



Welcome to Today's Webinar!

The Relationship Between Bullying and Other Forms of Youth Violence and Substance Abuse

This event will start at 4:00 p.m. E.T.

Questions, Event Feedback & Contact Information



Q&A

If you have a question for the presenters, please type it in the Q&A Pod or email ncssle@air.org during the Webinar.

Feedback Form

At the end of the presentation, a series of questions will appear. Please provide feedback on this event so that we can better provide the resources that you need. All answers are completely anonymous and are not visible to other participants.

For assistance during the Webinar, please contact the National Center on Safe Supportive Learning Environments at ncssle@air.org.



- Provides information and technical assistance to states, districts, schools, institutes of higher learning, communities, states and other federal grantees programs regarding the conditions for learning.
- Goal is to improve conditions for learning in a variety of settings, K-16 through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments.
- Provides training and support to the 11 SEA (state) grantees funded under the Safe and Supportive Schools Program and their participating Local Education Agencies (districts).
- Additional content areas of bullying prevention, violence prevention and substance abuse prevention will be addressed.

*The content of this presentation was prepared under a contract from the U.S. Departments of Education and Health and Human Services to the American Institutes for Research (AIR). This presentation does not necessarily represent the policy or views of the U.S. Departments of Education and Health and Human Services, nor do they imply endorsement by the Departments.

Polling Question #1



Which of the following best describes your current role?

- State Education Personnel
- District or School Administrator
- Teacher or School Support Staff
- Community or Family Representative
- Student
- Researcher
- Other

Polling Question #2



Which of the following best describes the primary reason you chose to participate in today's session?

- You are gathering practical information and strategies you'll be teaching to, or sharing with, colleagues or subordinates.
- You are interested in gaining new information and strategies for your own professional use.
- Both of the above.

Agenda



1

Research on the Relationship Between Bullying and Other Forms of Youth Violence and Substance Use

Catherine Bradshaw, PhD, Co-Director Johns Hopkins Center for Prevention and Early Intervention

2

Lessons Learned: The Maryland Story

Christina Jordan, School Climate Specialist, MD Safe and Supportive Schools

Webinar Objectives



1

Identify risk factors for youth involvement in bullying, violence, gangs, and substance use.

2

Provide examples of different types of data which are instructive in determining youth risk for involvement in bullying, violence, and substance use.

3

Describe specific action steps to address concerns about bullying, behavioral, and violence-related problems in the school.



Research on the Relationship Between Bullying and Other Forms of Youth Violence and Substance Use

Catherine Bradshaw, PhD



Safe Supportive Learning
Engagement | Safety | Environment

School Violence Concerns



- Disruptive and aggressive behaviors are the most common reasons for office referrals and suspensions.
- Bullying and other behavior problems create conditions that negatively impact the school and learning.
- Discipline problems contribute to teacher and staff burnout and turnover.
- Bullying and school violence are a particular concern in middle & high schools.
 - There are relatively few evidence-based programs serving middle and high schools.

Overlap in Terms Used to Talk about Bullying, Youth Violence, and Substance Use



■ Aggression

- Physical: “intentional behavior that causes or threatens physical harm”
- Relational: “intentional behavior that causes damage to one’s social status or reputation through behaviors such as gossip, exclusion, and threatening to withdraw friendship”
- Electronic: “willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices”

■ Conduct Problems

- Aggression toward people and animals, destruction of property, theft & deceitfulness
- Externalizing behaviors

■ Syndrome of Problem Behavior

- Single underlying common factor
- Examples: fighting, violence, delinquent behavior, precocious sexual behavior, drinking, marijuana use

■ Diagnostic and Statistical Manual (DSM) Diagnoses

- Antisocial Personality Disorder, Conduct Disorder, Oppositional Defiant Disorder, ADHD, Substance Use Disorder

Definition of Bullying



- Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both youth who are bullied and who bully others may have serious, lasting problems.
- In order to be considered bullying, the behavior must be aggressive and include:
 - An Imbalance of Power: Youth who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
 - Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.
- Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Types of Bullying



- **Verbal bullying** is saying or writing mean things. **Verbal bullying includes:**
 - Teasing, name-calling, inappropriate sexual comments, taunting, threatening to cause harm
- **Social bullying**, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. **Social bullying includes:**
 - Leaving someone out on purpose, telling other children not to be friends with someone, spreading rumors about someone, embarrassing someone in public
- **Physical bullying** involves hurting a person's body or possessions. **Physical bullying includes:**
 - Hitting/kicking/pinching, spitting, tripping/pushing, taking or breaking someone's things, making mean or rude hand gestures

Why Focus on Bullying?



- High profile incidents (e.g., school shootings, suicides)
- 2011 White House Summit on Bullying and media coverage
- Increased awareness of negative effects
 - Social-emotional & mental health
 - Academic performance
 - Health
 - Substance use and violence involvement
- Legislation related to bullying
 - Common elements
 - Most outline a model policy
 - Many emphasize reporting
 - Less emphasis on training and evidence-based prevention
 - 80% address cyberbullying
 - Most unfunded mandates



How much is bullying a concern in your community?

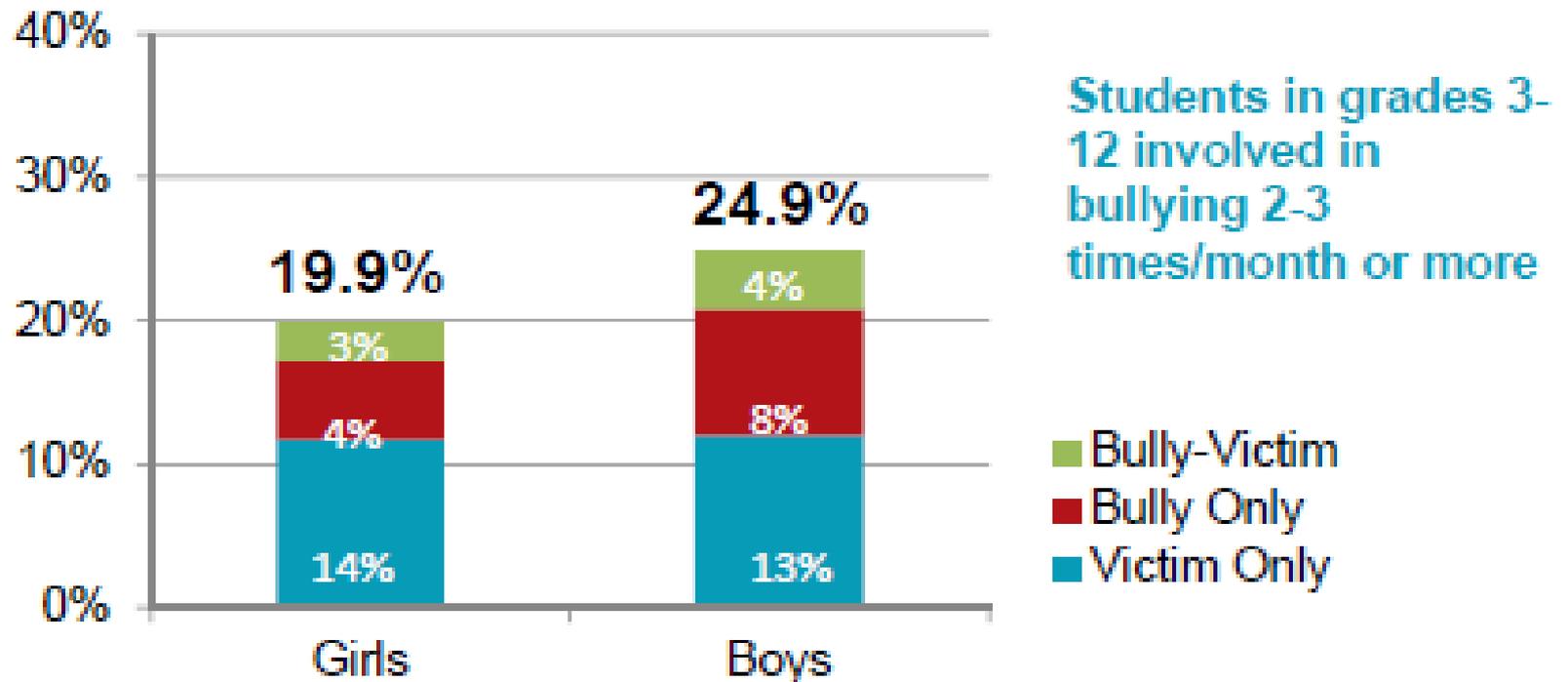
1. Serious concern
2. Moderate concern
3. Mild concern
4. Not a problem

