



National Hispanic and Latino

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Mental Health Technology Transfer Center Network

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# **What Every Service Provider Should Know About how to Effectively Address the Problem of Bullying in Schools with Hispanic and Latino Children and Youth**

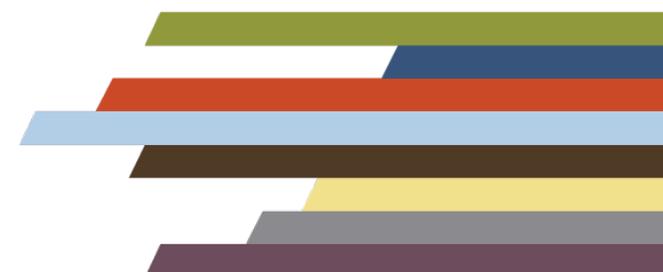
**Patricia L. Landers Santiago, MEd, PsyD  
Clinical & School Psychologist**



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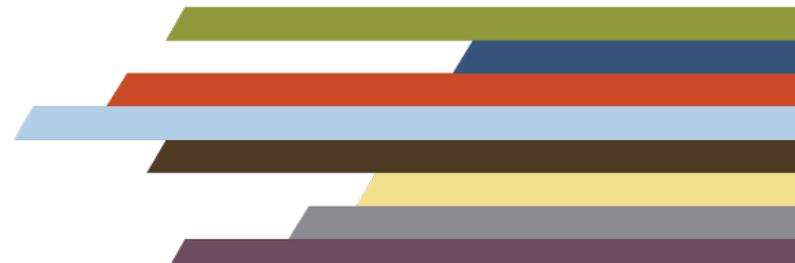
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# Learning objectives

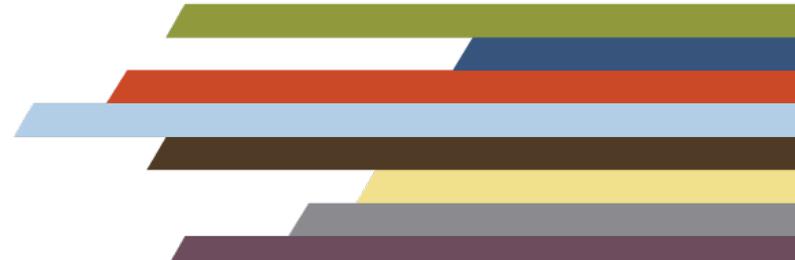
- Define “bullying”.
- Identify bullying’s short and long-term impact on their victims.
- Recognize how cultural elements can increase or reduce the psychosocial impact.
- List culturally appropriate interventions to prevent and manage its occurrence and impact.





# What is bullying?

Olweus defines bullying as “***intentional, repeated, negative (unpleasant or hurtful) behavior*** by one or more persons directed against a person who has difficulty defending himself or herself.”



# What is bullying?

- Key elements of bullying

a physical, verbal, or psychological attack or intimidation

an actual or perceived power imbalance between the perpetrator(s) or victim(s)

intent to cause fear, and/or harm to the victim

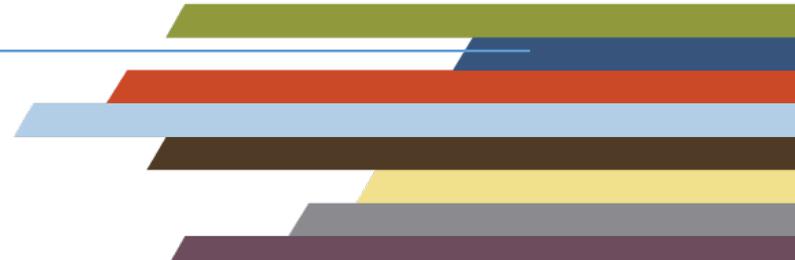
it is repeated and produces the desired effect



# Types of Bullying

Bullying includes *direct* and *indirect* forms of aggression

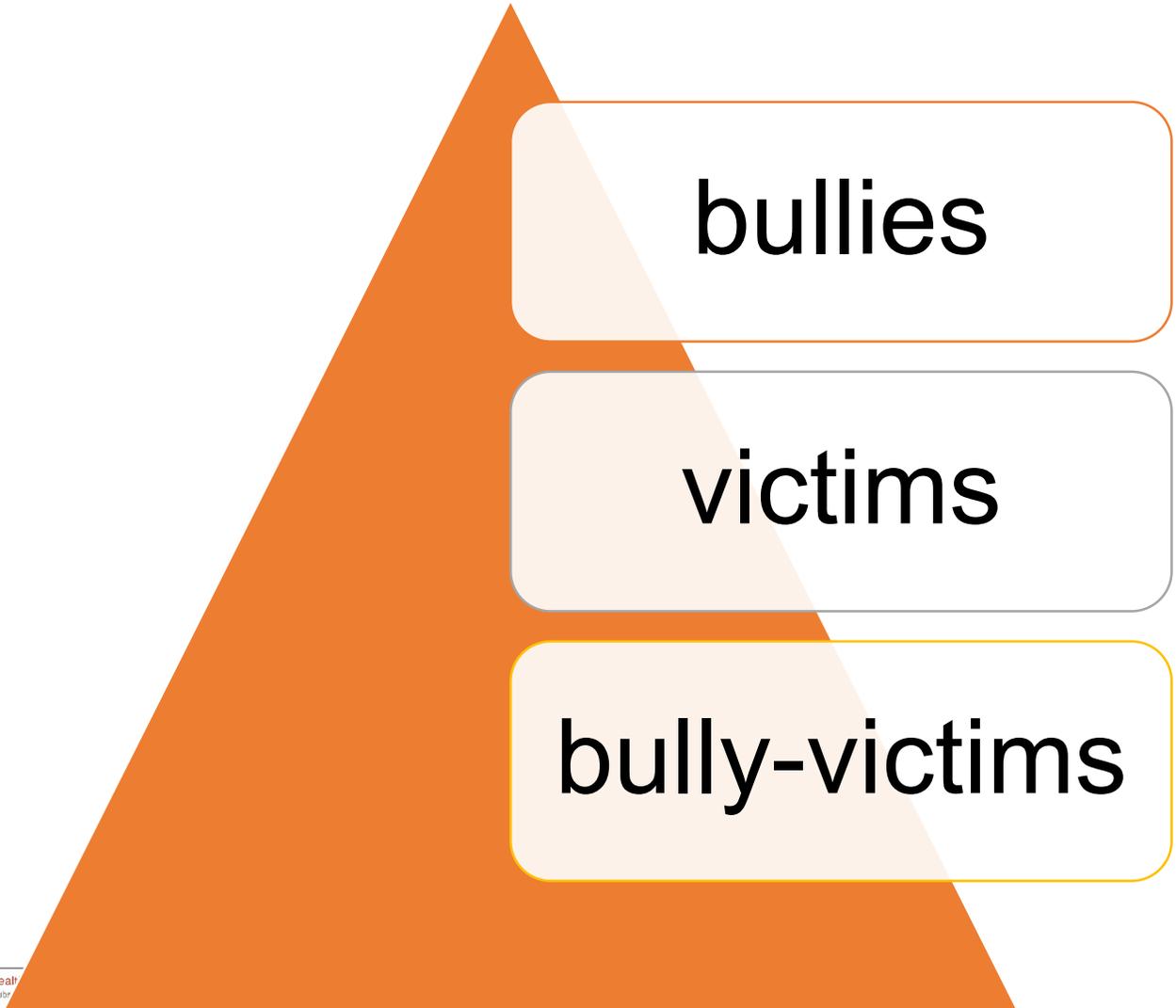
Types of bullying	Method/Behavior
Physical bullying (direct)	Hitting, pushing, kicking, choking, forcefully taking something from victim
Verbal bullying (direct)	Name-calling, threatening, taunting, malicious teasing, psychological intimidation using words
Relational or Social bullying (indirect)	Gossiping, slandering, sabotage, convincing peers to exclude victims
Cyber bullying	Threatening, harassing, taunting, intimidating using electronic medium





# Characteristics

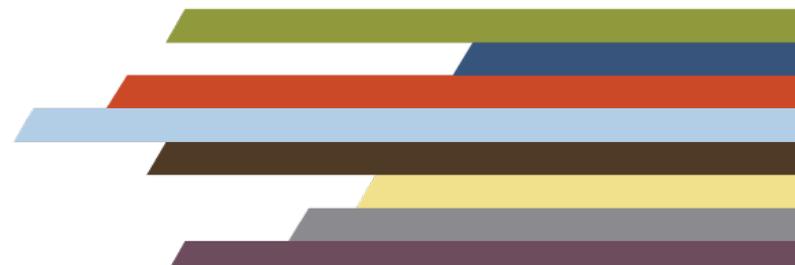
Bullying consists of three main types of participants:



