

**Welcome to the  
Web Conference**



**Links between Bullying & Sexual Violence:  
Possibilities for Prevention**

**We will start soon**

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- Web Conferences, Reading Clubs
- Wiki, Podcasts, eLearning
- Twitter @preventconnect
- Blog <http://preventconnect.org>
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916-446-2520  
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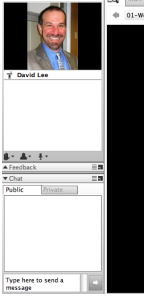
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**How to use this technology**



- Raise Hand
- Q&A
- Text Chat
- PowerPoint Slides
- Phone

➤ Please send a private chat message for help

➤ Call iLinc Technical Support at (800) 799-4510

➤ Call CALCASA at (888) 922-5227 ext. 315

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## 2011 Web Conferences From Data to Prevention

- **Understanding the Differences between National Sexual Violence and Intimate Partner Violence Surveys**, CDC
- **Framing Sexual and Domestic Violence Prevention Impact From a Cost-Effectiveness Perspective** Transforming Communities
- **Using Data to Make the Case for Prevention**, Prevention Institute with Berkeley Media Studies Group
- **Framing Data to Make the Case for Primary Prevention**; CDC and Fenton

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## PreventConnect

- Domestic violence /Intimate partner violence
- Sexual violence
- Violence across the life-span
- Prevent before violence starts
- Connect to other forms of violence & oppression

PreventConnect is a national project of the California Coalition Against Sexual Assault sponsored by U.S. Centers for Disease Control and Prevention. The views and information provided in this web conferences do not necessarily represent the official views of the U.S. government, CDC, or CALCASA.

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## Links between Bullying & Sexual Violence: Possibilities for Prevention

Kathleen C. Basile, Ph.D., Lead Behavioral Scientist,  
Division of Violence Prevention, CDC  
Dorothy L. Espelage, Ph.D., University of Illinois, Urbana-  
Champaign  
Heather Carter, Youth Suicide Prevention Program,  
Seattle, WA

February 27 & March 2, 2012  
11 am-12:30 PT; 2:00-3:30 PM ET



This research was supported by Centers for Disease Control & Prevention (#1u01/ce001677) to Dorothy Espelage (PI)

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## Learning Objectives

- Participants will describe the findings of the study *Bullying Perpetration and Subsequent Sexual Violence Perpetration Among Middle School Students*.
- Participants will explore a potential bullying sexual violence pathway
- Participants will identify potential implications for prevention efforts.

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## Middle School



*Why is reaching youth in middle school important for prevention?*

**Use chat to answer**

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## Bullying



*How is bullying seen in your community?*

**Use chat to answer**

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**CDC** Centers for Disease Control and Prevention  
CDC 24/7: Saving Lives, Protecting People. Saving Money Through Prevention.

Injury Center: Violence Prevention

### Connection between Bullying and Sexual Violence Perpetration

While youth bullying experiences and sexual violence perpetration are both major public health problems, the research needs on the positive associations between the two. A recent study, *Bullying Perpetration and Subsequent Sexual Violence Perpetration Among Middle School Students*, published by the University of Illinois and CDC, attempted to examine the link between bullying and sexual violence acts among middle school aged adolescents in grades 5th through 8th.

Published in the *Journal of Adolescent Health*, it found a substantial prevalence of bullying, homophobic and sexual harassment among middle school students ages 10-15. Findings show 12% of males and 20% of females reported bullying experiences in grades 5th through 8th.

Other study findings include:

- 50% of boys and 76% of girls spread a sexual rumor
- 4% of boys and 2% of girls pulled at someone's hair
- Forced sexual contact in the form of touching someone's body in an inappropriate way

**Original article**  
**Bullying Perpetration and Subsequent Sexual Violence Perpetration Among Middle School Students**  
Dorothy L. Espelage, Ph.D.,<sup>1,2</sup> Kathleen C. Basile, Ph.D.,<sup>3</sup> and Nerrie E. Hamburger, Ph.D.<sup>4</sup>  
<sup>1</sup>University of Illinois at Urbana-Champaign, Champaign, Illinois, USA; <sup>2</sup>CDC, Atlanta, Georgia, USA; <sup>3</sup>University of Illinois at Chicago, Chicago, Illinois, USA; <sup>4</sup>University of Illinois at Chicago, Chicago, Illinois, USA

