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Double Chins and Double Standards: A Meta-Analysis of Weight-Based Bullying Amongst Female Adolescents

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**Double Chins and Double Standards:
A Meta-Analysis of Weight-Based Bullying Amongst Female Adolescents**

By
Juliah DiStefano

A Major Research Paper
Submitted to the Faculty of Graduate Studies through the Faculty of Education
in Partial Fulfillment of the Requirements for
the Degree of Master of Education
at the University of Windsor

Windsor, Ontario, Canada

2018

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A Meta-Analysis of Weight-Based Bullying Amongst Female Adolescents

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September 11th, 2018

DECLARATION OF ORIGINALITY

I hereby certify that I am the sole author of this major research paper and that no part of this major research paper has been published or submitted for publication.

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ABSTRACT

Scholars are beginning to explore and understand the experiences of adolescent females in regards to weight-based bullying in their elementary school setting (Puhl, R. M., Luedicke, J., & Heuer, C. (2011). Weight-based victimization toward overweight adolescents: observations and reactions of peers. *Journal of School Health*, 81(11), 696-703). The educational and social implications that weight-based bullying has amongst female adolescents can include: poor academic achievement coupled with a low degree of comfort when participating vocally in the classroom, the inability to initiate and maintain friendships, and an unwillingness to participate in extracurricular sports and activities. This should be cause for concern among the enthusiastic and focused teachers who are committed to giving young students, particularly females, the best possible education in life. A meta-analysis was used to guide the following three questions: (1) What are the different implications, both educational and social, that weight-based bullying has on male and female students, respectively? (2) What types of support do the participants seek from their teachers, administrators, and parents, to address this phenomenon? (3) How effective are school initiatives, such as bystander initiatives, in bettering the experiences of adolescent females who are experiencing weight-based bullying in an educational setting? Useful recommendations found throughout this Major Research Paper aim to provide support through in-school programming to students that are experiencing weight-based bullying.

ACKNOWLEDGEMENTS

I would like to state my deep gratitude to the individuals who helped make the writing of this Major Research Paper a period of intense learning for me, both professionally and personally. As such, I would like to reflect on the people who have supported and aided me so much throughout this period of my life

To my eternal cheerleader, my mother Rose DiStefano: You are the woman who has always been there for me with a love so fierce and unwavering. I credit you for ingraining in me the ways of logic which have become an intricate part of who I am and who I hope to become. Thank you mom, for everything.

My Major Paper advisor, Dr. Geri Salinitri of the Faculty of Education at the University of Windsor. The door to Dr. Salinitri's office was always open whenever I ran into a trouble spot or had a question about writing. She consistently allowed this paper to be my own work, but steered me in the right the direction whenever she thought I needed it. This paper would not have been possible without her resolute support and guidance. To my Grandmother Maria Martino and my late Grandfather Antonio Martino, thank you for showing me unwavering love, the value of a hard earned dollar, and for raising the line of strong women from which I am proud to come from. Vi amerò per sempre.

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Introduction

“In recent years, bullying among youth has received increased attention as a public health issue. National anti-bullying campaigns, state and school policies, and even the White House have begun concerted efforts to address this problem. During adolescence, nearly half of youth are vulnerable to repeated bullying, and recent evidence indicates that adolescents report that being overweight is the most common reason their peers are teased and bullied at school. Given that almost one third of youth are either overweight or obese, millions are at risk of weight-based victimization by peers in schools, athletic teams, extracurricular activities, and other settings involving peers.

Weight-Based Victimization is associated with a range of negative outcomes for youth, such as increased depression, social isolation, lower self-esteem, poor body image, unhealthy eating behaviors, and suicidal ideation, as well as binge eating and avoidance of physical activity, which may exacerbate obesity in youth. In addition, Weight-Based Victimization is associated with poorer school performance and increases the likelihood of youth avoiding school and reporting that their grades are harmed because of Weight-Based Victimization incidents.” (Puhl, R. M., Luedicke, J., & DePierre, J. A., 2013, pg. 540).

One could argue that a prevalent, though seldom discussed issue occurring at local schools combines gender, weight, and bullying with a larger sociological issue that is weight-based bullying among female adolescents. Rebecca Jane Weinstein, author of “Fat Kids: Truth and Consequences” (2014), illustrates this as she explains why she wrote the book. Weinstein (2014) says that: “I am tired of fat people, and especially fat children,

being misunderstood”, (p. 23). She also states that she has “opened narrative space for the experiences of fat children to be understood, especially from a size accepting position,” (pg. 23).

The aforementioned coalescence of gender, weight, and bullying is a topic worth examining under a more critical lens. More specifically, positioning weight-based bullying amongst female adolescents as a completely different phenomenon than it is for males, gives researchers an opportunity to benefit the population of adolescent females who are experiencing this phenomenon. This is further solidified by the work of Goldfield et al. (2010) who found that “overweight and obese females reported higher prevalence of parent teasing than overweight and obese males (30% vs 22%),” (pg. 285). In speaking about gender socialization and weight-based bullying amongst female adolescents, we are contributing to the limited body of research and knowledge about weight-based bullying as it specifically relates to the differences of experiences of both males and females. Also, through exploring this phenomenon, researchers can provide useful recommendations regarding how to provide support through in-school programming to students that are experiencing weight-based bullying. Thirdly, it can do much to inform policy makers, academics, school boards, teachers, and parents about how to meet the needs of students that are experiencing weight-based bullying.

One element of Weight-Based Bullying amongst adolescents is that there are distinct differences in gender socialization patterns amongst males and females that can inform their own beliefs and self-actualization about their bodies. Goldfield et. al, (2010) aids in illuminating the concept of adolescent obesity as a whole, in the following statement:

Adolescent obesity has reached epidemic proportions in North America and

continues to rise, making it a serious public health concern. Furthermore, the morbidity typically associated with obesity during adulthood has been recently emerging in obese adolescents, including neurologic, pulmonary, gastrointestinal, and endocrine conditions. Young adults aged 18-29 years are experiencing the highest increase in obesity. This suggests that there may be factors during adolescence that influence the development of obesity in early adulthood, making adolescence a critical period for obesity prevention, (pg. 2).

From this, we gather that subsequent to the rise in adolescent obesity, there are certain health issues that arise with it. However, the issues that are caused by adolescent obesity are not limited to medical health. Goldfield et al. (2010) state that “one reliable correlate of obesity in youth and adults is body dissatisfaction. The social stigma associated with obesity is believed to engender shame, guilt and intense feelings of body dissatisfaction,” (pg. 2). This statement alludes to fact that adolescent obesity has an effect on how adolescent males and females perceive their own bodies. Let it be noted that limitations of this literature recognize that the study did “not explore how gender influenced the pattern of results, and this can be the focus of future investigation,” (pg. 6).

The purpose of this Major Research Paper is to continue to explore and understand the real lived experiences of weight-based bullying that adolescent females have experienced in an elementary school setting.

Statement of Problem

Weight-Based Bullying has educational and social implications amongst female adolescents, though they may manifest in different ways. This is solidified by Griffiths (2006) who says that “obesity in children is associated with undesirable psychological and social consequences, including impaired peer relationships...the lack of close friendships may expose them more to victimization” (pg. 121), and an unwillingness to participate in extracurricular sports and activities. This is a notion solidified by Antonogeorgos (2011) who says that “one of the most important factors implicated in the multi-factorial etiology of childhood obesity is physical activity. Obese children tend to follow life-style patterns with decreased levels of physical activity and tend to spend more time in sedentary activities like television viewing or video game playing than the non-obese counterparts,” (pg. 5). Other scholars who solidify this notion are Neumark-Stzainer et. al. (2003) who allude to the fact that there is a steady decline in the percentage of adolescent female students who choose to enroll in physical education classes beyond the necessary requirements for graduation. Neumark-Stzainer et. al. (2003) see a correlation between this decline and the growing rates of adolescent females who report feelings of self-consciousness in relation to co-ed physical education classes.

In order to address the research questions posed by this Major Research Paper, as well as to not eliminate the experiences of weight-based bullying among males, Korsen (2016) has confirmed that gender plays a role in the frequency of bullying, as boys were reported as being more likely to engage in bullying behavior in relation to their female counterparts. Additionally, research has suggested that there are gender differences in the frequency with which children and youth are involved in bullying. Rates for self-reports of

being bullied range from 19.5 to 22.8 percent for boys and from 12.8 to 23.7 percent for girls (Centers for Disease Control and Prevention, 2014b; Finkelhor et al., 2015; U.S. Department of Education, 2015). Moving beyond frequency and self-reporting, there is also current literature that recognizes the differences in the forms of bullying (direct and indirect) that females experience in comparison to males, as well as the types of bullying (physical, verbal, relational, and damage to property) that females experience in comparison to males.

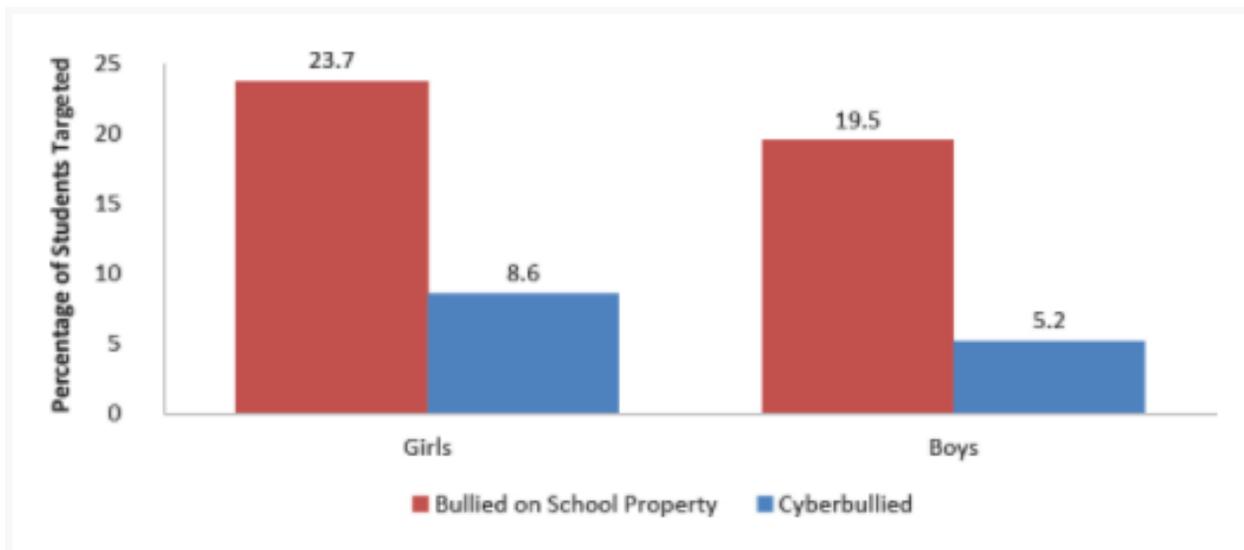


Figure 1: Prevalence of being bullied among 12-18 year olds by gender, as reported by the 2013 School Crime Supplement of the National Crime Victimization Survey.

