

Opinion Article

Developing a Coalition Against Bullying and the Bully Blocker

Susan G Williams^{1*}

¹University of South Alabama College of Nursing, Community/Mental Health, 161 North Section Street Suite C, Fairhope, AL 36532, USA

*Correspondence author: Susan G Williams, PhD, RN, University of South Alabama College of Nursing, Community/Mental Health, 161 North Section Street Suite C, Fairhope, AL 36532, USA; Email: sgwilliams@southalabama.edu

Citation: Williams SG, et al. Developing a Coalition Against Bullying and the Bully Blocker. J Pediatric Adv Res. 2023;2(2):1-9.

<http://dx.doi.org/10.46889/JPAR.2023.2203>

Received Date: 31-07-2023

Accepted Date: 15-08-2023

Published Date: 23-08-2023



Copyright: © 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CCBY) license (<https://creativecommons.org/licenses/by/4.0/>).

Abstract

Objectives: School-based bullying in children and adolescents is a problem with one in five children and adolescents (20.2%) being bullied in the United States. Developing a collaboration of agencies has helped to provide awareness, intervention and training local school administrators, nurses, counselors, teachers, and parents. This paper will describe a Coalition Against Bullying and the Bully Blocker.

Methods: Steps included: Formation of the coalition; finding a responsible leader organization; choosing a bullying prevention program; funding the program; training faculty, staff, teachers, and volunteers; implementation of program pilot testing, kick off with a bullying prevention walk and community education efforts.

Intervention: Olweus Bullying Prevention Program

Results: The first and second cohort of students bullying scores were very similar for the first two questions and were above the national average. These results are related to more awareness of bullying in the local schools an intervention with affected students.

Conclusion: A specific bullying prevention program is outlined as well as the funding received for this program. A local organization for children and adolescents as well as the district attorney's office who established the Bully Blocker has been key to the long-term success of this coalition which has been in existence since 2011.

Keywords: Children; World Health Organization; Drug; Alcohol; Bullying

Introduction

Bullying of children and adolescents is a significant problem in the United States in that 20.2% of children and adolescents report being bullied at school and other areas [1]. Worldwide, the prevalence of bullying perpetration and victimization of children and adolescents in schools and other areas may vary between countries; however, prevalence ranges between 3% to over 20% [2]. No matter what the differences are among age, ability, ancestry, appearance, ethnicity, gender, gender identity, language, nationality, religion, sexual orientation, socioeconomic status, or culture, bullying must be addressed [3]. The National School Crime Supplement estimates 22% of children and adolescents in ages 12 to 18 report being bullied in schools [4]. Although most people are aware that bullying has been a part of most societies, the problem appears to be becoming more severe leading to serious and often violent consequences [5-7].

The city of Mobile, Alabama, like many other cities, has experienced bullying in schools in the form of physical, verbal, relational, and cyber bullying [8]. Bullying is causing harm in the lives of children and adolescents from kindergarten- through high school age [9]. Mobile County leaders have taken positive steps to create a Coalition Against Bullying (CAB). This paper will describe a collaboration of multiple agencies working together to create the CAB and implement the well-known Olweus Bullying Prevention Program (OBPP) (1989), as well as conducting yearly Bullying Prevention Week activities and bullying prevention workshops. To be clear, this was not a research study, but a community-based program to help children who are being bullied. Children were asked to answer a series of questions through a survey; however, it was not required. Once the students agreed and completed the survey, the deidentified information was sent to Olweus for analysis of the data and then returned to

Crittenton Youth Services (the parent organization).

Methods

Formation of the Coalition

In 2010, before the CAB was formed, a group of concerned individuals in Mobile, Alabama came together through the Children's Policy Council. These members included the Juvenile Judge, the Chief Probation Officer, the Director of Crittenton Youth Services Organization, and the Drug Education Council to discuss the problem of bullying and how to curtail the unnecessary and unacceptable situations related to bullying among the communities' youth. As the CAB has grown from 2010 to 2023, the active members and participants now include the following: Crittenton Youth Services, Juvenile Justice Department, Drug Education Council, District Attorney, the Helping Families Department, a local university nursing faculty, the Family Center, Mobile County School System, Lifelines Counseling Services, Sheriff and Police Departments, a home for battered women, as well as private and parochial school counselors, and concerned parents.

