



NATIONAL
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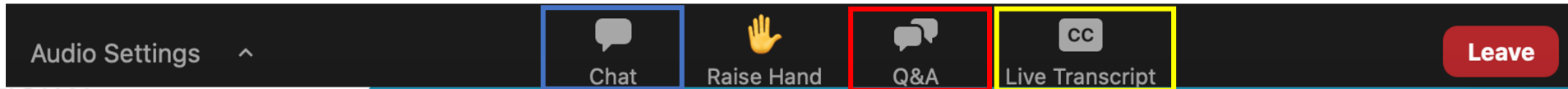
Supporting Youth Impacted by Bullying:

*What Can Mentoring
Programs Do?*

June 2, 2022

Participate in Today's Webinar

- All attendees muted for best sound
- Type questions in the **Q&A** panel
- Type comments in the **Chat** box
- **Live captions** available in the panel by clicking on the “**CC**” at the bottom of the screen
- Respond to polls
- Who is with us today?
 - Type in the **Chat** to introduce yourself!
 - For all participants to see your message, change to “All panelists and attendees” in the Chat



Good to Know...

One week after the webinar, all attendees receive an email with:

- Instructions for how to access a PDF of presentation slides and webinar recording

Please help us out by answering survey questions at the end of the webinar.

These materials will also be posted on the OJJDP NMRC website, at www.nationalmentoringresourcecenter.org



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Agenda

- Introductions & Meeting All of You
- Bullying: An Overview
- Insights from Research on Bullying
- Panel: A Conversation with Experts and Mentoring Programs
- Answering Key Questions
- Resources



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National Mentoring Resource Center & Office of Juvenile Justice and Delinquency Prevention

- This project is funded through a cooperative agreement from the Office of Juvenile Justice and Delinquency Prevention (OJJDP), Office of Justice Programs, & the U.S. Department of Justice.
- The NMRC builds on OJJDP's history, leadership, and investments in quality youth mentoring.



National Mentoring Resource Center Overview

Key Components:

- National Mentoring Resource Center Website
 - Great Practitioner Focused Blog
 - Grantee Dedicated Part of Site
 - Numerous Research Vetted Resources
 - Evidence Reviews on Programs, Models, and Populations
- Research Board
- Training and Technical Assistance!
 - No-Cost Assistance For Your Youth Mentoring Program



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Who's in the room?

Answer the poll!

What is your role in mentoring? (staff, mentor, program director, etc.)



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Who's in the room?

Answer the poll!

Are the young people you are working with impacted by bullying or engaging in bullying behavior?



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Who's in the room?

Answer the poll!

How prepared do you feel to deal with bullying when it comes up for youth (whether they are bullying others, or are victims of bullying)?



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Introducing our Moderators



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Tim Cavell, PhD

Professor in the Department of
Psychological Science

University of Arkansas



Chris Elledge, PhD

Professor of Psychology

University of Tennessee

Bullying: An Overview

- Behavior that is aggressive or intentionally harmful
- Likely to be repeated over time
- Occurs in the context of an actual or perceived imbalance of power (Olweus, 1993)



Peer Victimization

- Repeated exposure to peer interactions that:
 - convey harmful intent
 - produce harmful effects
 - are sanctioned (often implicitly) by peer groups in which by-standing is more normative than intervening



Chronic Peer Victimization

- For most youth, being bullied is transitory
- But some youth are chronic victims who face greater risk
 - Social isolation, school refusal, anxiety, depression, suicidal behavior, substance use
 - In *extreme* cases, the combination of chronic victimization *and* emotional problems can lead some youth to be a danger to self or others



Evidence-Based Bully Prevention Programs

- Common components
 - School-wide anti-bullying campaign
 - Clear rules/consequences for bullying
 - Close supervision in bullying “hot spots” (e.g., playground)
- Best outcomes, if fully implemented: 30-50% overall reductions
 - Found in few U.S. school districts
 - Effects fade with time
 - Can inadvertently create a healthy context paradox wherein victims are now more visible



Supporting Victims Is Not About Stopping 1 or 2 “Bad Actors”

- Bullying is a collective action by the peer group (Thornberg, 2015)
 1. If children who are different/disliked are stigmatized
 2. Then peers will fear “social contamination”
 3. And buy into the shared “story” about the targeted child
 4. Established anti-bullying norms do not extend to these “social misfits”
 5. Thus, “good” kids are “free” to bully excluded children with no moral costs

The Challenge of Helping Chronic Victims

- Chronic victims can begin to “occupy” the role of victim
- Accept and blame themselves for being bullied
- Reluctant to ask for help
- Often resist help when offered
- Believe help will make matters worse



Stuck in the Victim Role

- Scene from *Bully* (Hirsch & Lowen, 2011)
 - Mom: “Friends are supposed to make you feel good ... Your only connection to these kids is they like to pound on you.”
 - Son: “If you say these people aren’t my friends, then what friends do I have?”