To support the notion that additional research and literature is vital to the phenomenon that is weight-based bullying amongst female adolescents, The National Academies of Sciences, Engineering, and Medicine (2016), in their Consensus Study Report concerning preventing bullying through science, policy, and practice, present this visual to represent the prevalence of bullying by gender, for both males and females, the prevalence

of bullying that occurs on school property, and the prevalence of bullying that occurs via technology.

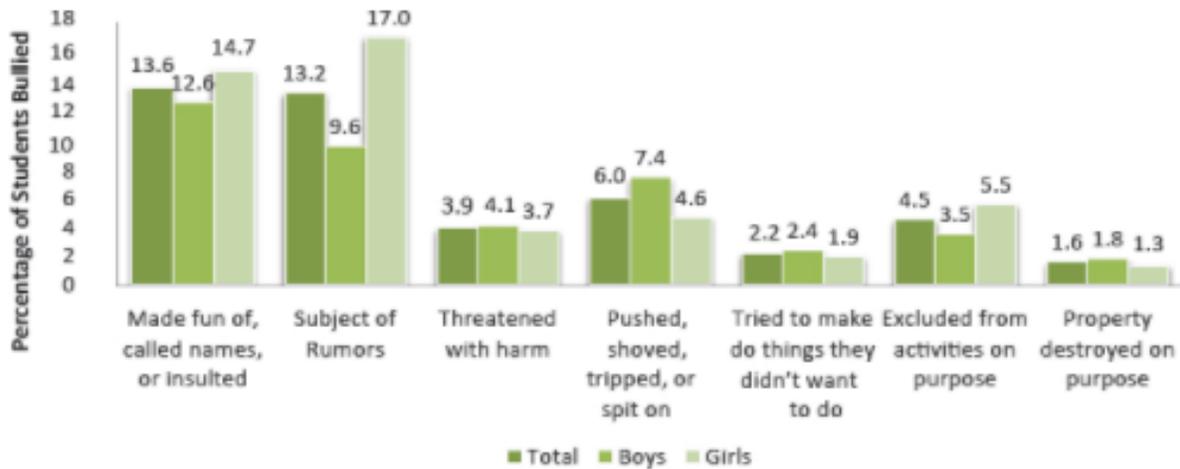


Figure 2: 6 Prevalence of different types of bullying among students, ages 12-18, bullied in a school year, as reported by the 2013 School Crime Supplement of the National Crime Victimization Survey.

Here, The National Academies of Sciences, Engineering, and Medicine (2016), in their Consensus Study Report concerning preventing bullying through science, policy, and practice, present this visual that represents the types of bullying, for both males and females.

Finally, it is important to note that there is research to support the notion that bullying, whether weight-based or otherwise, does not discriminate against race or ethnicity.

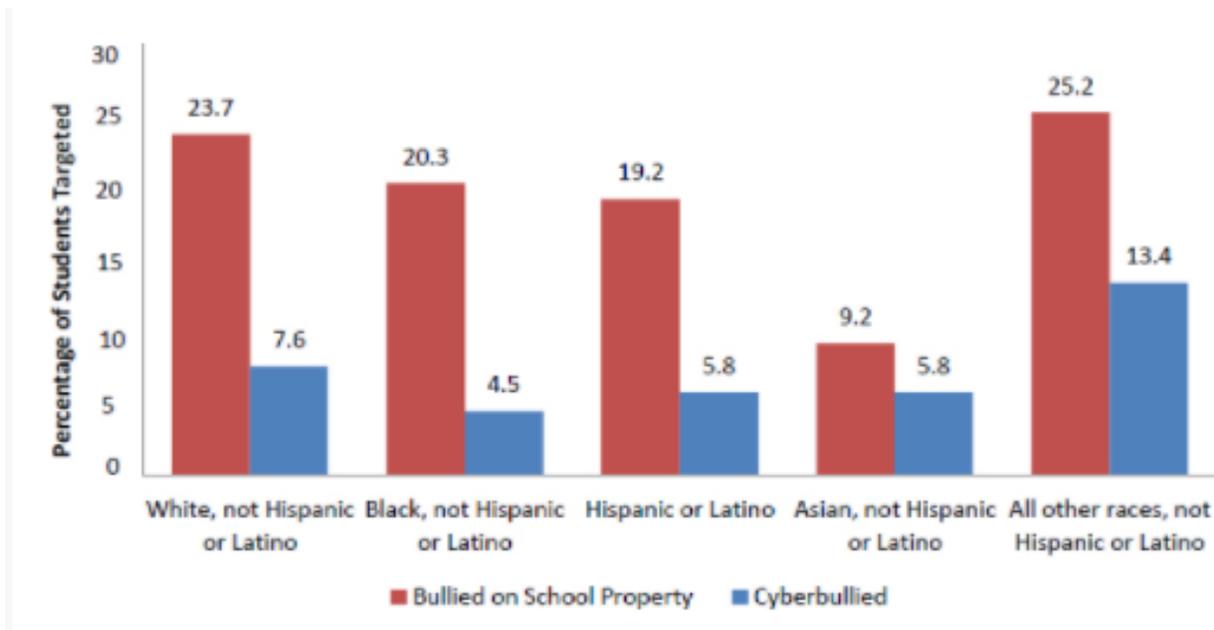


Figure 3: Prevalence of being bullied and cyberbullied among students, ages 12-18, by race/ethnicity, as reported by the 2013 School Crime Supplement of the National Crime Victimization Survey.

Here, The National Academies of Sciences, Engineering, and Medicine (2016), in their Consensus Study Report concerning preventing bullying through science, policy, and practice, present this visual to represent the prevalence of bullying in relation to race and ethnicity.

Kannen (2011) states that “Privilege, with regard to discussion of identities, is currently theorized by feminist and other critical theorists as a category through which to demarcate certain bodies, subjects, and classes who possess unearned advantages that are systemically created and culturally reinforced,” Kannen (p. 52). Kannen does however, find much lacking from this definition of “privilege”. Instead, she suggests that:

“this understanding of privilege...does not speak to the ways that privilege and oppression intersect; identities are commonly seen to be positioned as privileged or oppressed, rather than as relational to both privilege and oppression, a viewpoint

which limits our understandings of self and how our embodiments move through various positionalities throughout our lives. To move the conversation of privilege to where it is seen to intersect with oppression will expose the ways in which privilege, like oppression, has a teachable and learnable place in the critical identity classroom,” (p. 56).

Matrix of Oppression

Social Identity Categories	Privileged Social Groups	Border Social Groups ↔	Targeted Social Groups	Ism
Race	White People	Biracial People (White/Latino, Black, Asian)	Asian, Black, Latino, Native People	Racism
Sex	Bio Men	Transsexual, Intersex People	Bio Women	Sexism
Gender	Gender Conforming Bio Men And Women	Gender Ambiguous Bio Men and Women	Transgender, Genderqueer, Intersex People	Transgender Oppression
Sexual Orientation	Heterosexual People	Bisexual People	Lesbians, Gay Men	Heterosexism
Class	Rich, Upper Class People	Middle Class People	Working Class, Poor People	Classism
Ability/Disability	Temporarily Abled-Bodied People	People with Temporary Disabilities	People with Disabilities	Ableism
Religion	Protestants	Roman Catholic (historically)	Jews, Muslims, Hindus	Religious Oppression
Age	Adults	Young Adults	Elders, Young People	Ageism/Adultism

Figure 4: Borrowed from “Teaching for Diversity and Social Justice, Second Edition, Routledge, 2007”

This visual further expands upon my own understanding of the intersection of oppression, or the “Matrix of Oppression” that may play a part in weight-based bullying amongst female adolescents. Hence, it shall be noted that I recognize my identity and privilege as a white, able-bodied, university educated Female from a working to middle class household.

Theoretical Framework

For the purposes of this research, two theoretical frameworks will be utilized to guide and inform the research. It should be noted that while Feminist Theory will be the overarching theoretical framework being used to guide this research study, Social Constructivism will also be merged in the framework. To avoid any confusion, I would like to state that the stream of feminism that I will be operating from is Liberal Feminism. Liberal Feminism, according to the Stanford Encyclopedia of Philosophy (2007) does a great job of synthesizing the broad definition of Liberal Feminism. It is as follows:

Liberal feminism conceives of freedom as personal autonomy—living a life of one's own choosing—and political autonomy—being co-author of the conditions under which one lives. Liberal feminists hold that the exercise of personal autonomy depends on certain enabling conditions that are insufficiently present in women's lives, or that social arrangements often fail to respect women's personal autonomy and other elements of women's flourishing. They hold also that women's needs and interests are insufficiently reflected in the basic conditions under which they live, and that those conditions lack legitimacy because women are inadequately represented in the processes of democratic self-determination. Liberal feminists hold that autonomy deficits like these are due to the “gender system” or the

patriarchal nature of inherited traditions and institutions, and that the women's movement should work to identify and remedy them. As the protection and promotion of citizens' autonomy is the appropriate role of the state on the liberal view, liberal feminists hold that the state can and should be the women's movement's ally in promoting women's autonomy. There is disagreement among liberal feminists, however, about the role of personal autonomy in the good life, the appropriate role of the state, and how liberal feminism is to be justified," (pg. 1).

In this research study, I do not wish to position itself as completely ignoring the experiences of men. It is recognized that males also experience weight-based bullying. Through Feminist Theory it is in understanding that the experiences of men and the experiences of women within the phenomenon of weight-based bullying are very different.