Parent Organization

It is important to have a strong leader and a stable organization to keep the coalition running consistently [10]. The parent organization is Crittenton Youth Services, and many hours were spent in the first several years by the executive director presenting the OBPP to PTA meetings of the pilot schools, the YMCA, Probation officers, ministers from local churches, and state and local drug and alcohol instructors. Additionally, information on OBPP was presented at a university-sponsored bullying-prevention conference.

Choosing a Bullying Prevention Program

Once the CAB was established and announced to the community, it was important to determine a bullying prevention program appropriate for the community. After much research and discussion, CAB identified the Olweus Bullying Prevention Program (OBPP) as the most effective evidence-based program with results supporting bullying prevention for over 30 years of collected data from countries across the world [11]. Olweus Bullying Prevention Program proactively connects school staff, community members, parents, and youth using a "Whole School Approach" [11].

Funding the Bullying Prevention Program

Once the decision was made to utilize OBPP, funds were needed to pay for the training of individuals to initiate the program in schools as a pilot program and travel to funding sites. The original investment in OBPP was partially funded by the County Commission, which included funds to train three trainers to begin the process of initiating the OBPP. Over the last 12 years, the Coalition has continued to raise funds through an annual tee-shirt sale campaign which is done just prior to Bullying Prevention Week in all of the public and private schools in the city.

Initial Implementation of the Bullying Prevention Program

CAB first held a press conference at the quarterly Children's Policy Council meeting during the first phase of initiating the OBPP. This provided information on the implementation of this initiative in the community (Table 1 and 2).

1. CAB met with the principals of pilot schools to discuss OBPP.
2. Principals selected a site coordinator from each school.
3. Principals and site coordinators selected a coordinating committee in each school comprised of 15 key individuals holding various positions within that school.
4. Principals, trainers, and site coordinators met to design the OBPP so it would blend into the current workings of the school.
5. Trainers coordinated a training schedule to teach the coordinating committee the basics of OBPP.

Table 1: September 2011 to December 2011 activities accomplished.

1. OBPP was administered to 60% of the student body in five pilot schools; results of pilots were used to identify “hot spots” and areas of concern.
2. A two-day workshop was held with each of the five schools’ coordinating committee.
3. Coordinating committees worked with school staff to provide a consistent message to students regarding bullying and prevention.
4. Trainers held a one-day workshop for faith-based and other community leaders involved with youth to provide basic instructions as to how to recognize and handle bullying situations.

Table 2: January 2012 to April 2012 activities accomplished.

BullyBlocker

Since the inception of The Coalition Against Bullying, we have been working with the local District Attorney’s office. The DA’s office has a team of young adult workers who are assigned to different schools and work with the children and the parents related to the individual cases of bullying. The DA’s office has also established a program called BullyBlocker that was designed to provide a way for students who are bullied to reach out for help and receive communication and support quickly. This program includes early intervention and strives to improve outcomes of those students who are bullied. If a student is bullied, they can use any cellphone to text a code to a specific number that is provided in advertisements in all the schools in the surrounding area. The student will then type in the word BullyBlocker. Once this is done, the student will receive a message asking a series of questions about the incident. Students are asked to give their name and school location. Next, the student will be contacted by the District Attorney’s office who will have a representative of the intervention team investigate the situation in person. This program is designed for families of school-age children/adolescents that have no record of suspension from school or arrest. Students may contact BullyBlocker if they are bullied in school, on the bus, on campus, after school, in their neighborhood, at church, or on social media.

Other Early Activities of the Coalition Against Bullying

“Kick off” and Bullying Prevention Walk

By September of 2012, it was time to “kick off” the OBPP in five pilot schools and to begin preparation for the second year in these schools. Along with the “kick off”, CAB created the 1st Annual Bullying Prevention Walk. This was a community 5K walk that took place on a Saturday in the Downtown area. Tee shirts were sold for children and adults at a minimal cost to help raise funds for the event. A local drug store and a local food establishment provided water and breakfast for the walkers, and volunteers helped organize the walkers. Over 300 children, parents, teachers, and administrators from the five pilot schools attended the walk to raise awareness about Bullying Prevention and had an enjoyable time together as school “teams” committed to prevent bullying.

