PRINCIPLES OF PREVENTION

Bullying

Strategic Components

Risk Domains

A specific area or level where the identification of key risk and protective factors can influence preventative measures or actions to reduce or eliminate problematic behaviors.
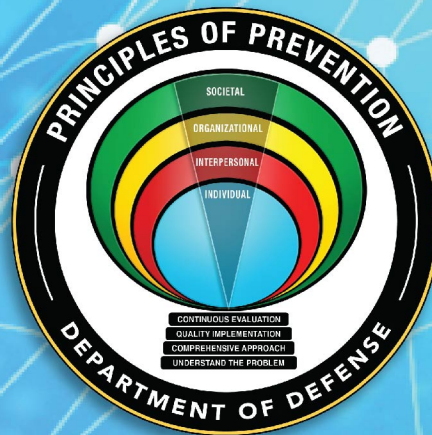
Risk Factors

Variables associated with higher probability of a negative situation or outcome.

Protective Factors

Conditions or attributes within the individuals, communities, and societies that migrate or eliminate risk of a negative situation or outcome.

Principles of Prevention = Combat Readiness

Harassment Prevention

PRINCIPLES OF PREVENTION
Bullying:
Risk and Protective Factors

Overview

The Principles of Prevention is a comprehensive strategy that supports DoD Instruction 1020.03, Harassment Prevention and Response in the Armed Forces. This document orients leaders to the components of prevention and their linkage to Bullying.

The Principles of Prevention (PoP) is a model which aids leaders in understanding, responding to, and preventing harassment across four interrelated risk domains (individual, interpersonal, organizational, and societal). Within each risk domain there are characteristics (risk and protective factors) which, if identified, can assist in developing prevention methods to reduce or eliminate potential problematic behaviors. Using relevant tools, leaders and unit members should attempt to identify these areas, and apply this knowledge to develop proactive preventative measures for their organizational teammates. The description of Risk/Protective Factor include:

1. Individual
   This domain considers biological and personal history, to include age, education, income, substance use, or history of abuse, etc. Prevention strategies would focus on providing access to resources such as education and life-skills training, would promote positive attitudes, beliefs, and behaviors.
2. Interpersonal
   This domain examines an individual's close relationships and social circles like partners, families, work colleagues, educational peers, etc. Prevention strategies would be designed to promote active group/bystander intervention, mentoring programs, or support networks or resources for at-risk individuals.
3. Organizational
   This domain focuses on larger settings like command climates, organizational traditions, exclusive groups, and unit environments. Prevention strategies would affect the social and physical environments. For example, there would be a focus on promoting inclusive environments through cross-cultural competence, reinforcing unit values and expectations and improving communication and accountability. It is also important to improving leader presence, involvement, and buy-in.
4. Societal
   This domain emphasizes broad cultural factors that affect climate like media influences, differences in norms and standards, large social movements, etc. Prevention strategies would be positive changes to high-level policies and laws. Within the DoD, it may be difficult for leadership to affect meaningful change at the societal-level, but leadership must remain aware of societal-level effects and their impact on their peers and subordinates.

Relevant Definitions

Risk Domain- A specific area or level where the identification of key risk and protective factors can influence preventative measures or actions to reduce or eliminate problematic behaviors.

Risk Factor- Variable associated with higher probability of a negative situation or outcome.

Protective Factor- Condition or attribute within the individuals, communities, and societies that mitigate or eliminate risk of a negative situation or outcome.

