Bullying Prevention
Cyberbullying Prevention
Violence Prevention
School Safety

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Goals

- Define bullying, the many forms it takes, and its effects
- Discuss best practices in bullying prevention and responding to bullying that occurs
- Define Cyberbullying, various forms of it, and strategies for responding to cyberbullying
- Share Violence Prevention and School Safety Strategies/Resources

Challenges in Defining and Identifying Bullying

- Is the behavior aggressive?
  - Or is it rough play, joking, all in fun?
- What makes something repetitive?
  - What if it is a one-time occurrence?
- What counts as a power imbalance?

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Bullying May Involve:

- ## Different Types of Behavior

  - ### Physical
    - Use of physical force, such as hitting, kicking, using threatening gestures, shoving

  - ### Verbal
    - Oral or written communication, such as name-calling, graffiti, verbal threats

  - ### Relational
    - Behaviors designed to harm the reputation and relationships of a targeted child, such as rumor-spreading, posting embarrassing images online, social isolation of peers

  - ### Damage of Property
    - Theft or destruction of a child's property

Source: Centers for Disease Control and Prevention (in preparation)

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Bullying May Involve:

- Direct and indirect behavior:

  - **Direct bullying** is aggressive behavior(s) that are directly communicated to a targeted child (e.g., pushing, verbal taunting, mean text messages)

  - **Indirect bullying** is aggressive behavior(s) that are not directly communicated to the targeted child (e.g., spreading false rumors)

Source: Centers for Disease Control and Prevention (under review)

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Cyberbullying and Traditional Bullying

- Cyber or electronic bullying is a form of bullying
- There are differences between cyberbullying and other "traditional" forms of bullying:
  - Difficulty of determining what constitutes *repetition* and *power imbalance* online
  - Frequency
  - Disinhibition
  - Accessibility

KEYS FINDINGS OF BULLYING

Finding #1:
Many Children
Are Involved In Bullying

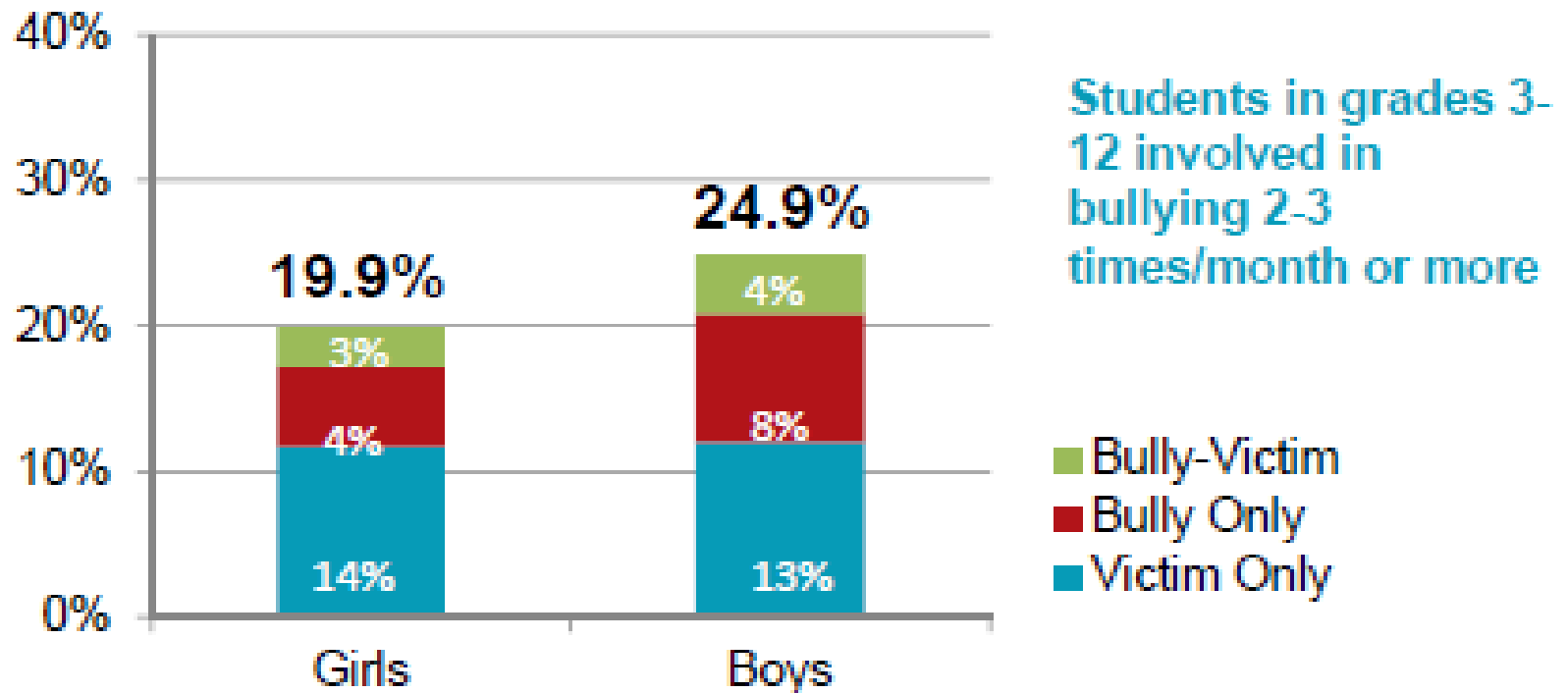# How many children and youth are bullied?

- **20%** of high school students were bullied on school property at least once in the previous 12 months (Centers for Disease Control and Prevention, 2009)

- **28%** of students ages 12-18 were bullied at school during the 2008/2009 school year

(National Center for Educational Statistics, 2011)

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How are children and youth bullied?

- Forms of bullying at school *(NCES, 2011)*
  - 19% made fun of, called names, or insulted
  - 17% subject of rumors
  - 9% pushed, shoved, tripped, spit on
  - 6% threatened with harm
  - 5% excluded from activities on purpose
  - 4% forced to do things they didn't want to do
  - 3% had property destroyed
- 6% of students ages 12-18 had been cyberbullied (anywhere) during the 2008/2009 school year *(NCVS, 2009)*

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How likely are children and youth to bully others?

