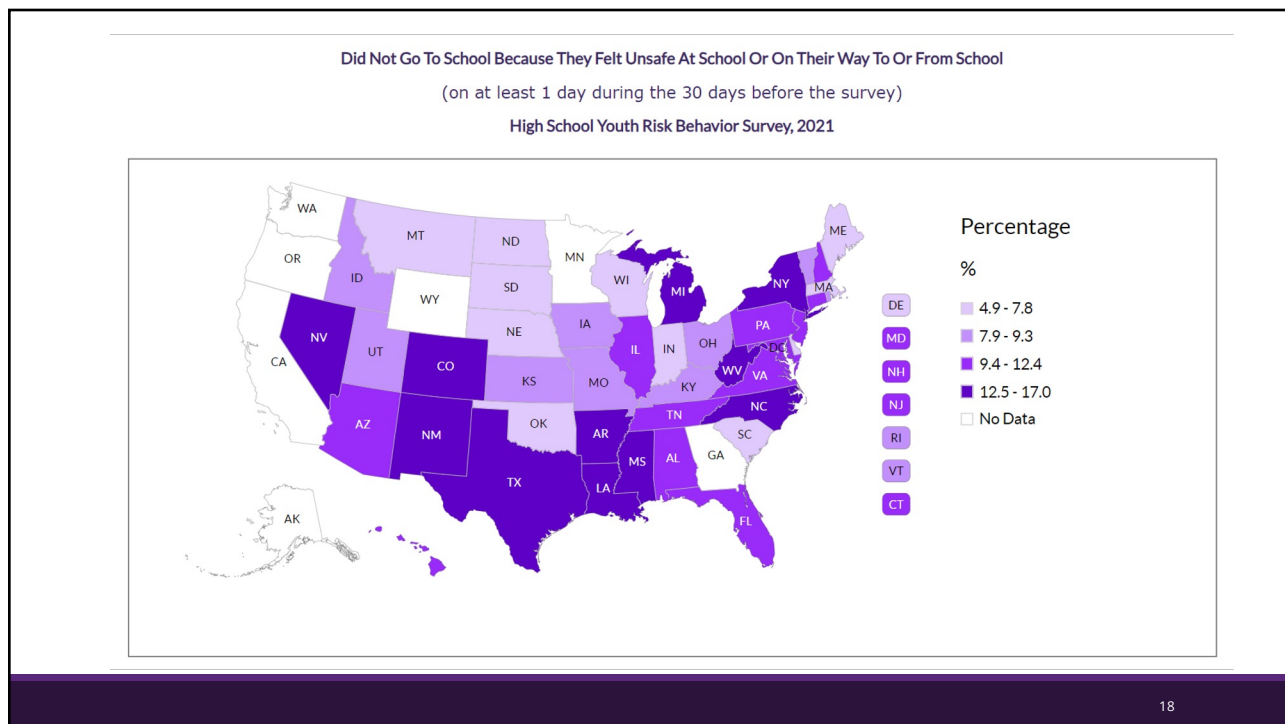
- 1) An imbalance of **real or perceived power** that favors the aggressor(s);
- 2) Is **repeated or has a high likelihood** of being repeated;
- 3) The victim(s) of bullying may feel **intimidated, demeaned, or humiliated as a result of the aggression.**

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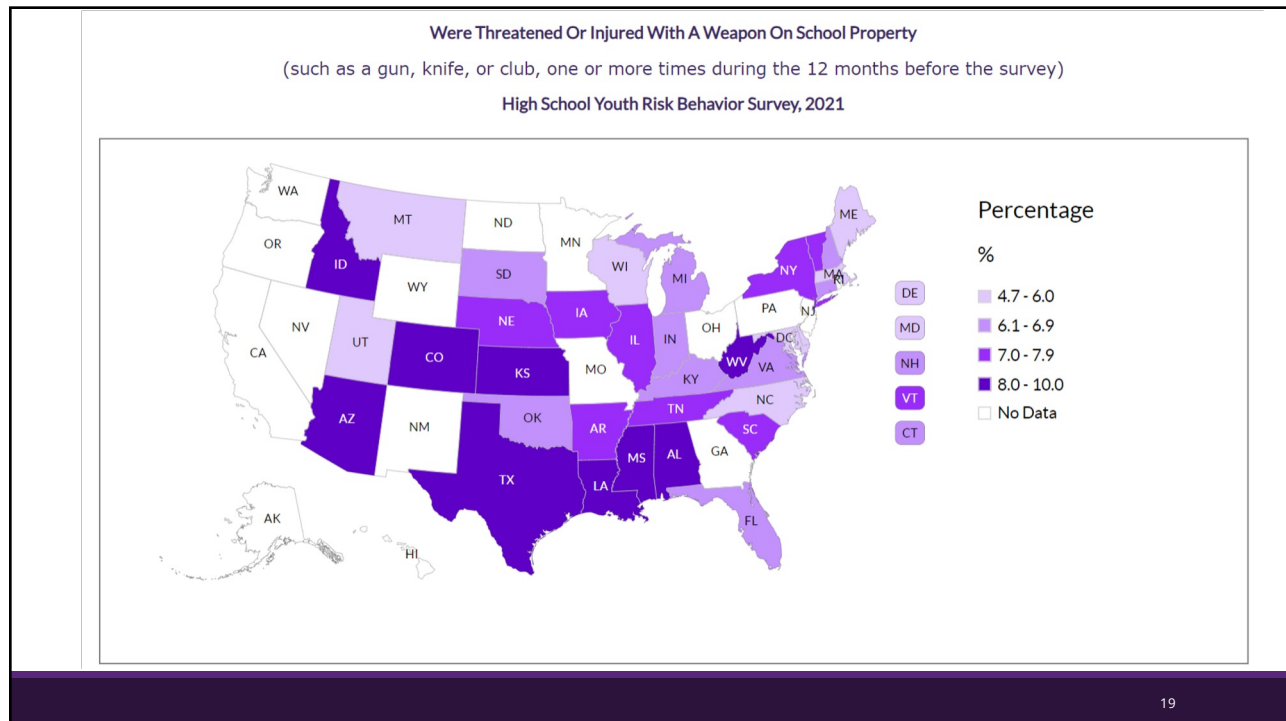
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Social Justice Issue