This walk was coordinated by CAB with planning taking about 6 months of regular meeting, fund raising, and organization. There were corporate sponsors at several levels including local business owners that helped to cover the cost of the tee shirts, Port-a-lets, and fees for the Sheriff’s deputies to be present on the day of the walk. The Bullying Prevention Walk was also advertised on several of the local television news stations, in the local papers, and on some of the radio stations. The first annual walk raised approximately \$4,000, funding the training of a new OBPP trainer, and enabling the addition of several new schools to the program. At the end of the Bullying Prevention Walk, the County Juvenile Judge was featured on the local news with the District Attorney speaking to the public about the seriousness of preventing bullying.

Community Education

An additional goal of the CAB was to develop seminars which provided community education for counselors, social workers, nurses, parents, teachers, and/or any individual with a strong interest in learning about prevention of bullying and recognition of children struggling with this victimization. CAB planned the 1st Annual “Decreasing Bullying through Communication” community Continuing Education (CE) meeting held in April of 2013 with the help of many volunteers, community agencies, and the District Attorney’s office. There were 85 attendees and 25 members of the Coalition or speaking teams present, and professional contact hours were provided for nurses, social workers, and counselors through a local mental health rehabilitation agency.

and a skit discussing the dangers of bullying and suicide in teens. This presentation had a strong impact because of the information presented by high school students who were affected by bullying who had experienced suicidal thoughts or attempted to end their own lives. The second presenter was a student from a local high school who had been bullied most of his life and served as an Ambassador for the Crittenton Youth Services. The Director of Crittenton Youth Services and a representative from the District Attorney's office then discussed the Basics of Bullying and the "Bully Blocker" text service for children to report when they are bullied. In addition, legal issues of bullying were presented by the Chief Assistant District Attorney. Next, one of the four OBPP Trainers explained OBPP to those in the community interested in using this evidence-based bullying prevention program, and lastly a speaker from a university-based counseling service discussed interventions to effect behavioral change. The meeting was an opportunity for the Coalition Against Bullying to connect with others in the local community who were interested in participating. By collecting a roster of participants with name, phone numbers, and where the individual worked, this helped us to grow into a larger group. The CAB Coalition has continued this type of community meeting at least once per year to provide more outreach and education to anyone interested in learning about how to prevent bullying.

Pilot Schools and Ambassadors

There were five schools that were selected to pilot the program. Each of these schools committed to three years of fidelity to OBPP, with classroom meetings being held approximately twice a month. These bimonthly classroom meetings were being run by a group of 37 high school seniors who are serving as Ambassadors to the Youth Services Organization. These Ambassadors are nominated from their high school teachers as highly respected, responsible, and helpful students who are willing to undergo an interview process. Once selected, they serve for one year as a senior student. These Ambassadors also agreed to do a two-day training twice in the year related to the Olweus Bullying Prevention Program. They serve as representatives of Crittenton Youth Services if selected for this honor. Each year, new seniors are selected to help with talks about bullying in the school classrooms. The purpose of the classroom meetings is to have the student Ambassadors develop a trusting relationship with the teacher, school children/adolescents, and counselors as they address problems encountered with bullying. A workbook, developed by OBPP, is used to help track the progress of the individual schools and classrooms during their meeting. The school must develop strategies for preventing bullying in the identified "hot spots" where bullying occurs (example: halls, bathrooms, locker room, playground, or classrooms) [8].

The Intervention Team

Crittendon Youth Services Executive Director added another component to follow the results of OBPP, this was called the Intervention Team and was comprised of school personnel and OBPP instructors who explore options to help students identified as having difficulty navigating academic and social environments within the school because of stressors both in school and at home. Parents were consistently informed of information relating to bullying and ways to prevent bullying.

Early Cohort of Student Findings

Each school administered a pre-OBPP bullying survey for students in 3rd-5th grade (elementary schools) and 6th-8th grade (middle schools) at the beginning of the school year. The schools also administered a post-OBPP bullying survey at the end of the 1st, 2nd and 3rd years. The surveys were sent to a specific organization (Hazelden) for processing and analysis of all survey data, charts and specific information for each school. This information was then sent to the Executive Director of Crittenton Youth Services to compare the pre to post survey data.

