



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

Sign In Now

<http://tinyurl.com/Bullying2016>



Bullying in 2016

Current trends, definitions, and
interventions in today's world





Michelle Sutherlin

Director of Prevention Services
Oklahoma State Department of Education
405-521-2106
Michelle.Sutherlin@sde.ok.gov



22 %

of students report being bullied
during the school year

National Center for Education Statistics, 2015



64 %

of children who were bullied did not report it

Petrosino, Guckenburg, DeVoe, & Hanson, 2010



57 %

of bullying situations stop when a peer intervenes on behalf of the student being bullied

Hawkins, Pepler & Craig, 2001



82 %

of students who identify as LGBTQ were bullied last year based on their sexual orientation

Hawkins, Pepler & Craig, 2001



1 of 2

Bullying is 1 of 2 main causes for students to drop out of school in Oklahoma.

Bailey, 2016



1 of 4

Adults will intervene in a bullying situation

Bernardo, 2016



Every 7 minutes

How often a child is bullied in the U.S.

Bernardo, 2016



160,000

Children miss school EVERY DAY out of fear of being bullied

Bernardo, 2016



200%

Students are twice as likely as non-bullied peers to experience negative health such as headaches and stomachaches.

Gini and Pozzoli, 2013



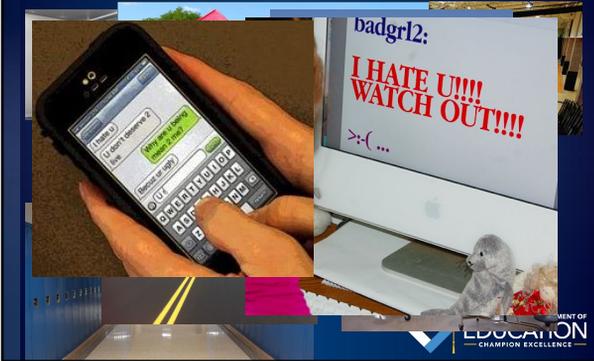
330%

Students are 330% times more likely to report a suicide attempt than youth who report not being bullied.

Espelage and Holt, 2013



Where does bullying happen?



Components of bullying

- **Imbalance of power:**
 - Kids who bully use their power (physical strength, access to embarrassing information, or popularity) to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:**
 - Bullying behaviors happen more than once or have the *potential* to happen more than once.
- **Intentional harm:**
 - behaviors are intended to create harm physically, emotionally, socially, or in digital space.



Types of bullying

Physical bullying involves hurting a person's body or possessions

- Physical bullying includes:
 - Hitting/kicking/pinching
 - Spitting
 - Tripping/pushing
 - Taking or breaking someone's things
 - Making mean or rude hand gestures



Types of bullying

Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships.

- Social bullying includes:
 - Leaving someone out on purpose
 - Telling other children not to be friends with someone
 - Spreading rumors about someone
 - Embarrassing someone in public



Types of bullying

Cyberbullying is bullying that takes place using electronic technology.

- Cyberbullying includes:
 - Electronic technology devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites.
 - Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.



Why cyberbullying is different

- Kids who are being cyberbullied are often bullied in person as well.
- Additionally, kids who are cyberbullied have a harder time getting away from the behavior.
- Cyberbullying can happen 24 hours a day, 7 days a week, and reach a kid even when he or she is alone. It can happen any time of the day or night.



Why cyberbullying is different

- Cyberbullying messages and images can be posted anonymously and distributed quickly to a very wide audience.
- It can be difficult and sometimes impossible to trace the source.
- Deleting inappropriate or harassing messages, texts, and pictures is extremely difficult after they have been posted or sent.





Law

School Safety and Bullying Prevention Act

- Passed in 2002
- Purpose is to provide schools with a comprehensive approach to bullying prevention, intervention and reporting
- Each district/institution has adopted a policy that follows the law
- Schools set their own disciplinary standards
- Each school in each district should have a Safe Schools Committee



Bullying in 2016

Model Bullying Policy



Policy

It is the policy of the [school district name] to prohibit all bullying of any person at school. This policy shall extend to all schools in [school district name]. Prohibited conduct includes incidents of bullying instigated by use of electronic communication specifically directed at students or school personnel.