**Contact Us**  
Centers for Disease Control and Prevention

[www.cdc.gov/violenceprevention/youthviolence/bullying\\_sv.html](http://www.cdc.gov/violenceprevention/youthviolence/bullying_sv.html)

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## The Bully-Sexual Violence Pathway in Early Adolescence

*Applying Science. Advancing Practice.*

**ASAP**

### The Bully-Sexual Violence Pathway in Early Adolescence

<http://www.cdc.gov/violenceprevention/ASAP.html>

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### Bullying & Sexual Harassment Overlap

- Bully perpetration associated with sexual harassment perpetration among middle and high school students.
- Bully victimization is associated with sexual harassment victimization.
- A large percentage of bullying among students involves the use of homophobic teasing and slurs, called homophobic teasing or victimization.

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### Bully-Sexual Violence Pathway

- Emerging theory – bullying perpetration & homophobic teasing are thought to be predictive of sexual violence over time.
- Bullying is associated with increasing homophobic teasing perpetration during early adolescence.
- When students engage in homophobic teasing, sexual perpetration may develop as students are developing opposite-sex attractions and sexual harassment becomes more prevalent.



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#### Definition

### Bullying

An act of intentionally inflicting injury or discomfort upon another person (through physical contact, through words or in other ways) repeatedly and over time for the purpose of intimidation and/or control.



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#### Definition

### Homophobic Teasing

Negative attitudes and behaviors directed toward individuals who identify as or are **perceived** to be lesbian, gay, bisexual, or transgendered.



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**Definition**

## Sexual Harassment

Includes comments, sexual rumor spreading, or groping.



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## Participants of Current Study

- 1,391 middle school students
- 5 middle schools (grades 5 – 8)
- 49.8% Females
- 59% African-American, 41% Caucasian
- 67% Low-Income



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## Procedure

- Meetings with school parents, teachers, administrators
- Newsletters, parent information forms
- Surveys administered to students in Spring 2008 and then Fall 2008
- Items on scales aggregated



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## Bully Perpetration

In the last 30 days, how often did you do the following to other students at school?

I teased other students.

In a group I teased other students.

I upset other students for the fun of it.

I excluded others.

I encouraged people to fight.

I spread rumors about others.

I was mean to someone when angry.

I helped harass other students.

I started arguments or conflicts.

Response options: Never, 1 or 2 times, 3 or 4 times, 5 or 6 times, or 7 or more times



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## Homophobic Teasing Perpetration

Some kids call each other names like homo, gay, fag, or dyke. How many times in the last 30 days did YOU say these words.....

To a friend

Someone you did not like

Someone you did not know

Someone you thought was gay

Someone you thought was not gay

Response options: Never, 1 or 2 times, 3 or 4 times, 5 or 6 times, or 7 or more times



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## Sexual Harassment Perpetration

In the last year, how often did you do the following to other students at school?

Made sexual comments, jokes, gestures...

Showed, gave, or left sexual pictures...

Pulled at clothing of another student

Wrote sexual messages/graffiti about them...

Spread sexual rumors about them.

