Bullying Prevention & Response Base Training Module
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Greetings & Goals
Today’s Goals

• Define bullying, the many forms it takes, and its effects
• Discuss best practices in preventing bullying and response when you see bullying happen
• Highlight compelling examples of strategies that work
• Demonstrate how to create an action plan and execute an event in your community
Bullying Defined
What is bullying?

• Bullying is unwanted aggressive behavior(s) among school-aged children that:
  – Involves a real or perceived power imbalance
  – Is repeated or has potential to be repeated over time

• Bullying can include threats, rumors, physical or verbal attacks, and purposely excluding someone from a group

Source: Centers for Disease Control and Prevention (in preparation)
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?
Challenge #1:
Is the behavior unwanted aggression or is it rough play?

- Unwanted aggression is when one child uses intentional harmful behaviors – threatened or actual – against another child.
- Cues for adults:
  - The relationship between the children and youth
  - Expressions, body language, atmosphere
Challenge #2: The Question of Repeated Behavior

The child must either:

- Experience multiple incidents of aggression (there is a pattern of aggression), OR
- There is a strong concern that a single aggressive behavior has a high likelihood of being followed by more incidents of aggression
Challenge #3: What constitutes a power imbalance?

- A power imbalance may be characterized by:
  - Physical characteristics
    - Age, size, strength
  - Popularity or association with popular peers
  - Background/demographic characteristics
    - Member of majority/minority group, socio-economic status
  - Abilities and skills
    - Academic, physical, artistic
  - Access to money, resources, information
  - Being outnumbered
  - Presence of weapons
Bullying and Illegal Behaviors

• Bullying behaviors sometimes cross a legal line

• In 2010, the US Department of Education Office for Civil Rights issued a Dear Colleague letter on harassment and bullying (see www.StopBullying.gov)

• School districts may violate students’ federal civil rights when:
  – Peer harassment is based on race, color, national origin, sex, or disability
  – The behavior is serious enough that it creates a hostile environment
  – The harassment is encouraged, tolerated, not adequately addressed, or ignored by school employees
The Many Forms of Bullying
Bullying May Involve:

• Different Types of Behavior
  – Physical
    • Use of physical force, such as hitting, kicking, using threatening gestures, shoving
  – Verbal
    • Oral or written communication, such as name-calling, graffiti, verbal threats
  – Relational
    • Behaviors designed to harm the reputation and relationships of a targeted child, such as rumor-spreading, posting embarrassing images online, social isolation of peers
  – Damage of Property
    • Theft or destruction of a child’s property

Source: Centers for Disease Control and Prevention (in preparation)
Bullying May Involve:

- Direct and indirect behavior:
  - **Direct bullying** is aggressive behavior(s) that are directly communicated to a targeted child (e.g., pushing, verbal taunting, mean text messages)
  - **Indirect bullying** is aggressive behavior(s) that are not directly communicated to the targeted child (e.g., spreading false rumors)

*Source: Centers for Disease Control and Prevention (under review)*
Cyberbullying and Traditional Bullying

• Cyber or electronic bullying is a form of bullying
• There are differences between cyberbullying and other “traditional” forms of bullying:
  – Difficulty of determining what constitutes repetition and power imbalance online
  – Frequency
  – Disinhibition
  – Accessibility
Ten Key Findings About Bullying
Finding #1: Many Children Are Involved In Bullying
How many children and youth are bullied?

- **20%** of high school students were bullied on school property at least once in the previous 12 months (Centers for Disease Control and Prevention, 2009)
- **28%** of students ages 12-18 were bullied at school during the 2008/2009 school year

*(National Center for Educational Statistics, 2011)*
How are children and youth bullied?

- **Forms of bullying at school** *(NCES, 2011)*
  - 19% made fun of, called names, or insulted
  - 17% subject of rumors
  - 9% pushed, shoved, tripped, spit on
  - 6% threatened with harm
  - 5% excluded from activities on purpose
  - 4% forced to do things they didn’t want to do
  - 3% had property destroyed

- **6% of students ages 12-18 had been cyberbullied (anywhere) during the 2008/2009 school year** *(NCVS, 2009)*
How likely are children and youth to bully others?

