Annotated Bibliography for Bullying, 2010 - 2014

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Summary: This document presents a collection of externally published research articles focusing on bullying. Articles include authors from both academic and military settings. This bibliography includes articles, citations, and abstracts. A total of 10 reference citations are provided that span from 2010 to 2014.

External Reports

Berkowitz, R., Tunac De Pedro, K. M., Couture, J., & Benbenishty, R. (2014). Military parents' perceptions of public school support for their children. *Oxford Journals: Children and Schools*.

Purpose: This study examined how military-connected (MC) and nonmilitary parents perceive civilian schools' climate, schools' encouragement of parental involvement, problems in school, their needs in school, and their school satisfaction.

Sample size: 3,914 parents from 8 school districts in the San Diego area.

Methodology:
- The parents completed the core and MC parent modules of the California School Climate Survey for Parents.
- The school climate, access to educational resources, relationships between non-MC and MC families, time spent in school, problems that occur in a school environment, and new policies were analyzed in the comparison.

Findings: Approximately 10% identified themselves as MC.
- Military parents provided significantly more negative assessments of schools' climate and encouragement for parental involvement compared with nonmilitary parents in the same schools.
- Military parents saw fewer violence problems in schools compared with nonmilitary parents.
- Military parents' most pressing need was for information on educational resources for military families.
- Although military parents were satisfied with many aspects of the school, a relatively large proportion expressed dissatisfaction with a sense of connection to other families in the school, the degree of understanding that staff showed them, and the responsiveness of the school administration to their concerns.

Implications/Prevention Strategies: Educators and social workers may need more training regarding military culture and the needs of military students and families.
- Programs should be developed to effectively involve military parents in schools and address their needs.

Future research: Future research might be extended to other geographic areas and school districts with large concentrations of MC families.
- Additional studies could include school satisfaction questions for non-MC families to facilitate more robust comparisons of data.
- Additional research might be done to better understand by MC parents perceive their children's school as encouraging parental involvement less so than non-MC parents, as well as how schools might improve that perceived relationship.

Copeland, W. E., Wolke, D., Angold, A., & Costello, E. J. (2013). Adult psychiatric outcomes of bullying and being bullied by peers in childhood and adolescence. *JAMA Psychiatry, 70*(4), 419-426.

Purpose: To test whether bullying and/or being bullied in childhood predicts psychiatric problems and suicidality in young adulthood after accounting for childhood psychiatric problems and family hardships.

Sample size: Community sample from 11 counties in Western North Carolina. N = 1420, between the ages of 9 and 16 years

Methodology:
- Prospective, population-based study.
- Outcomes were measured in terms of Psychiatric outcomes, which included depression, anxiety, antisocial personality disorder, substance use disorders, and suicidality (including recurrent thoughts of death, suicidal ideation, or a suicide attempt), were assessed in young adulthood (19, 21, and 24-26 years) by use of structured diagnostic interviews.

Findings:
- Victims and bullies/victims had elevated rates of young adult psychiatric disorders, but also elevated rates of childhood psychiatric disorders and family hardships.
- After controlling for childhood psychiatric problems or family hardships, we found that victims continued to have a higher prevalence of agoraphobia, generalized anxiety, and panic disorder (and that bullies/victims were at increased risk of young adult depression, panic disorder, agoraphobia, and suicidality.
- Bullies were at risk for antisocial personality disorder only.

Implications/Prevention Strategies: The effects of being bullied are direct, pleiotropic, and long-lasting, with the worst effects for those who are both victims and bullies.

Future research: None.

Giorgi, G. (2010). Workplace bullying partially mediates the climate-health relationship. *Journal of Managerial Psychology, 25*(7), 727-740.

Purpose: The paper seeks to validate a structural model wherein workplace bullying is depicted as related to health by way of mediating the relationship between organizational climate with health.

Sample size: 700 Japanese employees

Methodology:
- The employees completed a shorter version of the Majer D'Amato organizational questionnaire 10, the Negative Acts Questionnaire Revised and the Center for Epidemiologic Study for Depression.
- Lifestyle variables (alcohol consumption and sleeping hours) were also collected from participants. Structural equation modelling was used to test the hypothesis.

Findings:
- A model of bullying at work was developed which incorporated relationships among organizational and health factors.
- Workplace bullying partially mediated the climate-health relationship.

