

Thank you to resource contributors

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Child and Adolescent Psychiatrist

- Victim is already being picked on and targeted.
- Bully is already in trouble with school and/or authorities.
- Individual approach is essential to dealing with youth and families.
- Intervention is to send a “bully packet”, after review with parents, to the school.
 - Education of school officials
 - State-mandated, school-based anti-bullying policies

Recognition and Help for Patient

Becomes the basis for prevention
of bullying of other students.



BULLYING

Definitions

#1 Repeated infliction of injury or discomfort by one or more students upon another less powerful student by physical, verbal, or psychological means.

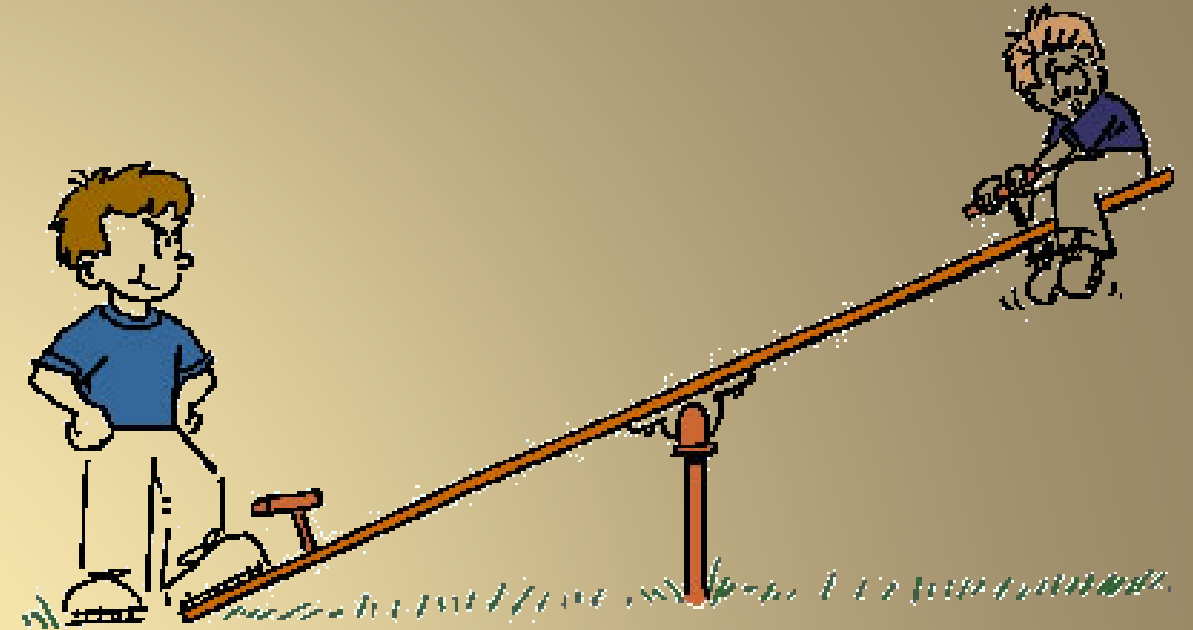
#2 Aggressive behavior that:

- ❖ Is intended to cause harm or distress
- ❖ Is repeated over time
- ❖ Occurs in a relationship where there is an imbalance of power

*Dan Olweus

BULLYING

Behavior becomes bullying when:



- It is repeated and consistent (a pattern)
- Difference is evident between bully vs. victim

A bully may feel excited and empowered.

A victim may feel fear, humiliation, and shame.

TYPES OF BULLYING

Physical (aggression, extortion)

Verbal (includes gestures)

Relational (gossip, shun, scapegoat, cyber)

Sexual aggression (may involve any of the above)



TARGETS MAY BE CHOSEN BASED ON

- Appearance or Physical disabilities
- Sexual orientation or that of peer group
- Race, cultural background, newness in community
- Academic differences—high or low
- Less athletic or poor motor coordination
- Emotional difficulties
- Autism spectrum disorders

Bullying Statistics

- An estimated 14 % of children in grades 6-10 have been the victim of cyber-bullying within the past 2 months.
- As many as half of all children may be bullied at some time during their school years; at least 10 % are bullied on a regular basis.

(from AACAP Bullying Resource Center)

A range of bystanders

- **Kids who Assist:** These children may not start the bullying or lead in the bullying behavior, but serve as an "assistant" to children who are bullying. These children may encourage the bullying behavior and occasionally join in.
- **Kids who Reinforce:** These children are not directly involved in the bullying behavior but they give the 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.
- **Outsiders:** These children remain separate from the bullying situation. They neither reinforce the bullying behavior nor defend the child being bullied. Some may watch what is going on but do not provide feedback about the situation to show they are on anyone's side. Even so, providing an audience may encourage the bullying behavior.
 - These kids often want to help, but don't know how. Learn how to be "[more than a bystander](#)."
- **Kids who Defend:** These children actively comfort the child being bullied and may come to the child's defense when bullying occurs.

STATISTICS – BYSTANDERS

- 50% of time spent watching.
- 20% of time participating with a bully.
- 25% of time intervening on behalf of victim.

