Born Brave Bus Tour
A Mobile Youth Empowerment Movement

Chair: Susan Swearer, University of Nebraska-Lincoln
Symposium presented at APA, August 9, 2014
Presenters

Born This Way Foundation and the Born Brave Bus Tour
Cynthia Germanotta, Born This Way Foundation

Analysis of the Born Brave Bus Tour: A Mixed Methods Design
Michelle Howell Smith, University of Nebraska-Lincoln

Born Brave: Mental Health Help-Seeking Preferences Among Youth
Eric Rossen, National Association of School Psychologists

Impact of the Born Brave Bus: Fostering Kindness and Bravery
Susan M. Swearer, University of Nebraska – Lincoln
Michelle Howell Smith, University of Nebraska-Lincoln

Discussant
Marc Brackett, Yale University
Cynthia Germonotta, President, Born This Way Foundation Symposium presented at APA, August 9, 2014
Born This Way Foundation Mission

• **Empower** youth
• **Inspire** bravery
• **Foster** a more accepting society
• **Encourage** differences to be embraced
• **Celebrate** individuality

The Born This Way Foundation was launched in 2012 with the mission to create safe communities that help connect individuals with the skills and opportunities they need to build a **kinder, braver world**.
THE THREE PILLARS OF THE BORN THIS WAY FOUNDATION

SAFETY
CREATING A SAFE, USEFUL PLACE TO CELEBRATE INDIVIDUALITY

When provided with a safe environment, young people are able to explore themselves. So we'll provide you support through an online community that engages users in ways that celebrate their individuality.

SKILLS
TEACHING ADVOCACY, PROMOTING CIVIC ENGAGEMENT, AND ENCOURAGING SELF-EXPRESSION

It's not enough to simply tell you about the importance of making a change. We're going to provide you with the skills, tools, and resources you need to feel empowered and lead.

OPPORTUNITY
IDENTIFYING WAYS TO IMPLEMENT SOLUTIONS AND IMPACT LOCAL COMMUNITIES

Our organization is only as strong as supporters like you. That's why we'll be identifying opportunities for you to bring the work we are doing to your local communities. You will be able to lead the charge in impacting your surroundings.

BY HAVING HANDS ON THESE THREE PILLARS, YOU WILL HELP BORN THIS WAY FOUNDATION CREATE:

A KINDER, BRAVER WORLD
Born Brave Bus Tour

A place for...

• **Unconditional** positive regard and support
• **Acceptance** for who you are
• **Community** of others like you
• **Resources** and volunteer opportunities
• **Kindness** and **bravery** to truly exist
Goals of the BBBT

1. **Connect youth** with partners and volunteer opportunities in each city
2. **Increase awareness** about the Born This Way Foundation
3. **Empower youth** to take the values of kindness and bravery back to their homes, schools, and communities
Open Tent Partnership Approach

- GLSEN
- The Trevor Project
- Mentoring USA
- MENTOR
- Youth Service America (YSA)
- National Association of School Psychologists (NASP)
- National Council for Community Behavioral Health
- YMCA
- YOUMedia/Hive Network
- Born This Way Foundation
Born Brave Bus Tour Slide Show
The first BBB tour

- January 14, 2013 to March 27, 2013
- 18 events over 14 cities from California to New York
- Held in conjunction with the Born This Way Ball
- Included 10 community partners
- Nearly 9,000 participants
The second BBB tour

- August 24, 2013 to September 9, 2013
- 3 events over 3 cities including New York, Philadelphia, and at Six Flags in New Jersey
- Held in conjunction with community events
- Included 20 community partners
- Over 10,000 participants
The third BBB tour

- May 4, 2014 to August 9, 2014
- 30 events over 28 cities across the United States
- Held in conjunction with artRAVE: The ARTPOP Ball
- Participants:
  - 112,850 participants at Born Brave Bus
  - 49,025 direct consumer interactions
  - 6,981 email registrations
  - 8,903 photo booth participants
Analysis of the Born Brave Bus Tour
A Mixed Methods Design

