Introduction to Bullying and Bullying Prevention

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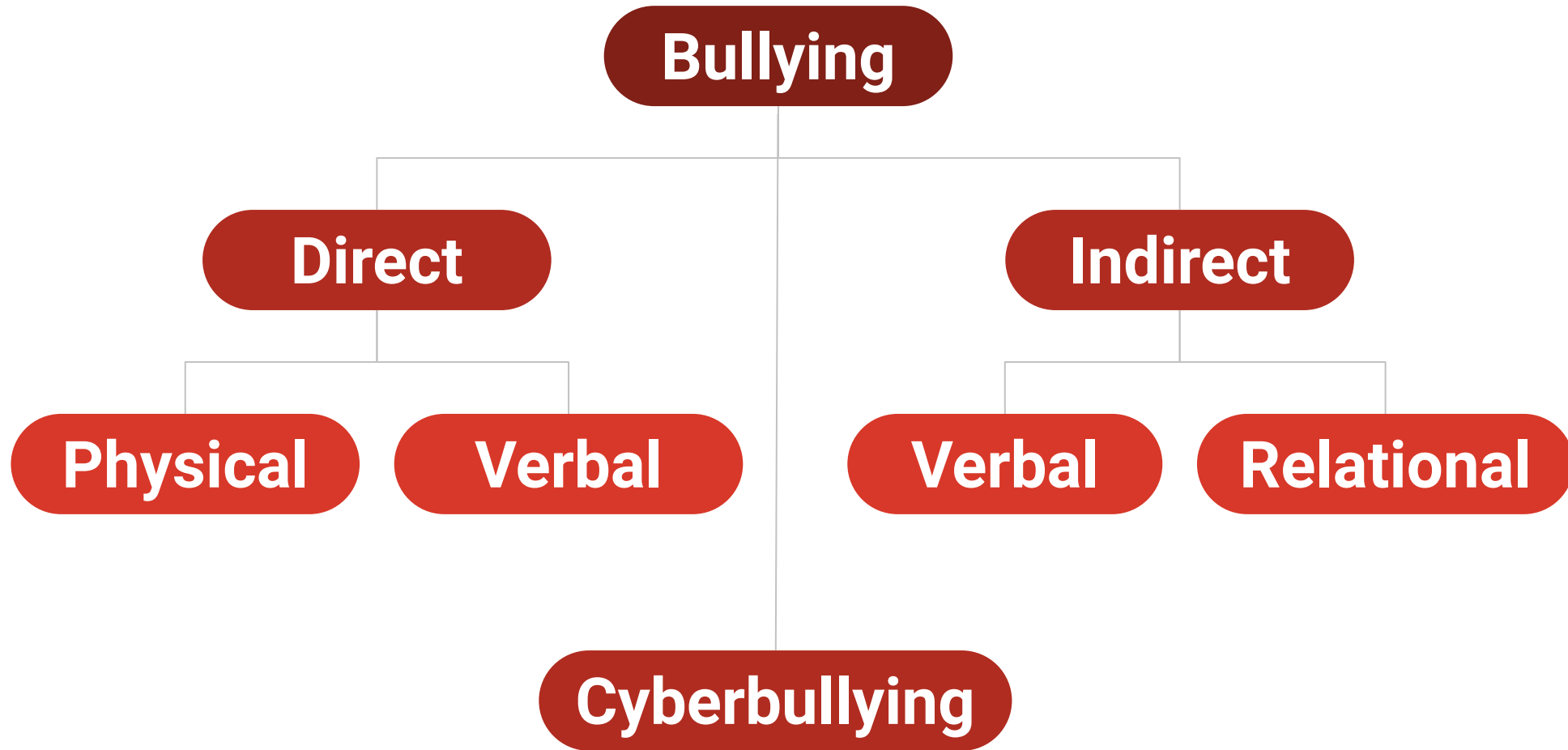**OKLAHOMA**
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Goals

1. Research: Understand the definition and the dynamics of bullying

2. Policy: Understand policies surrounding bullying prevention

3. Practice: Learn effective strategies for bullying prevention

Preventing Bullying Through Research, Policy, and Practice

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"Bullying" means any **pattern*** of harassment, intimidation, threatening behavior, physical acts, verbal 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;" Okla. Stat. tit. 70, § 24-100

Research: What is Bullying?