bullies

victims

bully-victims

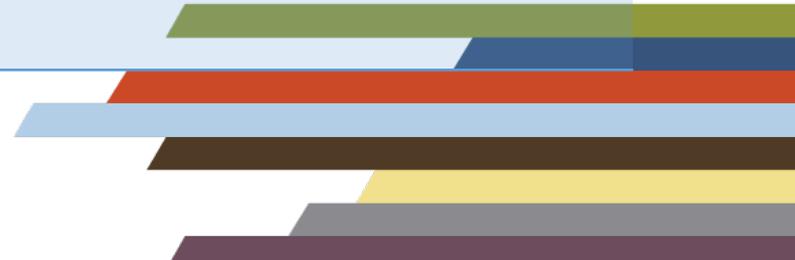




# Characteristics

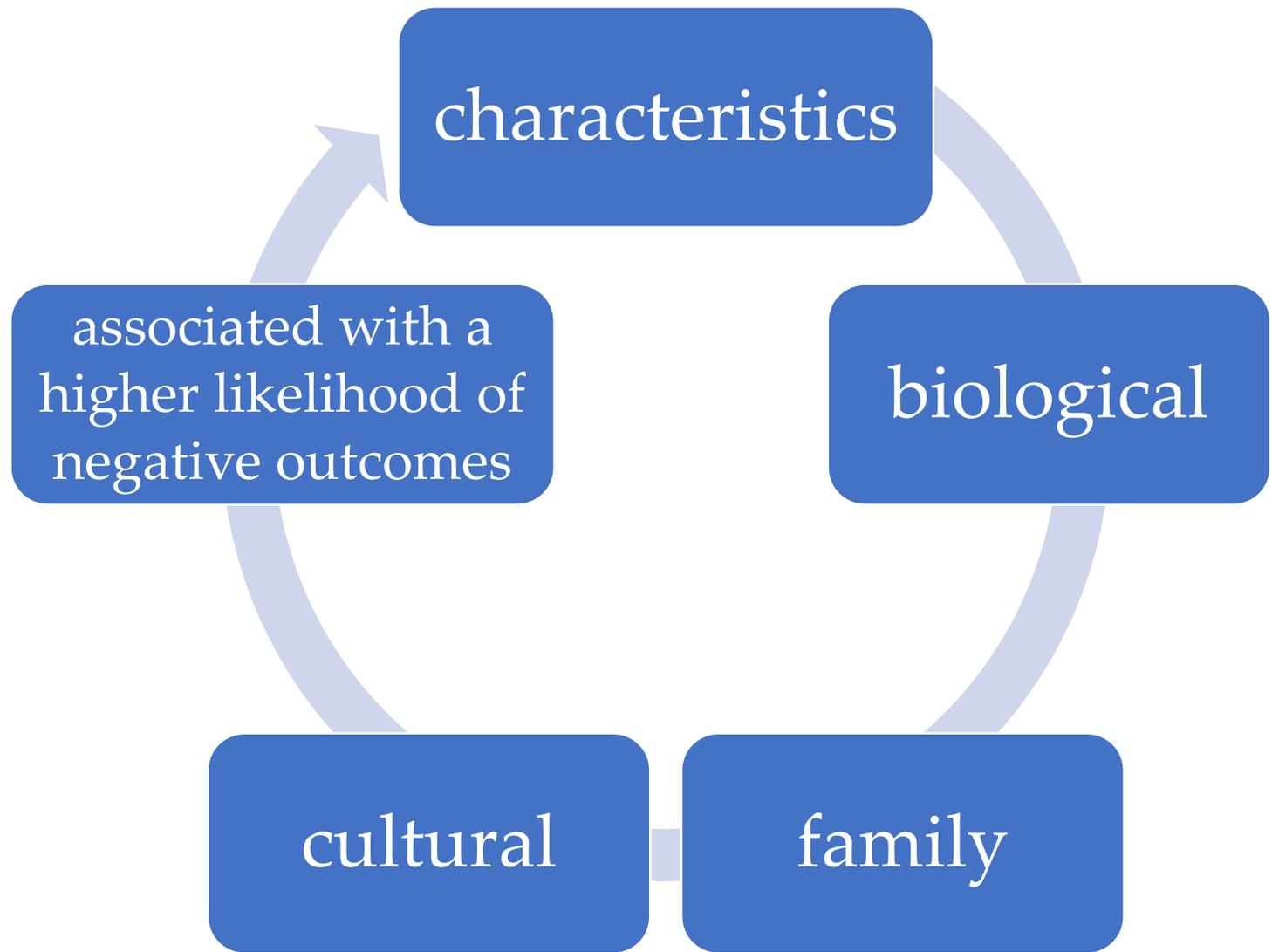
Bullying consists of three main types of participants: bullies, victims, and bully-victims.

<b>Bullies</b>	<b>Bully-Victims</b>	<b>Victims</b>
Dominant	Impulsive	Physically smaller than peers
Boys more than girls	Low self-esteem	Low self-esteem
Defiant behaviors	Poor social skills	Difficulty making friends
Drug use	Poor problem-solving skills	Less assertive than peers
Co-morbid conditions (ADHD, depression, oppositional/conduct disorder)	Co-morbid conditions (anxiety, ADHD, depression, oppositional/conduct disorder)	Co-morbid conditions (anxiety, loneliness, depression)





# Risk Factors

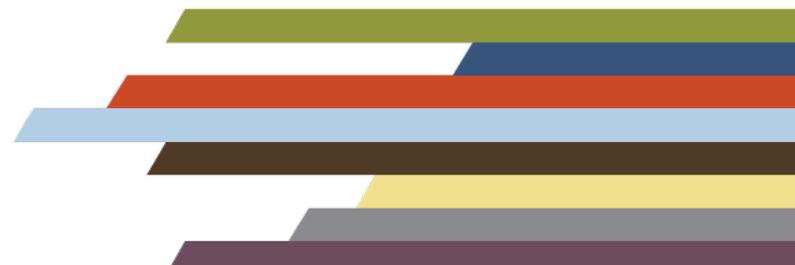


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# Risk factors for bullying perpetration

Younger age  
of the child

Male  
gender

depression, mental  
health problems, or  
emotional/developmental/behavioral problems

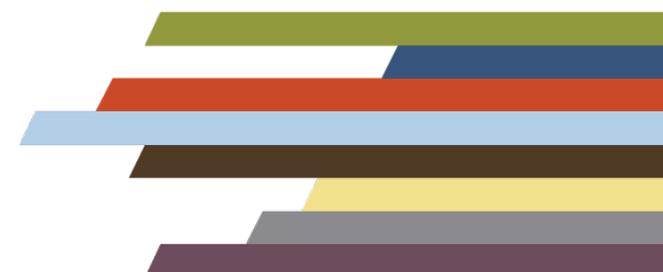
Presence of low  
academic  
achievement

Substance  
use

Exposure to child  
abuse and  
domestic violence

African-American  
or Latino  
race/ethnicity

High levels  
of anger in  
the child



# Risk factors for bullying perpetration

Parental use  
of corporal  
punishment

Poor  
parent-child  
communication

Suboptimal  
maternal mental  
health

Parental anger  
with their child

Parents' reporting  
that their child  
bothers them a lot

Lack of  
parental  
monitoring

High family  
conflict

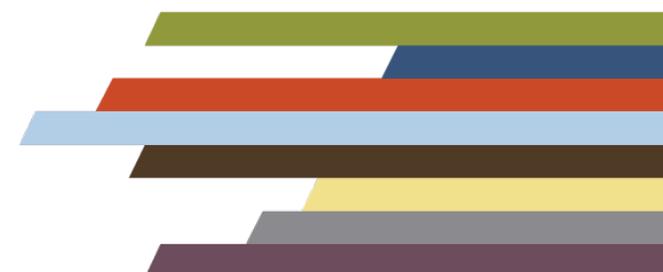
Poor  
relationships  
with classmates



# Risk factors for bullying perpetration

Negative influences from peers

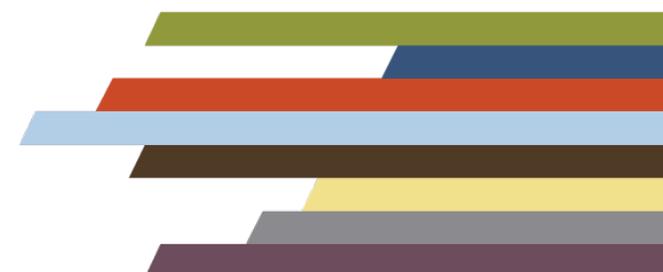
Living in an unsafe neighborhood





# **Risk factors for victimization from bullying**

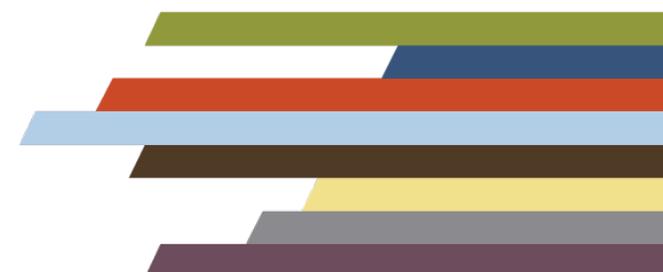
- Being physically weaker
- Low self-worth
- Negative self-perceptions
- Low social competence
- Poor social skills and problem-solving abilities
- Internalizing behaviors (depression, anxiety)
- Insecure mother-child attachment
- Maternal over-protectiveness
- Intrusive or coercive parenting
- Child abuse





# Risk factors for being a bully- victim

- Emotional dysregulation
- Hyperactivity
- Low social competence
- Poor problem-solving skills
- Poor self-esteem
- Negative perceptions about others
- Poor academic performance
- Peer rejection and isolation
- Negative influences from those peers with whom the child interacts
- Disconnectedness from school



# Influences that increase the vulnerability of youth to being bullied at school

Gender

Race  
and  
ethnicity

Being an  
immigrant

Sexual  
orientation



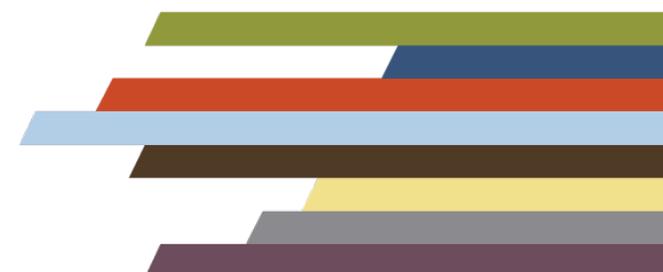
# Bullying statistics

- Between 2005 and 2017, the percentage of students ages 12–18 who reported being bullied at school during the school year decreased from:

**29%**



**20%**



# Bullying statistics: Gender

- This declining trend was observed for most of the student and school characteristics examined including gender.