USDOE's Dear Colleague Letter Harassment and Bullying (October 26, 2010)



- Clarifies the relationship between bullying and discriminatory harassment under the civil rights laws enforced by the U.S. Department of Education's Office for Civil Rights (OCR).
- Explains how student misconduct that falls under an anti-bullying policy also may trigger responsibilities under one or more of the anti-discrimination statutes enforced by OCR.
- Reminds schools that failure to recognize discriminatory harassment when addressing student misconduct may lead to inadequate or inappropriate responses that fail to remedy violations of students' civil rights.
- Discusses racial and national origin harassment, sexual harassment, gender-based harassment, and disability harassment and illustrates how a school should respond in each case.

How likely are children and youth to bully others?



Source: Olweus & Limber (2010)

Is Bullying on the Increase?



- Some recent national and local data suggests a slight decrease in bullying.
- However, there may be a slight increase in electronic forms of bullying.
 - This may be due to greater access to technology (phones, Internet).

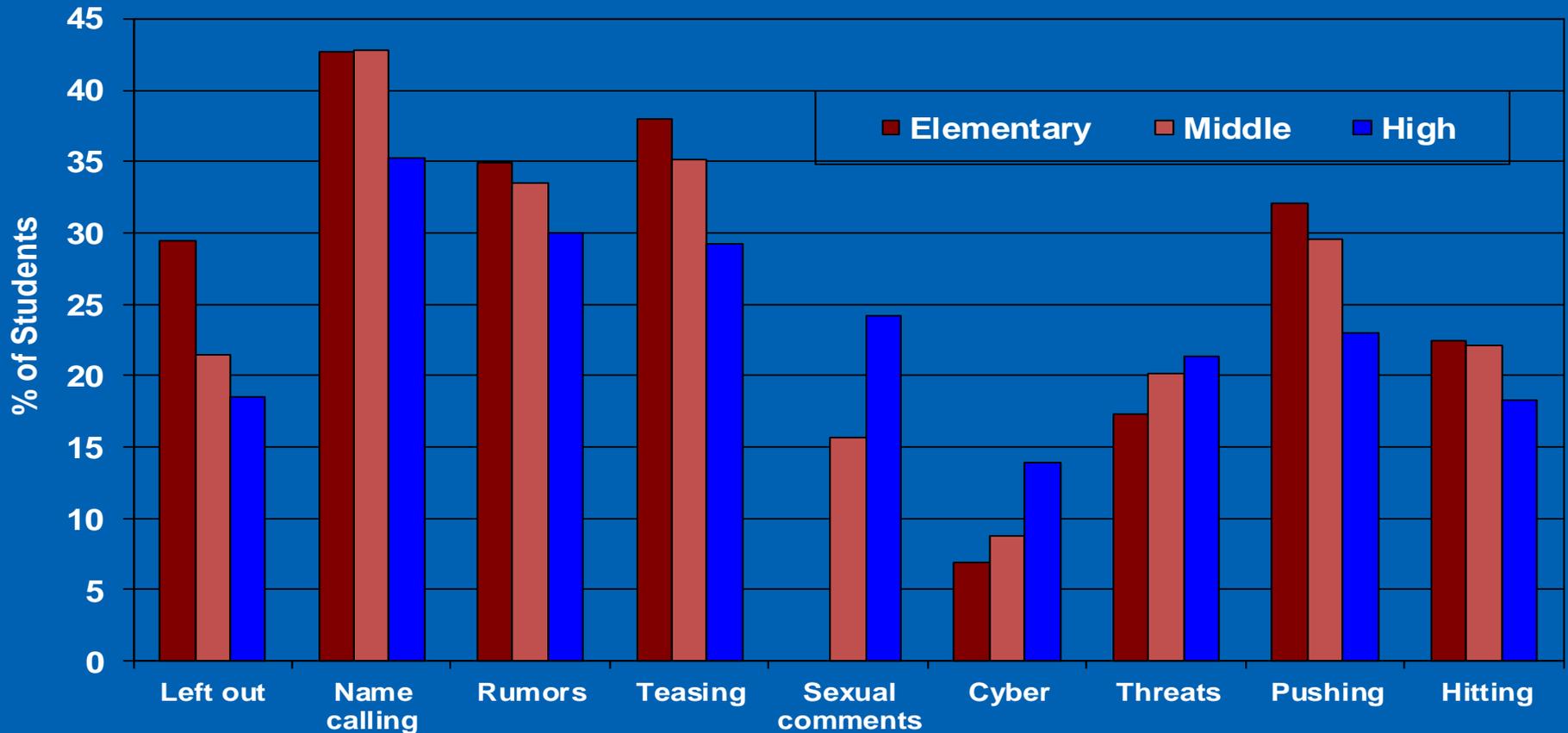


What is the most common form of bullying youth in your community report experiencing?

1. Verbal (e.g., name calling)
2. Being left out on purpose
3. Rumors, teasing
4. Sexual comments and gestures
5. Threats
6. Pushing, hitting
7. Cyberbullying

Forms of Bullying

How were you bullied within the last month?



(N=25,119 students grades 4-12)

Cyberbullying or Electronic Aggression



- Cyberbullying is less common than other forms of bullying.
 - 15-35% of youth have ever been victims of cyberbullying
 - 10-20% report ever cyberbullying others
- Most know, or think they know, who the perpetrator is.
- About 50% of cyberbully victims and offenders also experience bullying off-line.

