

Bullying and Its Correlates Among High School Students in Hawai'i

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Presentation Overview

● Introduction

- Youth violence and bullying

● Research design

- Hawai'i Youth Risk Behavior Survey

● Results

- Prevalence of bullying
- Associated risk and protective factors

● Impact and implications

- Translational research
- Implications for interventions and policy
- Social ecological approach

Youth Violence

- Homicide is among the top four leading causes of death for youth ages 1 to 24 (CDC, 2009)
- 14 million juvenile arrests occur annually (FBI, 2008)
- Youth violence costs an estimated \$47 billion annually (CDC, 2011a)

Bullying

- ◉ Sub-form of youth violence
 - In the US – 20% of high school students (CDC, 2011b)
 - In Hawai‘i – 51% of high school students felt bullying was a problem in their school (2009 Youth Risk Behavior Survey)
- ◉ Variety of associated risk and protective factors
 - Mental health issues & suicidality (Meltzer et al., 2011)
 - Substance use (Goebert et al., 2010; Radliff et al., 2012)
 - Social support & positive adult role models (Seeley et al., 2011)

Measuring Bullying

● Definition

- Not standardized, but commonalities include:
 - Aggressive behavior, pattern over time, imbalance of power

● “Cyber-bullying”

- Occurs through e-mail, chat rooms, instant messaging, websites, text messaging, videos (David-Ferdon & Hertz, 2009)
- Unlike traditional bullying... (Hinduja & Patchin, 2010)
 - Anonymity
 - “Viral” actions
 - Separation from victim’s response
 - Adult intervention difficult

Youth Risk Behavior Survey (YRBS)

- ◉ Currently the leading nationally representative survey
 - Overseen by Centers for Disease Control & Prevention
 - Main data source to monitor Healthy People 2020 Goal (IVP-25, “Reduce bullying among adolescents”)
 - Baseline of 19.9% → target of 17.9%
- ◉ Administered every two years (odd years)
- ◉ Monitors variety of health behaviors – violence, substance use, mental health, sexual behavior, nutrition, physical activity, etc.

Bullying & the Hawai'i YRBS

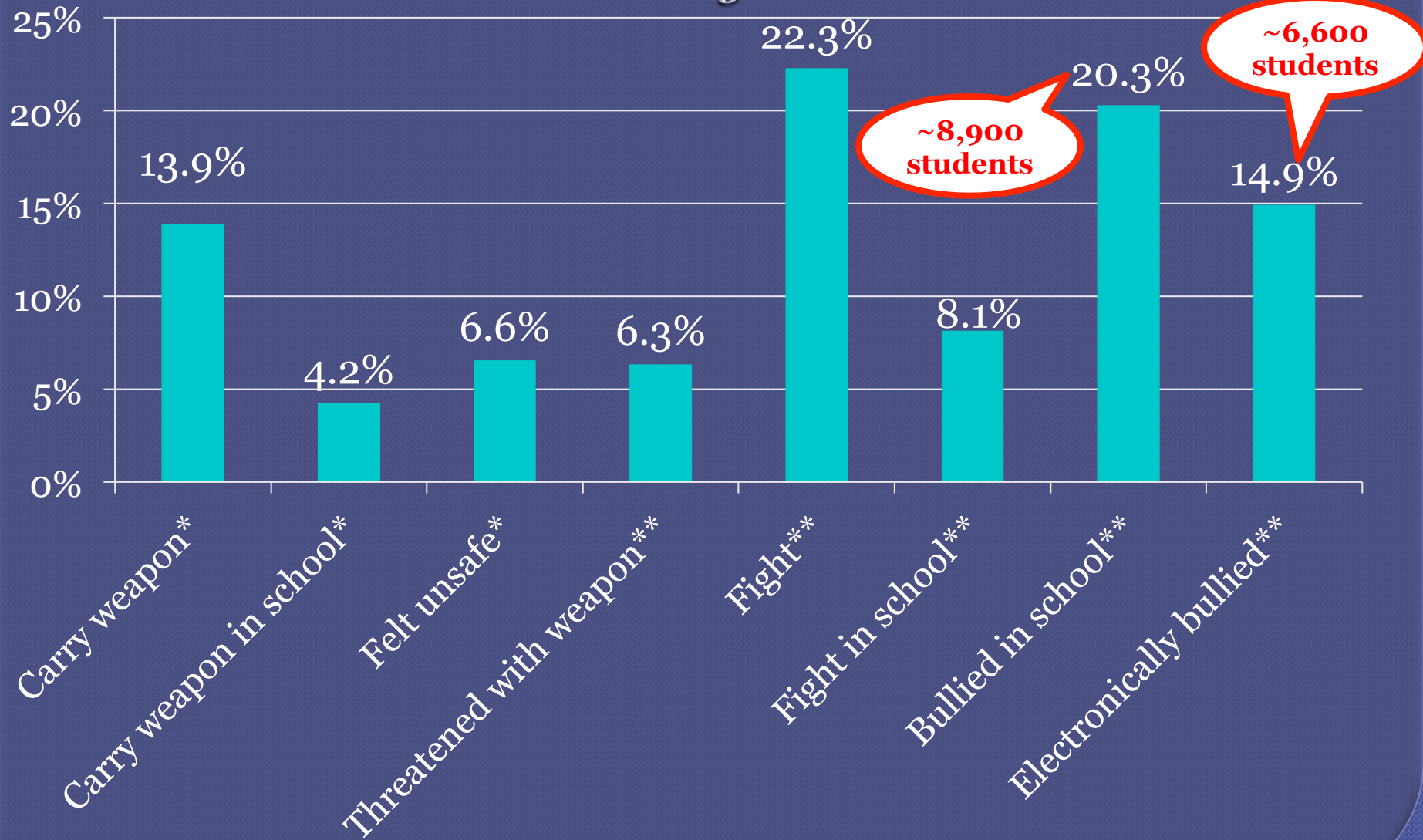
	2005	2007	2009	2011
Youth Violence	Fights Weapons Feel unsafe at school, or going to/from school			
Harassment	Physically & verbally With technology Perceived as LGBT			N/A
Bullying	N/A	Agree or disagree that bullying is problem at school		Bullied at school & Electronically bullied

