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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?

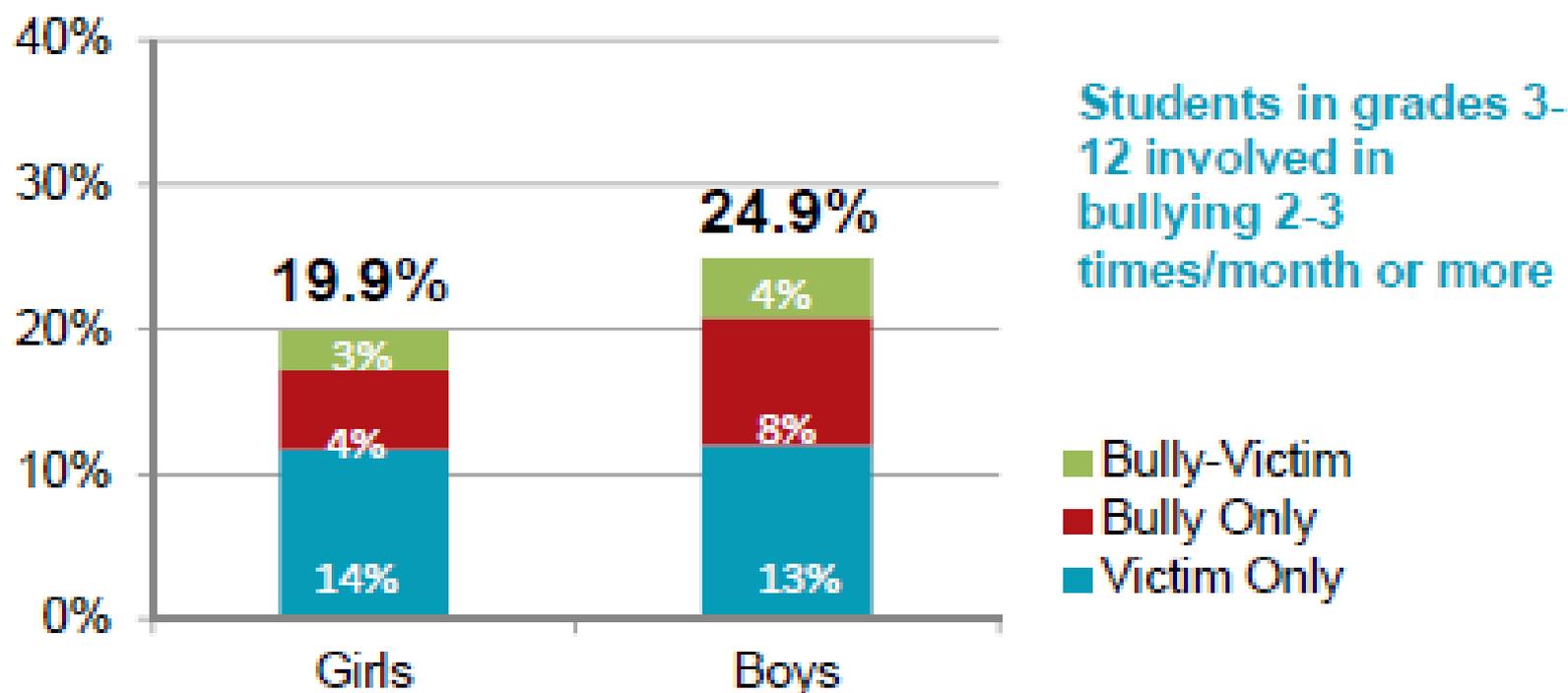
- 20% of high school students were bullied on school property at least once in the previous 12 months (Centers for Disease Control and Prevention, 2009)
- 28% of students ages 12-18 were bullied at school during the 2008/2009 school year

(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?