In 2012 and 2013 a cohort of students at a middle school including 6th, 7th and 8th grade students were asked to participate by taking Olweus Bullying Prevention survey. This data was collected by Crittendon Youth Services. The information presented was not considered a research study but an opportunity to evaluate the program and help students, teachers, school nurses, and others who interacted with the students on a regular basis at school. This is just one example survey in the beginning of the Coalition Against Bullying.

In the first cohort, there were 246 - 6th grade girls and 252 boys, 237-7th grade girls, and 259 boys, and 207-8th grade girls and 206 boys. The total participants included 690 (49.0%) girls and 717 (51.0%) boys. The ethnicity included the following: White, 63%, Black, 22%, Hispanic, 6%, Asian American, 4%, Arab, 3%, Other responses, 9%, I don't know answer, 7%, No response to ethnicity, 6%. Students were asked 24 questions along with the demographic data. For this paper, only two questions are

included. The full survey may be found with the Olweus Bullying Prevention Organization.

The students were asked the following questions in January of 2012: Have you been bullied 2 or 3 times per month or more in the past couple of months 1) There were total 27 6th grade girls or 15.9% and 51 boys or 20.2% of boys bullied. There were 52 or 22% of 7th grade girls and 42 or 16.5 % of boys bullied, and 35 or 17.1% of 8th grade girls, and 32 or 15.7% of boys bullied. The average bullying of combined 6th, 7th and 8th graders was 18% bullied. As seen on the table, the school scores were higher than the national average for bullying in middle schools (Table 3 and 4).

Question 1-Year 1-Local School - Have you been bullied 2 or 3 times per month or more in the past couple of months?								
	6th grade		7th grade		8th grade		Total	
	#	%	#	%	#	%	#	%
Girls	39	15.9	52	22	35	17.1	126	18.3
Boys	51	20.2	42	16.5	32	15.7	125	17.6
Boys and Girls	90	18.1	94	19.1	67	16.4	251	18

Table 3: Question 1- year 1-local school.

Question 1 - Year 1 -National Average - Have you been bullied 2 or 3 times per month or more in the past couple of months?				
	6th grade	7th grade	8th grade	National Total
	%	%	%	%
Girls	15.1	14.7	15	14.9
Boys	16.2	16.5	15	16
Boys and girls	15.7	15.6	15	15.5

Table 4: Question 1- year 1- national.

In April of 2013, students were asked these same questions. The 6th grade girls had 27 or 24.3% bullied, and 24 or 25% of the boys bullied. The 7th grade girls had 33 or 19.6% and 40 or 19% of the boys who were bullied. The 8th grade girls there were 24 or 16.4% of girls and 19% of boys who were bullied. The average of boys and girls who were bullied in 2013 was 18.3%. The numbers were overall, very similar over the two-year period and both years were higher than the national average of bullying in middle schools (Table 5 and 6).

Question 1- Year 2 -Local School - Have you been bullied 2 or 3 times per month or more in the past couple of months?								
	6th grade		7th grade		8th grade		Total	
	#	%	#	%	#	%	#	%
Girls	27	24.3	33	19.6	24	16.4	84	19.8
Boys	24	25	40	19	20	10.8	84	17.1
Boys and Girls	51	24.6	73	19.3	44	13.3	168	18.3

Table 5: Question 1- Year 2.

Question 2 - Year 2 - National Average - Have you been bullied 2 or 3 times per month or more in the past couple of months?			
6th grade	7th grade	8th grade	National Total
%	%	%	%
15.1	14.7	15	14.9
16.2	16.5	15	15.9
15.6	15.7	15	15.4

Table 6: National average-2 Year.

When examining ways of being bullied for students who reported being bullied 2-3 times per month, the numbers were the

following for the various types of bullying. Verbal - 20.5% girls and 22.3% boys, Exclusion - 16.5% girls and 13.5% boys, Physical - 8.4% girls and 13.5% boys, Rumors- 19.9% girls and 17.5% boys, Damage to property - 8.3% girls and 9.5% boys, Threat - 7.1% girls and 8.3% boys, Racial - 8.6% girls, and 12.2% boys, Cyber - 7.9% girls and 6% boys, Bullied in another way - 9.2% girls and 9.9% boys (Table 7 and 8).

