



**National Resource Center for
Permanency and Family Connections**
at the Hunter College School of Social Work

A Service of the Children's Bureau

Bullying and Children in the Child Welfare System

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A Service of the Children's Bureau & Member of the T&TA Network

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Bullying and Children in the Child Welfare System

Bullies are present in every school and community, and all children must deal with bullying and teasing from some perspective – if not as the bully, the victim, or both, then as the bystander who witnesses these acts – and he or she must choose whether and how to respond. For children involved in the child welfare system, bullying and teasing may be not only a more prevalent, constant, and serious problem, but they may have fewer supports available to help them deal with these issues.

What is Bullying?

Definitions of what constitutes bullying vary, but generally are in substantial agreement with one which appeared in the Journal of the American Medical Association (Nansel, Overpeck, Pilla, Ruan, Simons-Morton and Scheidt, 2001) and includes these components:

- Bullying is behavior that is meant to harm or disturb;
- It occurs repeatedly; and
- It occurs between individuals who do not have equal power.

Bullying can be physical (hitting, shoving), verbal (threats, teasing, insults) or psychological (shunning, spreading rumors).

There has been some attention paid to gender and bullying, in particular, exploring forms of bullying behavior more often used by girls. Girls may use relationships and social status as weapons, and may bully each other with lies, secrets, ostracism, sabotage and body language, rather than the physical violence or threats that are commonly associated with boys. Girls who are the targets of this "relational aggression" (Simmons, 2002) suffer just as much as children who are the targets of other forms of bullying.

There are three main types of bullying (Bullying Guidelines, 2011):

- 1.) Physical (for example: hitting, kicking, taking belongings)
- 2.) Verbal (for example: name-calling, insulting, making racist or homophobic remarks)
- 3.) Indirect/emotional (for example: spreading nasty stories, excluding from groups)

Cyberbullying, which is willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices, can be as harmful to adolescents as physical bullying (cyberbullying.us). Teens often use phones or the Internet to post texts or images intended to hurt or embarrass another person. Cyberbullying is common. Studies, including those done at the Massachusetts Aggression Reduction Center, have found that between 30 and 60 percent of teens have been bullied online. Between 85 and 90 percent of those teens have not told their parents about their experience (Englander, 2008).

Who are Bullies and Victims?

Dake, Price, and Telljohann (2003) have prepared lists of common characteristics of both bullies and victims based on their review of the literature on the subject. Those lists include the information below.

Bullies are likely to:	Victims are likely to:
<ul style="list-style-type: none"> ▪ suffer symptoms of depression ▪ experience suicidal ideation ▪ suffer from psychiatric problems ▪ suffer from eating disorders ▪ engage in substance abuse ▪ engage in fighting behaviors ▪ engage in criminal misconduct ▪ engage in academic misconduct ▪ have parents who use punitive forms of discipline ▪ have less-responsive and less-supportive parents ▪ come from harsh home environments ▪ have poor parent-child communication ▪ lack adult role models ▪ have suffered child abuse ▪ have lower school bonding ▪ have lower academic achievement ▪ have lower school adjustment ▪ have authoritarian parents 	<ul style="list-style-type: none"> ▪ suffer symptoms of depression ▪ experience suicidal ideation ▪ suffer from psychiatric problems ▪ suffer from eating disorders ▪ suffer feelings of loneliness ▪ have low self-esteem ▪ suffer from anxiety ▪ be less popular than other children ▪ spend a lot of time alone ▪ have suffered child abuse ▪ have less-responsive and less-supportive parents ▪ come from harsh home environments ▪ have parents who allow few opportunities to control social circumstances ▪ have problems with school bonding ▪ have greater rates of absenteeism ▪ have problems with school adjustment ▪ experience physical health problems

It is difficult to separate out some of the characteristics which cause someone to bully or be bullied from the effects of being a bully or a victim, and many of these characteristics are attached to other problems; however, the presence of the characteristics in these lists can help to signal that bullying may be an issue in a child's life.

Why is this Important in Child Welfare?