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

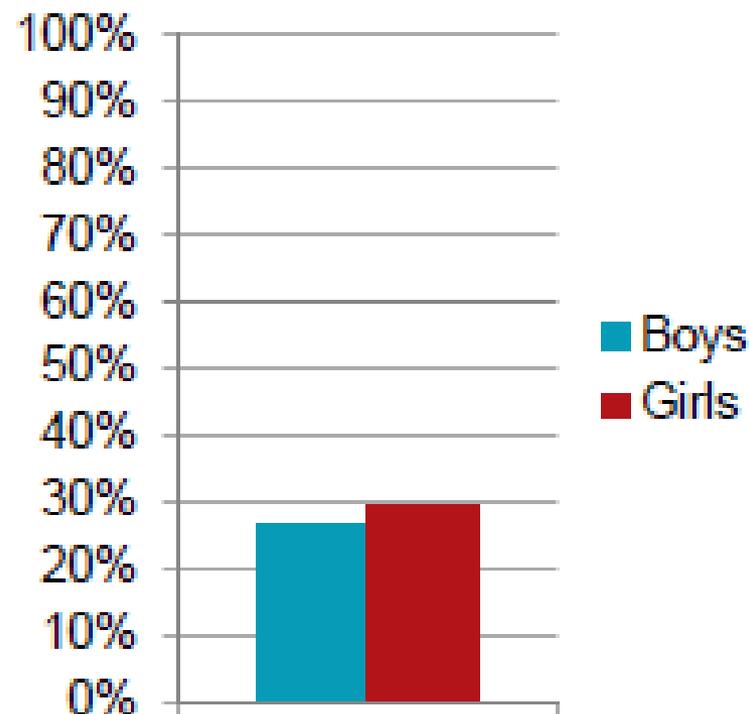
Finding #2:

There are Similarities and Differences Among Boys and Girls in Their Experiences With Bullying

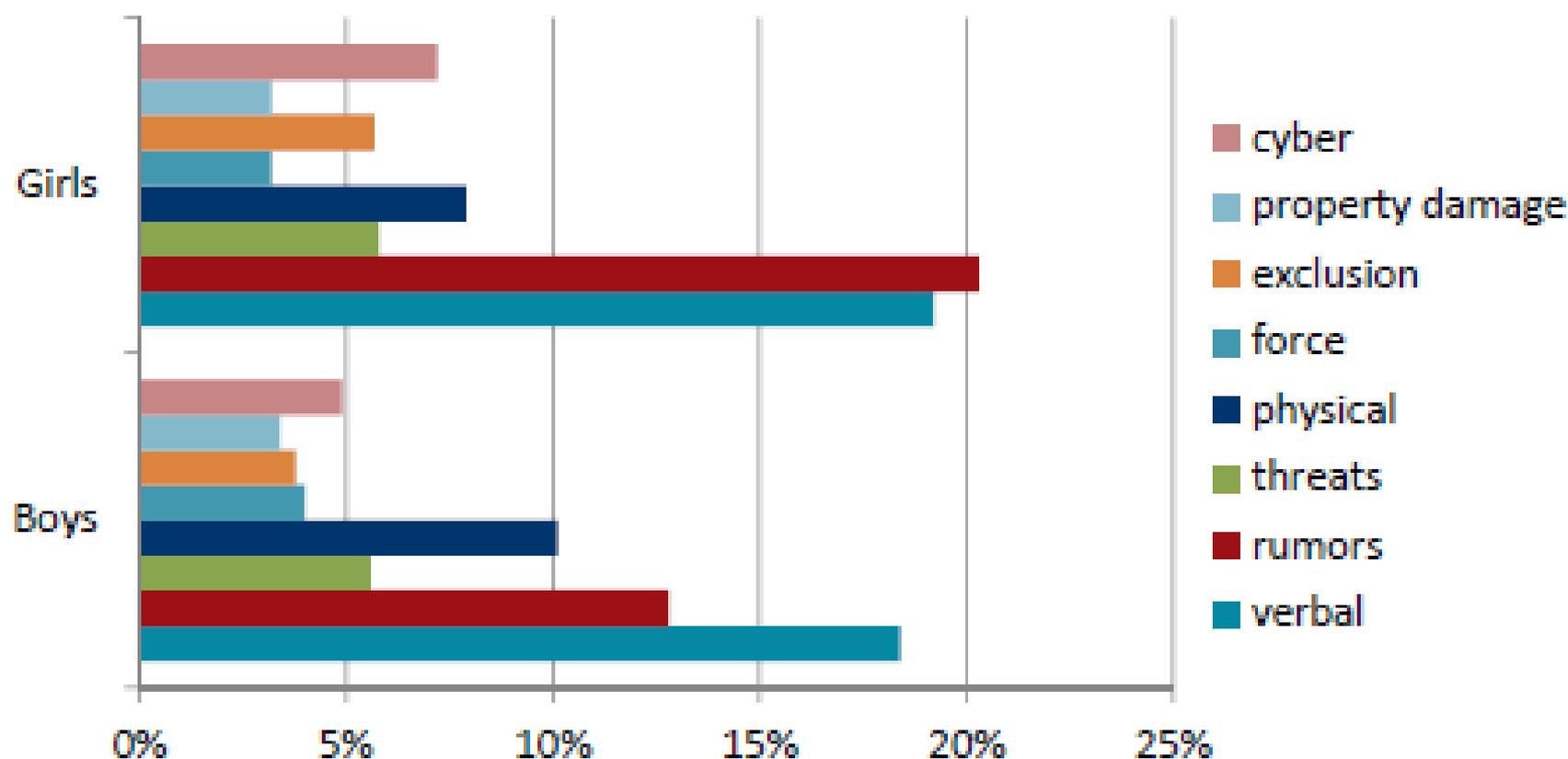
Boys' and Girls' Experiences of Being Bullied