Implications/Prevention Strategies:
- The model developed within this paper integrates prior theoretical work on workplace bullying and helps researchers and organizations understand the process through organizational risk factors that might have a negative association with employees' health.
- Further, this paper contributes an understanding of workplace bullying in a non-Western context.

Future research:
- How workplace bullying varies across organizations by employment field.

Klomek, A. B., Sourander, A., S. N., Kumpulainen, K., Piha, J., Tamminen, T., Gould, M. S. (2010). Childhood bullying behaviors as a risk for suicide attempts and completed suicides: A population-based birth cohort study. *Journal of the American Academy of Child & Adolescent Psychiatry, 48*(3), 254-261.

Purpose: The aim was to study associations between childhood bullying behaviors at age 8 years and suicide attempts and completed suicides up to age 25 years in a large representative population-based birth cohort.

Sample size: 5,302 Finnish children born in 1981

Methodology:
- Information about bullying was gathered at age 8 years from self-report, as well as parent and teacher reports.
- Information about suicide attempts requiring hospital admission and completed suicides was gathered from 3 different Finnish registries until the study participants were 25 years old.
- Regression analyses were conducted to determine whether children who experience childhood bullying behaviors are at risk for later suicide attempts and completed suicides after controlling for baseline conduct and depression symptoms.

Findings:
- The association between bullying behavior at age 8 years and later suicide attempts and completed suicides varies by sex.
- Among boys, frequent bullying and victimization are associated with later suicide attempts and completed suicides but not after controlling for conduct and depression symptoms.
- Frequent victimization among girls is associated with later suicide attempts and completed suicides, even after controlling for conduct and depression symptoms.

Implications/Prevention Strategies:
- When examining childhood bullying behavior as a risk factor for later suicide attempts and completed suicides, each sex has a different risk profile.

Future research: None.

Løkke V.T., Glasø, L., & Einarsen, S. (2011). Health outcomes and self-labeling as a victim of workplace bullying. *Journal of Psychosomatic Research, 70*, 37-43.

Purpose: This study investigated the extent to which self- labeling as a victim of workplace bullying mediates or moderates the relationship between exposure to bullying and the target's health outcomes.

Sample size: A total of 1024 employees in a transport organization participated in the study, among whom 116 self-labeled victims were identified.

Methodology:
- Data were collected by means of anonymous self-report questionnaires.
- Exposure to bullying was measured by a short version of the Negative Acts Questionnaire, while the respondents' health outcomes were measured by the Bergen Health Checklist.

Findings:
- The findings showed that self-between exposure to bullying and the targets' health.
- However, the moderator analyses indicate that self-labeling only acts as moderator in cases of low exposure.
- Intense exposure to bullying behaviors is related to increased levels of health complaints regardless of the target's subjective appraisal of being a victim or not.

Implications/Prevention Strategies:
- Self-labeling as a victim plays an important role in the victimizing process, although persistent exposure to workplace bullying seems to have considerable harmful effects on the target's health independently of whether the experience is labeled as bullying or not.

Future research:
- How exposure to bullying impacts workplace bullying at various levels.

Porter, S. E. (2013). *Bully nation: Why America's approach to childhood aggression is bad for everyone*. St. Paul, MN: Paragon House.

Purpose: Looks at how assigning labels like 'bully' and victim' inhibits childhood development in the name of keeping children safe. The book reviews normal child development, the role of aggression in a healthy childhood, how children develop resilience, and provides strategies (namely the GRIT method) for social policy related to bullying.

Sample size: None.

Methodology:
- This book examines hypothetical situations that children could face and how parents should react to them rather than how they have been reacting to them.

Findings:
- Due to the expansion of the definition of bullying, people have begun to step in for their children at times when they face bullying issues.
- However, in doing this, children do not develop the skills needed for emotional growth because they have not been given the chance to independently resolve their problems.

Implications/Prevention Strategies:
- The GRIT method; The GRIT method is defined by G-growth mindset, R-responding versus reacting, I-interventions, and T-teaching your children well. By following this method, children can develop a mindset conducive to learning and expanded potential.
- They can develop the abilities to solve problems on their own, but intervention on behalf of the parents must also contribute if necessary.

Future research:
- What causes childhood aggression, and how it can cause children to manifest into bullying adults later in life.

Pozzoli, T., Gini, G., & Vieno, A. (2012). Individual and class moral
disengagement in bullying among elementary school children. *Aggressive Behavior,*
38(5), 378-388.