Students in grades 3-12 involved in bullying 2-3 times/month or more

Source: Olweus & Limber (2010)
The Many Roles Children & Youth Play in Bullying

- Bullying is best understood as a group phenomenon, in which children and youth may play a variety of roles, including those who:
  - Initiate the bullying
  - Join in the bullying
  - Support/appreciate the bullying but don’t join in
  - Observe the bullying but are disengaged
  - Dislike the bullying, but don’t act
  - Try to help
Finding #2: There are Similarities and Differences Among Boys and Girls in Their Experiences With Bullying
Boys’ and Girls’ Experiences of Being Bullied

- There are not vast differences in the percentages of boys and girls who are bullied.
- Boys are typically bullied by boys; girls are bullied by boys and girls.

% Bullied in Grades 6-12 (NCES, 2009)

- Boys
- Girls
Differences in the Types of Bullying Experienced by Boys and Girls (NCES, 2011)
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)
Finding #3: Children’s Experiences with Bullying Vary by Age
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

% Bullied in Grades 6-12
(NCES, 2011)
Age Trends in the Type of Bullying Experienced *(NCVS, 2009)*

![Graph showing trends in bullying types by grade in school.](image)
Age Trends in the Frequency of Bullying Others

Source: Olweus & Limber (2010)
Finding #4: There Are Multiple Risk Factors for Bullying
Risk Factors for Bullying

- Family
- Peer
- Individual
- School
- Community
Examples of Individual Factors Related to Involvement in Bullying

- Temperament
- Social competence
- Alcohol and drug use
- Depression
- Presence of a disability
- Sexual orientation
Examples of **Peer Factors Related to Involvement in Bullying**

- Exposure to aggressive, violent, delinquent peers
- Having at least one close friend
- Support from peers
Examples of **Family Factors** Related to Involvement in Bullying

- Parental engagement
- Parental conflict, use of drugs & alcohol
- Domestic violence
- Parenting style
- Child maltreatment
Examples of School Factors Related to Involvement in Bullying

• School climate
  – Students’ sense of belonging to the school
  – Degree of respect and fair treatment

• Good adult supervision

• Awareness and responsiveness of staff
Examples of **Community Factors Related to Involvement in Bullying**

- Neighborhood safety
- Connection to adults in neighborhood
Finding #5:
Although Any Child May be Targeted, Some Are at Particular Risk of Being Bullied
Children and Youth At Higher Risk for Being Bullied

• Those who:
  – Have learning disabilities
  – Have Attention Deficit Hyperactivity Disorder (ADHD)
  – Have Autism Spectrum Disorder (ASD)
  – Have special health care needs or chronic diseases
  – Are overweight or underweight
  – Speak another language at home
  – Are questioning their sexual orientation or who are lesbian, gay, bisexual, or transgender
  – However, even if a child has these risk factors, it doesn’t mean that they will be bullied
Harassment and Assault at School Among LGBTQ Students

2009 National School Climate Survey

% in last year

- Verbally harassed
- Physically harassed
- Physically assaulted
- Sexually harassed
- Exclusion
- Rumors
- Property damaged
- Cyber bullied
Finding #6: Bullying Can Affect the Health, Mental Health, and Academic Well-Being of Children Who are Targeted
Mental Health Consequences

- Children who are bullied experience:
  - Lower self-esteem
  - Greater loneliness
  - Greater anxiety
  - More depression
- Bullying leads to later internalizing problems
- These problems also “invite” further bullying by peers.
Bullying and Risk of Suicide

• Bullied children & youth are more likely than non-bullied peers to have:
  – Depressive symptoms
  – Harmed themselves
  – High levels of suicidal thoughts
  – Attempted suicide
  – Remember to always be aware of the warning signs and if someone you know is in suicidal crisis or emotional distress, please call 1-800-273-TALK (8255). Find out more information regarding warning signs and risk factors at www.suicidepreventionlifeline.org.
Key Studies of Bullying and Suicide

• Klomek et al.’s (2008) study of high school students
  – Frequent exposure to direct and indirect bullying was associated with depression, suicidal thoughts, and attempts.
  – The more types of bullying experienced, the higher the risk
Key Studies of Bullying and Suicide

• Hinduja & Patchin’s (2010) study of middle school students
  – Youth involved in traditional bullying or cyberbullying had more suicidal thoughts and attempts than others
  – Those who had been bullied were at higher risk
  – Children’s experience of being bullied is one of many factors that place a child at risk for suicide
Health Consequences of Bullying

