Mission

The mission of the Auburn University Anti-Bullying Summit is to facilitate action-oriented conversations via a premiere conference designed to share information, current thinking, and research about a serious problem facing our schools and communities—bullying. The conference is designed to create on-going local, state, and national coalitions for Pre K-12 educators, higher education faculty and administrators, student leaders, mental health practitioners, researchers, community leaders, policymakers, and other professionals who are engaged in on-going work to address bullying and cyber-bullying in learning environments.

Overview of the 2013 Program

- Attended by 208 participants and 10 exhibitors; attendees came from 12 states and Hong Kong.
- 41 sessions that explored a broad range of topics: legal issues related to bullying, effective school intervention programs, cyber-safety, building empathy through the arts, and empowering the bystander.
- 40% of attendees indicated they have previously attended the Auburn University Anti-Bullying Summit program.
- 77% of those who have previously attended the Auburn University Anti-Bullying Summit indicated that the program was the same or better than in previous years.
- 30% of the attendees indicated they have attended other (non-Auburn) anti-bullying workshops or conferences.
- 82% of the attendees who have attended other (non-Auburn) anti-bullying workshops or conferences indicated that the Auburn University Anti-Bullying Summit was the same or better than other programs they have attended.

Participant Feedback

- Summit Value-Overall
  - Excellent (62%)
  - Above Average (33%)
  - Average (5%)
  - Below Average (0)
  - Unsatisfactory (0)
  - No Opinion (0)

- Percent of attendees who would recommend attending the Auburn University Anti-Bullying Summit to others
  - Yes: 98
  - No: 2

- Participants by Profession
**Selected Participant Comments**

- This was a wonderful conference!
- One of the best summits that I have ever attended! Has really opened my eyes about the bullying problem. I’m excited to be part of coalition against bullying here in Mobile!
- Great options in sessions.
- Inspirational! Very worthwhile.
- Great job on this year’s summit.
- Speakers need more time. Most sessions didn’t have Q&A time! If received a question ran out of time for their presentation.
- The conference was excellent. Very well put together and professional-I would prefer the final lunch & awards to be moved to the night before. Thanks! It was great!
- I recommend that everyone see "Rachel's Challenge."

**Hero Award Recipients**

Being an “upstander” rather than a “bystander” in bullying situations requires courage and risk, and individuals or groups who take the initiative to be “upstanders” become an impetus for change in schools and communities. The Auburn University Anti-Bullying Summit recognizes individuals/groups who are actively standing up to bullying with Hero Awards. The 2013 Hero Award winners are:

- **Safe Schools/Healthy Students, Pueblo, Colorado:** The Safe Haven Project, implemented by the Safe Schools/Healthy Students Team in the Pueblo School District and the Pueblo, Colorado community, is a model community-schools partnership initiative that has effectively reduced bullying and increased student safety. Over 200 businesses supported this community effort to provide a “Safe Haven” to children being bullied. Between 2008 and 2012, the number of students who reported bullying another student decreased by 34% in the elementary schools, 18% in the middle schools, and 10% in the high schools. In addition, the number of students who reported helping bullied students increased by 21% in the elementary schools, 42% in the middle schools, and 21% in the high schools.

- **The HALT Program—Tuscaloosa City Schools, Tuscaloosa, Alabama:** After attending the 2012 Anti-bullying Summit, staff from Tuscaloosa City Schools established a 32-member task force to develop a proactive preventive approach to address bullying in their district. HALT coordinators from each school attended a two-day training where age appropriate HALT reporting forms and other training materials were developed. All staff, including bus drivers, were trained on the HALT program and the reporting process to insure that the district was using consistent language. HALT posters/logos were displayed throughout all schools and buses. Each student signed a HALT pledge card, and awareness activities were implemented throughout the school year to build a culture where Bullying/Harassment is not tolerated.

- **Ms. Ashley Rich, Mobile County District Attorney, Mobile, Alabama:** Ms. Rich implemented a countywide anonymous phone texting program, BullyBlocker, and an educational program throughout Mobile County to train young people, parents, and school administrators on effective methods to counteract bullying. Her numerous efforts, including BullyBlocker presentations to over 10,000 students throughout the county, have helped people understand the scope and gravity of bullying and the urgency needed in addressing it. These endeavors have had a tremendously positive impact on the community.

- **Dr. Annis Fung, City University of Hong Kong:** Dr. Fung conducted a five-year research project (2006-2011) in 77 schools in Hong Kong. The purposes of the project were to develop models of effective strategies in dealing with aggression, bullying and violence; to enhance parents’ understanding and communication skills in handling aggression and victimization of violence among their children; to build clinical counseling and group skills among teachers and social workers in working with aggressive youth and victims; to promote multi-systemic collaboration among schools’ stakeholders (students, parents, teacher, and social workers), non-government organizations, and the university; and to cultivate a zero-violence school culture in secondary schools.

- **Ole Pete Key, Florence, Alabama:** During the past three years, Mr. Pete Key has educated over 100,000 students and adults about bullying in assembly programs nationwide. Assuming the character of “Ray Ray Jenkins,” an inmate at a correctional facility, he uses music and drama to reach his audience, talking about the decisions he made as a teen that led him down the wrong path. He also shares how the bystander could have not only saved his life, but the life of the bullied. His goal is to “educate, enlighten, empower, and equip the bully, the bullied, and the bystander with tools to resolve conflict without violence”. Several students have sent e-mails and shared their stories of how they were thinking about committing suicide because of someone bullying them. After hearing “Ray Ray’s” story, they know not to make a permanent decision based on a temporary problem.