Students in grades 3-12 involved in bullying 2-3 times/month or more

Girls: 19.9%
- Bully-Victim: 3%
- Bully Only: 4%
- Victim Only: 14%

Boys: 24.9%
- Bully-Victim: 4%
- Bully Only: 8%
- Victim Only: 13%

- Bully-Victim
- Bully Only
- Victim Only

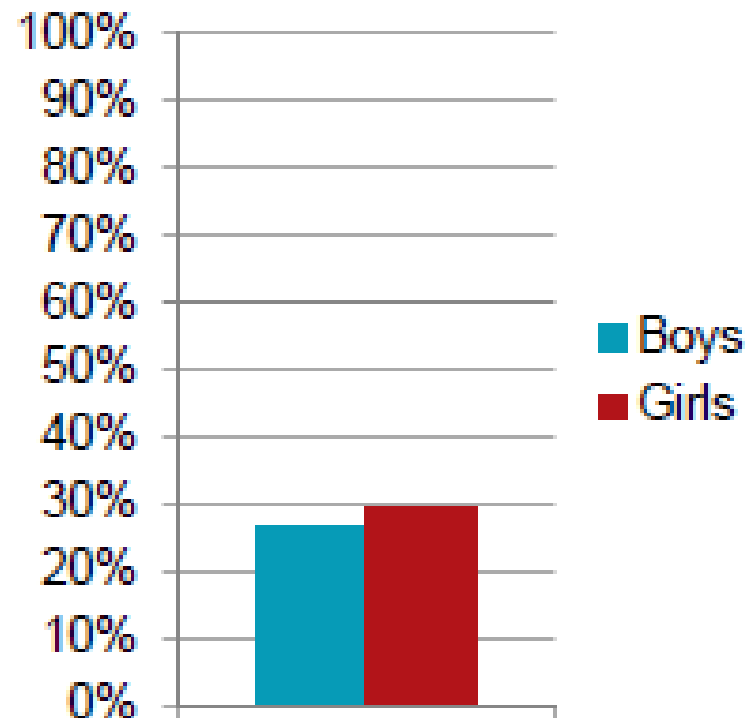*Source: Olweus & Limber (2010)*

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Finding #2:
There are Similarities and Differences Among Boys and Girls in Their Experiences With Bullying
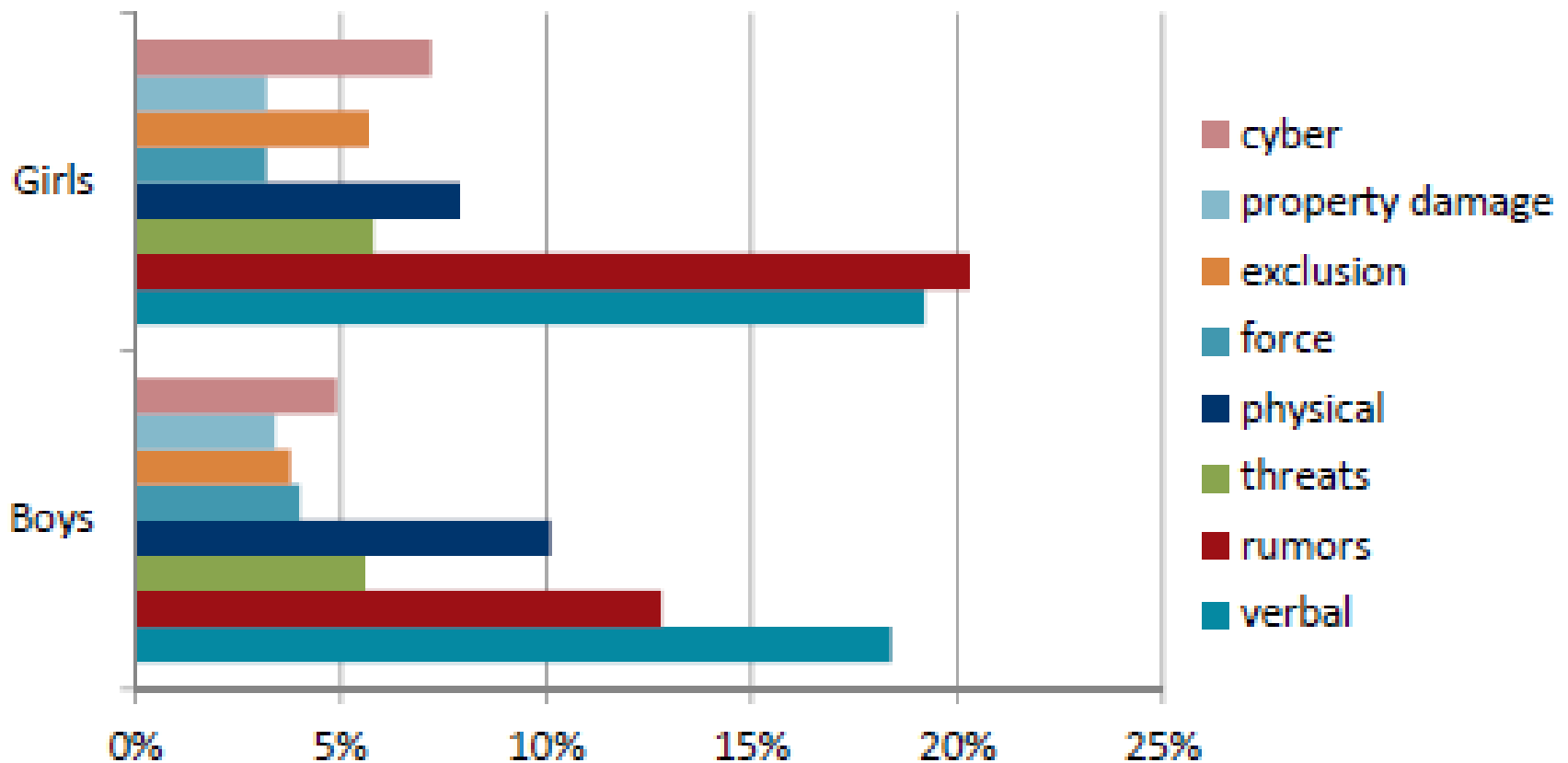
Boys' and Girls' Experiences of Being Bullied

