



**COLORADO**  
Department of Education

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# Bullying Prevention in a Virtual World

August 3, 2020

Adam Collins, Ph.D.

[Collins\\_A@cde.state.co.us](mailto:Collins_A@cde.state.co.us)

303.866.6622



# Session Objectives



Participants will learn:

- Specific strategies and activities that can be implemented to reduce cyberbullying
- How to engage families in cyberbullying prevention efforts
- How to blend bullying prevention strategies to reduce traditional bullying and cyberbullying



# Basics of Bullying



# What is Bullying?

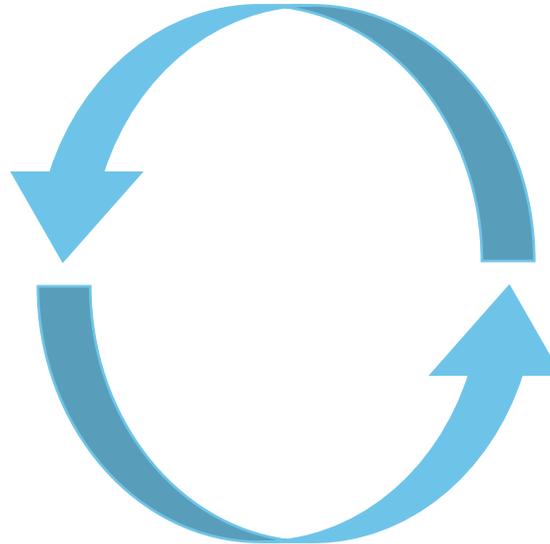


## Three Components that Define Bullying

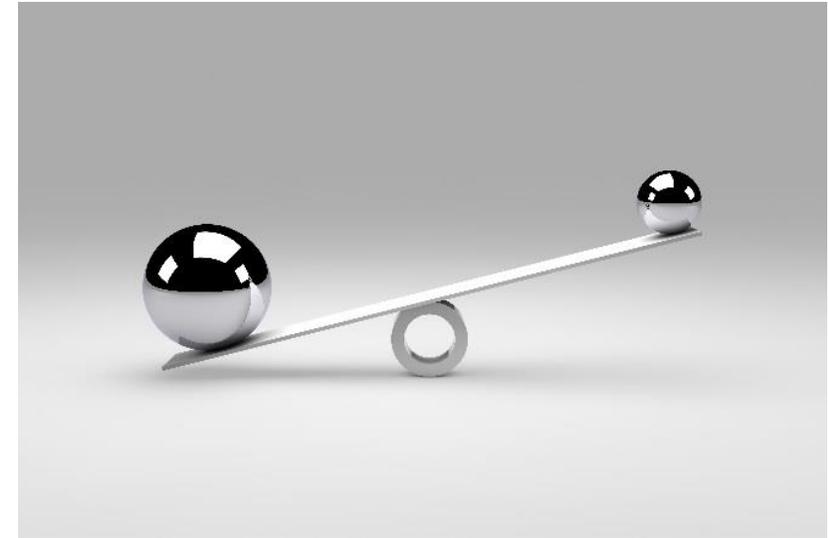
Intent



Repeated



Imbalance of Power



(See Gladden et al., 2014)



# What is Bullying?



## Three **Types** of Bullying

Physical



Verbal



Relational



(See Gladden et al., 2014)



# What about Cyberbullying?

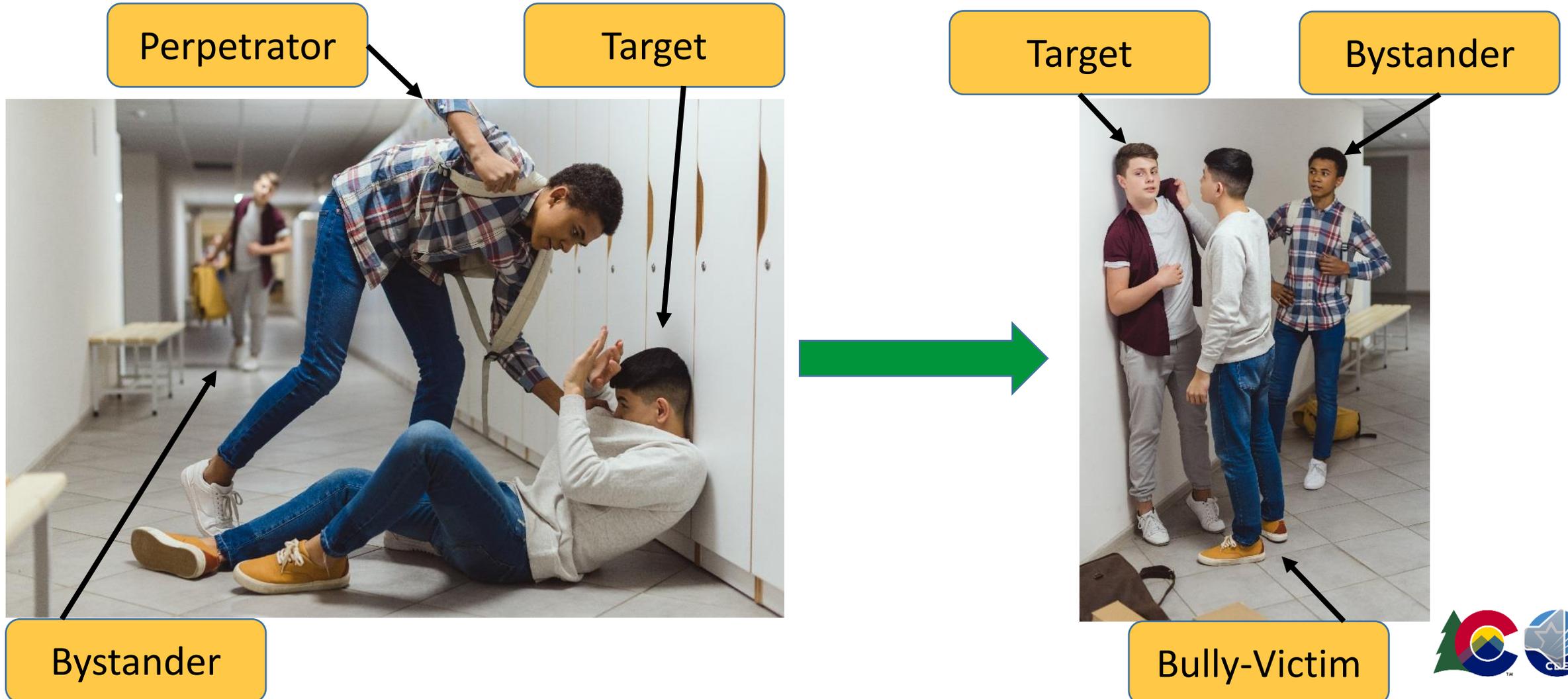
- NOT a type of bullying
- Spans across the other types of bullying
- CDC considers cyberbullying a context or location