STATISTICS

- 160,000 children per day miss school to avoid being harassed, assaulted, teased, gossiped about, or “dissed.”

(Paradigm magazine, Winter 2003)

BULLIES - Characteristics

Individual, family, and community characteristics predispose the individual to bullying.

Individual:

Impulsive

Hotheads

Dominating

Easily frustrated

Problems conforming to rules

View violence in a positive light

Get reinforcement

Sense of power

BULLIES - Characteristics

Families of Bullies

May show a lack of warmth or involvement

May be overly permissive

May be harsh, corporal disciplinarians

May be physically or sexually abusive

May not be any of these

BULLIES - Characteristics

Those who bully—

Tend not to be loners

May have “henchmen”

Are average or above in confidence

Positive view of self, at least overtly (may need bullying to maintain this image; true sense of self-esteem may be low)

May be part of overall conduct disorder

Substance abuse may be present

BULLIES - Characteristics

- Blame others
- Poor empathy
- Poor self-awareness
- Self-centered sense of superiority, brilliance, wit, popularity
- May have academic issues, but many do not
- Use aggression to hide pain
- Provoke the noted imbalance of power
- Pain of other to sooth own
- Have a need to dominate
- Have little empathy for victims
- May relate to wide group of people

BULLYING – Developmental Issues

Adolescent brain still in formation

Impulse control

Anger management

Conflict resolution skills

Higher level processing

Mutuality & Empathy-building

Adaptive reaction formation

All these skills develop gradually over time in those “wired for” these skill sets.

BULLYING – Developmental Issues

Labeling the Bully

Unintentionally “lock in” bully identity

Self-fulfill our expectations of the bully

More effective to label the bullying behavior

FORMS OF BULLYING

- Debasing another (libel, slander, gossip)
 - Internet: more common in females and in middle/high school
 - Rumors & gossip
- Humiliation
 - Teasing, ridicule
 - Appearance, disability, race, sexuality
 - Exclusion from group or team events

FORMS OF BULLYING

- Extortion (goods, possessions)
 - Behaviors
 - Left “holding the bag”

Approach to a Child who Bullies

Caring, positive regard
(quietly held and offered)
Point out & set limits on bullying
Reach out to listen and understand
Teach behavioral strategies
Teach mutuality

These strategies give clues to the behavior & allow (privately) expression of feelings of shame (i.e.-lowering of aggressive and rageful defenses or coping styles).

Approach to a Child who Bullies

There must be acknowledgement of those defining the boundaries, of rules to help protect the safety of others, and respect for the person offering caring and regard—for the bully to accept caring or to share personal issues & feelings beyond anger.

PLANNING AN APPROACH

- Safe school initiative
- Climate of respect and civility
- Mentoring
- Antibullying



PLANNING AN APPROACH

Safe Schools

- Value students, academics, and productivity and accept diversity
- Communication, consensus between administrators, faculty, parents
- Policies and implementation
- Access to counselors

A big reason kids do not report bullying is that they do not feel the teacher or school officials will handle or take care of the problem.

VICTIMS – Characteristics

Passive vs. Provocative

“Weak” vs. “Different”

Reactive (outbursts) vs. Accommodating
(don't protest/cry)

VICTIMS - Characteristics

May be passive

Often smaller, younger, weaker than the bully

May be shy, anxious, cautious, sensitive, insecure

Monitor for:

- Difficulty asserting self with peers
- Socially isolated and lonely, therefore at risk
- Boys often physically weaker
- Effeminate boys
- Victims – emotional, physical, sexual
- Low confidence is aggravated by the bully
- Stammering, cerebral palsy, muscular dystrophy--physical
- Learning difficulties, autism spectrum, intellectual disabilities

VICTIMS - Characteristics

Provocative vs. Impulsive

May have Attention Deficit/Hyperactivity Disorder or EFD's

- Talkative
- Intentional vs. unintentional provocativeness
- Oppositional
- Not reading social cues as in Asperger's or non-verbal learning disabilities
- Closeness/distance issues (personal space issues).
- Poorer academics
- "Counterphobic" behavior

VICTIMS - Characteristics

- Anxious
- Cautious, sensitive
- May already be abuse victim prior to being bullied
- Or may start as popularity, leading to jealousy in others
- “Nerd,” “Weird,” different in behavior or physique.

When both emotional and physical differences are present, it is a more stigmatizing combination.

VICTIMS - Statistics

623 victims who were bullied had been studied

- **28.7% carried a weapon to school (reasons!)**
- 22.6% reported involvement in frequent fighting
- 31.8% were injured in a fight

Psychiatry News (May 16, 2003)

VICTIMS - Females

- Have more AD/HD than friends, which leads to trouble fitting in.
- Are more anxious and shy.
- Tend to stand out in some other positive ways from peers, which leads to some peers being jealous, leading to taunting and bullying.

– Family Issues

- Look for domestic violence at home
- Look for parental strife
- Look for the parent bully and/or parent victim
- Where there is emotional neglect, look to the peer group for modeling

VICTIMS

Why victims do not tell

- Fear
- Shame
- Sometimes inner fortitude!