- There are not vast differences in the percentages of boys and girls who are bullied

- Boys are typically bullied by boys; girls are bullied by boys *and* girls

% Bullied in Grades 6-12 (NCES, 2009)

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Differences in the Types of Bullying Experienced by Boys and Girls *(NCES, 2011)*

Legend:
- cyber
- property damage
- exclusion
- force
- physical
- threats
- rumors
- verbal

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# Gender Differences in the Frequency with Which Boys and Girls Bully Others

- Most studies find that boys are more likely than girls to bully their peers. On average, boys are:
  - 1.7x as likely to bully
  - 2.5x as likely to bully and also be bullied (bully-victims)

Finding #3:
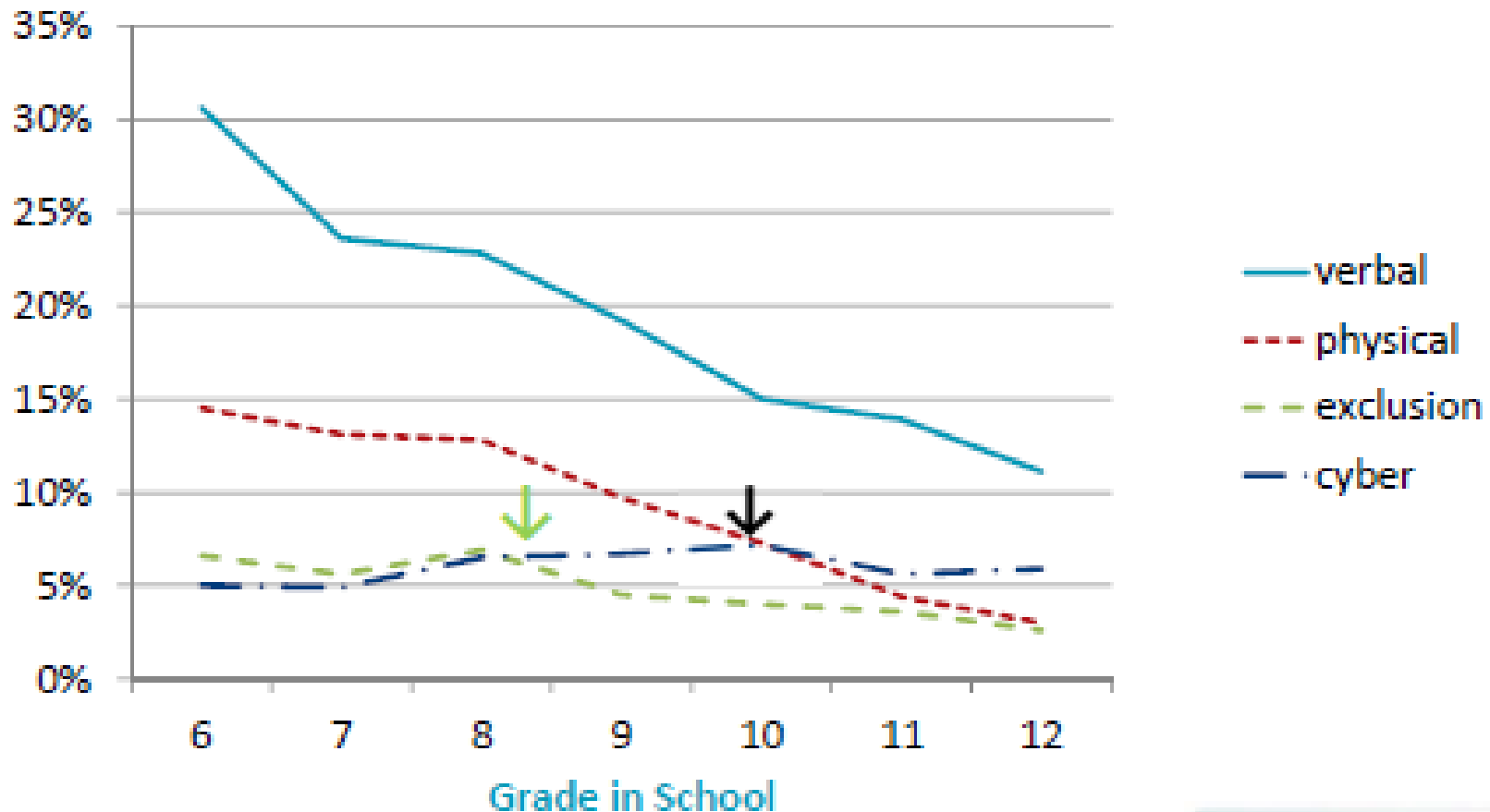# Children's Experiences with Bullying Vary by Age

Age Trends in the Frequency of Being Bullied

% Bullied in Grades 6-12
(NCES, 2011)