# What is Bullying?



## Four Roles in Bullying



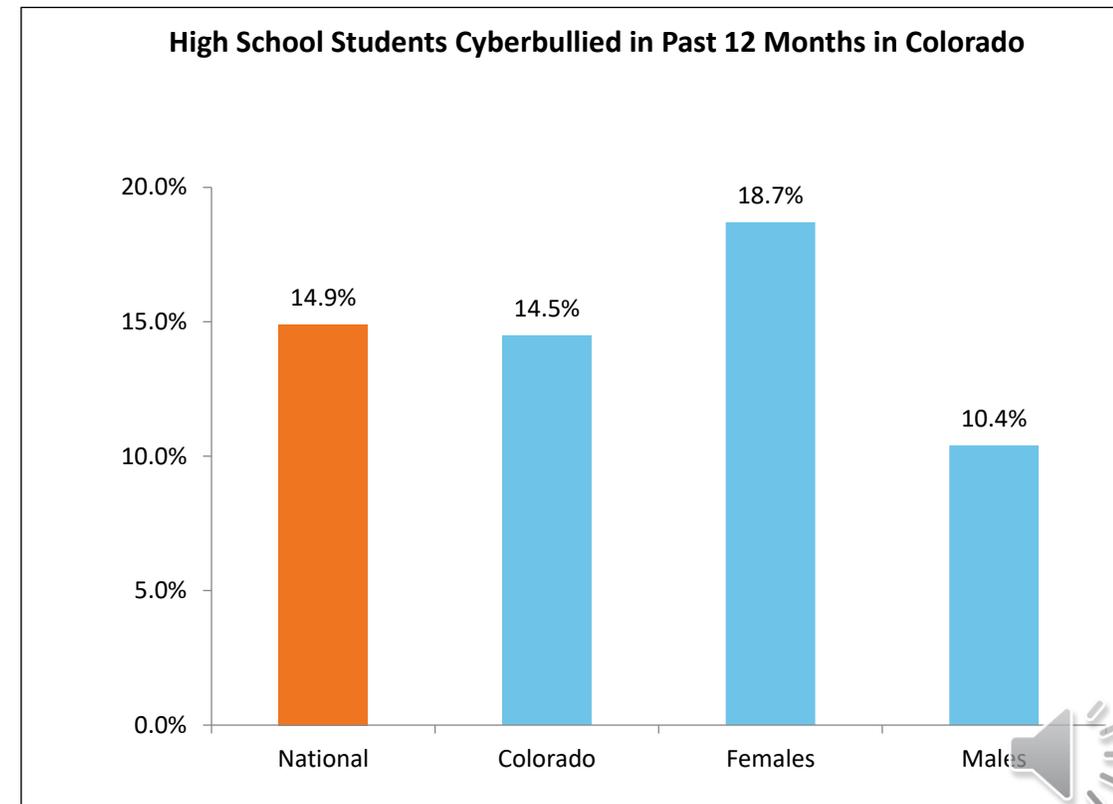
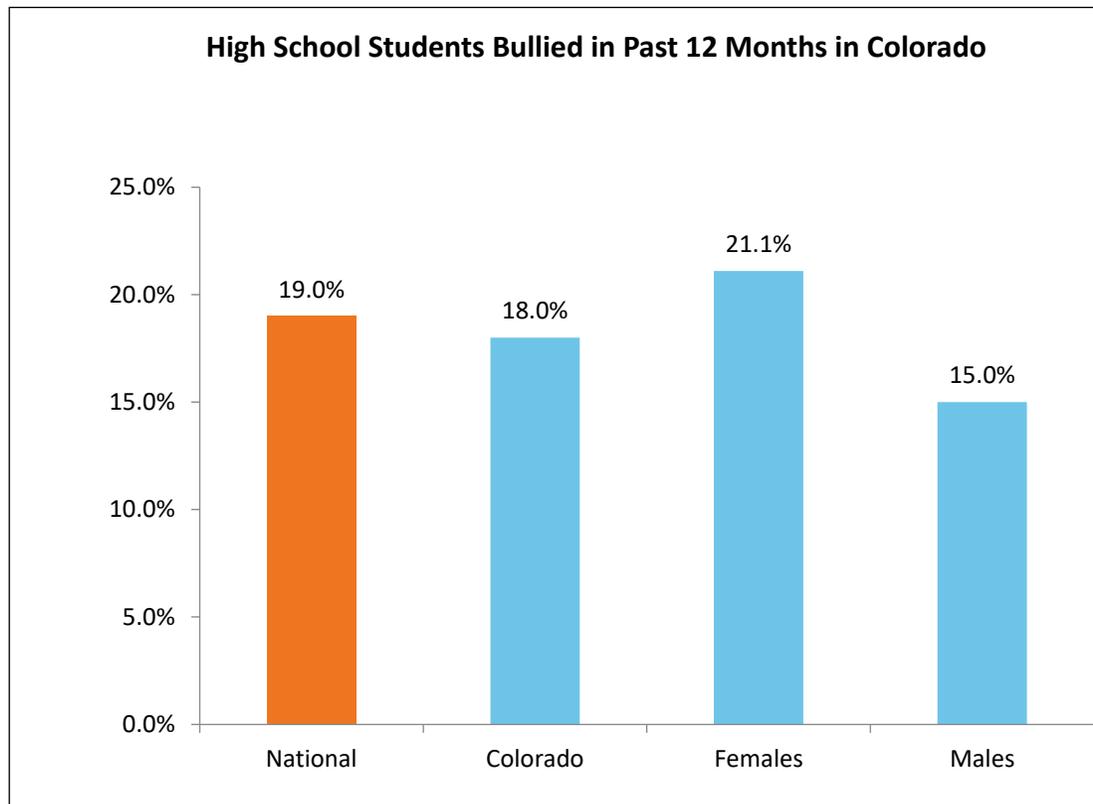
# Prevalence of Bullying