“Victims of bullying spare themselves distress, by detachment;
denying their ability to experience happiness.” -James Horace



HIDDEN DYNAMICS

IN

BULLIES AND VICTIMS

***Flip sides of narcissism -
(a hurting inner sense of self)***

Bully – Positive self-perception
(not the same as esteem)

Victim – Negative self-perception **and/or**
target or receptacle of bully's
negative hidden self-perception.

Bully – gives illusion of power

- ❖ Fantasy of well-lived, big guy, strong guy
- ❖ Fantasy of more friends by victimizing others
- ❖ Peers who support bully, may enhance the bullying behavior

Bully – takes hidden side of narcissism (i.e., the shame, humiliation, a part of self-hatred) and unconsciously deposits it onto a vulnerable or sensitive person--the victim.

- ❖ Instead of self-blame, the bully externalizes and displaces his/her own negative qualities onto the victim, then blames the victim for having these qualities.
- ❖ The “audience” (or henchmen) is then enlisted to protect the narcissist’s “inner fortress” by praising the narcissist or joining in on rejecting or fighting the victim.

Victim – may take on the negative from the bully and then act out the bully's own shame and rage, which allows the bully to feel a tension release, while the victim suffers as a target, may get into trouble, or may pass on some of the bullying behavior.

The victim may be further victimized by becoming the holding tank and the mirror for the bully's inner negative self-perceptions.



INTERVENTION

- Help victim recognize not only the strength but the weakness of the bully
 - helps level the playing field
- Victim should not taunt the bully
- Victim can recognize feelings of desperation in bully
- Encourage victim to see his/her own strengths
 - reject bully's view of them
 - see how bully attempts to use the victim

EFFECTS OF BULLYING ON VICTIM

- ✓ Affects academics
- ✓ Affects psychosocial adjustment
- ✓ Affects physical health
- ✓ Decreases esteem
- ✓ Increases depression, s/t suicidal feelings
- ✓ Lonely
- ✓ Anxiety

EFFECTS OF BULLYING ON VICTIM – Cont'd

- ✓ School avoidance and increased absenteeism (may be missed in assessments of school attendance)
- ✓ Increased physical symptoms, such as headaches or stomach aches
- ✓ Sometimes-- suicidal ideation

LONG TERM EFFECTS ON VICTIM

- Shame
- Anxiety
- Low self-esteem
- Problems with anger management, expression
- Depression
- Revenge fantasies

LONG TERM OUTCOMES FOR VICTIM

- Even into twenties (and beyond), can have decreased confidence and lower esteem
- Post-traumatic stress disorder (PTSD)
- Passivity and learned helplessness
- Increased hostility may become bullying by the victim
- Increased passive aggression

BULLY OUTCOMES

- Fewer finish college
- Less stable jobs
- Increased crime
 - 25% develop adult criminal behavior
 - 6x more likely to be convicted of crime by age 24
- Antisocial behavior or personality
 - 5x more likely to have serious criminal record age 30
- Some develop successful careers, but bullying continues
 - Some bully co-workers or employees
 - Some become bully CEO's or administrators

Bully Outcomes

- **“Bullying: a stepping stone towards dating aggression?”** examines the ways in which the risk factors for bullying and dating aggression are similar and ways in which a young person could exhibit both acts of power and control over the course of youth and adolescence. The article describes the shared key fundamental elements and root causes of both behaviors.

[Int J Adolesc Med Health](https://doi.org/10.1515/ijamh.2012.006). 2012;24(1):37-47. doi: 10.1515/ijamh.2012.006. Epub 2011 Nov 29.

Josephson WL, Pepler D

MONITOR FOR PSYCHIATRIC EFFECTS

Symptoms in victims:

- Depression
- Anxiety
- School avoidance

- *May need to be assessed by a mental health professional*
- *Teach coping skills*
- *Medications if needed*
- *Bullying may decrease markedly once the child asserts him or herself—how can we help the child to do this?*

EFFECTIVE STRATEGIES TO HELP THE VICTIM



Interventions to help victims:

- ❖ Stay near friends or at least those who will not bully
- ❖ Assertiveness training
- ❖ Avoid being alone
- ❖ Ask for help
- ❖ Have a safe place or school contact person

Interventions to help victims – Cont'd

- ❖ Show concern and empathy. Listen to them
- ❖ Relieve them of blame and guilt
- ❖ Help them face shame
- ❖ Support development of self-respect

Interventions to help victims – Cont'd

- ❖ Teach how to ask for help
- ❖ Teach how to approach teachers discretely when possible
- ❖ Teach how to “mosey” toward the teacher, friends, or neutral peers when bullied

Interventions to help victims – Cont'd

- ❖ Teach how to hide emotions from the bully
- ❖ Teach how to take an assertive, non-provocative stance toward the bully
- ❖ Teach how to “endure” when trapped
- ❖ Teach how to enroll/engage in comfortable peer activities

STRATEGIES FOR THE VICTIM

1. Be aware. Do not walk into the “lion’s den.”
2. The inner collection.
3. Know your outer resources. Scout them out. Who teaches respect and stands up for the underdog?