**Male students**

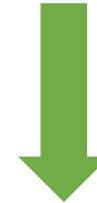
**27 percent**



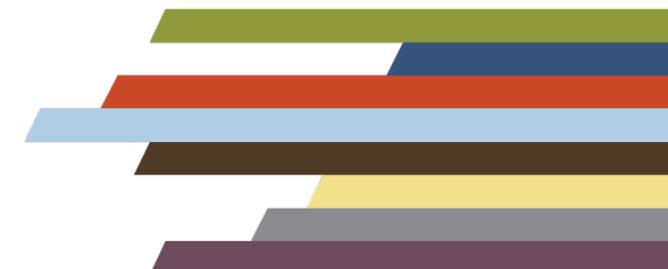
**17 percent**

**Female students**

**30 percent**

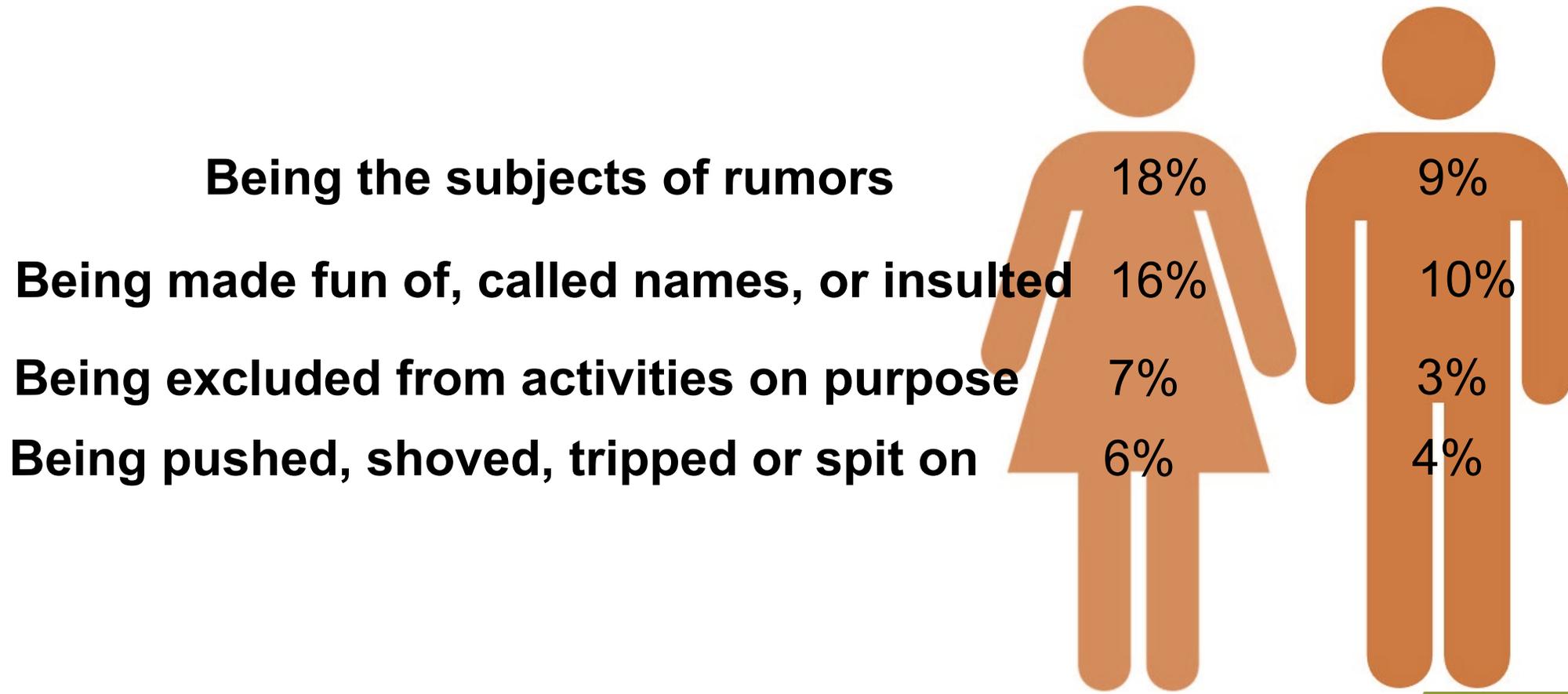


**24 percent**





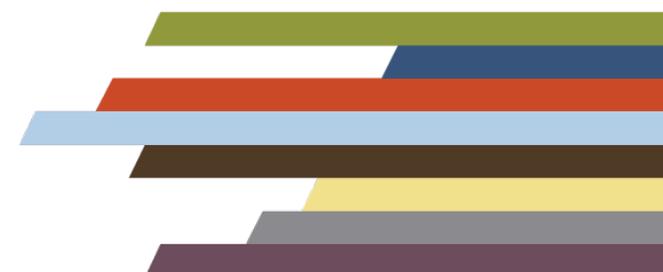
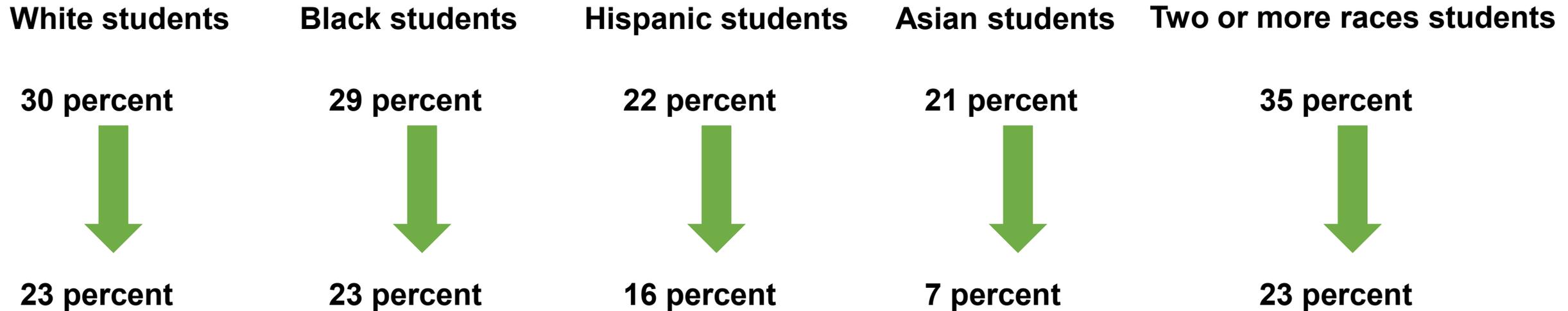
# Type of bullying by Gender





# Bullying statistics: Race and ethnicity

The same declining trend was also observed for race and ethnicity:

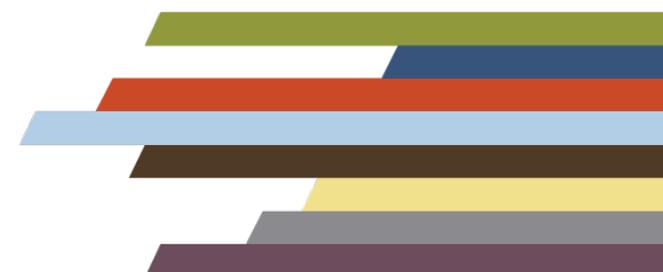


# Bullying on School property

- 19.0% of high school students nationwide were bullied on school property during the 12 months before the survey.

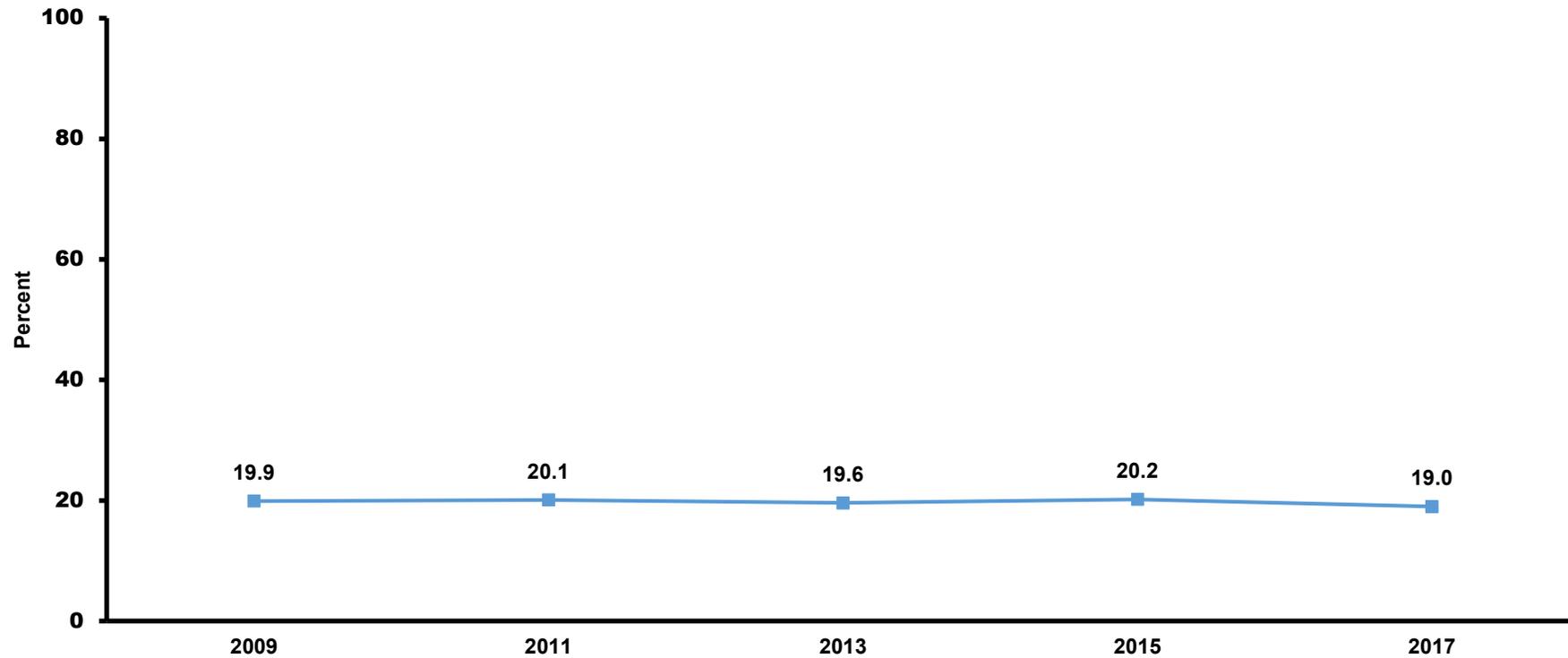


- Bullied students reported that bullying occurred in the following places:
  - 43% reported being bullied in the hallway or stairwell at school
  - 42% reported being bullied inside the classroom
  - 27% reported being bullied in the cafeteria.





## Percentage of High School Students Who Were Bullied on School Property,\* 2009-2017<sup>†</sup>



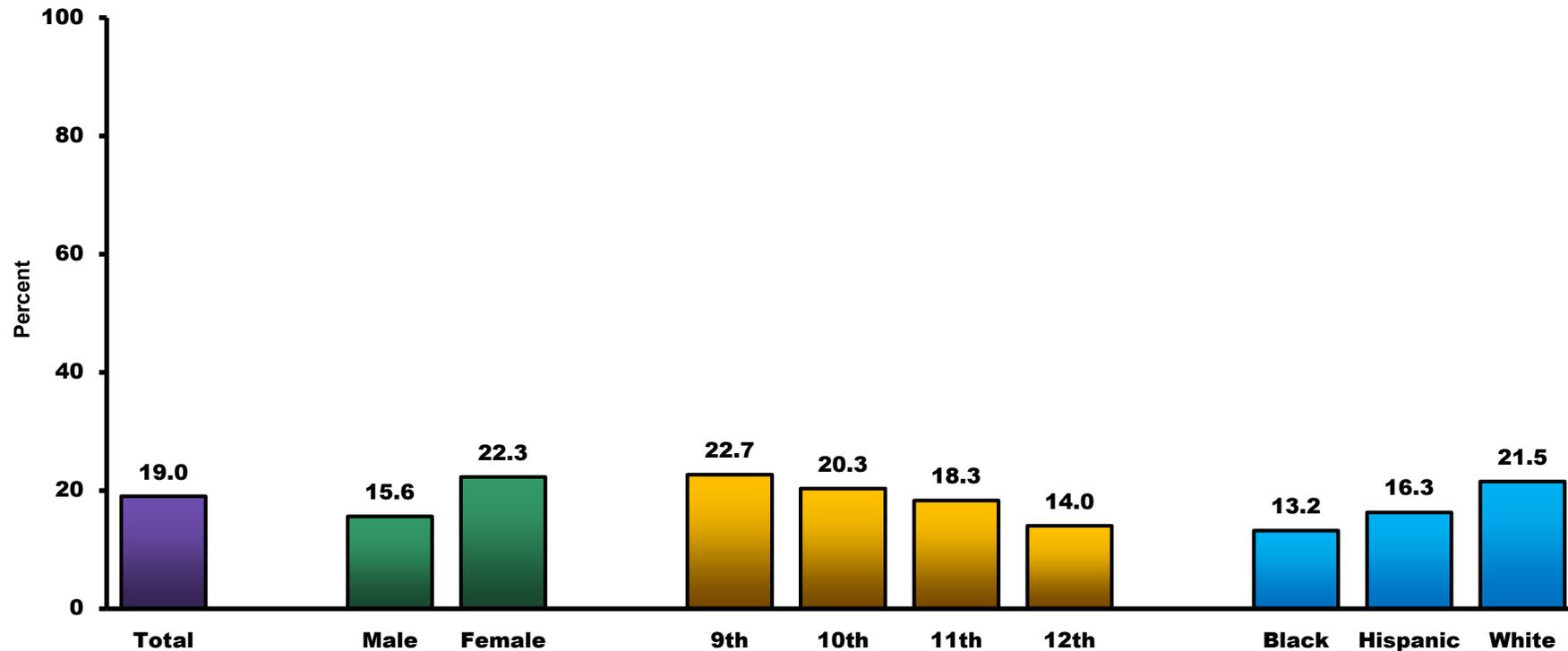
\*Ever during the 12 months before the survey

<sup>†</sup>No change 2009-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

Note: This graph contains weighted results.



