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THE PARENT CHILD CENTER
OF TULSA

Anti-Bullying Collaboration Director

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The Parent Child Center of Tulsa

Our Mission: preventing child abuse and neglect through education, treatment, and advocacy.

The Anti-Bullying Collaboration (ABC)

is a Collective Impact project of

The Parent Child Center of Tulsa and is comprised of more than 30 cross-sector partners including education, mental-health, advocacy, parent groups, and more.

Our mission: to promote a safe, civil, and respectful community by preventing bullying among children, youth, and adults.

Presentation Scope and Sequence

Bullying Definitions

- 1) Dan Olweus
- 2) Ken Rigby
- 3) Academy of Pediatrics
- 4) American Psychological Association
- 5) Oklahoma Statute Definition
- 6) CDC Uniform Definition of Bullying

Data Review

- 1) Oklahoma State Department of Education
- 2) Oklahoma State Department of Health
- 3) The Final Report and Findings of the Safe School Initiative

Legislative Recommendations

- 1) Bullying definition alignment
- 2) Compliance
- 3) Oklahoma Academic Standard Integration K-12
- 4) Provide for student social-emotional well-being and safety K-12

Bullying Definitions

Dan Olweus

"A person is bullied when he or she is exposed, **repeatedly and over time**, to negative actions on the part of one or more other persons, and **he or she has difficulty defending himself or herself.**"*

This definition includes three important components:

1. Bullying is aggressive behavior that involves **unwanted, negative actions**.
2. Bullying involves a **pattern** of behavior repeated over time.
3. Bullying involves an **imbalance of power** or strength.

In his writings, Dr. Olweus is very clear that bullying is **peer abuse** that should not be tolerated under any circumstances.

Ken Rigby

“Bullying is the systematic **abuse of power** by others in interpersonal relations.”*

1. Bullying involves **acting wrongfully**.
2. Bullying is **morally unacceptable**.
3. Bullying is an **inappropriate use of power**

Power may be interpreted as the product of intended effects.

1. An **imbalance of power** between the would-be perpetrator and the target exists.
2. This imbalance brings about certain effects such as **submission or the humiliation** of another person.

Academy of Pediatrics*

Bullying is **unwanted, aggressive behavior** among school-aged children that involves a real or perceived power imbalance.

- The behavior is, or can be, **repeated over time**.
- Bullying includes threats, spreading rumors, physical or verbal attacks, and intentional exclusion or marginalization.
- Bullying can take place in or outside of school.
- **Cyberbullying** takes place via phones or computers, can happen anytime, and can be as harmful as in-person bullying.

American Psychological Association**

Bullying is a form of **aggressive behavior** in which someone intentionally and **repeatedly** causes another person injury or discomfort.

- Bullying can take the form of physical contact, words or more subtle actions.
- **The bullied individual typically has trouble defending him or herself and does nothing to “cause” the bullying.**

§70-24-100.3. School Safety and Bullying Prevention Act

"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;**

Center for Disease Control and Prevention and U.S. Department of Education Uniform Definition of Bullying

Bullying Is:

1. any **unwanted** aggressive behavior(s) by another youth or group of youths
 2. who are not siblings or current dating partners
 3. that involves an **observed or perceived power imbalance** and
 4. is repeated **multiple times or is highly likely to be repeated.**
- Bullying may inflict **harm** or distress on the targeted youth including physical, psychological, social, or educational harm.
 - A young person can be a perpetrator, a victim, or both (also known as a “bully/victim”).
 - A **power imbalance** is the attempt by the **perpetrator(s)** to use observed or perceived personal or situational characteristics to **exert control over the targeted youth’s behavior or limit the victim’s ability to respond or stop their aggression.**

Data Review

Oklahoma Sources

Oklahoma State Department of Education:
Safe and Drug Free School Annual Report

Oklahoma State Department of Health
Oklahoma Youth Risk Behavior Survey

Oklahoma State Department of Education

Safe and Drug Free School Annual Report: 9-12

Incident Type	2010-2011	2011-2012	2012-2013 176,656	2014-2015 184,074	2016-2017 188,966
Bullying without physical injury	9,320	1,770	1,799	949	858
Bullying with physical injury	245	108	98	24	15

2017 YOUTH RISK BEHAVIOR SURVEY RESULTS

Oklahoma High School Survey

Trend Analysis Report

Total
Injury and Violence

Health Risk Behavior and Percentages

Linear Change*

Quadratic Change*

Change from
2015-2017[†]

1991	1993	1995	1997	1999	2001	2003	2005	2007	2009	2011	2013	2015	2017
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QN23: Percentage of students who were bullied on school property (ever during the 12 months before the survey)

									17.5	16.7	18.6	20.4	21.3
									Increased, 2009-2017			Not available	No change

QN24: Percentage of students who were electronically bullied (counting being bullied through texting, Instagram, Facebook, or other social media, ever during the 12 months before the survey)

									15.6	14.3	14.5	16.1	
									No linear change			Not available	No change

The Oklahoma YRBS is a randomized, statewide survey. Statewide surveys are administered by the Oklahoma State Department of Health using the established CDC protocol and in partnership with the CDC in the spring of odd-numbered years.