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Types of Bullying

Bullying

Direct

Indirect

Physical

Verbal

Verbal

Relational

Cyberbullying

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PEER CONFLICT

- Mutual disagreement
- Occasional occurrence
- Spontaneous
- Dynamic
- Equal Emotional Involvement
- Stop and Change Behaviors with remorse
- Cause and effect

BULLYING

- Imbalance of power
- Patterned negative actions
- Intentional
- No effort to resolve problem

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Effects of Bullying

- Social isolation
- Sleep disturbance
- Low self-esteem
- School avoidance
- Symptoms of anxiety
- Higher risk of illness
- Poor school performance
- Symptoms of depression
- Self-destructive behavior/self-harm behavior
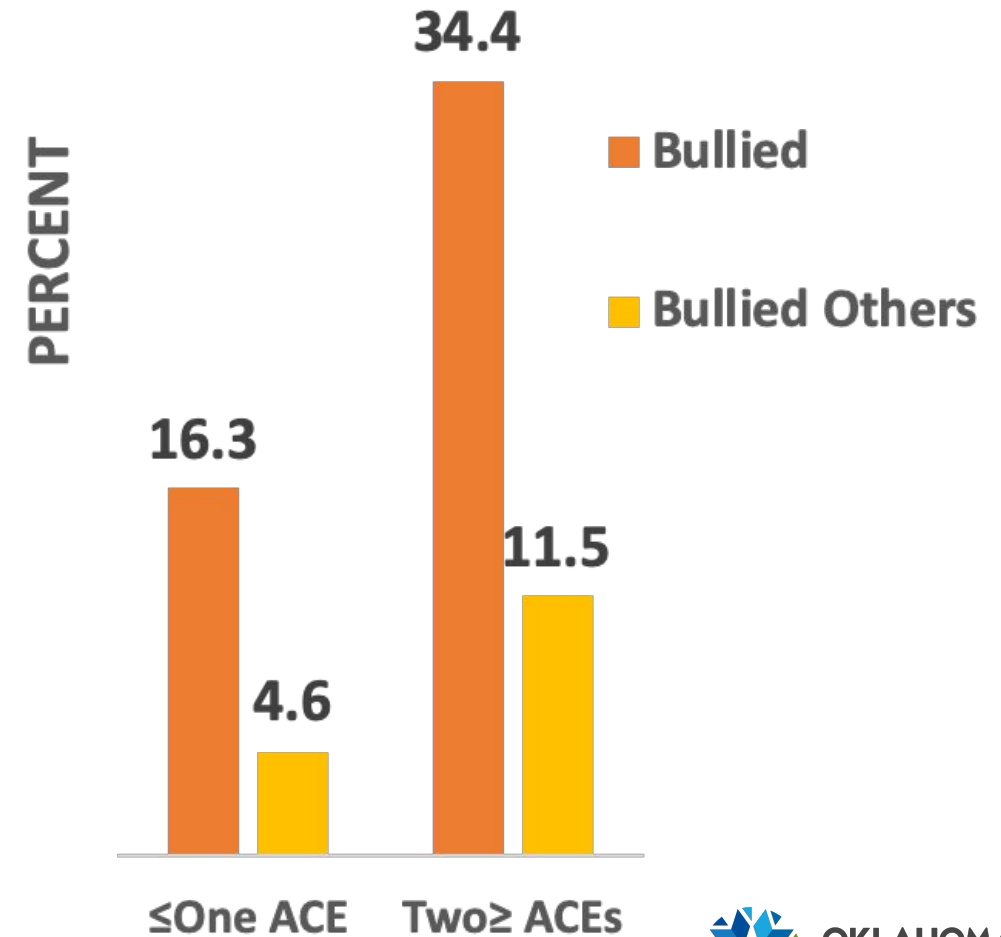- Substance abuse
- Poor general health

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Adverse Childhood Experiences (ACEs) and Bullying

- **Potentially traumatic events**
- **Neglect, abuses, poverty, household dysfunction, etc.**
- **ACEs are common**
- **ACEs are costly**

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- **Traumatic stresses**
- **Social, emotional, cognitive impairment**
- **Lack of Protective and Compensatory Experiences (PACEs)**

→

- **Adoption of self-harm behaviors**
- **Chronic Diseases**
- **Decrease education and employment**
- **Early death**

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Youth Risk Behavior Survey (YRBS)

- National biennial survey of adolescent health risk and health protective behaviors.

- Conducted by the Centers for Disease Control and Prevention (CDC) in partnership with state, territorial, and local education and health agencies and tribal governments.

- Monitors six categories of health-related behaviors that contribute to the leading causes of death and disability among youth.

- All 50 states participate

CHILDREN AGES 6-17: BY BULLYING AND ACE SCORE

PERCENT

- Bullied
- Bullied Others

≤One ACE
- 16.3
- 4.6

Two≥ ACEs
- 34.4
- 11.5

Youth Risk Behavior Survey 2019

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Children's Health Equity Solution Center (CHESC)

- The National Institutes of Health (NIH) awarded an $11.3 million Center for Biomedical Research Excellence (CoBRE) grant to establish the **CHESC** through Oklahoma State University Center for Health Sciences and University of Oklahoma researchers.