- 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)



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)

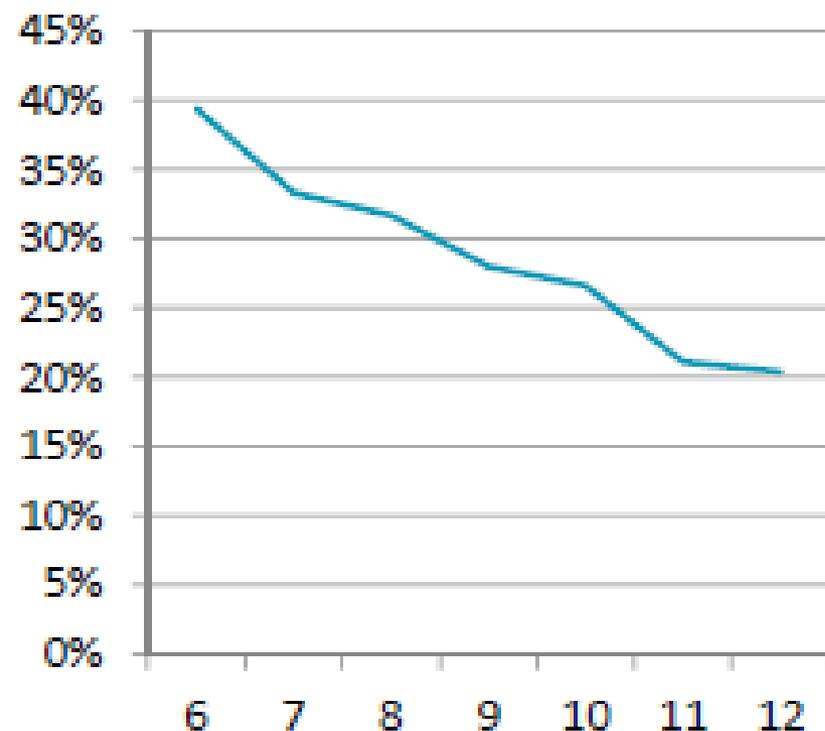
Finding #3:

Children's Experiences with Bullying Vary by Age

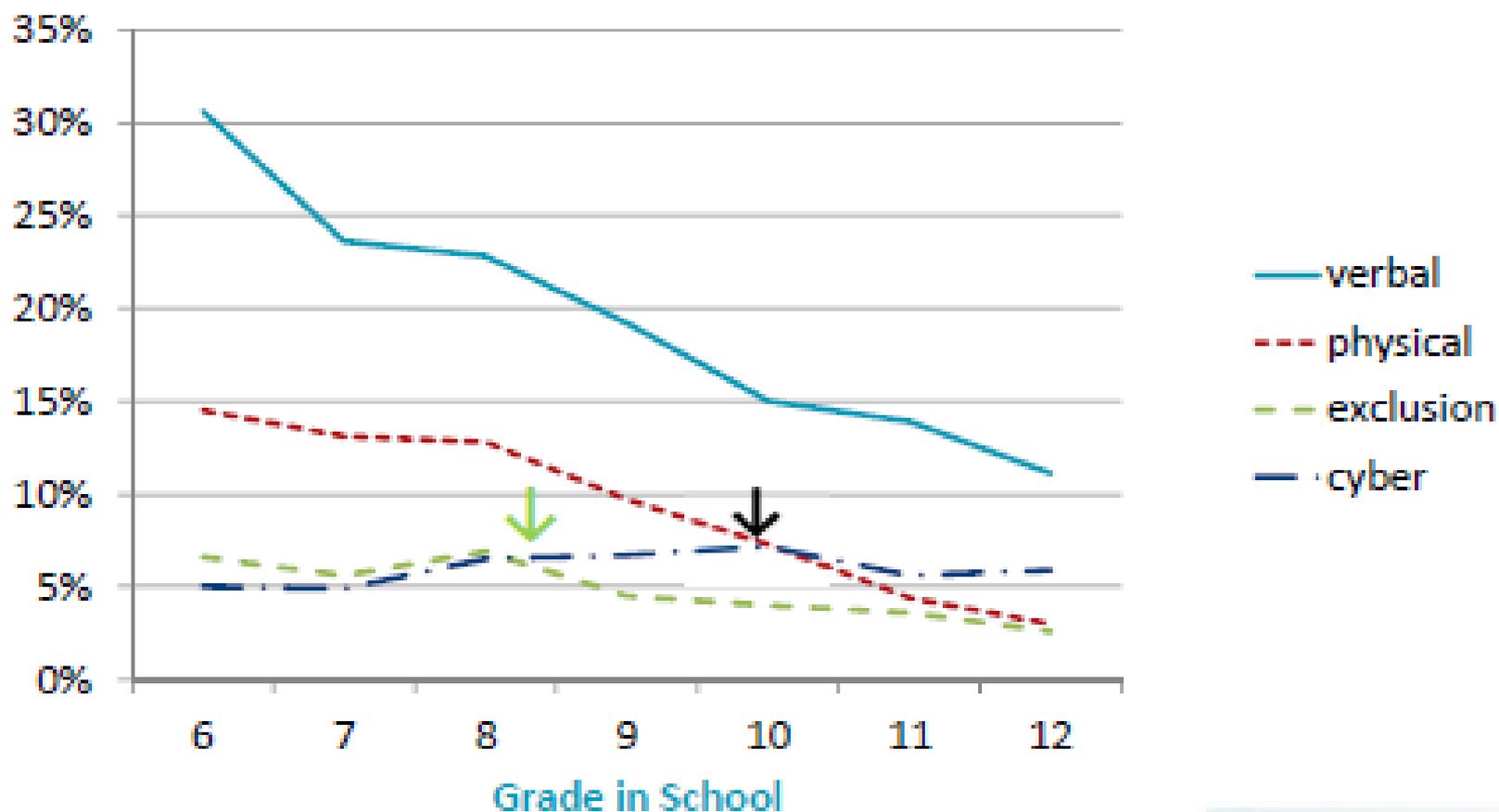
Age Trends in the Frequency of Being Bullied