Effects of Cyberbullying/ Electronic Aggression



- Immediate impact for victims
 - 33% felt *very* or *extremely* upset
 - 38% felt *distress*
- Compared to traditional bullying
 - Picture/video clip and phone call bullying were perceived as more hurtful
 - Text message roughly equal
 - Email bullying less hurtful
- Victims of Cyberbullying
 - Are 8 times more likely than peers to carry a weapon to school
 - Reported school problems, assaultive behavior, and substance use

Developmental Considerations in Relation to Bullying and Behavior Problems



- Broader developmental changes occurring between childhood and adolescence.
 - Social, emotional, cognitive, and physical development
- Less research on “bullying among” younger children.
 - Poorer social-emotional skills
 - Higher base rates of aggressive behavior and ‘rough and tumble play’
 - Early-onset aggressive behavior problems most concerning
- Bullying tends to peak in middle school.
 - Except cyberbullying, which appears to increase through high school
 - Relational bullying may persist beyond physical



- Males are generally more likely than females to be both perpetrators and targets of bullying.
- Except cyberbullying--which may be more common among girls.
- When boys aggress, they typically use physical forms.
 - Boys are also more distressed by physical forms of bullying.
- When girls aggress, they typically use relational forms.
 - Girls also more distressed by relational forms of bullying.

Ethnicity and Diversity Factors



- **Ethnic minority** youth more likely to be victimized (e.g., discriminatory bullying / race-based bullying)
 - They may not label it as ‘bullying’ though.
- **LGBT and gender non-conforming** youth are at an increased risk for victimization.
 - Victimization estimates range from 40-85%
 - Issues related to parental support
 - Mental health concerns
- Students with **disabilities** experience high rates of bullying.
 - Victimization may be as high as 94%
 - Perpetration also a concern (15-42%)

Often Discrepant Views Between Youth and School Staff



■ Student vs. Staff Views

- Staff grossly underestimate the prevalence of bullying, although are concerned about its impact.
- Students often think staff are unaware of bullying or do not intervene effectively.
- Yet, most staff feel they have effective strategies for intervening and rarely think they make the situation worse.

Student vs. Staff Perceptions



Students (N=15,185)

- Saw adults at school *watching bullying and doing nothing*
 - Middle – 43%
 - High – 54%
- Believe adults at their school *are NOT doing enough to stop or prevent* bullying
 - Middle – 58%
 - High – 66%
- Believe that teachers who try to stop bullying only *make it worse*
 - Middle – 61%
 - High – 59%

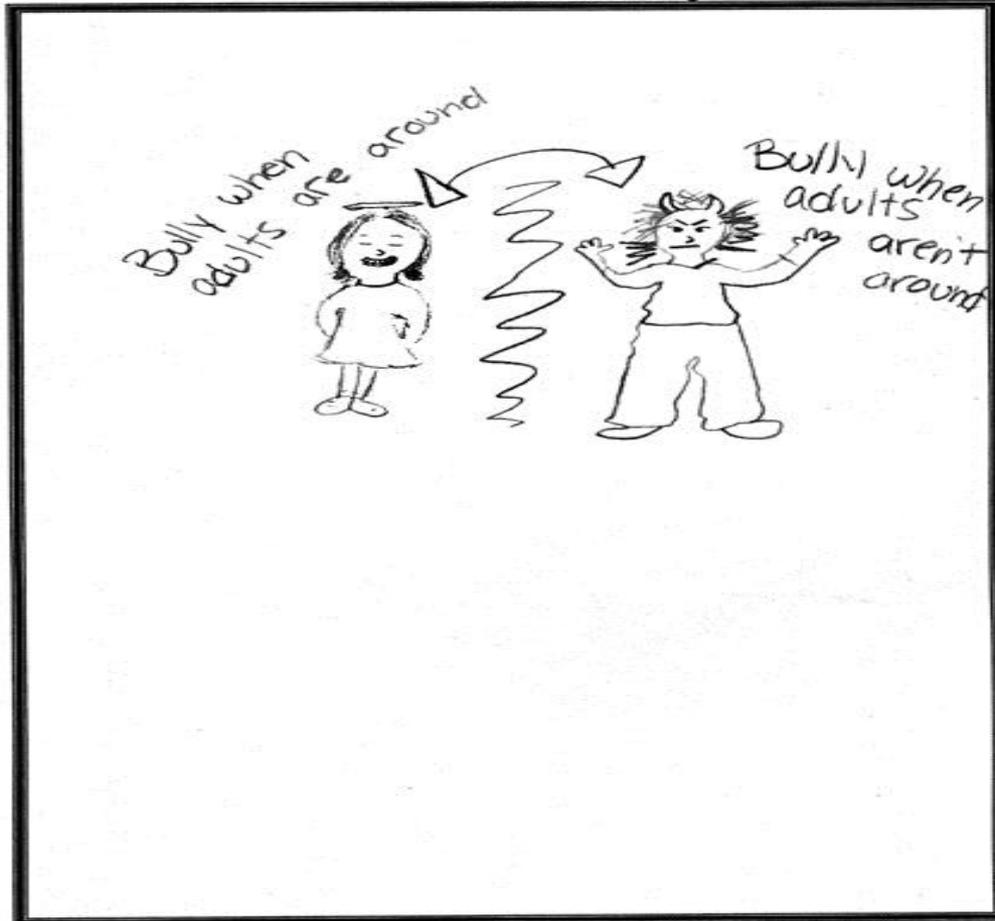
Staff (N=1,547)

- Said they would intervene if they saw bullying
 - 97%
- Believe they have effective strategies for handling bullying
 - 87%
- Believe they made things worse when they intervened
 - 7%

Stereotypes of Youth Who Bully



Draw A Bully



Youth and adults often see youth who bully differently from the way other students see them.

Parents' Views on Bullying and School Safety



- Parents:
 - Are most concerned about bullying and school climate in middle and high schools
 - Underestimate the harm associated with bullying
 - Need to recognize the importance of supporting the child and contacting the school when issues arise
 - Need to be careful not to model aggression or encourage retaliatory behaviors
- Parents and other adults are more likely to be contacted by younger children about bullying.
- Teens tend to turn to friends or 'handle' it themselves.

Parental Messages about Responding to Bullying



- Parents gave their children ‘mixed messages’ about how to respond.
 - 92% of parents advised using violence.
 - Most believed that violence is acceptable and modeled violence.
- Parents are an important target for bullying and youth violence prevention.
- Interventions for parents need to incorporate:
 - Multiple strategies to avoid conflict
 - Parental modeling/coaching of peaceful conflict resolution