STRATEGIES FOR THE VICTIM – Cont'd

4. Do not show the bully your emotions (e.g., fear, crying, anger).
5. Do not harbor the bully's feelings for him/her.
6. Do not act out the bully's hurt or anger (otherwise, bully lets their tension off by victimizing you).

STRATEGIES FOR THE VICTIM – Cont'd

7. Break the silence. This takes wind out of the bully's sails.
8. Actively seek help as soon as possible after a bullying episode.
9. See there is a time course for your treatment, but the bully must be accountable for his or her actions now, to end the bullying behavior.
10. **Role play between episodes with family/trusted friends.**
10. Document time, place, specifics about situation for actions to be taken.

VICTIM – Use Caution and Monitor for:

- Wearing your heart on your sleeve:
 - Do not lose heart
 - Be careful when showing it
- Standing out:
 - Drama
 - Hyper
 - Excess talking or intrusiveness

VICTIM – Use Caution and Monitor for:

- See any vulnerabilities
 - What does the bully say that hurts you most or gets a reaction?
 - Must embrace and deal with issues inside yourself to take the wind out of the bully's sails.

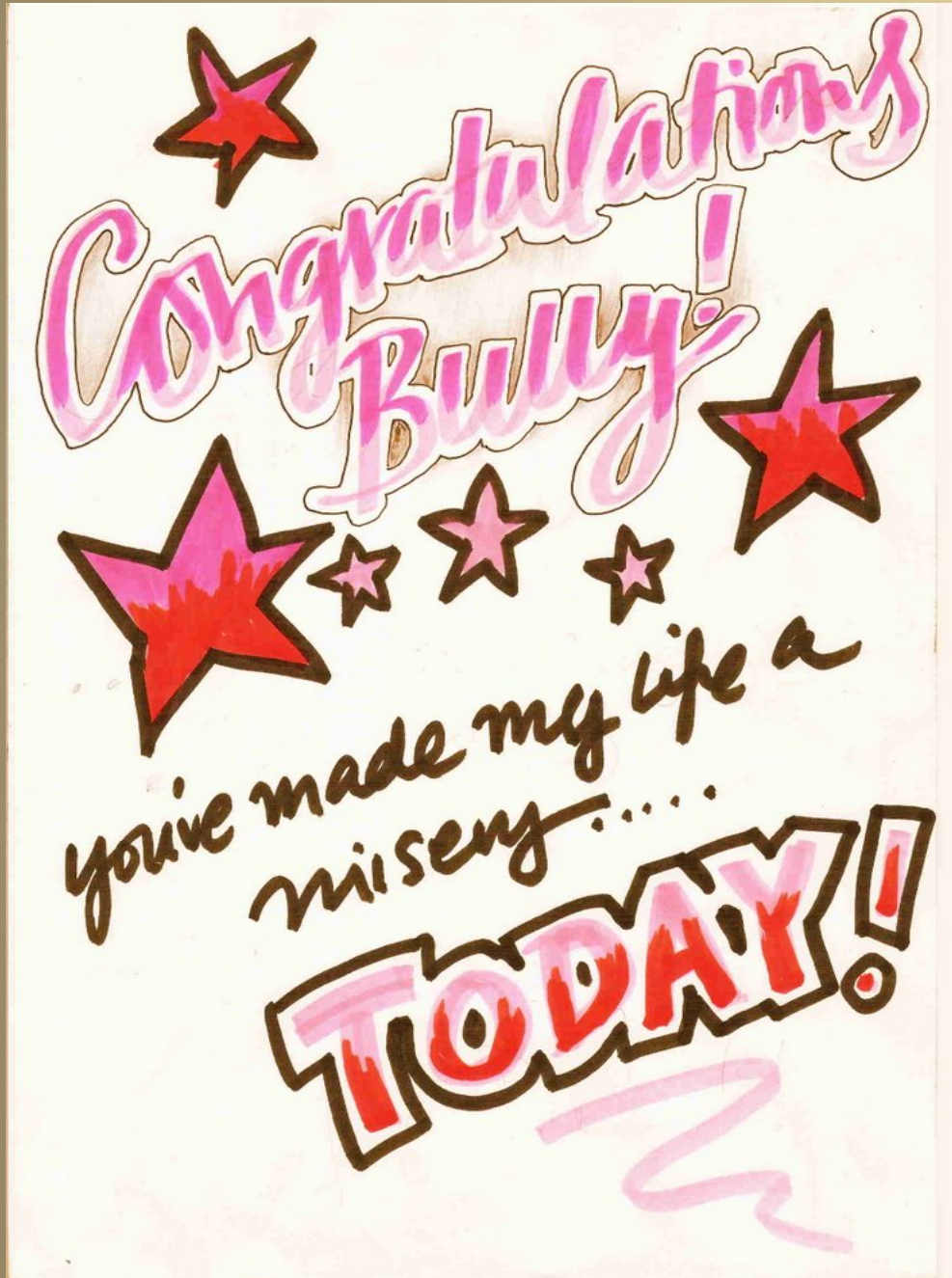
TREATMENT OF VICTIM

- Teach confidence
 - Outside stance
 - Inside belief
- Do not go it alone
- Participate in therapy if needed

EFFECTIVE STRATEGIES

TO DEAL WITH

THE BULLY



The Bully's Cry for Help

- Bully is given a consequence for his/her behavior.
- We sometimes expect this to end the problem.
- But bullies have often absorbed painful traumas or abuses themselves, then continued to take this out on others, creating fellow victims.
- So for the bully, the bullying behavior is their cry for help, and a consequence alone will not resolve pain.