- Children are most likely to be bullied in elementary grades
- The likelihood decreases through middle school and high school

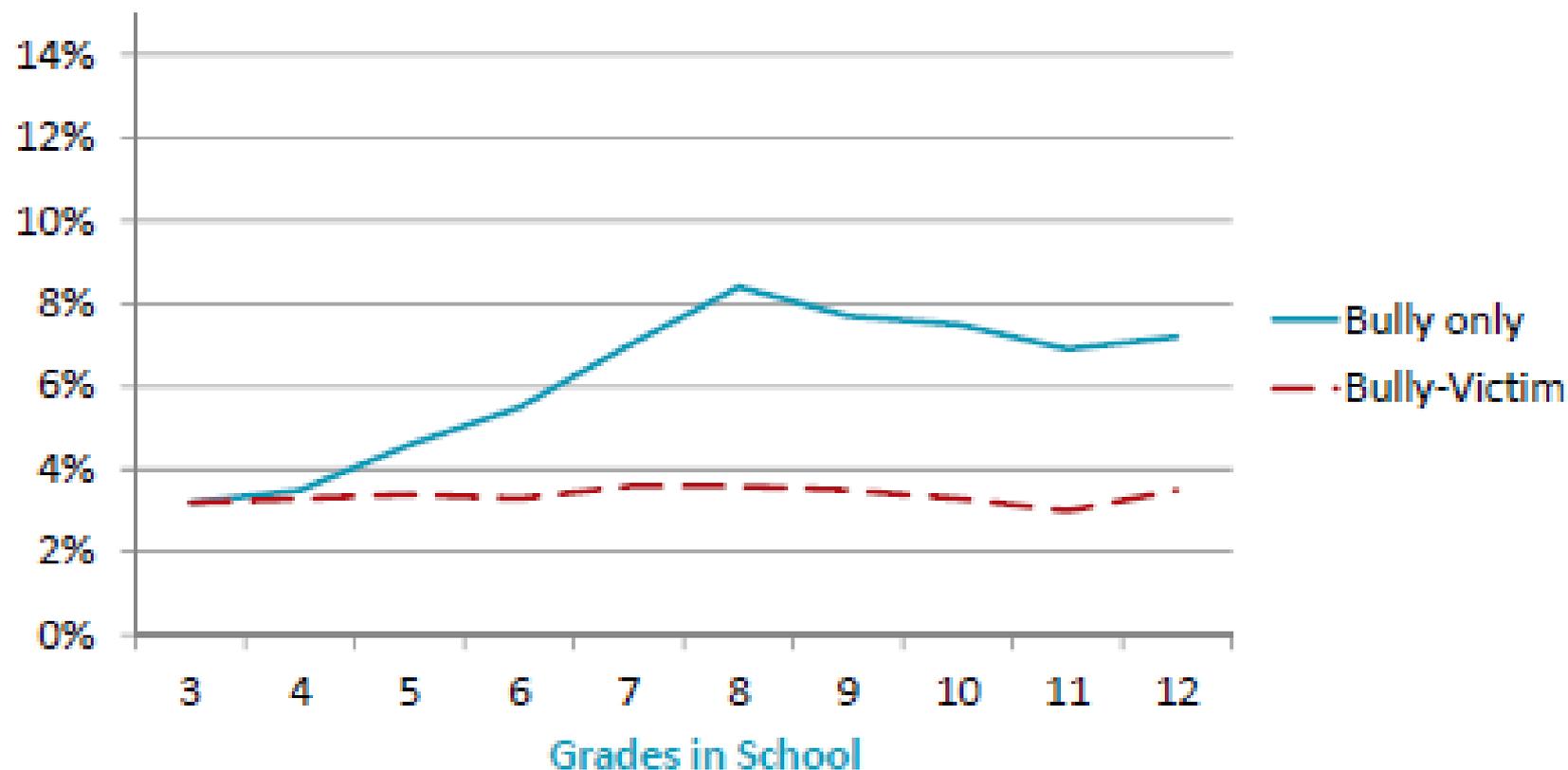
% Bullied in Grades 6-12
(NCES, 2011)



