

## ATTACHMENT F: MODERATOR GUIDE

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### MODERATOR DISCUSSION GUIDE

135 minutes (2.25 hours)

Group	Location	Date	Time	Segment: Parents or Caregivers of...
1	Miami, FL (Spanish language)	Thurs., June 4, 2020	5:30 to 7:30 pm	Younger children (10-13 years) + + parents of mixed genders
2			8:00 to 10:00 pm	Older children (14-17 years) + + parents of mixed genders
3	Chicago, IL (English language)	Mon., June 8, 2020	5:30 to 7:30 pm	Younger children (10-13 years) + + parents of mixed genders
4			8:00 to 10:00 pm	Older children (14-17 years) + + parents of mixed genders

### RESEARCH OBJECTIVE

Bullying, a form of youth violence, is widespread in U.S. schools and online. Parents can play a key role in preventing youth's involvement in violence. However, data on parents' knowledge, skills, attitudes and beliefs regarding children's bullying prevention is limited. In addition, while the prevalence of bullying crosses race and ethnicity, information about the Hispanic experience with bullying is limited.

The purpose of this research is to test refined and culturally-sensitive English and Spanish message concepts among parents and caregivers of children ages 10 to 17 years, to be used to inform multiple parent-focused bullying prevention materials. Research questions include:

- Where does bullying fit within the list of issues and challenges parents face with children? How salient is the issue?
- What do parents think, say, and feel about bullying—what is their mindset on the topic?
  - o How do they talk with/help a child who bullies?
  - o How do they talk with/help a child who is bullied?
- What information do parents need?
- Where do parents turn for information about bullying prevention, reporting, and other bullying-related topics they are interested in?
- How effective are draft messages—and how can messages and collateral be improved?
  - o Talking to someone like me
  - o Believable/credible
  - o Easy to understand

- o Useful

## **DISCUSSION OVERVIEW**

- I. Background, consent, and introductions (30 min.)
- II. Warm-up: Biggest problems facing children and families (5 min.)
- III. Attitudes and experiences related to bullying (20 min.)
- IV. Opinions about responding to bullying (18 min.)
- V. What parents want to know and what they can do (12 min.)
- VI. Message testing (40 min.)
- VII. Wrap-up (10 min.)

**TOTAL: 135 minutes**

<b>DIRECTIONS TO MODERATOR:</b>
<ul style="list-style-type: none"><li>• Sections of the guide are marked by gray boxes. Each section is given a time estimate and additional details on rationale or goal of each section.</li><li>• Instructions for the Moderator are noted with <b>ALL-CAPS</b> in bold.</li><li>• <b>TOTAL FOCUS GROUP TIME IS APPROXIMATELY 120 MINUTES</b></li></ul>

**Moderator Introduction (3-5 min.)**

- Welcome! Thank you for joining today's discussion. My name is [INSERT]. I'm an independent researcher and moderator with KRC Research.
- The sole sponsor of today's focus group discussion is the Centers for Disease Control and Prevention—CDC. Our conversation today will focus on an important topic related to children and teens.
- I'm a professional researcher, but not a CDC employee or a subject matter expert on health topics. My role is to facilitate our conversation for the next 2 hours. Let me tell you a bit about it:
  - o There are no wrong answers. You may have different opinions. That's ok—all of your experiences and opinions are important and we want to hear from all of you. However, if you feel uncomfortable answering a particular question, you do not have to respond.
  - o Please speak up, speak one at a time, and let's share the floor so everyone has a chance to participate. Not everyone has to answer each question, however it's important that everyone participates throughout this conversation.
  - o Please silence your cell phones and put away portable devices.
  - o If you need to step out to use the restroom or make a call, you don't have to ask for my permission—just step out and come back when you finish.
- Because privacy is important, I'm going to read our Privacy Policy. **READ:**
  - o We respect your privacy and nothing you say will be reported in association with your name.
  - o We will only use our first names during the conversation. If you talk about your children, only use their first names. You may also choose to use a nickname.
  - o Your participation is voluntary—you do not have to answer anything you are uncomfortable with.
  - o A few colleagues are here to assist me today—they are in the back room taking notes.
  - o We are audio- and video-recording for transcribing of today's discussion. Because we are speaking with multiple groups like this one, it is important for me to have an accurate record of today's conversation.
  - o We ask that you not share any information, comments, or identities with others outside of this group.

**Participant Introductions (10-12 min.)**

- First name
- Where you are originally from and where you currently live in the area
- What you and your child or children [age 10-13 years] [age 14-17 years] like to do together for fun?

## II. WARM UP: BIGGEST PROBLEMS FACING CHILDREN & FAMILIES 5 MINUTES

*The goal of this section is to learn where bullying sits within the list of problems kids and parents face, how big a concern and priority it is compared to other problems.*

All of you are the parents or primary caregivers of children. The focus of our conversation in this group will be specifically on your children between the ages of [10 and 13][14 and 17]. Let's start our conversation today by talking about the big challenges your children face.