Definitions

- **"At school"** means on school grounds, in school vehicles, at school-sponsored activities, or at school-sanctioned events.
- **"Bullying"** means any pattern of harassment, intimidation, threatening behavior, physical acts, verbal communication, or electronic communication directed toward a student or group of students that results in or is reasonably perceived as being done with the intent to cause negative educational or physical results for the targeted individual or group; and is communicated in such a way as to disrupt or interfere with the school's educational mission or the education of any student.



Definitions

- **"Electronic communication"** means the communication of any written, verbal, or pictorial information or video content by means of an electronic device, including, but not limited to, a telephone, a mobile or cellular telephone or other wireless telecommunication device, or a computer.
- **"Threatening behavior"** means any pattern of behavior or isolated action, whether or not it is directed at another person, that a reasonable person would believe indicates potential for future harm to students, school personnel, or school property.



Bullying Prevention Officer

The principal of each school site in this district shall designate at least one Bullying Prevention Officer ("BPO") who shall be the primary point of contact to receive reports of incidents of bullying.



Bullying Prevention Officer

The duties of the BPO shall be as follows:

1. To receive, promptly review, and track reports of incidents of bullying;
2. To establish and maintain the confidentiality of reports of incidents of bullying as appropriate;
3. To establish a method for receiving anonymous reports of incidents of bullying;
4. To publicize the procedures for reporting set forth in this policy to all students, parents/legal guardians of students, and school employees;
5. To educate the school and community about bullying prevention measures;



Bullying Prevention Officer

The duties of the BPO shall be as follows (cont):

6. To review, monitor, and suggest strategies for improvement of the school climate in order to facilitate prevention and intervention of bullying incidents in the school site and promote a school culture of intolerance of bullying behaviors;
7. To report the number of documented and verified incidents of bullying to the district and/or the State Department of Education in accordance with the requirements of 70 O.S. § 24-100.4(F) and accompanying regulations at 210:10-1-20; 8. To serve on the Safe School Committee and make recommendations for bullying prevention education, professional development, and/or policies and procedures pertaining to bullying prevention; and 9. Any other duties deemed necessary by school administrators and/or the Safe School Committee to facilitate bullying prevention at the school site



Training

All school administrators and school employees at each school site shall be required to complete annual professional development training in school bullying prevention, identification, response, and reporting that meets the requirements of 70 O.S. § 24-100.4(A) and 210:10-1-20. Selection of the required training at each school site shall be based upon the recommendation of the Safe School Committee established at the site.



Safe School Committee

Every school site in this district shall establish a Safe School Committee that meets the requirements of 70 O.S. § 24-100.5(A). At least one of the members of the Committee shall be a BPO designated at the school site. The duties of the Committee shall be the duties set forth in 70 O.S. § 24-100.4(B).



Bullying Prevention Program

Every school site in this district shall implement a research-based educational program as designed and developed by the State Department of Education for students and parents in preventing, identifying, responding to and reporting incidents of bullying



Reporting

The system of incident reporting at every school site in this district shall ensure that students are encouraged to report incidents of known bullying and shall remove unnecessary obstacles that would serve as a deterrent to reporting (e.g., ensuring availability of reporting procedures during the school day, ensuring a student is not penalized for tardiness or absence from a class incurred as a result of reporting an incident). To facilitate prompt reporting and tracking of all incidents, school sites shall, at a minimum follow the following procedures: Such procedures shall, at a minimum, address all of the following requirements:



Reporting

Students shall be informed of the process for reporting incidents of bullying and encouraged to report all incidents of bullying. Incidents of bullying shall be reported on the "District Bullying Report Form" which shall be made available to students at all times during regular school hours, including in the main/front office of the school site, the office of the school counselor, the website of the school site, and any other locations recommended by the Safe School Committee at each school site.



Reporting

Incidents of bullying at each school site in this district may be reported by any student, parent, school employee, or member of the public. Any school employee who has reliable information that would lead a reasonable person to suspect that an individual at the school is currently or has been the target of one or more incidents of bullying shall be required to report the information to the school's BPO. Failure by school employees to report incidents of bullying in accordance with the requirements of this policy may result in disciplinary action.