Age Trends in the Type of Bullying Experienced (NCVS, 2009)



Age Trends in the Frequency of Bullying Others



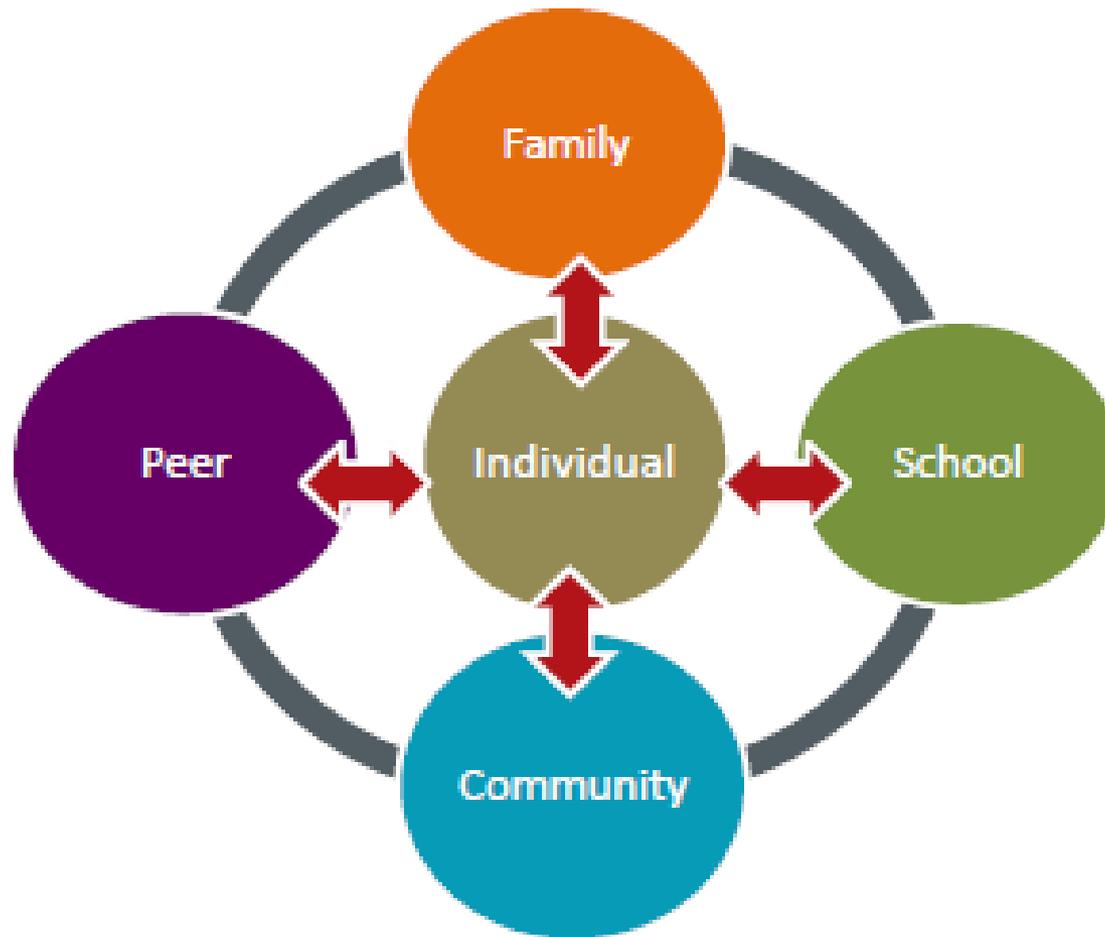
Source: Olweus & Limber (2010)