The two lists provided in the previous section are similar to one another, and they also echo many of the characteristics common among children in foster care, including depression, suicidal ideation, eating disorders, lower educational achievement, poor academic success, difficulties in school and impaired social relationships, among a host of emotional, behavioral, developmental, and health problems (Barbell and Freundlich, 2001). The majority of these children enter care due to abuse or neglect, which often is associated with one or more of the parent-child difficulties that appear in the above lists. A report from Australia (CREATE Foundation, 2006) indicates that almost two-thirds of children in care who were interviewed about school issues reported having experienced bullying at school, and almost one in five reported that bullying occurred 'most of the time' or 'always'.

Garbarino and deLara (2002) point out that

some kids bully as a reaction to the punishing lessons that they learn at home....At school these abused and much put-upon kids demonstrate with their peers the lessons they learned the hard way: Might makes right (p. 69).

The same authors discuss how children with disabilities, particularly those with developmental delays, are often the targets of bullying. Van Cleave and Davis (2006) found

a significant association between having a special health care need and being bullied by other children, bullying other children, and being both a bully and a victim. Being bullied was associated with each of the 5 categories of special health care needs...and this association persisted when adjusting for several socio-demographic variables and health-status variables. In contrast, bullying others was associated only with an emotional, developmental, or behavioral problem requiring treatment. Having an emotional, developmental, or behavioral problem and having a functional limitation was associated with being a bully/victim.

Now, consider how many children in foster care or those adopted from the foster care system are considered to have "special needs" due to mental or physical disabilities. The National Survey of Child and Adolescent Well-Being Research Brief, which reports on a national study on children and families investigated by the child welfare system, discusses special health care needs:

Many children have some history of chronic health conditions or special needs that typically require extensive health and related social services. At any point between baseline and the 3-year follow-up, about a third of children were identified as having special health care needs (SHCN). Overall, over the course of 3 years, 50.3% of children were identified as having SHCN. Boys were significantly more likely than girls to have had SHCN, and children aged 0 to 2 years at baseline were significantly *less* likely to have SHCN than older children. The most commonly reported type of chronic health condition was asthma. The most commonly reported special need was a learning disability (Ringeisen, Casanueva, Urato, & Cross, 2008).

Given all of this information, it is quite possible that these children, whether they are living with their parents, foster or adoptive parents, or kinship caregivers in either formal or informal relationships, may either bully, experience bullying, or both. The adults who care for and work with them must be attentive to the possibility that bullying affects the lives of these children, and learn how to recognize bullying and victimization behaviors and how to respond effectively and appropriately.

Can caretakers and agencies be held accountable for what happens to children who are bullied? In January 2002, a 12-year-old Connecticut boy, who was the victim of relentless bullying in his school, committed suicide. Twenty-one months later, his

mother was tried and convicted of a felony count of putting her son at risk by creating a home environment that was unhealthy and unsafe – and by implication, contributing to the factors (poor hygiene) that other children picked on. The child complained about the bullying to his mother and to a caseworker, among others. Both the child welfare agency, which had investigated the home on a neglect allegation and closed the case 6 days before the boy died, and the school, which did nothing about the bullying going on within its walls, were cited as having failed the child in an investigation by the state's child advocate and state's attorney (Santora, 2003a, 2003b, 2003c).

LGBTQ Youth and Bullying

Recently, there has been a great deal of media attention focused on the bullying experienced by LGBTQ (lesbian, gay, bisexual, transgender, and questioning) youth. The Trevor Project provides the following statistics about bullying and LGBTQ youth on their website (<http://www.thetrevorproject.org/suicide-resources/suicidal-signs>):

- Nine out of 10 LGBT students (86.2%) experienced harassment at school; three-fifths (60.8%) felt unsafe at school because of their sexual orientation; and about one-third (32.7%) skipped a day of school in the past month because of feeling unsafe (GLSEN National School Climate Survey 2009).
- LGBT students are three times as likely as non-LGBT students to say that they do not feel safe at school (22% vs. 7%) and 90% of LGBT students (vs. 62% of non-LGBT teens) have been harassed or assaulted during the past year. (GLSEN From Teasing to Torment 2006)
- Sexual minority youth, or teens that identify themselves as gay, lesbian or bisexual, are bullied two to three times more than heterosexuals. (Nationwide Children's Hospital, Columbus, OH 2010)
- Almost all transgender students had been verbally harassed (e.g., called names or threatened in the past year at school because of their sexual orientation (89%) and gender expression (89%) (GLSEN: Harsh Realities, The Experiences of Transgender Youth In Our Nation's Schools 2009).