Analyses

- Bullying items from 2011 Hawai'i high school YRBS
 - SAS version 9.2
 - Weighted data & complex survey procedures
- Prevalences
 - Differences by sex, ethnicity, grade, sexual orientation
- Correlates
 - Associations with other risk/protective behaviors

Youth Violence & Bullying

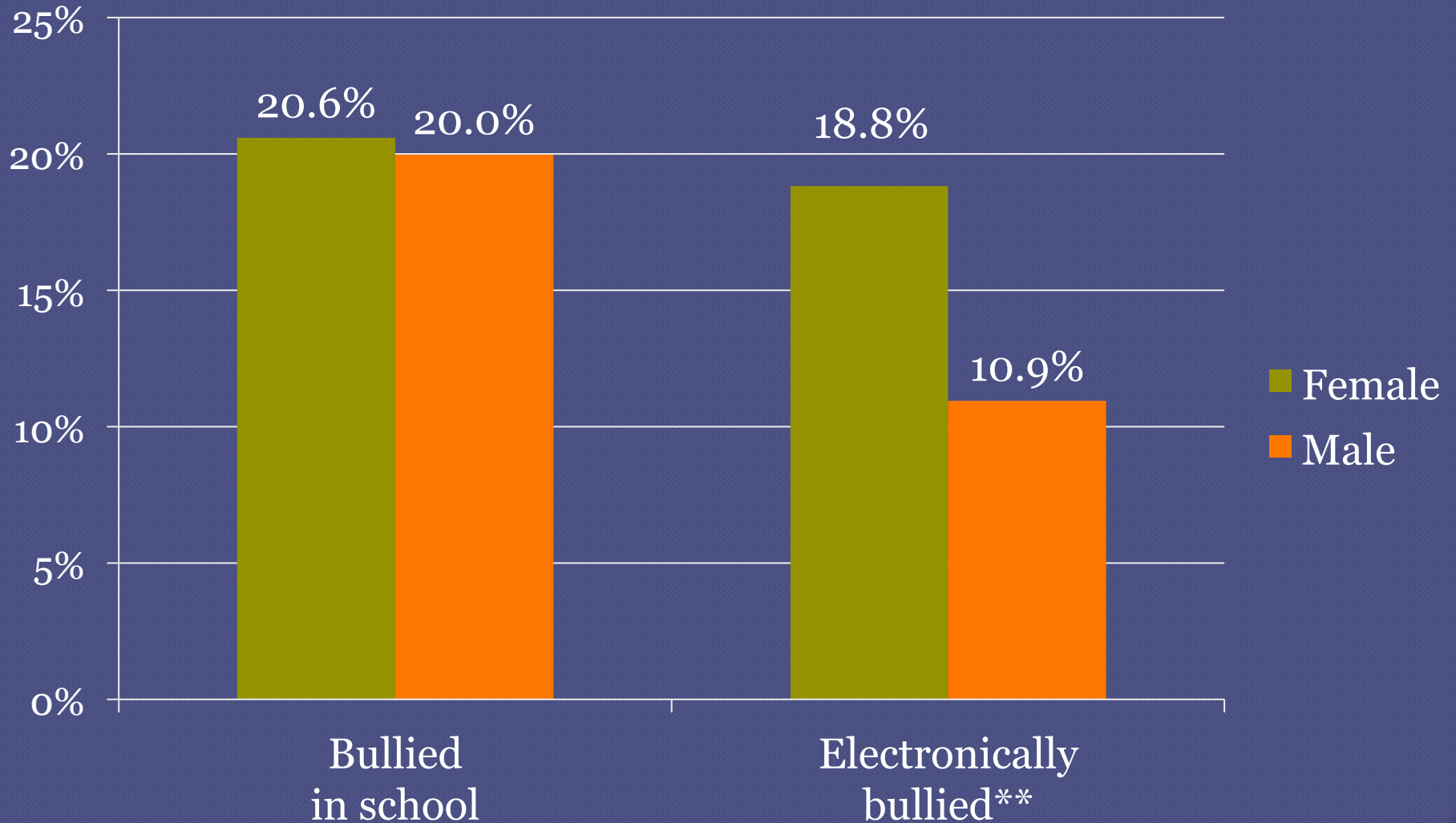
2011 Hawai'i High School YRBS



(*In the last 30 days; ** In the last 12 months)

