

CYBERBULLYING & SUICIDE: What Schools Must Do to Protect Students and Districts

Well Aware™



CYBERBULLYING & SUICIDE:

What Schools Must Do to Protect Students and Districts

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Welcome to the 3rd in our new series of webinars for 2011

{ WELL AWARE WEBINARS }

UPCOMING WEBINAR

Sources of Strength

Shifting Teen Social Norms to Counter Risk for Suicide
Thursday, February 24, 2011
3:00–4:30 PM Eastern



[DOWNLOAD THE POWERPOINT](#)

Generation Wired

Social Networking and Engaging Youth in Suicide Prevention
Wednesday, March 23, 2011
3:00–4:30 PM Eastern



[DOWNLOAD THE POWERPOINT](#)
[DOWNLOAD RESOURCE SHEET](#)

Cyberbullying & Suicide

What Schools Must Do to Protect Students and Districts
Tuesday, March 29, 2011
3:00–4:30 PM Eastern
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CYBERBULLYING & SUICIDE:

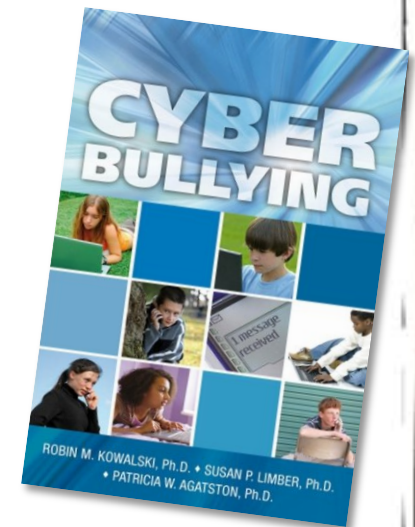
What Schools Must Do to Protect Students and Districts



TODAY'S PRESENTER: PATRICIA AGATSTON, Ph.D.

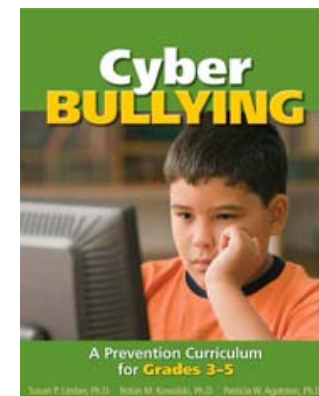
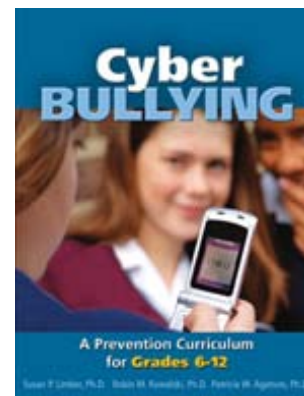


- Leading national expert on cyberbullying, bullying and adolescent suicide prevention
- Co-author of the book, *Cyber Bullying: Bullying in the Digital Age*
- Licensed Professional Counselor and Prevention Specialist with Cobb County School District's Prevention/Intervention Center in Marietta, Georgia
- Researcher who has published on Students' Perspectives on Cyberbullying with Kowalski and Limber



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- ✓ Co-author of the Hazelden Cyber Bullying Curriculum for Grades 6-12 and Grades 3-5
- ✓ Certified trainer and technical assistance consultant for the Olweus Bullying Prevention Program
- ✓ Participant in CDC Expert Panel on Electronic Media and Youth Violence
- ✓ Serves on Board of Directors for the International Bullying Prevention Association and Connect Safely
- ✓ Has been quoted in articles on cyberbullying in The Washington Post, CNET News, Time Magazine, Christian Science Monitor; appeared on CNN and local and national radio and TV



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CYBERBULLYING & SUICIDE:

What Schools Must Do to Protect Students and Districts



What We'll Cover Today

- **PART I—PRIORITY TOPIC: Cyberbullying in the National Spotlight**
- **PART II—SETTING THE STAGE: All About Cyberbullying**
- **PART III—PREVENTION: What Schools Must Do to Prevent Cyberbullying**
- **PART IV—RESPONSE: What Schools Must Do to Respond to Cyberbullying**

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PART I

PRIORITY TOPIC:
Cyberbullying in the National Spotlight

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Bullying, the Internet and Suicide: **TIMELY TOPIC**

CASE IN POINT

FIRST EVER WHITE HOUSE CONFERENCE ON BULLYING held in March 2011 in Washington is call to action for our nation.

CASE IN POINT

U.S. DEPT. OF EDUCATION'S OFFICE FOR CIVIL RIGHTS issued an open letter in October 2010 describing schools' responsibilities in cases of peer harassment and bullying.

CASE IN POINT

NEA NATIONWIDE STUDY OF BULLYING just released in 2011; first-of-its-kind, large-scale research study by NEA and Johns Hopkins University.

CASE IN POINT

IN DEVELOPMENT! SAMHSA WHITE PAPER *USING NEW MEDIA IN SUICIDE PREVENTION: EXISTING EFFORTS AND FUTURE OPPORTUNITIES.* To be posted spring 2011 as a blog on www.suicidepreventionlifeline.org

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CASE IN
POINT



FIRST EVER WHITE HOUSE CONFERENCE ON BULLYING PREVENTION

held on March 10, 2011 in Washington is call to action for our nation.

In-School Policies

In-School Programs

Community-Based Programs

CYBERBULLYING

Campus-Based Programs

Students

Parents

Teachers

Non-profit Leaders

Advocates and Policymakers

CASE IN
POINT



Risk Factors for and Outcomes of Bullying and Victimization

Findings from the NEA Nationwide Study of Bullying

Overview of Cyberbullying

Bullying and Children's Peer Relationships

Effective Strategies to Combat Bullying

Reducing the Effectiveness of Bullying Behavior in Schools

Bullying & the Lesbian, Gay, Bisexual, Transgender, Questioning Community

Bulling and Students with Disabilities

http://www.stopbullying.gov/references/white_house_conference/index.html

CASE IN
POINT



“Overview of Cyberbullying”

Hinduja and Patchin

Presented at the March 10 White House Conference is
a cornerstone summary of research in the cyberbullying arena

Its content is reflected in today’s presentation and is cited as such

Please see URL below to locate “Overview of Cyberbullying” from the White House Conference
on Bullying Prevention, and access full citations on specific reports, articles, papers
and other attributions located throughout “Overview of Cyberbullying”

http://www.stopbullying.gov/references/white_house_conference/index.html



U.S. DEPT. OF EDUCATION'S OFFICE FOR CIVIL RIGHTS issued an open letter on October 26, 2010 describing schools' responsibilities in cases of peer harassment and bullying.