The National Resource Center for Youth Development website (<http://www.nrcyd.ou.edu/lgbtq-youth>) provides information and resources about LGBTQ youth in care, addressing the areas of safety, permanency, and well-being. The NRCYD website states:

While it is difficult to determine the precise number of Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) youth in the foster care system, it is estimated that they comprise at least 5 to 10 percent of the total foster care population. LGBTQ youth come into the system for a variety of reasons, some having to do with their sexual orientation or gender expression, some not. Regardless of how many of these youth are in care or why they came into care, the child welfare system has a mandate, as it does with any child in foster care, to ensure their opportunities for safety, permanency, and well being as required by the Adoption and Safe Families Act (ASFA) of 1997.

What Resource Parents and Child Welfare Staff Can Do

Step One: Get Educated

The first step for all individuals who care for and work with children is to become educated on the topic of bullying. We suggest the following resources to get started:

Books

- *Sticks and Stones: Teens Write about Bullying.*
Show teens that you value their experiences by sharing and discussing the true stories in this book from Youth Communication, told from the perspectives of the perpetrator, the victim, and the bystander. These stories show why bullying occurs, the harm it causes, and how it can be prevented. (2011)
http://www.youthcomm.org/miva/merchant.mvc?Screen=PROD&Store_Code=YCE&Product_Code=YD23&Category_Code=YD
- Garbarino, J. & deLara, E. (2002). *And Words can Hurt Forever.* New York: Free Press.
- Simmons, R. (2002). *Odd Girl Out.* San Diego, CA: Harvest.

Documents and Resources

- *What is Bullying Behavior?*
This resource defines bullying, explicates why bullying occurs, and describes the impact bullying has on victims. The more informed teachers, parents, and the general public are on bullying, the better able we are to prevent it.
<http://www.nobully.org.nz/added.pdf>
- *CyberBullying: A Guide for Parents*
This document is designed to help parents learn more about what CyberBullying entails and how devastating it can be to those who experience it. With the help of this resource, parents can talk to their children about online habits and preventative measures. (2008)
http://www.hunter.cuny.edu/socwork/nrcfcpp/info_services/download/Massachusetts%20Aggression%20Reduction%20Center_CyberBullying.pdf
- *Refugee Children in U.S. Schools: A Toolkit for Teachers and School Personnel*
“Immigrant bullying” is bullying that targets another’s immigrant status or family history of immigration in the form of taunts and slurs, derogatory references to the immigration process, physical aggression, social manipulation, or exclusion because of immigration status. This toolkit from BRYCS (Bridging Refugee Youth & Children’s Services) defines immigrant bullying, identifies the effects of bullying, and offers possible prevention tips.
<http://www.brycs.org/documents/upload/bullying.pdf>

- *What if Your Child IS the Bully?*
This information packet helps parents recognize bullying patterns in their children to determine if their child is bullying his or her peers. It recognizes that children who bully suffer, in addition to harming those they target. (2005)
http://www.hunter.cuny.edu/socwork/nrcfcpp/info_services/download/What%20if%20Your%20Child%20IS%20the%20Bully.pdf
- *Bullying in Schools*
This resource, from the ERIC Clearinghouse on Counseling and Student Services, outlines the characteristics of bullies and their victims, the consequences of these actions, and possible intervention programs. (1997)
<http://www.ericdigests.org/1997-4/bullying.htm>
- *Bullies and victims: Information for parents.*
Sassu, K.A., Elinoff, M.J., Bray, M.A., & Kehle, T.J. National Association of School Psychologists. This resource helps parents identify warning signs in their children of victimization and/or bullying behavior. (2004)
<http://www.nasponline.org/resources/handouts/revisedPDFs/bulliesvictims.pdf>

