

Bystanders

- Students need not be the targets of bullying to experience negative outcomes. Observing bullying is associated with adverse mental health outcomes (**Rivers, Poteat, Noret, & Ashurst, 2009**).
- Bystanders' beliefs in their social self-efficacy were positively associated with defending behavior and negatively associated with passive behavior from bystanders – i.e. if students believe they can make a difference, they're more likely to act (**Thornberg et al, 2012**).
- Students who experience bullying report that allying and supportive actions from their peers (such as spending time with the student, talking to him/her, helping him/her get away, or giving advice) were the most helpful actions from bystanders (**Davis & Nixon, 2010**).
- Students who experience bullying are more likely to find peer actions helpful than educator or self-actions (**Davis & Nixon, 2010**).
- **The Youth Voice Research Project (2010)** found that victimized students reported the following bystander strategies that made things better: spent time with me (54%), talked to me (51%), helped me get away (49%), called me (47%), gave me advice (46%), helped me tell (44%), distracted me (43%), listened to me (41%), told an adult (35%), confronted them (29%), asked them to stop.