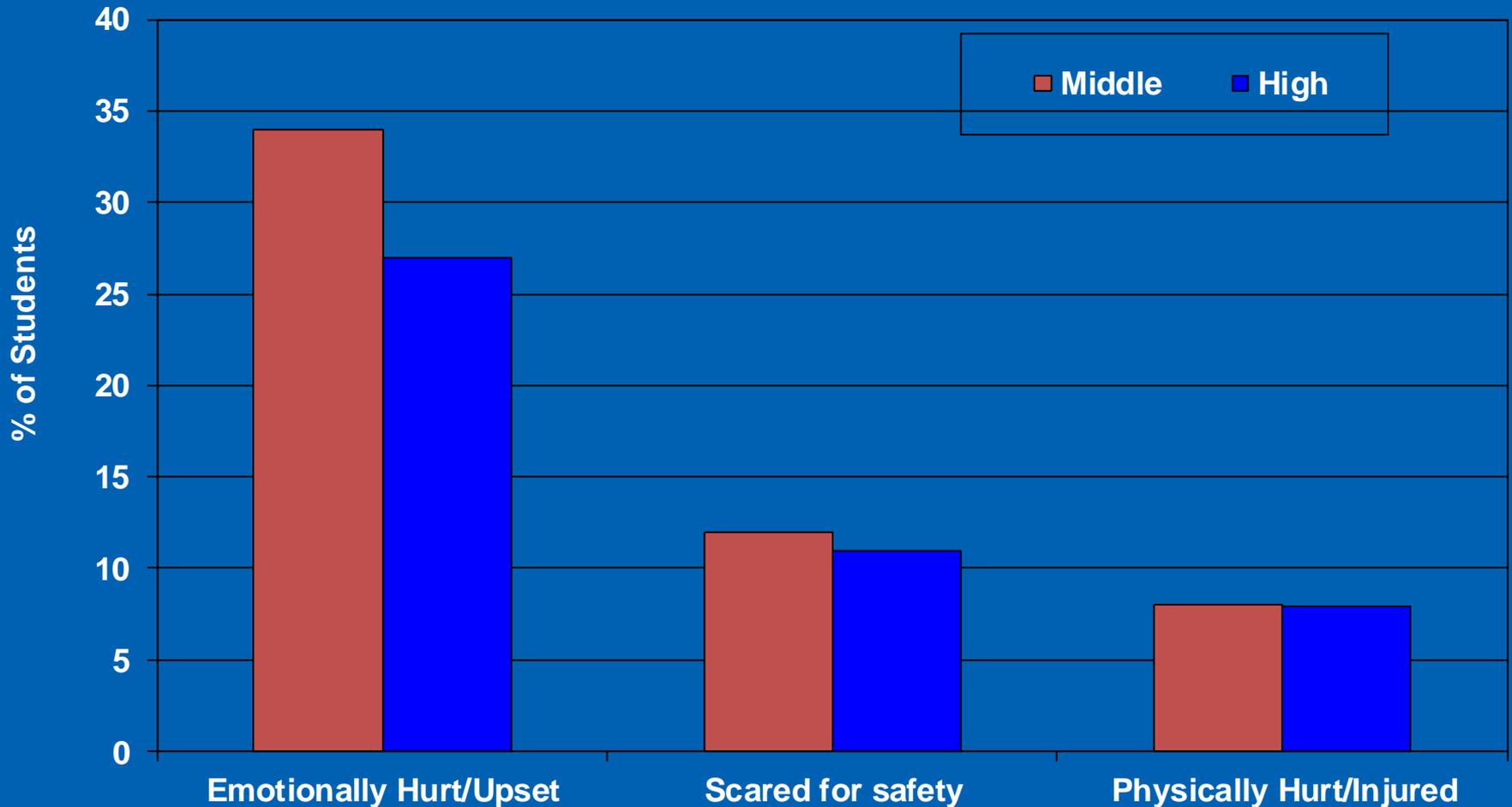


What resources does your school currently provide to parents regarding bullying and youth violence prevention?

1. Currently don't provide any resources or supports directly to parents.
2. Provide references, pamphlets, and other written materials
3. Refer them to on-line resources.
4. Provide training to parents.
5. More than one of the above
6. Other (Enter into Q&A pod)

Immediate Effects of Bullying

When you were bullied, were you:



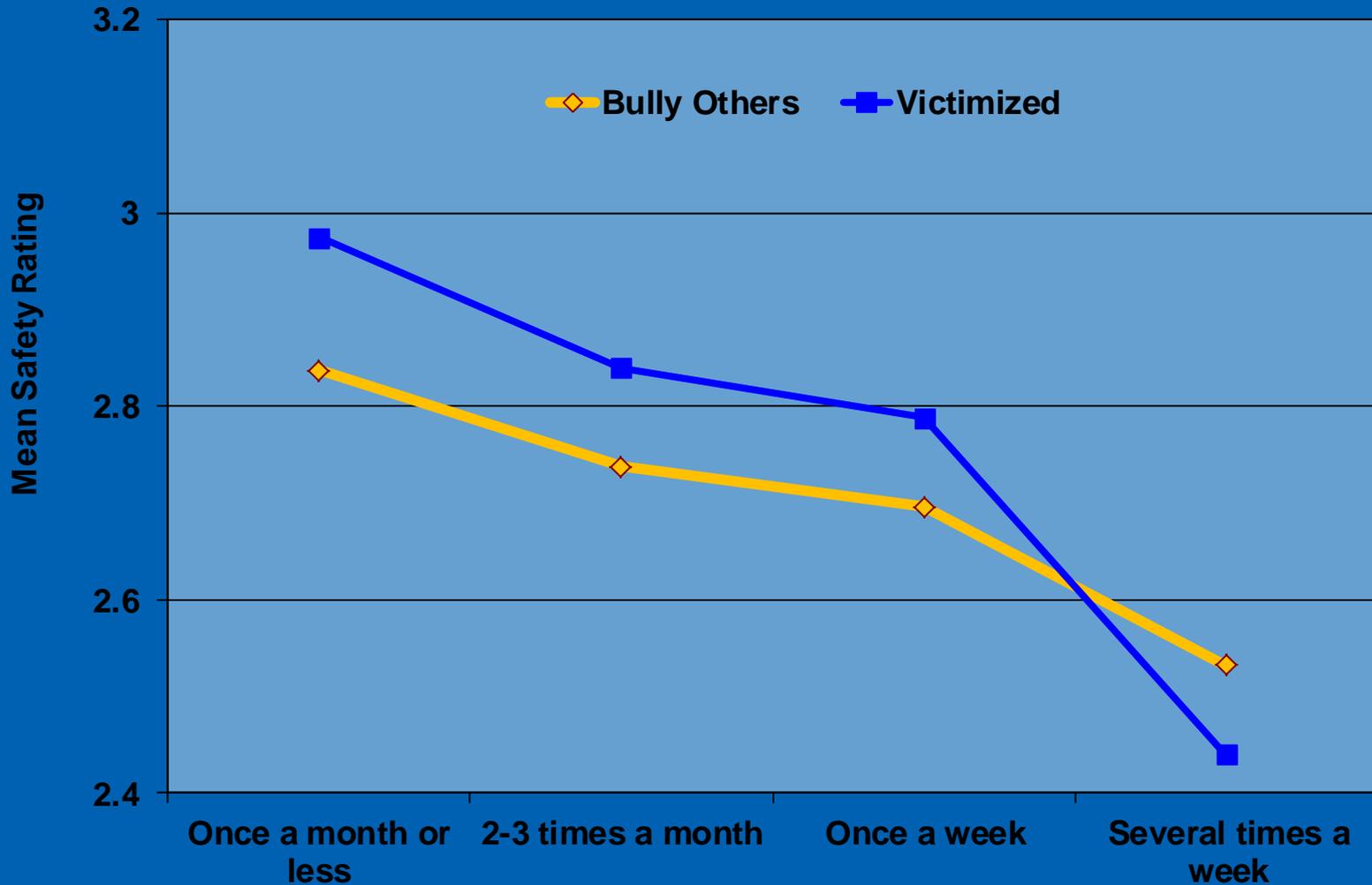
Effects of Bullying for Victims & Perpetrators



Academic Performance & Engagement

- Absenteeism, avoidance of school, dropout
- Dislike school, feel less connected to others at school, & lower grades
- Lower class participation - leads to lower achievement
- Perceive climate to be less favorable & feel unsafe at school