Finding #4:

There Are Multiple Risk Factors for Bullying

Risk Factors for Bullying



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:

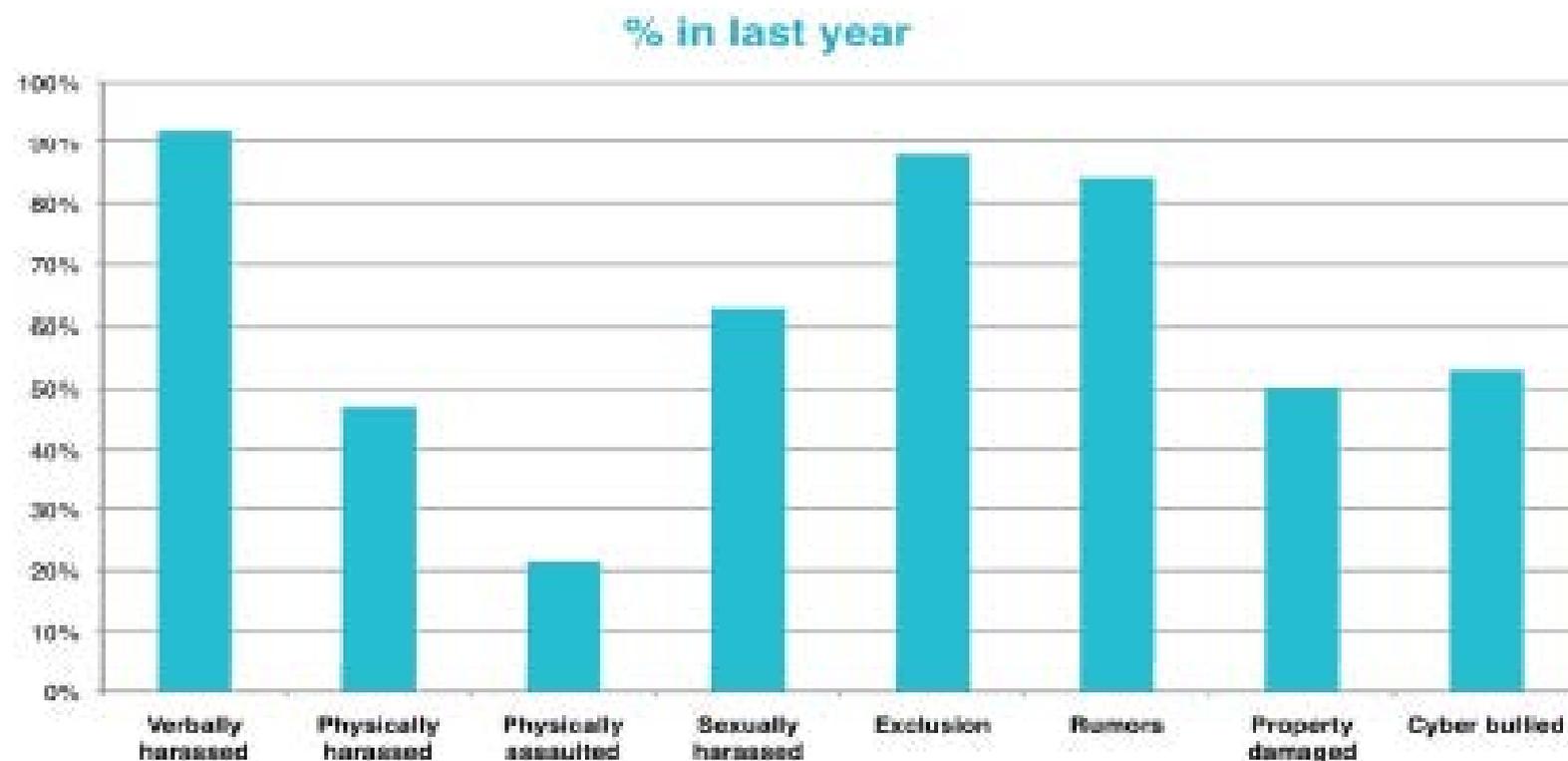
Although Any Child May
be Targeted, Some Are at
Particular Risk of Being Bullied