**UNITED STATES DEPARTMENT OF EDUCATION
OFFICE FOR CIVIL RIGHTS**

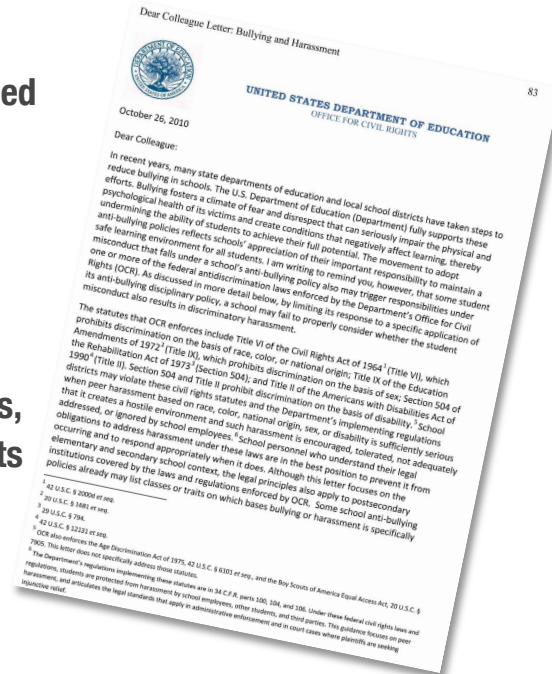
Oct. 26, 2010 letter provides examples of harassment based on race, national origin, gender, sexuality, and disability

It outlines the actions schools should take in response

The Office for Civil Rights helps investigate and resolve hundreds of student complaints of harassment every year

The Office provides technical assistance to school officials, parents, students and others, informing them of their rights and responsibilities

READ THIS IF YOU HAVEN'T ALREADY REVIEWED IT



CASE IN POINT

NEA NATIONWIDE STUDY OF BULLYING just released in 2011; first-of-its-kind, large-scale research study by NEA and Johns Hopkins University.

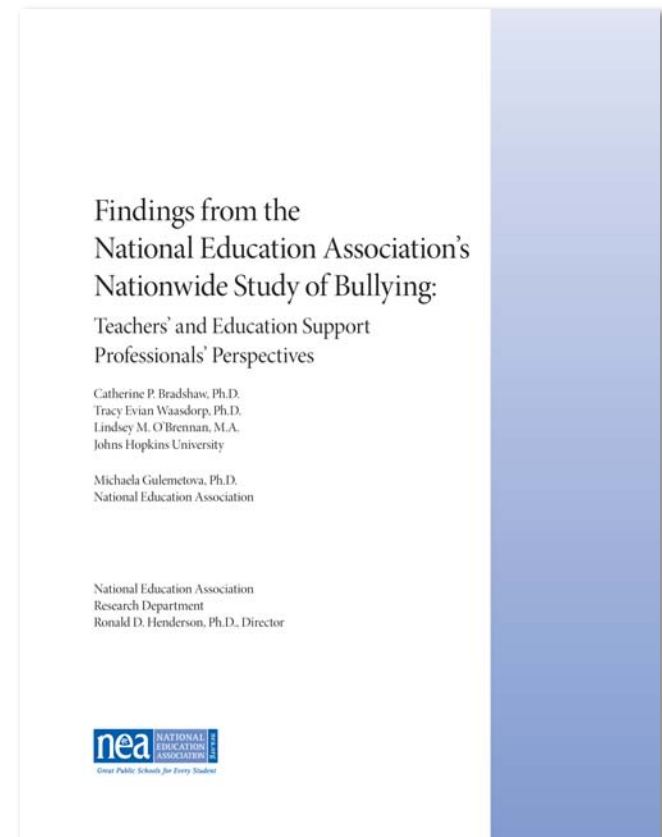
AMONG THE KEY FINDINGS:

School staff perceived bullying to be a problem in their school

Discrepancy between school district policies and staff self-reported training on these policies

Bullying takes many forms

More than half of survey respondents indicated there were few formal bullying prevention activities in their schools



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PART II

SETTING THE STAGE:

All About Cyberbullying

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cyberbullying:

willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices

HINDUJA AND PATCHIN, 2009

Bullying through email, instant messaging, in a chat room, on a website, or through digital messages or images sent to a cell phone.

KOWALSKI, LIMBER, & AGATSTON, 2007



CYBERBULLYING:

WHERE does it commonly occur?

Social networking sites (such as Facebook)

Video-sharing websites (such as YouTube)

Text messaging via cell phone

In 3-D virtual worlds and on social gaming sites (such as HABB0)

In newer interactive sites (such as Formspring and ChatRoulette)

HINDUJA S AND PATCHIN JW, OVERVIEW OF CYBERBULLYING, WHITE HOUSE CONFERENCE ON BULLYING PREVENTION, MARCH 2011

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CYBERBULLYING:

How **COMMON** is it?

“About 20% of 11-18 year olds have been a target”

“About 20% of 11-18 year olds have been an aggressor”

“About 10% of 11-18 year olds have been both”

NOTE: ABOVE DATA FROM 2010 ARE USING THE DEFINITION OF CYBERBULLYING PUT FORTH TO YOUTH AS WHEN SOMEONE “REPEATEDLY MAKES FUN OF ANOTHER PERSON ONLINE OR REPEATEDLY PICKS ON ANOTHER PERSON THROUGH EMAIL OR TEXT MESSAGE OR WHEN SOMEONE POSTS SOMETHING ONLINE ABOUT ANOTHER PERSON THEY DON'T LIKE.”

SOURCE: HINDUJA S AND PATCHIN JW,

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CYBERBULLYING: How **COMMON** is it?

18% had been targeted in the last 2 months

11% had engaged in aggression in last two months

NOTE: ABOVE DATA ARE BASED ON CHILDREN
SELF-REPORTING BEING “BULLIED
(USING THE TRADITIONAL DEFINITION)
THROUGH USE OF TECHNOLOGIES”

SOURCE: KOWALSKI AND LIMBER, 2008

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CYBERBULLYING:

WHERE does it typically occur?

“Adolescents have sometimes taken pictures in a bedroom, a bathroom, or another location where privacy is expected, and posted or distributed them online.”

“More recently, some have recorded unauthorized videos of other teens and uploaded them for the world to see, rate, tag, and discuss.”

HINDUJA S AND PATCHIN JW, OVERVIEW OF CYBERBULLYING,
WHITE HOUSE CONFERENCE ON BULLYING PREVENTION, MARCH 2011

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CYBERBULLYING:

What negative **EFFECTS** can it have on someone?