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Lunch Buddy Mentoring for Bullied Children

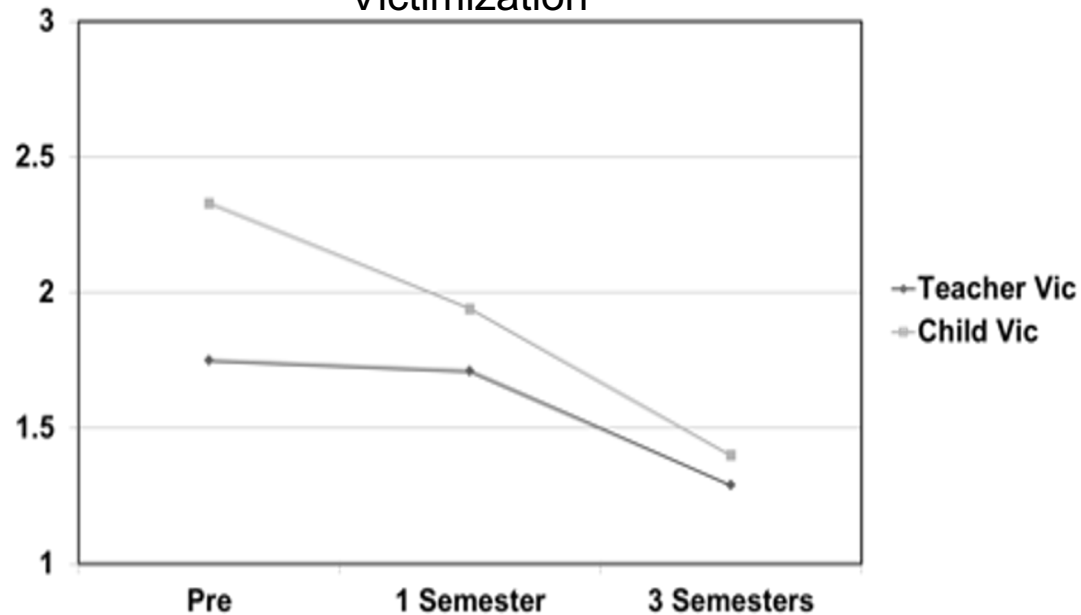
- Designed as a control condition: weak mentoring relationship
- Mentors sat at the table with nearby peers
- Brief (< 30 minutes), twice/week
- Different mentor each semester
- Minimal training for mentors



Preliminary Pilot Study

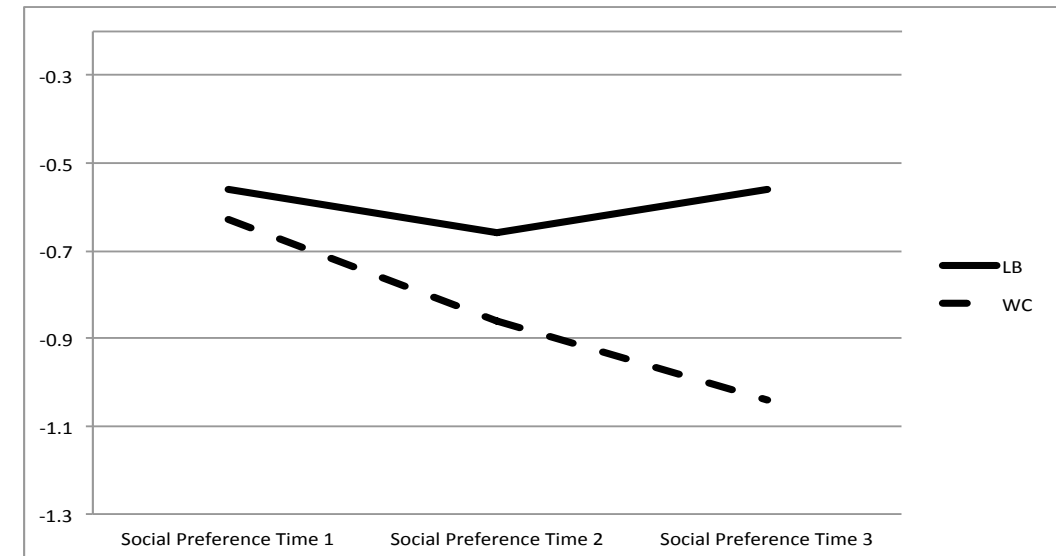
Open Trial with Peer Victimized Children

