Bullying Prevention:
Using a Collective Impact Model

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AGENDA

- Bullying, Public Health, and the School Health Matrix
- Collective Impact and Our First Year
- The Public Health Concern of Bullying
- Group Activity – What Would You Do?
- Wrap Up
Expected Outcomes

- A basic understanding of the Collective Impact process.
- Deepened knowledge and understanding of bullying as an important public health concern.
- Review of NC law, and a group problem-solving activity, will influence participant skill development in addressing bullying.
- Consideration of use of the Collective Impact process to address issues in participant professional environments.

Bullying Prevention: Using a Collective Impact Model

A Collective Impact study launched by the School Health Matrix Team to address Bullying as a Public Health Problem among children and youth
“Bullying is a serious public health problem and should no longer be dismissed as merely a matter of kids being kids. Its prevalence perpetuates its normalization. But bullying is not a normal part of childhood,” according to the National Academies of Sciences, Engineering, and Medicine.

What’s all the fuss over Bullying?
Why the School Health Matrix chose Bullying as a focus

- Bullying is a public health problem
- Bullying fosters a climate of fear and intimidation that can seriously impair physical and psychological health of its victims
- Bullying and its negative impacts can limit students’ ability to achieve their full potential
- Bullying is a priority to be addressed as a focus area in both the Children and Youth Branch and the School Health Unit
School Health Matrix

What is it?

The School Health Matrix Team:

- Is an internal workgroup for public health professionals to bring together their expertise and resources for the purpose of improving the comprehensive health of students, leading to improved academic achievement. Partners may be invited to present information to improve Public Health practice in schools.

School Health Matrix

Bullying: Collective Impact Consideration

The School Health Matrix Team Leadership held a series of meetings during the spring and summer of 2015 to consider the merits of Collective Impact as a strategy to move the needle on bullying prevention.
Collective Impact: Phases

Collective Impact Efforts Tend to Transpire Over Four Key Phases

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Phase I (Year One)

- Initiate Action
  - Convene community stakeholders
  - Hold dialogue about issue, community context, and available resources
  - Facilitate community outreach specific to goal
  - Determine if there is consensus/urgency to move forward

Phase I (Year One)

- Initiate Action
  - Convene community stakeholders:
    - Stakeholders were public health professionals and partners on the School Health Matrix Team who are in a position to impact upon bullying prevention
Phase I (Year One)

- Initiate Action
  - Hold dialogue about issue, community context, and available resources
    - Presentations were made at School Health Matrix Team meetings which covered the following topics:
      - Cyber-Bullying
      - Bullying policy and procedure at the county level (WPSS)
      - Bullying and Disabilities
      - Bullying Panel (Parents of children who are bullied)

Phase I (Year One)

- Initiate Action
  - Facilitate community outreach specific to goal
    - Community outreach and awareness was implemented through Bullying Prevention Month (October 2015) to partners and school systems throughout North Carolina via email blasts that raised awareness about bullying as a public health problem among children and adolescents
Phase I (Year One)

- Initiate Action
  - Determine if there is consensus/urgency to move forward
    - School Health Matrix Team meetings in May 2016 and September 2016 were utilized to determine if there is a consensus among partners and participants to move forward on bullying prevention utilizing contractual language and agreements within programs where it makes sense to address bullying prevention

Phase II (Year Two)

- Initiate Action
  - Identify Champions and form a cross-sector group
  - Map the landscape and use data to make the case
  - Facilitate community outreach
  - Analyze baseline data to identify key issues and gaps
Phase II (Year Two)

- Initiate Action
  - Identify Champions and form cross-sector group
    - **Partners:**
      - School Nurse Consultants
      - School Health Nutritionist
      - Behavior Health Specialist
      - School Health Center Program
      - Department of Public Instruction (Healthy Schools)
      - Environmental Health
      - Teen Pregnancy Prevention Initiatives
      - Pediatrician
      - Local Health Departments

- Map the landscape and use data to make the case

**Data Presentations from Year One:**
- Wake County Public School System
- Cyber Bullying
- Children with Disabilities (Bullying Impact)
- Expert Panel (Parents of bullied children)

- Other National and State “bullying” data will continue to be utilized in Year Two to make the case and “move the needle” on bullying prevention
Wake County Bullying Prevention Initiative
Crystal Reardon
September 15, 2015

Initiate Action!
Map the landscape and use data to make the case

Wake County PSS
Crystal W. Reardon
Director of Counseling
Wake County Public School System

What Did We Learn?