Questions

1. Bullying investigations are not taking place in high school
2. Students don't know how to report bullying
3. Students have limited to no access to reporting resources (staff/electronic) at school
4. Students choose not to report bullying in high school hindered by social implications (feelings of weakness, shame, or fear conditions will worsen)
5. Teachers are less likely to confront older or more aggressive students when bullying or other harmful behaviors exist fearing for their own safety
6. The persuasive notion that bullying doesn't exist among high school students is a cultural norm

Questions

7. Schools don't want to be associated with or be acknowledged as having a bullying problem
8. Reporting compliance issues exist among Oklahoma public school districts
9. Confusion about the definition of bullying exist
10. Portions of the definition of bullying, as defined by Oklahoma statute, do not align with student experience
11. One-time incidents of bullying that are highly likely to occur are not considered/coded bullying behavior
12. “Coding” issues exist (example: cyberbullying is not a stand alone code)
13. Safe School Committees* are not being utilized to full potential

The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States

– US Secret Service & US Department of Education July 2004

- Finding

- Many attackers felt bullied, persecuted, or injured prior to the attack.

- Explanation

- Almost three-quarters of the attackers felt persecuted, bullied, threatened, attacked, or injured by others prior to the incident (71 percent).
- In several cases, individual attackers had experienced bullying and harassment that was long-standing and severe.
- In some of these cases the experience of being bullied seemed to have a significant impact on the attacker and appeared to have been a factor in his decision to mount an attack on the school.

Oklahoma State Department of Education

Safe and Drug Free School Annual Report: 9-12

Incident Type	2012-2013 176,656	2014-2015 184,074	2016-2017 188,966
Fighting without physical injury	3,244	2,925	3,242
Fighting with physical injury	268	251	248
Aggravated assault*	119	218	227
Truants	12,174	10,643	8,530
Hate crimes	11	6	11
Suicide attempts	26	57	73
Suicides completed	7	9	8

***§21-646. Aggravated assault and battery defined.**

When great bodily injury is inflicted upon the person assaulted; "great bodily injury" means bone fracture, protracted and obvious disfigurement, protracted loss or impairment of the function of a body part, organ or mental faculty, or substantial risk of death.

Oklahoma State Department of Education

Safe and Drug Free School Annual Report: **K-12**

Incident Type	2012-2013 629,128	2014-2015 644,318	2016-2017 650,809
Bullying without physical injury	10,676	5,341	4,543
Bullying with physical injury	540	303	145
Fighting without physical injury	15,898	13,869	14,482
Fighting with physical injury	1,096	811	848
Aggravated assault*	726	1,345	1,727

***§21-646. Aggravated assault and battery defined.**

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Oklahoma State Department of Education

Safe and Drug Free School Annual Report: **K-12**

Incident Type	2012-2013 629,128	2014-2015 644,318	2016-2017 650,809
Truants	15,981	15,115	12,682
Hate crimes	85	36	39
Suicide attempts	32	78	113
Suicides completed	12	9	12

Legislative Recommendations

Oklahoma Law and Policy Analysis

In 2010, the U.S. Department of Education reviewed state laws and identified 11 key components common among many of those laws.

DEFINITIONS		
Key Components	Present in Oklahoma State Laws and Regulations	Present in Oklahoma Model Policy
Purpose	YES	YES
Scope	YES	YES
Prohibited Behavior	YES	YES
Enumerated Groups *	NO	NO

DISTRICT POLICY REVIEW & DEVELOPMENT		
Key Components	Present in Oklahoma State Laws and Regulations	Present in Oklahoma Model Policy
District Policy	YES	YES
District Policy Review	YES	NO

DISTRICT POLICY COMPONENTS		
Key Components	Present in Oklahoma State Laws and Regulations	Present in Oklahoma Model Policy
Definitions	YES	YES
Reporting	YES	YES
Investigations	YES	YES
Written Records	YES	YES
Consequences	YES	YES
Mental Health	YES	YES

ADDITIONAL COMPONENTS		
Key Components	Present in Oklahoma State Laws and Regulations	Present in Oklahoma Model Policy
Communications	YES	YES
Training/Prevention	YES	YES
Transparency	YES	YES
Monitoring	YES	YES
Legal Remedies *	NO	NO

Legislative Recommendations

- Align Oklahoma definition of bullying to the CDC's Uniform Definition of Bullying
- Establish compliance rules for Oklahoma public school districts regarding site-based reporting, prevention, and intervention practices
- Establish compliance rules for Oklahoma public school districts regarding site-based Safe School Committee practices

Legislative Recommendations

- Integrate social-emotional learning Oklahoma Academic Standards K-12*
- Provide funding for school-based mental-health services, research-based curriculum to prevent anti-social behavior and promote positive youth development**, and school counselor(s) who solely focus on the social-emotional well-being and safety of students in Oklahoma public schools

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