- Bullying affects thousands of students each year. About 15% - 30% of students report being a part of bullying as either a target or perpetrator

(see Rivara & Le Menestrel, 2016)

- In Colorado (Healthy Kids Colorado Survey, 2017; YRBS, 2017)





## Internalizing Symptoms

(Gini & Pozzoli, 2013; Hunter et al., 2014; Kidger et al., 2015; Klomek et al., 2009; 2015; Patchin, 2006; see Ttofi et al., 2011)

Somatic  
Symptoms



Anxiety

Self-Harm

Depression



## Externalizing Symptoms

(Espelage et al., 2013; Nakamoto & Schwartz, 2010; Radliff et al., 2012; Reijntjes et al., 2011)

Lower Grades

Lower Test Scores

Substance Abuse



Truancy

Delinquency

Aggression

# What Works in Bullying Prevention?

# What Works in Bullying Prevention

- Ttofi and Farrington (2011)
  - Certain program elements are more effective at reducing bullying
    - More intensive programs (20 hours or more)
    - Improved playground supervision
    - Firm disciplinary methods (removal of privileges, stay close to teacher during recess)
    - Parent training and meetings
  - Certain program elements *increased* bullying
    - Peer mediation
    - Peer mentoring
    - Encouraging bystander intervention to prevent bullying



- **Cyberbullying Risk Factors** (see Kowalski, Limber, & McCord, 2019)

- **Individual Risk Factors**

- Involvement in traditional bullying
- Time spent online
- Going online for social purposes
- Engaging in risky online behaviors
- Being female
- Low self-esteem

- **Familial Risk Factors**

- High rates of family conflict
- Poor parental attachment

- **School Risk Factors**

- Feeling unsafe at school



# What Works in Bullying Prevention



- **Cyberbullying Protective Factors** (see Kowalski, Limber, & McCord, 2019)
  - **Individual Protective Factors**
    - High self-esteem
    - High social intelligence
    - High rates of empathy
    - More effective emotion management skills
    - Self-efficacy in defending oneself
  - **Familial Protective Factors**
    - Collaboratively working with children to safely use the Internet
    - Warmth
    - Authoritative parenting style (i.e., high levels of warmth and control)
  - **School Protective Factors**
    - High perceptions of school safety
    - Positive school climate





- Parent and Caregiver Training
  - How to help their children safely navigate the Internet [\(Hinduja & Patchin, 2009\)](#)
  - Knowing warning signs their child is being cyberbullied [\(Hinduja & Patchin, 2015\)](#)
    - And how to have a conversation with their child if they see the warning signs [\(Hinduja & Patchin, 2013\)](#)
  - Building a positive relationship with their child around use of technology [\(Hinduja & Patchin, 2015\)](#)
  - Have clear expectations for use of technology with their children [\(Hinduja & Patchin, 2015\)](#)
  - What to do when your child is cyberbullied [\(Hinduja & Patchin, 2018\)](#)