- "From a social justice perspective, which stresses the importance of empowerment of people who are vulnerable and oppressed (National Association of Social Workers, 2017), **understanding identity-based and bias-based bullying is a necessary first step toward development and implementation of programs and policies in schools and communities**, which not only reduce bullying, but also address prejudice that accompanies bullying behaviors in school." (Hong, Piguero, & Espelage, 2015)
- **Social justice can be achieved when young people, despite noticeable differences, are afforded with safe schools and communities where they can learn and grow without fear of ridicule, harassment, hate, and violence.**

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Defining Identity-Based Bullying

IBB; Bias-Based Bullying or Stigma-Based Bullying

Any form of bullying occurring because of the youth's actual or perceived social identity(ies).

- For example, racist remarks or being shoved due to actual or perceived LGBTQ identity.

Brinkman, 2015

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Identity-Based Bullying

- Identity-based bullying **specifically relates to verbal and/or physical assaults rooted in discrimination** (Brinkman, 2015).
- Identity is only recently being acknowledged in the bullying literature, despite **35 – 40% of bullied youth reporting IBB in nationally representative samples** (Russell et al., 2012).

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Identity- & Bias-Based Bullying

General-based victimization is typically seen as less harmful than bias or identity-based bullying which targets one or multiple facets of an individual's identity such as racial/ethnic or gender/sexual identities.

Bontempo & D'Augelli, 2002; Espelage et al., 2018, 2021; Mulvey et al., 2018; Russell et al., 2012; Xu et al., 2020.

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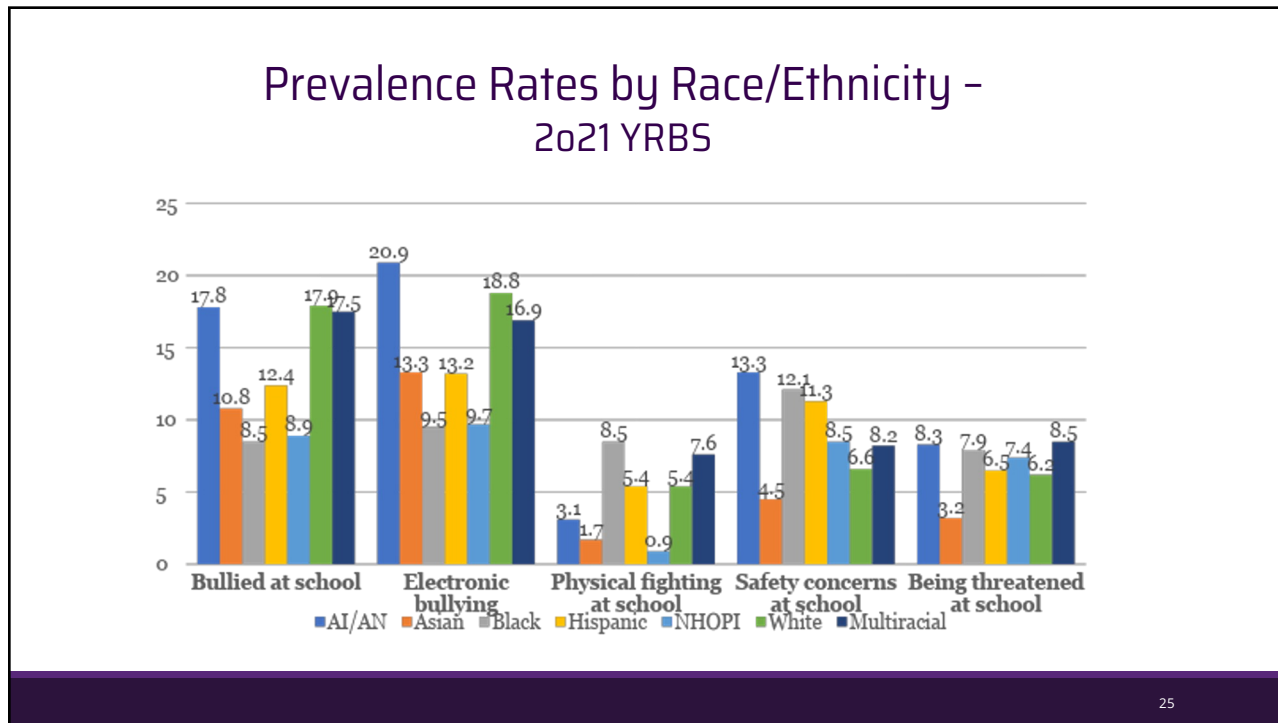
Identity- & Bias-Based Bullying

Various individual identities are frequently associated with higher levels of victimization including age, BMI, disability status, gender and sexual identity (and gender non-conforming), race and ethnicity, and socioeconomic status.

