Bullying Prevention

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Statistics
Oklahoma School Violence

YRBS 2017

FAST FACTS

Data from the 2017 Oklahoma Youth Risk Behavior Survey (YRBS) indicate that among public high school students:

- 6% did not go to school because they felt unsafe at school or on their way to or from school.
- 5% were threatened or injured with a weapon on school property.
- 6% carried a weapon on school property.
- 7% were in a physical fight on school property.
- Females were more likely than males to be bullied on school property (30% of female students compared to 13% of male students).
- Males were more likely than females to have carried a weapon on school property (10% of male students compared to 2% of female students).

1. Oklahoma Youth Risk Behavior Survey 2017
2. National Center for Education Statistics 2017
Suicide and Depression Among Teens

YRBS 2017

**How You Can Help**: Identify and support people at risk of suicide.

- Promote safe and supportive environments.
  - This includes safely storing medications and firearms to reduce access among people at risk.
- Offer activities that bring people together so they feel connected and not alone.
- Ask someone you are worried about if they’re thinking about suicide.
- Keep them safe. Reduce access to lethal means for those at risk.
- Be there with them. Listen to what they need.
- Help them connect with ongoing support.
- Follow up to see how they’re doing.
- Prevent future risk of suicide among those who have lost a friend or loved one to suicide.

**Among Oklahoma Public High School Students**:

- **Approx. 57,000** Felt sad or hopeless
- **Approx. 34,000** Considered attempting suicide
- **Approx. 24,000** Made a plan to attempt suicide
- **Approx. 17,000** Attempted suicide

52% females were more than twice as likely as males to experience suicidal ideation.

1. During the 12 months before the survey
2. Almost every day for 2 or more weeks a week that they stopped taking some usual activities

*Centers for Disease Control and Prevention, CDC Web Sign June 2016, as revised at: https://www.cdc.gov/yrbss/pdf/yrb19_suicide_hf.pdf*
Teen Dating Violence Awareness YRBS 2019

Dating Violence

Among Oklahoma Public High School Students

1 in 14 Experiencing Physical Dating Violence

Approx. 7,900 Recently Experienced Sexual Dating Violence

10.3% Females were three times more likely than males to have been a victim of sexual dating violence

2.8% Students who experienced sexual or dating violence were significantly more likely to be bullied and have experienced suicidal ideation

Recommendations:

- Teach safe and healthy relationship skills
  - Social-emotional learning programs for youth
- Engage influential adults and peers
  - Men and boys as allies in prevention, bystander empowerment and education and family-based programming
- Disrupt the developmental pathways toward partner violence
  - Early childhood home visitation, preschool enrichment with family engagement, parenting skill and family relationship programs and treatment for at-risk children, youth and families
- Create protective environments
  - Improve school climate and safety, improve organizational policies and workplace climate and modify the physical and social environments of neighborhoods
- Strengthen economic supports for families
  - Strengthen household financial security and strengthen work-family supports
- Support survivors to increase safety and lessen harm
  - Victim centered services, housing programs, first responder and civil legal protections, patient center approaches, treatment and support for survivors of intimate Partner Violence (IPV), including Teen Dating Violence (TDV)
Oklahoma Youth Behavior Risk Survey 2017

AMONG OKLAHOMA PUBLIC HIGH SCHOOL STUDENTS, IN 2017

21% WERE BULLIED ON SCHOOL PROPERTY

FEMALES 29.7%
MALES 13.1%

16% WERE BULLIED ELECTRONICALLY

FEMALES 27.2%
MALES 5.6%

STUDENTS BULLIED (AT SCHOOL OR ELECTRONICALLY) WERE MORE LIKELY TO REPORT SIGNS OF DEPRESSION & SUICIDAL IDEATION

DEPRESSION
38% BULLIED
12% NOT BULLIED

SUICIDAL IDEATION
45% BULLIED
14% NOT BULLIED
Bullying vs. Peer Conflict
“Bullying means any pattern of harassment, intimidation, threatening behavior, physical acts, verbal or electronic communication directed at a student or a 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.”

(Oklahoma School Bullying Prevention Act, 70 O.S. § 24-100.2,)
3 Elements of Bullying

1. Imbalance of Power (physical, mental, emotional, or social)
   a. Students who bully use their power—such as physical strength, access to embarrassing information, or popularity—, to control or harm others.

2. The behavior has a repeated pattern over time

3. The behavior is intentional and aggressive
   a. Intended to create harm physically, emotionally, socially, or in digital space.

(Olweus Bullying Prevention, 2019, 1993)
What is Bullying?

Bullying is more than disagreements, differences of opinion, or conflicts that occur between friends and classmates.

Bullying is action(s) repeated over and over again by an individual or group of people with the intent to harm either physically, verbally, socially (emotionally), or through cyber sources.
What is Bullying?

- The behavior is being done intentionally
- The person being hurt has a hard time stopping or preventing the behavior
- The hurtful behavior is carried out by those who have more power, such as being older, being physically bigger or stronger, having more social status, or when a group of students single out an individual
Types of Bullying

**PHYSICAL**
Hurting a person’s body or possessions.
- hitting/kicking
- spitting
- breaking a person’s things

**VERBAL**
Saying or Writing mean things.
- name calling
- teasing
- sexual comments
- threatening

**RELATIONAL**
Hurting someone's reputation or relationship.
- spreading rumors
- isolating someone
- embarrassing someone
Types of Bullying

**DIRECT**
- Hitting
- Taunting
- Name Calling
- Unwanted Physical Contact

**INDIRECT**
- Rumors/Gossip
- Exclusion
- Cyber or social media bullying
- Peer Manipulation
Peer Conflict or Fighting

- Disagreement/ Difference of Opinion
- Equal Power of Those Involved
- Equal Emotional Involvement
- Stop and Change Behaviors with Remorse
Rough Play or Teasing