There are various academics who speak on behalf of the tenants of Feminist Theory and to the value of using a Feminist Theory framework in research. Olesen (2011) states that "feminism draws on different theoretical and pragmatic orientations, different international contexts, and different dynamic developments" (pg. 135). Lather (1991) speaks to the essential nature in using a feminist framework to view certain issues by stating that "feminist researchers see gender as a basic organizing principle that shapes the conditions of their lives...it is a 'lens' that brings into focus particular questions that correct both the invisibility and distortion of female experiences in ways relevant to ending women's unequal social position," (pg. 71). Creswell, in the work of Lewis (2012), entitled "Qualitative inquiry and research design: Choosing among five approaches," adds to this conversation by succinctly noting that the goals of feminist research are "to establish collaborative and non-exploitive relationships, to place the researcher within the study as

so to avoid objectification, and to conduct research that is transformative,” (pg. 29). Finally, Stewart (1994) notes that there is an inherent need to “look for what has been left out in social science writing, and to study women’s lives and issues, power relationships, and individuals’ social position,” (pg. 35). Clearly, this proposed research study is in clear congruence with what is being expressed by academics. In working with a female only population, a Feminist Theory framework is important in making sure that the research is thoughtfully encapsulating the experiences of adolescent females in ways which are meaningful for them.

As aforementioned, a Feminist Theory framework is being suggested as the main guiding framework for understanding the real-lived experiences of adolescent girls who are entrenched in weight-based bullying. As well, various elements of a Social Constructivist approach are being considered in order to sufficiently conduct the research. Creswell (2012) has said that Social Constructivism:

Enables individuals to seek understanding of the world in which they live and work. They develop subjective meanings of their experiences - meanings directed toward certain objects or things. These meanings are varied and multiple, leading the researcher to look for the complexity of views rather than narrow the meanings into a few categories or ideas. The goal of the research is to rely as much as possible on the participants’ views of the situation, (p. 24-25).

Again noting the vulnerable population in which this research study will be working with, Social Constructivism becomes an important lens from which to operate. This is because at a young age, the participants may not be fully able to recognize or express their feelings about the world around them. Furthermore, meaning making as it relates to

intersection of oppressions of their own experiences may not be a skill with which the participants will be equipped. Therefore, Social Constructivism coupled with Feminist Theory provides a succinct formula for how to represent the voices of adolescent females in ways that sensitively portrays the participant's thoughts, feelings, and beliefs about their experiences.

Language and Terminology

The following terms will be defined for the purpose of this meta-analysis:

Weight-Based Bullying/Weight-Based Victimization/Weight-Related Teasing

Vital to addressing any and all current sociological issues, is eliminating confusion due to definitional context. Therefore, for the purposes of this paper, weight-based bullying and weight-based victimization shall be used interchangeably as a term used to describe the phenomenon that affects youth who are overweight or obese, subsequently making them vulnerable targets of bullying in the school setting.

BMI

BMI refers to a person's weight in kilograms (kg) divided by his or her height in meters squared. An individual's BMI now defines normal weight, overweight, and obesity according to BMI rather than the traditional height/weight charts. Overweight is a BMI of 27.3 or more for women and 27.8 or more for men

Psychological Morbidity

Psychological Morbidity refers to a withdrawal from a state of physical or psychological well-being, due to disease, illness, injury, or sickness, specifically where the affected individual is aware of his or her condition.

Verbal Victimization

Verbal Victimization is a term used to describe verbal harassment or intimidation in the form of name-calling, threatening, taunting, malicious teasing, and psychological intimidation using words to harm victims as an overt expression of power.

Physical Victimization

Physical Victimization is a term used to describe the discrimination, violence, and rejection based on various criterion, but for the purposes of this paper, it is a term used to describe the discrimination, violence, and rejection of adolescents who are experiencing weight-based bullying.

Relational Victimization

Relational Victimization is a term used to describe the behaviours aimed at damaging relationships or one's social reputation, which may include exclusion, manipulation, and gossip.

Toxic Masculinity

Toxic Masculinity is a term used in psychology and gender studies to refer to certain norms, gender roles, and socially-constructed attitudes of masculine behavior such as violence, a lack of emotion, and aggressiveness that are associated with harm to society and to men themselves.

Intersectionality/Intersection of Oppression/Matrix of Oppression

These terms, used interchangeably throughout this Major Research Paper refer to the notion that individuals may be marginalized by multiple means of discrimination when they belong to more than one marginalized group. Any one individual may possess multiple

identities that may overlap together to shape each person's societal, cultural, and real lived experiences.

Meta-Analysis

This term refers to a method that systematically synthesizes qualitative and quantitative data from relevant selected studies to establish a conclusion that reinforces the statistical leverage of a certain phenomenon.

Constructivism

This term refers to the ways in which individuals learn. Constructivism suggests that individuals construct their understanding and knowledge of the world via their own experiences and the reflection of those experiences. Constructivism places an individual in the position of an active agent of their own knowledge.

Feminist critical lens

This term allows researchers to critically analyze literature and research through the eyes of a feminist, with the intention to be cognizant of how women are depicted in comparison to men.

Liberal Feminism

This term refers to a tenant of of feminist theory, which emphasizes women's ability to sustain their equality to men in the realm of legal and political rights, through their own actions and choices. Liberal Feminism rejects the idea that women are, by nature, less intellectually and physically capable than men.

Methodology

Meta-Analysis

This Major Research Paper uses a meta-analysis method of research, as quantitative synthesis, or meta-analysis, is a statistical technique that combines related research studies to estimate an overall treatment effect (Cooper, Hedges, & Valentine, 2009; Glass, 1976; Hedges & Olkin, 1985). “Often, and in the case of the present review, meta-analysis aggregates treatment effect sizes to assess an intervention’s effectiveness. The purpose of a meta-analysis, then, is to generalize findings across multiple treatment and setting types, participants, and times,” (Matt & Cook, 2009).

Research Questions

As suggested by Creswell (2012), this Major Research Paper will focus on one main research question, with two related sub questions.

The main research question is as follows:

1. Keeping in mind the differences in gender socialization patterns amongst males and females, what are the different implications, educationally and socially, that weight-based bullying has on male and female students, respectively?

The two related sub questions are as follows:

2. What types of support do the participants seek from their teachers, administrators and parents, in terms of addressing the weight based bullying that they experience in their elementary school setting?

3. How effective are school initiatives, such as bystander initiatives, in bettering the experiences the participants who are experiencing weight-based bullying as an adolescent female?

Relevant Studies

With the intention of gleaning a complete understanding of weight-based bullying amongst female adolescents, De Castro, Veerman, Koops, Bosch, and Monshouwer, (2002) suggest a study selection be conducted in two steps. To summarize:

First: A large set of empirical, descriptive, and published expert knowledge be obtained based on a specific set of search criterion.

Second: "A selection is made from the retrieved titles on the basis of abstracts (plus articles and additional information from authors in case of doubt). To be selected, studies were required to contain empirical measures," (p. 919).

For the purpose of this paper, the meta-analysis is conducted from the following peer-reviewed journals focused on weight-based bullying amongst female adolescents:

1. Health Psychology Journals
2. Journal of School Health
3. Medical Journals
4. Psychology Journals
5. International Journals of Obesity
6. Sports Medicine Journals
7. Journal of Child and Family Studies
8. The National Longitudinal Study of Adolescent Health.
9. Journal of Adolescent Research

With the availability of Canadian content not as widely current and/or available, the sampling size of journal articles focused on weight-based bullying amongst adolescent

were limited in scope. Thus, work cited and related articles were investigated for further sources.

Study Selection

The peer-reviewed journals concentrated on weight-based bullying amongst female adolescents were gathered online. Specific journal articles were chosen based on content, relevancy in Canada, the availability of the articles, and time sensitivity of the articles, i.e., written the last 10 years, 2008 – 2018. Searches were conducted utilizing the following online databases:

1. Google Scholar
2. ERIC
3. ProQuest
4. SAGE Publications
5. University of Windsor Library
6. Archives of Disease in Childhood
7. National Academies Press
8. Academic OneFile
9. PsychINFO

Searches were conducted within the following journals:

1. Canadian Journal of Education
2. Journal of School Health
3. Journal of Adolescent Research
4. Obesity Society
5. School Psychology Review

6. Journal of Youth and Adolescents
7. The Stanford Encyclopedia of Philosophy
8. Educational Studies
9. International Journal of Eating Disorders

The following sources were not included: empirical and descriptive studies published in venues other than peer-reviewed journals, websites, dissertations, major papers, and magazines. The peer-reviewed journal articles that were included covered the following:

1. Appropriate title and abstract relevance
2. History of Weight-Based Bullying among female adolescents
3. Issues or barriers to female (and male) adolescents experiencing Weight-Based
4. Bullying
5. Research gaps
6. Implications
7. Relevant references

Key Words

The following terms were used in various combinations in order to discover the peer reviewed journal articles necessary for this paper:

1. Weight-Based Bullying
2. Weight-Based Victimization
3. Female

4. Adolescents
5. Canada
6. Education
7. School
8. Gender
9. Anti-Bullying
10. Initiatives

Results

The following 9 articles were used to analyze various aspects of weight-based bullying amongst female adolescents. The table below gives a brief overview of the articles used.

