Bully Busters References
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Other Websites

http://www.genesiscenternow.com/cyber-bullying.html
    The Genesis Center of Monmouth Presbytery is a non-profit Christian Service and Resource Center serving all denominations.

http://beyondthebully.com/bullying/cyberbullying/
    The Peace Center's Bullying Prevention Resource Center can help schools, families, and police determine the best course of action necessary to help the victim/target deal with bystanders and address the bully's behavior so that the problem does not continue.

https://sites.google.com/a/cypanthers.org/cease-cyber-bullying/real-life-examples-of-cyber-bullying
    Real life examples of cyberbullying.

FEDERAL GOVERNMENT RESOURCES ON BULLYING

StopBullying.gov

The federal government's primary source for information on bullying is http://www.stopbullying.gov/ .

How Often Does Bullying Occur Nationally or in My State?

Youth Risk Behavior Surveillance System (YRBSS): National and state information on how often bullying occurs can be accessed at http://apps.nccd.cdc.gov/youthonline/App/Default.aspx/ .

Indicators of School Crime and Safety, 2012: Results from the 2011 School Crime Supplement to the National Crime Victimization Survey can be accessed at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013036 .

Questions to Measure Bullying

CDC Bullying Compendium: If you are looking for questions to measure bullying, this document contains questionnaires that have been used to measure bullying among youth and adolescents and is available at http://www.cdc.gov/violenceprevention/pub/measuring_bullying.html/ .

Legal

Legal Guidance in Harassment and Bullying in School: U.S. Department of Education, Office for Civil Rights, *Dear Colleague Letter: Harassment and Bullying*: This letter explains how student misconduct that falls under an anti-bullying policy also may trigger responsibilities under federal civil rights laws and is available at http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf/ .

U.S. Department of Education, Analysis of State Laws and Bullying Policies 2011: This reviews the extent to which state laws, state model bullying policies, and school district policies address key legislative and policy components identified by the Department of Education. The report also looks at the extent state laws have translated into practice in schools and is available at http://www2.ed.gov/rschstat/eval/bullying/state-bullying-laws/state-bullying-laws.pdf .

Electronic Aggression

Youth Violence: Electronic Media and Youth Violence: The CDC conducted an expert panel on aggression over the Internet.

For educators and caregivers: http://www.cdc.gov/ViolencePrevention/pub/EA-brief.html .

For researchers: http://www.cdc.gov/ViolencePrevention/pub/EM_YouthViolence.html .

Excerpt below
from: http://www.cdc.gov/violenceprevention/pdf/bullying-suicide-translation-final-a.pdf

What do we know from research?	What can school personnel do?	Where can I find more information?
Youth who feel connected to their school are less likely to engage in suicide-related behaviors.	Help your students feel connected to you and their school. For example, greet them by name every day. Ask them how they are doing, etc. Encourage their extracurricular interests and involvement. A strong sense of connectedness to caring, responsible adults at school can provide invaluable support to youth who may be struggling socially and/or emotionally.	**CDC resources for fostering school connectedness:** • www.cdc.gov/healthyyouth/adolescenthealth/connectedness.htm **CDC's *Applying Science, Advancing Practice: Preventing Suicide Through Connectedness*:** • www.cdc.gov/ViolencePrevention/pdf/ASAP_Suicide_Issue3-a.pdf
Youth who are able to cope with problems in healthy ways and solve problems peacefully are less likely to engage in suicide and bullying related behaviors.	Teach youth coping/life skills. Focus on positive and empowering messages that build resilience and acceptance of differences in themselves and others. Early training (even starting in elementary school) for students to help them develop coping and problem-solving skills, build resilience, and increase their social intelligence and empathy is important to fostering positive mental health and pro-social behavior.	**Links to evidence-based, social-emotional learning approaches:** *Good Behavior Game* • www.air.org/focus-area/education/?type=projects&id=127 *Steps to Respect: Bullying Prevention for Elementary School* • www.cfchildren.org/steps-to-respect.aspx
Youth with disabilities, learning differences, sexual/gender identity differences or cultural differences are often most vulnerable to being bullied.	Provide better training for all school staff who work with youth. Teach personnel about vulnerable populations and appropriate ways to intervene in bullying situations. Understand that acknowledging risk factors is not the same as victim blaming. There are power differences involved in bullying situations. For this reason, general conflict resolution methods are not appropriate or effective. Adopt and implement effective and inclusive anti-bullying policies.	**Federal resources on responding to bullying:** • www.stopbullying.gov/respond/index.html • www.stopbullying.gov/prevention/training-center/index.html **Information on anti-bullying policy:** • www.afsp.org/advocacy-public-policy/state-policy/anti-bullying-and-anti-cyberbullying-policies

What do we know from research?	What can school personnel do?	Where can I find more information?
Youth who report frequently bullying others are at high, long-term risk for suicide-related behavior. Youth who report both being bullied and bullying others (sometimes referred to as bully-victims) have the highest rates of negative mental health outcomes, including depression, anxiety, and thinking about suicide. Youth who report being frequently bullied by others are at increased risk of suicide-related behaviors, and negative physical and mental health outcomes.	Provide support and referrals for all youth involved. Include their families. Youth who act out through bullying others may be trying to fit in and/or reacting to stress, abuse, or other issues at home or school. Bullying behavior may be an important signal that they need mental health services and additional support. • While punishment and appropriate consequences are often a necessary part of a school's response, we must move beyond punishment and blame to set the tone for lasting prevention. • The focus on blame, shame, and criminalization is divisive and can be a roadblock to getting youth and families the professional support that is needed to make a positive change and prevent future suffering.	**Federal resources on supporting youth involved in bullying:** • www.stopbullying.gov/what-is-bullying/roles-kids-play/index.html • www.stopbullying.gov/respond/support-kids-involved/index.html#address
Involvement in bullying in any way—even as a witness—has serious and long-lasting negative consequences for youth. Youth who reported witnessing bullying had greater feelings of helplessness and less sense of connectedness to school than youth who did not report witnessing bullying.	Empower youth by providing concrete, positive, and proactive ways they can influence the social norms of their peer group so that bullying is seen as an uncool behavior. Encourage more work on bystander approaches to violence prevention in general.	**Federal resources for empowering bystanders:** • www.stopbullying.gov/what-is-bullying/roles-kids-play/index.html • www.stopbullying.gov/respond/be-more-than-a-bystander/index.html **CDC's *Applying Science, Advancing Practice: The Bully-Sexual Violence Pathway in Early Adolescence*** • www.cdc.gov/violenceprevention/pdf/asap_bullyingsv-a.pdf