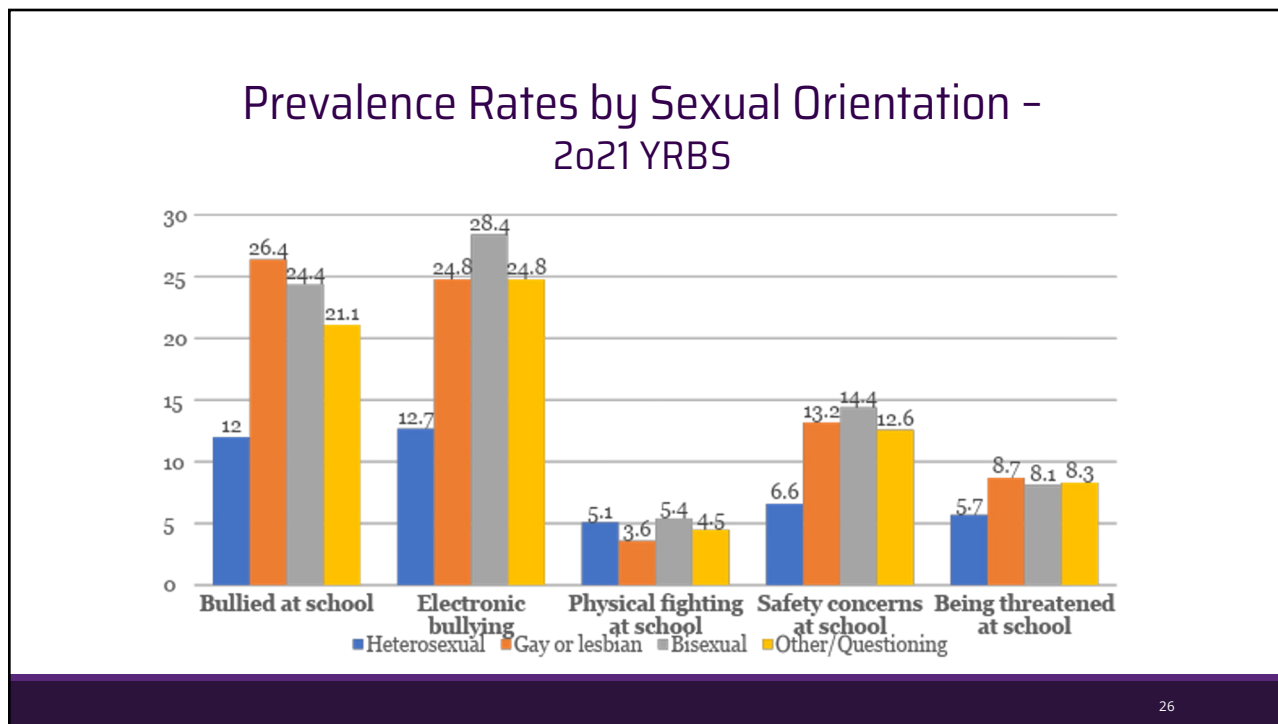
Azaredo et al., 2015; Bilic, 2015; Blake et al., 2016; Earnshaw et al., 2018; Espelage et al., 2011, 2017, 2020; Goldbach et al., 2017; Russell et al., 2012.

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The Impact of Islamophobia on Muslim Students: A Systematic Review of the Literature

Nadin Abu Khalaf , Ashley B. Woolweaver , Roslyn Reynoso Marmolejos , Grace A. Little ,
Katheryn Burnett, and Dorothy L. Espelage 

University of North Carolina at Chapel Hill

ABSTRACT

Despite the rise in anti-Islamic sentiment, Muslim youth's experiences of religious discrimination are under researched. The goal of this paper is to better understand the complexities associated with religious discrimination for youth and adolescents and how to mitigate the harm caused by these discriminatory experiences. This mixed methods systematic review consists of 44 qualitative and quantitative studies from 34 journals, discussing experiences of religious discrimination for participants ages 4–25 both in the United States and internationally. This review discussed student experiences, the context of school as a conduit for discrimination, how students responded to these instances, including protective factors and recommendations for future research and policy.

IMPACT STATEMENT

This article systematically examined experiences of discrimination faced by Muslim students in Pre-K–12 and university settings. The results have implications for researchers, policymakers, and school staff on how to mitigate discriminatory acts toward Muslim students to create a safe and inclusive school environment for all students. Educators and school staff must work on reducing their individual and classroom biases through cultural competence training and a more inclusive curriculum. Policymakers should work to create inclusive practices that promote equity for Muslim students, and researchers should conduct additional projects to better understand the scope and outcomes associated with Islamophobia in schools.