## Percentage of High School Students Who Were Bullied on School Property,\* by Sex,<sup>†</sup> Grade,<sup>†</sup> and Race/Ethnicity,<sup>†</sup> 2017



\*Ever during the 12 months before the survey

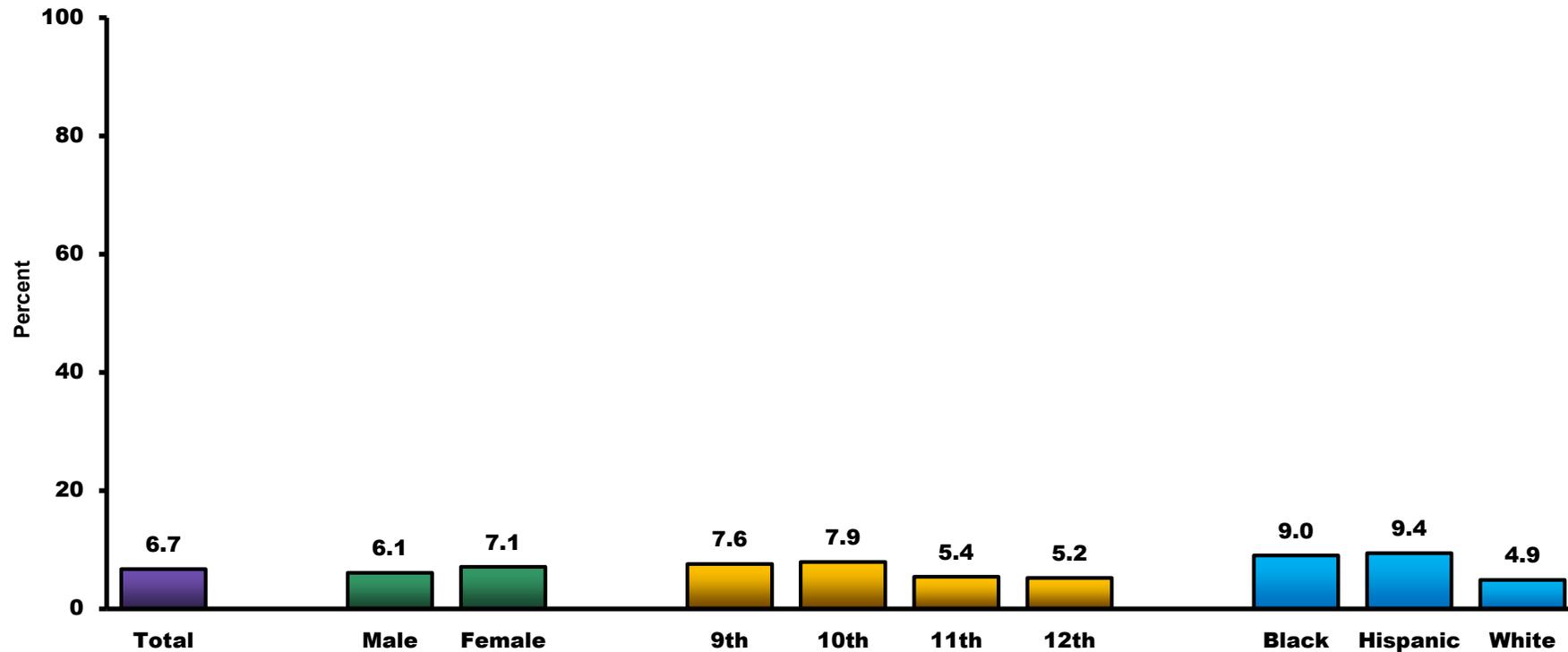
<sup>†</sup>F > M; 9th > 11th, 9th > 12th, 10th > 12th, 11th > 12th; H > B, W > B, W > H (Based on t-test analysis, p < 0.05.)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Note: This graph contains weighted results.



## Percentage of High School Students Who Did Not Go to School Because They Felt Unsafe at School or on Their Way to or from School,\* by Sex, Grade,<sup>†</sup> and Race/Ethnicity,<sup>†</sup> 2017



\*On at least 1 day during the 30 days before the survey

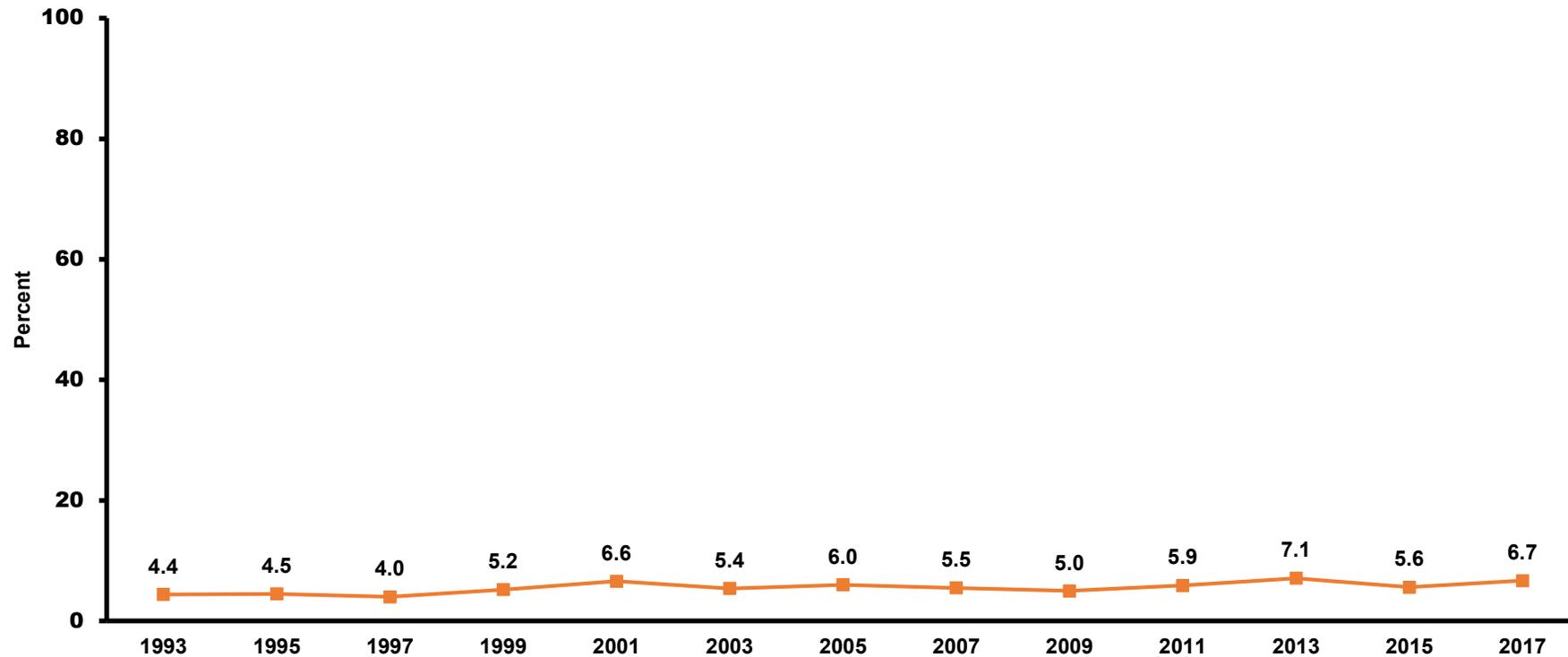
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Note: This graph contains weighted results.



# Percentage of High School Students Who Did Not Go to School Because They Felt Unsafe at School or on Their Way to or from School,\* 1993-2017<sup>†</sup>



\*On at least 1 day during the 30 days before the survey

<sup>†</sup>Increased 1993-2017 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.



# Being bullied at school

Of students ages 12–18, about:

13% reported being the subject of rumors

5% reported being pushed, shoved, tripped, or spit on

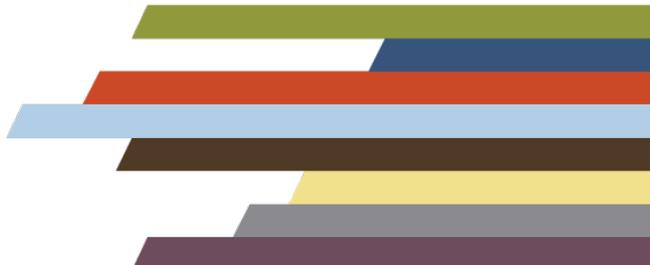
4% of students reported being threatened with harm

13% reported being made fun of, called names, or insulted

5% reported being excluded from activities on purpose.

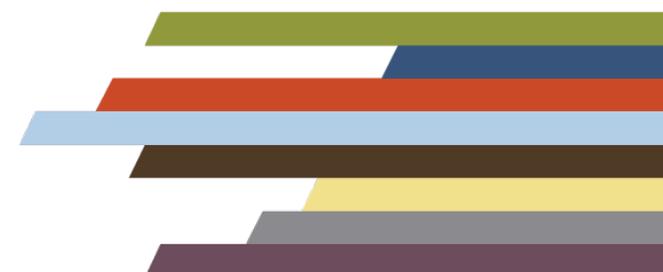
2% reported that others tried to make them do things they did not want to do

1% reported that their property was destroyed by others on purpose.