Changes Over Time for LB Children
on Teacher and Child Reports of Peer
Victimization



RCT with Children Displaying Aggressive Behavior

Changes Over Time for LB Children Relative to
Controls on Peer Reports of Social Preference



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Takeaways for Mentors & Mentoring Programs

- When mentees are victims of bullying
- 2 key risk factors:
 - Social exclusion
 - Maladaptive coping (e.g., self-blame, fixed mindset)
- 2 key protective factors:
 - Social inclusion that counters negative social narratives
 - Adaptive coping (e.g., growth mindset)



Takeaways for Mentors & Mentoring Programs

- When mentees are engaged in bullying
 - For instrumental, well-liked bullies
 - Embed mentoring within the peer group
 - Promote strong norms against bullying and social exclusion
 - For reactive, disliked bullies
 - Emotion regulation (recognizing, feeling, & labelling emotions)
 - Skills for making & keeping friends (e.g., listening, resolving conflict)



Takeaways for Mentors & Mentoring Programs

- For all youth, provide a safe, inclusive, trusting relationship
- Help mentees find & interact with prosocial peers
- Use interactions involving mentees & peers to promote norms that support inclusion & discourage social exclusion



The Reality of Cyberbullying

- Experience among tweens and teens in the US
- Contributive factors and consequences
- Deterrence – what works best according to research?
- Protective Factors
 - Climate/Culture
 - Parenting/Mentoring
 - Resilience-building
 - SEL Skills



Bullying

What can we do as mentoring programs to support young people?

A conversation with practitioners



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Introducing our Panelists



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Wendy Berkshire

Prevention Services Coordinator &
Director of Dayton Camp Mariposa

WestCare/East End Community Services



Sameer Hinduja, PhD

Professor in the School of Criminology
and Criminal Justice at **Florida Atlantic
University**, Co-Director of the
Cyberbullying Research Center, and
Faculty Associate at **Harvard University**



Nicole Calcutta

Director of the Juvenile Hall Program

Boys & Girls Clubs of the North Valley



Joe Hejl

Chief Operations Officer

Boys & Girls Clubs of the North Valley

**What further resources, trainings,
or activities do you recommend
participants explore?**



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Answering Key Questions from Our Audience



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Additional Resource on the NMRC



Strategies for Preventing Peer Aggression, Bullying, and Victimization



Youth Involvement Subscribe Connect [Log In](#)

[About](#) [Resources](#) [How We Can Help](#) [Get Involved](#) [Research Tools](#)

[National Mentoring Resource Center](#) > [Resources](#) > [Research](#) > [Practice Review](#) > Strategies for Preventing Peer Aggression, Bullying, and Victimization

Strategies for Preventing Peer Aggression, Bullying, and Victimization

Practice Review



<https://nationalmentoringresourcecenter.org/resource/strategies-for-preventing-peer-aggression-bullying-and-victimization/>

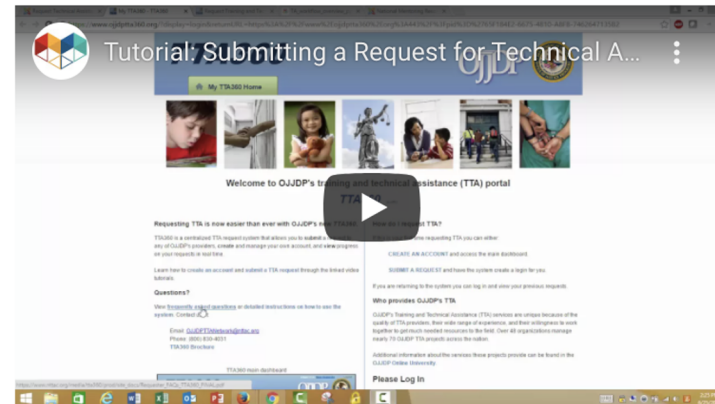
Request No-Cost Help for your Youth Mentoring Program

Request no-cost help for your youth mentoring program

The National Mentoring Resource Center provides no-cost technical assistance to youth mentoring programs around their individual needs and the improved implementation of specific mentoring practices. Requests are now submitted through OJJDP's centralized technical assistance site, TTA360.