Touched, grabbed, or pinched...sexual way

Pulled at their clothing

Blocked their way or cornered them in a sexual way

Response options: Not Sure, Never, Rarely, Sometimes, & Often



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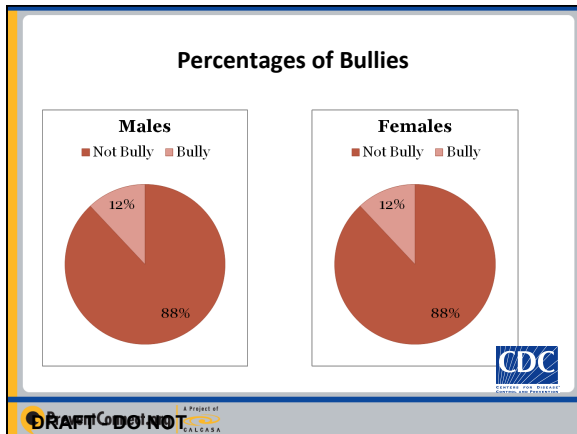
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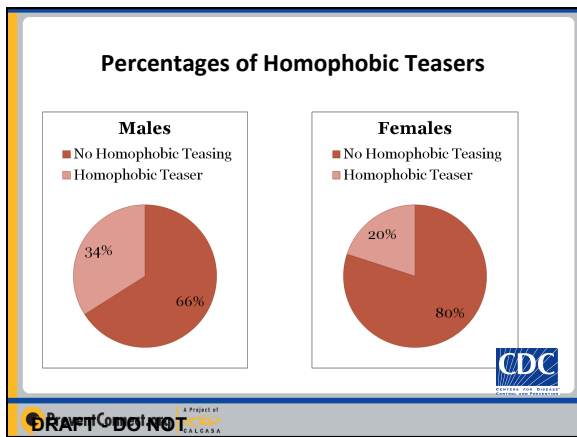
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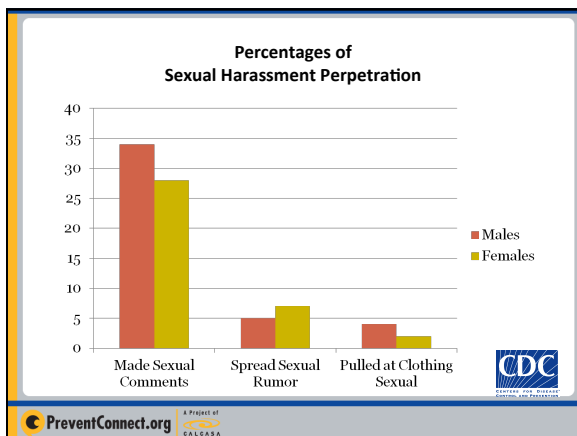
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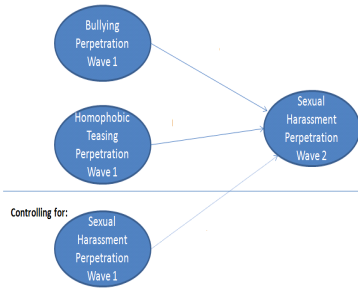
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## Longitudinal Results



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## Limitations

- This research is focused on one kind of sexual violence – Sexual HARASSMENT
- Our measure of sexual harassment does not include forcible acts like rape.
- This study does not imply that bullying leads to rape.
- The findings suggest that bullying perpetration and homophobic teasing perpetration are associated with each other and both are associated with later sexual harassment perpetration.



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What does this mean for prevention?

*What are some potential implications for prevention practice?*



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### Preliminary Suggestion

Addressing homophobic teasing explicitly within a bullying prevention curriculum may be a way to delay development of sexual harassment.

At a minimum, homophobic teasing should be addressed by adults:

That's so gay

- What does that mean?
  - You think it means 'stupid,' but it actually refers to a person's sexual orientation.
  - You might be surprised to know that what you said may hurt someone's feelings.
  - How can something have a sexual orientation?

You throw like a girl

- Are you saying that I am a girl?
  - Are implying that girl's can't throw?
  - People do have different abilities, but that does not mean you need to be so mean.

You're such a fag/dyke

- That type of language is not acceptable.
  - We don't use those words here.



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### Future Analyses Underway

- Bullying perpetration causally linked to homophobic teasing perpetration.
- Relation between bullying perpetration and sexual harassment perpetration explained by homophobic teasing perpetration.
- Association between bullying perpetration and homophobic perpetration explained by higher levels of traditional masculinity.
- Bullying perpetration, homophobic teasing perpetration, and sexual harassment perpetration develops from peer influence, modeling, and socialization.



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### Questions

*What questions do you have about this research?*



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Heather Carter, OUTLoud Project Manager  
Youth Suicide Prevention Program

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Sexual violence, Bullying and harassment (anti-LGBT & Sexual harassment) & Suicide



*Where do you see overlap in risk and protective factors?*

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- Youth Suicide Prevention Program
  - Washington State
- 3 core trainings
  - Train the trainer modules
  - Community support & consultation
- Partnerships
  - Safe Schools Coalition
  - Coalition work
    - Violence Prevention
    - OSPI HIB Committee



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Examples of OutLoud Work:  
**What Can We Do...?**

- What Schools Can Do
- Policies & Procedures
- Promote Anti-Bullying Messages
- What Families Can Do (at school)
- What Families Can Do (at home)
- What Community Partners Can Do

Sample Slides of these materials can be found at end of this presentation.