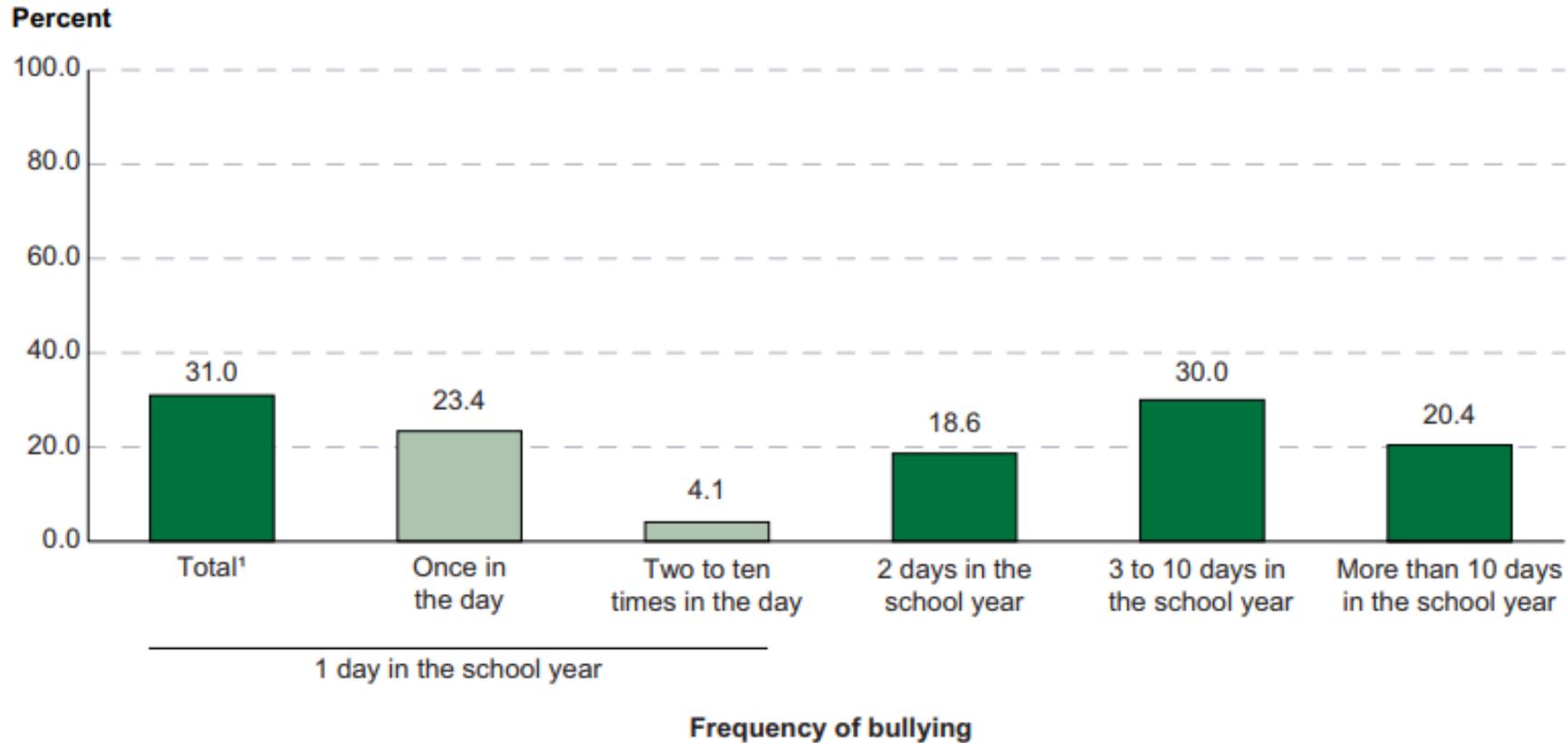


# Being bullied at school

- Among students ages 12–18 who reported being bullied at school during the school year in 2017:
  - 46% reported notifying an adult at school about the incident.
- The percentage of students who reported notifying an adult at school after being bullied was highest for those who reported being bullied on more than ten days in the school year (64%) and lowest for those who reported being bullied on one day in the school year (31%).



**Figure 10.4. Among students ages 12–18 who reported being bullied at school during the school year, percentage reporting various frequencies of bullying: 2017**



<sup>1</sup> Includes students who reported being bullied 1 day in the school year but did not report how many times in the day the bullying occurred. No students reported being bullied more than ten times in the day.

NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Students who reported being bullied during the school year were asked to report whether they were bullied on 1 day in the school year, 2 days in the school year, 3 to 10 days in the school year, or more than 10 days in the school year. Those who reported being bullied on 1 day in the school year were further asked to report how many times in the day they were bullied. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.



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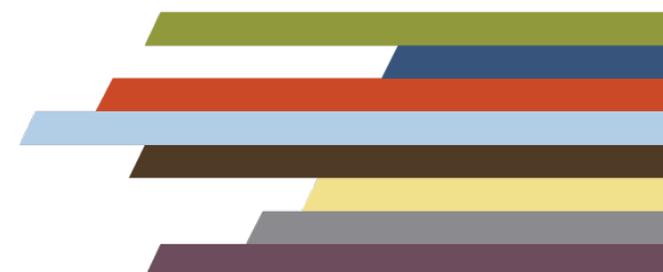
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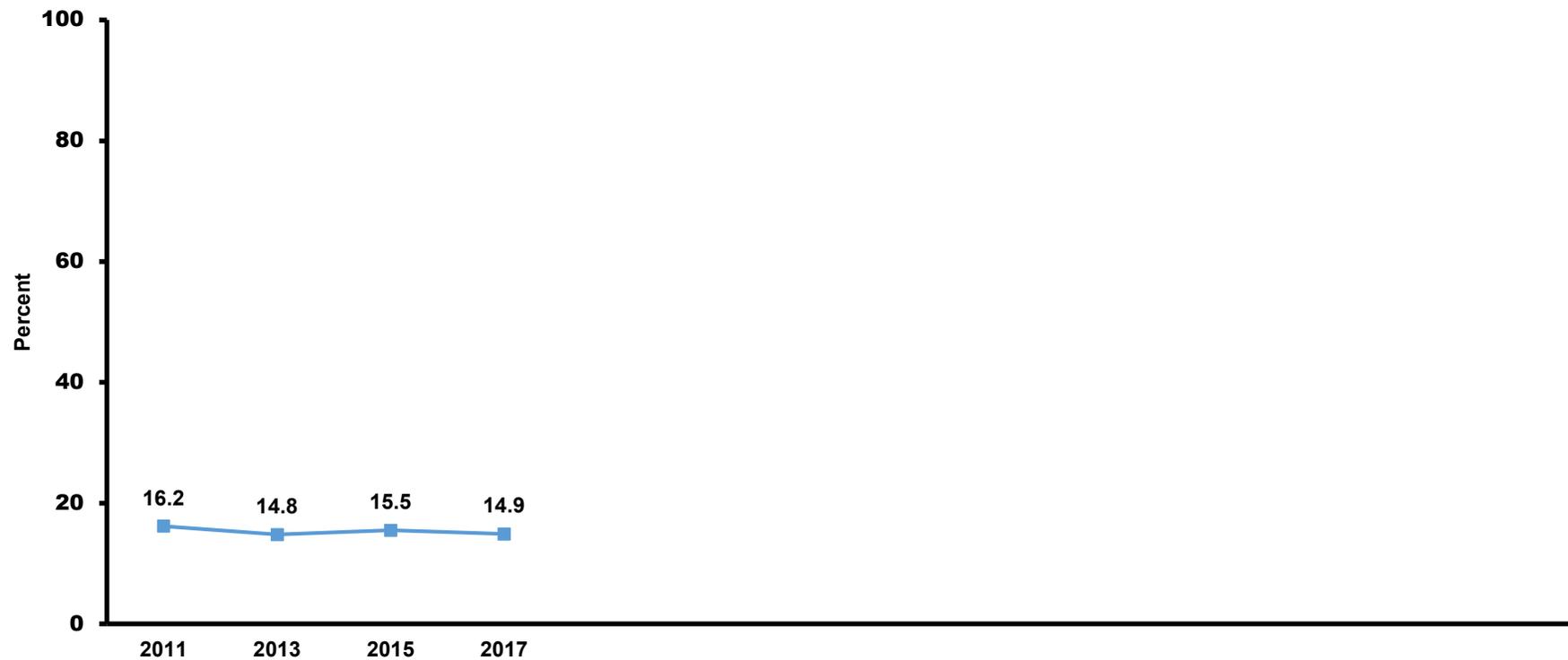
# Bullying statistics: Cyber bullying

- In 2017, about 15% of students in grades 9–12 reported being electronically bullied during the previous 12 months.
- A higher percentage of female students than of male students reported being bullied online or by text (21% vs. 7%).
- The percentage of students who reported being bullied online or by text was also higher for:
  - 9th-graders, 10th-graders, and 11thgraders (20%, 22% and 22%) than for 6th-graders (7%).





## Percentage of High School Students Who Were Electronically Bullied,\* 2011-2017<sup>†</sup>



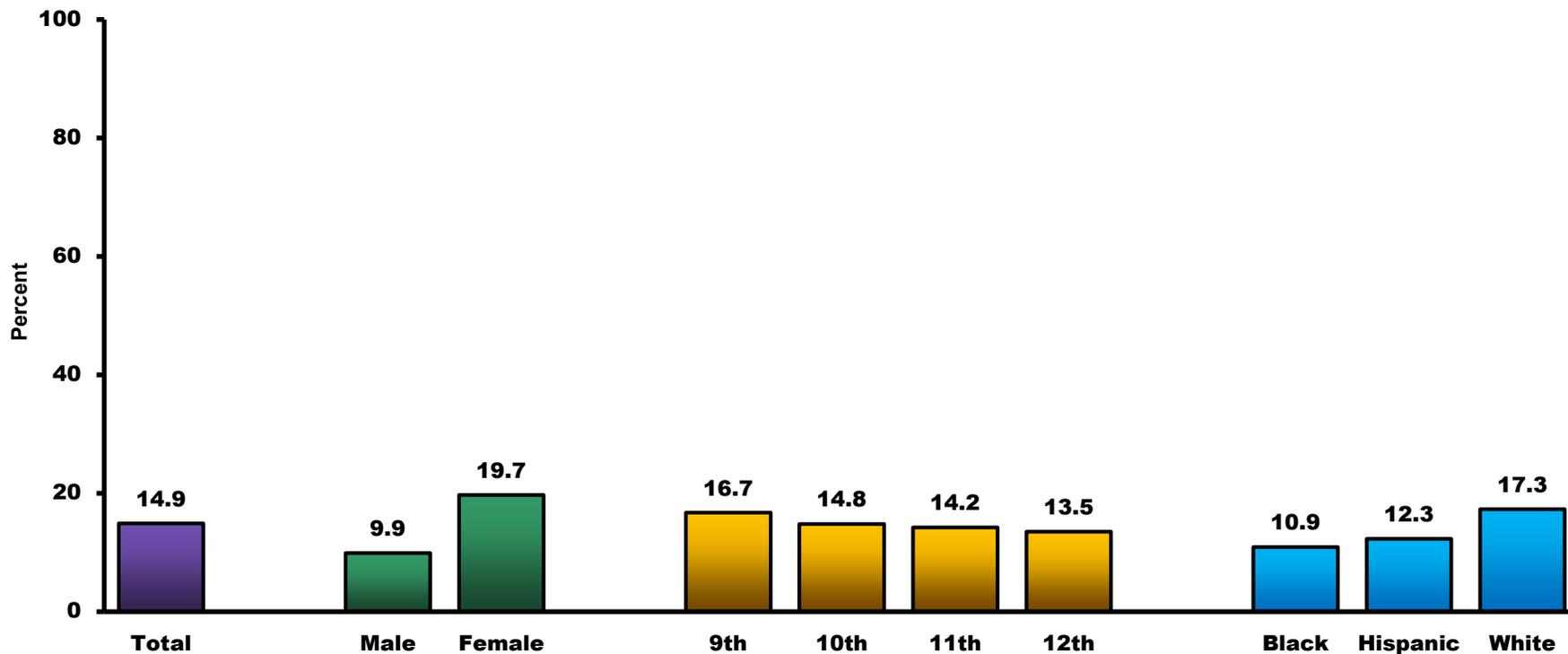
\*Counting being bullied through texting, Instagram, Facebook, or other social media, ever during the 12 months before the survey