Michelle Howell Smith, University of Nebraska – Lincoln
Theresa RF McKinney, University of Nebraska – Lincoln
Jenna Strawhun, University of Nebraska – Lincoln

Paper presented at APA, August 9, 2014
Translational Research: Putting research results into action
Theoretical frames for fostering kindness and bravery

• **Social Cognitive Theory** (Bandura, 1963, 1986)
  – Behavioral Capability
  – Observational Learning
  – Reinforcements
  – Expectations
  – Self-efficacy

• **Transtheoretical Model of Change** (Prochaska & DiClemente, 1983)
  – Stages and processes of change are fluid and dynamic
  – Decisional Balance
  – Incorporates Bandura’s concept of self-efficacy

• [https://www.youtube.com/watch?v=L5ya8J-jyK4](https://www.youtube.com/watch?v=L5ya8J-jyK4)
Born Brave Experiences
Mixed Methods Research Study

- Assess participants’ experiences with the Born Brave Bus
- Develop a measure of kindness and bravery
- Create model of youth empowerment and engagement
  - What are the factors that contribute to youth empowerment and youth engagement?
  - What are the conditions needed to empower youth to create a kinder and braver world?
Study Timeline

Born Brave Bus Tours
- Winter 2012-2013: Born Brave Bus toured in conjunction with Born This Way Ball
- Spring 2013
- Summer 2013: Born Brave Bus toured in conjunction with community events
- Fall 2013
- Winter 2013-2014
- Spring 2014
- Summer 2014: Born Brave Bus touring in conjunction with ArtPop Ball
- Fall 2014

Quantitative Data Collection + Analysis
- Administered survey
- Conducted factor analyses on K+B items
- Conducted other statistical analyses
- Revised K+B items; streamlined validation items
- Administering revised survey

Qualitative Data Collection + Analysis
- Conducted preliminary analyses of open-ended survey questions
- Conducted in-depth interviews in KC, NE, NY, and LA
- Conducted preliminary qualitative analyses
- Conducting domain analyses on K+B texts
QUAN 1: Survey
Planned missing data design (Little & Rhemtulla, 2013)

Participants
Online survey (Qualtrics) linked to BTWF website
Recruited from BBB, Little Monsters, Twitter & Facebook
2,645 completed surveys

Data Collection
Kindness & Bravery (focal construct)
Bullying/Victimization; School Climate/Engagement
Depression/Anxiety; Aggression/Hope
How I Think; Self Description Questionnaire

Data Analysis
Kindness & Bravery: Reliability, EFA, CFA
Other Scales: Reliability, CFA, regression analyses
Survey Demographics (n=2,645)

Student Status
36% in Middle School or High School
50% in College or Recently Graduated
13% Not Currently in School

Country of Residence
46% Living in the US

Race/Ethnicity
62% White, not Latin@
25% Latin@, any race
12% Asian, Black/African American, Indigenous, or Multi-Racial
Survey Demographics (n=2,645)

Gender:
- 43% Male
- 52% Female
- 4% Transgender or Genderqueer

Sexual Orientation:
- 39% Heterosexual
- 36% Gay, Lesbian, or Queer
- 19% Bisexual
- 6% Questioning
Born Brave Experiences

- 14% Got Aboard the Born Brave Bus
- 52% Attended Born This Way Ball
- 18% Joined Born Brave Nation
- Postponed
- 11% Planned to attend Born This Way Ball
- 77% Visted BTWF Website
QUAL 1: Open-ended survey data

Responses
1,862 How will you be kinder in your home, school, and community?
1,810 How will you be braver in your home, school, and community?