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KEYWORDS

Muslim, Islam, students,
discrimination, outcomes



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Samuel Y. Song

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An Exploratory Analysis of Financial Status and Risk Factor Interactions for Bullying Victimization

Ashley B. Woolweaver , Jessica C. Barbour, and Dorothy L. Espelage 

University of North Carolina at Chapel Hill

ABSTRACT

Bullying is common among students; however, there are several individual characteristics or identities that make an adolescent more susceptible to victimization. This secondary data analysis of a sample of 20,302 high school students in Wisconsin uses a multilevel model to assess common risk factors such as gender identity, sexual orientation, racial and ethnic identity, and disability status as predictors for general and identity-based bullying, as well as an exploratory analysis of the interactions of financial status and these risk factors. This study is novel as it discusses nuanced identities not typically accounted for in the literature, as well as addresses the potentially compounding nature of financial status and other risks. Results indicated that factors such as grade level, gender, sexual orientation, disability status, and low financial status were indicators for general bullying victimization, while race and ethnicity, sexual orientation, and general bullying victimization were indicators for identity-based victimization.

IMPACT STATEMENT

Bullying victimization is a common issue among high school students; however, few studies have assessed financial status as an intersectional risk factor. This paper found that financial status and marginalized identities were predictive of victimization for several student subpopulations. This information can help school staff recognize and respond to bullying among students with various marginalized identities.

ARTICLE HISTORY

Received June 9, 2021
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KEYWORDS

bullying, risk, financial status,
identity-based bullying

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School-Based Interventions

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School Psychology Review,
2012, Volume 41, No. 1, pp. 47–65

A Meta-Analysis of School-Based Bullying Prevention Programs' Effects on Bystander Intervention Behavior

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Loyola University Chicago

Dorothy L. Espelage
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Therese D. Pigott
Loyola University Chicago

Abstract. This meta-analysis synthesized bullying prevention programs' effectiveness at increasing bystander intervention in bullying situations. Evidence from 12 school-based programs, involving 12,874 students, indicated that overall the programs were successful (Hedges's $g = .20$, 95% confidence interval [CI] = .11 to .29, $p < .001$), with larger effects for high school (HS) samples compared to kindergarten through eighth-grade (K-8) student samples (HS effect size [ES] = 0.43, K-8 ES = 0.14; $p < .05$). A secondary synthesis from eight of the studies that reported empathy for the victim revealed treatment effectiveness that was positive but not significantly different from zero ($g = .05$, 95% CI = $-.07$ to $.17$, $p = .45$). Nevertheless, this meta-analysis indicated that programs increased bystander intervention both on a practical and statistically significant level. These results suggest that researchers and school administrators should consider implementing programs that focus on bystander intervention behavior supplementary to bullying prevention programs.

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Journal of Applied Developmental Psychology 37 (2015) 36–51



Contents lists available at ScienceDirect



Journal of Applied Developmental Psychology

Declines in efficacy of anti-bullying programs among older adolescents: Theory and a three-level meta-analysis[☆]

David Scott Yeager^{a,*}, Carlton J. Fong^a, Hae Yeon Lee^a, Dorothy L. Espelage^b

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^b University of Illinois at Urbana-Champaign, United States



ARTICLE INFO

Available online 21 January 2015

Keywords:
Bullying
Meta-analysis
Adolescence
Interventions
Victimization

ABSTRACT


Highly visible tragedies in high schools thought to involve bullying have directly contributed to public support for state-mandated K-12 anti-bullying programming. But are existing programs actually effective for these older adolescents? This paper first outlines theoretical considerations, including developmental changes in (a) the manifestation of bullying, (b) the underlying causes of bullying, and (c) the efficacy of domain-general behavior-change tactics. This review leads to the prediction of a discontinuity in program efficacy among older adolescents. The paper then reports a novel meta-analysis of studies that administered the same program to multiple age groups and measured levels of bullying ($k = 19$, with 72 effect sizes). By conducting a hierarchical meta-analysis of the within-study moderation of efficacy by age, more precise estimates of age-related trends were possible. Results were consistent with theory in that whereas bullying appears to be effectively prevented in 7th grade and below, in 8th grade and beyond there is a sharp drop to an average of zero. This finding contradicts past meta-analyses that used between-study tests of moderation. This paper provides a basis for a theory of age-related moderation of program effects that may generalize to other domains. The findings also suggest the more general need for caution when interpreting between-study meta-analytic moderation results.


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SCHOOL PSYCHOLOGY REVIEW
<https://doi.org/10.1080/2372966X.2021.1913037>



RESEARCH INTO PRACTICE 

A Meta-Analysis of School-Based Cyberbullying Prevention Programs' Impact on Cyber-Bystander Behavior

Cagil Torgal^a , Dorothy L. Espelage^b, Joshua R. Polanin^c, Katherine M. Ingram^b , Luz E. Robinson^b , America J. El Sheikh^a , and Alberto Valido^b 

^aUniversity of Florida; ^bUniversity of North Carolina at Chapel Hill; ^cAmerican Institutes for Research

ABSTRACT

Cyberbullying among youth is an emerging public health concern that has a wide array of deleterious outcomes. The current meta-analytic review synthesized school-based cyberbullying prevention programs' impact on promoting cyber-bystander intervention among K–12 students. As a result of exhaustive searches and a thorough screening procedure, a total of 9 studies were identified as eligible. Meta-analytic synthesis of the 9 studies involving 35 effect sizes demonstrated that overall, the treatment effect was not statistically significant ($g = 0.29$, $SE = 0.14$, $p = .07$, 95% CI [-0.03, 0.61]). Findings of the moderator analyses suggest that incorporating an empathy activation component in the prevention program was associated with better program effectiveness in promoting cyber-bystander intervention. Further, older age was found to be associated with better program outcomes. Findings of the current meta-analysis provide important insight for developing cyberbullying prevention programs that promote cyber-bystander intervention.