Bullying – By Sex

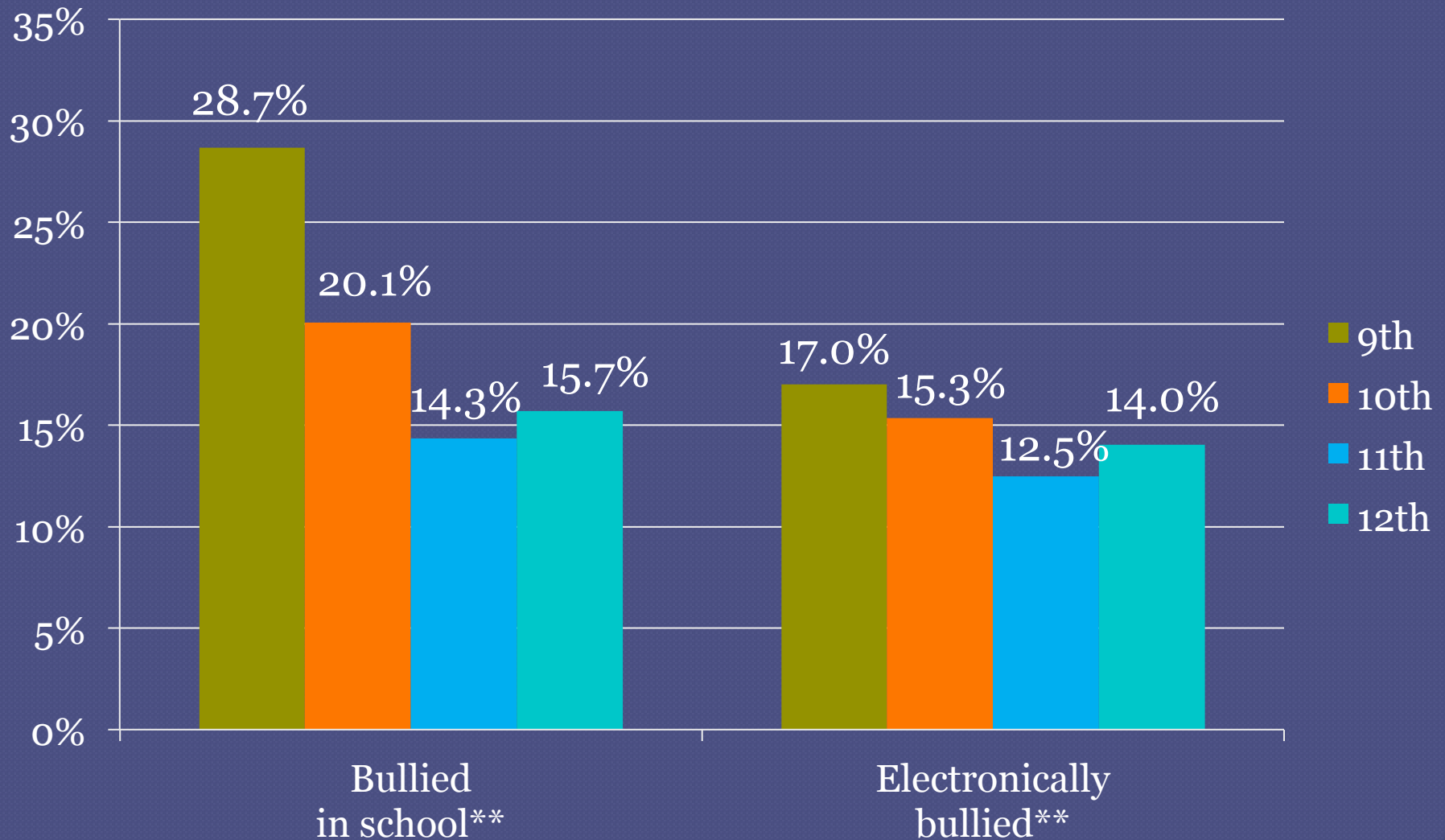
2011 Hawai'i High School YRBS



***Indicates statistically significant difference ($p < .05$)*

Bullying – By Grade

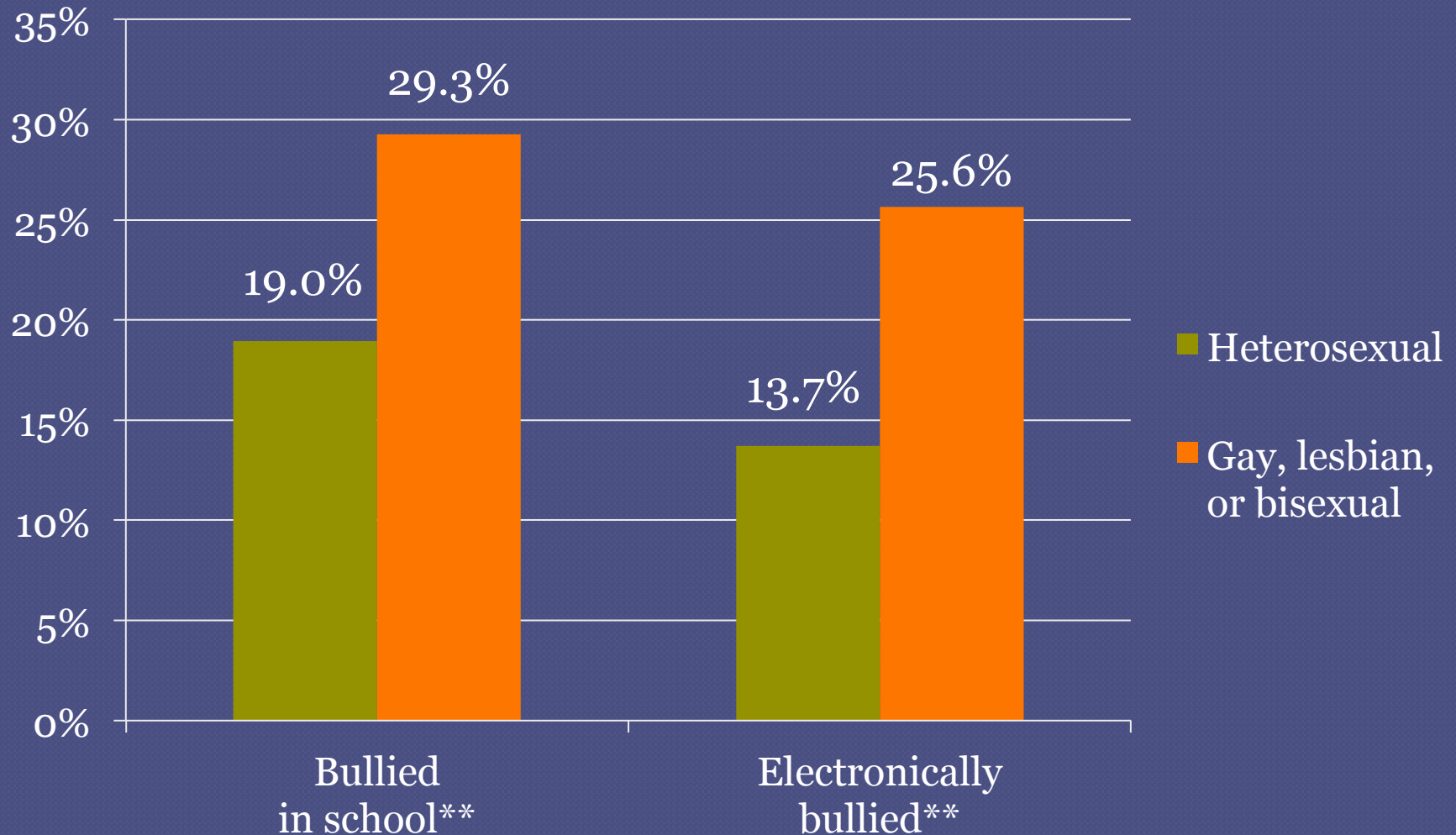
2011 Hawai'i High School YRBS



***Indicates statistically significant difference ($p < .05$)*

Bullying – By Sexual Orientation

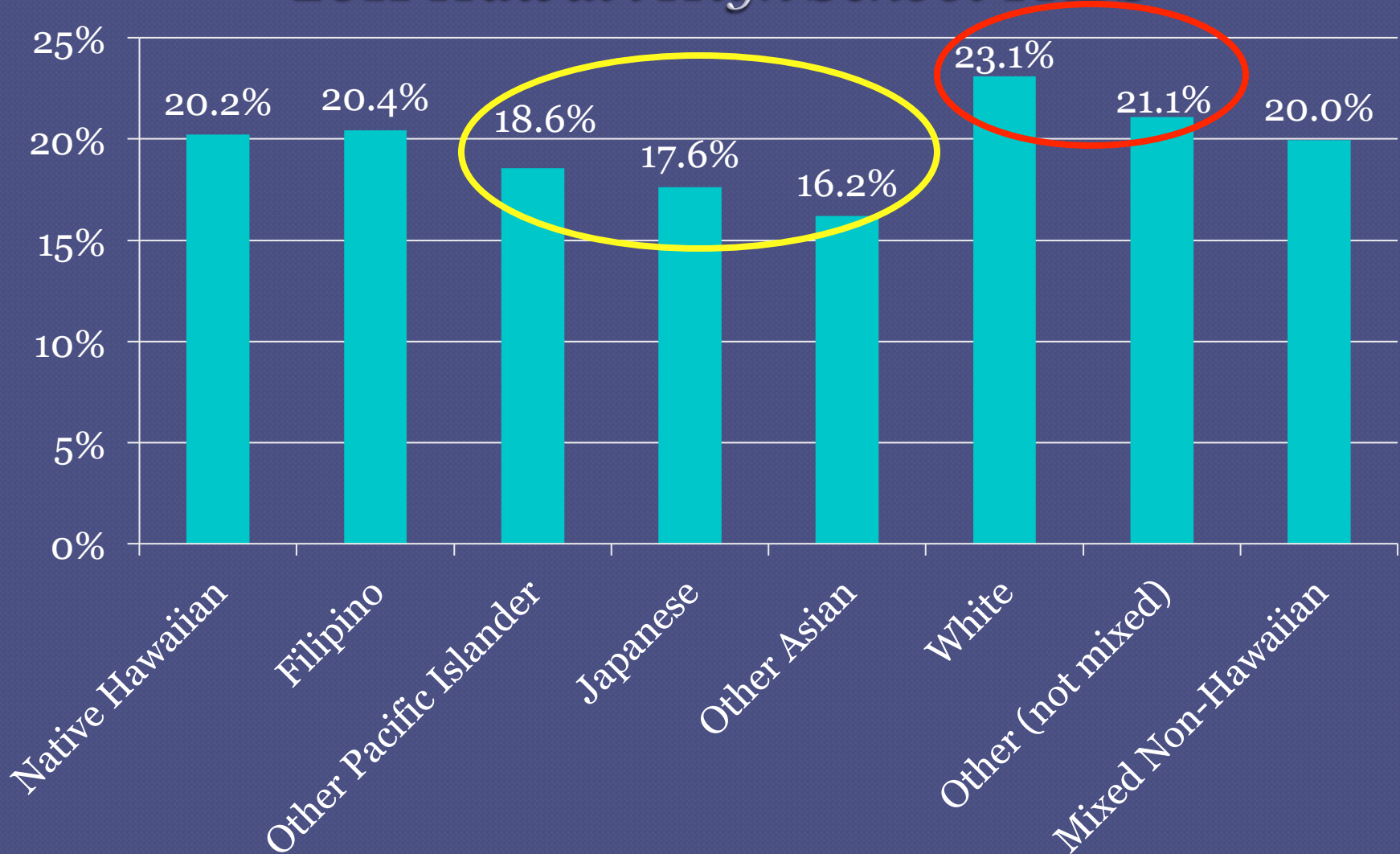
2011 Hawai'i High School YRBS



***Indicates statistically significant difference ($p < .05$)*

Bullying in School – By Ethnicity

2011 Hawai'i High School YRBS

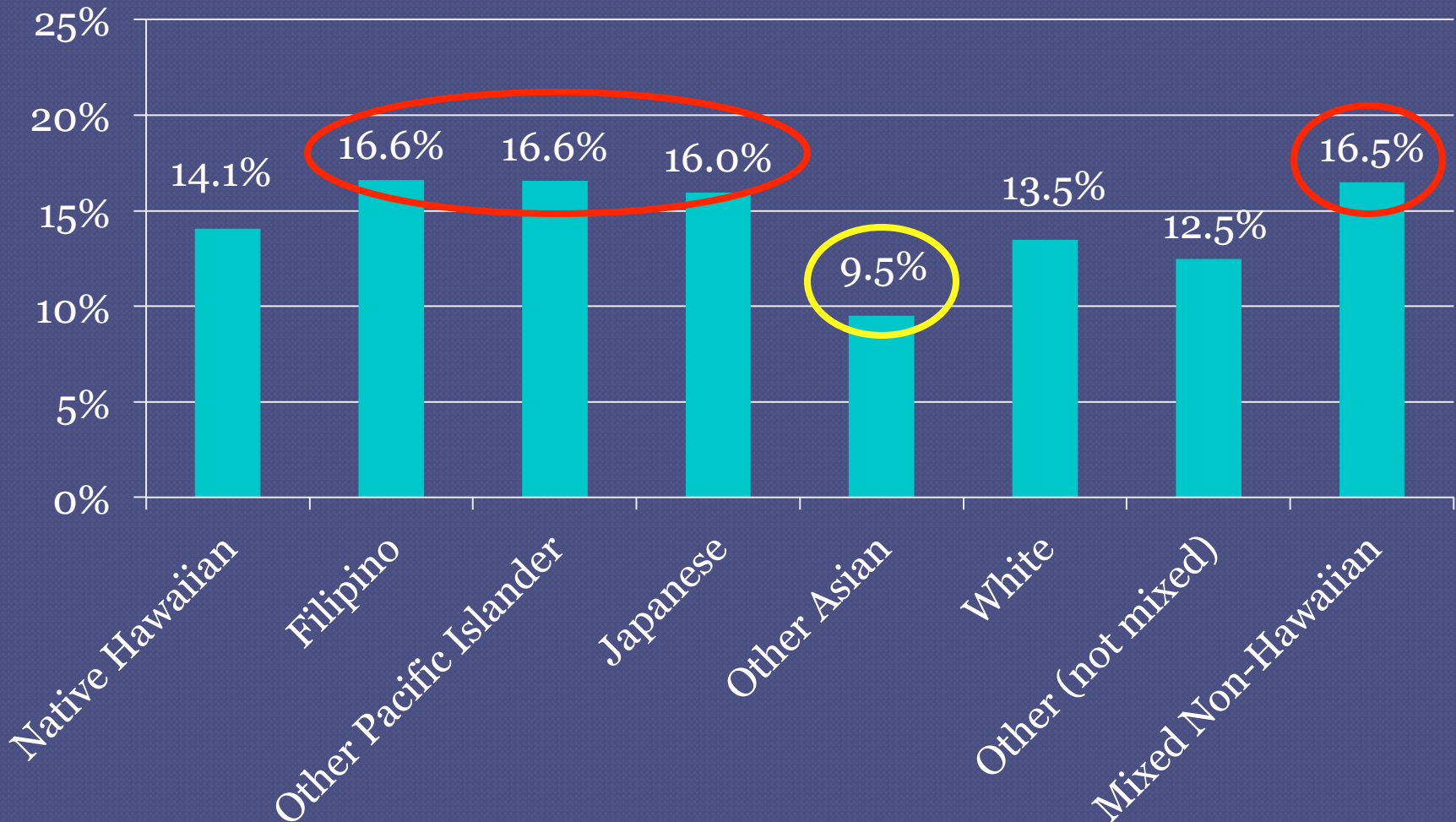


Statistically significant differences ($p < .05$):

White & Other > NH, Filipino, Mixed Non Hawaiian > Other PI, Japanese, Other Asian

Electronic Bullying – By Ethnicity