• Children and youth who are involved in bullying are more likely to experience psychosomatic problems:
  – Headaches, backaches, stomach pain, sleep problems, poor appetite, bed-wetting

• The highest risks are for children who are bullied and those who are “bully-victims”
Academic Consequences of Bullying

• Children and youth who are bullied are more likely to:
  – Want to avoid school
  – Have lower academic achievement

• Several longitudinal studies suggest that children’s experiences of being rejected by peers or bullied in other ways may lead to lowered academic achievement
Finding #7: Children Who Bully Are More Likely Than Others to Be Engaged in Other Antisocial Behavior
Concern for Children and Youth Who Bully

- Children and youth who bully others are more likely than their peers to:
  - Exhibit delinquent behaviors
  - Dislike school, drop out of school
  - Drink alcohol and smoke
  - Hold beliefs supportive of violence
  - Bring weapons to school
  - Think of suicide and attempt suicide
Finding #8:  
Many Children Do Not Report Bullying Experiences to Adults
Likelihood of Reporting

- **50-75%** of children and youth do not tell school personnel, are a bit more likely to tell parents
- Varies by age and gender
  - Older youth and boys are most reluctant to report bullying
Percentage of Bullied Children & Youth Who Have Reported Being Bullied

Source: Olweus & Limber (2010)
Why are children & youth reluctant to report being bullied?

• Negative messages about “tattling” and “snitching”
• Concern about retaliation
• Gender stereotypes
• Lack of confidence in adults’ actions
Finding #9:
Many Children and Youth Are Concerned About Bullying
Peers’ Feelings and Attitudes About Bullying

• Most children & youth have negative feelings about bullying and feel sympathy for bullied peers
  – 90% of elementary students said they felt sorry for students who are bullied
  – Sympathy is somewhat greater among younger children and girls
Peers’ Actions as Witnesses

• Sympathy often does not translate into action
• When bystanders try to help a bullied child, they are often effective in stopping it
• Younger children and girls are more likely to indicate that they:
  – Report bullying
  – Respond directly to help
  – Tell an aggressor to stop
Finding #10:
A Variety of Laws in the U.S. Address Bullying
Federal Laws and Bullying and Harassment

- Schools that receive federal funding must address discrimination based on a number of different personal characteristics
  - Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin
  - Title IX of the Education Amendments of 1972 prohibits discrimination based on sex
  - Section 504 of the Rehabilitation Act of 1973 and Title II of the ADA (1990) prohibits discrimination based on disability
School Districts and Federal Civil Rights

- School districts may violate federal civil rights laws when:
  - Peer harassment based on race, color, national origin, sex, or disability is sufficiently serious that it creates a hostile environment, and
  - The harassment is encouraged, tolerated, not adequately addressed, or ignored by school employees
State Laws and Bullying

• State and local lawmakers have taken action to prevent bullying and protect children.
• Through laws (in their state education codes and elsewhere) and model policies (that provide guidance to districts and schools), each state addresses bullying differently.
Provisions of State Laws

• Almost all require school districts to develop policies on bullying
• Most define bullying (but do so differently)
• Common required or suggested elements in school policies:
  – Responsibilities for reporting and investigating bullying incidents
  – Consequences or sanctions for students who bully
  – Communication of policy to students, parents, staff
  – Education and/or prevention
Best Practices in Bullying Prevention & Response
#1: Focus on the Social Climate

- Bullying prevention requires changes in social climates
  - Changes in attitudes, norms, and behaviors takes time and commitment
- Creating safe and caring places for youth involves a comprehensive effort on the part of everyone
#2: Conduct Community-Wide Bullying Assessments

- Collect local data on bullying, climates, and the extent of youth violence
- Use the data to:
  - raise awareness, monitor where bullying is happening, evaluate the need for training, tailor programs to meet needs, measure efforts
- Assess perspectives of youth, parents, school staff and other youth-serving professionals
- Ensure that procedures are consistent with FERPA and PPRA
#3: Seek Out Support for Bullying Prevention