BULLY INTERVENTION

- Pure punishment rarely works
- Offer self control in form of choices
- Assign a helper role for other students
- Confront new bullying immediately
- Utilize bystanders to reinforce rules, norms, alternatives to bullying.
Bystanders may ask bully to “step back.”

BULLY INTERVENTION – Cont'd

- Assess social skills and individual or family problems
- Involve parents in pro-social (not attacking) ways.
 - Helps parent overcome bullying or pro-bullying behaviors-or passivity- in themselves
- Limit violent TV and games. Substitute with emotional support and healthy cognitive stimulation
- Deal with comorbid disorders (e.g., conduct disorder, substance use, etc.)



INTERVENTIONS

- ☐ Support and educate peers
- ☐ Support and educate parents
- ☐ Provide bullying package to parents to empower parent and motivate/support school professionals to take action
- ☐ Utilize websites for parent and school



INTERVENTIONS

- ❑ Assertiveness training
 - Helps victims speak up and gain competence
 - Helps bully to tone down need for aggression and learn other competence skills

Bullying Information for Parents



Parents:

- Victims still tell a supportive parent first, before a school official.
- You are the child's advocate with the school.

Parents:

- Watch for symptoms
- Talk to your child
- Reassure your child
- Role play with your child
- Do not confront other parents
- Educate your school



Teaching Kids Not to Bully

How to prevent bullying in your own children:

- Look at how you treat your spouse and kids.
- Monitor the media to which kids are exposed.
- How does your family handle anger at home?
- How do you promote tolerance of others?
- Are there conduct problems in the kids?



Schools:

- Emphasize prevention, but be prepared for intervention
- Use a cognitive/behavioral approach.
 - Be firm with the bully re safety of students
 - Use warmth and support to bully and victim
 - Deeper problems of bully or victim may require consultation with a mental health professional

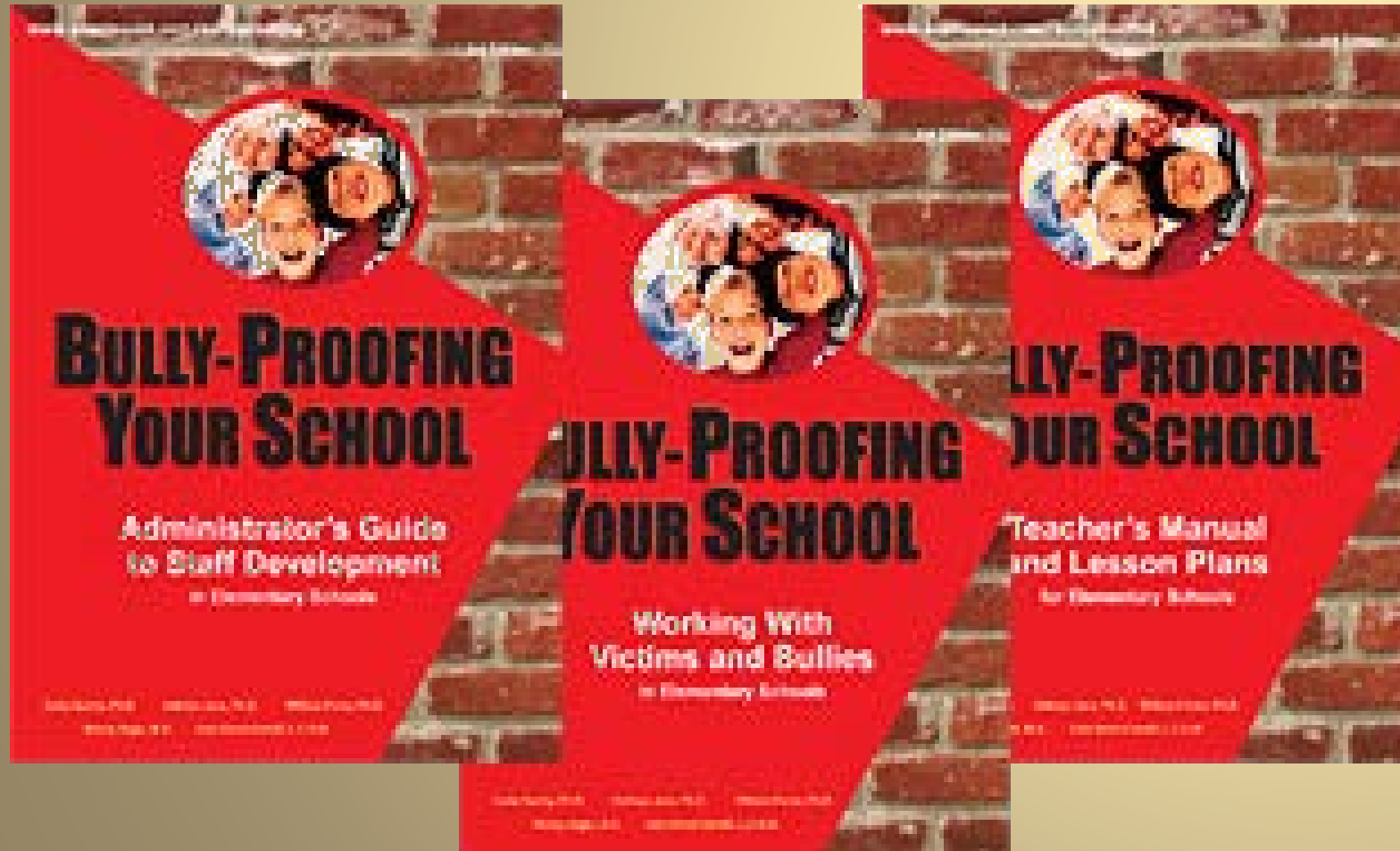
Schools:

- Focus on change as a result of hearing the victim
 - Process with the bully separately
 - Educate and enroll the bystander
 - Be prepared to involve other partners (parents, administrators, resource officers)
- In Europe, school-based interventions have decreased bullying by 50%

BULLY-PROOFING

YOUR

SCHOOL



OLWEUS' BULLYING PREVENTION PROGRAM

➤ Needed because:

- Bullies can be sneaky, subtle, or brazen
- Victims may fear to tell
- Bystanders may look the other way
- Adults may not notice

OLWEUS' BULLYING PREVENTION PROGRAM

➤ Interventions include:

- Whole school approach
- Establishing rules against bullying
- Increase monitoring and supervision of areas where bullying may occur (make rounds and be seen)
- Fill authority vacuums
- Increase recognition of bullying
- Contact person who victims can contact anonymously
- Teacher/student review of rules of tolerance and inclusion
- Role playing: getting help and healthy interactive behaviors

OLWEUS' BULLYING PREVENTION PROGRAM

➤ Individual Interventions

- Help children who are victims to send different signals to decrease risk
- Give bullies the message that bullying behavior must stop. Follow through.
- Adapted to cover grades K-12

OLWEUS' BULLYING PREVENTION PROGRAM

- Aims to alter social norms by changing school responses to bullying incidents.
- Increased social awareness and respect for diversity.
- Increased supervision of less structured times.
- Increased staff/student interactions.
- Declares bullying as not acceptable.
- Gives exercises to increase awareness and to open discussion issues related to peer relations and bullying.
- Shows adult/authority concern for students.
- Well applied-may drop bullying rate by up to 50%.

PREVENTION OF BULLYING

- Questionnaires and interviews.
- School social worker.
- Involve parents.
- Develop skills for self-regulation of attention, emotion, and behavior.
- Develop good cognitive strategies.
- Membership in positive peer groups (sports, scouts, church).
- Olweus Bullying Prevention Model – comprehensive.

PREVENTION OF BULLYING – Cont'd

- Interventions directed school-wide, classroom, and individual.
- Explicit anti-harassment.
- Improved social awareness and interactions of students and staff.
- Classroom interventions for all students. Exercises for peers and teachers to discuss bullying and peer relationships.
- Peers and teachers to discuss bullying and peer relationships.
- Rules enforced to support victims.
- Students, teachers, administrators involved in development of clear rules.

PREVENTION OF BULLYING SCHOOLS

- Role play groups and assertiveness training.
- Bully box for student tips, per the Parent Institute.
- Cameras (sound/video) in halls, buses, and cafeteria.
- Recognition signs.
- Change schools, if necessary.

PREVENTION OF BULLYING

SCHOOLS – Cont'd

- *No mediation as this pretends that there is an equitable relationship between bully and victim.*
- *Confront the bully privately—then listen and talk.*
- *Include potential mentors, gym teachers, coaches, extracurricular activity leaders, youth resource.*

DO NOT BULLY THE BULLY

***Bullying stops when all involved
parties agree not to tolerate it.***

MESSAGE TO THE VICTIM

- You are not alone.
- You are not helpless.
- You can do some small, yet effective things to begin to stop the bullying.
- You do not need to hold or act out feelings of the bully.
- Look to others to affirm the change in you – do not look to the bully for affirmation.

MESSAGE TO THE FRIEND OF THE BULLY

- If you ally with the bully, you are bullying too.
- You give the bully power when you laugh and do not confront.
- You are letting someone else suffer.
- This will affect your friendship.
- The bully may do this to you. Can you trust him/her?
- Do not egg on the bully. Support the victim directly or get help.
- Monitor your own behavior, even if you don't like the victim, it is important to support him/her.
- Change passive behavior to active behavior.