Question 2 - Ways of being bullied for students who reported being bullied "2 to 3 times a month" or more																		
Verbal			Exclusion		Physical		Rumors		Damage		Threat		Racial		Cyber		Another way	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Girls	137	20.5	113	16.5	135	8.4	135	19.9	56	8.3	48	7.1	58	8.6	53	7.9	62	9.2
#Boys	154	22.5	95	13.5	13.5	13.5	123	17.5	65	9.5	58	8.3	84	12.2	42	6.0	69	9.9
Girls and Boys	291	21.5	208	15	148	10.9	258	18.7	121	8.9	106	7.7	142	10.5	95	6.9	131	9.5

Table 7: 1st cohort findings.

Question 2 - Ways of being bullied for students who reported being bullied "2 to 3 times a month" or more																		
Verbal			Exclusion		Physical		Rumors		Damage		Threat		Racial		Cyber		Another way	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Girls	102	24.5	79	18.7	36	8.7	106	25.2	29	7.0	28	6.8	42	10.1	41	9.9	40	9.7
Boys	100	21.3	69	14.2	65	13.7	76	15.5	39	8.1	32	6.7	47	9.8	14	2.9	40	2.9
Girls and Boys	202	22.8	148	16.3	101	11.3	182	20.0	68	7.6	60	6.7	89	9.9	55	6.1	80	8.9

Table 8: 2nd cohort findings.

When examining where bullying has occurred for students who were being bullied one or two or more times in a month, the following data was collected. Playground or athletics field- 24%, hallways/stairwells, 37%, class - 29%, bathroom- 22%, locker room or shower- 46%, lunchroom - 25%, on the way to school - 16%, at the school bus stop - 9%, on the school bus - 23% and somewhere else at school - 33% (Table 9).

Location where bullying has occurred for students reporting being bullied once or twice or more	%
Playground or athletics field.	24
Hallways/Stairwells	37
Class (teacher in the room)	29
Class (teacher not in the room)	46
Bathroom	22
Gym Class or Locker room/shower	46
Lunchroom	25
On the way to and from school	16
The school bus stop	9
On the school bus	23
Somewhere else in school	33

Table 9: Year one information.

While the above findings were not what the Coalition Against Bullying had hoped to find, we realized more of what we were dealing with and how much more bullying prevention needed to be done in our community. The national average for those students being bullied is approximately 20% in the United States [1]. The national average for those who admit to bullying others is 6% [1].

CAB continued to use the OBPP in the initial schools and added more schools and trainers as funding was accrued from fund

raisers such as tee-shirt sales during Bullying Prevention Week and educational workshops on Bullying Prevention once a year in the local community. One of the limitations identified by the Executive Director of Crittenton Youth Services was that the parents in the pilot schools do not always have a clear understanding of what bullying is in schools and the relationship to the home environment. Often, parents and community members felt that bullying should be handled the way it was handled when they were in school i.e., fight back or resolve it. It is important for schools to take each situation separately and interview the bully as well as the child who was bullied [5,11].

CAB continues to meet once a month to continue the mission of bullying prevention in our county. The parent organization Crittenton Youth Services helps with fund raising, leadership, and ongoing financial records so that regular activities can be accomplished by the members. The members come from organizations in the community such as Goodwill, Community/Mental Health Organizations, Violence Against Women Prevention Program, the Sheriff's office, The District Attorney's office, the local University, Life Lines, the Police Department, Big Brothers-Big Sisters, the Boys and Girls Club, and an LGBTQ organization for teens. Without the help of our dedicated volunteers and the DA's office staff of young adults and the parent organization helping to meet with the children who are bullied, it would be difficult to continue the program.

At the current time, the CAB is no longer using the OBPP program due to the inability to recruit regular volunteers who could consistently work in the schools, participate in the training, and commit to serving on the Coalition for at least 2-year period of time. The cost of paying for travel for training volunteers to work in the schools, present the program, and stay involved with the faculty, staff, and teachers was difficult to maintain over time. However, the dedicated volunteers and organizations who are involved help regularly with activities within the community.