Purpose: to assess the 4 sets of moral disengagement mechanisms conceptualized by Bandura
(i.e., cognitive restructuring, minimizing one's agentive role, disregarding/distorting the
consequences, blaming/dehumanizing the victim) at both the individual and the class
level.

Sample size: 663 elementary school children

Methodology:
- A cross-sectional study was conducted.
- Additionally, an analysis of the relations of these mechanisms to pro-bullying behavior
  was conducted.

Findings:
- Multilevel analysis showed a significant relationship between cognitive restructuring and
  individual pro-bullying behavior.
- Moreover, between-class variability of pro-bullying behavior was positively related to
  minimizing one's agentive role and blaming/dehumanizing the victim at the class level.
- Conversely, class disregarding/distorting the consequences was negatively associated
  with between-class variation in the outcome behavior.

Implications/Prevention Strategies:
- The role of morality in children's bullying is strong because children who suffer from low
  morality often are the bullies.
- Thus, building up morality in children could consequently cause them to bully less.

Future research: None.

Tunac De Pedro, K., Astor, R. A., Gilreath, T. D., Benbenishty, R., & Esqueda, M. C. (2013). School climate perceptions among students in military-connected schools: A comparison of military and nonmilitary students in the same schools. *Military Behavioral Health, 2*(1), 3-13.

Purpose: This study uses a population sample to examine the school climate perceptions of students in military-connected schools.

Sample size: A population sample of military family students.

Methodology:
- Students from military families in public schools were compared to students from military families in military-connected schools.
- Schools were compared for handling the emotional and mental capabilities of military-connected students.

Findings:
- Overall, results show that military-connected students have more negative school climate perceptions than nonmilitary students.

Implications/Prevention Strategies: None.

Future research: None.

Van Dam, D., Van der Ven, E., Velthorst, E., Selten, J., Morgan, C., & De Haan, L. (2012). Childhood bullying and the association with psychosis in non-clinical and clinical samples: A review and meta-analysis. *Psychological Medicine, 42*(12), 2463-2474.

Purpose: The current study sought to investigate whether being bullied in childhood is related to the development of psychotic symptoms.

Sample size: We found 4 clinical and 10 general population studies that met inclusion criteria. The results of the clinical studies were mixed.

Methodology:
- A search of PubMed, PsycINFO and EMBASE was conducted.
- The reference lists of included papers were searched to identify other eligible papers.
- A meta-analysis was performed on a subgroup of 7 population-based studies, yielding unadjusted and adjusted odds ratios.

Findings:
- The results of the non-clinical studies provided more consistent evidence that school bullying is related to the development of non-clinical psychotic symptoms.
- Stronger associations were found with increased frequency and severity and longer duration of being bullied.

Implications/Prevention Strategies:
- Although there is some evidence of an association between bullying and psychosis in clinical samples, the research is too sparse to draw any firm conclusions.
- However, population-based non-clinical studies support the role of bullying in the development of psychotic symptoms later in life.
- These findings are consistent with findings of an increased risk of psychotic symptoms among those exposed to other types of abuse.

Future research: None.

Whitson, S. (2014). *8 keys to end bullying: Strategies for parents and schools*. New York, NY:
W.W. Norton and Company.

Purpose: To discuss the reasons behind bullying and how we can prevent bullying from
occurring in the first place.

Sample Size: None

Methodology: None

Findings:
- Children who have disabilities, ADD, severe allergies, physical disabilities, diabetes,
speech impediments/stutters, anxiety, learning disabilities, autism spectrum
disorder(ASD), are overweight/obese, or who are LGBT are more likely to face bullying
than other children.
- Furthermore, bullies often socially isolate children as a primary form of bullying. They
do this in order to receive greater peer attention, heighten their opportunities, and to
increase their power and control in a situation.

Implications/Prevention Strategies:
- Ensure that vulnerable children are in safe environments to build connections with their
peers and their teachers.
- It is also important to recognize bullying when it is going on so it can be stopped,
regardless of if it is online or in person.
- By intervening only when necessary, children build social and emotional competence.
- Additionally, by consistently following through and analyzing the context of a bullying
situation, children no longer become bystanders, victims, or bullies, but instead become
'buddies'.
- By approaching bullying from a teaching framework, and not a punitive one, the positive
approaches often reap positive outcomes.

Future Research:
- How social and emotional competence can impact the rates that children are bullied.