Websites

- *Stop Bullying Now!*
This campaign -- "Take A Stand. Lend A Hand. Stop Bullying Now!" -- is designed to stop bullying, including verbal or physical harassment that occurs repeatedly over time, that is intended to cause harm, and that involves an imbalance of power between the child who bullies and the child who is bullied. The website is sponsored by the U.S. Department of Health and Human Services, the Health Resources and Services Administration, and the Maternal and Child Health Bureau.
<http://stopbullyingnow.hrsa.gov/>
- *The Trevor Project*
The Trevor Project is determined to end suicide among LGBTQ youth by providing life-saving and life-affirming resources, including their nationwide 24/7 crisis intervention lifeline.
<http://www.thetrevorproject.org/>
- *The Anti-Violence Project*
The New York City Anti-Violence Project is dedicated to eliminating hate violence, sexual assault, stalking, and domestic violence in lesbian, gay, bisexual, transgender, queer, and HIV-affected communities through counseling, advocacy, organizing, and public education.
www.avp.org
- *Bullying Prevention and Response*
This website describes bullying, features research, videos, and articles on the topic, and offers information on programs and strategies that address bullying.
www.bullyinginfo.org

- *Cyberbullying Research Center*
The CyberBullying Research Center is dedicated to providing up-to-date information about the nature, extent, causes, and consequences of cyberbullying among adolescents.
www.cyberbullying.us

- *Anti-Defamation League: Bullying Resource Center*
ADL is a leader in developing anti-bullying and anti-cyberbullying trainings, curricula and resources for teens, school educators, youth providers, and adult family members.
www.adl.org/combatbullying/

- *Bullying.org*
Bullying.org is dedicated to increasing the awareness of bullying, as well as preventing, resolving, and eliminating bullying in society.
<http://www.bullying.org>

- *Hamilton Fish Institute*
The Hamilton Fish Institute on School and Community Violence provides information, research, and support to make schools safer for high achievement.
<http://hamfish.org/>

- *The Safety Zone*
This site is a clearinghouse for information and material related to school safety. It is a project of the Comprehensive Center, Region X of the Northwest Regional Educational Laboratory. The site provides educators with top-quality professional development, technical assistance, evaluation, and research services
http://www.safetyzone.org/bullying_harassment_conflict_resolution.html

- *Free Printable Behavior Charts*
Designed and developed by a parent and family therapist, Free Printable Behavior Charts provides a unique blend of expertise and practical parenting. It is committed to providing parents with information, education, and resources
www.freeprintablebehaviorcharts.com

Videos

- *Let's Get Real!*
A documentary that examines a variety of issues that lead to taunting and bullying, including racial differences, perceived sexual orientation, learning disabilities, religious differences, sexual harassment and others. The film not only gives a voice to targeted kids, but also to kids who do the bullying to find out why they lash out at their peers and how it makes them feel. From Women's Educational Media.
<http://groundspark.org/our-films-and-campaigns/lets-get-real>

- *It Gets Better*

The “It Gets Better” Project helps young teens imagine a future for themselves as openly gay adults.

www.itgetsbetter.org

These are It Gets Better messages from President Barack Obama and United States Secretary of Health and Human Services, Kathleen Sebelius, to LGBT youth suffering from bullying and intolerance:

- President Obama (2010)

http://www.youtube.com/watch?feature=player_embedded&v=geyAFbSDPVk#!

- Kathleen Sebelius (2010)

http://www.youtube.com/watch?v=yXc-tc97XXA&feature=player_embedded

For additional resources on bullying, visit the NRCPPFC Bullying webpage at:

<http://www.hunter.cuny.edu/socwork/nrcfcp/inf/services/bullying.html>

Step Two: Provide Help

Once you know more about bullying, use some of these resources to learn how to help children who may be involved as bullies or victims:

- *Suicide Prevention Resource Center (SPRC)*

SPRC provides prevention support, training, and resources to assist organizations and individuals to develop suicide prevention programs, interventions, and policies, and to advance the National Strategy for Suicide Prevention, which was published by the U.S. Department of Health and Human Services, under the leadership of the Surgeon General, in 2001.

<http://www.sprc.org/index.asp>

- *National Runaway Switchboard*

The mission of the National Runaway Switchboard is to help keep America’s runaway and at-risk youth safe and off the streets. Services are provided in part through funding from Family and Youth Services Bureau in the Administration for Children and Families, U.S. Department of Health and Human Services. Information is available for Youth & Teens, Parents & Adults, and Educators.