DoDI 1020.03 Definition:

1. Bullying—
    a. A form of harassment that includes acts of aggression by Service members or DoD civilian employees, with a nexus to military service, with the intent of harming a Service member, either physically or psychologically, without a proper military or other governmental purpose. Bullying may involve singling out of an individual from his or her coworkers, or unit, for ridicule because he or she is considered different or weak. It often involves an imbalance of power between the aggressor and the victim. Bullying can be conducted through the use of electronic devices or communications, and by other means including social media, as well as in person.
    1. Bullying is evaluated by a reasonable person standard and includes, but is not limited to the following when performed without a proper military or other governmental purpose:
        i.   Physically striking another person in any manner or threatening to do the same;
        ii. Intimidating, teasing, or taunting another person;
        iii. Oral or written berating of another person with the purpose of belittling or humiliating;
        iv. Encouraging another person to engage in illegal, harmful, demeaning, or dangerous acts;
        v.   Playing abusive or malicious tricks;
        vi. Branding, handcuffing, duct taping, tattooing, shaving, greasing, or painting another person;
        vii. Subjecting another person to excessive or abusive use of water;
        viii. Forcing another person to consume food, alcohol, drugs, or any other substance;
        ix. Degrading or damaging another's property or reputation; and
        x.   Soliciting, coercing, or knowingly permitting another person to solicit or coerce acts of bullying.

    b. Bullying does not include properly directed command or organizational activities that serve a proper military or governmental purpose, or the requisite training activities required to prepare for such activities (e.g., command-authorized physical training).
    c. Service members may be responsible for an act of bullying even if there was actual or implied consent from the victim and regardless of the grade or rank, status, or Service of the victim.
    d. Bullying is prohibited in all circumstances and environments, including off-duty or "unofficial" unit functions or settings.

2. There are three broad categories of those involved in bullying and cyberbullying: offenders, targets, and those that are both, which are known as bully-victims[1]. Individuals who are bully-victims are typically the target in real life, but take on a bully persona when online or with a different audience.
Currently, research has shown that individuals who experience bullying are also likely to be experiencing cyberbullying[2].

3. For Risk and Protective Factors on this topic, see Tabs A, B and C.

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[1] Mishna, F., Khoury-Kassabri, M., Gadalla, T., Daciuk, J. (2012). Risk factors for involvement in cyber bullying: Victims, bullies, and bully-victims. *Children and Youth Services Review*, *34*, 63-70. doi: 10.1016/j.childyouth.2011.08.032
[2] Kowalski, R. M., & Limber, S. P. (2013). Psychological, physical, and academic correlates of cyberbullying and traditional bullying. *Journal of Adolescent Health*, *53*, S13-S20.

TAB A
Risk Factors – Bullying

BULLYING – RISK FACTORS		

	INDIVIDUAL – TARGET[3]	**INDIVIDUAL – OFFENDER**

RISK DOMAINS	• Are depressed or anxious[4]
	• Have low self-esteem
	• LGBTQ
	• Individuals with disabilities
	• Bully-Victims are both offender and target—have even high aggression and low self-esteem
	• Severely rejected by peers (Social Exclusion) [5]
	• Lack social skills and unassertive
		• Two Types of Bullies[6]
		  o Socially Connected
		    ▪ Has social power and is well-connected with peers
		    ▪ Overly concerned about their popularity
		    ▪ Likes to dominate or be in charge of others
		  o Socially Disconnected
		    ▪ More isolated from peers
		    ▪ May be depressed or anxious
		    ▪ Has low self-esteem
		    ▪ Easily pressured by others
		    ▪ Does not identify with emotions or feelings of others
		• Both Types:
		  o Easily angered or frustrated
		  o Involved in verbal or physical aggression
		  o Think badly of others
		  o Have difficulty following rules
		  o View violence in a positive way
		  o Have friends who bully others
		  o Males are more likely than females to engage in traditional bullying
		• Bully-Victims are Both Offender and Target—have even high aggression and low self-esteem