As the prevalence of bullying continues, it is important for community members to be as prepared as possible and to elicit assistance from others within their school and community agencies [12]. Different programs are described in Yosep, et al., in a scoping review [12]. These included board game programs, physical activity programs, training programs, as well as teaching recovery techniques and peer group programs. In a systematic review of how nurses intervene in bullying situations, Celdran-Navarro, et al., suggest that individuals working in a school setting can raise awareness of the problem of bullying, assist students with coping after a bullying situation has occurred, provide intervention when a bullying event occurs and including the student's family as well as an interdisciplinary group of individuals to tackle this problem [13]. Sari is a newly released handbook on research on bullying in media and beyond that may be helpful to those trying to understand more about bullying prevention. Brooks and Bien, provide bullying prevention tips for teens that may also be helpful for high school age teens [14]. Another helpful book by Jacobs is related to cyberbullying. While these are just suggestions for reading, there are many other books and manuscripts related to many different types of bullying and the consequences that occur from this behavior in the lives of children.

It is commonly known that bullying is not a short-term issue [15]. A bullying experience often includes repercussions for the student who is victim to bullying such as anxiety, depression, trouble sleeping, stress or flashbacks, lower self-confidence, as well as exhaustion from the emotional experience of being bullied [16]. Training school nurses, teachers, counselors, community volunteers for schools, and parents on how to help students who are bullied is needed in schools who do not have a program already established. Many programs are available, but it must be a good fit for the school as well as the others who are assisting to run a regular program to effect change in the students. Examples of such programs can be found at Stop Bullying.gov, Office of Justice Programs (I-Guides- Research Guided Pre-Implementation Resources for Communities, National Institute of Justice (School based bullying prevention programs), Coalition for Children - Take a Stand Bullying Prevention Program, STOMP Out Bullying, Kind Campaign, Coalition for Children, KIVA, It Gets Better Project, National Association of People Against Bullying, Steps to Respect - Bullying prevention program, and Centers for Disease Control and Prevention (CDC) are some of the most known programs available [17-35].

Conclusion

Developing a coalition against bullying has been a process that continues year after year with a team of dedicated individuals from many organizations in the Mobile, AL area. Bullying is a problem that will continue to occur, even when schools have bullying prevention programs. However, having the CAB which unites different agencies to assist with education, intervention, and support for children who are bullied can make a difference. When trying to develop a similar coalition, it is important to

first decide on which bullying prevention program to use, identify funding to support the program, seek guidance from a parent organization, incorporate members from many different organizations that work with children on a daily basis, and continue to strengthen the partnership with law enforcement, juvenile justice, and the District Attorney as well as with parents and the local school system.

Conflict of Interest

The authors have no conflict of interest to declare.