- What are the biggest challenges or problems your children struggle with? **[GENERATE LIST OF TOP ISSUES; LISTEN FOR AND PROBE ABOUT SPECIFIC TYPES OF VIOLENCE INCLUDING BULLYING.]**
  - o **FOR EACH MENTION; ASK BULLYING LAST:** In what ways does this impact your family?
  - o From your perspective as a parent or caregiver, how big a problem is bullying compared to the other things you mentioned?

## III. ATTITUDES AND EXPERIENCES RELATED TO BULLYING 20 MINUTES

*The goal of this section is to understand the way parents define, think about, and experience bullying.*

For the rest of our conversation today, let's focus on bullying among children.

- What are the first words that come to your mind when you hear the word "bullying?" **[PROBE TO UNDERSTAND]**
- How do you define "bullying?" What is it?
  - o What constitutes bullying? Give me some examples you have seen. **PROBE TO UNDERSTAND WHAT TYPES OF BULLYING PARENTS/CAREGIVERS MENTION UNAIDED:**
    - Verbal (name calling, teasing, yelling at someone)
    - Physical (attacking, hitting, kicking, punching, harming personal belongings)
    - Social-relational (talking about someone, spreading rumors, excluding someone)
    - Cyberbullying (posting mean or private photos, creating fake accounts)
  - o Do the children who bully physically also cyberbully? In other words, do the two types of bullying go hand-in-hand, or are they usually separate?
  - o Which is harder for your child to deal with—in-person or cyber bullying? What about you – which is harder for YOU to deal with?
- **HANDOUT #1:** I'm going to hand out a page with the definition of bullying. Please read this and we'll talk about what you think.
  - o What are your reactions? What do you think of this definition?
- **(HANDCOUNT)** Have any of your children been bullied? Let's talk about some specific incidents. Let's focus on your children age [10 and 13][14 and 17].
  - o In what ways were they bullied?
  - o What were the circumstances that led to bullying?
  - o Did they talk about it with you?

- What happens when a child is bullied—how does it impact them?
  - o What impacts does bullying have on the bullied child?
  - o Do children who are bullied ever bully other children?
- **(HANDCOUNT)** Have any of your children bullied others?
  - o In what way?
  - o What circumstances led to it?
  - o Did they talk to you about it?
- Is there ever a time when bullying is acceptable? Why or why not?
- **HANDOUT #2:** I'm going to hand out a page with a description of the consequences of bullying. Please read this and we'll talk about what you think.
  - o What are your reactions?
  - o Is this consistent with your experience?

#### IV. OPINIONS ABOUT RESPONDING TO BULLYING

18 MINUTES

*The goal of this section is to understand what parents do when they encounter bullying.*

Now let's talk a bit about how to respond to bullying. Let's continue to focus on your children age [10 and 13][14 and 17].

- Let's start by talking about **bullying that happens in-person.**
  - o Do you typically see in-person bullying?
  - o Do you respond or get involved when you see it?
  - o What do you do and say when you see it happening?
- What about **when in-person bullying happens when you don't see it**, like at school, the bus or somewhere else. Do you usually hear about it?
  - o How do you find out? Does your child tell you about it, or do you find out another way?
  - o Do you do anything to encourage your child to tell you if he/she is being bullied?
  - o Do you take any actions to address the situation?
  - o Do you talk with your child about what to do and how to handle it? What do you tell them? **LISTEN FOR MENTIONS OF SORTING OUT CONFLICT FROM BULLYING.**
  - o Have you ever gone to another parent to talk with them about their child bullying yours? What did you say? Did the conversation help?
  - o Have you ever gone to the school to talk about it? With whom (principal, teacher, social worker, resource officer)? What did you say? Did the conversation help?
  - o If you were giving advice to another parent about how to handle in-person bullying, what would you say?

- Let's talk about **bullying that happens virtually—online** via text, social media, or while video gaming, called cyberbullying. Do you usually know if your child is facing cyberbullying?
  - o How do you find out? Does your child tell you about it, or do you find out another way?
  - o Do you do anything to encourage your child to tell you if he/she is being cyberbullied?
  - o Do you take any actions to address the situation?
  - o Do you talk with your child about what to do and how to handle it? What do you tell them?
  - o Have you ever gone to another parent to talk with them about their child cyberbullying yours? What did you say? Did the conversation help?
  - o Have you ever gone to the school to talk to the principal, an administrator, or a teacher? What did you say? Did the conversation help?
  - o If you were giving advice to another parent about how to handle cyberbullying, what would you say?

## **V. WHAT PARENTS WANT TO KNOW AND WHAT THEY CAN DO 12 MINUTES**

*The goal of this section is to learn about what questions parents have, who they go to for answers, and—from their own experience, what they think parents can do to help their children respond to and protect themselves. .*

Let's summarize what you think parents can do to help their children respond to and protect themselves against bullying, both in-person and online (cyberbullying).

- In your experience, what are the most important things that parents need to know in order to respond to bullying effectively?
  - o What are the most important things that parents can do to support children when they experience in-person bullying?
  - o And what about cyberbullying—what are the most important things that parents can do to support children when they experience cyberbullying?
- What can parents do to prevent children from bullying others?