Reporting

- Reports of bullying shall be kept **confidential** to the extent necessary to ensure compliance with the provisions of the Family Education and Privacy Rights Act (FERPA) and to protect students who report incidents of bullying from retaliation.
- In order to ensure individuals may report incidents without fear of retribution or retaliation, every school site in this district shall provide at least one method of **anonymous reporting** of incidents of school bullying that protects the identity of the individual reporting the incident.
- All reports of bullying shall be **tracked** using methods that will enable the BPO and administrators of each school site to identify emerging patterns of bullying over extended periods of time.



Investigation & Discipline

- The principal of each site shall be the individual responsible for investigating incidents of bullying unless the principal designates another school official at the site as the individual responsible for investigation of the incident.



Investigation & Discipline

- The principal of each site shall be the individual responsible for investigating incidents of bullying unless the principal designates another school official at the site as the individual responsible for investigation of the incident.



Investigation & Consequences

Upon completion of an investigation, a school may recommend that available **community mental health care, substance abuse, or other counseling options be provided to students involved in bullying incidents**. A school may request the disclosure of any information concerning students who have received mental health, substance abuse, or other care pursuant to paragraph 13 of this subsection that indicates an explicit threat to the safety of students or school personnel, provided the disclosure of the information does not violate the requirements and provisions of the Family Educational Rights and Privacy Act of 1974, the Health Insurance Portability and Accountability Act of 1996, Section 2503 of Title 12 of the Oklahoma Statutes, Section 1376 of Title 59 of the Oklahoma Statutes, or any other state or federal laws regarding the disclosure of confidential information



Investigation & Consequences

Appropriate consequences shall be imposed for every individual who commits an act of bullying or an individual found to have falsely accused another student of bullying as a means of bullying or retaliation or reprisal for reporting an act of bullying. Consequences shall be determined, implemented and enforced in a manner that is consistent with the due process requirements set forth in the district's policies pertaining to student and employee discipline



Examples of Consequences

1. Verbal or written warnings
2. Conferences with the parent(s)/legal guardian(s) of the students involved in an incident of bullying
3. Detention
4. Loss of school privileges
5. Course and/or teacher reassignment
6. Prohibition or suspension of participation in school activities
7. In-school or out-of-school suspension in accordance with the provisions of 70 O.S. § 24- 101.3 and district policies and procedures pertaining to student discipline
8. Restitution of a victim's property that has been damaged as a result of the bullying incident
9. Reassignment, suspension, and/or termination of school employment
10. Referral to law enforcement.



Remediation Measures

Every school site shall implement appropriate **remediation measures** in response to incidents of bullying. Remediation measures shall include strategies for the protection of all persons involved in incidents of bullying, including targets and perpetrators of the bullying incident, and family members affected by the bullying incident. Such remediation measures shall be designed to prevent further incidents of bullying and to increase safety for the individuals involved in incidents of bullying as well as all individuals at each school site.



Examples of Remediation Measures

1. Referral of students involved in incidents of bullying to appropriate support services, including school or community counseling services, mental health treatment, or therapy services
2. Academic intervention
3. Programs of age-appropriate instruction for students to support a student's life skills (e.g., conflict resolution, problem solving skills, life skills, social skills, anger management)
4. Parental education programs
5. Peer support groups
6. Modifications of student schedules
7. Modification of hallway traffic at the school site
8. Increased supervision
9. Increased use of monitors or monitoring equipment in school facilities, hallways, cafeterias, playgrounds, and/or buses



Bullying in 2016

Prevention, Intervention, and Reporting



Bullying Prevention Framework



Circle of Bullying



Circle of Bullying

Kids who **are bullied**:

- These children are the targets of bullying behavior.
- Some factors put children at more risk for being bullied, but not all children with these characteristics will be bullied.
- These children may need help learning how to respond to bullying.



Circle of Bullying

Kids who **assist**:

- These children may not start the bullying or lead in the bullying behavior, but serve as an "assistant" to the children who are bullying.
- These children may encourage the bullying behavior and occasionally join in.



Circle of Bullying

Kids who **reinforce**:

- These children are not directly involved in the bullying behavior but they can give those who are bullying an audience.
- They will often laugh or provide support for the children who are engaging in bullying.
- This may encourage the bullying to continue.



Circle of Bullying

Outsiders:

- These children remain separate from the bullying situation.
- They neither reinforce nor defend.
- Some may watch what is happening but don't provide feedback.
- They are still an audience for the bullier.
- They often want to help but don't know how.