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



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

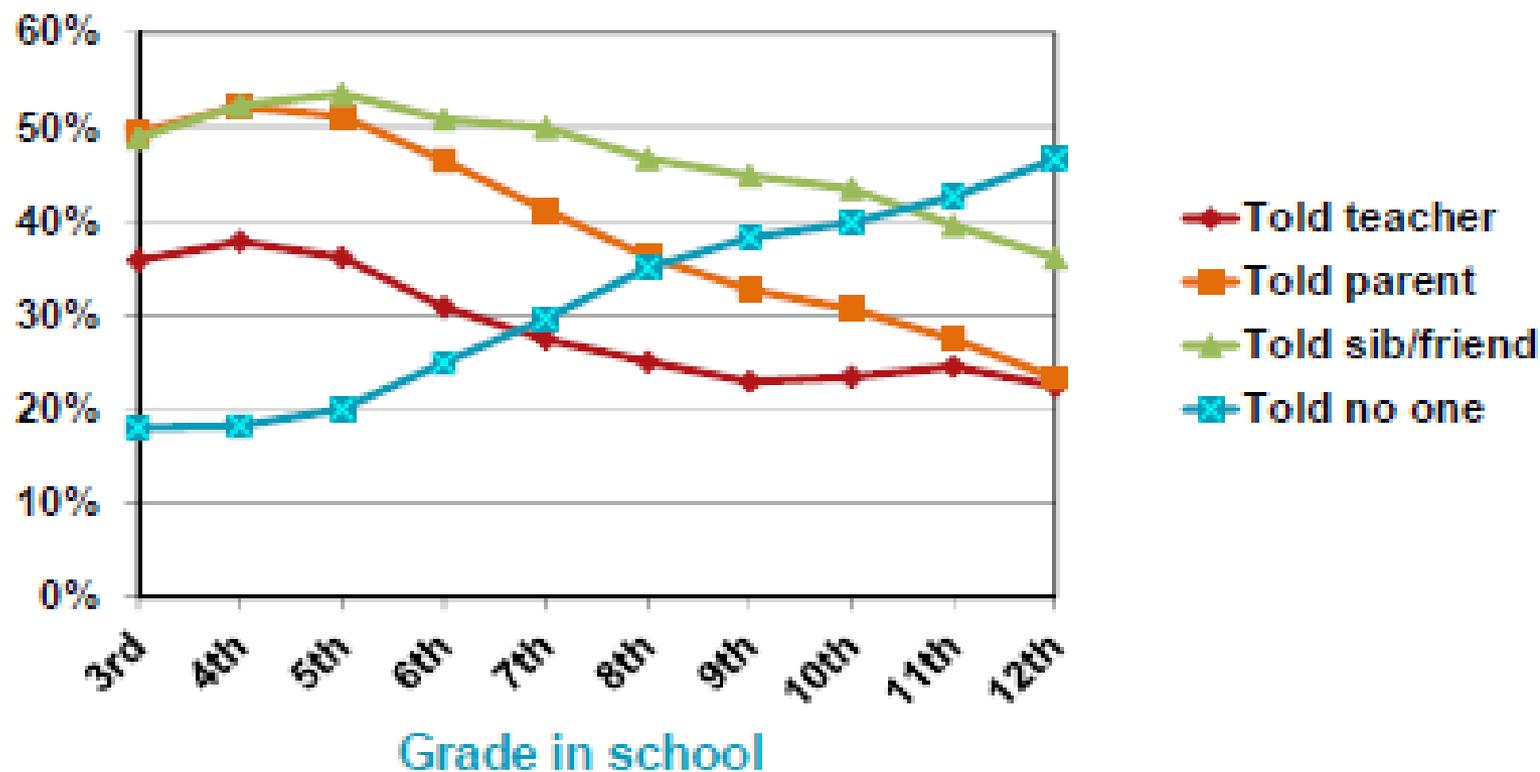
- Children and youth who bully others are more likely than their peers to:
 - Exhibit delinquent behaviors
 - Dislike school, drop out of school
 - Drink alcohol and smoke
 - Hold beliefs supportive of violence
 - Bring weapons to school
 - Think of suicide and attempt suicide