ARTICLE HISTORY
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KEYWORDS
Cyberbullying, cyber-bystander, school-based, program, prevention, meta-analysis

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Aggression and Violent Behavior 45 (2019) 134–153

Contents lists available at ScienceDirect

Aggression and Violent Behavior

journal homepage: www.elsevier.com/locate/aggbv

Are cyberbullying intervention and prevention programs effective? A systematic and meta-analytical review

Hannah Gaffney^{a,*}, David P. Farrington^b, Dorothy L. Espelage^b, Maria M. Ttofi^b

^a Institute of Criminology, University of Cambridge, United Kingdom
^b University of Florida, United States

ARTICLE INFO

Keywords:
Bullying
Cyberbullying
Online bullying
Intervention and prevention
Effectiveness
Anti-bullying
Meta-analysis

ABSTRACT

This paper presents the results from a systematic and meta-analytical review of the effectiveness of cyberbullying intervention and prevention programs. Systematic searches were conducted for published and unpublished studies from 2000 to end 2017 on several online databases, including Web of Science, Scopus, PsychINFO, PsychARTICLES, Google Scholar, DARE, and ERIC. In addition, specific journals, for example, *Cyberpsychology, Behavior, and Social Networking* and *Computers in Human Behavior*, were hand searched for relevant studies. In total, 192 studies were retained for further screening from nearly 4000 search results. To be included in the present systematic review, studies had to: (1) include an adequate operational definition of cyberbullying; (2) describe the evaluation of an intervention or prevention program implemented with school-aged participants; (3) employ experimental and control conditions; (4) measure cyber-bullying behaviors using quantitative measurement instruments; and (5) have been published from 2000 onwards.

Following rigorous screening, 24 publications were included in our systematic review. The majority of these studies ($n = 15$) used randomized controlled trials (RCTs) to evaluate anti-cyberbullying programs, while the remaining studies used quasi-experimental designs with before and after measures ($n = 9$). Within these 24 publications, 26 independent evaluations were reported. We conducted a meta-analysis to synthesize the results of primary evaluations of cyberbullying intervention programs. Our meta-analysis included 18 and 19 independent effect sizes for cyberbullying perpetration and cyberbullying victimization respectively.


The results of our meta-analysis suggest that cyberbullying intervention programs are effective in reducing both cyberbullying perpetration and victimization. Our results indicate that anti-cyberbullying programs can reduce cyberbullying perpetration by approximately 10%–15% and cyberbullying victimization by approximately 14%. We also compared results between different methodological designs and models of meta-analysis. The effect sizes were greater for RCTs than for quasi-experimental designs.

Overall, the results of the present report address a significant gap in the cyberbullying literature, and suggest that intervention and prevention can be effective. However, future research needs to address the specific components of interventions that are effective, the effectiveness of prevention programs with non-school-aged samples, and the influence of overlapping offline and online victimization.

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Prevention Science (2022) 23:439–454
<https://doi.org/10.1007/s11121-021-01259-y>



A Systematic Review and Meta-analysis of Interventions to Decrease Cyberbullying Perpetration and Victimization

Joshua R. Polanin¹ · Dorothy L. Espelage² · Jennifer K. Grotzger³ · Katherine Ingram² · Laura Michaelson¹ · Elizabeth Spinney³ · Alberto Valido² · America El Sheikh⁴ · Cagil Torgal⁴ · Luz Robinson⁴

Accepted: 3 June 2021 / Published online: 22 June 2021
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Abstract

Evidence suggests that cyberbullying among school-age children is related to problem behaviors and other adverse school performance constructs. As a result, numerous school-based programs have been developed and implemented to decrease cyberbullying perpetration and victimization. Given the extensive literature and variation in program effectiveness, we conducted a comprehensive systematic review and meta-analysis of programs to decrease cyberbullying perpetration and victimization. Our review included published and unpublished literature, utilized modern, transparent, and reproducible methods, and examined confirmatory and exploratory moderating factors. A total of 50 studies and 320 effect sizes spanning 45,371 participants met the review protocol criteria. Results indicated that programs significantly reduced cyberbullying perpetration ($g = -0.18$, $SE = 0.05$, 95% CI $[-0.28, -0.09]$) and victimization ($g = -0.13$, $SE = 0.04$, 95% CI $[-0.21, -0.05]$). Moderator analyses, however, yielded only a few statistically significant findings. We interpret these findings and provide implications for future cyberbullying prevention policy and practice.