MESSAGE TO THE BYSTANDER PEER

- You are involved. It is your business. You can help.
- You have a choice either to watch or to do something.
- Action is needed.
- Whether or not you know or like the bully or the victim, you recognize the process.
- Your presence can help the victim, but the bully must also own their issues.
- Do not add to gossip.
- Do not jump on the band wagon.
- You may like the victim—stand up. You may not—stand up.
- You could be next—or someone else could be. The buck stops here.
- A bully must then go it alone rather than the victim.

MESSAGE TO THE BULLY

- Help see both sides.
- You are sad, mad, or hurting.
- You are taking out your hurt and anger on someone else.
- This is not acceptable and must stop.
- You are hurting someone.
- There are consequences to that person and to you.
- Outside action or school and parent action can help you if ready.
- You must own your issues.
- Empower yourself in healthy, not unhealthy ways.
- Perhaps you actually note a strength in the person you are hurting.

MESSAGE TO THE PARENT

- You are the key to your child.
- Build confidence in your child.
- Your child should not have to handle it alone. Ignoring or standing up will not always work.
- Be there for your child, but help support your child's independence.
- Very few parents believe their child could bully.
- It is not the fault of the victim.
- There are solutions.
- Look at your own parenting practices.
- Have a plan and be assertive. Do not just complain.
- Contact the school.

MESSAGE TO THE PARENT

- Teach self-respect and person power.
- Encourage and create links at school.
- Encourage friends.
- Do not turn your back if you have been a bully to a child or a victim yourself. Your experience can be a valuable resource to helping your child.
- Channel aggression to sports or other endeavors of cognitive or physical skill.
- Stop bullying in the home.
- Link with others. Do not go it alone. Reach out to teachers, other parents, etc.
- Be open. Do not put down your child.
- If you made mistakes or have not, how you handle this and share it may provide role-modeling for your kids.

MESSAGE TO THE ADMINISTRATOR, TEACHER, COACH

- Utilize separate classes for the bully and the victim.
- Tell any youth they did the right thing to have come forward.
- Most teachers feel they intervene, but that may not be the perception of the victim or of their peers.
- Be aware. Your students want and need your help with this.
- You are a leader. Monitor the halls and cafeteria as well. Schools that lack adult supervision during breaks have more bullying incidents.
- Look at your style. Do you moderate-- or behave like a bully or avoid out of becoming a victim yourself? Challenging your own style may help!
- Do not let students pick teams (alternately, only let them partly pick teams).

WHO SHOULD SEE A THERAPIST?

➤ Victims

- When depression is the cause of vulnerability or the result of bullying (especially if vegetative signs or suicidal thoughts are present).
- When anxiety is the cause of vulnerability or the result of bullying (school anxiety, separation anxiety, school avoidance).
- When AD/HD, Oppositional Defiant Disorder, or Asperger's are the contributing to victimization.

WHO SHOULD SEE A THERAPIST?

➤ Bullies

- When a pattern of bullying behavior is first noted.
- Once consequences or limits are in place, therapy is more likely to help.

WHO SHOULD SEE A THERAPIST?

- Teachers or administrators who bully
 - Teachers who use power to punish, manipulate, or disparage a student (i.e.—this is beyond reasonable discipline).

CYBERBULLYING



INTERNET BULLYING: “CYBERBULLYING”

- Via E-mail, and instant messaging (most common way); via chat room, Facebook, Twitter.
- Via cell phone and text messaging.
- Study in England showed only 1/3 reported the victimization (Per the AACAP, 7/2003, pg. 751).
- Perpetrators – conduct disorder, learning disabilities, or AD/HD.
- Victims – bipolar, generalized anxiety, sensitive temperaments, AD/HD, Asperger's, learning disabilities.

INTERNET BULLYING:

“CYBERBULLYING” – Cont’d

- Some perpetrators developed web pages and invited peers to make negative comments regarding the victims.
- Cyber-bullying allows bullying outside school bounds, into nights, and on weekends.
- Cyber-bullying allows wide dispersion, remains on E-mail until deleted. It may be read a number of times.
- Cyber-bullying by E-mails can be especially intimidating.
- Mean, vulgar, threatening messages vs. pretending to be someone else vs. release of sensitive information.

Cyberbullying

Why Cyberbullying is Different (per stopbullying.gov)

- 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.
- 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.

Frequency of Cyberbullying

- The 2008–2009 School Crime Supplement (National Center for Education Statistics and Bureau of Justice Statistics) indicates that 6% of students in grades 6–12 experienced cyberbullying.
- The 2011 Youth Risk Behavior Surveillance Survey finds that 16% of high school students (grades 9-12) were electronically bullied in the past year.
- Research on cyberbullying is growing. However, because kids' technology use changes rapidly, it is difficult to design surveys that accurately capture trends.