- Eliminating unjust differences in children's health by race, ethnicity and socioeconomic status through effective translational science.

- Develop the scientific infrastructure required for linking the origins, outcomes and solutions to children's health inequities.

- 2016-2021, Renewable.

WSCC Model

Socio-Ecological Model
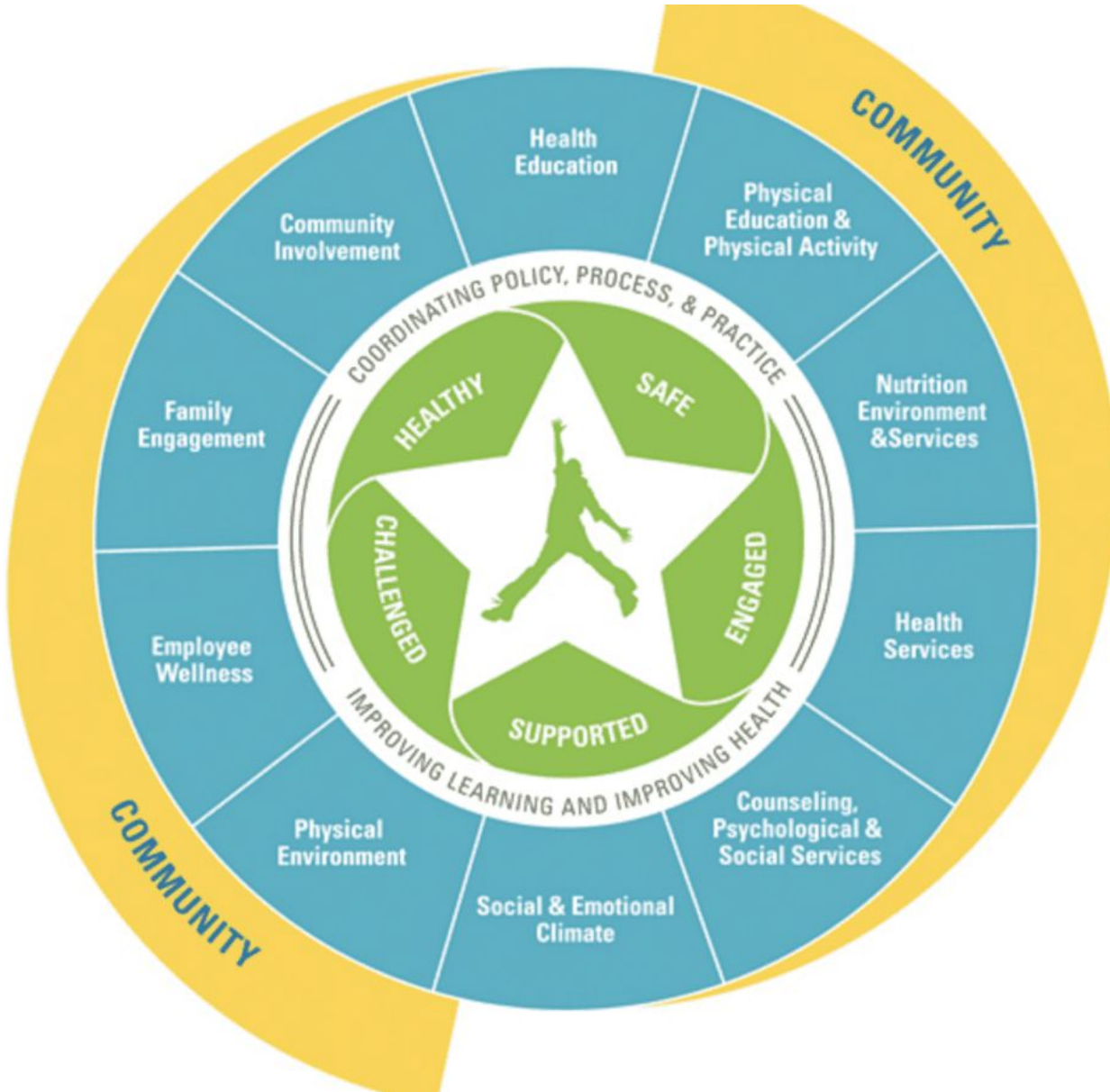
- Policy
- Community
- Organizational
- Interpersonal
- Individual

Policy: School Safety and Bullying Prevention Act (2013)

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Bullying Prevention District Policy Requirements

1	Prohibiting Statement	6	Communication of Policy
2	Definition	7	Safeguards and Support
3	Scope	8	Review and Update of Policies
4	Reporting and Investigation	9	Prevention education
5	Consequences	10	Staff training
11	Parent Engagement	12	Safe School Committee

OSDE Model Bullying Prevention Policy

Safe School Committee

1. Physical Facility Assessment

2. Climate and Culture Assessment

3. Access information to avert violence or destructive behavior

4. Emergency Readiness

Are schools required to educate students on bullying prevention?