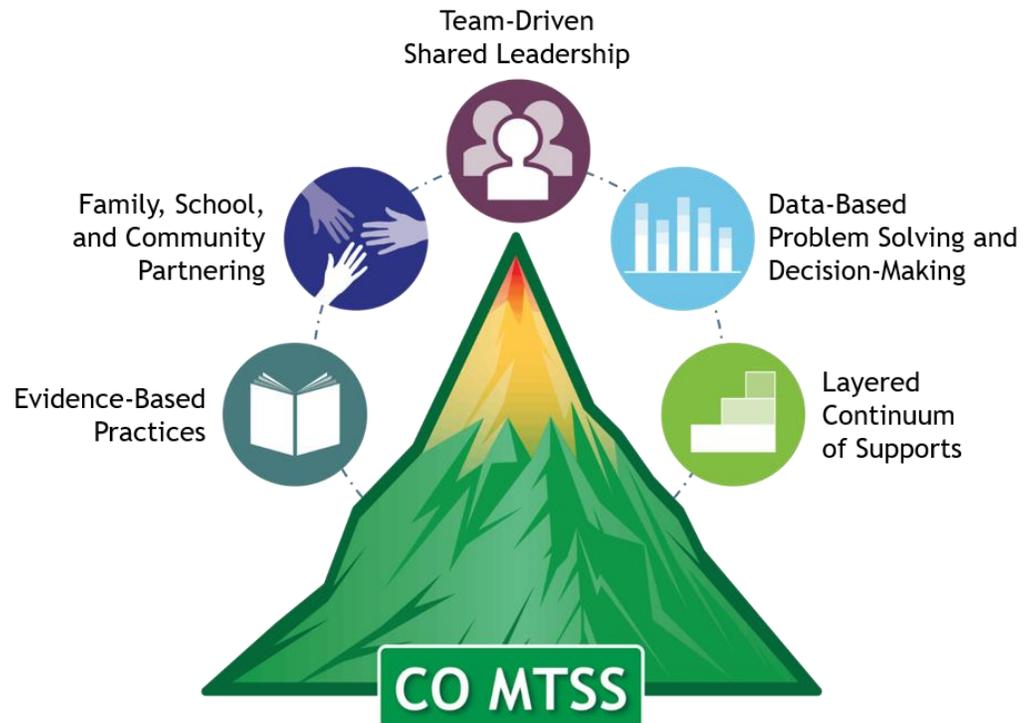


# Blending Bullying Prevention Strategies to Address Traditional and Cyberbullying

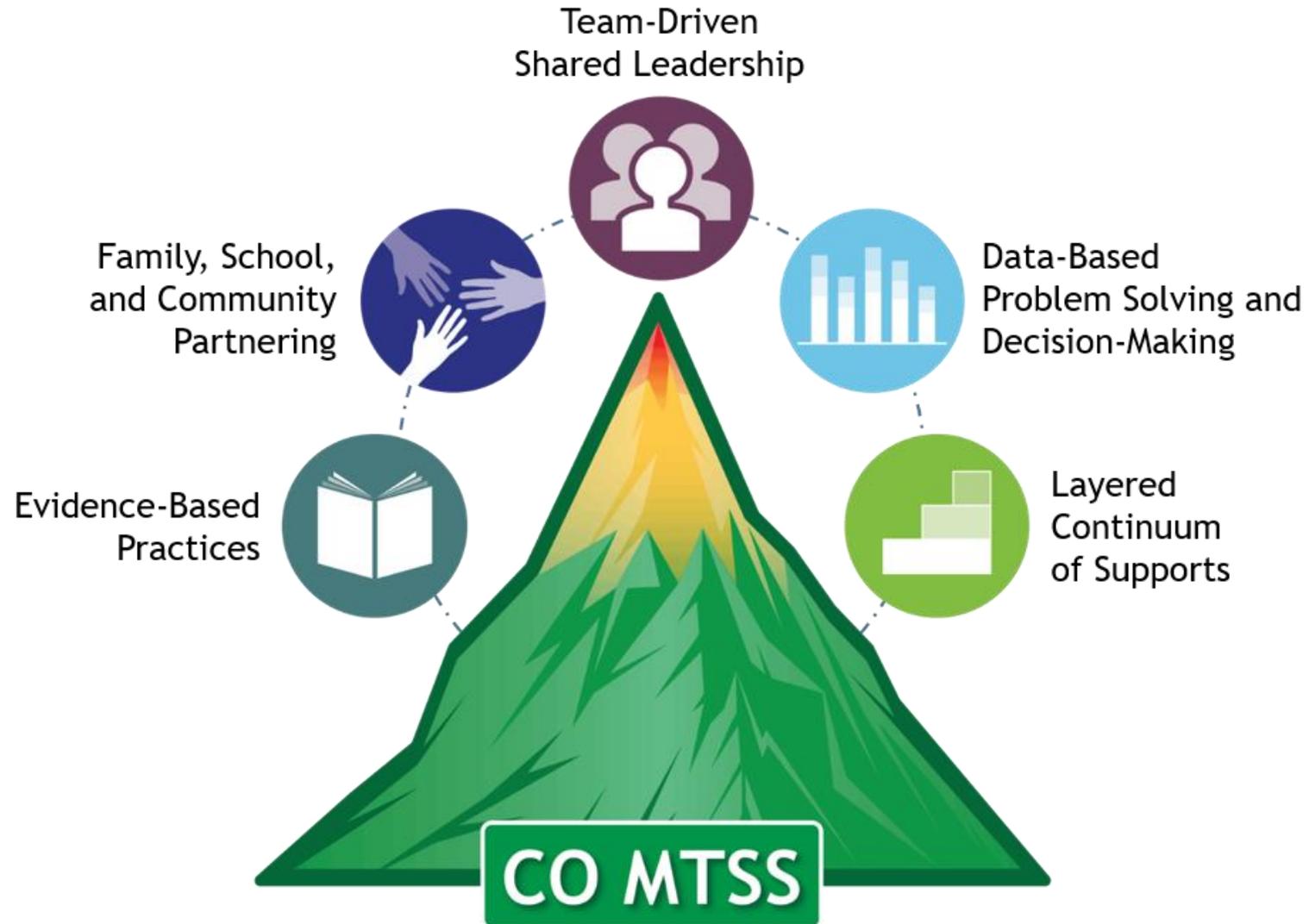


# Traditional and Cyber Prevention

- Ttofi and Farrington (2011)
  - More intensive programs are more effective
- Kowalski, Limber, & McCord (2019)
  - Traditional bullying is a risk factor for cyberbullying



# Multi-Tiered System of Supports



# Preventing Bullying with a Multi-Tiered System of Supports



Framework of the BPEG

7 sections

Informed by the empirical literature

Aligns with the components of MTSS

## School Bullying Prevention and Education Grant Self-Assessment

### Instructions

The School Bullying Prevention and Education Grant (BPEG) Self-Assessment is designed to support BPEG grantees in their implementation of the project. Many of the items on the self-assessment relate to grant activities and can serve as a fidelity measure for the annual report to the Colorado Department of Education (CDE). In addition, this self-assessment provides guidance on school strengths and weaknesses related to preventing bullying and can be used to determine next steps and goals for the Bullying Prevention Committee (BPC). This document is not meant to represent all of the activities and considerations that are part of the BPEG.

The BPEG Self-Assessment should be completed by the BPC at least annually with the support of the Implementation Coach. When each assessment is completed, sum all of the points and write this number in the blank space provided (i.e., "Raw score of \_\_\_\_\_"). To calculate the percentage of points received, divide the number of raw points by the total number of possible points and write this number in the blank space provided (i.e., "\_\_\_\_\_%").

A summary of all raw scores and percentages can be transferred into the table below. In the "Area to Focus" section, write the item numbers that are priorities for the BPC until the next self-assessment is completed.

School:	District:	Date:	
Assessment	Raw Score	Percentage	Area to Focus
Bullying Prevention Committee			
School Climate and Culture			
Bullying Prevention Curriculum			
Surveys and Data			
Family, School, and Community Partnering			
Student Voice			
Bullying Prevention Policy			





- Bullying Prevention Committee
- Climate and Culture
- Evidence-Based Curriculum
- Surveys and Data
- Family, School, and Community Partnering
- Student Voice
- Policy



- Use an evidence-based bullying prevention curriculum (see BPEG website)
- Identified evidence-based programs
  - Positive Behavioral Interventions and Supports (PBIS)
  - Positive Action
  - Second Step
  - Olweus Bullying Prevention Program