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A Meta-analytic Review of School-Based Anti-bullying Programs with a Parent Component

Yuanhong Huang¹ · Dorothy L. Espelage¹ · Joshua R. Polanin² · Jun Sung Hong^{3,4}

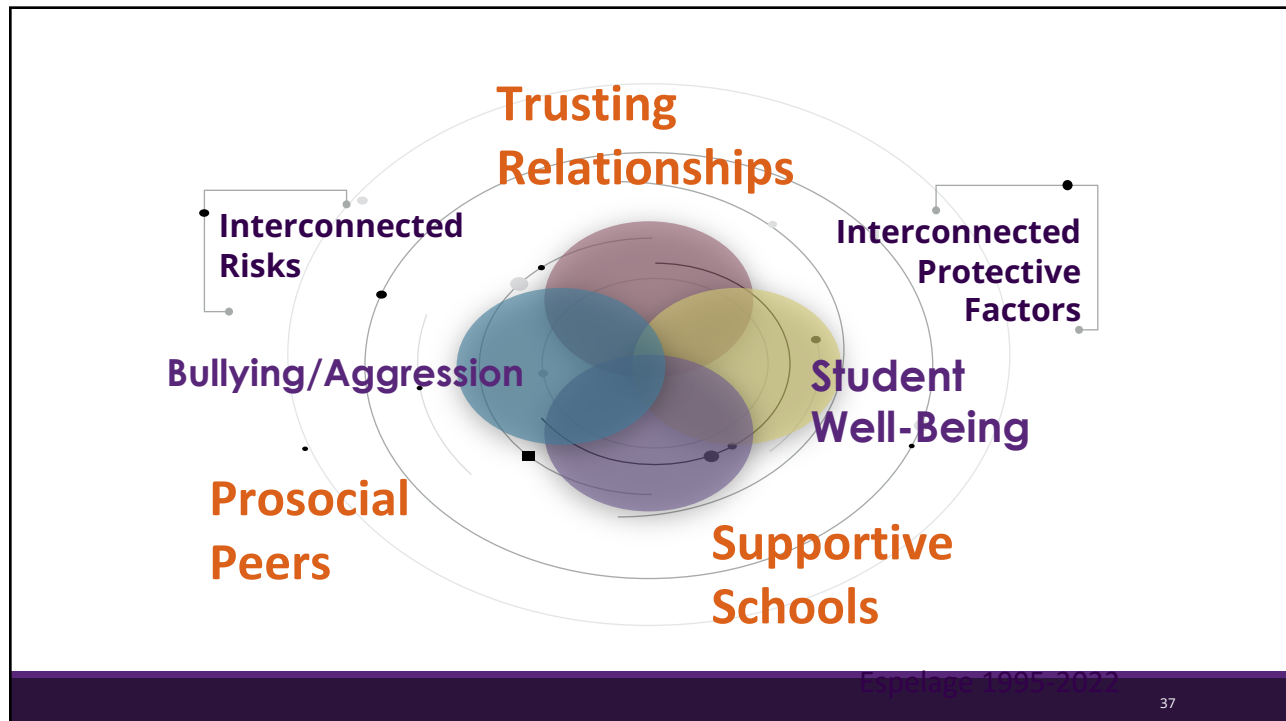
Published online: 7 January 2019
© Springer Nature Switzerland AG 2019

Abstract

Social-ecological theory of school bullying stresses the role parents play in students' engagement in bullying. School practitioners and the researchers who support practitioners are often recommended to involve parents in their efforts to implement school-based prevention efforts. Yet, empirical support for this recommendation is scarce. Although evidence on bullying prevention programs continues to burgeon, limited efforts have been made to synthesize the impacts of adding parental components to prevention programming. This meta-analysis attempts to fill this gap by reviewing and analyzing studies published after 2000 that evaluate school-based anti-bullying programs involving a parental component. Twenty-two studies with an overall sample of 212,211 students from kindergarten to 12th grade supported a small but significant effect on reducing bully perpetration ($d = 0.179$, 95% CI = [0.095, 0.264]) and victimization ($d = 0.162$, 95% CI = [0.059, 0.265]). Moderator analysis revealed that the effectiveness of the program on both perpetration and victimization was not affected by school level, country in which the program was implemented, or type of parental component. Current caveats and suggestions for incorporating parental components in school-based anti-bullying programs are discussed.

Keywords Anti-bullying · Prevention · Parent · Meta-analysis





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Theoretical Framework

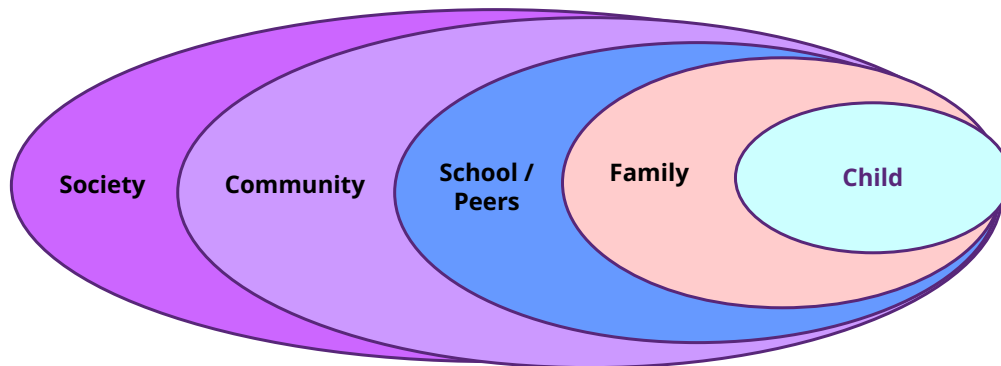
- Bullying can be broadly construed as social interactions (or social dynamic) that are influenced, maintained or mitigated by relationships in the **school, peer, and familial contexts** (Pepler et al., 2006; Espelage, 2016).
- **Social Interactional Learning Model** – family violence serves as an important context for understanding the relation between bullying perpetration and involvement in anger, alcohol use, and delinquency as predictors of sexual harassment perpetration and teen dating violence (Espelage et al. 2014; Rinehart, Espelage, & Bub, 2017; Espelage et al., 2022).
- **Gendered Harassment** (sexual harassment, homophobic name-calling) – reinforces traditional masculinity that is emotionally restrictive, competitive, and aggressive (Levant, 1996; Pleck, 1995; Meyer, 2008).