Wake County PSS Board Policy 4021
- Prohibits bullying or harassing behavior that creates a hostile environment by substantially interfering with or altering a student’s educational performance.

NC School Violence Prevention Act – Senate Bill 526
- Requires all school administrative units to adopt a policy prohibiting bullying and harassing behavior.

Bullying Impact
- Bullying fosters a climate of fear and disrespect that can seriously impair the physical and psychological health of its victims and create conditions that negatively affect learning, thereby undermining the ability of students to achieve their full potential.
Wake County Bullying Prevention Initiative
Crystal Reardon
September 15, 2015

What Did We Learn?

Why do Kids Bully?
- Need for attention, security or empowerment
- Impulsive or aggressive by nature
- Learned behavior, often at home
- Bullies often have low self-esteem
- Bullies generally lack appropriate social skills
- Most bullies do not understand how their behavior affects others
- Bullies often feel that being a "bully" is the only way to keep from being bullied by others

Wake County Bullying Prevention Initiative
Crystal Reardon
September 15, 2015

What Did We Learn?

Wake County PSS Administrative Responsibilities:
- To Support children who are bullied
- Encourage children to be Up-standers
- Address bullying behavior and provide intervention to the bully and the victim
- Provide strategies to prevent bullying
- Be persistent by closely monitoring behaviors and provide follow-up
- Share inspiring stories with children who are being bullied
- Be a good role model; protect and defend
- Teach children to use their voice (speak out)
- Involve the “bully” in strategies to prevent bullying and making amends
Wake County Bullying Prevention Initiative
Crystal Reardon
September 15, 2015

What Did We Learn?

Data Trends:

- 20% of U.S. students in grades 9-12 report being bullied
- 19.4% of WCPSS students in grades 9-12 report being bullied
- 15% of U.S. students in grades 9-12 report experiencing electronic bullying
- 16% of WCPSS students in grades 9-12 report experiencing electronic bullying
- 55% of LGBT students in the U.S. in grades 9-12 report being bullied
- 10% of LGBT students in WCPSS in grades 9-12 report being bullied

Cyber Bullying
Gail Marsal
December 7, 2015

Initiate Action!
Map the landscape and use data to make the case

Gail Marsal, PhD.
Professor – Criminal Justice Department
NC Wesleyan College
Cyber-Bullying Presentation
Dr. Elizabeth "Gail" Marsal
December 7, 2015

What Did We Learn?

Effects of Cyber-Bullying:

- Lowered Self Esteem
- Variety of emotional responses including being scared, frustrated, angry, and depressed
- Increased suicidal ideation

Basic Terms:

- Flaming
- Cyber-bullying
- Cyber harassing / cyber stalking

How it Works:

- Direct attacks (messages sent to kids directly – texting, social networks, photo-bombing)
- Cyber bullying by proxy (using others to help bully the victim, either with or without the accomplice’s knowledge)
Cyber-Bullying Presentation
Dr. Elizabeth “Gail” Marsal
December 7, 2015

What Did We Learn?

4 Types of Cyber Bullies:
- The Vengeful Angel
- The Power Hungry or Revenge of the Nerds
- The “Mean Girls”
- The Inadvertent Cyber Bully or “Because I Can”

Parental Strategies:
- “Don’t Over-React!” – kids fear that you’ll further embarrass them by involving or blaming others – or taking internet privileges away

Common Sense Strategies:
- Talk about it
- Block the Sender
- Warn the Sender
- Report to ISP
- Report incident to School
- Report incident to Police
- Take legal action
Initiate Action!
Map the landscape and use data to make the case

Chris Mackey
Disability and Health Specialist
NC Division of Public Health

What Did We Learn?

Facts and Factors:
- Children with disabilities such as physical, developmental, intellectual, emotional, and sensory disabilities are at an increased risk of being bullied.
- Any number of factors such as physical vulnerability, social skill challenges, or intolerant environments may increase the risk.
- Children with attention deficit hyperactivity disorder (ADHD) are more likely than other children to be bullied; they also are somewhat more likely than others to bully their peers.