Data informed interview protocol and item writing for new kindness and bravery scale

Data Analysis
We coded and analyzed the verbatim responses from an online questionnaire using descriptive (Miles & Huberman, 1994) and values (Saldaña, 2009) coding.
QUAL 2: Semi-structured interviews

Participants
30 semi-structured interviews
4 locations (New York, Los Angeles, Kansas City, Lincoln)
27 in person, 3 via phone

Data informed item writing for new kindness and bravery scale

Data Analysis
Domain Analysis Approach (Spradley, 1979)
How do participants make meaning of kindness and bravery?
QUAN 2: Revised Survey
Planned missing data design (Little & Rhemtulla, 2013)

Participants
Online survey (Qualtrics) linked to BTWF website
Recruited from BBB, Little Monsters, Twitter & Facebook
4,556 completed surveys (and still open)

Data Collection
Kindness & Bravery (focal construct)
  Validation: Hope, Altruism, Coping, SDQ Honesty, SDQ Values,
Bullying/Victimization
Depression/Anxiety
SDQ Body Image (SDQ)

Data Analysis
Kindness & Bravery: Reliability, EFA, CFA
Other Scales: Reliability, CFA, regression analyses
Lessons Learned

• Planning is essential…so is flexibility
• Diverse methodological, content, and personal experiences among research team are necessary
• In immersing ourselves in the quantitative and qualitative data, we have become kinder and braver researchers and people
Born Brave: Mental health help-seeking preferences among youth and young adults

Eric Rossen, National Association of School Psychologists
Zach Myers, University of Nebraska - Lincoln
Chaorong Wu, University of Nebraska – Lincoln
Betsy Schwartz, National Council for Behavioral Health

Paper presented at APA, August 9, 2014
Mental Health Gap

- **1 in 5** youth have experienced significant mental illness ([NIH](http://www.nimh.nih.gov/statistics/1ANYDIS_CHILD.shtml))
- Few *seek* help or *know how* to seek help for their symptoms
- Unmet mental health needs
  - Estimates differ for school-age youth, ranging from 33% to over 90% not receiving needed services
  - Of those who dropped out of college due to their mental health concerns, only half sought help ([National Alliance on Mental Illness, 2012](http://www.nimh.nih.gov/statistics/1ANYDIS_CHILD.shtml))
Barriers to Mental Health

- Multiple barriers to seeking mental health services have been identified:
  - **Stigma** (Martin, 2012; Ballon, Kirst, & Smith, 2004; Yap, Wright, & Jorm, 2010)
  - **Cost** (Martin, 2012)
  - **Location/Transportation/Scheduling** (Martin, 2012)
  - **Need for a Diagnosis**
  - **Lack of Knowledge** (Calloway, Kelly, & Ward-Smith, 2012; Gould, Greenberg, Munfakh, Kleinman, & Lubell, 2006)
  - **Self-Reliance** (Gould et al., 2006; Raviv, Raviv, Vago-Gefen, & Fink, 2009)
- Therefore, we need to better understand how to increase the number of youth seeking help for mental health concerns and how to best serve youth.
Face-to-Face Help-Seeking

**Formal help**
Psychologists, school psychologists, physicians, school counselors, school social workers, etc.  (Martin, 2012)

**Informal help**
Friends, family, peers, mentors, etc.  (Martin, 2012)

**Most common type of help-seeking**
Informal help (i.e., family and friends) often preferred over formal sources  
(Goodwin, Mocarski, Marusic, Beautrais, 2013; Lee, Friesen, Walker, Colman, & Donlan, 2014)
Electronic Help-Seeking

Types of electronic help:
Texting, phone/video calls, hotlines, resource websites, instant messaging/chatting, etc.
(Bischoff, 2004; Evans, Davidson, & Sicafus, 2013; Forducey, Glueckauf, Bergquist, Maheu, & Yutsis, 2012: Gould et al., 2006)

Telehealth services can effectively treat mental health concerns through distance-based technology
Video-conferencing, Skype, etc.