Given everything we've talked about, what questions do you have about bullying?

- What questions do you have?
- What questions do other parents have?
- Where do you personally go to get answers to those questions?
- Who do you trust to give good advice?

## VI. MESSAGE TESTING

40 MINUTES

*The goal of this section is to test current handouts and collateral materials and/or messages.*

**HANDOUT #3:** Now I'm going to give you a packet that consists of eleven statements on separate pages, clipped together. We're going to look at the statements one at a time. Let's not jump ahead—just stay on the first page together and I'll tell you when to turn the page.

- Let's look at the first statement, statement A. **READ STATEMENT, THEN ASK:**
  - o What is your reaction to this statement?
  - o What is this statement telling you?
  - o Do you agree with it?
    - If so, for what reasons?
    - If not, what do you disagree with?
  - o Is there anything confusing or unclear in this statement?
    - Is there a better or clearer way to make this point?
  - o Any word or words you do not understand?
- Now, turn the page and let's look at the second statement, statement B. **READ STATEMENT, THEN ASK SAME SERIES OF QUESTIONS ABOVE.**
- **AFTER DISCUSSING ALL STATEMENTS:** Now that you have seen all the statements, I'd like you to pick **the one that you think is most important** for parents to know and put a big #1 on it.
  - o Tell me the letter of the statement you picked and what about that statement is most important.
- **NOTE TO MODERATOR: CUT THIS IF THERE IS NOT ENOUGH TIME.** Next, pick the statement that is **second most important** for parents to know and put a big #2 on it.
  - o Tell me the letter of the statement you picked and what about that statement is most important.
- Now, pick the statement that is **least important** for parents to know and put a big "X" on the page. What did you pick?
  - o Tell me the letter of the statement you picked and what about that statement is most important.
- Now, look at all the statements again. Which one is **easiest for parents to do**? Write EASY on that statement.
  - o Tell me the letter of the statement you picked and what about that statement is easiest for parents to do?
- Now that we have looked at all these statements, what is your **overall reaction**?
  - o Is this what parents need to know most of all?
  - o Is there anything else you think would be important for parents to know about bullying?

## VII. WRAP-UP

10 MINUTES

- To wrap up after our discussion tonight, please write down the **three most important things that a parent needs to know to help them help their children deal with bullying.**
  - While you do that, I am going to check-in with the back room and see if they have any last questions. **BACK ROOM: PROVIDE ANY BRIEF LAST QUESTION/S**
- **AS TIME ALLOWS, GO AROUND ROOM TO HEAR FROM GROUP ABOUT IMPORTANT THINGS A PARENT SHOULD KNOW. (WE WILL ALSO TABULATE RESPONSES FOR REPORTING.)**
- Thank you for sharing your time and ideas tonight. You're free to go!
- Please leave all the materials on the table—I'll collect it.



**Introduction and Purpose:**

You have been asked to take part in a consumer focus group that is being conducted by KRC Research among adult men and women for the Centers for Disease Control and Prevention (CDC). Your participation in this research is voluntary. If you agree to participate, we ask you to read and sign this consent form. You may withdraw your consent to participate, for any reason, at any time.

You are the expert on your experience, and your thoughts and opinions are greatly valued and appreciated. We want to learn from you. We encourage you to speak openly and honestly about your experience. There are no right or wrong answers.

Details about this study are discussed in the following sections. It is important that you make an informed choice about participating. You should ask the researchers named below any questions you have at any time.

Should you agree to participate in the discussion, here are some points you should know:

- **Rights Regarding Participation:** This discussion is completely voluntary. If any questions make you feel uncomfortable, you may choose not to answer.
- **Privacy:** We will take every precaution to protect your identity and ensure your privacy unless required by law. We will keep your name and identifying information private and your identity will not be disclosed, nor included in any reports. Your contact information and name will not be attached to any of your responses.
- **Benefits:** Your participation in the focus group will not result in any direct benefits to you. However, your input will help to develop effective communication materials.
- **Risks:** The focus group poses minimal, if any, risks to you.
- **Incentive:** In appreciation of your time, you will receive an incentive of \$75 for participating.
- **Audio and Video Recordings, and Notes:** The discussion will be video and audio recorded. No quotes or comments you make will be linked with your name in any way. We will keep all information, notes, audio and video recordings stored securely. Only project staff will be able to access the information. These notes and recordings will be destroyed upon conclusion of the project.
- **Observers:** Project staff may listen in on the focus group and take notes. They will not be joining the discussion and they will not identify you by name in their notes.
- **Questions:** We will answer any questions you have about this focus group discussion.
- **Contact Information:** If you have any questions about this discussion or the research specifically, please contact Mark Richards at KRC Research, [mrichards@krcresearch.com](mailto:mrichards@krcresearch.com).

**Your Consent**

I have read this consent form. I had a chance to ask questions, and my questions were answered. I was given a copy of this consent form. The above document describing the benefits, risks, and procedures for this research study has been explained to me. I agree to participate in the study.

\_\_\_\_\_  
**Signature of Participant**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Person Obtaining Consent**