Title	Author (s)	Date Published	Qualitative? Quantitative?	Pop.	Pop. Size
1. Body Dissatisfaction, Dietary Restraint, Depression, and Weight Status in Adolescents	Goldfield, G. S., Moore, C., Henderson, K., Buchholz, A., Obeid, N., & Flament, M.F.	2010	Quantitative	Youths attending grades 7-12	1490 youths
2. "Guys, She's Humongous!": Gender and Weight-Based Teasing in Adolescence	Taylor, N.L.	2011	Qualitative	Freshmen participants who had recently made the transition from middle to high school	A suburban, primarily middle-class high school, located in the southwestern United States
3. Longitudinal and Secular	Haines, J., Neumark-	2008	Quantitative	Adolescents transitioning	2,516 adolescents

Trends in Weight-related Teasing during Adolescence	Sztainer D., Hannan, P.J., van denBerg, P., & Eisenberg, M.E.			from early to mid-adolescence (middle school to high school) and from mid- to late-adolescence (high school to post-high school)	(females = 1,386, 55.1%)
4. A Meta-Analysis of School-Based Bullying Prevention Programs' Effects on Bystander Intervention Behavior	Polanin, J.R., Espelage, D.R., & Pigott, T.D.	2012	Quantitative	12,874 (K-High School) students	11 forms of articles, periodicals, & websites,
5. Strategies to Address Weight-Based Victimization: Youths' Preferred Support Interventions from Classmates, Teachers, and Parents	Puhl, R.M., Peterson, J.L., & Luedicke, J.	2013	Quantitative	Adolescents (14-18 years, N = 361, 40 % female, 71 % Caucasian)	Adolescents enrolled in national weight-loss camps
6. Teasing, Disordered Eating Behaviors, and Psychological	Libbey, H.P., Story M.T., Neumark-Sztainer, D.R., & Boutelle, K.N.	2008	Quantitative	Adolescent males and females recruited from the community	46 male and 84 female adolescents

Morbidities Among Overweight Adolescents				using a variety of methods: direct mailing, newspaper advertisements, radio public service announcements, internet postings, flyers, and professional referrals.	
7.The Impact of Weight-related Victimization on Peer Relationships: The Female Adolescent Perspective	Griffiths, L.J., & Page, A.S.	2008	Qualitative	Obese female adolescents	5 Female Adolescents
8.Weight-Based Victimization Among Adolescents in the School Setting: Emotional Reactions and Coping Behaviors	Puhl, R.M., & Luedicke, J.	2012	Quantitative	Students from two high schools in central Connecticut	1,555 students
9. Weight-Related Teasing in the School Environment: Associations with Psychosocial Health and Weight Control	Lampard, A.M., MacLehos, R.F., Eisenberg, M.E., Neumark-Sztainer, D., & Davison, K.K.	2014	Quantitative	Adolescents attending 20 US public middle and high schools	2,793; (53.2 % female)

Practices Among Adolescent Boys and Girls					
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All of the articles involve K-12 elementary students. Article one (Goldfield, G. S., Moore, C., Henderson, K., Buchholz, A., Obeid, N., & Flament, M.F., 2010) focuses on the relationship of weight status on body image, eating behavior, and depressive symptoms in youth. Article two (Taylor, N.L., 2011) focuses on gender differences in weight-based teasing and in the ways boys and girls responded to being teased within the high school context. Article three (Haines, J., Neumark-Sztainer D., Hannan, P.J., van denBerg, P., & Eisenberg, M.E., 2008) observes longitudinal changes in reported weight-related teasing as participants transitioned from early to mid-adolescence and from mid- to late-adolescence. Article four (Polanin, J.R., Espelage, D.R., & Pigott, T.D., 2012), synthesizes bullying prevention programs' effectiveness at increasing bystander intervention in bullying situations. Article five (Puhl, R.M., Peterson, J.L., & Luedicke, J., 2013), addresses initiatives needed to help inform potential interventions, motivate action, and identify strategies to help adolescents cope with experiences of weight related teasing or bullying. Article six (Libbey, H.P., Story M.T., Neumark-Sztainer, D.R., & Boutelle, K.N., 2008) assesses whether weight-related teasing is associated with weight control behaviors, disordered eating thoughts and behaviors, and psychological comorbidities in overweight adolescents. Article seven (Griffiths, L.J., & Page, A.S., 2008) examines the relationship between obesity and victimization and the impact this has on peer relationships. Article eight (Puhl, R.M., & Luedicke, J., 2012) examines the ways that adolescents cope with experiences of weight-based victimization at school. Article nine (Lampard, A.M., MacLehos, R.F. Eisenberg, M.E.,

Neumark-Sztainer, D., & Davison, K.K., 2014) aims to determine the association between the school-level prevalence of weight-related teasing and psychosocial factors, body dissatisfaction and weight control behaviors in adolescents. Below are the key findings for each article.

1. Body Dissatisfaction, Dietary Restraint, Depression, and Weight Status in Adolescents (Goldfield, G. S., Moore, C., Henderson, K., Buchholz, A., Obeid, N., & Flament, M.F., 2010)

The authors make mention of the fact that obesity amongst adolescent children has risen, and continues to rise, to the point where their health is concerned. They note that the highest increase in obesity is affecting individuals aged 18-29, and suggest that the reasoning behind this is that there may be factors that have been overlooked, that they have experienced in their adolescent years, a critical time in their development, that have informed this increase in obesity.

They suggest that a significant correlation exists between obesity in youth and the rhetoric around obesity, which includes shame, guilt, and intense dissatisfaction in relation to their bodies, leading some individuals to engage in strict dieting, unhealthy eating methods, and various weight control methods in order to attempt to adhere to societal beauty standards.

They looked at weight classification utilizing the International Obesity Task Force guidelines, where youth at or above the 95th BMI percentile for age and sex were classified as obese, and those between 85th and 94th BMI percentile as overweight, and those between 5th and 84th BMI percentile as normal weight.

To ensure confidentiality, the participants completed the questionnaires anonymously

within classrooms. Furthermore, at the end of the questionnaire, participants were then asked to proceed to a private and confidential area where their weight and height were taken and marked directly on the questionnaire itself. To ensure harm reduction, research personnel were present to answer any questions or deal with any critical incidents. All completed questionnaires were sealed in an envelope by participants and deposited in a box in the front of the classrooms to ensure the confidentiality of their responses. It was crucial to the researchers that the participants were told that the purpose of the study was to explore eating attitudes and lifestyle in youth.

The study found that a total of 27.5% of participants were overweight and 9.8% were obese. In terms of dietary restraint, it was noted that a relationship was found amongst obese participants who reported higher scores than overweight participants, and overweight youth reported greater scores than normal weight participants. Additionally, it was found that as obese participants reported significantly less body satisfaction and weight satisfaction when compared with overweight youth. Overweight youth reported significantly less body dissatisfaction, body image, and depressive symptoms amongst the participants.

Finally, obese participants reported greater scores than overweight and normal weight participants in regards to depression. This leads Goldfield et al. to suggest that “certain components of depression such negative self-esteem, as well as overall severity of depressive symptoms, are significant mental health correlates of adolescent obesity in the community and not just present in clinical samples,” (p. 190).

This study proved that school health practitioners are crucial in the development of screening and health promotion and prevention programming for obese youth at risk of

unhealthy eating behavior, poor self-esteem, and depression. Other school personnel, such as educators, guidance counselors, and school psychologists are urged to be more cognizant of their overweight and obese students in regards to their psychological state of mind. Additionally, health promotion initiatives are suggested in order to educate students about healthy eating and active living and would be beneficial in reducing obesity and encouraging healthy weight while seeking to reduce some of the shame or guilt that obese children often feel, hopefully leading to a reduction in weight stigma, bias, and weight-based teasing that obese children often experience.

2. “Guys, She’s Humongous!”: Gender and Weight-Based Teasing in Adolescence
(Taylor, N.L., 2011)

Taylor acknowledges that the rates of overweight and obese youth are rising, leading to a critical need to explore weight-based teasing and obesity stigma amongst youth. The author also elaborates on the emotional consequences that weight-based teasing can have among youth in that they are serious and can reach into adulthood. Taylor acknowledges that these emotional consequences include a greater risk for developing negative body images and low self-esteem, a tendency to have greater levels of body dissatisfaction as adults, and negative body image among youth that may lead to depressive symptoms, suicidal ideation, and suicide attempts.

Taylor utilizes ethnographic research, such as individual interviews, focus groups, and participant observation, to explore examine how adolescents define and navigate the boundaries between normal/acceptable weight and overweight individuals through direct and indirect teasing. More specifically, the author focuses on gender differences in weight-based teasing and in the ways males and females responded to being teased within the high

school context.

Taylor chose to utilize qualitative data collection methods over one school year. These qualitative data collection methods included participant observation, individual interviews, and focus-group interviews. The researcher conducted this ethnographic study at a suburban, primarily middle-class high school, located in the southwestern United States.

Taylor determined that there were two types of weight-based teasing that were identified among participants in her study; direct teasing and indirect teasing. The participants described indirect teasing as making derogatory comments about someone's appearance, behavior, or character behind that person's back or as a form of gossip. He also determined through observation and interview data indicate that girls were most frequently teased by their male peers and that this teasing was primarily direct in nature.

In speaking to gender differences in responding to weight-based teasing, Taylor used interviews about teasing on campus, in which many participants distinguished between malicious teasing and "just joking around." The distinction between teasing and joking around occurred seemed to occur during discussions of or references to teasing behaviors among boys, and categorized as simply "teasing" their friends or experiencing their friends just "teasing" with them, leading to the perception among both male and female participants that, unlike girls, boys are not emotionally hurt by teasing.

Taylor illuminated the pressure that boys feel to "play it cool" in the face of teasing, as it may contribute and/or escalate to further verbal and physical bullying, leading to a phenomenon in which boys refrain from reporting teasing incidents to teachers for fear of being thought of as "girlie" or emotional.

Through her quantitative research methods she found no difference in size or social groups as it relates to the criticism of individuals who displayed excess body-fat. (Taylor, N.L., 2011) also found that it was not only overweight and obese participants that were being teased, but that very thin boys were teased for being too skinny. Thus, Taylor suggests that weight-based teasing allows adolescents of all sizes to construct their own ideas about the boundaries about how a body that displays extra body fat is different, reaffirming their lower status within their school's social hierarchy.

3. Longitudinal and Secular Trends in Weight-related Teasing during Adolescence (Haines, J., Neumark-Sztainer D., Hannan, P.J., van denBerg, P., & Eisenberg, M.E., 2008)

Haines et. Al in their five-year longitudinal study, follow 2,516 adolescents (females = 1,386, 55.1%) from 1999 to 2004. Their study incorporated two cohorts of adolescents to allow for the observation of longitudinal changes in reported weight-related teasing as participants transitioned from early to mid-adolescence (middle school to high school) and from mid- to late-adolescence (high school to post-high school).

They note that weight-related teasing by peers is prevalent among adolescents and is associated with adverse behavioral and psychosocial outcomes such as unhealthy weight control behaviors, binge eating, and obesity risk. The authors also note that weight related teasing is deeply rooted in adverse psychological outcomes including body dissatisfaction, low self-esteem, and depressive symptoms.

They make an important statement regarding understanding the longitudinal trend of teasing and how it can inform the development of the appropriate timing of preventive interventions and initiatives that should focus on reducing weight-related teasing among

youth, as well as social support interventions, that should aim to help reduce the ill-effects of weight-related teasing among those who suffer weight-related bullying.