Perceptions of Safety By Frequency of Involvement in Bullying



Effects of Bullying for Victims & Perpetrators



Physical Illness

- Headaches (victims 3 times as likely)
- Problems sleeping (victims twice as likely)
- Abdominal pain (victims twice as likely)

Mental Health Problems

- Victims more likely to experience anxiety, depression, substance use
- Perpetrators and bully/victims more likely to display aggressive behavior & attitudes supporting retaliation
- Bully/victims at risk for suicidal ideation
- Bully/victims at risk for weapon carrying and gang involvement

Link between Bullying, Gang Involvement, & Weapon Carrying



- **Youth involved in bullying as both a victim and a perpetrator were 12 times more likely to report being a member of a gang**
 - May have aggressive tendency and be attracted to the aggressive lifestyle
 - Endorse aggressive responses to threat
 - Seeking protection/safety
 - Greater weapon carrying (i.e., bully/victims were 13 times as likely)

Link between Bullying and Substance Use



- Substance use is a concern among bully/victims.
 - 3.2 times as likely to use alcohol
 - 4.7 times as likely to smoke cigarettes
 - 3.7 times as likely to use marijuana
 - 8.7 times as likely to use prescription drugs
- All forms of bullying involvement associated with smoking and drinking in Italian study.
 - Greatest risk for bully/victim subtype
- Effects for smoking may be strongest among girls.

Substance Use: Cause or Consequence?

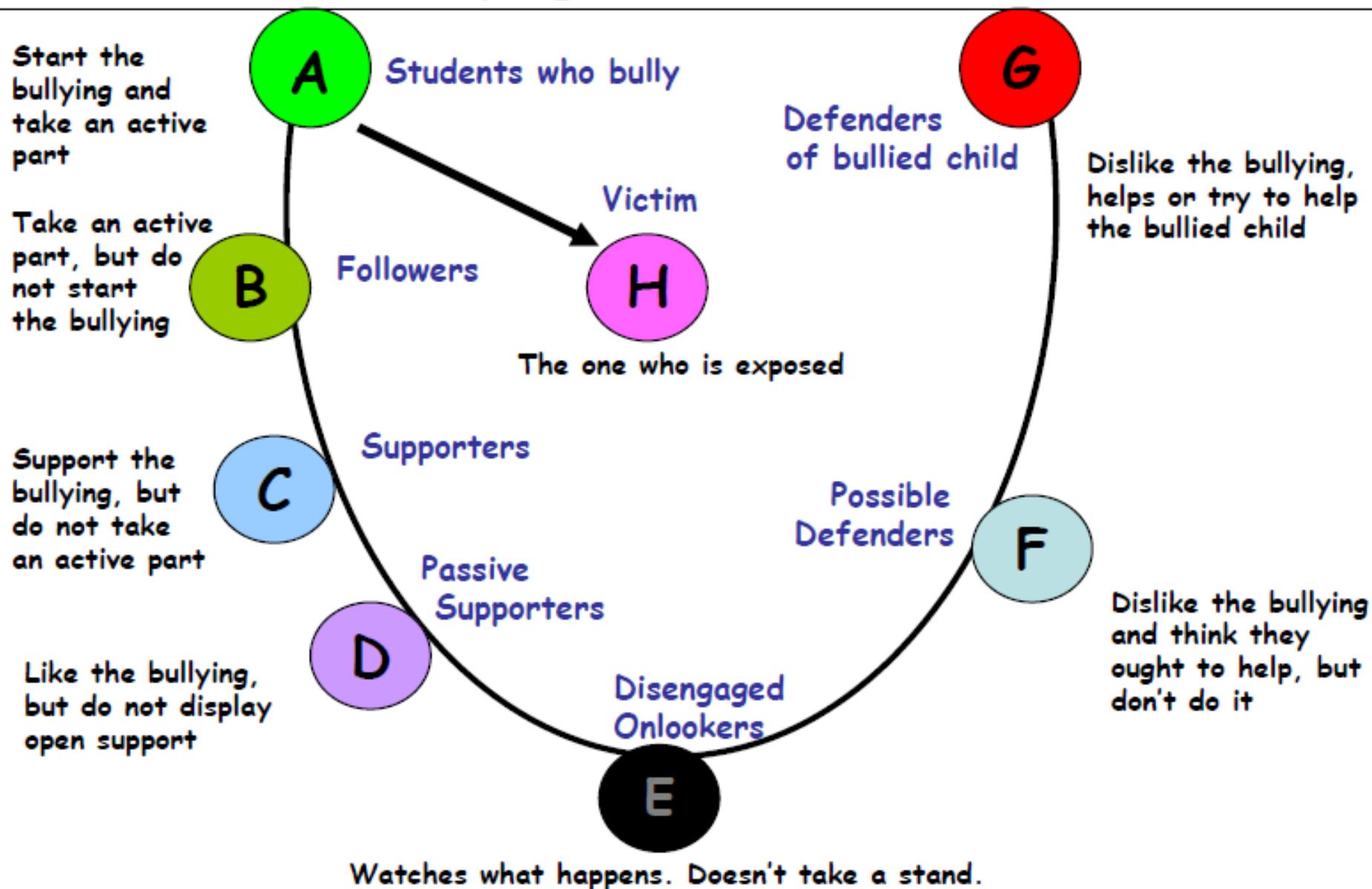


- Substance use may
 - Increase risk for involvement in bullying
 - Be an outcome
 - Exacerbate effects on other outcomes
- Signal maladaptive coping
- Co-occur with other risks for aggression and delinquent behavior
- Illustrate youths' efforts to “fit in” with others



- **Link between youth violence and school climate**
 - Students involved in bullying and youth violence have less favorable perceptions of school and feel less connected to school
 - The more frequently involved in bullying and youth violence, the less safe they feel
- **Climate or culture of bullying**
 - Bystanders are also negatively affected by bullying
 - In schools where there are shared beliefs and attitudes supporting bullying, aggression and peer victimization become the norm
 - “Disorderly” schools and classrooms
 - higher rates of bullying and aggressive behavior
 - more students who endorse retaliatory attitudes
 - perceived as less safe and supportive
 - place all students at risk for bullying and academic problems

The Bullying Circle: Students' Reactions/Roles in a Bullying Situation (Olweus)



Reducing Youth Violence

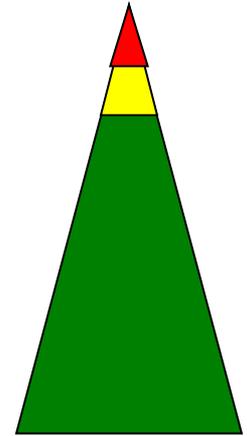


- There are relatively few effective universal “bullying” prevention programs
 - 23% decrease in perpetration of bullying
 - 20% decrease in victimization
- Even fewer studies identifying effective gang prevention programs
 - CeaseFire holds promise
 - Shift norms of gang rather than dismantle gang
- School-wide efforts, which involve all school staff, and are implemented across all school settings show the most promise
- Universal school-wide prevention models that prevent violence and disruptive behaviors may also impact bullying, substance use, and gang violence