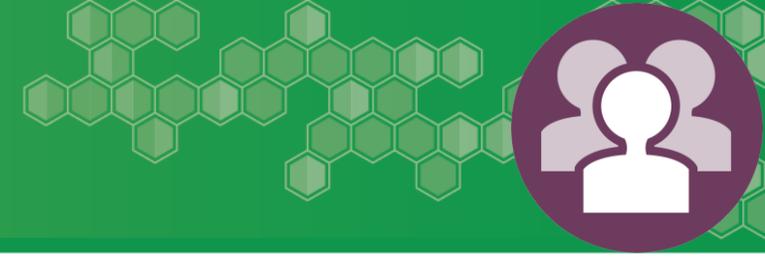
UNIVERSITY OF  
**Nebraska**  
Lincoln

COLLEGE OF EDUCATION AND HUMAN SCIENCES  
Educational Psychology

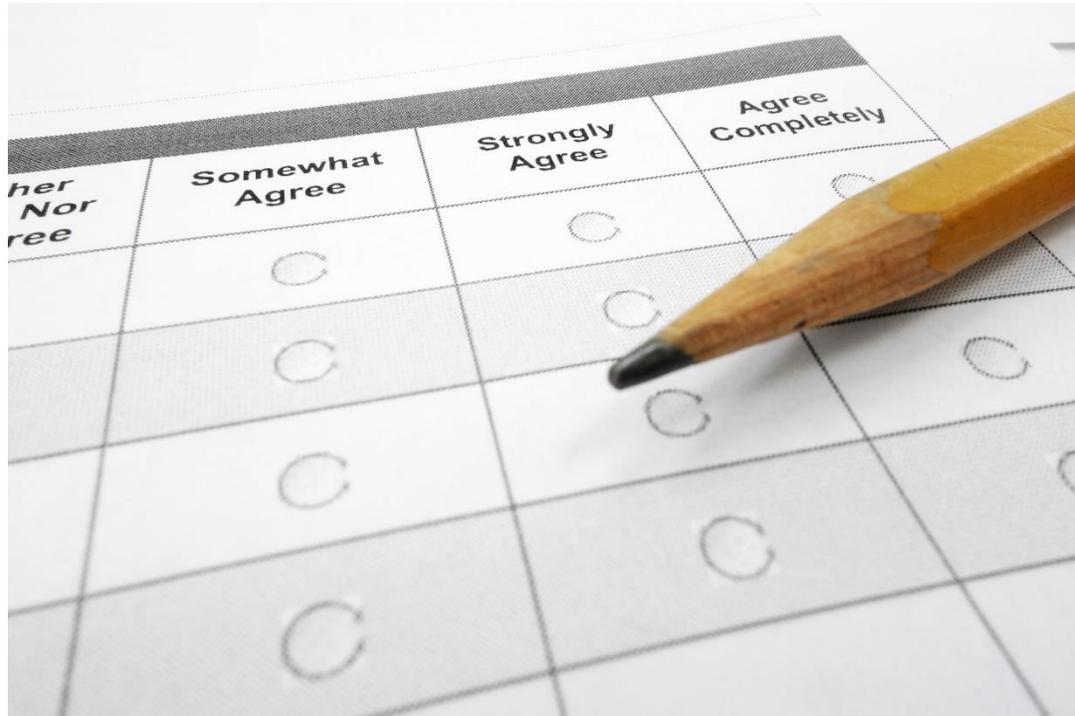
## Guidance for Selecting an Evidence-Based Bullying Prevention Program

*Program review for:*  
*Colorado Department of Education: Office of Learning Supports*

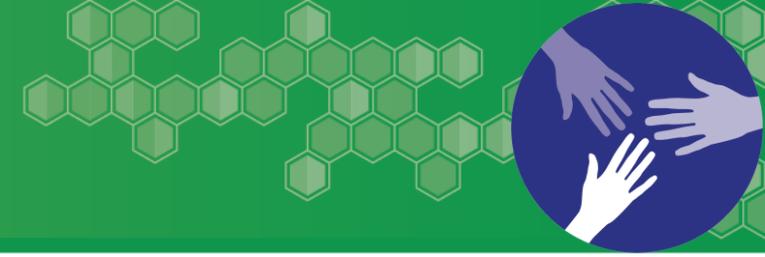




- Have a team at your school lead the bullying prevention work
  - Already existing PBIS or school climate team
- Effective Teaming Practices
  - Team roles (facilitator, note taker)
  - Norms and expectations
  - Agenda
  - Executive-level team member
  - Range of stakeholder representation



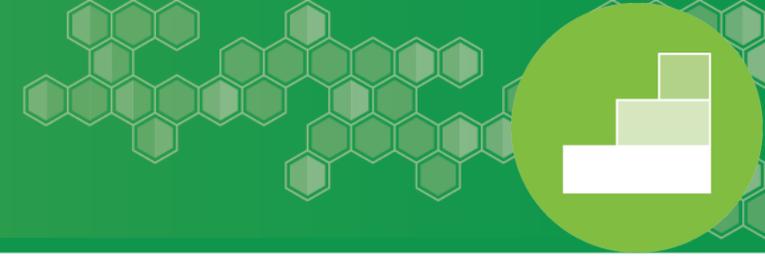
- We are in uncharted territory