They utilized an observational study that used self-report measures of the socio environmental, personal, and behavioral determinants of dietary intake and weight status among a large and ethnically diverse population of 13,14 participants. In this observational study, 4,746 junior and senior high school students in 31 Minnesota schools completed in-class surveys during their 1998–1999 academic school year.

This observational study then re-surveyed participants by mail 5 years later (2003–2004). It was at this point that realized that the younger cohort had progressed from early adolescence to mid-adolescence and that the older cohort progressed from mid-adolescence high school) to late adolescence (post–high school). Due to this, the final sample size of those who had completed both surveys consisted of 1,386 females (55.1%) and 1,130 males (44.9%). Measures of this study included, weight status based on self-reported height and weight, sociodemographic characteristics such as sex, age, ethnicity/race, and socioeconomic status.

Haines et. al. used mixed-model regression to estimate and test differences in the percent of individuals reporting frequent teasing between 1999 and 2004 and within two cohorts. Analyses were arranged by gender because previous analyses with this sample have showed that significant differences in teasing prevalence occurred between gender groups. This was evidenced by the fact that approximately one-quarter of females reported that they had been teased about their weight at least a few times a year during early adolescence and mid-adolescence, while slightly fewer males than females reported being teased about their weight in early adolescence and in mid-adolescence. To further

elaborate, in contrast to the females, statistically significant secular changes in weight-related teasing from 1999 to 2004 were found among overweight males.

Among overweight youth, they ultimately found that there was an alarming decrease in weight-related teasing among middle adolescent males compared to middle adolescent females. It is suggested that the differences by gender is the increase in obesity among youth may have resulted in a shift to a more relaxed body size and shape standards for males, whereas females were prone to the social pressures that exist to achieve the unrealistic cultural ideal for size and shape.

4. A Meta-Analysis of School-Based Bullying Prevention Programs' Effects on Bystander Intervention Behavior (Polanin, J.R., Espelage, D.R., & Pigott, T.D., 2012)

Polanin et al. state that bullying perpetration often occurs when bystanders are present and that more than 80% of the time an observer witnesses victimization. However, despite the presence of witnesses and bystanders, it has been reported that nearly 1 in 3 children report victimization by a bully in the past 2 months (during the time of this study). Consequentially, when an audience of members fail to deescalate bullying on behalf of the victim, they found that bullying incidents have lasting negative effects on the bully, victim, and bystanders.

The authors utilized a meta-analysis research method to synthesize the effectiveness of bullying prevention programs' in increasing bystander intervention in bullying situations. Twelve school-based programs, involving 12,874 students were used, and results ultimately indicated that overall, school administrators should consider implementing programs that focus on bystander intervention behavior supplementary to bullying prevention programs. For the purpose of this study, Polanin et al. acknowledge

bullying as a group or individual teasing or harassing another individual, and recognizes a bystander as an individual (male or female) who has the power to either actively intervene to stop the bully, encourage the bully to continue, or view bullying passively.

The authors recognize that weight-based bullying is not a localized problem but that it is fact recognized globally, where research has indicated that anywhere from 1% to 50% of students had been bullied or victimized and that as many as 30% of students were involved in bullying as either the bully or victim with as many as 11% of those students reported being bullied more than 2 or 3 times within a two month period.

Polanin et al. used a comprehensive search to retrieve articles from various international research literature between 1980-2010 and chose to use five online databases: Dissertation Abstracts International, Education Resources Information Center, PsycINFO, Medline, and Science Direct. they reviewed and included 11 studies total.

To focus their study on school based intervention programs that had the common goal of changing bystander intervention behavior. (Polanin, 1012) chose to only review studies that included participants from the kindergarten through 12th grade population, with interventions with school-aged children based outside the school setting being excluded from their research.

Through their research, Polanin et al. found that the treatment effects of bystander initiatives were greater for high school only samples, suggesting an indication that bystander intervention behavior is a developmental process that may not yet influence younger students as intended. The results of this meta-analysis also revealed that in regards to policy changes, it is recommended that national bullying legislation should be implemented and evaluated to incorporate programs that address bullying behaviors as to

prevent bullying within schools, in order to emphasizing changes in the overall school climate by reinforcing bystander behavior or bullying perpetration.

Polanin et al, use the results of their meta-analysis to state that it is simply unacceptable and not sufficient to only define proactive bystander behaviors as walking away or getting help from an adult, but instead, incorporate bullying prevention programs might be effective at encouraging bystander intervention when the framework, program, and/or curriculum explicitly target bystander attitudes and behaviors.

5. Strategies to Address Weight-Based Victimization: Youths' Preferred Support

Interventions from Classmates, Teachers, and Parents (Puhl, R.M., Peterson, J.L., & Luedicke, J., 201

Puhl et al. recognize that weight-based victimization is an all too frequent experience for many adolescents who are overweight or obese, and that weight-based victimization is associated with numerous consequences for those who are targets of victimization. The authors focus on the lack of existing research that seeks to assess the targets' preferences for the different types of support and intervention in relation to their weight-based victimization and note that it is crucial to gain these insights in order to help inform potential interventions, motivate action, and identify strategies to help adolescents cope with experiences of weight-related bullying.

Puhl et.al. gleaned from their participants, that being overweight is a prevalent reason that adolescents are teased or bullied in school more so than bullying due to race, religion, or disability, and is comparable to rates of bullying due to perceived sexual orientation.

The authors utilized a sample of 361 adolescent participants, aged 14-18 years old. Of these participants, 40% were female, 71% were Caucasian, and all participants were

enrolled in national weight-loss camps such as in Wellspring Camps and Academies and Camp Shane. Participants completed an on-line survey and reported previous experiences of weight-based victimization. They were then surveyed to assess their preferred interventions from peers, friends, and teachers when victims of weight-related bullying.

The data was collected on-line via self-report surveys.¹ 025 emails with the survey link to Camp Shane that were sent out seeking potential participants, while 400 campers from Wellspring received emails about the survey. Although 550 participants (38.6 %) began the survey, a portion of participants did not provide consent or did not finish. This yielded a survey response rate of 27.3 %, similar to previously. Of 361 participants, 40 % were female and 44 % were male. The average age was 15.79 years. Participants' self-reported race/ethnicity included Caucasian (71%), Black/African American (18 %), Latino/a/Hispanic (6 %), Asian/Pacific Islander (2 %), and Other (3 %). Participants who were younger than 14 years old, older than 18 years old, underweight, non-native English speakers were excluded from participating in this study. In the final sample size, 76% of participants from Camp Shane and 23% of participants from Wellspring were represented.

Participants were asked various questions relating to their experience of being bullied due to their weight at school. Of the participants who had experienced bullying due to their weight, they were then asked if they had experienced 19 specific instances of verbal, relational, physical, and cyber-bullying because of their weight. The responses given by the participants were measured on 5-point Likert scale. Participants also were asked how likely it was that each type of person would intervene in situations of weight-based victimization on 5-point Likert scale, and how helpful each intervener would be.

Furthermore, the participant's preferences for whom and how others should respond to

weight-based victimization were assessed with 5 questions pertaining to their preferred intervention strategies, if any, and if intervention was desired, participants were provided with a list of strategies to indicate their intervention preferences from that person.

Puhl et al, found 64% of participants reported previous experiences of weight-based victimization. The results of this study indicated that from whom the participants' desired intervention to help cope with weight-based victimization was highest for friends (66 %), followed by peers (58 %), and teachers (55 %). Less than half of participants desired intervention from PE teachers/coaches (44 %) or parents (43 %). In fact, parents were the least desired intervention agents (38 % did not want their parents to intervene), and the most uncertainty was reported for peers (22 % were unsure if they wanted their peers to intervene).

6. Teasing, Disordered Eating Behaviors, and Psychological Morbidities Among Overweight Adolescents (Libbey, H.P., Story M.T., Neumark-Sztainer, D.R., & Boutelle, K.N., 2008)

Libbey et al. recognize that teasing among youth, particularly overweight youth, is a prevalent problem as it relates to a variety of health risks. Teasing for the purposes of the work of entails targeted negative commentary such as joking and name calling, acts of social aggression, exclusion, being singled out, and being laughed at. They note that a specific type of teasing, which is being teased about one's weight, is reported by 26% female adolescents and 22% male adolescents.

Libbey et al. conducted their research as a response to the notion that overweight adolescents are at increased risk for disordered eating behaviors, low self-esteem, and depression. They have come to find that that frequent weight-teasing was reported by 45%

of overweight adolescent girls when compared to 19% of average weight girls. Due to this high prevalence of weight-teasing in overweight adolescents, and the increased risk for psychological comorbidities, it became important to the researchers to examine the impact of teasing on psychological and behavioral functioning in youth.

Libbey et al. chose to collect data as part of the Successful Adolescent Weight Losers Project (SAL), which can be defined as a cross-sectional study designed to assess adolescents' thoughts, feelings, and behaviors associated with being overweight and weight loss. Both adolescent males and females were recruited from the community using: direct mailing, newspaper advertisements, radio public service announcements, internet postings, flyers, and professional referrals. From this, two groups were specifically recruited; overweight adolescents who lost 10 pounds and maintained the weight loss for 3 months, and overweight adolescents who had not lost weight. Adolescents were compensated monetarily for their participation in this study.

Participants of this study were 130 adolescents ranging in age from 12 to 20 years old. They were to complete a survey and have their height and weight measured. The sample consisted of 65.5% females from a fairly diverse racial and ethnic composition (58.4% white, 13.6% black, 0.8% Hispanic, 2.4% Asian, 7.2% American Indian, 3.2% other, and 14.4% mixed).

The survey that the adolescents were to complete, was the Successful Adolescent Weight Losers survey. This survey consisted of 73-item self-report instrument designed to assess adolescent behaviors and feelings as it relates to weight and weight loss. The survey included standardized assessment tools as well as additional items designed by the study team. Measures included in the survey were: The Eating Disorder Examination

Questionnaire, the Center for Epidemiological Studies Depression Scale, for Children, Spielberger State-Trait Personality Inventory, Rosenberg Self-Esteem Scale, and weight control behaviors and items about teasing adapted from the Project EAT survey.

Participants were asked to answer questions related to weight control behaviours, disordered eating thoughts and behaviors, depression, anger and anxiety, self-esteem, and weight-related teasing. The data was then assessed according to whether there were evident increases in the frequency of teasing that correlated to being bothered by teasing, thus increasing levels of weight control behaviors, disordered eating thoughts and behaviors, and psychological morbidities. Logistic regression was used to assess the odds of adolescents experiencing severe levels of depression and binge eating behaviors because of increased frequency and sources of teasing.