A screenshot of a web form titled "National Mentoring Resource Center" with a "Request Technical Assistance" section. The form includes fields for "Name", "Email", "Phone", "Organization", and "Request Description".

[Click here to submit a no-cost request for Technical Assistance for your youth mentoring program.](#)



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Thank you!



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Disclaimer

**Office of Juvenile Justice and
Delinquency Prevention**

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The opinions, findings, and conclusions or recommendations expressed in this program are those of the author(s) and do not necessarily reflect those of the Department of Justice.



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Addendum



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Presenter Bios & Where to Find Them



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Chris Elledge



Chris Elledge, Ph.D., is an Associate Professor of Psychology at the University of Tennessee, Knoxville and a licensed psychologist.

Dr. Elledge's research has focused on childhood aggression, bullying, and peer victimization with the aim of (a) identifying relationship characteristics and interpersonal processes that confer developmental risk or protection, and (b) developing preventative intervention strategies that effectively enhance children's social contexts and interpersonal relationships.

Dr. Elledge has particular interest in the application of youth mentoring for aggressive and bullied children.

Reach Chris at lelledge@utk.edu

Tim Cavell



Timothy A. Cavell, PhD is a Professor in the Department of Psychological Science at the University of Arkansas.

His research focuses primarily on the role of parents, teachers, and mentors in selective interventions for children who are highly aggressive or chronically bullied. Current work also examines school-based mentoring for military-connected students. Tim has published numerous articles and chapters as well as two books (*Working with Parents of Aggressive Children: A Practitioner's Guide*; *Anger, Aggression, and Interventions for Interpersonal Violence*).

He is a member of APA's Board of Educational Affairs (BEA), was Chair of the Council of University Directors of Clinical Psychology Programs (CUDCP), and was formerly a member of APA's Board of Professional Affairs (BPA). He serves on the Research Advisory Council for Big Brothers/Big Sisters of America and the Research Board for the National Mentoring Resource Center.

Reach Tim at timcavell@gmail.com

Wendy Berkshire



Wendy Berkshire is an employee of WestCare/East End Community Services and is the Prevention Services Coordinator and Director for the Dayton Camp Mariposa, which began in July 2018 and now includes 3 cohorts of Camps serving 65+ youth and 22 Mentors.

She is responsible for building a team of Mentors that include educators, counselors, community members and professionals for Camp; connecting with families who have experienced trauma related to addiction; and creating lasting prevention experiences.

She has a heart for children who often go unseen and unheard and thrives in creating programs and a safe/brave space that builds community which help children know that they are not alone in their journey.

Prior to coming to WestCare Dayton, Ms. Berkshire was the director of Family Ministries at a congregation for 16 years, as well as the Director of the City of Kettering's Senior Center. Ms. Berkshire holds a Bachelor of Science in Gerontology and a Minor in Programming from Bowling Green State University.