1-800-RUNAWAY or <http://www.nrscrisisline.org/>

- *Sticks and Stones Can Break Your Bones: The Bio-Psycho-Social Consequences of LGBT Bullying*

This PowerPoint Presentation by Dr. Gerald P. Mallon, DSW, Director of the National Resource Center for Permanency and Family Connections, provides information on bullying, focusing on bullying and LGBTQ youth and discussing the impact of bullying and harassment on the education and mental health of LGBTQ youth. It provides information on what we can do to help, as well as additional resources. (2011)

http://www.hunter.cuny.edu/socwork/nrcfcp/inf/services/download/LGBT%20Bullying_NRCPPFC%20PowerPoint%203.14.11.ppt

- *Bullying, Facts for Families No. 80.*
The information in this resource outlines risks and behaviors that are associated with bullying and stresses the importance of this growing problem in schools and communities. American Academy of Child & Adolescent Psychiatry. (2001).
<http://www.aacap.org/page.wv?name=Bullying§ion=Facts+for+Families>

- *What to Do if your Child is Teased or Bullied.*
This resource helps guide parents of bullied children through the steps of gaining self confidence and positive thinking. Borba, M. (1999).
<http://www.fosterparents.com/articles/borba2.html>

- *Family Lives*
Family Lives is a UK-based national charity providing help and support in all aspects of family life. A Bullying Forum and free resources are available on the website.
<http://familylives.org.uk/>

In 2011, Parentline Plus, part of the Family Lives Group, released the report, “Dealing with the Bullies: Can Parents Prevent Bullying Behaviour?”
http://familylives.org.uk/sites/default/files/images/home_tab_images/PplusBullyingReport.pdf

- *“Hotspots” for Bullying: Exploring the Role of Environment in School Violence*
This study found location to be of importance in that hotspots can be identified at each school and differ with regard to gender and grade. Schools can prevent bullying more effectively if they can identify their particular hotspots.
<http://web.ebscohost.com.proxy.wexler.hunter.cuny.edu/ehost/pdfviewer/pdfviewer?hid=11&sid=23a99bbf-8ed1-4d7c-b0b8-7ada2e973020%40sessionmgr10&vid=5>

The Massachusetts Aggression Reduction Center (MARC) provides information to help parents prevent and overcome CyberBullying (Englander, 2008). Tips include:

1. Discuss social networking sites.
2. Review the facts about these sites with your child.
3. Review cell phone rules with your child.
4. Discuss values and general principles with your child regarding all electronic communications.

Resources on the Massachusetts Aggression Reduction Center website include:

- *When Your Child Is Being Bullied...*
<http://webhost.bridgew.edu/marc/marc%20bullying.pdf>
- *Texting Tips for Parents & Kids*
<http://webhost.bridgew.edu/marc/Tips%20About%20Texting.pdf>
- *Bullying and GLBT Youth...How You Can Help Your Child*
<http://webhost.bridgew.edu/marc/GLBT%20students%20and%20bullying.pdf>
- *Social Networking: A Guide for Parents*
<http://webhost.bridgew.edu/marc/marc%20socialnetworking.pdf>

Many of the resources for parents on the MARC website are available in English, Spanish, Portuguese, and Haitian Creole.

Step Three: Take Substitute Care Factors into Account

Adults who care for or work with children and youth in out-of-home care need to take additional factors into consideration. Much of the advice given to young people who are being bullied involves making decisions based on their knowledge of the situation, such as

- choosing a safe route to get to and from school;
- avoiding being alone by staying with friends;
- knowing which children to avoid in the lunch room or on the bus or playground; and
- knowing which adults to talk to about problems with bullies.

Children and youth who have had to change communities and schools when placed in care, when moved from one placement to another, or when reunified with family who have moved are at a disadvantage in employing strategies like these that depend on familiarity with the community, the school social structure, and peers and adults in their environment.

Adults should be sensitive to this as a special issue, and find ways to get around it. Here are some suggestions:

- Agency staff can connect children and youth in care with others in their community or school through support groups. Joining a group of peers both gives the child a place to "belong" and allows him or her to benefit from the knowledge of others who have been in the community longer and "know the ropes."
- Agencies and resource parents alike should advocate with schools to provide effective anti-bullying programs.
- Share your concerns with others who work with or care for the child. If you are a foster parent concerned that the child in your care is a bully at school, talk with the caseworker or supervisor about how the child's treatment plan might incorporate counseling or other interventions. If you think or know a child is being bullied, ask for help in school advocacy, providing assertiveness training, or dealing with the kinds of issues that often make children the target for bullying, such as poor hygiene, unstylish clothing, difficulty in "reading" social cues, or special education needs.