Results of the study showed that among the total sample sizes, 19% of participants reported never being teased about their weight, 33% reported being teased by either peers or family, and 48% reported being teased by both peers and family. No statistically significant differences in number. Participants reported a mean level of teasing frequency of “a few times a year”, and on average participants reported that they were bothered by peer teasing “somewhat”, similar to the amount they reported being bothered by family teasing. The results also found that the regularity of teasing that the participants experienced was considerably associated with disordered eating thoughts and behaviors, as well as psychological morbidities.

Libbey et al found that the greater extent to which participants were bothered by weight-based teasing from either peers or family, the more important thinness became to them, the more weight and shape influenced their self-assessment, an increase in anxiety

levels were expressed, and that their self-esteem was impacted negatively. Additionally, the results showed that a higher occurrence of teasing was related to higher odds of severe levels of depression and severe binge eating behaviors amongst the participants and that the greater the number of sources of teasing from peers or family, increased the odds of the participant's experience in regards to severe levels of depression.

7. The Impact of Weight-related Victimization on Peer Relationships: The Female Adolescent Perspective (Griffiths, L.J., & Page, A.S., 2008)

Griffiths and Page recognize that prevalence of childhood obesity is increasing in the developed world, thus increasing the stigmatization of the obese body. They also note that a predominantly negative rhetoric toward obese children has led to these individuals as being regarded by peers as being less popular, friendly, intelligent and attractive, and more mean, lazy, argumentative, sad and dirty than non-obese individuals. Consequently, this has led to an increase in obese adolescents reporting impaired social relationships and feelings that changing their weight status by losing weight, would increase their number of friends.

For the purposes of the work of Griffiths and Page bullying-victimization refers to an individual being repeatedly exposed to negative actions of others with the intention to hurt. It can be overt (physical), verbal (name calling), and/or relational (social exclusion). Obese adolescents have reported that they have been the victim of all forms of bullying which shows a relationship with increased anxiety, body dissatisfaction, depressive feelings, loneliness and a lower self-esteem. As such, the authors aim to gain further understanding of these experiences and their emotional and social consequences through qualitative research, as they have found that the existing qualitative literature has confirmed the widespread occurrence of bullying, commonality of school-based experiences and a range

of emotional responses including heightened self-awareness of physical status and high self-consciousness.

They found that sampling in qualitative research involves the purposeful selection of individuals who can provide rich description of the phenomenon being studied. Their study used criterion sampling to purposefully identify information-rich cases worthy of in-depth study and recruit obese adolescents from the Care of Children with Obesity Clinic, Royal Hospital for Children, in Bristol, UK. Participants were chosen if they were female adolescents aged 12-18 years old, above the 95th percentile of age- and gender-specific growth reference data which would define them as obese, had English as a first language. Based on this criteria, 12 participants were invited to take part of the study, of which, five female adolescents provided verbal and written consent enabling involvement.

All participants were given the choice of a university or home venue and all participants chose to be interviewed within their own home. Interviews were conducted with the intention to develop good rapport between the interviewer and the subject, as the authors found this to be an essential component of the interviewing process to enhance honesty and disclosure from the vulnerable participant. This is an in-depth approach. Interviews were semi-structured in nature and covered a range of themes including global and physical self-perceptions, peer relationships, victimization experiences, and weight management behaviors. However, for the purposes of this article, only the information relating to the adolescents' peer relationships and victimization experiences were used. The researchers chose to audio-record the interviews as well as conduct follow-up sessions that took place one week later, whereas this time frame enabled the interviewer to reflect on the information obtained and to transcribe the interviews concurrently

Griffiths and Page chose to employ interpretative phenomenological analysis, described as an appropriate method for analyzing qualitative information derived from semi-structured interviews. This method was chosen to explore the meaningful experiences of individuals and is, therefore, concerned with trying to understand an individual's personal world through their perceptions or accounts of states or experiences, as opposed to attempting to produce an objective record of experiences; this is enabled through interpretative, intensive engagement with texts and transcripts. This was important to the authors in terms of enhancing their ability to understanding the point of view of the participants.

All of the participants in this study reported being the victims of bullying with a high variance in the nature of the attacks. Most of the participants described their experiences as being the result of weight stigmatization. Direct physical bullying, instances of verbal and relational bullying within the school setting were reported, and were described as intensified during physical education classes. The reasoning for this was described as being triggered by physical difficulties or capabilities and the importance that peers placed on an "attractive" body. All of the participants in this study also stated that lack of social acceptance contributed to dissatisfaction with their physical status, and that dissatisfaction with their physical self, made it harder to be in social situations. Additionally, feelings of peer isolation, feelings of loneliness, and awareness of physical limitations were expressed due to the participants feeling as though their friends could not fully understand the impact that obesity had on their everyday life. Finally, all of the participants stated that low self-confidence was a barrier to their lives as negative self-perception was reported to be a hinder the participants in their comfort levels in approaching new people and developing

friendships.

In terms of coping skills, participants expressed feeling as though close friends, family members provided support and protection from anxiety-provoking people and situations. Similarly, the participants expressed that spending time at home was ideal, as home was perceived to be a safe environment to escape the threat of victimization and feelings of self-consciousness. They found that a common theme across all participants was they placed a great emphasis on being provided support to close friends and family members.

The authors made mention that one goal of their research was to increase the focus on the social impact of victimization. They suggest that qualitative nature of this research sought to obtain the points of view of female adolescents living with obesity, to explore weight-related victimization and the impact of this on their peer networks and relationships. Further they found that physical, verbal, and relational forms of bullying were all independently reported, with relational bullying being the most prevalent among this sample. It is because of this that the authors suggest that school anti-bullying policies, need to accentuate the commonality of appearance-related bullying. They also believe that anti-bullying policies should provide clear examples of verbal and relational bullying alongside more established physical instances, to make clear to students and staff that these are more prevalent in relation to weight and can easily be “hidden” within the school environment. They state that strategies should be put in place to encourage students to discuss instances of verbal and relational attacks and have mechanisms set-up to allow this to be recorded and acted upon by school personnel within the school setting.

Griffiths and Page made mention that the second goal of their research was to examine the influence of weight-related victimization on peer relationships such as barriers to peer

relationships, the importance of support, and relationships in general. They found that low self-confidence, isolation and peer anxiety are all direct consequences of bullying experiences and they all affect ability to establish and preserve peer relationships. As a response to this, they say that these barriers need to be acknowledged and addressed through social and cognitive strategies to a supportive environment as the importance of having a best friend was a common theme across participants, while the occurrence of using family members to shelter them from victimization experiences was also highlighted. The authors found that these two themes provide clear evidence that having a support network either from good friends or family helps to alleviate the impact of bullying.

8. Weight-Based Victimization Among Adolescents in the School Setting: Emotional Reactions and Coping Behaviors (Puhl, R.M., & Luedicke, J., 2012)

Puhl and Luedicke communicate that weight-based victimization is a common experience for adolescents with as many as 34% being reported as overweight and 30% being reported as obese. The authors also communicate that this has become a national public health priority as a significant proportion of youth are not already overweight or obese at risk for becoming overweight. They note that these alarming prevalence rates will have significant consequences for public health and quality of life for millions of youth who are affected by the epidemic in terms of health risks and comorbidities such as hypertension, glucose intolerance, dyslipidemia, nutritional deficiencies, respiratory problems, orthopedic complications, other metabolic consequences, premature mortality, risk of depression, anxiety, poor body image, social isolation, suicidality, maladaptive eating behaviors (such as binge eating and eating disorder symptoms) and avoidance of physical activity, and a widespread stigmatization because of their weight (as peer

victimization is especially common towards overweight and obese adolescents). As a result, their study aimed to observe the ways that adolescents cope with experiences of weight-based victimization at school, as they suggest that that little is known about their emotional reactions and coping strategies in response to weight-based teasing and bullying.

Puhl and Luedicke recognize that adolescents observe and experience weight-based teasing to be the most common form of teasing at school and that their vulnerability to multiple forms of victimization (such as verbal, physical, and relational victimization) increases with BMI in adolescence and reliably predicts future victimization, with the heaviest adolescents at the highest risk for stigmatization. They state that once an overweight adolescent becomes the target of weight-based victimization, the likelihood of additional victimization increases with each year of age weight-based victimization may also contribute to adverse academic outcomes for overweight youth and that general teasing and bullying from peers is associated with poorer classroom performance, increased school avoidance, and lower achievement, grades, and academic competence in youth.

For the purposes of their study, they sought out self-report data about experiences of, and reactions to weight-based victimization questionnaires that they had developed themselves. These questionnaires were collected from two high schools in central Connecticut in 2009. Participant selection included students from grades 9–12 at each school who were present on the days of data collection. 1,154 and 944 students were registered at both schools, respectively. 73% of students at School 1 and 79% of students at School 2 completed surveys during the data collection period. Surveys were excluded from data analysis if 50% or more of the questions were missing or incomplete. This resulted in

43 surveys being excluded from the sample. In addition, 42 exclusions were made for underweight students, 15 exclusions were made for outliers, and 135 exclusions were made for students with missing data for gender, age, race, grades, or teasing incidents. This narrowed the sample size to include a total of 1,361 students. However, 29% of this sample size were chosen, as participants from this sample were only selected if they reported having experienced weight-based victimization. Thus, the final sample size for this study consisted of 394 students.

In this study, participants were asked how often they experienced different forms of weight-based teasing or bullying, participants were asked to indicate how often they have experienced weight-based victimization at eight different locations on school campus, participants were asked to assess their emotional reactions to weight-based victimization (specifically, how they felt when they were teased, bullied, or treated unkindly by other students because of their weight), participants were asked to report how often they used 28 different coping strategies in response to experiences of weight-based victimization at school, and participants were asked whether they perceived experiences of weight-based victimization to affect their school performance.

Puhl and Luedicke found that 40–50% of all students who experienced weight-based victimization reported that it made them feel sad, depressed, worse about themselves, bad about their body, and angry. 15% percent of the students felt afraid, while 46% stated that it did not bother them. When probing responses of boys and girls separately, it was revealed that girls reported significantly more negative affect in response to weight-based teasing than boys and that boys also had a higher likelihood than girls of being unaffected by weight-based teasing and were significantly less negatively affected and more

unaffected by weight-based teasing and bullying incidents when compared to girls. Astoundingly, they found that the odds of students reporting that their grades were harmed because of being victimized about their weight increased by approximately 5% per teasing incident.