Electronic help has also lead to increased use or seeking of face-to-face services
(Gould, Munfakh, Lubell, Jleinman, & Parker, 2002)
Differences in Preferred Types of Help

Age
• Children preferred their parents as a help source while adolescents preferred their friends (Del Mauro & Williams, 2013)

Gender
• Women are more likely than men to seek help (Curtis, 2010; Slone, Meir, & Tarrasch, 2013)
• However, some data suggest no gender difference regarding seeking help through electronic sources (Gould et al., 2002)

Sexual Orientation
• LGBTQ youth preferred support from other LGBTQ peers (Doty, Willoughby, Lindahl, & Malik, 2010)
• LGBTQ youth report using online methods for building friendships with other LGBTQ youth (DeHaan, Kuper, Magee, Bigelow, & Mustanski, 2013)
Current Study

• Paucity of research examining youth and young adults’ preference for the delivery format of mental health support.

• This study examined the preferred methods for help-seeking in a diverse sample of youth and young adults.

• This study examined the benefits of an “open tent partnership” approach to providing mental health supports in communities across the United States.
Tent Partnership Model

• Born Brave Bus Tour
• Mental Health Partners

❖ National Association of School Psychologists (NASP)
❖ National Council for Community Behavioral Health
About NASP

• School psychologists help create safe, supportive schools, promote students’ academic success, and support their mental and behavioral health.

• NASP empowers school psychologists by advancing effective practices to improve students’ learning, behavior, and mental health.

• NASP supports professional:
  – competence
  – identity
  – community
  – connections
  – advocacy
2,200 behavioral health organizations

750,000 staff serving 8 million adults, children, and families with mental illnesses and substance use disorders

- Public Policy and Advocacy
- Leadership and Workforce Development
- Primary and Behavioral Healthcare Integration
- Practice Improvement Initiatives
- Consulting & Technical Assistance
Tent Partnership Model

- Objectives:
  - Raise awareness of resources
  - Asked participants to think about sources of support and character strengths
  - Answer questions
  - Confront stigma
- Message “Be brave and take the step. It’s okay to ask for help.”
- www.braverytips.org
**Born Brave Bus Tour (BBBT)**

**Behavioral Health Team (BHT)**

**Key Messages:**

- **Be Brave**: Know Your Own Strengths
  - Understanding the mental health includes wellness, resilience, and external resources

- **Act Brave**: Share Your Strengths
  - Knowing how to make a difference for others

- **Stay Brave**: Build Your Strengths
  - Knowing when, where, and how to get help

Downloadable Bravery Tip Sheets featured on BraveryTips.org
Braverytips.org is a website developed by the National Association of School Psychologists (NASP) and the National Council for Behavioral Health (National Council) for youth and those who work with youth, providing tips for bravery, local mental health resources, and information about volunteering.

Be Brave
know your strengths

Act Brave
share your strengths

Stay Brave
build your strengths

Download posters for
Be Brave | Act Brave | Stay Brave
Act Brave

share your strengths

www.braverytips.org
Bravery Tip Sheets

Building Healthy and Positive Relationships

Managing Stress

Know When to Get Help

Know When to Get Help

You can take care of your emotional health just like you can take care of any other health problem. You can take action to help yourself or a friend by knowing when to get help and where to get it. You should get help when you or someone else is:

1. **SPENDING MORE TIME ALONE.** Changing friends or spending more time away from family is ok, but avoiding others altogether can be cause for concern.

2. **AVOIDING CERTAIN SITUATIONS.** Staying away from activities with food, lots of people, or specific places may be a sign that something is wrong.

3. **INCREASING ALCOHOL OR DRUG USE.** Using drugs or drinking is harmful to your health, and can make a mental health challenge worse. Planning activities around using drugs or drinking, needing to use or drink before a party or other activity, or spending more time with others who drink or do drugs are all reasons to get help.

4. **SLEEPING ALL THE TIME OR UNABLE TO SLEEP.**

5. **ANXIOUS OR AGITATED ALL THE TIME.** Having sudden outbursts of anger or overreacting to normal events may be a signal that help is needed.

6. **STRUGGLING IN SCHOOL.** This may include a drop in grades, not being able to finish homework or other assignments, no longer participating in activities once enjoyed, or skipping class regularly.