“Targets report feeling **depressed, sad, angry and frustrated.**”

HINDUJA & PATCHIN, 2007, 2008A, 2009; KOWALSKI, LIMBER, SCHECK, REDFEARN, ALLEN, CALLOWAY, & FARRIS, 2005; KOWALSKI & LIMBER, 2007; LI, 2007A, 2007B; PATCHIN & HINDUJA, 2006; WILLIAMS & GUERRA, 2007; YBARRA & MITCHELL, 2004

“Targets report feeling **afraid or embarrassed to go to school.**”

“Research has shown a correlation between cyberbullying and **low self-esteem, family problems, academic problems, school violence, and delinquent behavior.**”

HINDUJA & PATCHIN, 2007, 2008A, 2009; PATCHIN & HINDUJA, 2010; YBARRA, DIENER-WEST, & LEAF, 2007; YBARRA & MITCHELL, 2004

**AS ONE
TEENAGER
STATED:**



*" It makes me hurt
both physically and
mentally.*

*It scares me and
takes away all my
confidence.*

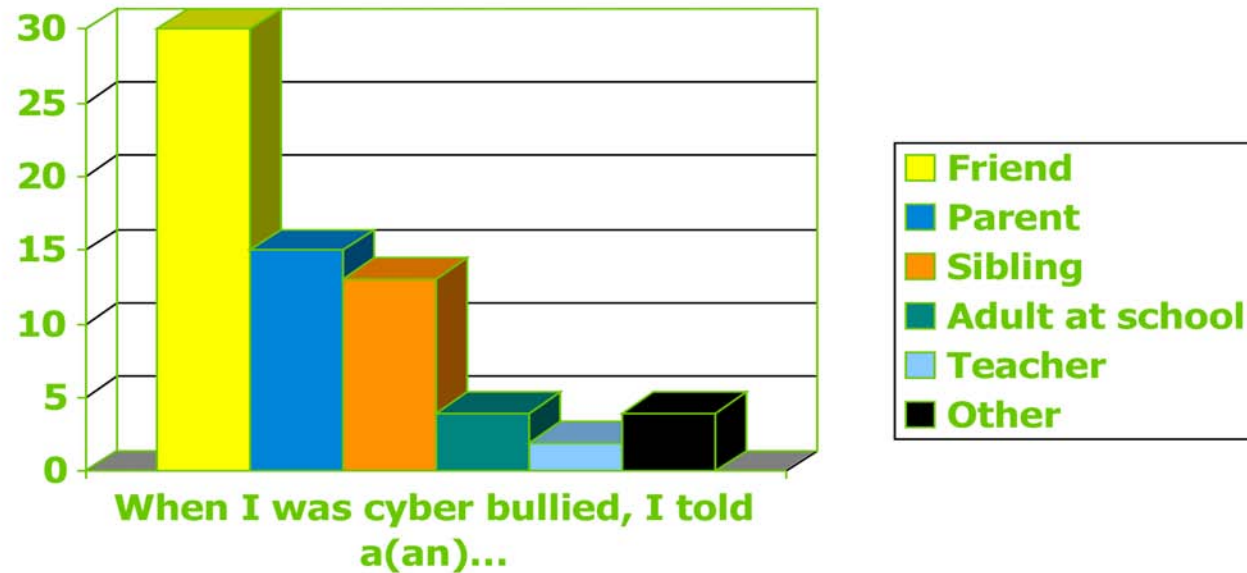
*It makes me feel
sick and
worthless."*

HINDUJA S AND PATCHIN JW, OVERVIEW OF CYBERBULLYING,
WHITE HOUSE CONFERENCE ON BULLYING PREVENTION, MARCH 2011

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CYBERBULLYING:

WHO do targets of cyberbullying tell?



KOWALSKI AND LIMBER, IN PREPARATION

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CYBERBULLYING:

Why don't kids tell **ADULTS?**



- >> Fear of loss of technology
- >> Not sure who is targeting them
- >> May get into trouble because they have also caused harm
- >> Believe adults may make things worse

AGATSTON, KOWALSKI AND LIMBER, 2011

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CYBERBULLYING:

What negative **EFFECTS** can it have on someone?

“Just as has been found with bullied youth, cyberbullied youth report having suicidal thoughts, and there have been a number of youth in the United States who were victimized and took their own lives.”



HINDUJA & PATCHIN, 2010A

CYBERBULLYING:

Does cyberbullying **CAUSE SUICIDE?**

Some **FACTS** to counter common myths

1. Suicide is a **complex** and **multifaceted** act that represents the end result of a combination of factors in any individual.
2. Children who die by suicide possess certain **vulnerabilities** and exhibit certain **risk factors**.
3. Bullying may **trigger** a suicide attempt or completion, but bullying isn't known to singularly **“cause” suicide**.

TAKE NOTE! The psychological autopsy research literature includes the findings that getting into trouble with the law is one trigger for youth suicide.

Life stressors, such as interpersonal losses
(breaking up with a girlfriend or boyfriend)
and **legal or disciplinary problems** are associated with
completed suicide and suicide attempts,
even after adjusting for psychopathology and antecedent social, family and personality factors.

BEAUTRAIS, 2001; BRENT ET AL., 1993c; Gould et al., 1996; Marttunen et al., 1993; Rich et al., 1988; Runeson, 1990; Beautrais et al., 1997; Fergusson et al., 2000; Lewinsohn et al., 1996; Brent et al., 1993c; Gould et al., 1996).

Arch Suicide Res. 2010 Jul;14(3):206-21.

Bullying, cyberbullying, and suicide.

Hinduja S, Patchin JW.

Department of Criminology and Criminal Justice, Florida Atlantic University, Jupiter, Florida 33458-2906, USA. hinduja@fau.edu

Abstract

Empirical studies and some high-profile anecdotal cases have demonstrated a link between suicidal ideation and experiences with bullying victimization or offending. The current study examines the extent to which a nontraditional form of peer aggression--cyberbullying--is also related to suicidal ideation among adolescents. In 2007, a random sample of 1,963 middle-schoolers from one of the largest school districts in the United States completed a survey of Internet use and experiences. Youth who experienced traditional bullying or cyberbullying, as either an offender or a victim, had more suicidal thoughts and were more likely to attempt suicide than those who had not experienced such forms of peer aggression. Also, victimization was more strongly related to suicidal thoughts and behaviors than offending. The findings provide further evidence that adolescent peer aggression must be taken seriously both at school and at home, and suggest that a suicide prevention and intervention component is essential within comprehensive bullying response programs implemented in schools.