	INTERPERSONAL	**ORGANIZATIONAL**	**SOCIETAL**

RISK DOMAINS	• Does not get along well with others, seen as annoying
	• Role conflict and role ambiguity
	• Easily pressured by others
	• Does not identify with emotions or feelings of others
	• Perceived as different from peers
	  o Over/underweight
	  o Glasses and/or different clothing
	  o New to organization
	• Perceived as weak or unable to defend themselves
	• Severely rejected by peers (*Social Exclusion*) [7]
	• Have issues at home
		• Less involved in school/workplace
		• Have issues at home
		• Involvement in workplace bullying
		• Leaders ignoring bullying or it is inaccurately perceived as training
		• Passive bystanders
		• Lack of policy on bullying and reporting procedures
		• Belief that aggressiveness & bullying are necessary to get the job done
		• Exclusive units
			• Consequences on Bystanders:
			  o Afraid to associate with target
			  o Fear of reporting bullying incident
			  o Feelings of guilt and helplessness
			    ▪ Be drawn into bullying behavior
			    ▪ Feeling unsafe
			    ▪ Believe bullying is acceptable
			  o Perception that bullying toughens up people
			• Job security
			• Competition

[3] Plimmer, G., Proctor-Thomson, S., Donnelly, N., & Sim, D. (2017). The mistreatment of public service workers: Identifying key risk and protective factors. *Public Money & Management*, *37*(5), 333-340.

[4] Wang, J., Nansel, T. R., & Iannotti, R. J. (2011). Cyber and traditional bullying: Differential association with depression. *Journal of Adolescent Health*, *48*(4), 415-417. doi: 10.1016/j.jadohealth.2010.07.012

[5] Taniguchi, T., Takaki, J., Hirokawa, K. Fujii, Y., & Harano, K. (2016). Associations of workplace bullying and harassment with stress reactions: A two-year follow-up study. *Industrial Health*, *54*, 131-138.

[6] Bullying. (2018). Who is at risk. *Stop Bullying*. Retrieved from: https://www.stopbullying.gov/at-risk/index.html

[7] Taniguchi, T., Takaki, J., Hirokawa, K. Fujii, Y., & Harano, K. (2016). Associations of workplace bullying and harassment with stress reactions: A two-year follow-up study. *Industrial Health*, *54*, 131-138.

Protective Factors – Bullying

BULLYING – PROTECTIVE FACTORS		

	INDIVIDUAL – TARGET[8]	INDIVIDUAL – OFFENDER

RISK DOMAINS	• Healthy Coping & Resilient Strategies[9]
	• Higher Level of Education and Higher Income
	• Make informal/informal complaint
	• Know:
	  o Your rights
	  o Organization, Community, Social Policies
	  o Collect evidence
	  o Available resources and seek assistance
	  o How to confront offender if choosing this option
	• Say something to the offender, leader, friend, etc.
		• Encourage prevention of workplace bullying
		• Ask for feedback and listen; then make behavior adjustments

INTERPERSONAL	ORGANIZATIONAL	SOCIETAL
• Peers are active bystanders and intervene and report bullying • Direct leaders and supervisors take appropriate action to prevent • Direct leaders and supervisors monitor create safe working environments • Direct leaders and supervisors identify bullying behaviors and implement strategies to change bullying behaviors	• Active bystander involvement in workplace violence and bullying • Anti-bullying organizational policies are clear and communicated to all employees • Organizational leaders enforce anti-bullying policies • Offender and supporters of bullying who violate anti-bullying organizational policies are punished • Key leaders are involved in the development, implementation and enforcement of anti-bullying policies, training, and education and responding to reports of bullying	• Organization members and leaders understand societal and local laws • Organization/Military Community develop relationships with civilian agencies • Organization members know how to use local resources i.e., local police, hospital, religious support, etc.

The above non-inclusive list of conditions or attributes are areas where prevention strategies could be potentially enhanced, reinforced, or developed, and then incorporated to positively address problematic indicators or behaviors in regards to bullying.

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[8] Plimmer, G., Proctor-Thomson, S., Donnelly, N., & Sim, D. (2017). The mistreatment of public service workers: Identifying key risk and protective factors. *Public Money & Management*, *37*(5), 333-340.