Healthy Safety Standards/Grade levels	Topics
Health/Safety Education Grades 1-4	*Standard 4:* 5. Identify and define bullying behaviors. 6. Practice skills to diffuse and avoid "bullying." 7. Understand how to report bullying behaviors. *Standard 5:* 9. Identify forms of harassing behaviors. 10. Recognize the difference between peer conflict and bullying behaviors.
Health/Safety Education Grades 5-8	*Standard 1:* 5. Identify and demonstrate violence prevention skills. *Standard 3:* 4. Identify ways to resolve problems and prevent violence.
Health/Safety Education Grades 9-12	*Standard 6:* 5. Examine bullying prevention strategies and the effects of bystander influence on violent behavior situations.

C3 Standards for Health and Safety Education

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Other School Policies

- [Model Code of Conduct](#)
  - Dress Code Policy
  - Disciple Policy
- [Sample Cell Phone policies](#)
- Checklist for Analyzing Discipline Policies and Procedures for Equity (CADPPE)

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Characteristics of Successful School Policies

❑ **All-inclusive and Appropriate.** Policies should reflect a school's belief that is applicable to everyone in the school community—both adults and students alike. Consequences for student infractions should fit the situation, and should not be punitive.

❑ **Public.** Standards of student conduct should be well publicized and known to everyone: students, teachers, and parents.

❑ **Consistent.** rather than dependent on the whim of each teacher. Individual teachers may have their own expectations, of course, but the same general rules should apply across an entire school.

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Why do students engage in bullying activities?

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Putting Research and Policy into Practices

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WSCC Model

Socio-Ecological Model

Protective and Compensatory Experiences (PACEs)

Relationships

- Have someone who loves you unconditionally

- Have at least one close friend

- Do anything regularly to help others

- Have an adult (not your parent) you trust and could count on for help

- An active member of a civic or social group (non-sport group)

Resources

- Live in a home that is typically clean and safe

- Have rules that are clearly and fairly administered

- Attend a school that provide supporting resources and experiences

- Have an engaging hobby

- Involve in organized sport or other constructive group activity

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School Climate Assessment

Purpose

1. Gather valid data on school conditions
2. Identify specific strengths and weaknesses
3. Measure progress towards school improvement goals

Tools

1. [Alliance for the Study of School Climate](#)
2. [PBIS School Climate Survey Suite](#)
3. [School Safety > School Climate](#)

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Classroom Strategies

Elementary

1. Model Social Contract for Students

2. Identifying Emotions

3. Addressing specific issue

4. Conflict Resolution

5. Resiliency

Middle and High School

1. Model Social Contract for Students

2. Conflict Resolution

3. Conflict Resolution 2

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Tips for Creating Classroom Expectations

- State rules in positive terms

- Keep the number of rules to a minimum (3-5 depending on age)

- Set rules that cover multiple situations

- Set possible consequences for breaking the rule(s)

- Be consistent in enforcing the rules

Transformative Classroom

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Reporting Bullying Incidents

Is someone at immediate risk or harm?	Contact local law enforcement (911) or School Resource Officer (SRO)
Is your child feeling suicidal?	Contact the Suicide Prevention Lifeline 800-273-TALK (8255)
Is your child stressed, or having other problems because of bullying?	Contact the school counselor or mental health professional
Is your child's teacher not keeping your child safe?	Contact the school principal and or school administrator
Is the school administrator not keeping your child safe?	Contact the State Department of Education
Is your child bullied based on race, religion, or disability without local help?	Contact the US Department of Education's Office of Civil Rights. (www2.ed.gov/ocr)

Adapted from United States Government Bullying Prevention Website. *How do I get help?* stopbullying.gov

Why Bullying Prevention Matters

- ➢ Effective Policies
- ➢ Trauma-Informed strategies
- ➢ Consistent Implementation
- ➢ Multi-tiered engagement

- ➢ Bullying behaviors
- ➢ Violent Incidents
- ➢ Self-harm behaviors

- ➢ Trust in the system
- ➢ Academic performance
- ➢ Resiliency
- ➢ Social skills
- ➢ Attendance
- ➢ Improved relationships

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Additional Resources

- [Subscribe to SDE's Counseling Newsletter](#)

- [Request Professional Development](#)

Student Support Contact Information

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