Reach Wendy at wendy.berkshire@westcare.com

Sameer Hinduja



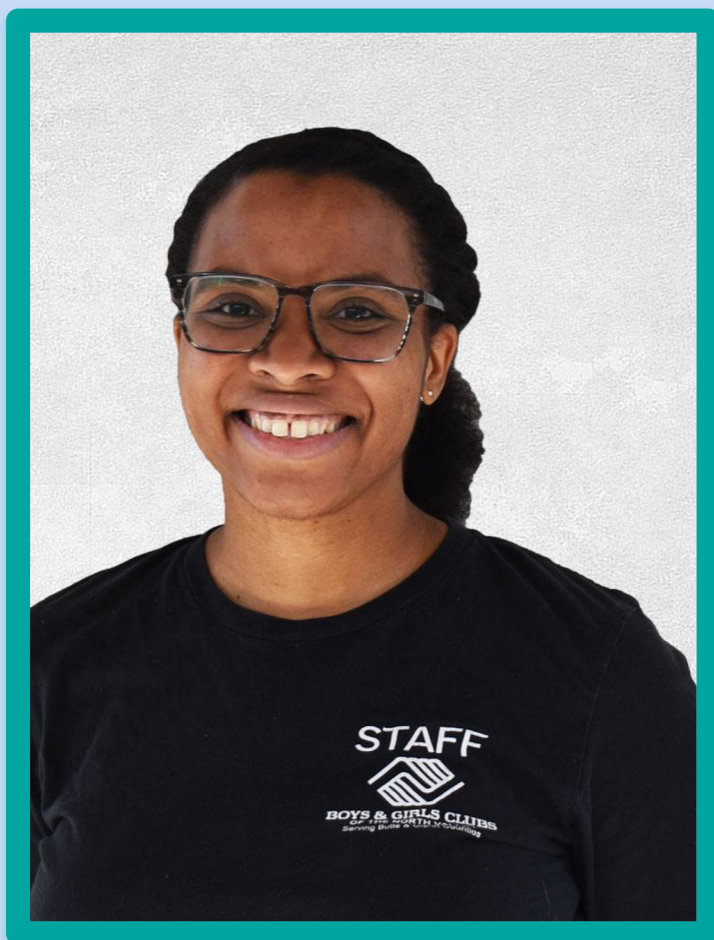
Dr. Sameer Hinduja is a Professor in the School of Criminology and Criminal Justice at Florida Atlantic University, Co-Director of the Cyberbullying Research Center, and Faculty Associate at the Berkman Klein Center at Harvard University.

He is recognized internationally for his groundbreaking work on the subjects of cyberbullying, sexting, and social media and gaming abuse, concerns that have paralleled the exponential growth in online communication by young people. He has written seven books, and his interdisciplinary research has been cited over 19,000 times in a wide range of fields including pediatrics, information technology, computer science, business, psychology, education, and nursing. As a noted researcher and speaker on youth and social media issues for the last 20 years, Dr. Hinduja trains technologists, educators, mental health professionals, youth specialists, parents, and students around the world on how to promote the positive use of technology and build healthy online communities.

Dr. Hinduja is frequently asked to provide expert commentary by news organizations, and his work has been featured in venues that include CNN, NPR, the BBC, and The New York Times. He has received Auburn University's Global Anti-Bullying Hero Award, won Florida Atlantic University's Researcher of the Year award, presented on cyberbullying at a Congressional Briefing on Capitol Hill, testified in front of the Attorney General and the Departments of Education, Health and Human Services, and Homeland Security, and served as a Fulbright Specialist Scholar at Dublin City University. He is also the Co-Founder and Co-Editor-in-Chief of the International Journal of Bullying Prevention.

Reach Sameer at hinduja@cyberbullying.org

Nicole Calcutta



Nicole Calcutta is the Director of the juvenile hall program for the Boys and Girls Club of the North Valley. A graduate of Chico State with a Bachelor in Criminal Justice, she has a passion for supporting justice-involved youth, breaking the negative multigenerational cycles of ACEs, and ending the cycle of youth recidivism that plagues our community.

She is a trained facilitator in evidence-based practices/programs: Aggression Replacement Training (ART), Interactive Journaling, Office of Justice Mentoring Program, and Adverse Childhood Experience Interface.

Reach Nicole at ncalcutta@bgcnv.org

Joe Hejl



Joe Hejl has been a leader with the Boys & Girls Clubs of the North Valley for 20 years. He is a passionate, inspirational and dedicated leader who is mission driven and youth focused. From being a Teen Center Director to now our Chief Operations Officer, Joe is focused on making an instrumental impact on all of our Clubs, our community, the youth development field and the young people we serve.

He is a Sierra Health Leadership graduate, previous Cal SAC trainer, a Boys & Girls Club Safety Consultant and has participated in numerous BGCA panels and conferences in various capacities. He has a passion for working with teens and at-risk populations such as incarcerated and gang involved youth and has taken part in national juvenile justice violence and gang prevention programs.

Joe has been instrumental in helping expand our Clubs from two to ten sites, including our Juvenile Hall program. Joe saves and changes lives because he sees the best in all young people. Joe loves to play the blues, barbecue for loved ones, has multiple pseudo names and will play hoop on any court, at any given time.

Reach Joe at jhejl@bgcnv.org