- Children are most likely to be bullied in elementary grades

- The likelihood decreases through middle school and high school

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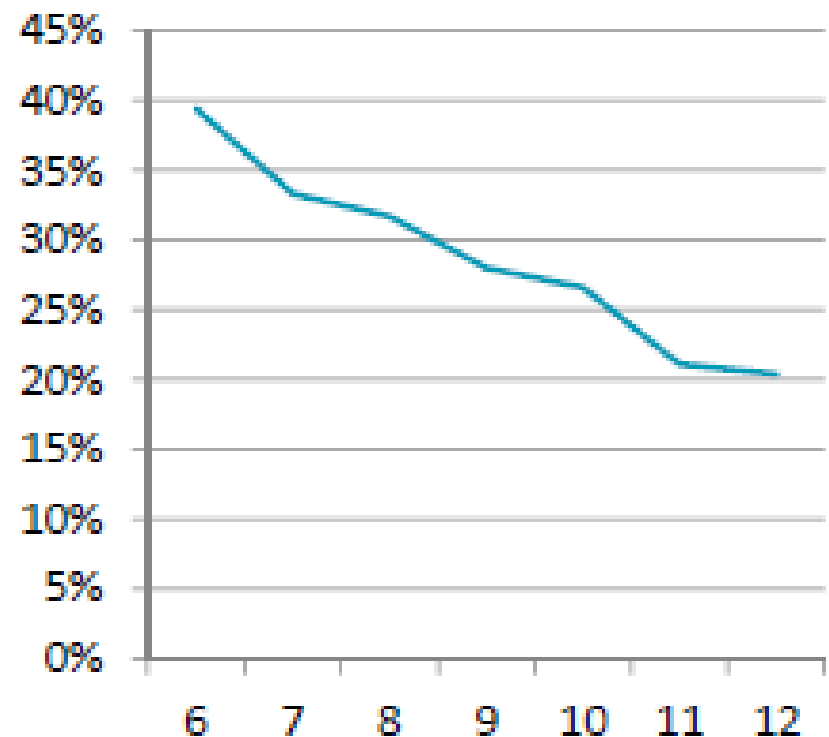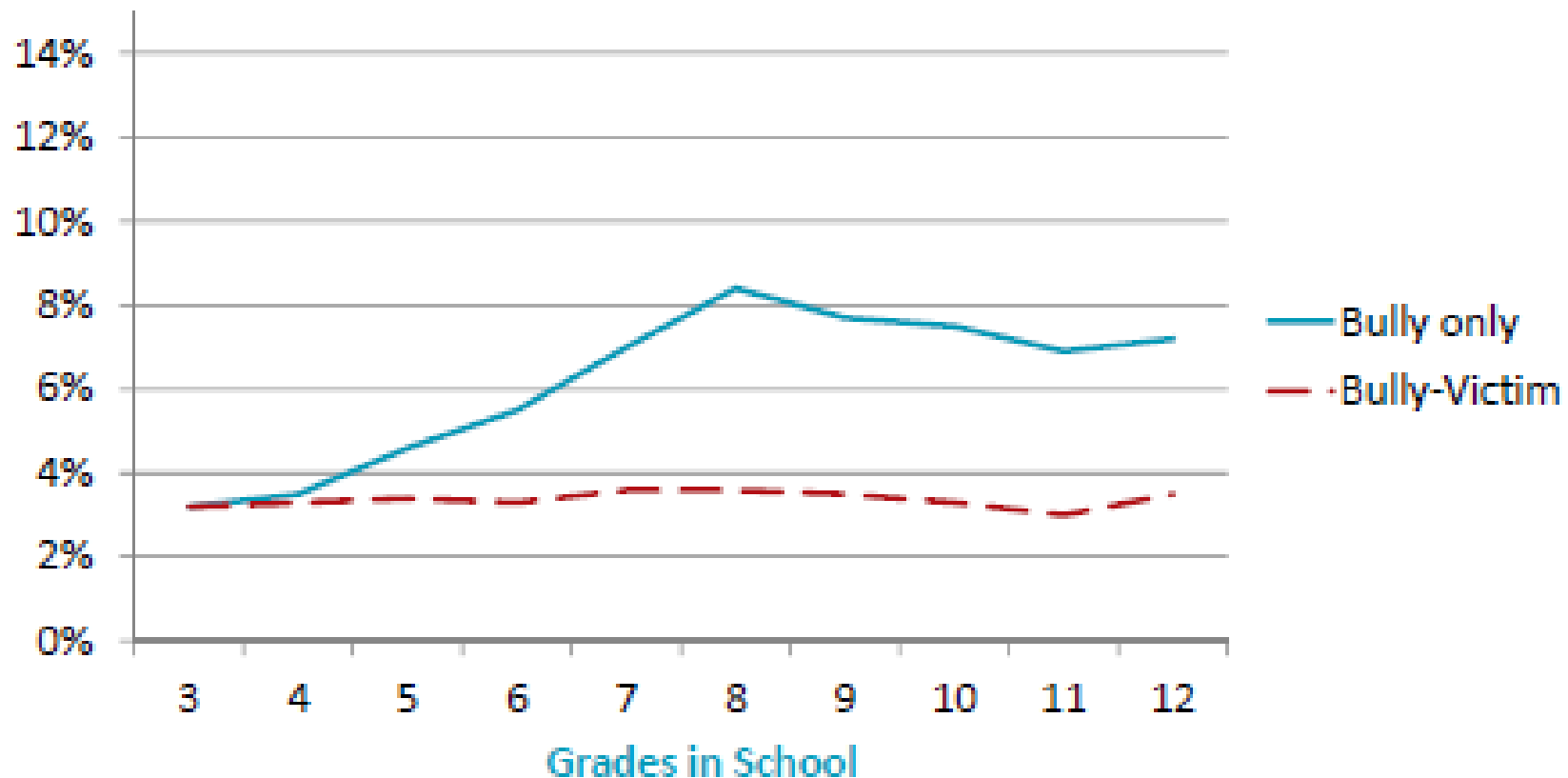
Age Trends in the Type of Bullying Experienced *(NCVS, 2009)*

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Age Trends in the Frequency of Bullying Others

Source: Olweus & Limber (2010)

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Finding #5:
Although Any Child May be Targeted, Some Are at Particular Risk of Being Bullied

Children and Youth At Higher Risk for Being Bullied

- Those who:
  - Have learning disabilities
  - Have Attention Deficit Hyperactivity Disorder (ADHD)
  - Have Autism Spectrum Disorder (ASD)
  - Have special health care needs or chronic diseases
  - Are overweight or underweight
  - Speak another language at home
  - Are questioning their sexual orientation or who are lesbian, gay, bisexual, or transgender
  - However, even if a child has these risk factors, it doesn't mean that they will be bullied

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Harassment and Assault at School Among LGBTQ Students
2009 National School Climate Survey