- Early and enthusiastic support is critical from leaders of schools and youth programs.
- Commitment from a majority of the staff is also important.
  - School-based efforts have found that committed teachers are more likely to fully implement bullying prevention programs.
#4: Coordinate and Integrate Prevention Efforts

- Bullying prevention should be coordinated and integrated with other efforts.
- A coordinating group or committee will help inform decisions on ways to combine, coordinate, or adopt strategies.
  - School groups, such as safety committees represent the entire staff, parents, community volunteers, and youth leaders.
  - Community groups may include representatives from many disciplines and partnering agencies.
#5: Provide Training in Bullying Prevention and Response

- Adults must understand the nature of bullying, its effects and how to prevent bullying, which includes effective policies and rules.
- They also need direction and the skills to:
  - Stop bullying on the spot
  - Follow up routinely with youth involved in bullying and, if warranted, with their parents.
#6: Set Policies and Rules

- Consider establishing and enforcing rules and policies that address bullying.
- Rules should apply to all children, set standards for behavior and cover a focused set of expected positive behaviors.
- Follow up with positive and negative consequences.
#7: Increase Adult Supervision

- Focus on “hot spots” for bullying from previous incidents and reports by youth
- All adults should be on the lookout and know how to investigate bullying when suspected
#8: Respond Consistently and Appropriately When Bullying Happens

- All staff should be prepared to respond appropriately and on-the-spot whenever they observe bullying.
- Follow-up responses are often needed with involved students and parents.
- Referrals to mental health professionals within or outside of school settings may be needed.
#9: Spend Time Talking with Children & Youth About Bullying

- Talking about bullying and its prevention helps youth to read social cues, appreciate differences, be understanding, and self-reflect.
- Discussing bullying also helps staff gain insights and build trusting relationships with students.
- Lessons about bullying, positive behaviors, and social-emotional skills can be incorporated in a school’s curriculum.
#10: Continue Efforts Over Time and Renew Community Interests

- Bullying prevention should have no “end date”
- Communities need to continually assess prevention needs and outcomes, revise strategies and programs, and champion the benefits in children’s lives and to the community
Misdirections in Bullying Prevention & Response
Misdirections in Bullying Prevention & Response

• Zero Tolerance
• Conflict Resolution & Peer Mediation
• Group Therapeutic Treatment
• Overstating or Simplifying the Relationship Between Bullying and Suicide
• Simple, Short-Term Solutions
  – May help to raise interest and awareness and/or represent solid initial steps toward a more comprehensive plan.
  – But, should not be ends in and of themselves.
Misdirections in Bullying Prevention & Response

Please visit [www.StopBullying.gov](http://www.StopBullying.gov) to watch this video
CASE STUDIES: Approaches to Consider in Bullying Prevention & Response

Project Change and FBI Community Outreach
Project Change: You Have The Power!

- A youth/adult nonprofit organization dedicated to promoting positive youth development through leadership experiences, quality community service, and safe and drug-free social activities
- Teen mentors work with younger students (middle and elementary) after school to raise awareness about bullying’s characteristics, risks, and consequences
- Teen mentors help younger children learn about bullying prevention and develop projects to bring this valuable information to their schoolmates
Project Change: You Have The Power!

THE ACTION PLAN

• Work with an adult facilitator to coordinate with high school, middle school, and elementary school principals on setting up an after-school agreement
• Train high school teen mentors
• Recruit younger students for the bullying prevention group and begin holding meetings
Project Change: You Have The Power!

THE ACTION PLAN

• Establish an environment of confidentiality, safety, and tolerance
• Use federal resources to teach younger kids lessons about bullying
• Determine goals and an action plan (including video, a school assembly, and a bullying prevention-themed school spirit week)
• Present the final project to the school
• Evaluate and create a plan to continue the initiative next semester or school year
An Approach to Consider

Project Change

• Led by students with help from adults
  – Working with an adult advisor, youth take ownership of ending bullying in their schools and community

• Used HRSA materials to provide research base
  – Students access the latest statistics and response strategies through the federal website, www.StopBullying.gov

• Created a plan where trainings lead to sustainable program
  – Middle school youth who work on a project may become mentors when they enter high school
An Approach to Consider

Project Change

• Expanded the trainings and scaled up
  – Starting in a single school, the project is expanding to schools within the district
  – Project Change created a toolkit documenting their methods to sustain & build on their youth leadership model over time
FBI Community Outreach