- What does bullying look like now?
- Collect data directly from students when possible
  - Have they been the target of bullying during online learning?
  - If so, how were they bullied?
- Needs to be at the individual district and school level because COVID has led each school and district to adapt uniquely



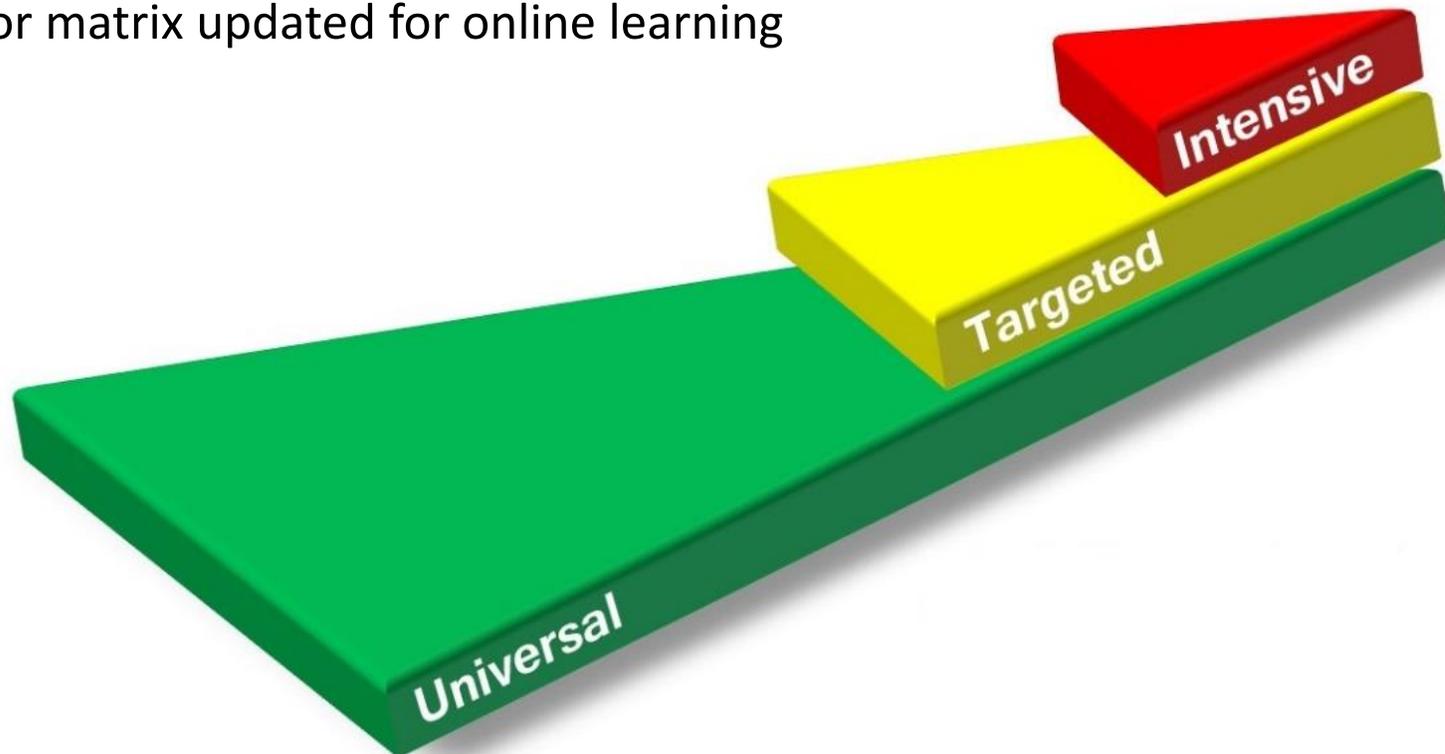
- Inclusive environment for families
  - How do we engage families in a virtual world?
  - Those families that have secure access to Internet for their students are just a click away from engaging with teachers
  - Virtual “in-person” meetings
  - Teacher office hours
- Building Family Self-Efficacy
  - Trainings to support parents and caregivers in their children’s academic lessons
  - Trainings on bullying prevention