[9] Slonje, R., Smith, P. K., & Frisén, A. (2013). The nature of cyberbullying and strategies for prevention. *Computers in Human Behavior*, *29*, 26-32. doi: 10.1016/j.chb.2012.05.024

TAB C
Risk Factors – Cyber Related Bullying

ADDITIONAL CYBER RELATED BULLYING - RISK FACTORS		
INDIVIDUAL – TARGET[10] & OFFENDER		
- Location of computer at Home - Higher risk for cyberbullying if computer is in a private room - Intensive Use of Mobile Phone and Internet (e.g., >2 hours a day) - Less Conscious of Risks Associated with Internet - Openly shares passwords - Talks to strangers, etc. - Females are more likely than males to engage in cyberbullying		
INTERPERSONAL	**ORGANIZATIONAL**	**SOCIETAL**
- Increase access and use of technology coupled with less face to face interaction and feedback from associated cues leads to: - Less guilt as an offender - Lack of understanding of social cues	- Screening for harmful content on websites and apps vary widely - Individuals can assume any identity/avatar of their choosing or remain anonymous - Very prevalent in (and perk of) online gaming - Poor performance could lead to harmful messages - Privacy and location settings are active on most social media applications - Applications that allow real-time streaming can show bullying, violence, and other harmful content as they happen with no censor	- Culture of media and technology dependence - Increase in technology and applications allowing exchanges of suggestive photos or videos that automatically disappear after a predetermined time

*(Left vertical label: **RISK DOMAINS**)*

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[10] Plimmer, G., Proctor-Thomson, S., Donnelly, N., & Sim, D. (2017). The mistreatment of public service workers: Identifying key risk and protective factors. *Public Money & Management*, *37*(5), 333-340.

IT'S ALL ABOUT CONDUCT

Let's Talk Strategy! After identifying and analyzing risk and protective factors in a given situation, leaders should consider what proactive measures they could develop to address concerns, or reinforce positive behaviors, in an attempt to reduce or prevent future occurrences. Prevention programs must be realistic and focus on attainable goals from assessments and consultations. Strategies include policies and programs divided into three categories: primary, secondary, and tertiary.

- Primary prevention strategies transpire prior to problematic behaviors
- Secondary prevention strategies respond immediately after the occurrence
- Tertiary prevention strategies are to mitigate the lasting effects of problematic behaviors and prevent future occurrences

Examples of Primary Prevention Strategies
- Conducting bullying prevention training (tailored, and facilitated to the targeted audience). Training should focus on:
  - Clearly defining what is, and what is not bullying (provide real-life examples)
  - Identifying members with a greater chance of being bullied; and educate members on developing life skills (with prevention techniques)
  - Knowing reporting procedures, and policies and regulations
- Monitor trends (e.g., monthly, quarterly), identify patterns and establish a plan of action to prevent bullying behaviors
- Mandate leader presence in all workplace settings
- Conduct unit activities that build group inclusion, cohesion, trust, and respect
- Conduct required climate assessments (per Service requirements); develop and implement proactive measures
- Clearly define differences between bullying, extra-curricular activities, physical training, or team building

Examples of Secondary Prevention Strategies
- Take all allegations/reports of bullying seriously and take appropriate actions to resolve allegations
- Inform leadership of all bullying complaints
- Remain neutral and professional; ensure all members are treated with dignity and respect throughout the investigative process
- Identify why bullying occurred (e.g., lack of policy, education, enforcement of the rules)
- Resolve complaints expeditiously using unbiased processes
- Provide resources and support to all involved members (e.g., spiritual, medical, legal)
- Separate non-conforming members from military Service as needed/required

Examples of Tertiary Prevention Strategies
- Develop and reinforce strong Service Ethos and Values; reinforce at multiple opportunities

- Conduct follow-up assessments (on formal and informal complaints) within 45-60 days after complaint resolution to ensure the complaint is resolved, ensure no retaliation has occurred
- Using lessons learned, develop training to prevent any possible future bullying occurrences
- Review current policies and revise as needed
- Ensure required climate assessments are completed (based on Service requirements/or as directed
- Work with community members to leverage resources available for Service, Civilian and Family Members especially newcomers