<sup>†</sup>No change 2011-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

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## Percentage of High School Students Who Were Electronically Bullied,\* by Sex,<sup>†</sup> Grade,<sup>†</sup> and Race/Ethnicity,<sup>†</sup> 2017



\*Counting being bullied through texting, Instagram, Facebook, or other social media, ever during the 12 months before the survey

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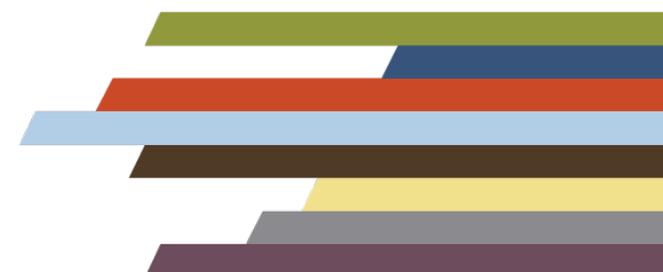
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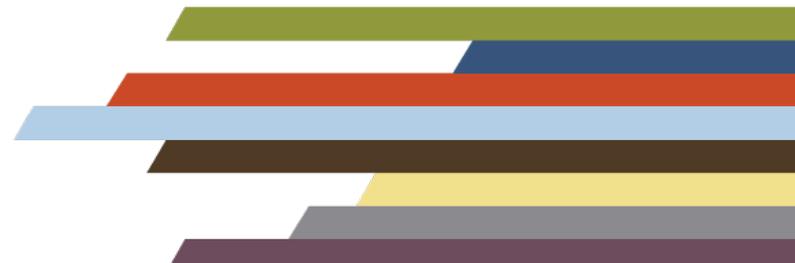
# Sexual orientation

- U.S. high school students who self-identify as lesbian, gay, or bisexual (LGB) report having been bullied on school property (33%) and cyberbullied (27.1%) in the past year, than their heterosexual peers (17.1% and 13.3%, respectively).
- Also about 10% of LGB students reported not going to school because of safety concerns than heterosexual students (6.1%).



# Acculturation stress and bullying

- Acculturative stress and family cohesion were significantly associated with bullying victimization among Hispanic youths.
- Acculturative stress was associated with higher depression.
- The associations between acculturative stress and depression, family cohesion and depression, and family cohesion and cigarette use were mediated by bullying victimization.



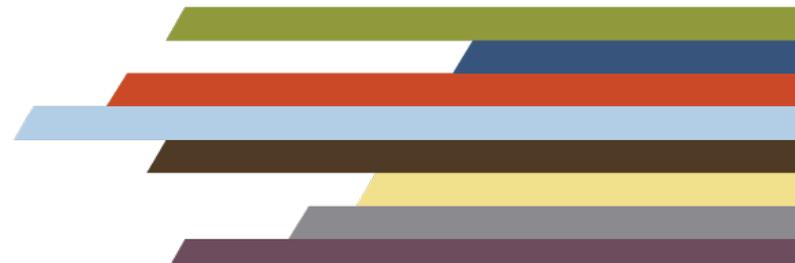
# Psychosocial effects and management



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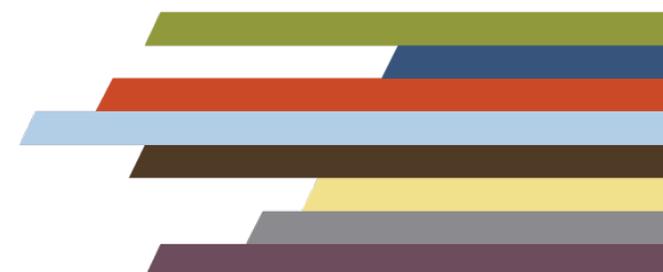
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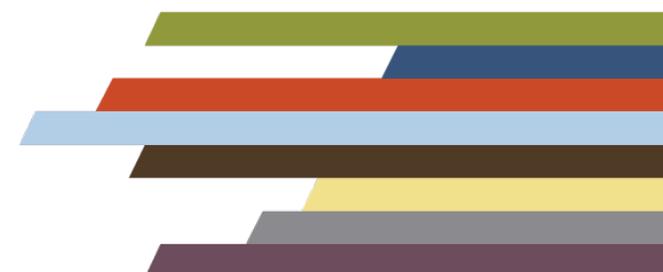
# Psychological Effects for Bullies

- Bullies may experience **poor school adjustment** and **academic performance**, **higher rates of alcohol** and **substance use**, and **increased externalizing behavior**, such as fighting and weapon-carrying.
- Long-term consequences include **antisocial development**, **intimate partner violence perpetration**, **unemployment**, **delinquency**, and **criminality** in adulthood.



# Psychological Effects for Bully-victims

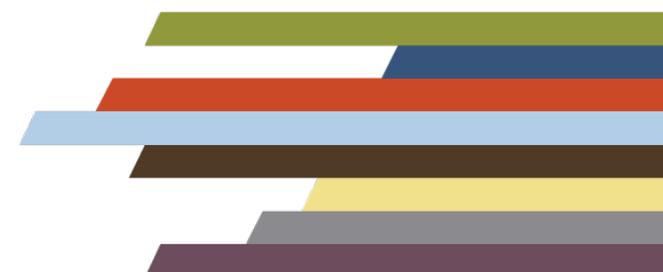
- Bully-victims may be at highest risk for serious consequences, including **perpetrating school shootings**.
- Compared with bullies and victims, bully-victims have more **conduct problems** and **school disengagement**, and are **socially ostracized by peers**.
- Bully-victims are at higher risk of **weapon-carrying, fighting, alcohol and substance use, depression, anxiety, psychosomatic complaints, and psychiatric illnesses** as adults, compared with bullies, victims, and children uninvolved in bullying.





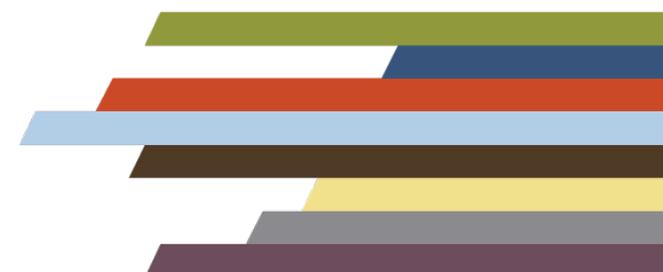
# Psychological Effects for Victims

- Bullying victims experience anxiety, depression, poor academic performance, and psychosomatic complaints, such as headaches and abdominal pain, especially in the morning, difficulty sleeping and have nightmares.
- Long-term consequences include lower self-esteem, poor academic achievement, and poor psychosocial adjustment as adults.
- Victims are more likely than non-victims to carry weapons to school for safety or retaliation, and have a greater likelihood of perpetrating school shootings.

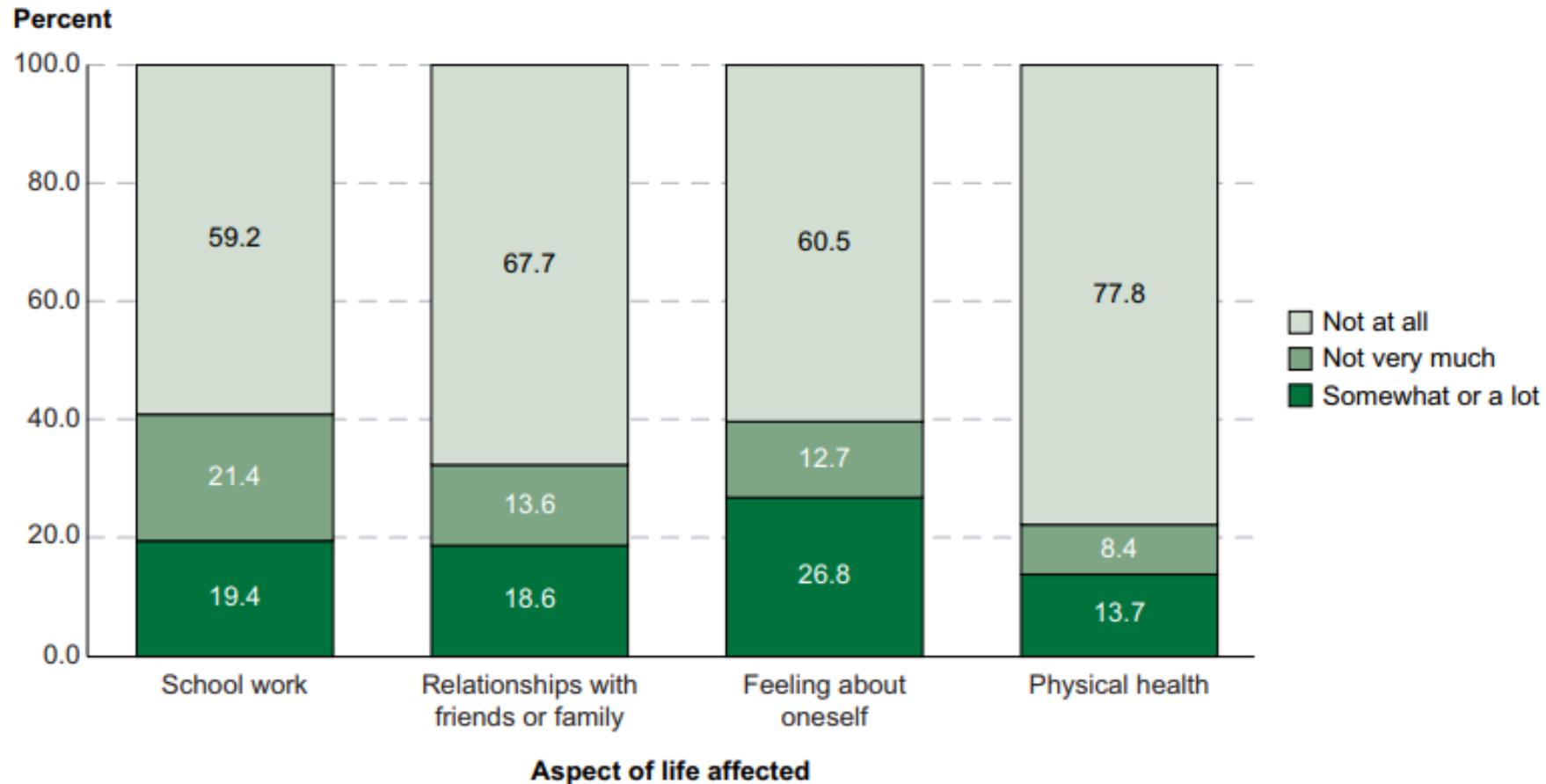


# Bullying and Suicide

- Bullying is significantly associated with suicidal ideation and suicide attempts.
- Boys who are bullied are 2.5 times more likely to have suicidal ideation than non-bullied boys.
- Bullied girls are more than 4 times as likely as non-bullied girls to have suicidal ideation.
- Lesbian/gay/bisexual (LGB) youth and children with learning disabilities are at particularly high risk of suicidal ideation and suicide attempts.