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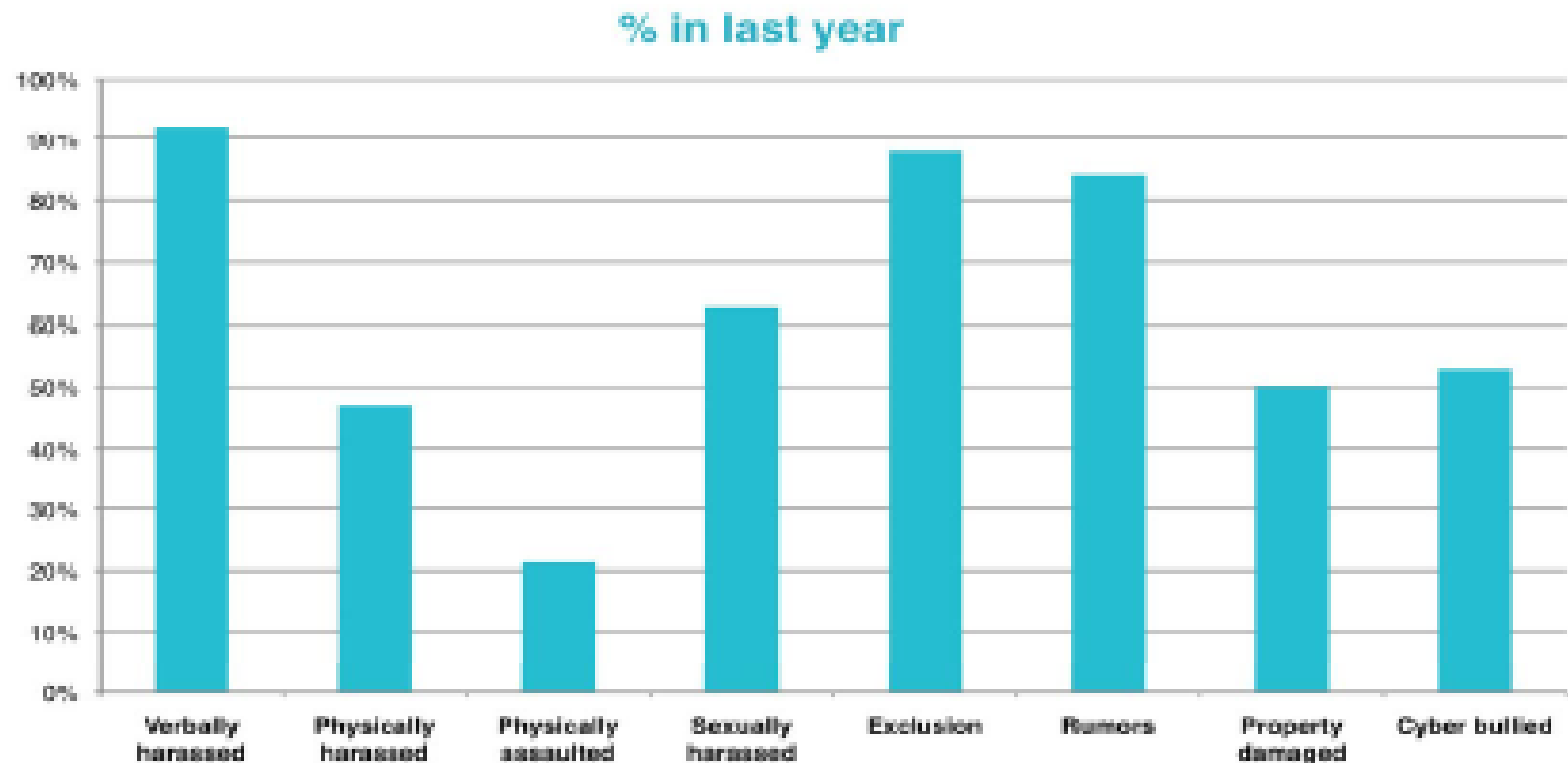
Finding #6:
Bullying Can Affect the Health, Mental Health, and Academic Well-Being of Children Who are Targeted

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Mental Health Consequences

- Children who are bullied experience:
  - Lower self-esteem
  - Greater loneliness
  - Greater anxiety
  - More depression
- Bullying leads to later internalizing problems
- These problems also "invite" further bullying by peers.

bullying

Internalizing problems

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Bullying and Risk of Suicide

- Bullied children & youth are more likely than non-bullied peers to have:

    - Depressive symptoms

    - Harmed themselves

    - High levels of suicidal thoughts

    - Attempted suicide

    - Remember to always be aware of the warning signs and if someone you know is in suicidal crisis or emotional distress, please call 1-800-273-TALK (8255). Find out more information regarding warning signs and risk factors at www.suicidepreventionlifeline.org.

Key Studies of Bullying and Suicide

- Klomek et al.'s (2008) study of high school students

  - Frequent exposure to direct and indirect bullying was associated with depression, suicidal thoughts, and attempts.

  - The more types of bullying experienced, the higher the risk

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Key Studies of Bullying and Suicide

- Hinduja & Patchin's (2010) study of middle school students

  - Youth involved in traditional bullying or cyberbullying had more suicidal thoughts and attempts than others

  - Those who had been bullied were at higher risk

  - Children's experience of being bullied is one of many factors that place a child at risk for suicide

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Health Consequences of Bullying

- Children and youth who are involved in bullying are more likely to experience psychosomatic problems:
  - Headaches, backaches, stomach pain, sleep problems, poor appetite, bed-wetting
- The highest risks are for children who are bullied and those who are "bully-victims"

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Academic Consequences of Bullying

- Children and youth who are bullied are more likely to:
    - Want to avoid school
    - Have lower academic achievement

- Several longitudinal studies suggest that children's experiences of being rejected by peers or bullied in other ways may lead to lowered academic achievement

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Finding #8:
Many Children
Do Not Report Bullying
Experiences to Adults

Likelihood of Reporting

- **50-75%** of children and youth do not tell school personnel, are a bit more likely to tell parents