Puhl and Luedicke established that among boys, weight-based teasing predicted negative affect only when teasing incidents occurred in the classroom. The volume of teasing had no influence on their negative emotions. In comparison to girls, they reported more negative affect with increasing frequency of weight-based victimization and reported negative affect in response to weight-based victimization occurring both in the classroom and during gym class. Furthermore, weight-based teasing during gym class was strongly related to avoidance coping strategies among girls. The number of teasing incidents had an undeviating effect on avoidance coping strategies for girls, but not boys. However, both male and female students with lower grades reported more avoidance coping strategies in response to weight-based teasing.

When speaking to the experiences of weight-based victimization among boys, Puhl and Luedicke extrapolated that the amount of weight-based victimization experienced did not predict negative affect, unless teasing experiences occurred in the classroom. In addition, being teased about their weight in intimate settings at school (locker rooms and bathrooms) increased the likelihood that boys reacted with increased food intake or binge eating. Boys were also less likely than girls to react to weight-based victimization by engaging in healthy behaviors, which was especially the case among boys with worse grades. Thus, boys may be particularly susceptible to negative affect and maladaptive eating behaviors in response to weight-based victimization if these experiences occur in

the classroom, more private locations on school campus, or if boys are doing poorly at school.

When speaking to the experiences of weight-based victimization among boys, they further extrapolated that in high contrast to boys, girls reported considerable negative emotional responses with increasing incidents of weight-based victimization, especially when these experiences occurred in the classroom and gym class, which was in turn associated with increased use of avoidance coping strategies. This finding is concerning in light of evidence showing that overweight youth who are teased about their weight are more likely to avoid physical education classes and physical activity. These findings suggest that overweight girls are especially vulnerable to negative emotions resulting from weight-based victimization that occurs in the context of engaging in physical activity, and that this may lead to avoidance of future physical activity in an attempt to prevent additional victimization. Given body image pressures on girls to conform to thin ideals of physical attractiveness, there may be a heightened prominence of body size in physical activity settings which makes overweight girls vulnerable to weight-based teasing and emotional distress resulting from these experiences. In addition, Puhl and Luedicke imply that overweight girls are more vulnerable to weight-based teasing than boys, which may contribute to heightened negative affect reported among girls.

9. Weight-Related Teasing in the School Environment: Associations with Psychosocial Health and Weight Control Practices Among Adolescent Boys and Girls (Lampard, A. M., MacLehose, R. F., Eisenberg, M. E., Neumark-Sztainer, D., & Davison, K. K. 2014)

Lampard et al. acknowledge that weight-related teasing has been found to be associated with low self-esteem, depressive symptoms, body dissatisfaction, and weight control

behaviors in adolescents. They also recognize that while current research has typically examined weight-related teasing directed towards the individual, little is known about weight-related teasing at the school level. (Lampard, A. M., MacLehose, R. F., Eisenberg, M. E., Neumark-Sztainer, D., & Davison, K. K. 2014) seek to address this high prevalence of weight and shape control behaviors as they understand dieting and unhealthy weight control behaviors in adolescence as predictors of greater weight gain into young adulthood as well as dieting as a risk factor for the development of eating disorders. (Lampard, A. M., MacLehose, R. F., Eisenberg, M. E., Neumark-Sztainer, D., & Davison, K. K. 2014) therefore propose that efforts are therefore needed to identify the factors associated with body dissatisfaction and the use of dieting and unhealthy weight control behaviors in adolescence.

The authors advocate an ecological framework to highlight the importance of the school context for adolescent health and development as well as school-based bullying in particular. Whether that involves deliberate physical, psychological or social harassment, weight-related teasing is recognized as a significant influence on adolescent psychosocial health. Bullying is prevalent among students aged 6-10, as 13 % of these students experienced physical bullying, 36 % experienced verbal bullying, and 41 % experienced relational bullying within the last twelve months of this research being conducted. In response, they advise that bullying prevention efforts should be prominent in schools, through the implementation of anti-bullying programs and policies that seek to reduce bullying, to combat the significant concern for adolescent health and development and addressing responsive intervention.

For the purposes of this study, data were collected during specific health, physical education and science classes. Trained research staff administered the EAT 2010 survey within the classroom setting and measured adolescents' height and weight in a contained area. Of those adolescents attending school during survey administration, 96.3% had parental consent and chose to participate. Participants were compensated monetarily. The participants consisted of 46.8% boys and 53.2% girl, with a mean age of 14.4 years old. 46.1% of participants were in grades 6–8 and 53.9% were in grades 9–12. Racial/ethnic background was taken into consideration, with 18.9% participants being white, 29.0% participants being African-American or black, 19.9% participants being Asian-American, 16.9% participants being Hispanic, 3.7% participants being Native American, and 11.6% participants being mixed or other. Among girls, 19.5% were overweight and an additional 19.2% were obese. Among boys, 16.0% were overweight and 25.9% were obese.

The survey used, the EAT 2010 survey, consisted of 235 items. The survey asked questions about Individual-Level Weight-Related Teasing, School-Level Weight-Related Teasing, Self-esteem, Depressive Symptoms, Body Fat Dissatisfaction, Body Build Dissatisfaction, Dieting, Unhealthy Weight Control Behaviors, Extreme Weight Control Behaviors, Muscle-Enhancing Behaviors, and Individual and School-Level Covariates. The data analysis was arranged by gender, given the differences present in the prevalence of weight and shape control behaviors in girls and boys. Lampard et al. found that, on average, 27% of participants at each school reported weight-related teasing, with the lowest school-level prevalence of weight-related teasing being 11% and the highest school-level prevalence of weight-related teasing being 36%. At the school-level, 25.8% of participants

in in grades 6–8 and 28.2 % of participants in in grades 9–12 reported weight-related teasing. School demographic

Moreover, the results suggest that weight-related teasing of youth from the same school may create a toxic environment that can be detrimental to adolescent health, independent of an adolescent's personal experience of teasing. It may be that adolescents exposed to weight-related teasing in the school environment internalize beliefs regarding socially valued weight or shape, which may in turn lead to greater body dissatisfaction and poorer emotional well-being.

The implications that the findings of this study have for school based interventions focused on weight-related teasing, is that it is evident that school-based interventions for obesity and eating disorder prevention must include a component addressing weight-related teasing in the school environment. Lampard et al. theorize that an intervention specifically designed to reduce school weight-related teasing, should be developed with intervention strategies directed towards those who observe teasing in the school environment. They suggest that an intervention aimed to improve the self-efficacy of youth will have a positive impact on teasing in the school environment by teaching youth to stand up for others who are being teased or communicate the incident to teachers. They further state that such programs could expand their focus on the observation of weight-related teasing in order to develop skills within adolescents who are dealing with the potential effects on self-esteem and body dissatisfaction. More broadly, results suggest that school-based interventions designed to reduce bullying should include a component addressing school weight-related teasing. Furthermore, such policies and programs that should be put

in place to address school bullying should incorporate teacher training and student activities targeting weight-related teasing.

Discussion

After conducting a meta-analysis of nine peer-reviewed articles, some critical and consistent findings were discovered. The key concepts will be listed below, centered around the initial guiding questions:

1. Keeping in mind the differences in gender socialization patterns amongst males and females, what are the different implications, educationally and socially, that weight-based bullying has on male and female students, respectively?
2. What types of support do the participants seek from their teachers, administrators and parents, in terms of addressing the weight based bullying that they experience in their elementary school setting
3. How effective are school initiatives, such as bystander initiatives, in bettering the experiences the participants who are experiencing weight-based bullying as an adolescent female?

Taylor (2011), Griffiths and Page (2008), and Lampard et al. (2014) sought a common purpose in regards to their research as it relates to the difference in experiences of male and female victims of weight-based bullying. Taylor through analysis of interview data on teasing on campus, found that there lies a distinction between teasing and joking and that teasing behaviors among boys, that are simply brushed of as a joke and not causing the same impact of emotional trauma that girls report feeling. Her observation and interview data also discovered that the perpetrators of weight-based bullying toward girls was most frequently carried out by their male peers in a direct manner. She also leads a discussion

about a phenomenon frequently referred to as “toxic masculinity” whereby males feel the need to remain stoic in the midst teasing, for fear that it may contribute to them as being thought of as “girlie” or emotional.

Griffiths and Page (2008) speak to the female perspective as it pertains to the weight-related victimization by noting that all 12 of the female participants of the study had been triggered by physical difficulties or capabilities as well as importance that they felt peers placed on an “attractive” body. All of the participants in this study also stated that their fear of being accepted socially lack of social acceptance was correlated to their physical status, thus causing their dissatisfaction with their physical appearance to make it harder to be in social situations. Not only did this research speak to dissatisfaction with the participant’s appearance, but it eluded to the fact that the direct physical bullying, instances of verbal and relational bullying within the school setting were reported as intensified during physical education classes, which would most likely have been co-ed at the age range of 12-18, of which all participants utilized in this study fell between.

Lampard (2014) differentiated their findings about weight-related teasing amongst males and females with the recognition that as it relates to girls, in school-level weight-related teasing was significantly associated with lower self-esteem, greater depressive symptoms, greater body fat dissatisfaction, greater body build dissatisfaction, and dieting. Whereas as it relates to boys, school-level weight-related teasing was associated with greater depressive symptoms. While not suggesting that depressive symptoms are not regarded as detrimental as a combination of lower self-esteem, greater depressive symptoms, greater body fat dissatisfaction, greater body build dissatisfaction, and dieting, it is an important distinction to be mindful of.

Goldfield et al. (2012), Polanin et al. (2012), Puhl and Luedicke (2012), and Lampard, et al. (2014) all spoke to the ways in which administrators, educators, and all school personnel can get involved in health promotion initiatives aimed at educating students (and themselves) about healthy eating, active living, and reducing obesity and encouraging healthy weight while seeking out the actual preferences that victims of weight-based bullying are specifically seeking out in order to address what all of the studies acknowledge as a growing epidemic and a critical health concern.