7. **ACTING RECKLESSLY.** Engaging in risky activities such as drinking or using drugs, driving recklessly, and having unprotected sex is harmful and dangerous.

8. **FEELING HOPELESS, HELPLESS, OR TRAPPED.**

9. **NOT TAKING CARE OF YOURSELF.** Ignoring your nutrition, sleep, exercise, and/or hygiene can be signs of a bigger underlying concern.

10. **THINKING OR TALKING ABOUT SUICIDE, DEATH OR DYING.** All thoughts of suicide must be taken seriously. Call the National Suicide Prevention Lifeline at 1-800-273-TALK (1-800-273-8255) or chat via online. It's 100% free, confidential, and available 24/7. You won't get judged; you'll get help.
Parent
Friend
Sibling
Therapist/Mental Health Counselor
Teacher
School Psychologist
Principal
School Counselor
School Nurse
Coach
Religious Leader
Significant Other

Character Strengths
Compassion
Bravery
Loyalty
Kindness
Persistence
Hope
Gratitude
Creativity
Motivation
Empathy
Curiosity
Leadership
Survey Demographics for Help-Seeking Behaviors

- Data analysis for this construct focused on participants living in the United States (n=1,206)
- Demographic characteristics closely matched those of the full data set (n=2,645)
Results

Help-Seeking Preference by Gender*

<table>
<thead>
<tr>
<th>Type of Help-Seeking</th>
<th>Male</th>
<th>Female</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online/Text messaging</td>
<td>37.6%</td>
<td>37.9%</td>
<td>59.1%</td>
</tr>
<tr>
<td>Phone call</td>
<td>12.1%</td>
<td>9.6%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Talk in-person</td>
<td>50.2%</td>
<td>52.5%</td>
<td>36.4%</td>
</tr>
</tbody>
</table>
Results

Help-Seeking Preference by Grade*

- **Online/Text messaging**
  - Junior High & High School: 46.6%
  - College & Post-College: 33.6%

- **Phone call**
  - Junior High & High School: 8.8%
  - College & Post-College: 11.3%

- **Talk in-person**
  - Junior High & High School: 44.5%
  - College & Post-College: 55.1%
Results

Help-Seeking Preference by Sexual Orientation

- Online/Text messaging
  - Straight: 34.3%
  - Gay/Lesbian: 37.9%
  - Bisexual: 43.6%
  - Queer/Other/Questioning: 47.3%

- Phone call
  - Straight: 9.5%
  - Gay/Lesbian: 11.5%
  - Bisexual: 10.3%
  - Queer/Other/Questioning: 10.7%

- Talk in-person
  - Straight: 56.2%
  - Gay/Lesbian: 50.6%
  - Bisexual: 46.1%
  - Queer/Other/Questioning: 42.0%
Results

Help-Seeking by School Location*

<table>
<thead>
<tr>
<th>Type of Help-Seeking</th>
<th>City</th>
<th>Suburbs</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online/Text messaging</td>
<td>34.5%</td>
<td>43.7%</td>
<td>43.2%</td>
</tr>
<tr>
<td>Phone call</td>
<td>11.8%</td>
<td>8.6%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Talk in-person</td>
<td>53.8%</td>
<td>47.8%</td>
<td>47.5%</td>
</tr>
</tbody>
</table>
Results

Help-Seeking Preference by Anxiety Score*

<table>
<thead>
<tr>
<th>Type of Help-Seeking</th>
<th>Anxiety: 0-35</th>
<th>Anxiety 36 &amp; Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online/Text messaging</td>
<td>34.1%</td>
<td>44.3%</td>
</tr>
<tr>
<td>Phone call</td>
<td>9.8%</td>
<td>10.6%</td>
</tr>
<tr>
<td>Talk in-person</td>
<td>56.1%</td>
<td>45.2%</td>
</tr>
</tbody>
</table>
Results