PMID: 20658375 [PubMed - indexed for MEDLINE]

CYBERBULLYING:

How is it different from traditional **BULLYING?**

- 1.** “Targets sometimes do not know **who the bully is or why they are being targeted**—aggressors can hide behind screen names and anonymous email addresses”
- 2.** “Hurtful actions are **viral**, so many people—at school, in the neighborhood, city, world—can be involved in a cyber-attack”



HINDUJA S AND PATCHIN JW, OVERVIEW OF CYBERBULLYING,
WHITE HOUSE CONFERENCE ON BULLYING PREVENTION, MARCH 2011

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CYBERBULLYING:

How is it different from traditional **BULLYING**?

3.

“It can be easier to be **cruel from a distance** because the aggressor doesn’t have to see the response from the target”

4.

“Many adults don’t have **technological know-how** to keep track of what youth are doing online, and so the target’s experience—and the bully’s actions—may go unchecked, and cyberbullies may feel there are few if any consequences for their actions”



HINDUJA S AND PATCHIN JW, OVERVIEW OF CYBERBULLYING, WHITE HOUSE CONFERENCE ON BULLYING PREVENTION, MARCH 2011

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CYBERBULLYING:

How is it different from traditional **BULLYING?**



5.

“Many youth are connected to technology 24/7, so they are **susceptible to victimization and victimizing around the clock**”

6.

“It may be **easier to be hateful using typed words** rather than spoken words face-to-face”

HINDUJA S AND PATCHIN JW, OVERVIEW OF CYBERBULLYING, WHITE HOUSE CONFERENCE ON BULLYING PREVENTION, MARCH 2011

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CYBERBULLYING:

How is it **SIMILAR TO** traditional bullying?

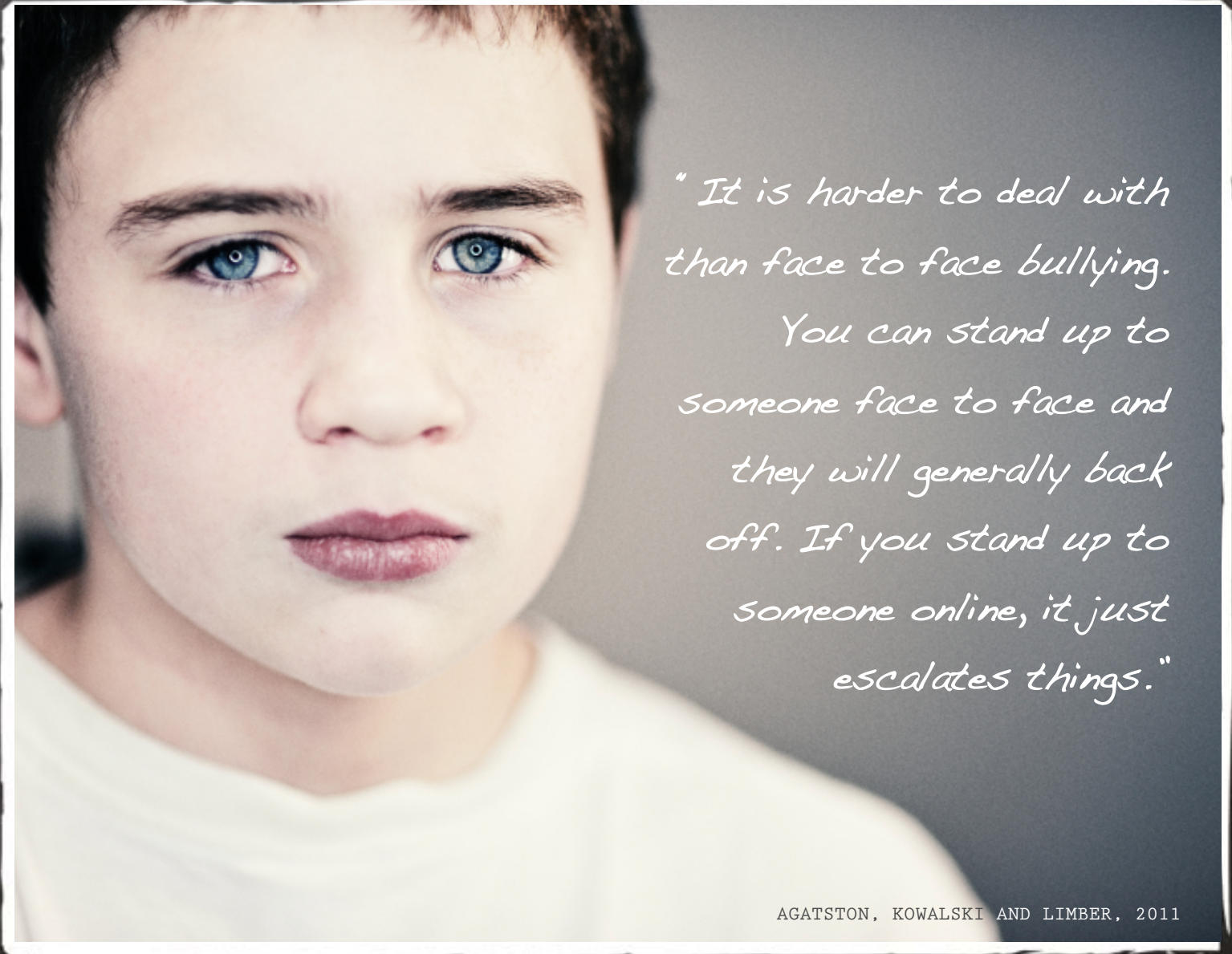
“About half of cyberbullying targets and offenders report also experiencing traditional, offline bullying”

HINDUJA & PATCHIN, 2009

“Traditional bullies are more than twice as likely to be both targets and aggressors of electronic forms of bullying as compared with those who do not engage in traditional bullying”

HINDUJA & PATCHIN, 2008

“Targets of offline bullying were 2.7 times as likely to also be a target of cyberbullying as compared with those who hadn’t experienced offline bullying”



"It is harder to deal with than face to face bullying. You can stand up to someone face to face and they will generally back off. If you stand up to someone online, it just escalates things."

AGATSTON, KOWALSKI AND LIMBER, 2011

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CYBERBULLYING:

Does prevention of it belong in **SCHOOLS?**

“Cyberbullying can affect the mission, value system, and goals of a school.”

“Even if cyberbullying originates off-campus, it can lead to the same problematic outcomes on campus, because social and relational fallout frequently carries over into the school environment.”

HINDUJA S AND PATCHIN JW, OVERVIEW OF CYBERBULLYING,
WHITE HOUSE CONFERENCE ON BULLYING PREVENTION, MARCH 2011

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CYBERBULLYING:

Does prevention of it belong in **SCHOOLS?**

“Schools are often implicated in a large number of cyberbullying incidents because this activity mostly involves students who know one another, rather than involving strangers.”

“Cyberbullying can compromise the safety and well-being of students.”