**Figure 10.5. Among students ages 12–18 who reported being bullied at school during the school year, percentage reporting that bullying had varying degrees of negative effect on various aspects of their life, by aspect of life affected: 2017**



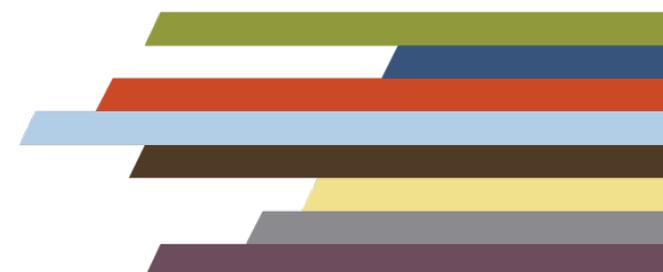
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SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.



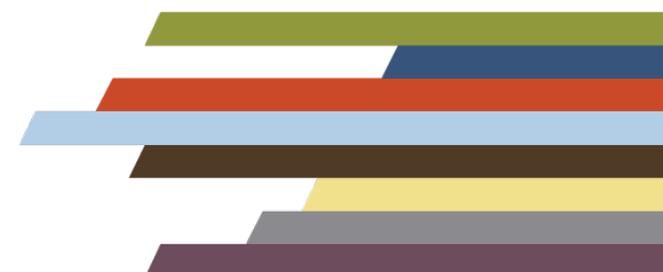
# Identifying children at high risk of bullying involvement

- ***Present with signs of victimization***
  - Physical bruises
  - Torn clothes
  - Constantly requesting or stealing money from family members to pay bullies
- ***Present with non-specific and psychosomatic complaints***
  - Headaches
  - Abdominal pain
  - Enuresis
  - Difficulty sleeping or nightmares
  - Feeling sad
- ***Refusal to go to school*** or worsening academic performance
- Children with ***chronic medical problems***
- Children with ***emotional, developmental, or behavioral problems*** (e.g. ADHD, learning disabilities)

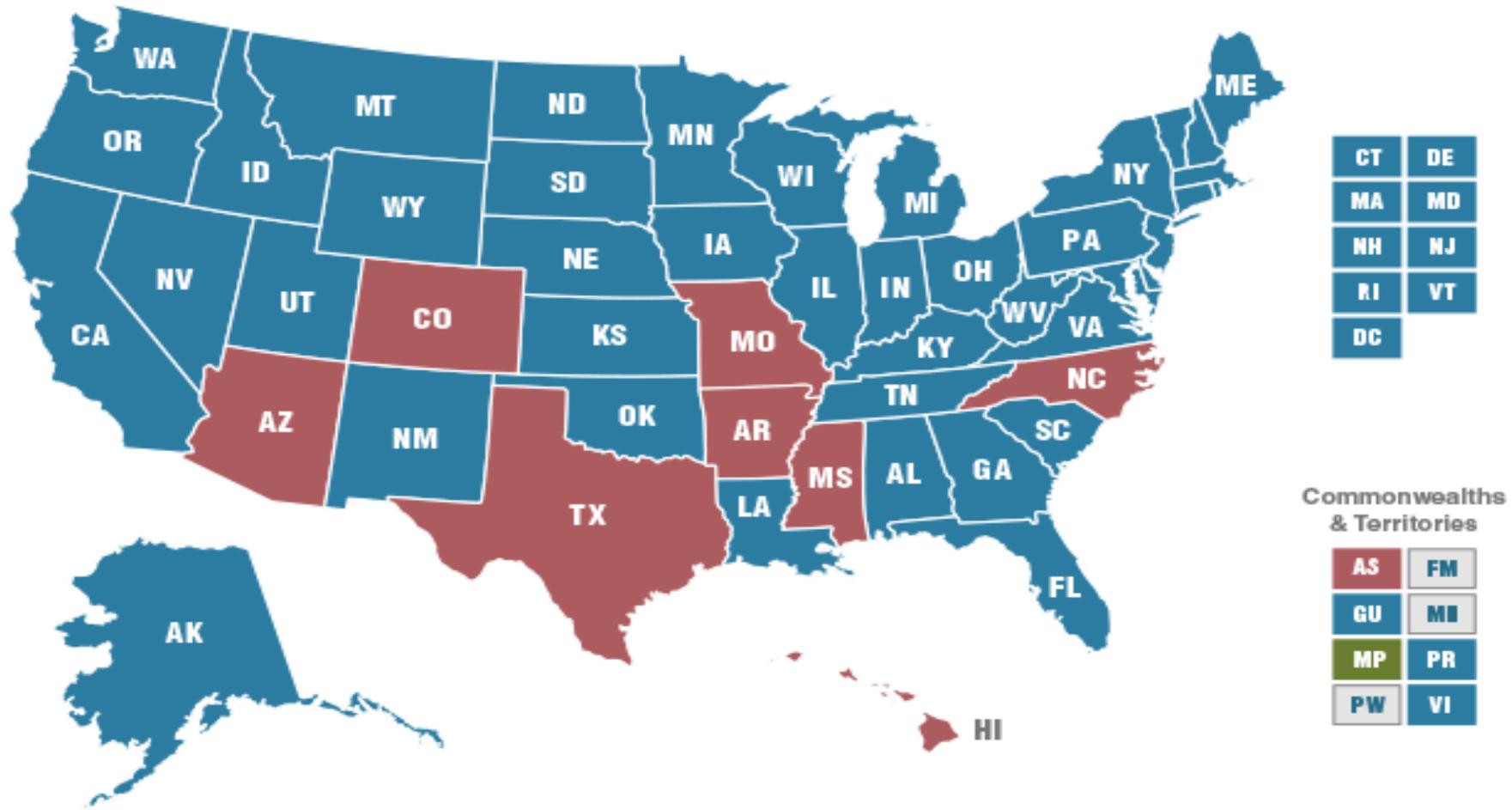


# Healthy People 2020- Bullying prevention objective

- Healthy People 2020 objective IVP-35 is to reduce bullying among adolescents to ≤17.9%.



# State Anti-Bullying Laws & Policies



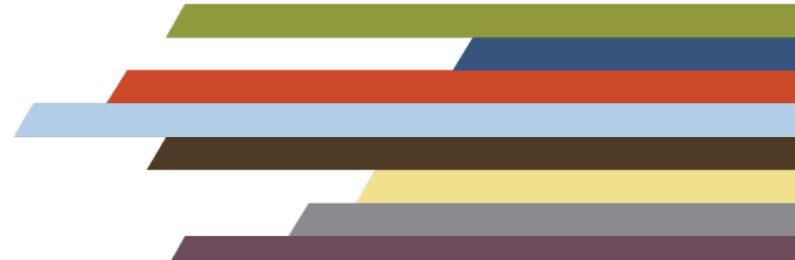
# **Bullying Evidence Based Practices (EBPs)**



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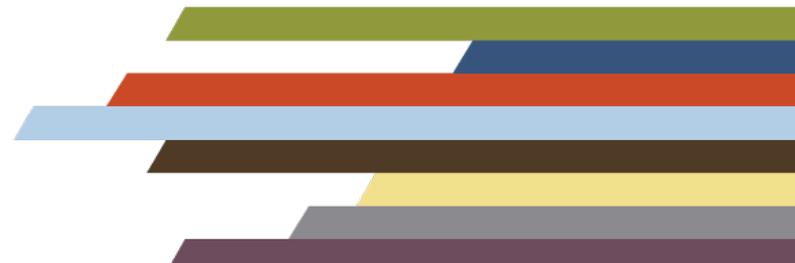
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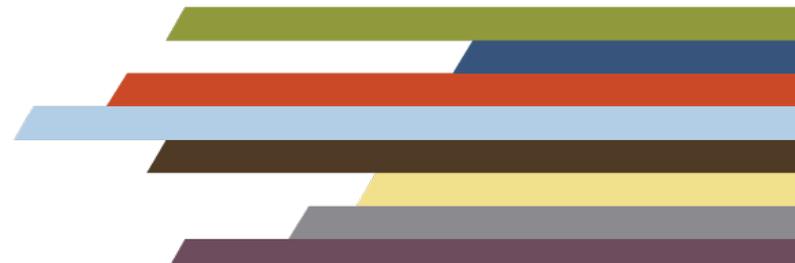
# School-based Intervention/Prevention

- The Olweus Program is a comprehensive approach that includes schoolwide, classroom, individual, and community components.
- The program is focused on long-term change that creates a safe and positive school climate.
- It is designed and evaluated for use in elementary, middle, junior high and high schools (K-12).
- The program's goals are to reduce and prevent bullying problems among school children and to improve peer relations at school.



# School-based Intervention/Prevention

- The Olweus Program was adapted for the US population.
- In the US, the program showed decreased self-reported bullying and victimization in suburban California elementary schools, reductions in relational and physical victimization in white students only in Washington, and no effects on victimization in rural South Carolina elementary and middle schools.
- This variability in effectiveness may be due to modifications to the original curriculum, decreased staff involvement, or lack of fidelity in replication of the Bergen model.



# School-based Intervention/Prevention

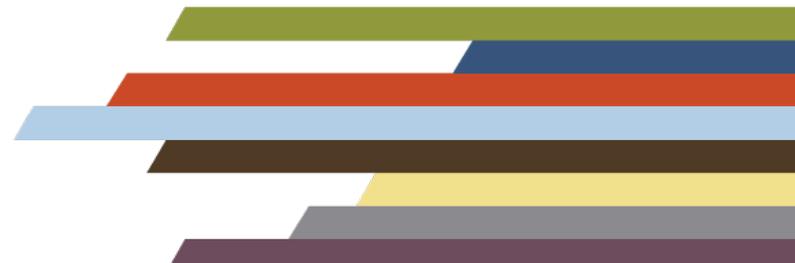
- Second Step's Bullying Prevention Unit teaches Kindergarten–Grade 5 students how to recognize, report, and refuse bullying.

**SECOND  
STEP®**



# School-based Intervention/Prevention

- Second Step develops social-emotional learning (SEL) skills as part of their efforts to deal with bullying issues.
- SEL involves “the systematic development of a core set of social and emotional skills that help children more effectively handle life challenges and thrive in both their learning and their social environments.”
- Research based curricula that teach social-emotional competence help create physically and emotionally safe school environments and even increase students’ scores on standardized achievement tests.