- Varies by age and gender

    - Older youth and boys are most reluctant to report bullying

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Percentage of Bullied Children & Youth Who Have Reported Being Bullied

Source: Olweus & Limber (2010)

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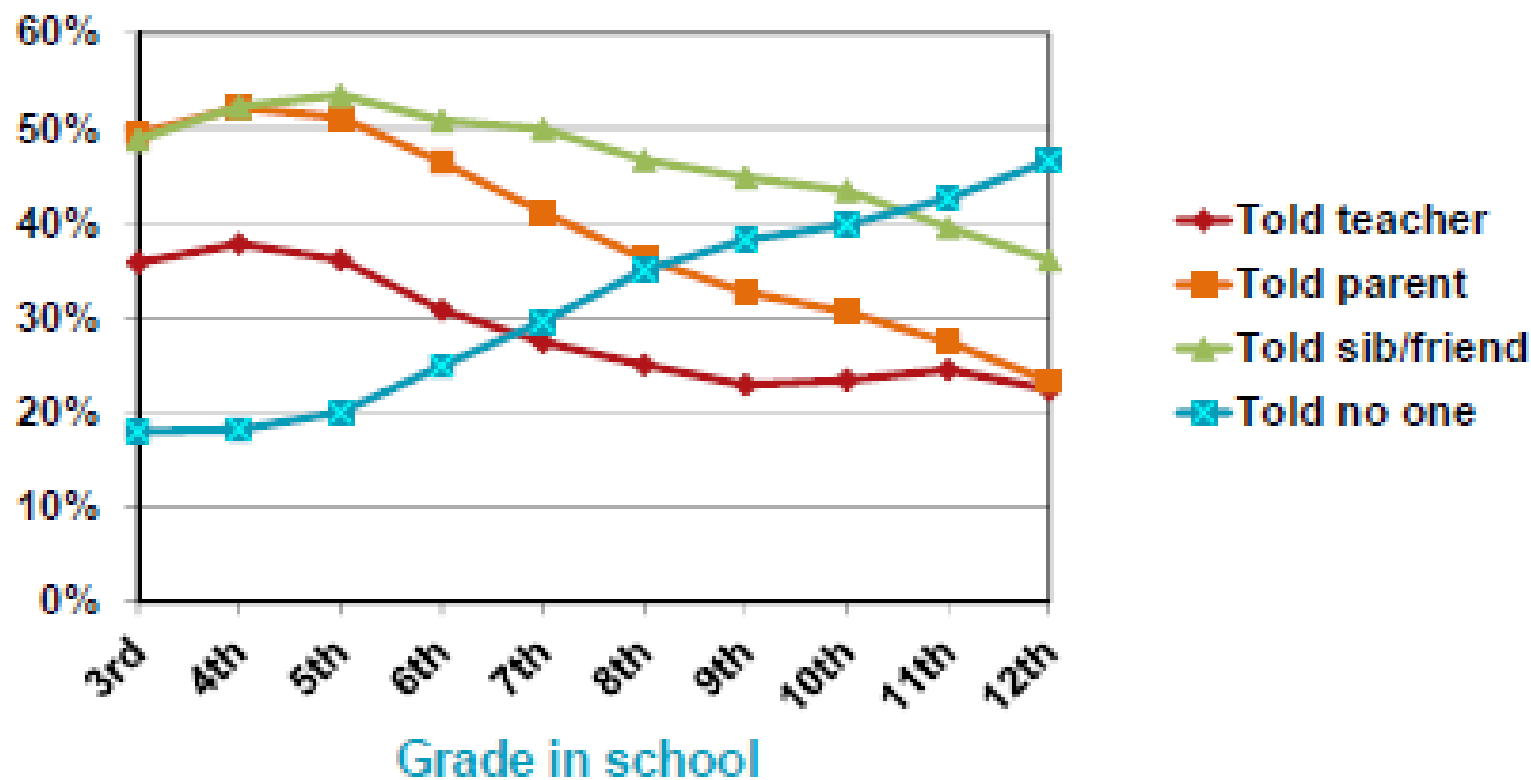
Why are children & youth reluctant to report being bullied?

- Negative messages about "tattling" and "snitching"

- Concern about retaliation

- Gender stereotypes

- Lack of confidence in adults' actions

Finding #9:
Many Children and Youth Are Concerned About Bullying

Peers' Feelings and Attitudes About Bullying

- Most children & youth have negative feelings about bullying and feel sympathy for bullied peers

  - 90% of elementary students said they felt sorry for students who are bullied

  - Sympathy is somewhat greater among younger children and girls

Peers' Actions as Witnesses

- Sympathy often does not translate into action

- When bystanders try to help a bullied child, they are often effective in stopping it

- Younger children and girls are more likely to indicate that they:

  – Report bullying

  – Respond directly to help

  – Tell an aggressor to stop

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Best Practices in Bullying Prevention & Response

#1: Focus on the Social Climate

- Bullying prevention requires changes in social climates

  - Changes in attitudes, norms, and behaviors takes time and commitment

- Creating safe and caring places for youth involves a comprehensive effort on the part of everyone

#2: Conduct Community-Wide Bullying Assessments

- Collect local data on bullying, climates, and the extent of youth violence
- Use the data to:
  - raise awareness, monitor where bullying is happening, evaluate the need for training, tailor programs to meet needs, measure efforts
- Assess perspectives of youth, parents, school staff and other youth-serving professionals
- Ensure that procedures are consistent with FERPA and PPRA

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#5: Provide Training in Bullying Prevention and Response

- Adults must understand the nature of bullying, its effects and how to prevent bullying, which includes effective policies and rules

- They also need direction and the skills to:

  - Stop bullying on the spot

  - Follow up routinely with youth involved in bullying and, if warranted, with their parents

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#6: Set Policies and Rules

- Consider establishing and enforcing rules and policies that address bullying

- Rules should apply to all children, set standards for behavior and cover a focused set of expected positive behaviors

- Follow up with positive and negative consequences

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#7: Increase Adult Supervision