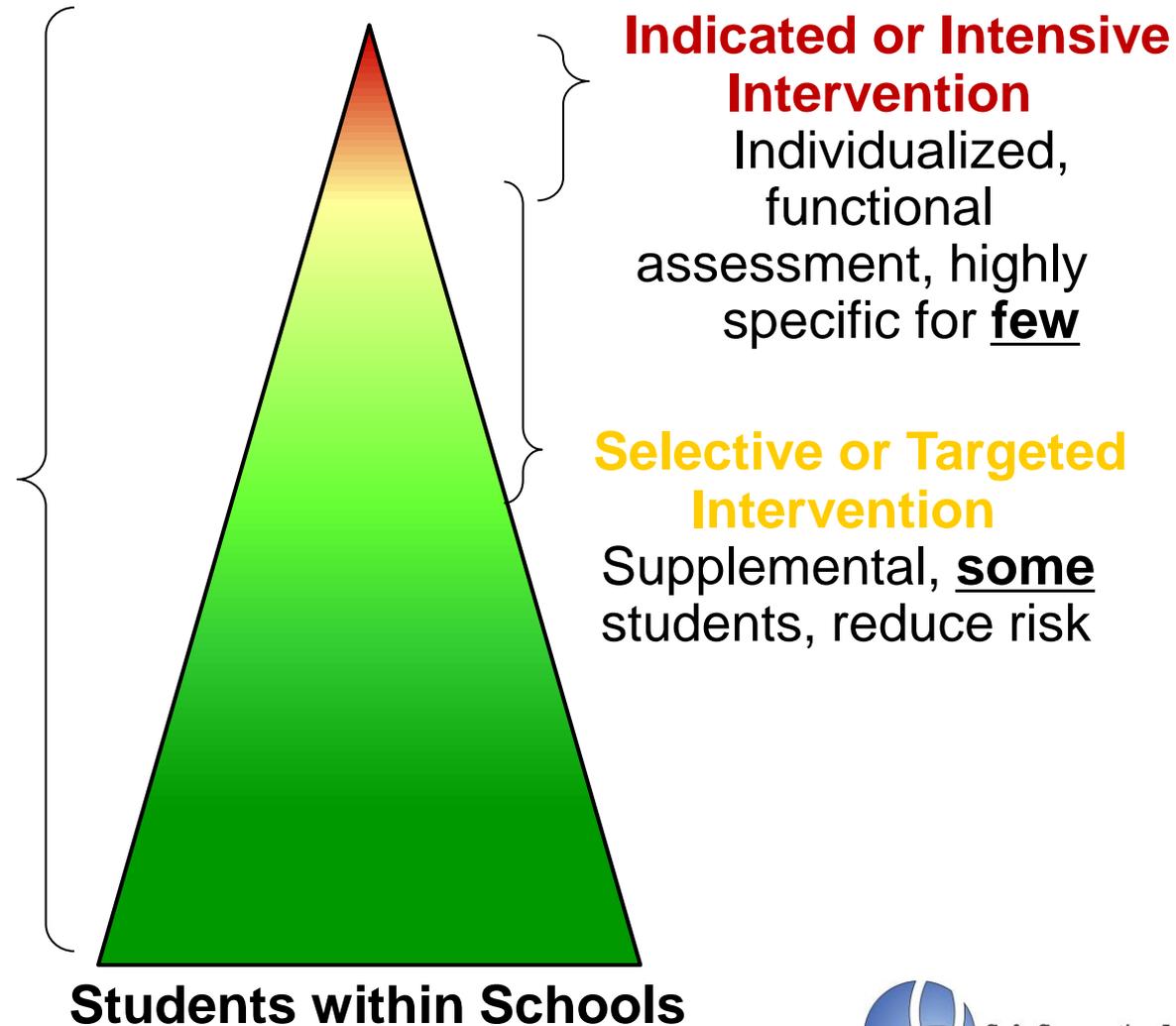
Positive Behavior Supports (PBS)



- Application of behavioral, social learning, & organizational behavioral principles
 - Clear behavioral expectations
 - Procedures for managing disruptions
 - Recognizes positive behavior
- Focuses on changing adult behavior
 - Team-based & data-based process
 - Emphasizes staff buy-in
- Appropriate for any school level, type, or setting
 - Non-curricular model – flexible to fit school context
- Coaching to ensure high fidelity implementation
- Applies the public health framework (universal / selective / indicated)
 - Three-tiered model of prevention
 - Can be integrated with other programs (e.g., social-emotional learning, bullying)
 - Requires a shift from reactive/punitive to preventive



A Multi-tiered System of Support



Summary of PBS Effects From Randomized Trials in Maryland



- Significant Impacts for the School Environment
 - Systems changes are sustainable over multiple years
 - Significant improvements in school climate/organizational health
 - Principal leadership, collegial relationships, academic emphasis, resource influence, institutional integrity, and overall organizational health
- Significant Impacts for Students
 - 32% reduction in school-level suspensions
 - Students 33% less likely to receive an office discipline referral
 - A positive effect on academic performance
 - Significant reductions in teacher-reported bullying, victimization, aggressive behavior, concentration problems, and improvements in prosocial behavior and emotion regulation
 - Effects strongest among “at risk” and “high risk” students

Multi-tiered Bullying Prevention



Individual-level

- Interventions with children who bully
- Interventions with children who are bullied
- Discussions with parents of involved students

Classroom-level

- Reinforce school-wide rules against bullying
- Hold regular classroom meetings with students to increase knowledge & empathy
- Provide direct instruction for students on how to respond to bullying
- Promote social-emotional skills
- Informational materials and meetings with parents
- Address classroom management concerns

Multi-tiered Bullying Prevention (cont.)