2011 Hawai'i High School YRBS



Statistically significant differences ($p < .05$):

Filipino, Other PI, Japanese, Mixed Non-Hawaiian > NH, White, Other > Other Asian

Correlates – Risk Factors

2011 Hawai'i High School YRBS

(All associations shown are statistically significant)

Youth Violence Items	Increases Risk of Bullying By:	Increases Risk of Electronic Bullying By:
1) Carried a weapon in the past 30 days	1.9-fold	2.0-fold
2) Carried a weapon in the past 30 days, on school property	2.9-fold	3.8-fold
3) Did not go to school because felt unsafe at school, or going to/from school	5.0-fold	4.7-fold
4) Threatened with a weapon in the past 12 months, on school property	7.6-fold	6.1-fold
5) In a physical fight	2.5-fold	2.7-fold
6) In a physical fight, on school property	3.3-fold	2.5-fold

Correlates – Risk Factors

2011 Hawai'i High School YRBS

(All associations shown are statistically significant)

Mental Health Items	Increases Risk for Bullying By:	Increases Risk for Electronic Bullying By:
1) Felt so sad or hopeless almost every day, for 2 or more weeks, and stopped usual activities	2.7-fold	4.9-fold
2) Seriously considered attempting suicide, past 12 months	3.5-fold	4.3-fold
3) Made a suicide plan, past 12 months	2.8-fold	4.4-fold
4) Attempted suicide, past 12 months	2.7-fold	4.6-fold

Correlates – Risk Factors

2011 Hawai'i High School YRBS

(All associations shown are statistically significant)

Substance Use Items	Increases Risk for Bullying By:	Increases Risk for Electronic Bullying By:
1) Used alcohol, in last 30 days	-	2.0-fold
2) Had 5 or more alcoholic drinks in a row, within a couple of hours (past 30 days)	-	1.8-fold
3) Used marijuana, in last 30 days	-	1.6-fold
4) Use alcohol/drugs to relax, feel better about self, or fit in	1.7-fold	2.6-fold
5) Use alcohol/drugs while alone	1.4-fold	2.2-fold
6) Know adults who got drunk/high, (past 12 months)	1.4-fold	1.5-fold

Correlates – Protective Factors

2011 Hawai'i High School YRBS

(All associations shown are statistically significant)

Adult Support & Future Outlook Items	Decreases Risk for Bullying By:	Decreases Risk for Electronic Bullying By:
1) Adult can talk to about important things, outside of school	1.6-fold	-
2) Teacher in school that can talk to about problems	1.4-fold	-
3) Feel likely to complete post-high school program/degree	1.4-fold	2.0-fold

Limitations

- ◉ Data are cross-sectional
- ◉ Biases
 - Respondent bias – self-reported data
 - Selection bias – active consent required, issue of absences/suspensions
- ◉ Exclusion of private and charter schools

Impact & Implications

- Connection of data to practice & policy
 - Takes an average of 20 years for data/research to move “bench to bedside” (Institute of Medicine, 2001)
 - Only 10% of publicly funded systems use evidence-based practices (Hoagwood & Olin, 2002)

- Translational research (Spoth, 2008)
 - Type 1 – applying evidence to intervention design
 - Type 2 – expanding interventions to real-world implementation