- Began in Buffalo, NY, and expanded to a national initiative
- FBI Community Outreach Specialist, Vanita Evans received requests to assist the community in preventing and responding to bullying
FBI Community Outreach

THE ACTION PLAN

• Partner with a local cinema on opening weekend of a popular youth-focused movie
• Contact the federal government for assistance with resources to distribute, including DVDs, flyers, and Activities Guides
FBI Community Outreach

THE ACTION PLAN

• Recruit volunteers to staff an information table
• Communicate with parents and youth on bullying and identify advocates for future outreach
• Share success stories with colleagues in a national network of Community Outreach Specialists
An Approach to Consider

FBI Community Outreach

- Invited local business to play a role by donating space and snacks
  - Showing support for an important issue like bullying prevention benefits local business owners
- Made it youth-focused and held it in a fun environment
  - Cinema provided a built-in audience that matches the target age group
- Contacted HRSA for resources to leverage free, federal, research-based materials
  - Made possible by dialing 1.888.ASK. HRSA
An Approach to Consider

FBI Community Outreach

- Scaled up to a national initiative by sharing the approach with others
  - Vanita’s colleagues across the country have held similar events and distributed resources to concerned parents and leaders in local communities
Action Planning & Group Brainstorm
Action Planning

• The **Action Planning Matrix**, which is included in the **Community Action Toolkit**, is designed to help participants at your community event understand the roles played by different stakeholders in successful bullying prevention and awareness efforts.
Stakeholder Brainstorm

• The first section includes a list of the many stakeholders you will want to consider engaging in your bullying effort, including:
  – Elected Officials/Community Leaders
  – Health & Safety Professionals
  – Law Enforcement Officials
  – Child Care/After-School & Out-of-School Professionals
  – Faith Leaders
  – Corporate & Business Professionals
  – Mental Health & Social Service Professionals
  – Educators (including Special Education Professionals)
  – Parents & Caregivers
  – Youth Leaders Organization Members
  – City/County Recreation Professionals
  – Others?
The second section includes the action steps that individuals and organizations can take to address bullying in their communities.

Action steps are divided into two categories:

- **Awareness Raising:** Steps to raise awareness about the impact of bullying and best practices.
- **Prevention & Response:** Steps to take action through prevention and response methods.
Awareness Raising Action Steps

- Examples of **Awareness Raising** action steps include:
  - Hold an anti-bullying day in schools
  - Create a local fund for businesses to support bullying prevention
  - Create a community newsletter
  - Provide information on state/local bullying laws
  - Create an interfaith alliance
  - Host a town hall or community event
  - Submit op-eds and letters to the editor to local media
  - Help youth develop a media campaign
  - Hold a PSA contest
  - Others?
Prevention & Response Action Steps

• Examples of Prevention & Response action steps include:
  – Develop a taskforce to assess bullying in schools
  – Conduct team building exercises with youth
  – Create a safety plan for children who are bullied
  – Develop screening processes to promote early detection and response
  – Train adults on gathering and using bullying data
  – Develop a follow-up procedure to monitor youth who have been bullied
  – Establish in-school committees
  – Monitor internet activities and mobile devices
  – Sponsor training sessions for adults on best practices in bullying prevention, response, and crisis planning
  – Others?
Action Planning

• Use the **Action Planning Matrix** to identify and engage audiences listed down the left side of the page

• Determine areas of collaboration and next steps by reading across the top of the page
Next Steps: Putting What You Learned into Practice
Developing a Call-to-Action

- Successful bullying prevention and awareness efforts require support from many community stakeholders.
- This is why organizing a community event/town hall will be a critical next step in your initiative.
- Your event will provide a time to gather all of the stakeholders together to:
  - Kick-off your effort
  - Gain an understanding of the resources and expertise available in your community
  - Identify areas of collaboration
  - Build a timeline
  - Develop a call-to-action that mobilizes the community.
Developing a Call-to-Action

• A call-to-action that responds to bullying is multi-faceted
• It will include roles and responsibilities for stakeholders from across the community to contribute resources and expertise toward a common goal: **Effectively preventing and responding to bullying**
Using the Community Action Toolkit