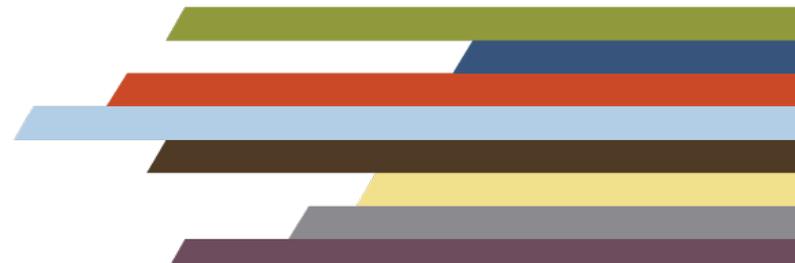


# School-based Intervention/Prevention

- The Preventing Relational Aggression in Schools Everyday Program (PRAISE) is a classroom-based intervention designed to increase knowledge and skills and decrease aggressive behaviors in urban, low-income, African-American third and fourth graders.
- PRAISE consists of 20 classroom-based sessions, lasting 40 minutes each, offered twice a week over the course of a school year.
- The PRAISE sessions use culturally specific cartoons, videos, and role-plays to target children's social-cognitive processing, empathy, and skills related to perspective-taking and responding as a bystander of aggression.

# School-based Intervention/Prevention

- **Steps to Respect®** Bullying Prevention Program is a research-based, comprehensive bullying prevention program developed for grades 3 through 6.
- The program is designed to decrease school bullying problems by:
  - increasing staff awareness and responsiveness
  - fostering socially responsible beliefs
  - teaching social–emotional skills to counter bullying and to promote healthy relationships.

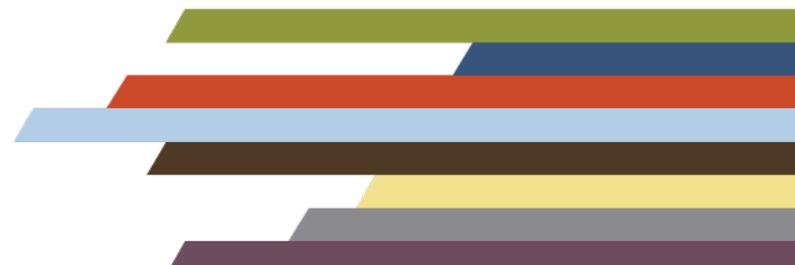


# School-based Intervention/Prevention

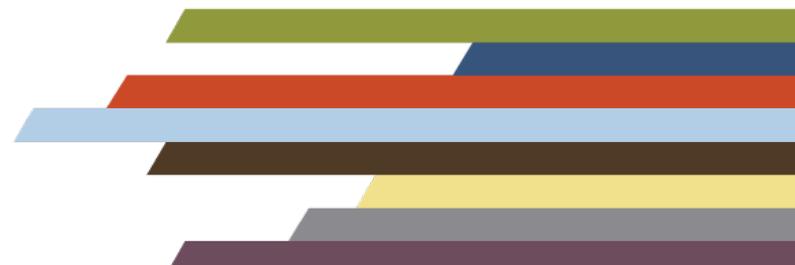
- **Steps to Respect® Program Components**

A major aim of the program is to counteract children's negative views regarding their ability to seek help for bullying problems. It include three components:

- *Schoolwide program guide.* School administrators and staff establish schoolwide bullying policies and procedures that are designed to encourage discipline that stops problems before they escalate.
- *Staff training.* This component provides training to adults in the school to recognize bullying and respond effectively to children's reports of bullying behavior.

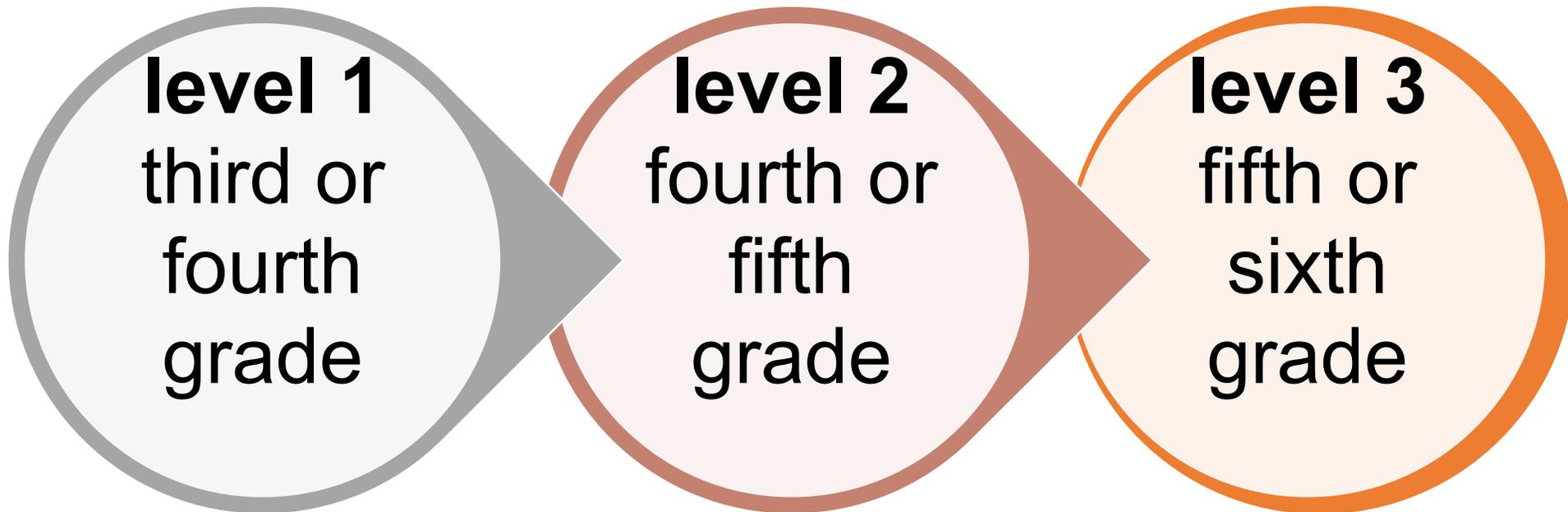


# School-based Intervention/Prevention



# School-based Intervention/Prevention

- There are three grade-based levels of curricula;



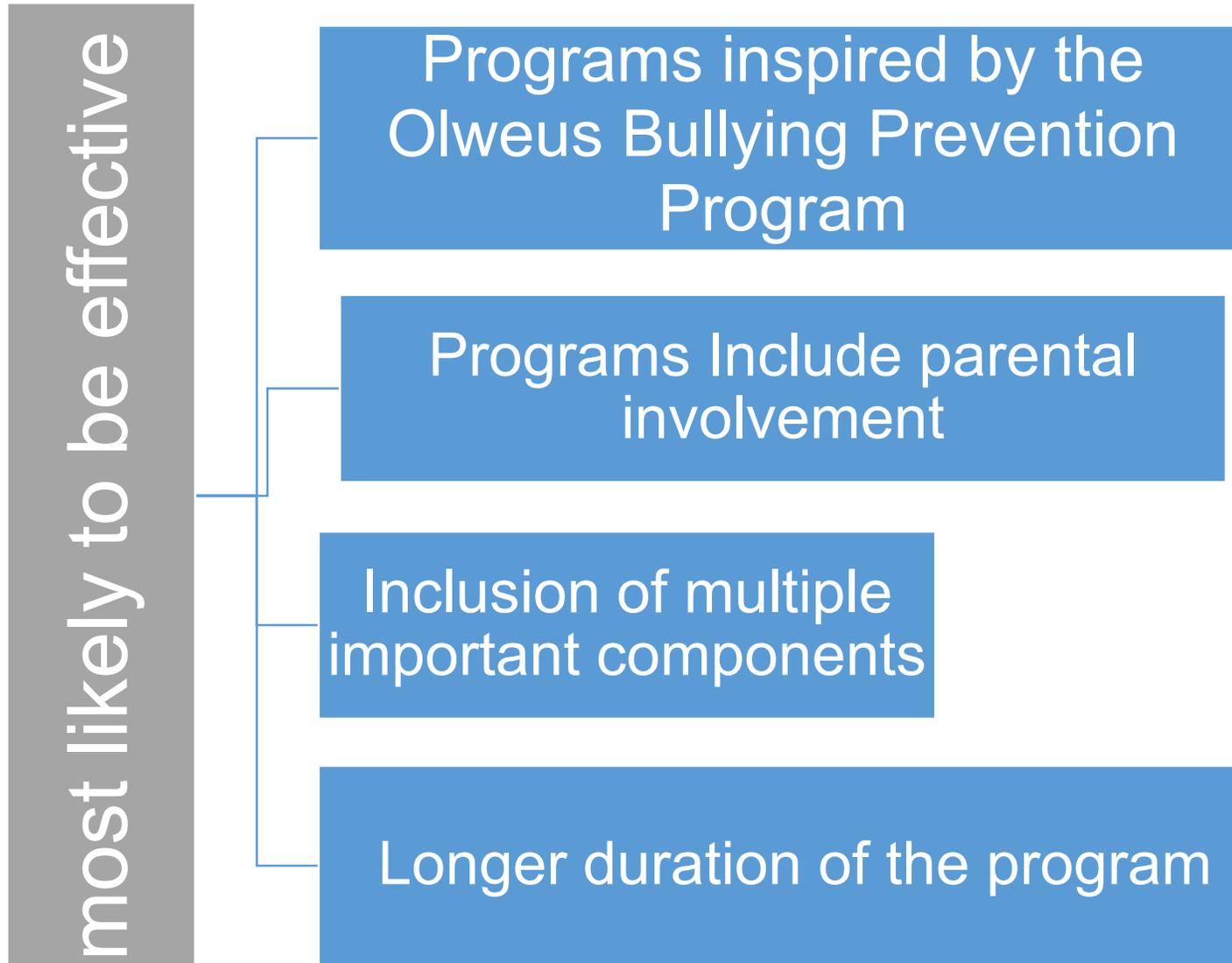
# School-based Intervention/Prevention

50 minutes long

applies cognitive–behavioral techniques

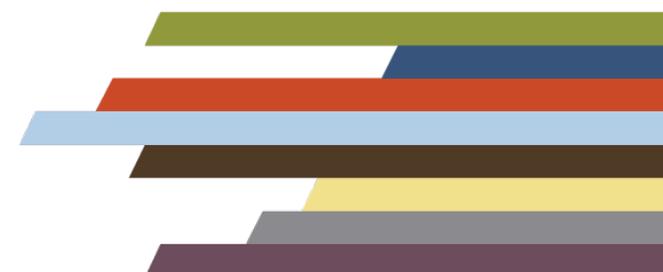
promote socially responsible norms and foster social–emotional skills

# Bullying EBPs



# Important program components for reducing bullying and victimization

- Parent trainings and meetings (Most effective for victimization and bullying)
- Firm disciplinary methods (Most effective for victimization and bullying)
- Use of videos (Most effective for victimization)
- Information for parents
- Teacher training
- Classroom management
- Classroom rules
- School conferences
- Whole-school anti-bullying policy
- Spending more time working with peers increased victimization





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**Any questions?**



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