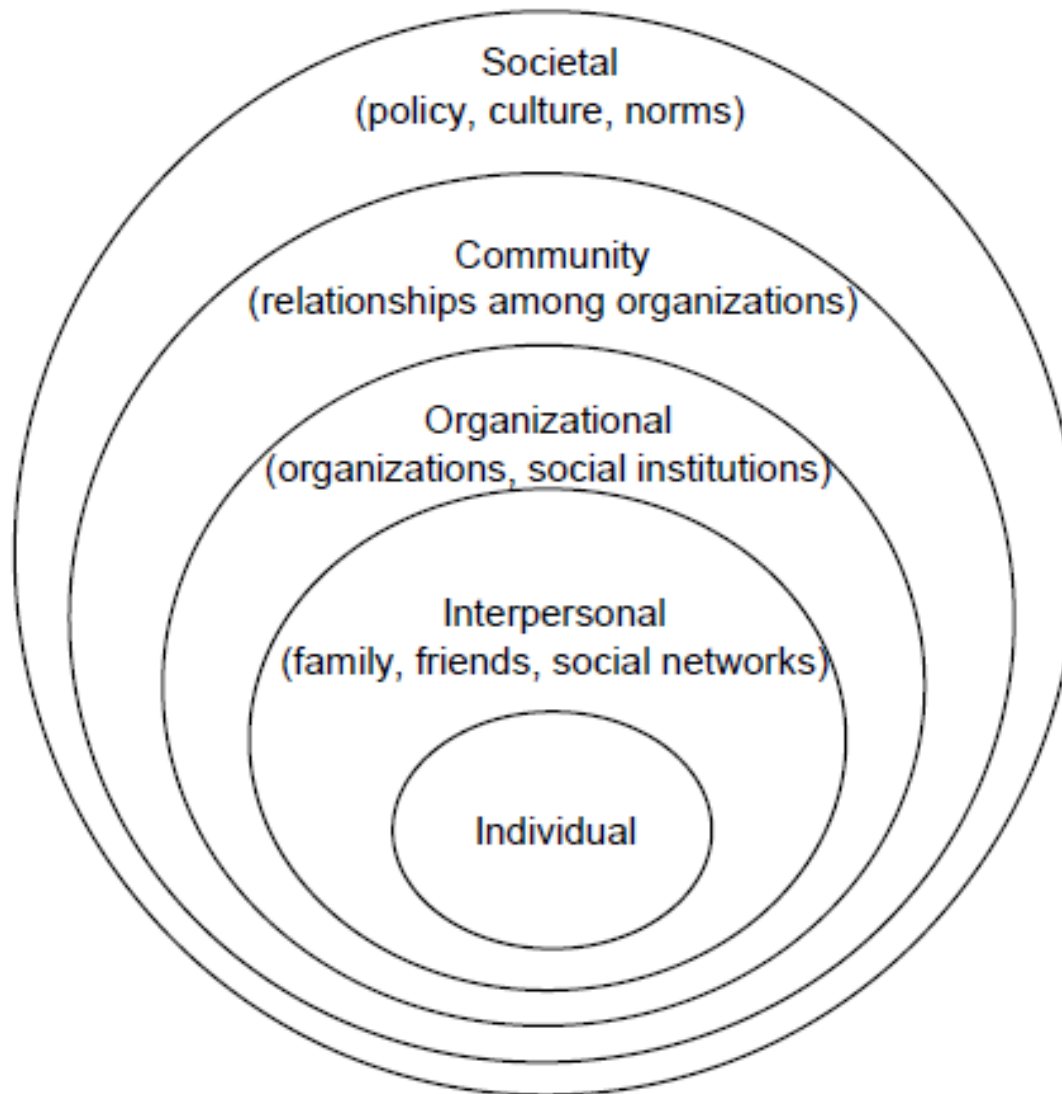
Impact & Implications

- Bullying as a ubiquitous problem
 - No differences by sex, ethnicity
- Further investigation/evaluation of interventions for specific groups
 - 9th graders – transition to high school
 - LGBT youth

Impact & Implications

- More comprehensive approach
 - Increasing protective factors (assets model), versus solely focusing on risk factors (deficits model)
 - Coupling with prevention of other risk behaviors
 - Dichotomy between preventative/public health & punitive approaches (Srabstein, Berkman, & Pyntikova, 2008)

A Public Health Approach



*The Social
Ecological
Model*

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- University representative – Dr. Earl Hishinuma
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*QUESTIONS,
COMMENTS,
AND
DISCUSSION*

THANK YOU!!!