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Bronfenbrenner, 1979; Espelage & Horne, 2007; Espelage, 2014

Social-Ecological Perspective



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For review (Espelage, 2016; Espelage & Hong, 2012; Espelage et al., 2019; 2022)

Individual Correlates of Bullying Involvement

- Depression/Anxiety
- Empathy
- Delinquency
- Impulsivity
- Other forms of aggression
- Alcohol/drug use
- Positive attitudes toward violence/bullying
- Low value for prosocial behaviors

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Social Network Studies: Peers Matter

Homophily hypothesis supported in social network studies – early adolescence

- **Bully Perpetration** – selection and socialization
(Espelage et al. 2003; Merrin et al., 2019)
- **Homophobic Name-Naming/Sexual Harassment** – selection and socialization
(Espelage et al., 2021; Poteat et al., 2007; Tucker et al., 2016)
- **Willingness to Intervene** – socialization
(Espelage et al., 2012; Ingram, Espelage et al., 2019)

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Doty, Lynne, Metz, Yourell, & Espelage, 2017

Parental Monitoring & Bullying

- Bullying perpetration predicted lower perceived parental monitoring
- Youth may be encouraged by believing they can “get away with” bullying involvement
- Bi-directional effects between parenting and youth behavior
- Transition to high school is pivotal for parental monitoring



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Espelage et al., 2012; Espelage et al., 2014

Family & School Risk Factors

FAMILY

- Lack of supervision
- Lack of attachment
- Frequent moves
- Negative, critical relationships
- Lack of discipline/ consequences
- Support for violence
- Modeling of violence

SCHOOL

- Lack of supervision
- Lack of attachment
- Frequent moves
- Negative, critical relationships
- Lack of discipline/ consequences
- Support for violence
- Modeling of violence

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Espelage, et al., 2016; Espelage et al., 2019

Protective Factors

1. School sense of belonging
2. Empathy
3. Parenting monitoring
4. Social support

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Military Youth: Vulnerability Factors

- Frequent moves can result in a lack of established community and extended family support
 - No friends or social networks
- Frequent deployments



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Military Youth: Protective Factors

Applying within the context of the work you do as professionals, within the Military Family Readiness System...

- Engage with fellow students through the Youth Sponsorship Programs at installation youth centers
- Consult with school liaisons
- Installation Military and Family Support Centers

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Resources: Military Youth



Download a list of webinar resources on the event page!

- Stop Bullying <https://www.stopbullying.gov/>
- Military OneSource | Bullying Is a Pain in the Brain
<https://www.militaryonesource.mil/products/bullying-is-a-pain-in-the-brain>
- Sesame Street for Military Families | Everyday Health and Wellness
<https://sesamestreetformilitaryfamilies.org/topic/wellness/>



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Leveraging Technology & Engaging Youth to Prevent Bullying & Promote A Positive School Climate

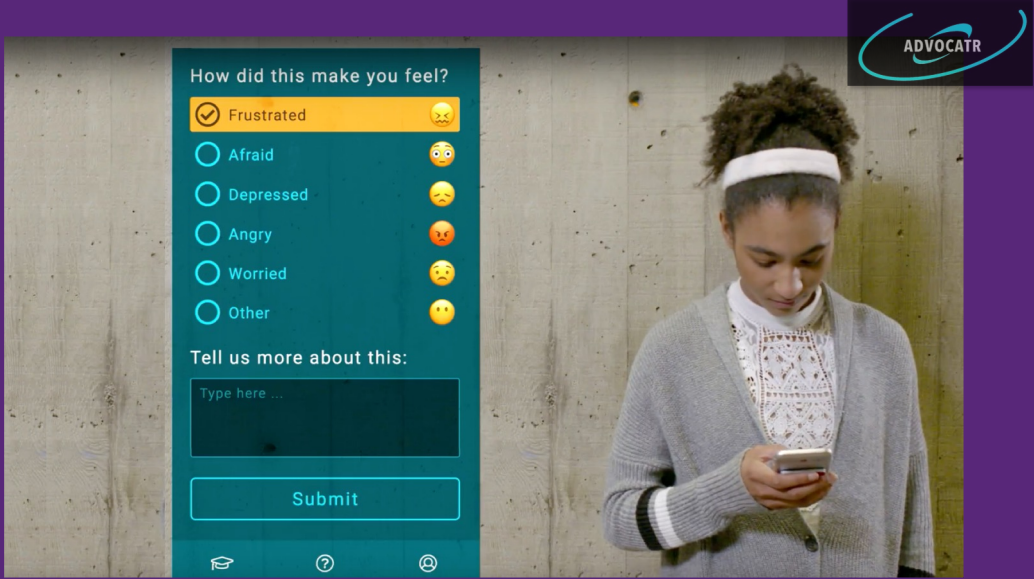
Espelage et al., 2021; Vincent et al., 2022

Youth-Driven Interventions

- Youth do feel that schools should work harder to establish a positive school climate.
- Adults need to pay attention to emotional and physical safety.
- Youth indicated that fairness and equity issues need to be addressed directly.
- Research shows that students in schools with positive climates are more likely to report on the situations, individuals and events that endanger a school's safety.
- Such a climate can also improve student bonding and school engagement and serve as a protective factor against a host of negative outcomes over the long term within and beyond the school context.