Cyberbullying Reporting

- **Report Cyberbullying**
- When cyberbullying happens, it is important to document and report the behavior so it can be addressed.
- Don't respond to and don't forward cyberbullying messages.
- Keep evidence of cyberbullying. Record the dates, times, and descriptions of instances when cyberbullying has occurred. Save and print screenshots, emails, and text messages. Use this evidence to report cyberbullying to web and cell phone service providers.
- Block the person who is cyberbullying.
- **Report Cyberbullying to Online Service Providers**
- Cyberbullying often violates the terms of service established by social media sites and internet service providers.
- Review their terms and conditions or rights and responsibilities sections. These describe content that is or is not appropriate.
- Visit social media safety centers to learn how to block users and change settings to control who can contact you.
- Report cyberbullying to the social media site so they can take action against users abusing the terms of service.
- **Report Cyberbullying to Law Enforcement**
- When cyberbullying involves these activities it is considered a crime and should be reported to law enforcement
- Threats of violence
- Child pornography or sending sexually explicit messages or photos
- Taking a photo or video of someone in a place where he or she would expect privacy
- Stalking and hate crimes
- Some states consider other forms of cyberbullying criminal. Consult your state's law enforcement for additional guidance.
- **Report Cyberbullying to Schools**
- Cyberbullying can create a disruptive environment at school and is often related to in-person bullying. The school can use the information to help inform prevention and response strategies.
- In many states, schools are required to address cyberbullying in their anti-bullying policy. Some state laws also cover off-campus behavior that creates a hostile school environment.
- (per stopbullying.gov)

INTERNET BULLYING:

“CYBERBULLYING” – Cont’d

➤ Tough to intervene:

- School can change attitudes
- Parents can join with the school and law enforcement. School administrators must set tone for teachers, teachers for students, for school-wide safety and success.
- Police and computer forensics experts can help.
- Internet companies can provide account info to authorities
- All need to be enlisted as needed.

INTERNET BULLYING:

“CYBERBULLYING” – Cont’d

➤ Teen Angels Program

- 13 to 18 year old volunteers
- Trained by the FBI and local law enforcement
- Online safety, privacy, and security
- Help teach and monitor websites

➤ Websites:

www.cyberbullying.org

www.stoptextbully.org

www.wiredsafety.org

www.deletebullying.org

www.stopbullying.gov

PROFESSIONAL ORGANIZATIONS

AND

RESOURCES

Delaware Bullying Prevention Association

- **What DBPA Does** - Founded in 2005, DBPA is reaching out to all Delaware constituencies including legislative officials, law enforcement, medical doctors, school administrators, school counselors and health professionals, teachers, and parents and their children. DBPA's achievements include:
- Presented the No Bully Delaware Conference 2012 for all Delaware public and charter schools
- DBPA facilitated the writing and filming of "Strings of Fear," a bully prevention movie produced locally in Delaware in 2006 and nominated for a prestigious 2007 TINNY Award in the International Swansea Film Festival held annually in Wales.
- DBPA Board Members were instrumental advocates in getting Delaware's
- **Anti-Bullying Law written and passed in 2006 requiring all Delaware public and**
- **charter schools to implement a Model Policy and program for bullying prevention. For law, see:**
- http://www.doe.k12.de.us/infosuites/students_family/climate/files/BullyingPreventionLaw08schoolyear.pdf
- DBPA Board Members helped write Delaware's Model Policy for implementing bullying prevention in all Delaware public and charter schools. See:
- http://www.doe.k12.de.us/infosuites/students_family/climate/files/Bully%20Prevention%20Policy%20Template%202007rfc.doc
- **DBPA Board Members have presented bully-proofing programs statewide in DE schools**
- **and at conferences to more than 70,000 students and school staff.**
- A DBPA Board Member established and teaches an undergraduate bullying prevention course at Wilmington University and is currently developing the curriculum for graduate level students.
- **DBPA established www.bullyprevention.org providing bullying prevention information**
- **and resources available in Delaware and links to valuable out-of-state resources.**

“Bully Packet” for parents and schools &

- AACAP.org (American Academy of Child and Adolescent Psychiatry)
- AAP.org (American Academy of Pediatrics)
- AMA.org (American Medical Association)
- Chadd.org (Children and Adults with Attention Deficit Disorder)

From AACAP Policy on Bullying 2011

- Promotion of public awareness about the nature, impact, and prevention of bullying;
- Development of safe schools through evidence-based prevention and intervention bullying programs that enhance mutual respect, sensitivity and support of others, tolerance to diversity, and disapproval of bullying;
- Fostering the necessity to report incidents of bullying to school authorities, with safeguards against any threat of retaliation or liability for those who report;
- Monitoring and detecting ongoing bullying incidents, **including oversight to ensure the bully is accountable for his/her actions;**
- Providing school intervention through school counselors or nurses to protect and support students who are being bullied, as well as counseling for perpetrators about the harm inflicted, respect, empathy, tolerance and sensitivity to others; and
- Referral for victims and perpetrators who experience physical and psychological symptoms linked to bullying for me

(Yours truly sought inclusion of the bolded statement above in the Academy's policy)

Effective Outcome

Studies of one bullying prevention program found a 45% decrease in bullying incidents after four years of implementation and a significant decrease in student report of involvement in delinquency, theft, vandalism and school behavior.

(School Psychology Internat. 2007;28: 623-638)

HOPE

ADVOCACY

PERSISTENCE