“Cyberbullying can undermine the positive school climate that teachers, staff, and administrators have worked to create.”

HINDUJA S AND PATCHIN JW, OVERVIEW OF CYBERBULLYING,
WHITE HOUSE CONFERENCE ON BULLYING PREVENTION, MARCH 2011

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CONSIDER:

We *must* engage **youth** so they move from:



INITIATOR

to DISENGAGED ONLOOKERS to POSITIVE DEFENDERS

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PART III

PREVENTION:

**What Schools MUST Do
to PREVENT Cyberbullying**

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CYBERBULLYING:

What should schools do to PREVENT IT?

The screenshot shows a web browser window displaying the NASBE State School Healthy Policy Database search results. The browser's address bar shows the URL: http://nasbe.org/healthy_schools/hs/search.php?sel_st=wild&sel_cat=wild&sel_top=wild&txt_policy=cyber&search=Search. The page features the NASBE logo (National Association of State Boards of Education) and the title "State School Healthy Policy Database". A navigation menu includes links for "About", "View by State", "View by Topic", "*National Guidelines*", "Staff Picks", "Search", "Other Databases", and "Link to Us". Search filters are set to "State: ALL", "Category: ALL", and "Topic: ALL". The keyword "cyber" is entered in the "Keyword(s)" field. Below the search filters, three policy categories are listed: "Curriculum and Instruction" (highlighted in green), "Injury and Violence Prevention Education" (highlighted in blue), and "New Hampshire" (highlighted in grey). The "Curriculum and Instruction" section is expanded, showing a document icon and the text: "Last Updated: 5/28/2010. The [Health Education Curriculum Guidelines](#) (2003) recommends students in grades K-12 receive instruction in violence prevention education. However, RSA 193-F:4 (2001) does not require the inclusion of any pupil safety and violence prevention curriculum, textbook, presentation, or other material in any program or activity."

www.nasbe.org/healthy_schools/hs/index.php

CYBERBULLYING:

What should schools do to **PREVENT IT?**

Massachusetts



Last Updated: 8/25/2010

✓ Staff Pick

Bullying/Harassment. [General Laws Chapter 71](#) (2010) defines bullying as “the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim’s property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school.” The statute prohibits bullying on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school or through the use of technology or an electronic device owned, leased or used by a school district or school. In addition, it prohibits bullying at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school. It also prohibits retaliation against those reporting or providing information about bullying incidents.

CYBERBULLYING:

What should schools do to **PREVENT IT?**

Massachusetts

Cyberbullying: [General Laws Chapter 71](#) (2010) defines "Cyber-bullying" as bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

The statute prohibits bullying, whose definition including cyberbullying. Each school district must develop a plan to address bullying prevention and intervention, including cyberbullying. The plan must include professional development for staff that addresses information on the nature and incidence of cyberbullying and internet safety issues as they relate to cyberbullying. In addition, every public school providing computer access to students must have a policy regarding internet safety measures to protect students from inappropriate subject matter and materials that can be accessed via the internet and must notify parents or guardians of the policy.

CYBERBULLYING:

What should schools do to **PREVENT IT?**

Massachusetts

[General Law 71](#) (2010) requires each school district, charter school, non-public school, approved private day or residential school and collaborative school to develop, adhere to and update a plan to address bullying prevention and intervention in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians. The plan must be updated at least biennially. Requirements of the plan are outlined in the statute. The Department of Education developed the [Model Bullying Prevention and Intervention Plan](#) (2010) as guidance for the districts. Each school district must annually provide written notice of the relevant student-related sections of the plan to students and parents, and the entire written plan to staff. The plan must also be posted on the website of each school district or school. Each school principal or the person who holds a comparable position shall be responsible for the implementation and oversight of the plan at his school. Staff are required to immediately report any instances of bullying or retaliation they have witnessed or become aware of to the principal or named school official in charge of the plan. Additional requirements upon report of an incident are outlined in the statute. Further, the statute includes guidance for bullying incidents involving students from multiple districts and students who have graduated but are still under age 21. The statute requires the Department of Education to periodically review school districts, charter schools, approved private day or residential schools and collaborative schools to determine whether the districts and schools are in compliance with this act.



Massachusetts Department of Elementary and Secondary Education

Model Bullying Prevention and Intervention Plan

The Department of Elementary and Secondary Education (Department) created the Model Bullying Prevention and Intervention Plan required under M.G.L. c. 71, § 37O, in consultation with state agencies, school personnel, advocacy organizations, and other interested parties. The Model Plan's format parallels the draft *Behavioral Health and Public Schools Framework*, and is designed to be used by schools and school districts as a framework for developing local Plans. In some sections there are examples of specific language that can be incorporated into local Plans, and in others there are recommendations for decision-making and planning strategies. Schools and districts may choose to use this format for creating their own Bullying Prevention and Intervention Plans, or develop an alternative format. A sample incident reporting form is attached as Appendix A.

Please note that in the Model Plan and in other Department publications we use the word "target" instead of "victim" and "aggressor" instead of "perpetrator."

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Don't miss checking this out!

Model Bullying Prevention and Intervention Plan

The Department of Elementary and Secondary Education (Department) created the Model Bullying Prevention and Intervention Plan under M.G.L. c. 71B, § 27C, in consultation with various stakeholders, including parents, educators, and students. The Model Plan is intended to be used as a guide for schools and districts in developing their own bullying prevention and intervention plans. Schools and districts are encouraged to adapt the Model Plan to meet their specific needs and circumstances. The Model Plan is available in both English and Spanish. For more information, please contact the Department at (617) 890-2000.

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Bullying Prevention and Intervention Resources

BULLYING HEADLINES:

- 03/04/11 [Technical Assistance Advisory SPED 2011-2: Bullying Prevention and Intervention](#)
- 03/04/11 [Addressing the Needs of Students with Disabilities in the IEP and in School Bullying Prevention and Intervention Efforts](#)

BULLYING NEWS ARCHIVES

1. [Model Bullying Prevention and Intervention Plan](#)
2. [General Department Updates and Information](#)
3. [Laws and Regulations](#)
4. [Evidence Based Programs, Curricula, and Practices](#)
5. [Parent Information](#)
6. [Resources from State Agencies](#)
7. [Additional Resources](#)
8. [Definition of Bullying](#)

1. Model Bullying Prevention and Intervention Plan:

<http://www.doe.mass.edu/bullying/#1>

CYBERBULLYING:

What should schools do to **PREVENT IT?**

1. GATHER TOGETHER A MULTIDISCIPLINARY GROUP OF STAKEHOLDERS. Without broad representation, collaboration and commitment from all arenas, your efforts will be tough to sustain.