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

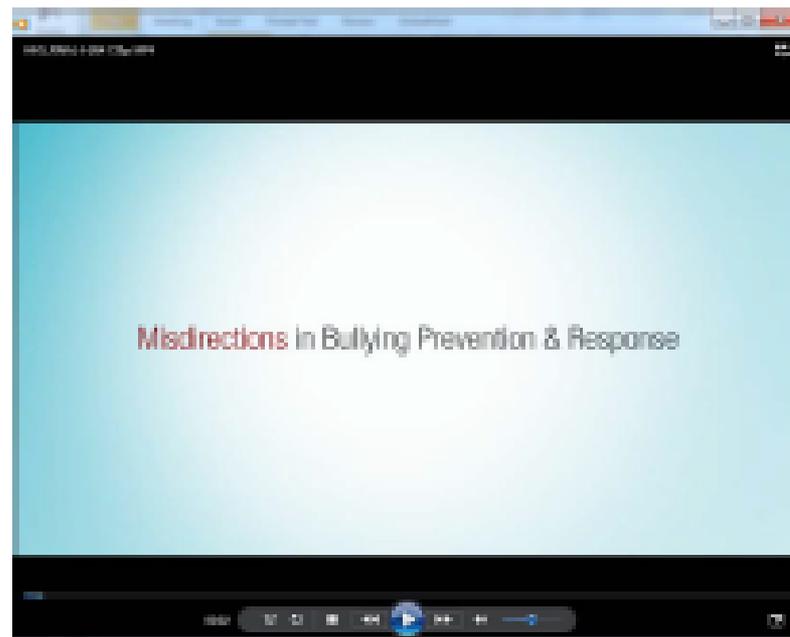
- Bullying prevention should have no “end date”
- Communities need to continually assess prevention needs and outcomes, revise strategies and programs, and champion the benefits in children’s lives and to the community

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 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

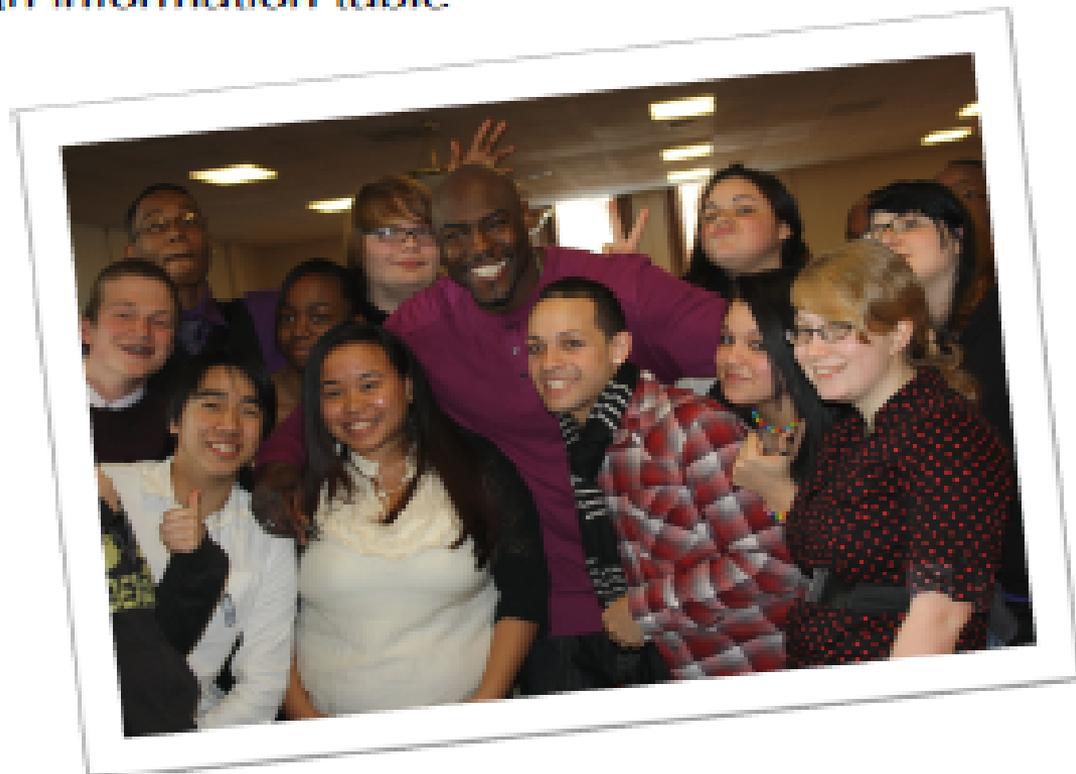
- Partner with a local cinema on opening weekend of a popular youth-focused movie
- Contact the federal government for assistance with resources to distribute, including DVDs, flyers, and Activities Guides



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?

Action Planning Matrix

- 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 **(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 **(Form B)**
 - A feedback form for participants at your community event **(Form C)**
 - A four-month follow-up form for participants at community events **(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