- 2 or more peers hit, push, wrestle, or tease
- Equal Power of Those Involved
- Equal Emotional Involvement
- All behavior is in a playful and friendly manner
Bullying Prevention
The Whole School Approach

● Assumes that bullying is a systemic problem and intervention must be directed at the entire school

● Avoids the stigmatization of children engaged in bullying behaviors

● Involves educating everyone who comes into contact with the students, i.e., teachers, custodians, bus drivers, and parents

● Includes different interventions, such as individual and peer-led interventions

● A Systematic Review of Bullying Prevention Programs in Schools
Prevention at Home

Teaching Effective Strategies

- Empathy
- Communication
- Social-Emotional Learning
- Respect
- Tolerance for differences
Social & Emotional Learning

Social-emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set positive goals, show empathy for others, establish and maintain positive relationships, and make responsible decisions.

The Collaborative of Academic, Social, and Emotional Learning (CASEL)
SEL Resources

• Virtual and Distance SEL During COVID-19
• Talking to Students About COVID-19
• Engaging Families to Support Distance Learning
• Tools to Teach: Helpful Tips for Parents
• Family Guide to Positive Behavior
• Family and Educator Guide for Hope and Resiliency
• OvercomingObstacles.org
• ChooSELOvetToThrive
• Berkeley Best Practices Archive

Supporting SEL During Re-Opening

• Minnesota Standards
• Teach Kindness
• CASEL Reopening SEL Roadmap
• Educator SEL Toolkit
After a Bullying Incident
If Your Student Discloses

Door Openers
- Respond with empathy.
- “Thank you for talking to me.”
- “I’m so glad you told me.”
- “It must be really hard what you are going through.”
- “Can you tell me more about that”

Door Closers
- “You’re too young”
- They’re just jealous
- Make promises about future.
- Don’t worry, everything will be alright
- By next week, you’ll forget all about it
- This is nothing!
- Cheer up!
What to Do if Your Child is Bullied

- Never tell your child to ignore the bullying.
- Don’t blame your child for the bullying.
- Don’t assume your child did something to provoke the bullying.
- Allow your child to talk about his or her bullying experiences.
- Empathize with your child.
  - Tell them that bullying is wrong, that it is not their fault, and that you are glad they had the courage to tell you about it.
- If you disagree with how your child handled the bullying situation, don’t criticize them.
  - It is often very difficult for children to know how best to respond.
- Do not encourage physical retaliation.
- Although it is difficult, step back and consider the next steps carefully.
- Contact a teacher, school counselor, or principal at your school immediately and share your concerns about the bullying that your child has experienced.
- Encourage your child to develop interests and hobbies that will help build resiliency in difficult situations like bullying.
- Encourage your child to make contact with friendly students in his or her class, or help your child meet new friends outside of school.
- Teach your child safety strategies, such as how to seek help from an adult.
How Are You Protected?

Federal Law

• Are the civil rights of a targeted student also being violated?
  • Title VI, CRA of 1964; prohibits discrimination on basis of race, color, or national origin
  • Title IX, Educational Amendments, 1972; prohibits discrimination on basis of sex
  • Section 504 of RA of 1973; Title II of ADA of 1990; prohibits discrimination on basis of disability
What is Required?

Oklahoma

The district shall establish a procedure at each school for reporting an act of bullying to a school official that includes:

• Confidential process
  • Shall include process for anonymous reporting
• Any school employee who suspects bullying shall report immediately to the principal or designee of the principal. Provide guidelines to school administrators, teachers, and other staff on specific actions to take if bullying occurs.
• A process to track multiple incidents in a way that allows school administrators to identify patterns of bullying and interventions used.
What is Required?

A process that ensures students are encouraged to report incidents of known bullying without unnecessary obstacles.

All bullying policies shall be publicized.

- Annual written notice of bullying policy, in age appropriate language, shall be provided to parents, guardians, staff and students
- Posted in various locations within each school site
- Posted on website
- Included in student and employee handbooks
What is Required?

Each district shall establish a procedure at each school for providing timely notification of documented and verified incident(s) of bullying to the parents or guardians of a victim of documented to the parents or guardians of the perpetrator;

Each school shall identify by job title the official who is responsible for the enforcement of districts bullying policy.

The policy shall require administrators and school employees to participate in annual training in bullying identification, prevention, reporting, and response that is developed and/or provided by the State Department of Education;
How to Work with the School

- Working together with the school
- Understanding the school’s perspective
  - Student’s most often report bullying to their siblings and/or friends long before they ever report to the school.
Working with Your Teacher

1. Keep a written record of all bullying incidents that your child reports to you. Record the names of the children involved, where and when the bullying occurred, and what happened.
2. Immediately ask to meet with your child’s classroom teacher and explain your concerns in a friendly, non-confrontational way.
3. Ask the teacher about his or her observations:
   a. have they noticed or suspected bullying?
   b. How is your child getting along with others in class?
   c. Has he or she noticed that your child is being isolated or excluded from playground or other activities with students?
4. Ask the teacher what he or she intends to do to investigate and help to stop the bullying.
5. If you are concerned about how your child is coping with the stress of being bullied, ask to speak with your child’s counselor or other school-based mental health professional.
6. Set up a follow-up appointment with the teacher to discuss progress.
7. If there is no improvement after reporting bullying to your child’s teacher, speak with the school principal.

*Keep notes from your meetings with teachers and administrators.
Other Supports

Contact OSDE Bullying Specialist

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