>> Massachusetts model recommends bringing together teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, guardians.

>> Consultation with these diverse stakeholders should also be carried out when plan is updated, which Massachusetts recommends be done every two years.

MODEL BULLYING PREVENTION AND INTERVENTION PLAN, MASSACHUSETTS DEPARTMENT
OF ELEMENTARY AND SECONDARY EDUCATION, AUGUST 2010

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2. SURVEILLANCE AND DATA GATHERING TO DETERMINE EXTENT OF PROBLEM IN YOUR SCHOOL OR COMMUNITY.



This is key so you understand how prevalent the issue is, how it's currently being addressed (or not addressed), followed up on, what may be warranted, and how your school climate can be improved.

3.

CONDUCT AN ADMINISTRATIVE REVIEW OF THE SCHOOL'S HARASSMENT AND BULLYING POLICIES.

It's vital that these policies allow for consistent and appropriate school response toward students who engage in cyberbullying.



HINDUJA S AND PATCHIN JW, OVERVIEW OF CYBERBULLYING,
WHITE HOUSE CONFERENCE ON BULLYING PREVENTION, MARCH 2011

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3. CONDUCT AN ADMINISTRATIVE REVIEW OF THE SCHOOL'S HARASSMENT AND BULLYING POLICIES.

>> ESTABLISH CLEAR RULES ABOUT USE of the Internet, computers, and other electronic devices, making sure to cover online harassment.

>> IF THEIR POLICY COVERS IT, CYBERBULLYING INCIDENTS that occur at school are well within a school's legal authority to intervene. So are incidents that originate off campus but ultimately result in a substantial disruption of the learning environment.

>> THE SCHOOL THEN NEEDS TO MAKE IT CLEAR TO ALL members of the school community that these behaviors are unacceptable and corrective action will be taken to address the cyberbullying for both aggressor and target.

HINDUJA S AND PATCHIN JW, OVERVIEW OF CYBERBULLYING,
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4.

EDUCATE STUDENTS ABOUT RESPONSIBLE INTERNET INTERACTIONS

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- >> **STUDENTS NEED TO LEARN ABOUT RESPONSIBLE COMPUTER USE** and safety, what is acceptable and unacceptable regarding use of computers, both at school and off campus.
- >> **TEACHERS SHOULD DISCUSS ISSUES RELATED TO APPROPRIATE USE** of online communications technology in various areas of the general curriculum—and not just in technology-related classes.
- >> **SIGNAGE SHOULD BE POSTED IN SCHOOL COMPUTER LABS,** hallways, and classrooms to remind students to use technology responsibly.
- >> **STAFF CAN DEVELOP ANONYMOUS WAYS FOR STUDENTS TO REPORT INCIDENTS.** Post a web form on the school's website, create email account forwarded to counselor or assistant principal, and provide a cell phone number to which students can text their concerns.

HINDUJA S AND PATCHIN JW, OVERVIEW OF CYBERBULLYING,
WHITE HOUSE CONFERENCE ON BULLYING PREVENTION, MARCH 2011

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OFFER TRAINING WORKSHOPS FOR STAFF to familiarize them with social media, cyberbullying and school policy.



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5. OFFER TRAINING WORKSHOPS FOR STAFF to familiarize them with social media, cyberbullying and school policy.

>> **ALTHOUGH A VAST MAJORITY OF SCHOOL** employees (93%) report that their district had implemented a bullying prevention policy, just over half of all staff (54%) had received training related to that policy.

>> **CYBERBULLYING AND SEXTING WERE IDENTIFIED** as areas where all staff needed additional training.

>> **WITH REGARD TO SPECIAL POPULATIONS**, areas of greatest need for additional training related to sexual orientation, gender issues and disability.

>> **OFFER TRAINING FOR ALL SCHOOL STAFF, INCLUDING** administrators, teachers and support personnel—those in school transportation, food service, security, etc.

NEA NATIONWIDE STUDY OF BULLYING, 2011

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OFFER TRAINING WORKSHOPS FOR STAFF to familiarize them with social media, cyberbullying and school policy.

These programs and curricula have a staff training component:

- >> Olweus
- >> Hazelden Cyberbullying Curriculum
- >> Consult Cyberbullying: Bullying in the Digital Age
- >> PBIS Committee for Children
- >> Common-Sense Media for Teaching Digital Citizenship

NEA NATIONWIDE STUDY OF BULLYING, 2011

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6.

ENGAGE PEER LEADERS AND PEER MENTORING

to help shift social norms among youth toward attitudes of empathy, and a school climate that is caring and supportive.

- >> **PEER LEADERS CAN EMPHASIZE THAT THE VAST MAJORITY** of youth do the right thing with their computers and cell phones, and that wise Internet use is the social norm.
- >> **PEER LEADERS CAN CREATE AN “HONOR CODE” THAT IDENTIFIES** cyberbullying as inappropriate, and help convey this code as “sacred” among their fellow students.
- >> **PEER LEADERS CAN SHARE IMPORTANT REMINDERS** about responsible Internet use over the school audio or video morning announcements on a weekly basis.

HINDUJA S AND PATCHIN JW, OVERVIEW OF CYBERBULLYING,
WHITE HOUSE CONFERENCE ON BULLYING PREVENTION, MARCH 2011

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Sources of Strength

in Cobb County Schools (Marietta, GA) is adapted to address bullying prevention; shifting of social norms among adolescents through use of peer leaders; provide resilience for people being targeted by bullying and cyberbullying.

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Sources Strength

2009 addition to the **National
Best Practices Registry**

Winner of the national 2005 **Public Health Practice
Award** from the American Public Health Association (APHA)
(Epidemiology Section)

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Promotes **8 critical protective factors** linked to overall psychological wellness and reduced suicide risk:

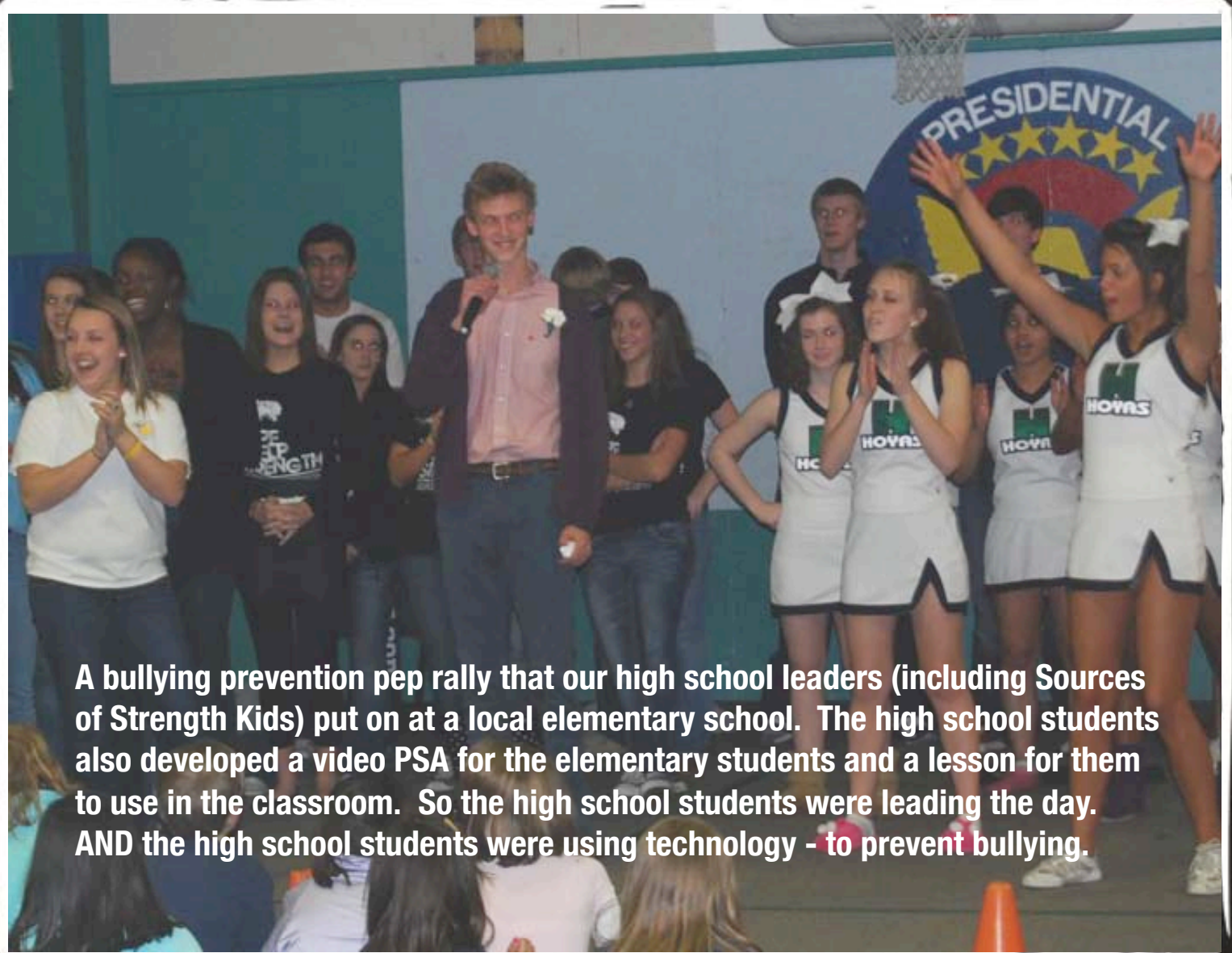


Sources  of Strength
Connecting peers and caring adults...

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A bullying prevention pep rally that our high school leaders (including Sources of Strength Kids) put on at a local elementary school. The high school students also developed a video PSA for the elementary students and a lesson for them to use in the classroom. So the high school students were leading the day. AND the high school students were using technology - to prevent bullying.

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Saturday, March 26, 2011, hundreds of students at Harrison High School in Kennesaw, GA participated in the filming of a "Lip Dub" music video, a mass video production done in one continuous shot. The song is a production of the national campaign "Sources of Strength: Teens Helping Teens" in association with Harrison Broadcasting & Cobb Education Television.



6

ENGAGE PEER LEADERS AND PEER MENTORING



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ENGAGE PEER LEADERS AND PEER MENTORING

Began in 2007 in Nova Scotia ... has now become a global movement: International Stand Up to Bullying Day

The screenshot shows the website for International Stand Up to Bullying Day. At the top, there is a navigation menu with links for Home, Help, Photos, FAQ, Contact, and Register. Below the menu is a large collage of images showing people participating in the event, including wearing white pledge shirts, holding signs, and standing in a circle. The main content area is divided into two columns. The left column is titled 'Welcome to the Movement!' and includes a sub-section 'The Basics:' which lists three steps: 1) Send a loud, non-confrontational message of resistance to bullies, 2) Identify themselves to victims as a source of support willing to help, and 3) Draw attention to the effects of bullying, and stimulate passive bystanders into action. The right column is titled 'How to Participate' and explains that participants receive access to materials to help organize and promote the day. At the bottom right, there is a 'Register Here' button and a section for 'Already Registered?'.

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6. ENGAGE PEER LEADERS AND PEER MENTORING

Another Story of Courage and Caring:

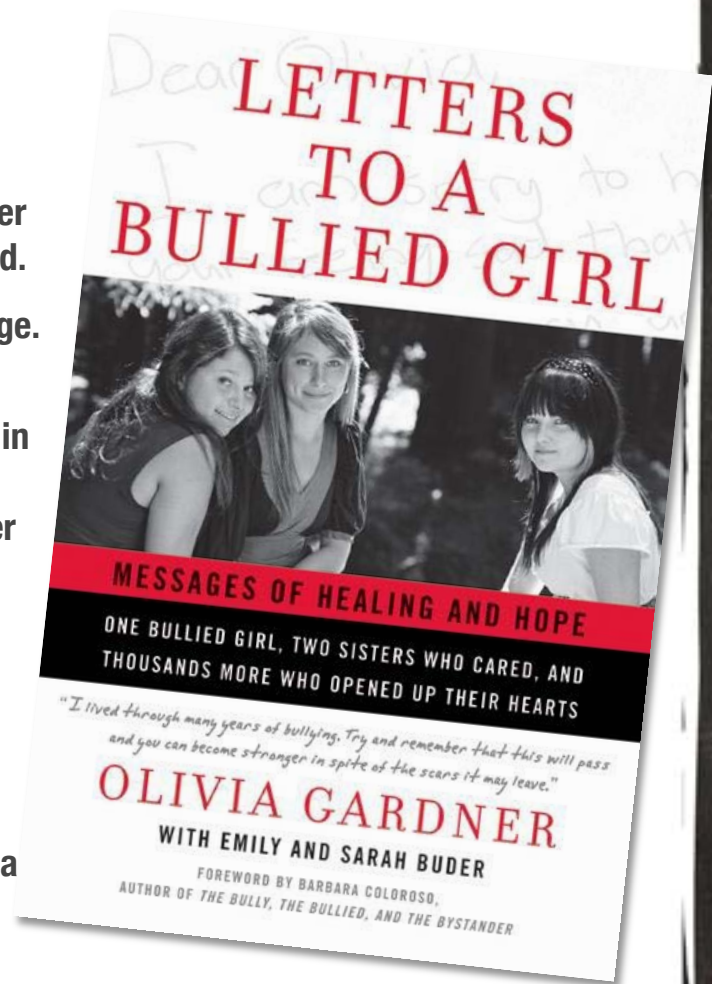
WHO: Olivia Gardner, teen in California

WHAT: Bullying starts in 6th grade when Olivia, who has epilepsy, had a seizure and classmates called her “retard” and dragged her backpack through the mud.