Goldfield (2010) closely inspected the correlation between obesity in youth as the rhetoric around obesity that may lead some individuals to engage in unhealthy eating methods, and various weight control methods in order to attempt to adhere to societal beauty standards that have been constructed through media. Additionally, their research centres around the decline of body satisfaction among obese compared to overweight youth, though both groups were reporting instances of weight-based bullying. This research is a clear example of a need for school initiatives and interventions, given the alarming rates at which youth and adolescents are engaging in unhealthy measures as a means of weight control.

Puhl and Luedicke (2013) clearly articulate the lack of existing research that seeks to gain access to what the targets of weight-based victimization need to aid in addressing the different types of support and intervention that they themselves are seeking. This is alarming, due to the fact that Puhl, Peterson and Luedicke (2013) explicitly note that it is virtually inefficient to inform potential interventions, motivate action, and identify strategies to help adolescents cope with experiences of weight-related bullying without seeking to gain the insights of the adolescents who are coping with experiences of weight-

related bullying. As noted in the results of this meta-analysis, the researchers sought to discover from whom the participants' desired intervention in order to help them cope with weight-based victimization. The results indicated that 55% of participants desired help from teachers and 43% of participants desired help in coping from parents.

In direct association to the work of Puhl et al. (2013), there is clear overlap to what Polanin et al. (2012) state regarding the unacceptable and insufficient ways that administrators, educators, and all school personnel are not initiating proactive bystander behaviors, and consequently doing a disservice to victims of weight-based bullying by not doing enough to encourage any form of bystander intervention that targets bystander attitudes and behaviors.

It is my hope and belief that more disclosure, groundwork, and training in partnership amongst Administrators, Teachers, Parents, and the victims of weight-based bullying themselves occurs. Then, the power to eradicate or dramatically reduce weight-based bullying, at least within the school setting have lies within the coalescence and dedication of all aforementioned parties.

Gap Analysis- Additional Research

This meta-analysis has uncovered assorted gaps in research around weight-based bullying amongst female adolescents. Firstly, the existing literature within Canada needs definite expansion. This is evident in the fact that amid several peer-reviewed articles that include the American context, there are an inadequate number of articles that are extrapolated from Canada. This insinuates that the phenomenon that is weight-based bullying amongst female adolescents has not been sufficiently studied. This is problematic in that legislation as it relates to the Canadian education system differs from the United

States and beyond. Therefore, we must recruit and petition for further research that is generalizable to students in other countries. In addition, collecting data on race or ethnic background, which not all articles did, could influence the results.

The results gathered from this meta-analysis divulged that bullying prevention programs might be effective at encouraging prosocial bystander intervention when the framework, program, and/or curriculum explicitly target bystander attitudes and behaviors. However, definitional issues regarding prosocial bystander behaviors, as only walk away, get help, or stand up to those engaged in bullying is not adequate in informing policy decisions. Also, while bullying prevention programs may be extremely beneficial, the fact that a willingness to intervene among bystanders must not be overlooked. Additionally, it is important to be mindful that not all groups or individuals may wish to seek out the same support, so the types of strategies that the victims of weight-based bullying seek, must not be limited to bullying prevention programs.

Another identified gap, although used by some of the articles reviewed in the major research paper, is the lack of use of a longitudinal design. A longitudinal design can be vital in accounting for factors such as earlier indicators of psychosocial well-being and health risks, and it could be used to identify whether adolescents who are already prone to anxiety and/or depression are more sensitive to the effects of weight-based bullying. It may also be useful to gain the insights of health-care providers in terms of whether or not they should inquire if overweight youth are being teased about their weight, how often, and if they are bothered by it. Parental input is also an identified gap pertaining to the ways in which teasing is allowed amongst siblings or other family members, presumably in jest. Further investigation could help contribute to the existing literature on weight-based

bullying.

Limitations

Although peer-reviewed articles are a pertinent source of information, this paper only looked at these types of articles and did not include data from any non-peer-reviewed articles, websites, or interactions with stakeholders. The sample size in most articles was significant but the number of articles in this meta-analysis is very limited, as only nine articles seemed to be relevant for the topic and the relevant and preferred time frame of the study. It is important to recognize the barriers that may account to a gap in the existing research as it pertains to weight-based bullying amongst adolescent females. These may include confirming that researchers will work within a framework that commits to listening to and including the perspectives of adolescents and children within a harm-reduction model. Additionally, when conducting research of such serious, sensitive, and often painful memories, the confidentiality of the data collected and the protection of the participant's identities must be guaranteed and taken into account. Therefore, further research should seek to inform all participants of their voluntary participation, that it will invite freely given written consent from all prospective participants, and that it will require consent from the parent or guardian of the prospective participants that may be under the age of consent, and that researchers ensure that all prospective participants understand that they may refuse any question or withdraw from future research at any time.

Also, it is possible that results may not generalize to students in other countries. In addition, not all articles collected data on race or ethnic background, which could have had an impact on the results. Lastly, as a female who has formerly been a victim of weight-

based bullying in my adolescence, my own biases toward the phenomenon are constrictions.

Conclusion

Puhl et al. (2015) found that “Youth who are victimized because of their weight experience increased risk for social isolation, depressive symptoms, anxiety, low self-esteem, poor body image, suicidal ideation, self-harm, substance use, unhealthy and disordered eating behaviors, avoidance of physical activity, poorer school performance, and avoidance of school. Longitudinal studies indicate that a child’s weight status predicts future peer victimization, and that weight-based teasing predicts disordered eating behaviors at 5-year follow-up,” (pg. 381).

Although body weight is represented by a single number, weight is the multifaceted combination of genes and a plethora of different metabolic processes such as brain systems that regulate appetite to enzymes that control how efficiently calories are turned from food into energy that the body needs. Additionally, these factors are also likely influenced by environmental contributors such as diet and lifestyle. In order to attempt to eradicate the archaic conception of what the female body should and should not look like, we must band together with the common goal of not making the opinions of others the most powerful lens we have to view ourselves. Additionally, I have found that when we accept and learn to love ourselves through eradicating body shaming, food policing, and belittling body positivity, no gender role can be assigned to that frame of mind.

In *Never Too Thin: Why Women are at War with Their Bodies*, Roberta Pollack Seid (1991) sums up just how twisted our ideas about food and eating have become: All societies set up complex food rules, but in most of them, food is considered a necessity. In

contemporary America, we have come to the odd conclusion that it is not a necessity. Eating has become a moral issue. We must ask ourselves if we are 'entitled' to nourishment. We have to be 'good' enough – work out enough, diet enough, and above all, be slim enough – to deserve it.”

Concluding with the above quote became important to me throughout the process of writing this meta-analysis for a few different reasons. Weight-based bullying amongst female adolescents is a phenomenon that is near and dear to my heart, having survived it myself. For me, one of the implications of weight-based bullying as an adolescent, is that I did not have the resources to speak about the double standards I faced as a result of my double chin. Today however, given my pursuit of higher education and the voice it has given me, I would be remiss not to locate myself in this major research paper. Aside from my aim to accurately and thoughtfully represent those who have been victimized by weight-based bullying, I hope that locating myself within this major research paper begins to eradicate a school climate that does not seem to understand what it means to be “fat” in a world that places a premium on thinness.

Recommendations

The research studies utilized for the purposes of this meta-analysis have consistently and succinctly made mention of the increase in weight-based bullying among adolescents. They have also acknowledged the severe socio-emotional and academic implications of this weight-based bullying among those who are affected by it. As such, recommendations for addressing these implications become an important component in informing future research and enacting change.

In combining related research studies to estimate an overall treatment effect, a few things have become inherently clear. First, victims of weight-based bullying have stated that their preferred method of support would ideally come from their peers and teachers. Second, the related research studies used in this meta-analysis have conceded that early intervention initiatives and bystander education programs are essential in eradicating bullying as a whole, but more specifically, as weight-based bullying. As such, it is my personal recommendation that we represent the voices of the adolescents who have so bravely come forward to share their stories, in a way that combines their preferred forms of support with initiatives that are presented as a collaborative effort amongst community and educational stakeholders.

I would advise that a way to successfully encourage a youth/adult collaboration in developing early intervention and bystander initiatives to combat weight-based bullying, would be to be cognizant of the positive leadership experiences and community service opportunities that a youth led mentorship program would abound. In presenting early intervention and bystander initiatives to our current and future students as collaborative instead of secular, we allow room for growth amongst students and educators alike. When it comes to early intervention and bystander initiatives, I can foresee the success rate of such programming increasing when we give students the opportunity to facilitate amongst their peers, educators, and communities.

To address the lack of collaboration that I find missing upon reflection of my own experiences with early intervention and bystander initiatives and from what current research says about them, training students to become mentors to other students is an

approach that I would like to see implemented. This mentorship could manifest in a variety of ways; working with an experienced adult facilitator to raise awareness of the issue, coordinating with neighboring high schools, involving administrators from elementary schools to engage intermediate students early on in preparation for a mentorship opportunity, recruiting volunteers through information tables, incorporating appropriate prevention and response tactics, and gauging community support from parents and guardians.

Another recommendation for this plan of action is to establish a climate that places a high value on safety, tolerance, resources, and confidentiality. Suitable goals of early intervention and bystander initiatives can range vastly; assessing bullying in different schools, conducting team building exercises, creating safety plans, training students and adults to respond effectively to an incidence of bullying, following up with adolescents who have been victims of bullying, and holding sessions for educators and administrators that outline best practices in bullying prevention and crisis planning. A recommended next step would be to engage the larger population, in essence, the entire school community by assigning roles, responsibilities, and deadlines for early intervention and bystander initiatives.

This can be done through incorporating early intervention and bystander initiatives in school spirit and welcome week activities, partnering with community stakeholders to hold inclusive activities such as movie screenings, creating a school newsletter, encourage students to reach out to local media outlets, inviting local business owners to show support for an important issue, and sharing this approach with others. This would aid in gauging

interest, evaluating current anti-bullying strategies, and creating a plan to address the gaps in such existing anti-bullying strategies, if any are already present.

Community stakeholders that are recommended to consider for this programming include: recreational facilities, mental health associations, law enforcement officials, child and youth workers, health and safety professionals, elected officials, etcetera.

In summation, my recommendation for early intervention and bystander initiatives to combat weight-based bullying aims to: give students the opportunity to lead their peers, collaborate with adult advisors in their schools and/or communities, encourage youth to access available resources and strategies, and create sustainable programming that can expand across all schools.

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