# Layered Continuum of Supports



- Develop supports for students based on the data collected
- Universal Supports
  - Evidence-based bullying prevention curriculum
  - School and district bullying prevention policy
  - Behavior matrix updated for online learning



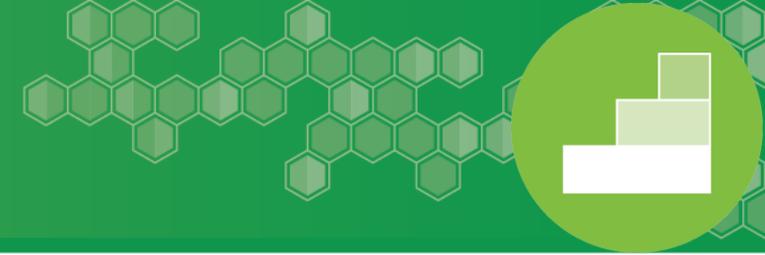


## PRIDE, RESPECT, & COOPERATION

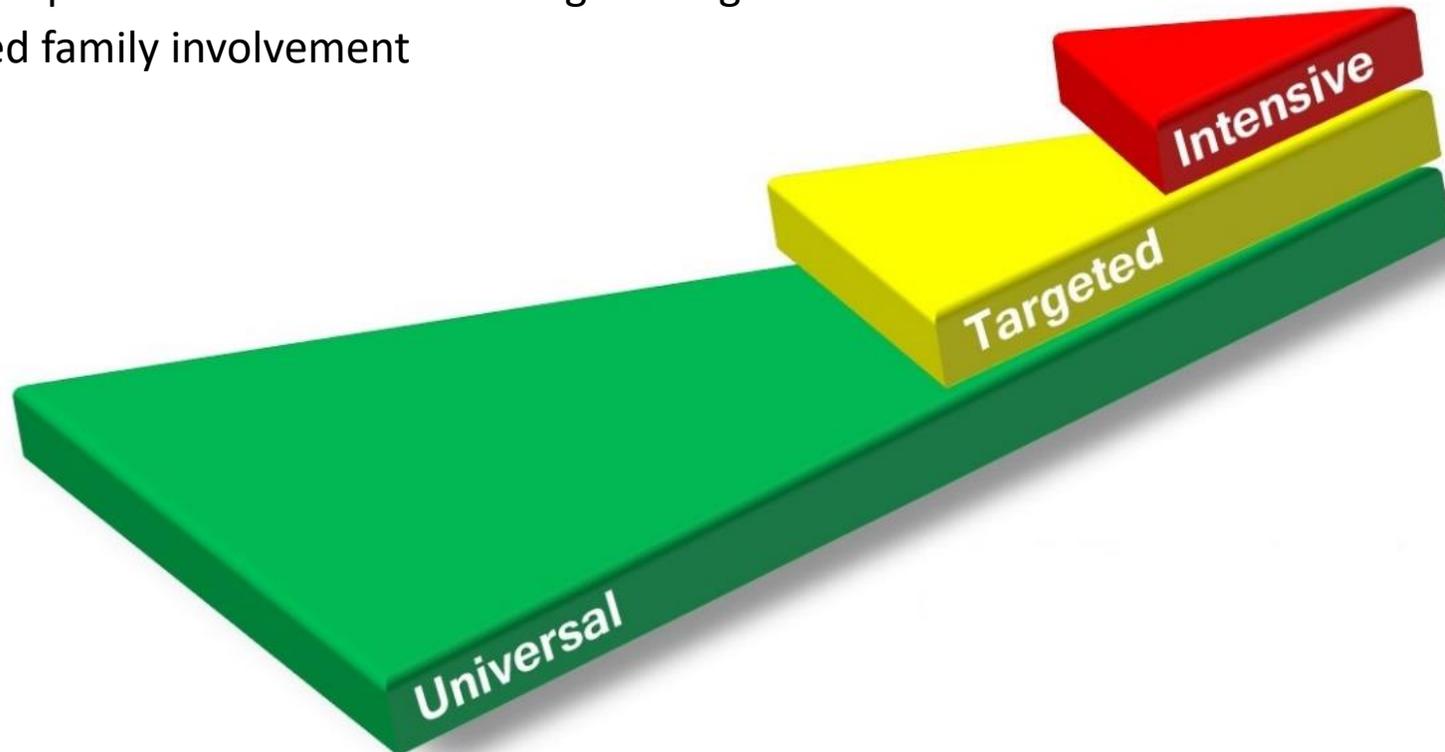
	Classroom	Hallways	Playground	Cafeteria	Restrooms	Entering/Exiting	Assemblies	Online
Cooperation	<ul style="list-style-type: none"> <li>🐾 Follow teacher directions.</li> <li>🐾 Work well with other students.</li> <li>🐾 Work together to keep the classroom clean and organized.</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Walk to the right of the hallway.</li> <li>🐾 Accept my place in line.</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Take turns and share equipment.</li> <li>🐾 Follow playground and game rules.</li> <li>🐾 Share the grass area with students in other grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Eat most or all of my food and drink.</li> <li>🐾 Stay in my own space in line.</li> <li>🐾 Sit quietly until dismissed.</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Take turns.</li> <li>🐾 Use quiet voices.</li> <li>🐾 Return to class quickly and quietly.</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Use the doors on the right.</li> <li>🐾 Keep to the right in the hallways.</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Sit down.</li> <li>🐾 Follow teacher directions.</li> <li>🐾 Sit quietly until dismissed.</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Help classmates who have technical trouble</li> <li>🐾 Use Stop, Walk, Talk</li> </ul>
Pride	<ul style="list-style-type: none"> <li>🐾 Always do my best work.</li> <li>🐾 Bring my materials.</li> <li>🐾 Actively participate in class.</li> <li>🐾 Complete and turn in homework.</li> <li>🐾 Take care of classroom materials.</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Keep my hands off the walls and the items on the walls.</li> <li>🐾 Wear clothing that meets the dress code.</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Take care of school equipment.</li> <li>🐾 Return the equipment to the shed or the classroom.</li> <li>🐾 Be a good winner and a good loser (sportsmanship).</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Clean up after myself.</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Keep the floors and walls dry and clean.</li> <li>🐾 Flush toilets.</li> <li>🐾 Throw trash in trash cans.</li> <li>🐾 Put toilet paper in the toilet.</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Keep my school clean.</li> <li>🐾 Wear clothing that meets the dress code.</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Stand during the Pledge of Allegiance.</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Contribute your ideas to the class</li> <li>🐾 Use school computers only for school work</li> </ul>