THEN: Bullies launched an “OLIVIA HATERS” Web page.

NEXT: After she switched schools, kids heard about how her former classmates treated her, and started in again. In a third school, students started wearing plastic bracelets declaring their hatred for Olivia. Her bullying spanned two years and 3 different schools. She was depressed and had to be home schooled.

WOW: After a story featuring Olivia ran in a local newspaper, two teenage sisters from a different school launched a letter writing/email campaign to share their own stories with Olivia and give her support. These letters have since been published in a book, “Letters to a Bullied Girl.”





PART IV

RESPONSE:

**What Schools MUST Do
to RESPOND to Cyberbullying**

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7.

ADDRESS CYBERBULLYING IMMEDIATELY.

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7.

ADDRESS CYBERBULLYING IMMEDIATELY.

A. REPORT bullying or retaliation

Can be done by staff, students, parents or guardians, and others

B. RESPOND to a report of bullying or retaliation

Restore a sense of safety to alleged target; responses may include creating personal safety plan, pre-determining seating on bus, in class, at lunch; appointing a staff member to act as a “safe person” for the target, altering the aggressor’s schedule and access to target

MODEL BULLYING PREVENTION AND INTERVENTION PLAN, MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION, AUGUST 2010

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ADDRESS CYBERBULLYING IMMEDIATELY.

C. INVESTIGATE promptly all reports of bullying or retaliation

Consider all available information known, including nature of allegation(s) and ages of students involved

Interview students, staff, witnesses, parents or guardians, and others as necessary

Principal or designee, in consultation with school counselor as appropriate can conduct interviews

Maintain written record of the investigation

MODEL BULLYING PREVENTION AND INTERVENTION PLAN, MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION, AUGUST 2010

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ADDRESS CYBERBULLYING IMMEDIATELY.

D. DETERMINATION based on all facts and circumstances to substantiate

Take reasonably calculated steps to prevent recurrence

Do not restrict target from participating in school or in benefiting from school activities

Determine what remedial action is required and if disciplinary action is warranted

Notify parents or guardians of target and aggressor about results of investigation and action taken to prevent further acts of bullying or retaliation

Make sure all notices to parents comply with applicable state and federal privacy laws and regulations

MODEL BULLYING PREVENTION AND INTERVENTION PLAN, MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION, AUGUST 2010

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For cyberbullying incidents that do not result in significant harm, a student may be required to create anti-cyberbullying posters to be displayed throughout the school. Or an older student can give a brief presentation to younger students about the importance of using technology in ethically-sound ways.

The behavior must be discouraged while sending a message to the school community that bullying in any form is wrong and will not be permitted.



DEVELOP CREATIVE RESPONSE STRATEGIES, depending on the level of harassment and resultant harm done.

HINDUJA S AND PATCHIN JW, OVERVIEW OF CYBERBULLYING,
WHITE HOUSE CONFERENCE ON BULLYING PREVENTION, MARCH 2011

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9.

SCHOOL ADMINISTRATORS SHOULD WORK WITH PARENTS to convey to their children that cyberbullying behaviors are taken seriously and not trivialized.



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PARENTS CAN USE AN “INTERNET USE CONTRACT” and a “Cell Phone Use Contract” to foster a crystal-clear understanding about what is and is not appropriate with respect to the use of technology. The contract can be posted in a highly visible place to remind the child of his/her pledged commitment.

PARENTS CAN ENCOURAGE YOUTH TO TAKE ADVANTAGE OF PRIVACY settings within social networking sites to help reduce the chance that they will fall victim to cyberbullying.

IF PARENTS DISCOVER THEIR CHILD IS CYBERBULLYING OTHERS, and if the incident is severe, they may want to install tracking or filtering software, or remove technology privileges altogether or a period of time.

HINDUJA S AND PATCHIN JW, OVERVIEW OF CYBERBULLYING,
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LAUNCHED AT
MARCH 2011
WHITE HOUSE
CONFERENCE

Managed by the U.S. Dept. of Health and Human Services
in conjunction with the Dept. of Justice
and Dept. of Education

The screenshot shows the StopBullying.gov website in a browser window. The browser's address bar displays 'http://www.stopbullying.gov/'. The website header features the 'STOP BULLYING .gov' logo and navigation links for 'About Us', 'News Room', 'References & Resources', and 'Special Topics'. A search bar is located on the right side of the header. Below the header, there are several menu items: 'Home', 'Kids', 'Teens', 'Young Adults', 'Parents', 'Educators', and 'In The Community'. The main content area includes a large image of a young person looking down, with a text box stating 'Bullying is a Serious Problem' and a 'Read More' button. To the right of this image is a yellow sidebar with the text 'what is BULLYING?', 'RECOGNIZE the warning signs', and 'how do I GET HELP?'. Below the main content area, there are three smaller sections: 'Cyberbullying' with a photo of a girl on a phone, 'White House Conference on Bullying Prevention March 10' with a logo, and 'LGBT Bullying' with a rainbow flag.



Launch of **IT GETS BETTER PROJECT** in Sept. 2010 spurs a worldwide movement

- 10,000 user-created videos
- 35 million online views
- Its own song
- Book released March 22, 2011
- Celebrity videos and testimonials
- Pledges from people gay and straight

www.itgetsbetter.org

CYBERBULLYING & SUICIDE:

What Schools Must Do to Protect Students and Districts



Access this PPT at www.wellawaresp.org/webinars.php

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CYBERBULLYING & SUICIDE:

What Schools Must Do to Protect Students and Districts



Well Aware™ *A Youth Suicide Prevention Program
for Education Policymakers and Influencers*

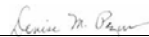
Certificate of Participation

THIS CERTIFICATE IS PRESENTED TO:

Susan Smith, Ph.D.

In recognition of attendance at the national Well Aware™ webinar:
CYBERBULLYING AND SUICIDE:
What Schools Must Do to Protect Students and Districts

March 29, 2011: 1.5 contact hours


Senior Editor, Well Aware™

3/30/2011
Date

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CYBERBULLYING & SUICIDE: What Schools Must Do to Protect Students and Districts

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**CYBERBULLYING & SUICIDE:
THANK YOU FOR JOINING US TODAY!**

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