Help-Seeking Preference by Depression Score*

Type of Help-Seeking

- Online/Text messaging: 33.6% (Depression: 0-20), 48.1% (Depression: 21 & Higher)
- Phone call: 9.3% (Depression: 0-20), 11.7% (Depression: 21 & Higher)
- Talk in-person: 57.1% (Depression: 0-20), 40.2% (Depression: 21 & Higher)
Results

Help-Seeking Preference by Gender and Anxiety Score

Note: *p< .05
Results

Help-Seeking Preference by Gender and Depression Score

Note: *p < .05
Results

Opinion of Born Brave Bus Partners for Bus Vs. No Bus

- Went to the Born Brave Bus
- No Bus, but other Born Brave Experiences

Note: *p< .05
Results

Knowledge of Born Brave Bus Partners for Bus vs No Bus

Note: *$p<.05$
Discussion

- Talking on the phone is the least-preferred form of help-seeking regardless of gender, grade, sexual orientation, anxiety or depression scores.
- Junior high and high school students prefer electronic communication compared to college or post-college individuals, who prefer to talk face-to-face.
- Individuals who identify as a gender other than male/female prefer online or text messaging over phone or talking in person.
Discussion

• These data suggest that agencies that provide mental health treatment need to include both online, text messaging, and face-to-face services if they are to appeal to a large clientele

• Results from this survey call into question the usefulness of telephone hotlines, which may not meet the needs of a diverse demographic
Discussion

The Born Brave Bus Tour was an effective tool to connect youth with a wide network of mental health resources, to de-stigmatize mental health treatment, and to increase knowledge and awareness of partners in each community who provide these services.
Impact of the Born Brave Bus
Fostering Kindness and Bravery

Susan M. Swearer, University of Nebraska – Lincoln
Heather Schwartz, University of Nebraska – Lincoln
Sara Gonzalez, University of Nebraska - Lincoln
Chaorong Wu, University of Nebraska - Lincoln

Paper presented at APA, August 9, 2014
WE MAKE A LIFE

BY WHAT WE GIVE

motifake.com
We thought we knew about kindness and bravery…
Definitions

- **Kindness** \((n)\): The state of quality of being kind; a behavior marked by ethical characteristics, a pleasant disposition, and concern for others.

- **Bravery** \((n)\): The quality that allows someone to do things that are dangerous or frightening.

(Merriam-Webster, 2014)
Kindness in the Psychological Literature

The Big Five personality traits

1. *Openness*
2. *Conscientiousness*
3. *Extraversion*
4. *Agreeableness*
5. *Neuroticism*

(Fiske, 1949; Goldberg, 1981; McCrae & Costa, 1987)

*Agreeableness* relates to prosocial behaviors such as *kindness* (Caprara, Alessandri, Giunta, Panerai, Eisenberg, 2010)
Bravery in the Psychological Literature

Moral courage refers to the ability to use inner principles (i.e., bravery, kindness, self-efficacy) to respond to others in need, regardless of how threatening of a situation it could be.

(Linley, Harrington, & Garcea, 2010; Sekerka & Bagozzi, 2007)
Initial Kindness & Bravery Scale

• I try to be nice to everyone.
• It is important that people see me as a kind person.
• I speak up when I see something happening to someone that is not right.
• I spend time each week doing some kind of volunteer work.
• One goal in my life is to make the world a better place.
• I want to be someone who helps others.
• I am concerned that there is so much hunger and poverty in the world.
• I am concerned that there is so much discrimination and unfair treatment of people in the world.
• I stand up for people who need help.
We realized there is a lot we don’t know about kindness and bravery...
What are kindness and bravery?