- Focus on "hot spots" for bullying from previous incidents and reports by youth

- All adults should be on the lookout and know how to investigate bullying when suspected

#8: Respond Consistently and Appropriately When Bullying Happens

- All staff should be prepared to respond appropriately and on-the-spot whenever they observe bullying

- Follow-up responses are often needed with involved students and parents

- Referrals to mental health professionals within or outside of school settings may be needed

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#9: Spend Time Talking with Children & Youth About Bullying

- Talking about bullying and its prevention helps youth to read social cues, appreciate differences, be understanding, and self-reflect

- Discussing bullying also helps staff gain insights and build trusting relationships with students

- Lessons about bullying, positive behaviors, and social-emotional skills can be incorporated in a school's curriculum

Misdirections in Bullying Prevention & Response

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Misdirections in Bullying Prevention & Response

- Zero Tolerance

- Conflict Resolution & Peer Mediation

- Group Therapeutic Treatment

- Overstating or Simplifying the Relationship Between Bullying and Suicide

- Simple, Short-Term Solutions

  - May help to raise interest and awareness and/or represent solid initial steps toward a more comprehensive plan.

  - But, should not be ends in and of themselves.
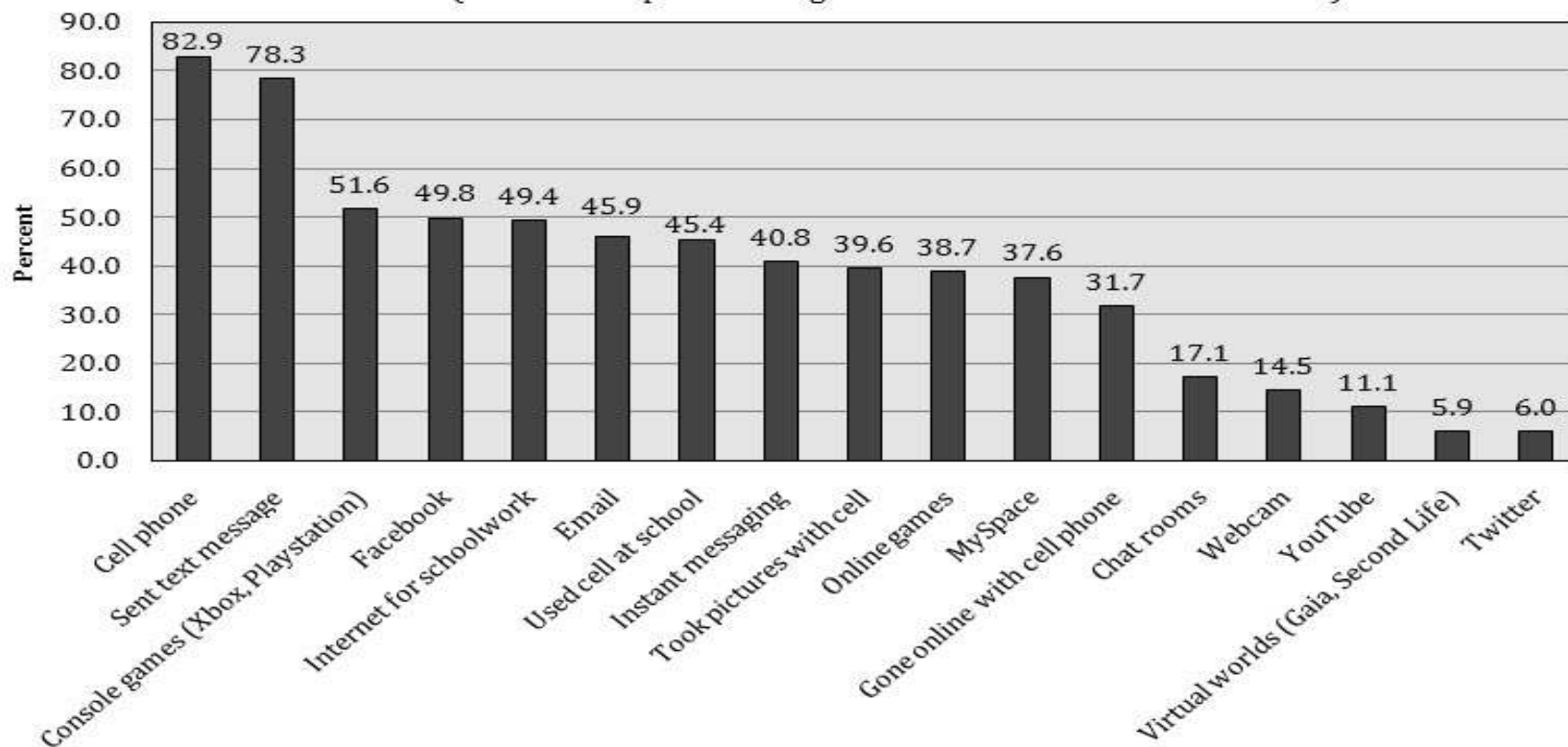
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CYBER BULLYING

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DIGITAL ABUSE

Sameer Hinduja and Justin W. Patchin (2010)

Teens Use of Technology
Weekly Activities (12 to 18-year-olds)
N~4000 (random sample from large school district in the southern U.S.)

Cyberbullying Reseach Center
www.cyberbullying.us

Cyberbullying Is…

- Sending or posting harmful or cruel text or images using the Internet or other digital communication devices.

- Ongoing, 24/7.

StopBullyingNow.hrsa.gov

Different than Face-to-Face Communication

- Anonymous
- Lack of Verbal – Non Verbal Clues
  - Eye contact
  - Body language
  - Voice tone
  - "Just Fun, No Harm"

Social Network Sites

- Facebook
- Twitter
- Tumblr
- Instragram
- Flickr
- Vine
- Bebo
- Tagged

What are two of the most misused words on Social Networking Sites?