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**Focus both on bullying and suicide**

- Negative Emotions Associated with Bullying
  - 100% of students affected
- Increased risk
- Other possible negative outcomes
- The continuum of negative relationships



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Anti-LGBTQ Bullying vs Gender Bias



*How do you link anti-LGBTQ bullying to gender bias?*

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## Collaboration

Bullying prevention, suicide prevention, sexual violence prevention



- Bullying as an umbrella term
- Working together



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Sexual violence, Bullying and harassment (anti-LGBT & Sexual harassment) & Suicide



What opportunities can you identify for integrated prevention efforts?

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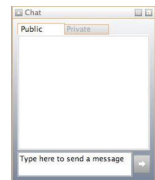
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## Next Steps



Based on hearing this information, what are you considering to do next to enhance your prevention efforts?

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## For More Information

### ESPELAGE AGAINST BULLYING

[www.espelageagainstbullying.com](http://www.espelageagainstbullying.com)



[www.cdc.gov/ViolencePrevention/youthviolence/bullying\\_sv.html](http://www.cdc.gov/ViolencePrevention/youthviolence/bullying_sv.html)



[http://www.yspp.org/lgbtq/outloud\\_overview.htm](http://www.yspp.org/lgbtq/outloud_overview.htm)

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## Schools: Working with Students...

### • Knowledge

- What it is
- What will happen
- What you can do

### • Skills

- Assertive, not aggressive
- Conflict resolution
- Being a supportive bystander
- How to react to bullying

### • Attitudes

- A culture of acceptance, zero bias, and safety
- Cooperation and empathy
- Responsibility for own actions-resist negative group pressure



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## What Schools Can Do ...

- Develop a well supported anti-bullying policy and clear anti-bias policies
- Make sure that the concept of bullying is clearly defined and understood
- Facilitate a school-wide anti-bullying program
- Respond to school bullying in the most appropriate, consistent, and effective way
- Teach coping skills & suicide prevention



Rigby, Ken & Thomas 2010

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## Washington State's Model Policies & Procedures

- Accountability
- Compliance officer
- Prohibits harassment
- 3 ways to report bullying
- Contacting families...or not?
- Shortens investigation & corrective action time
- Support services
- Resources outside of district
- Training for ALL



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## Washington State's Model Policies & Procedures

- Defines the issue
- Explains the incident reporting form
- Describes prevention
- Compliance officer duties
- Filing & receiving an incident form
- Investigations of unresolved incidents
- Corrective measures for aggressor
- Support for targeted student
- Resources



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## Promoting Anti-Bullying Messages

- Discuss school climate in staff meetings
- Ongoing PA announcements
- Utilize the school website
- School mottos-respect, value diversity, and safety
- Student newspaper & Message boards
- Leadership classes
- Anonymous reporting methods
- Adult mentors
- School handbooks
- Plays & productions

Understanding, Preventing, & Responding to School Bullying 2007



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## What Families Can Do... at School

- Learn the school's bullying policies & procedures
- Participate in trainings- suggest they offer them if they don't
- Keep an open, ongoing dialogue going with your child's teacher/s, coaches etc...
- Report bullying issues as soon as they come to your attention
- Accept support from the school no matter what role your child plays in bullying



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## What Families Can Do... at Home

- Talk to your child: about their day, activities, peers, and friends
- Educate about bullying & hate behaviors
- Encourage your child to talk to you when issues come up at school
- Discuss acceptance & respect for others & to value diversity
- Be a positive role model
- Don't bully, model relationships of respect & trust



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## Families: When Bullying Has Occurred

- Listen
- Have a plan in place
- Demand respect
- Ask your child what s/he wants to do
- Response to bullying by friends



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## What Community Partners Can Do.....

- Set a good example
- Provide training to staff and youth
- Establish clear and well-known policies
- Create safe and welcoming environment
- Continue an open, honest dialogue about the issue
- Encourage youth to speak up about bullying
- Support schools



Bullying & Prevention Alliance

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## MORE What Community Partners Can Do...

- Make opportunities to assess for bullying
- Share information about bullying
- Participate in problem solving groups
- Offer services/education about bullying
- Adopt anti-bullying policies & procedures
- Identify youth at risk
- Provide support and work with parents
- Cultural competency



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