

Bullying Prevention Resource Guide

FOR SCHOOLS, FAMILIES AND COMMUNITY PARTNERS

Social Marketing

Creating a climate that does not tolerate bullying requires challenging and changing the attitudes, perceptions and behaviors of parents, teachers, coaches and other adults that contribute to and reinforce bullying. Far too often, adults are inclined to “blame the victim,” or explain away bullying as a normal part of growing up – and even model disrespectful or bullying behavior themselves, at home, in the classroom or on the playing field.

Social change is the synergy of efforts of multiple change agents. Many practitioners believe that permanent, large-scale behavior change is best achieved through changing community norms – a process that requires time and patience.

Social marketing is the use of marketing principles to influence human behavior in order to improve health or benefit society. A social marketing approach can help schools, districts, nonprofit organizations and other partners:

- Increase the community’s knowledge and awareness of bullying and of promising prevention strategies
- Influence perceptions, beliefs and attitudes that may change social norms
- Strengthen relationships with groups that have a stake in bullying prevention
- Form a united front for projecting and reinforcing consistent messages to the community and the media
- Energize the staff and those who make decisions regarding initiatives with a shared interest in bullying prevention
- Create interest in and support for strategic changes in policy, practice and resource allocation.

Following is a template that can be used for one aspect of the social marketing process – reporting data and anecdotal information to various audiences. The template was developed for use by schools, districts and community-based organizations participating in The Colorado Trust’s Bullying Prevention Initiative (BPI).

USING EVALUATION RESULTS TO MARKET YOUR MESSAGE

What? So What? Now What?

Putting positive results into a context that will be meaningful to various audiences can make the difference between overwhelming your audience with various pieces of seemingly disconnected data and creating a compelling argument for supporting your program. To effectively share your data it is helpful to develop a compelling “story” as to why the information is important to the target audience. By integrating evaluation results with your personal stories, you will have a compelling message to engage stakeholders in your cause.

Who is your target audience? _____

WHAT?

What is the issue?

- Frequency of Bullying*
 - 60% of elementary school youth and 80% of middle/high school youth report verbally bullying another youth in the previous year
 - 35% of elementary school youth, 45% of middle school youth, and 30% of high school youth report physically bullying someone in the previous year
 - 8% of elementary school youth, 13% of middle school youth, and 8% of high school youth report bullying someone on the internet in the previous year

- Negative Consequences of Bullying**
 - 56% of bullies went on to have high levels of sexual harassment and 41% had moderate levels of sexual harassment
 - So, the majority of bullies continue being violent
 - 100% were physically aggressive in their first romantic relationship
 - 100% of chronic bullies went on to delinquent acts in high school and have permanent criminal records by age 24
 - Bullies remain a societal problem as they age
- Site-specific data obtained from your school/community climate surveys
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- A compelling anecdote or personal account

SO WHAT?

Why should they care?

- Impact on Academics*
 - For schools that scored lowest (in the bottom 25%) on indices of bullying perpetration, 74% of students scored at proficient or advanced in math
 - For schools that scored highest (in the top 25%) on positive school climate, 78% of students scored at proficient or advanced in math
 - HOWEVER, for schools that scored highest (in the top 25%) on indices of bullying perpetration, 41% of students scored at proficient or advanced in math
 - AND, for schools that scored lowest (in the bottom 25%) on positive school climate, only 34% of students scored at proficient or advanced in math
- Limited Interventions**
 - Playground supervisors intervened in only 4% of bullying incidents
 - Classroom teachers intervened in only 14% of bullying incidents
 - Only 46% of children who are victimized report having talked to their teacher about the problem.
 - Children who do talk to an adult are less likely to be bullied in the following school year.
- Other site-specific data on the prevalence of bullying
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- An example of the effect that bullying and bullying prevention has had at your school or organization:

What has been done to address this?*

- 49% of sites participating in the Bullying Prevention Initiative reported decreases in self-reported bullying perpetration, victimization, or negative bystander behavior between Year 1 and Year 2 of the initiative
 - 63% of participating sites reported increases in positive school climate or positive school culture. These improvements were associated with significantly reduced rates of bullying and reduced negative bystander behavior
 - A success story that engages others to act for your cause:
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NOW WHAT?

What do you want from your audience?

- Give them three action steps you would invite them to take
- Tell them how to become involved – who to contact.

* The Colorado Trust’s Bullying Prevention Initiative Year 1 & 2 Evaluation Results, 2006-07

** Wendy Craig, Department of Psychology, Queens University, Kingston, Ontario; a project of PREVNet, presented August 2007

Additional Resources:

The Basics of Social Marketing

<http://www.turningpointprogram.org/>

Pink Book: Making Health Communication Programs Work

<http://www.cancer.gov/pinkbook>

National Children’s Mental Health Awareness Day 2007 Planning Notebook

<http://www.systemsofcare.samhsa.gov/nationalawareness/materials07.aspx>

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