- Be attentive to cues such as an unwillingness to interact with certain other children in the neighborhood or even in your family, reluctance to go to school or out to play in the community, or dropping out of activities that previously were enjoyed. A child who is avoiding situations in which bullying is occurring needs to replace them with others, and the child in out-of-home care may need assistance in finding appropriate substitutes.

Step Four: Engage Parents and Resource Parents

To combat bullying, harassment, and violence, experts encourage parents to become active advocates against bullying in their communities and schools. Strategies recommended by the Office of Juvenile Justice and Delinquency Prevention (1998) include:

- Rules against bullying that are publicized, posted school-wide, and accompanied by consistent sanctions.
- Student and adult mentors who assist victims and bullies with building self-esteem and fostering mutual understanding of, and appreciation for, differences in others.
- A buddy system that pairs students with a particular friend or older buddy with whom they share class schedule information and plans for the school day and on whom they can depend for help.
- An on-campus parents' center that recruits, coordinates, and encourages parents to take part in the educational process, volunteer, and assist in school activities and projects.
- Classes for adults in parenting skills and for students in anger management, assertiveness, and behavior modification.
- Behavior contracts signed by students and parents and written behavior codes for students, teachers, and staff members that are circulated to all parents and students.
- Emphasis on discipline that stresses right behavior instead of reprimands that focus on punishing wrong behavior.
- Friendship groups that support children who are regularly bullied by peers.
- Peer mediation programs and teen courts that train students to mediate problems.
- Conflict and dispute resolution curriculums available in all grades.
- Close monitoring of cafeterias, playgrounds, and "hot spots" where bullying is likely to occur away from direct adult supervision.
- Cooperative classroom activities and learning tasks, with care taken to vary the grouping of participants and to monitor groups for balanced reception and treatment of participants.
- Classroom and school-wide activities designed to build self-esteem by spotlighting special talents, hobbies, interests, and abilities of all students.
- Publicity about organizations and groups that build children's social skills and self-discipline, such as the Boys & Girls Clubs, Scouting, and junior cadet programs, and various disciplines such as yoga, tai chi chuan, jujitsu, karate, kung fu, and tae kwon do.

Agencies and resource parents can work together to prevent cyberbullying. For instance, the State of Delaware has a contract for computer and cell phone use for children and teens in

care, permitting them to use these devices by agreeing to a series of statements, including one which states that the child/youth will not use bullying or discriminatory language. Both the child/youth and resource parent sign the contract.

The Cyberbullying Research Center (<http://www.cyberbullying.us/>) offers the following suggestions for engaging parents in addressing cyberbullying:

- Provide summary Fact Sheets to parents to learn more about adolescent trends in social networking.
- Publicize organized events, such as “Pause Before You Post: Cyberbullying, Social Networking, and Other Online Challenges,” which are regularly presented to individual school districts, parent groups, or private organizations.
- Offer formal presentations for schools on “Cyberbullying for Educators” and for the community such as “Parent and Community Presentation”.

Bullying Prevention and Intervention Curricula

Much of the work done on bullying comes from Europe and Australia; in the U.S. efforts have been mainly in tailoring curricula developed in those areas for use in elementary and middle schools. There are several programs that are cited as having proven to be effective:

- *The Olweus Bullying Prevention Program*, recognized as a Model Program by both the Substance Abuse and Mental Health Administration and the Office of Juvenile Justice and Delinquency Prevention.
<http://www.clemson.edu/olweus/>
- *Linking the Interests of Families and Teachers (LIFT)* is an anti-aggression program that addresses antisocial behaviors by engaging both schools and families. For a description and contact information, see Blueprints for Violence Protection from the Center for the Study and Prevention of Violence at:
<http://www.whatcomcounts.org/whatcom/modules.php?op=modload&name=PromisePractice&file=promisePractice&pid=927>
Information about research into its effectiveness, is included in *Preventing Mental Disorders in School-Age Children* at:
<http://prevention.psu.edu/pubs/documents/MentalDisordersfullreport.pdf>
- *The Incredible Years* combines parent training, teacher training, and child social skills training to address problem behaviors in young children. It has been singled out as an "exemplary" best practice program by the Office of Juvenile Justice and Delinquency Prevention program and a model program by the Center for Substance Abuse Prevention (CSAP).
<http://www.incredibleyears.com/>

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