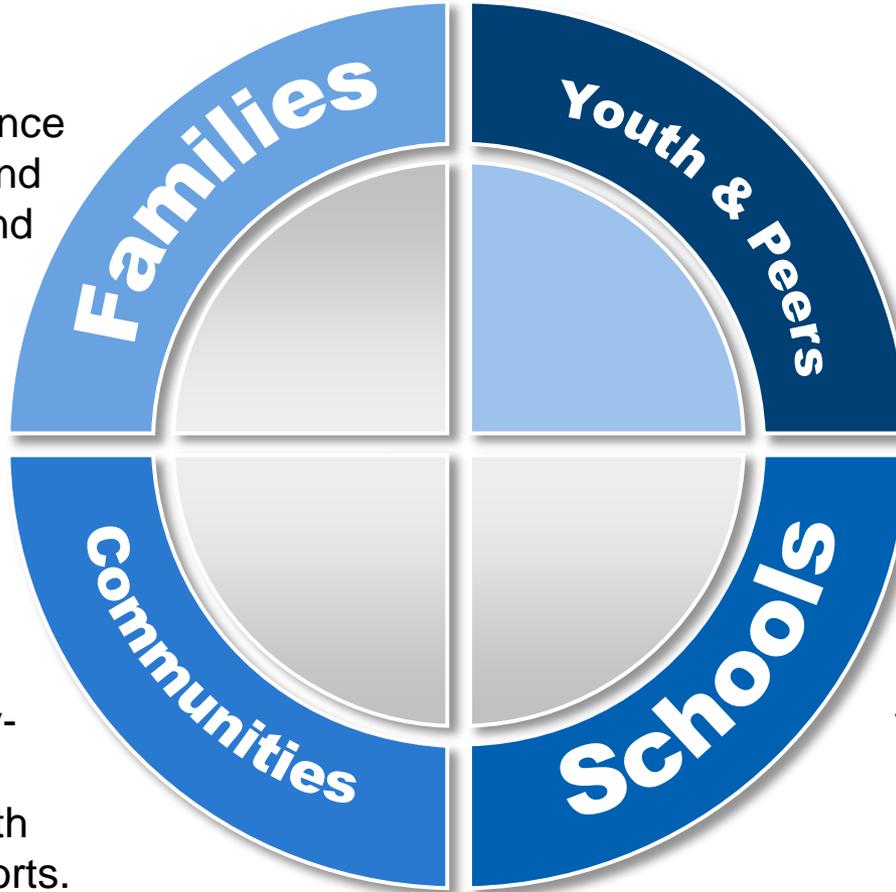
School-level

- Collect and use data on bullying (e.g., anonymous student survey)
- Form a coordinating team of staff to discuss and review data related to bullying and school-wide prevention
- Provide training for team members and all staff on anti-bullying policy, harassment, and how to intervene effectively
- Develop a coordinated system of supervision
- Adopt school-wide rules to promote positive behavioral expectations and prevent bullying
- Develop appropriate consequences for students' behavior
- Involve parents

Target Multiple Contexts for Youth



Provide supports for families to reduce violence exposure and stress, and increase supervision and communication.



Get youth involved in violence prevention efforts.

Work with community leaders and community-based organizations to develop integrated youth violence prevention efforts.

Target the school for tiered prevention efforts.



■ Talk with youth

- Directly state that bullying is wrong
- They or the target do not deserve to be treated this way
- Directly state that aggressive retaliation is not right
- Listen to youth's concerns
- Coach on possible strategies
 - Peer support, avoid situations where bullying might occur, when appropriate tell bully that the bullying should stop (better among younger kids)

Recommended Strategies (cont.)



- Foster open communication.
- Encourage parents to reach out to school for supervision and support services (teacher, guidance counselor, administration).
 - Seek mental health services when needed.
- Develop a process (e.g., behavioral matrix) for monitoring behavior at school and home.
- Reward prosocial, non-aggressive behavior.
- Limit exposure to violent media and content.

Questions?



If you have a question for the presenters, please type it in the Q&A Pod or email ncssle@air.org during the Webinar.



Lessons Learned: The Maryland Story

Christina Jordan, School Climate Specialist, MD Safe and Supportive Schools



Safe Supportive Learning
Engagement | Safety | Environment

Maryland Safe and Supportive Schools Overview



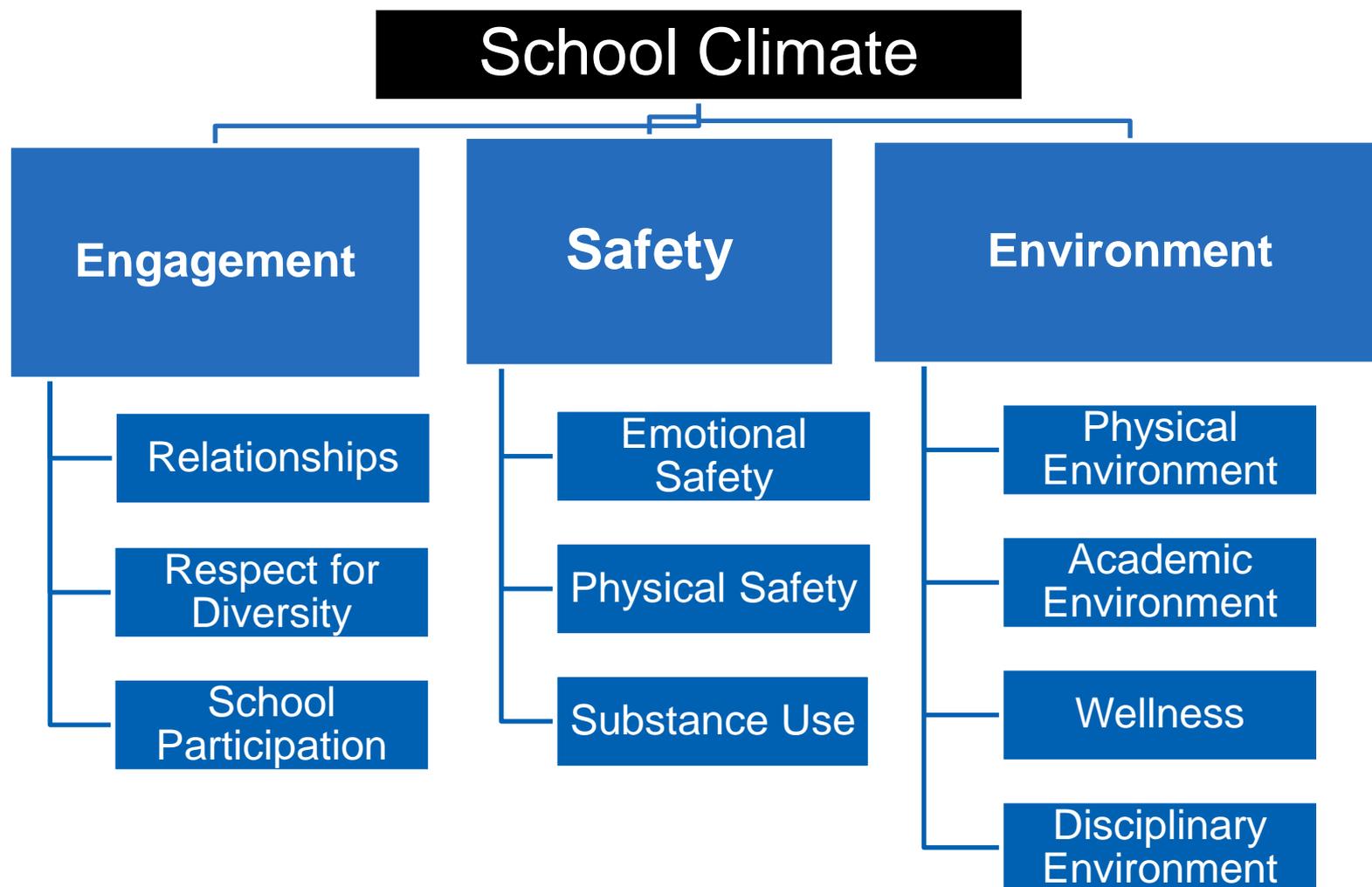
- **Federal Grant CFDA#: Q184Y100015**
- **Partnership between Maryland State Department of Education, Sheppard Pratt Health System, Johns Hopkins University**
- **58 High Schools across the state of Maryland in 12 different districts**

- **MDS3 Goals:**
 - Assess school climate, student engagement, and the school environment.
 - Implement evidence-based programs (EBPs) to meet student needs, based on survey.
 - Improve conditions for learning.
 - Reduce school violence and substance use.
 - Improve student engagement and the school environment to support student learning.

Promoting Safe and Supportive Schools in Maryland



- Focus on engagement, safety, environment.
- Use School Climate Survey (student, staff, and parent perceptions).
- Have menu of evidence-based programs to address student behavior, bullying, substance use, school disengagement, and trauma.
- Provide training and ongoing technical assistance by outside coach on a continuous basis.