**Internal States**
- Kindness
- Bravery

**External Behaviors**
- Equality for All
Are kindness and bravery overlapping constructs?
Is bravery a subset of kindness?
Are kindness and bravery on a continuum?
We needed to learn more about kindness and bravery
Kindness Wordle (open-ended survey data)
Kindness themes from open-ended survey data

<table>
<thead>
<tr>
<th>Ideation</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felt inspired to be a “better person” /</td>
<td>Self-regulated behaviors; made efforts to:</td>
</tr>
<tr>
<td>“kinder person”</td>
<td>• Refrain from gossip</td>
</tr>
<tr>
<td>Prompted self-reflection and awareness of</td>
<td>• “Stop being mean to others”</td>
</tr>
<tr>
<td>the effects of one’s actions on others</td>
<td>• Control temper, “bitchiness”, and other</td>
</tr>
<tr>
<td>Felt a sense of community; “I am not alone”</td>
<td>difficult emotional responses</td>
</tr>
<tr>
<td>Encouraged greater acceptance of self</td>
<td>• Helped others at home, in school, and in</td>
</tr>
<tr>
<td>(including one’s sexuality)</td>
<td>the community</td>
</tr>
<tr>
<td>Stirred feelings of greater empathy /</td>
<td>• Organized / joined others to ”spread the</td>
</tr>
<tr>
<td>compassion toward others</td>
<td>message” to others</td>
</tr>
</tbody>
</table>

KINDNESS
Bravery Wordle (open-ended survey data)
Bravery themes from open-ended survey data

<table>
<thead>
<tr>
<th>Ideation</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felt greater self-confidence</td>
<td>Stood up / spoke up for one’s self or one’s beliefs</td>
</tr>
<tr>
<td>and self-acceptance</td>
<td>Stood up / spoke up when “something was wrong”</td>
</tr>
<tr>
<td>(including one’s appearance and</td>
<td>As an individual, stood up / spoke up on behalf of another</td>
</tr>
<tr>
<td>sexual orientation)</td>
<td></td>
</tr>
<tr>
<td>Felt empowered to “face one’s</td>
<td>Joined a group that advocates for equality</td>
</tr>
<tr>
<td>fears”</td>
<td></td>
</tr>
<tr>
<td>Expressed willingness “to be</td>
<td>Came out to family, friends, and/or community</td>
</tr>
<tr>
<td>more open” to other people and</td>
<td></td>
</tr>
<tr>
<td>new experiences</td>
<td></td>
</tr>
<tr>
<td>Developed greater awareness of</td>
<td></td>
</tr>
<tr>
<td>bullying</td>
<td></td>
</tr>
<tr>
<td>Cultivated empathy for both the</td>
<td></td>
</tr>
<tr>
<td>bully and the bullied</td>
<td></td>
</tr>
</tbody>
</table>
Elements of kindness

• Personal convenience of being kind
• Expecting reciprocity
• Relative position/authority of the person needing kindness
• Ability to be kind to myself
• Ability to be kind to others
• Importance of volunteering
• Putting others’ needs ahead of my own
• Potential for kindness to be acknowledged
Elements of bravery

- Ability to accept myself
- Willing to face my fears
- Sense of responsibility to take action
- Not caring what others’ think
- Willing to stand up to authority
- Eager to help others
- Possible consequences for being brave
- Leading the way for others to be brave
Refined Kindness Item

Original: I want to be someone who helps others →

• I do not want to help others
• I want to help others, but only if I get something in return
• I want to help others, and think it would be nice to get something in return
• I want to help others, and it does not matter if I get something in return
Refined Bravery Item

Original: I stand up for people who are in need →

• I stand up for others, but only when I feel certain there will be no consequences.
• I stand up for others, but only when I feel the consequences will be minimal.
• I stand up for others, but only when I feel the consequences will be moderate.
• I stand up for others, even though there might be consequences for doing so.
Impact of the Born Brave Bus

Participants who attended the BBBT were significantly more likely to be **kinder and braver** in their home, school, and communities than people who did not attend the BBBT.

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Questions?
For more information please contact:

Born This Way Foundation: bornthiswayfoundation.org
National Association of School Psychologists: nasponline.org
National Council: thenationalcouncil.org
Empowerment Initiative @ UNL: empowerment.unl.edu
References


References