Circle of Bullying

Kids who defend:

- These children actively comfort the child being bullied and may come to the child's defense when the bullying occurs.



57 %

of bullying situations stop when a peer intervenes on behalf of the student being bullied

Hawkins, Pepler & Craig, 2001



Three Area Models of Prevention



Bullying in 2016

How do I respond?

Response

- Create a safe space
- Listen
- Understand
- Empathize
- Validate
- Tell someone

Create a safe space

- Encourage idea sharing
- Use sarcasm sparingly
- Let students know that you have no tolerance for bullying
- Address classroom issue corporately
- Set classroom boundaries
- Set the example of kindness



Listen

- Engage in active listening
 - eye contact
 - head nod
 - sound
- Repeat back to the student what you heard
- Don't get angry
- Eliminate distractions



Understand

- Seek to really understand what the person is saying
- Ask follow-up questions
- Initiate a basic investigation
- Clarify what the victim said



Empathize

- The act of putting yourself in someone else's shoes and imagining how they would feel
- Don't try to "fix it" right away





Believe and Validate

- Even if you aren't sure you are getting the whole story, believe what the victim is telling you.
- Validate the victim's feelings with empathetic words
 - "I understand why you are upset"
 - "I would be upset, too, if I were in your shoes."
 - "I am so sorry this is happening."
 - "This is not your fault."
- Protect the victim immediately from further trauma
 - Initially remove the victim from the issue
 - Find a safe space for the victim





Most Importantly...

**TELL
SOMEONE!!!!!!**



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
CHAMPION EXCELLENCE

Actions to Avoid

- Doubting the victim's personal truth
- Defending the accused
- Minimizing the victim's feelings
- Blowing it off
- Blaming the victim
- Mediating the situation
- Comparing your own situation



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
CHAMPION EXCELLENCE

References

Bailey, Brianna (2016) Most students who drop out of school do so for two surprising reasons. The Daily Oklahoman. Retrieved from: http://newsok.com/most-oklahomans-who-drop-out-of-school-do-so-for-two-surprising-reasons/article5521359?custom_click=rss

Bernardo, Richie (2016) 2016's States with the biggest bullying problems. WallaHub. Retrieved from: <https://wallahub.com/edu/best-worst-states-of-controlling-bullying/9920/#amanda-b-nickerson>

Center for Disease Control, National Center for Injury Prevention and Control (2012). Understanding bullying. Retrieved from: <http://www.cdc.gov/violenceprevention/pdf/bullyingfactsheet2012-c.pdf>

Espinoza, D. L., & Hall, M. K. (2013). Suicidal ideation and school bullying experiences after controlling for depression and delinquency. *Journal of Adolescent Health*, 53. Retrieved from: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3714911/pdf/101013.pdf>

Gini, G., & Pozzoli, T. (2013). Bullied children and psychosomatic problems: A meta-analysis. *Pediatrics*. Retrieved from: <http://pediatrics.appublications.org/content/early/2013/09/11/pep.2013-0814>

Hawkins, D. L., Pepler, D. J., & Craig, W. M. (2001). Naturalistic observations of peer interventions in bullying. *Social Development*, 10(4), 512-527. Retrieved from: <http://bullylab.com/Portals/0/Naturalistic%20observations%20of%20peer%20interventions%20in%20bullying.pdf>

Petrosino, A., Guckenburg, S., DeVoe, J., & Hanson, T. Institute of Education Sciences. (2010). *What characteristics of bullying, bullying victims, and schools are associated with increased reporting of bullying to school officials?* Washington, D.C.: National Center for Education Evaluation and Regional Assistance. Retrieved from: http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2010092_sam.pdf

US Department of Education, National Center for Educational Statistics (2012). *Student Reports of Bullying and Cyberbullying: Results from the 2013 School Crime Supplement to the National Victimization Survey*. Retrieved from: <http://nces.ed.gov/pubsearch/pubinfo.asp?pubid=2015056>



Michelle Sutherlin

Director of Prevention Services
Oklahoma State Department of Education
405-521-2106
Michelle.Sutherlin@sde.ok.gov



Sign In Now

<http://tinyurl.com/Bullying2016>