- This toolkit includes materials that will give you everything you need to put the research, ideas, and bullying prevention and response strategies into practice in your communities, including tools for:
  - Community Event Planning
  - Community Event Action
  - Community Event Follow-Up
Using the Community Action Toolkit

• Specifically, the Community Action Toolkit includes:
  – Community Event Planning Tools
    • Landscape Assessment
    • Template Community Event Agenda
    • Community Engagement Tip Sheet
    • Guide to Mobilizing Communities in Bullying Prevention
  – Community Event Action Resources
    • Action Planning Matrix
    • Tips for Working with the Media
    • Bullying and Suicide: Cautionary Notes
  – Community Event Follow-Up Materials and Handouts
    • Funding Ideas for Future Bullying Prevention Efforts
    • StopBullying.gov Resources
    • Feedback Forms
Community Event Planning

• **Landscape Assessment**
  – A tool to help you gain an understanding of how bullying affects your community and current efforts already underway

• **Template Community Event Agenda**
  – A customizable agenda to guide the structure of your event and distribute to participants
Community Event Planning

• **Community Engagement Tip Sheet**
  – Tips for creating a diverse network of advocates who can support and sustain ongoing efforts in your community

• **Guide to Mobilizing Communities in Bullying Prevention**
  – Checklist of key stakeholders to engage in bullying prevention and response efforts
Community Event Action

- **Action Planning Matrix**
  - A resource to help identify the action planning steps to address bullying in your community
  - This tool will also help participants understand their roles in preventing and responding to bullying

- **Tips for Working with the Media**
  - A how-to-guide for engaging reporters and promoting the event through local outlets, including newspapers, blogs, radio, and TV

- **Bullying and Suicide: Cautionary Notes**
  - An overview of bullying and suicide issues and approaches to avoid when addressing the topic
Community Event Follow-Up

- **Funding Ideas for Future Bullying Prevention Efforts**
  - Helpful advice and information on pursuing funding for future bullying prevention efforts

- **StopBullying.gov Resources**
  - A step-by-step guide for efficiently and effectively accessing additional resources on StopBullying.gov

- **Feedback Forms**
  - Tools for understanding the impact of the Module Training and your community effort
Feedback
Understanding Our Efforts

• Community-based efforts to create behavioral changes benefit from feedback forms, which can:
  – Document and analyze the development and actual implementation of your strategy
    • What was implemented?
  – Determine how successful you were in achieving your desired outcomes
Understanding This Effort

- Understanding this effort includes several pieces:
  - A feedback form for you to complete that helps us assess your training and whether the tools we provided you with were effective \( \text{(Form A)} \)
  - A feedback form to complete four months after the training to gain an understanding of how helpful the resources were in meeting your goals \( \text{(Form B)} \)
  - A feedback form for participants at your community event \( \text{(Form C)} \)
  - A four-month follow-up form for participants at community events \( \text{(Form D)} \)
Feedback from Today’s Audience - Form A

• Feedback on your experiences:
  – Satisfaction with the training
  – Strengths and weaknesses of the training module and toolkit
  – Clarity, ease-of-use, and adaptability of the module and toolkit
  – How you think you will use this information to organize a community event
  – Form A is available online at: http://www.surveymonkey.com/s/KFCK7T6
Follow-Up Feedback from Today’s Audience-Form B

- Four months following the event, we will assess:
  - What steps have been taken in your community post-event to prevent bullying?
  - What opportunities and challenges have been encountered?
  - What additional needs and resources are needed to proceed?
  - Form B is available online at: http://www.surveymonkey.com/s/MCRCFDB
Feedback from Participants at the Community Event-Form C

• Feedback Form for Participants:
  – What they learned about bullying and prevention
  – Clarity and usefulness of information and resources provided
  – Plans to implement their own prevention plans and strategies
  – Form C is available online at: http://www.surveymonkey.com/s/MC26XSW
Follow-Up Feedback from Participants at the Community Event-Form D

- Four months following the event, we will assess:
  - What action steps have community members taken to address bullying?
  - What kind of support do community members need to stay engaged and continue their efforts?
  - What are the major challenges and opportunities that their community faces?
  - Form D is available online at: http://www.surveymonkey.com/s/NMHKHL3
In Conclusion

• Recap of questions and next steps
• Thank you for participating
• Remember to visit StopBullying.gov for additional resources