Respect	<ul style="list-style-type: none"> <li>🐾 Listen to the teacher and to other students.</li> <li>🐾 Raise my hand to speak.</li> <li>🐾 Ask to borrow what belongs to someone else, take care of and return it promptly.</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Keep my hands and feet to myself.</li> <li>🐾 Keep my voice off while classes are in session.</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Be responsible for my own actions.</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Use table manners.</li> <li>🐾 Be courteous: saying thank you, please, excuse me, etc.</li> <li>🐾 Talk quietly.</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Wash my hands.</li> <li>🐾 Be private and allow others to have privacy.</li> <li>🐾 Keep myself and others dry.</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Walk on the sidewalks and crosswalks.</li> <li>🐾 Be on time to school.</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Listen to the speaker.</li> <li>🐾 Clap at appropriate times.</li> <li>🐾 Keep my hands to myself.</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Log in on time</li> <li>🐾 Keep comments and chat kind</li> </ul>



# Layered Continuum of Supports



- Targeted Supports
  - Re-teaching of identified gaps in the bullying prevention curriculum
  - Using data to drill down into specific times or classes that are experiencing the most bullying
- Intensive Supports
  - Small group or individual skills training for targeted students
  - Increased family involvement



# Wrapping Up



# Summary

- **More intensive** bullying prevention programs and **parent training** are two of the most effective ways to reduce bullying
- Teaching **emotion management** skills and creating a **positive school climate** can provide protection against cyberbullying
- Implementing bullying prevention efforts through the framework of **MTSS** ensures the best chance at success



# Extending Learning



- CDE's Bullying Prevention Website:  
<https://www.cde.state.co.us/mtss/bullying>
- CDE's Model Bullying Prevention and Education Policy:  
[https://www.cde.state.co.us/mtss/model\\_bullying\\_prevention\\_policy](https://www.cde.state.co.us/mtss/model_bullying_prevention_policy)
- CDE's Bullying Prevention and Intervention Resources:  
<https://www.cde.state.co.us/mtss/bullying/resources>
- Cyberbullying Research Center:  
<https://cyberbullying.org>





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