References

- Centers for Disease Control and Prevention (CDC). Preventing bullying. What is bullying? 2021. [Last accessed on: August 18, 2023] https://www.cdc.gov/violenceprevention/pdf/yv/Bullying-factsheet_508_1.pdf
- World Health Organization (WHO). Fact Sheet: Bullying and physical fights among adolescents. 2016. [Last accessed on: August 18, 2023] http://www.euro.who.int/_data/assets/pdf_file/0005/303485/HBSC-No.7_factsheet_Bullying.pdf?ua=1
- Bilbay A, Akyol NA. An increasing problem in schools: peer bullying. *in* handbook of research on bullying in media and beyond. IGI Global. 2023;395-419.
- National center for education statistics. 2019. Fast facts. [Last accessed on: August 18, 2023] <https://nces.ed.gov/fastfacts/display.asp?id=719>
- Beane A, Miller TW. Utilizing effective bullying prevention programs. *In* School Violence and Primary Prevention. 2023;687-707.
- Bouffard LA, Koeppl MD. Sex differences in the health risk behavior outcomes of childhood bullying victimization. *Victims and Offenders*. 2017;12(4):549-65.
- Troop-Gordon W. Peer victimization in adolescence: The nature, progression and consequences of being bullied within a developmental context. *J Adolescence*. 2017;55:116-28.
- Williford A, Fite P, DePaolis K, Cooley J. Roles of gender, forms, and locations in understanding peer victimization experiences: Implications for prevention and intervention. *Children and Schools*. C;40(2):93-101.
- Wolke D, Lereya ST. Long-term effects of bullying. *Archives of disease in childhood*. 2015;100(9):879-85.
- Schroeder BA, Messina A, Schroeder D, Good K, Barto S, Saylor J, et al. The implementation of a statewide bullying prevention program: Preliminary findings from the field and the importance of coalitions. *Health promotion practice*. 2012;13(4):489-95.
- Bradshaw CP. Editor-Handbook on bullying prevention: A life course perspective. Nasw Press. 2017.
- Yosep I, Hikmat R, Mardhiyah A. School-based nursing interventions for preventing bullying and reducing its incidence on students: a scoping review. *Int J Environmental Res and Public Health*. 2023;20(2):1577.
- Celdran-Navarro, Leal-Costa C, Suarez-Cortes, Monlina-Rodriguez A, Jimenex R. Nursing interventions against bullying: A systematic review. *Int J Environmental Research and Public Health*. 2023;20(4):2914.
- Brooks U, Bien SR. Bully: prevention tips for teens 18 powerful ways to protect yourself through high school. iUniverse. 2016.
- Bettencourt AF, Clary LK, Ialongo N, Musci RJ. Long-term consequences of bullying involvement in first grade. *J School Psychology*. 2023;97:63-76.
- Cohen SS, Grunin L, Guetterman TC. School nurses' perspectives of bullying involvement of adolescents with chronic health conditions. *health behavior and policy review*. 2022;9(3):877-93.
- Olweus D, Limber SP. Bullying in school: evaluation and dissemination of the Olweus bullying prevention program. *Am J Orthopsychiatry*. 2010;80(1):124-34.
- Children's Policy Council (CPC). Alabama Children's Policy Council. 2017. [Last accessed on: August 18, 2023] <http://www.alcpc.org/>
- Coalition for Children. Taking a stand bullying prevention program. 2023. [Last accessed on: August 18, 2023] <https://safechild.org/take-a-stand-bullying-prevention/>
- Crittenton Youth Services. Community against bullying. 2023. [Last accessed on: August 18, 2023] <https://www.cys-mobile.org/services/>
- Education and behavior. Kiva - an evidence-based antibullying program. 2023. [Last accessed on: August 18, 2023] <https://www.kivaprogram.net/kiva-is-effective/>
- Education and behavior. Steps to respect. 2023. [Last accessed on: August 18, 2023] <https://educationandbehavior.com/research-based-bullying-prevention-programs/>
- Hazelden betty ford foundation. 2022. Hazelden Publishing.
- It gets better project. 2022. [Last accessed on: August 18, 2023]

- <https://itgetsbetter.org/about/>
25. Jacobs T. Teen cyberbullying investigated. 2010. Free Spirit Publishing.
 26. Kind campaign. 2023. [Last accessed on: August 18, 2023]
<https://www.kindcampaign.com/about/>
 27. National Association of People Against Bullying. 2023. Advocating for Children's Rights. [Last accessed on: August 18, 2023]
<https://www.napab.org/>
 28. National Bullying Prevention Center. 2023. PACER's National bullying Prevention Center. [Last accessed on: August 18, 2023]
<https://www.pacer.org/bullying/>
 29. National Institute of Justice. Practice profile: School based bullying prevention programs. 2023. [Last accessed on: August 18, 2023]
<https://crimesolutions.ojp.gov/ratedpractices/20>
 30. Office of Justice Programs. School based bullying prevention. 2023. [Last accessed on: August 18, 2023]
<https://ojjdp.ojp.gov/sites/g/files/xyckuh176/files/mpg-iguide/topics/bullying/index.html>
 31. Olweus D. Olweus bullying questionnaire: Standard school report. 2007.
 32. Özkan S. Bullying and Public Health Approach. In Handbook of Research on Bullying in Media and Beyond. IGI Global. 2023;254-69.
 33. Stand for the silent. Who we are. 2023. [Last accessed on: August 18, 2023]
<https://standforthesilent.org/who-we-are/>
 34. Stopbullying.gov. Race, ethnicity, national origin, and religion. 2023. [Last accessed on: August 18, 2023]
<https://www.stopbullying.gov/bullying/groups>
 35. Stomp out bullying. Cyberbullying and bullying prevention. 2023.

Journal of Pediatric Advance Research



Publish your work in this journal

Journal of Pediatric Advance Research is an international, peer-reviewed, open access journal publishing original research, reports, editorials, reviews and commentaries. All aspects of pediatric health maintenance, preventative measures and disease treatment interventions are addressed within the journal. Pediatricians and other researchers are invited to submit their work in the journal. The manuscript submission system is online and journal follows a fair peer-review practices.

Submit your manuscript here: <https://athenaeumpub.com/submit-manuscript/>