Illustrator: Pablo Pino
Bullying Impact on Children with Disabilities

Chris Mackey
January 19, 2015

What Did We Learn?

Facts and Factors:
- Children with learning disabilities are at a greater risk of being bullied
- Children who stutter may be more likely to be bullied.
- Children with autism spectrum disorder (ASD) are at increased risk of being bullied and left out by peers

Illustrator: Pablo Pino

Bullying can be considered Harassment if:
- bullying is defined as intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student’s participation in or receipt of benefits, services, or opportunities in the institution’s program (US Dept. of Education, 2000)

Bullying as a Civil Rights Violation if:
- bullying was a result of the student’s disability
- bullying conduct created a hostile environment
- the school failed to take prompt, effective steps to prevent or eliminate the threat

Illustrator: Pablo Pino
What Did We Learn?

Individualized Education Plan (IEP)

An IEP:
- Can allow the child to leave class early to avoid hallway incidents
- Can facilitate a separate “in-service” for school staff and peers
- Can require that school staff “shadow” the victim and monitor hall events
- Can facilitate the education of students/peers about bullying policy
- Can provide reassurance that all students have the “right to be safe” and that bullying is not his or her fault

Illustrator: Pablo Pino

What Did We Learn about bullying from a parent's perspective?

- Traumatic
- Life-altering
- Trust issues
- Impacts the whole family unit
- Feelings of isolation
- Systems failure
- Difficult to resolve
- Impacts upon academic achievement
- Adverse impact on mental health
Phase I (Year One)

- Initiate Action
  - Facilitate community outreach
    - Bullying Prevention Month (October 2015) utilizing electronic bullying messages to community partners
    - Educational sessions correlating bullying message with public health risks among children and youth by Behavior Health Consultant

Collective Impact

A Deeper Look

Collective Impact is the commitment of a group of important actors from different sectors to a common agenda for solving a specific complex social problem.
Collective Impact

- Response was overwhelming: hundreds of organizations and governments from around the world, including the White House, reached out to FSG to describe their efforts to use collective impact and to ask for guidance on how to implement its principles to change complex social problems.

Collective Impact vs. Collaboration

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<th>Collective Impact</th>
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<td>Convene around specific programs / initiatives</td>
<td>Work together over the long term to move outcomes</td>
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<tr>
<td>Addition to what you do</td>
<td>Is what you do</td>
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<tr>
<td>Prove</td>
<td>Learn and improve</td>
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<td>Advocate for ideas</td>
<td>Advocate for what works</td>
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Collective Impact
What is a complex social problem?

Simple Problem → bake a cake
- the right “recipe” is essential
- replication gets almost the same result every time

Complicated Problem → sending up a rocket
- the right “protocols and formulas”
- high levels of expertise and training
- experience is built over time to get to the right result
- can be repeated over time with the expectation of success.

Complex Problem → raising a child (or preventing bullying)
- no “right” recipes or protocols that work in every situation
- many outside factors that influence the situation
- every child (situation) is different
- no assurances of success
Collective Impact

- Brings people together in a structured way, to achieve complex social change.

- Emphasizes:
  - Principles,
  - Development of certain necessary Conditions,
  - And, the use of action Phases.

From FSG: collectiveimpactforum.org

Collective Impact
Principles of Practice

Design and implement the initiative with a priority placed on equity.

Include community members in the collaborative.

Recruit and co-create with cross-sector partners.

Use data to continuously learn, adapt, and improve.

Cultivate leaders with unique system leadership skills.

Focus on program and system strategies.

Build a culture that fosters relationships, trust, and respect across participants.

Customize for local context.

From FSG: collectiveimpactforum.org
Five Conditions for Collective Impact

1. **Common Agenda**

   All coming together to collectively define the problem and create a shared vision to solve it.
Five Conditions for Collective Impact

2. Shared Measurement
Agreeing to track progress in the same way, which allows for continuous improvement.

Five Conditions for Collective Impact

3. Mutually Reinforcing Activities
Coordination of collective efforts to maximize the end result.
Five Conditions for Collective Impact

4. Continuous Communication
   Building trust and relationships among all participants

5. Backbone Organizations
   A team dedicated to coordinating the work of the group
# Collective Impact: Phases

## Collective Impact Efforts Tend to Transpire Over Four Key Phases

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## Collective Impact:
- Principles
- Conditions
- Phases
Bullying: A Closer Look

- Definition
- Vocabulary
- Recent Findings
- Solutions

Bullying Definition

From Stopbullying.gov:

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 kids who are bullied and who bully others may have serious, lasting problems.
Bullying Definition

In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Kids 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.