- FRIENDS

–PRIVATE

Joe Laramie, AGO

Profiles are NOT only viewed by friends

They are being viewed by:

- ✓ PARENTS
- ✓ TEACHERS AND PRINCIPALS
- ✓ COLLEGES AND UNIVERSITIES
- ✓ EMPLOYERS
- ✓ STRANGERS, ONLINE PREDATORS and PEOPLE WHO DISLIKE YOU OR YOU DISLIKE

If it's on the Internet – It isn't PRIVATE

Why Kids CyberBully?

- I Can!
- Others are doing it
- Want to be seen hanging with the "right crowd"
- Anonymous
- Pleasure of inflicting pain
- Keeps others from bullying me

How can parents, educators, and community members work together to prevent cyber bullying?

- Communicate with students
  - Conduct Focus Groups with Students
  - Class Room Meetings
- Adopt comprehensive bullying prevention programs in schools and weave cyber bullying lessons/discussions into these programs.
- Provide Netiquette tips
- Teach Cyber Citizenship/Responsibility
- Be Knowledgeable
- Teach kids the importance of monitoring their online name, identity and reputation.

Internet Acronyms
Parents Need to Know

• ASL	CD9		F2F
• PAL	PIR		POS
• P911	PAW	MOS	
• LMIRL	KPC		IWSN
• NIFOC	GYPO		GNOC
• 143	459		182
• 8	1174		420

Source: www.netlingo.com

How Do <u>YOU</u> Stop Cyber Bullying?

- Ignore It

- Don't pass it on

- Block

- Print/Save Evidence/Delete

- Report It

Reporting

- Look for the **abuse policy** on a website and Request Content Be removed.
- Contact School Officials
- Contact the Police
- Missouri's School Violence Hotline

Cyberbullying Tips:

- Guard passwords!
- It is risky to post personal information online such as IM names, email address.
- IM programs set to only receive messages from "*buddy list.*"
- Never post pictures online!
- Do not send a message when angry.
- If harassed, either send "No more messages" or do NOT reply. Log out. Immediately tell an adult.
- Save and print harassing messages and forward them to your Internet or cell phone service provider.
- Notify police.

7 Media Savvy Techniques for Parents

- Check out kids's social sites
- Take their games seriously
- Use You Tube's advanced features
- Share Music
- Take control of your tv
- Research your kids apps
- Establish a digital code of conduct
  - » Commonsensemedia.org

10 Most Violence Games

- Battlefield: Hardline
- Bloodborne
- Dying Light
- Hatred
- Mad Max
- Metal Gear Solid V: The Phantom Pain
- Mortal Kombat X
- Onechanbrara Z2: Chaos
- The Order: 1886
- Until Dawn

Missouri Violence Prevention Curriculum Framework (1998)

Violence Prevention

Drug Abuse

Bullying

Fighting

Suicide

Assaults

Harassment

Threats

Character Education

1. Community wide process for identifying traits that should be developed in youth (i.e. respect, responsibility, kindness, etc.)

2. Integrated approach to teaching citizenship throughout the curriculum

3. Adult models

Discipline

1. Self-discipline is taught
2. Standards and procedures are applied consistently district-wide
3. Consequences for disciplinary infractions emphasize learning
4. A problem-solving process is employed
5. Adults model self-discipline

What Does Work

- Research reviews indicate that the **most effective** responses to school violence are:

  (*Gottfredson, 1997; Elliot, Hamburg, & Williams, 1998; Tolan & Guerra, 1994, Lipsey, 1991; 1992*)

  – Social Skills Training

  – Academic Restructuring

  – Behavioral Interventions

Anger Management

1. Recognizing the stages
2. Strategies for de-escalation and problem solving
3. Utilization of behavioral support plans to address student's feelings and diminish the recurrence of negative behavior
4. Crisis management plan

Conflict Resolution

1. Problem-solving process taught
2. Peer mediation and other supports
3. Adult models
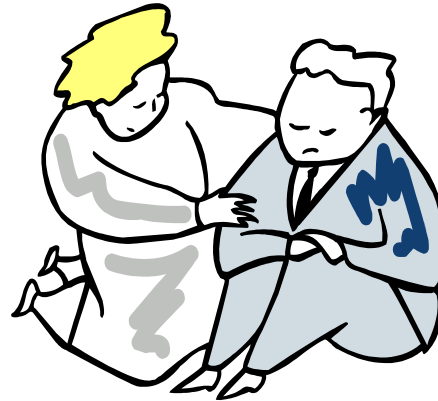
Solving Problems With IDEAL

"I" is for "Identify" the problem and feelings

What's the problem?

"D" is for "Determine" possible alternatives

What do you want? What are you willing to do?

"E" is for "Evaluate" the merits of options

What would happen if you tried this option?

"A" is for "Act" on the best solution

Who? What? When? Where? How?

"L" is for "Learn" from what you did

How did this work? Why?

ACT (Adults & Children Together) Against Violence

Positive Peer Relationships

1. Team building activities to enhance peer relationships
2. Community service
3. Valuing cultural/gender/ethnic diversity
4. Consequences of gang membership

Emergency Management Planning

- Provide for emergency management planning
.
    - Physical security measures
    - Control of access to the school
    - Emergency intervention team preparedness
    - A plan covering a range of contingencies

School Safety Topics

- Who is Your District Safety Coordinator
- Safety Review Checklist Highlights
  - NOAA Radio – check batteries
  - MSDS - Material safety data sheets on any hazardous materials present
  - Pest Management
  - Science Lab
  - Playgrounds
  - Athletic Facilities
  - GFCI
  - Extension Cords
  - Electrical Outlets
  - Physical Safety
  - Fire Safety

"AWARENESS WITHOUT ACTION IS

WORTHLESS"

Resources

- www.stopbullying.gov
- www.clemson.edu/olweus
- www.netsmartz.org
- Commonsensemedia.org
- www.missingkids.org – National Center for Missing and Exploited Children
- www.cyberbullying.org
- www.netlingo.com
- CyberBullying, Blackwell Publishing, Kowalski; Limber; Agatston
- Missouri School Violence Hotline
- Local Law Enforcement

Credits

- StopBullying.org
- Olweus Bullying Prevention
- Netsmartz.org
- Commonsensemedia.org
- Netlingo.com