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How did this make you feel?

- Frustrated
- Afraid
- Depressed
- Angry
- Worried
- Other

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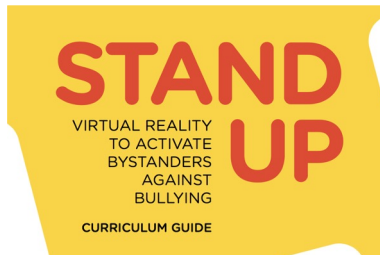
ADVOCATR

NIJ Grant (MU-MU-K003)

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Promising Practices: Virtual Reality Bully Prevention Approach



Funded by Google VR to Espelage

- **Original curriculum:** Stand Up: Virtual Reality to Activate Bystanders Against Bullying
 - *Informed by the empirical base (e.g., Polanin, Espelage, & Pigott, 2012), developed by an advisory board of youth aggression experts and professional Google VR screenwriters.*
- 6 sessions delivered by a study staff member once per week.
- 3 embedded VR experiences (created for Daydream) focusing on (1) the feelings of victims (2) the role of messages youth get about bullying in allowing it to continue and (3) being a change agent against bullying through small, realistic steps.
- Each lesson also included processing discussions and perspective taking activities.

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Ingram, K. M., Espelage, D.L., Valido, A., Heinhorst, J., & Joyce, M., 2019

Virtual Reality Bully Prevention Approach

- Results of small scale RCT (two classrooms) – significant increases in empathy & willingness to intervene
- No impact on bullying behavior
- Youth liked the 5-6 minute VR experiences, but found the curriculum less attractive
- ... This pilot justifies further exploration of incorporating VR to reduce youth violence.

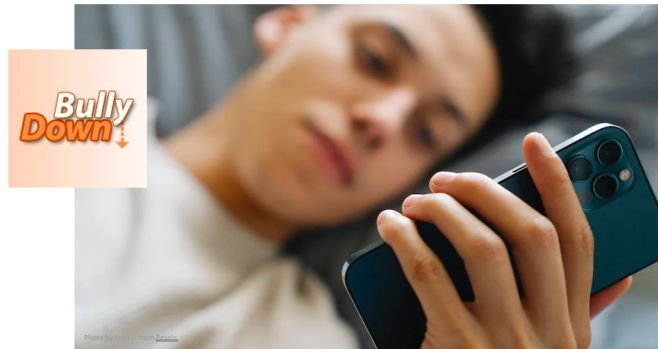


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Ybarra, Espelage, Valido, & Hong, 2019

BullyDown: Social-Emotional Learning App



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Promising Practices: Peer-Led Prevention

- Employs a radically strength-based approach to prevention.
 - In schools – **PEER LEADERS**
- Focuses on developing protective factors, using a model that is innovative, interactive, and radically strength-based.
- Using an active learning model, incorporating art, storytelling, small group sharing and games.
- Explores the eight protective factors, depicted in the wheel of strength, to develop resilient individuals and communities.



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EVIDENCE-BASED PEER-LED PROGRAMS

Program outcomes have shown:

- Increase in connectedness to adults
- Increase in school engagement
- Increase in likelihood to refer a suicidal friend to an adult
- Increase in positive perceptions of adult support
- Increased acceptability of seeking help
- Largest increases amongst students with a history of suicidal ideation (Espelage et al., 2023; Wyman et al., 2010).



Trauma-Informed Approaches to Violence Prevention



Image from Aspiring Life Change Counseling & Consulting, LLC

Image from [Trauma Informed Care](#) - Aspiring Life Change Counseling & Consulting, LLC

Restorative Problem Solving

Although further research is needed, there are very promising findings endorsing the use of Restorative Problem Solving in our schools in reducing violence.

Lodi et al., 2021



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Resources



Download a list of webinar resources on the event page!

The Choose Kindness Project

<https://www.thechoosekindnessproject.org/resources-support/>

Making Caring Common <https://mcc.gse.harvard.edu/resources-by-topic/bias-bullying>

Facing History and Ourselves <https://www.facinghistory.org/upstander>

StopBullying.gov <https://www.stopbullying.gov>

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**World
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Forum**


OCTOBER 25-27, 2023
NORTH CAROLINA, U.S.A.

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Post-Webinar Check



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Poll

I feel better equipped to support youth impacted by or exhibiting bullying behavior.

1. Strongly Disagree
2. Disagree
3. Neither Agree or Disagree
4. Agree
5. Strongly Agree

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Short Answer Response

What is one thing you can do to integrate preventative principles for bullying behaviors into your clinical practice?

Share in the chat-pod.

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Questions?
Closing Comments?

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Questions?

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Upcoming Webinar



Bullying as a Developmental Precursor to Sexual and Dating Violence Across Adolescence

February 29, 2024 at 11 AM ET

Research suggests that adolescent bullying can be a precursor to harmful adult behaviors. Thus, adolescent bullying continues to be a key focus of research. This webinar discusses the bully-sexual violence pathway, where bullying is a precursor for harmful behaviors. Discussion will also include strategies for supporting communication with youth around bullying and bullying prevention. Continuing education credits are available!



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