Types of Bullying

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 and 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
### Types of Bullying

Physical bullying involves hurting a person's body or possessions including:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures

### Bullying Vocabulary

- **Bully:** A person who uses an imbalance of power to intentionally and repeatedly harm or intimidate those who are vulnerable.
- **Target:** The person to whom the bullying is directed.
- **Bystander:** A person who is present at a bullying incident but does not take part and does not intervene in any way.
- **Upstander:** A person who actively supports a target being bullied by disruption, encouraging words, or going for help.
Bullying: Recent Findings

Children who were bullied by peers more likely to have mental health problems such as depression and anxiety as adults.

Lereya, Copeland, Costella, & Wolke, April 2015

Bullying in childhood is associated with negative health outcomes much later in life. Being both a perpetrator and victim of bullying is associated with worse health outcomes than either being a bully, victim, or not being involved. There are long-lasting implications for individuals involved in bullying almost four decades later in life.

Stuart and Jose, July 2014

Bullying: Recent Findings

Bullying in childhood is a major risk factor for poor physical and mental health in adulthood, and reduced adaptation to adult roles including forming lasting relationships, integrating into work and being economically independent.

Volke and Lereya, November 2014

Lesbian, gay, and bisexual (LGB) populations experience higher prevalence of school bullying than heterosexuals. Physical and verbal bullying were related to physical health conditions. Physical bullying had a particularly significant negative impact on physical health for bisexual persons. Experiencing bullying in high school was associated with physical health problems in adulthood.

Zou, Andersen, & Blosnich, 2013
Bullying: Recent Findings

Victims of childhood bullying, including those that bullied others (*bully-victims*), were at increased risk of poor health, wealth, and social-relationship outcomes in adulthood. Being bullied is not a harmless rite of passage but throws a long shadow over affected people’s lives. Interventions in childhood are likely to reduce long-term health and social costs.

Wolke, Copeland, Angold, & Costello, August 2013

Bullying Solutions

**Bullying Prevention Training Course**

This training provides guidance on how to take a public health approach to bullying prevention through the use of long-term, community-wide prevention strategies.

**Accreditation Statement**

CNE: The Centers for Disease Control and Prevention is accredited as a provider of Continuing Nursing Education by the American Nurses Credentialing Center's Commission on Accreditation. This activity provides 1.5 contact hours.

Module 1 - Understanding and Intervening in Bullying Behavior
Addresses how to identify and effectively intervene when bullying occurs (including tips on de-escalation).

Module 2 - Creating a Supportive Classroom Climate
Considers effective strategies to build a classroom climate where bullying is less likely to occur.


The Roots curriculum, for student-driven positive school climate.
- Designed for middle schools, grades 5-8. Princeton University, 2013
- This curriculum is open access: Free for all interested parties
- Evidence demonstrating the positive effect of this curriculum on students’ perceived norms of social conflict and on student behavior is described in the following peer-reviewed publication, based on a 56-school randomized controlled trial run in public middle schools, grades 5-8, in the state of New Jersey in 2012-2013. http://www.betsylevypaluck.com/roots-curriculum/
Bullying Solutions

The Olweus Bullying Prevention Program

All students and adults participate

The Olweus Bullying Prevention Program is designed for students in elementary, middle, and junior high schools (students ages five to fifteen years old). Research has shown that OBPP is also effective in high schools, with some program adaptation. All students participate in most aspects of the program, while students identified as bullying others, or as targets of bullying, receive additional individualized interventions.

http://www.violencepreventionworks.org/public/olweus_bullying_prevention_program.page

Bullying Solutions

PACER’S Center

Kids Against Bullying
Teens against bullying

http://www.pacer.org/bullying/
Bullying: A Closer Look
- Definition
- Vocabulary
- Recent Findings
- Solutions

Group Exercise

- **Case Study One**: Mary moves to a new school
- **Case Study Two**: Special needs student, Jacob, is bullied
What would you do?