Lessons Learned: Use Relevant Data to Guide Practice



- Build a data culture in the school.
- Use other school-based sources of data and Climate Survey data.
- Link to School Improvement Plan or Implementation Plan.
- Consider measurable outcomes and ways to progress monitor.
- Use data to determine when interventions will be school-wide, targeted, and/or individualized.



- Share data with all stakeholders.
- Communicate information in an interactive manner.
- Make use of multiple sources of data.
- Gather information that is missing.
- Use the data to work smarter and have the greatest impact.



Context of Many High Schools

- They are often large, departmentalized organizational structures.
- Teachers and other staff see large numbers of students throughout the day.
- Modes of parent involvement may change as students age.

Other Contexts to Consider

- Urban, transient, or military populations
- Schools with high staff turnover
- Rural or isolated school settings with limited access to outside resources

Capacity Considerations in High Schools

- What types of support will staff need?
- Are there key stakeholders groups involved/need to be involved?
- What other initiatives are in place?



Cultural Considerations in High Schools

- Norms regarding seeking supportive services from the school
- Norms regarding substance use
- Norms regarding violence/ aggression and retaliation
- Norms regarding who intervenes
- Community connections with the school
- Parental feelings of efficacy and impact on school and community
- Communication pathways (media, school environment, parent-child)
- Language considerations (definition of bullying)
- Stereotypes and media portrayal of violence , aggression, substance use
- Cultural acceptance of health risk behaviors
- Youth voice/ engagement in the school

Student-Led Activities





- **Working within the context, capacity, and culture of the school:** Gaining staff buy-in and using the champions in the building.
- **Gaining community involvement in bullying prevention, substance use prevention, violence prevention:** Developing and strengthening partnerships.
- **Acknowledging the culture of the school and the community:** Building on strengths.

Community Involvement



Lessons Learned: Provide a Continuum of Supports Through A Multi-tiered Approach



- Use a multi-tiered approach to address issues of bullying, substance use, mental and behavioral health, and academic concerns.
- School-wide (universal) efforts promote positive development, recognize appropriate behavior, address the norms in the school building and encourage students to seek support services when necessary.
- Targeted supports can be used for early intervention for those groups of students at higher risk of being involved in bullying or other health-risk behaviors.
- Intensive interventions may be necessary for those students involved in one or more health risk behaviors.

School-wide Supports



READY TO SOAR
★ respectful responsible engaged

HALLWAY

- ★ respond to requests from faculty & administration
- ★ use appropriate language
- ★ keep hats off & electronic devices away
- move directly to your destination
- always have a hall pass when leaving class
- keep hallways clean
- ⊘ be aware of surroundings
- ⊘ stop conflicts by getting a teacher
- ⊘ greet others appropriately

Classroom

- ★ talk only when appropriate
- ★ listen to teachers & follow directions
- ★ use appropriate language
- be on time
- complete assignments as directed
- ask questions when you need clarification
- ⊘ participate & contribute positively
- ⊘ stay focused and involved
- ⊘ work collaboratively with other

Cafeteria

- ★ use appropriate language
- ★ wait your turn in line
- keep food & drink in cafeteria
- use a pass to leave cafeteria
- ⊘ eat a balanced meal
- ⊘ socialize appropriately with all groups
- ★⊘⊘ clear table & throw away trash when finished

Events

- ★ use appropriate language
- ★ show good sportsmanship
- be on time
- dress appropriately
- ⊘ be an active listener/learner
- ⊘ support other students & your team
- ★⊘⊘ clear area & throw away trash when exiting

BUS

- ★ use appropriate language
- ★ respect personal space
- ★ listen & follow directions
- stay seated
- take care of personal items & trash
- keep hands & objects inside windows
- ⊘ report incidents/bullying to staff
- ⊘ be aware of your surroundings
- ⊘ help others during bus evacuations

SAFE
 in my actions towards myself and others
 Respectful
 of my body, my mind and my actions towards others

RESPONSIBLE
 FOR MY BEHAVIOR AND MY EDUCATION

Ready
 to work and to learn



- Provide school-wide supports to promote social-emotional wellness, enhance protective factors in youth, and prevent violence and disruptive behaviors.
- Intervene early to offer targeted interventions to address behaviors of concern.
- Offer a variety of supports to students with more intense needs.
- Address health-risk, aggressive, and disruptive behavior with intervention.

Resources on School-Based Prevention



- **StopBullying.gov**
 - Tip sheets and other resources for multiple audiences
- **FindYouthInfo.gov**
 - Interagency resources on range of youth-related topics
- **National Registry of Evidence-based Practices and Programs**
 - <http://nrepp.samhsa.gov/>
- **Blueprints for Violence Prevention**
 - <http://www.colorado.edu/cspv/blueprints/>
- **Safe and Supportive Learning**
 - <http://safesupportiveschools.ed.gov>

Questions?



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Take Aways



- Bullying is a significant public health concern with behavioral, social, mental health, and academic impacts.
- Bullying is prevalent and takes many forms.
- School staff and parents often view the issue of bullying differently from students.
- Schools should collect data from students to better understand local concerns and to inform data-driven prevention efforts.
- Bullying prevention in schools should occur within a larger framework of prevention and supports.
- Bullying prevention in schools is multi-faceted, continuous, and fits the context of the school.



■ Upcoming Webinars

Title	Date(s)
Using Youth Courts in Schools to Address Low-Level Offenses without System Involvement	May 29
Effective Strategies for Assessing Bullying, Violence, and Substance Abuse	June 12/13
Safer Campuses and Communities: Tools for Implementing Evidence-based Interventions to Reduce Alcohol Problems	June 26/27

■ Feedback

- About to present series of brief questions over three slides for your feedback. We greatly appreciate your opinions and will use them to improve our events.



1. Pas, E., Bradshaw, C. P., & Mitchell, M. M. (2011). Examining the Validity of Office Discipline Referrals as an Indicator of Student Behavior Problems. *Psychology in the Schools, 48*(6), 541-555.
2. Irvin, L. K., Horner, R. H., Ingram, K., Todd, A. W., Sugai, G., Sampson, N. K., & Boland, J. B. (2006). Using Office Discipline Referral Data for Decision Making about Student Behavior in Elementary and Middle Schools: An Empirical Evaluation of Validity. *Journal of Positive Behavior Interventions, 8*(1), 10-23.
3. Pas, E., Bradshaw, C. P., & Hershfeldt, P. A. (2012). Teacher- and School-Level Predictors of Teacher Efficacy and Burnout: Identifying Potential Areas of Support. *Journal of School Psychology, 50*(1), 129-145.
4. Walker, H., Horner, R. H., Sugai, G., Bullis, M., Sprague, J., Bricker, D., & Kaufman, M. J. (1996). Integrated Approaches to Preventing Antisocial Behavior Patterns among School-Age Children and Youth. *Journal of Emotional and Behavioral Disorders, 4*, 194-209.
5. Swearer, S. M., Espelage, D. L., Vaillancourt, T., & Hymel, S. (2010). What Can be Done About School Bullying?: Linking Research to Educational Practice. *Educational Researcher, 1*, 38-47.
6. Bradshaw, C.P., Sawyer, A.L., & O'Brennan, L.M. (2007). Bullying and Peer Victimization at School: Perceptual Differences between Students and School Staff. *School Psychology Review, 36* (3), 361-382.
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