



*State of Washington*

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# **Bullying: Prevention & Intervention**

**The School Safety Center**

<http://www.k12.wa.us/SafetyCenter/default.aspx>



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**HIB FAQ**

**Welcome!**

**This presentation will introduce key concepts in bullying prevention and intervention.**

**It will answer many of the most often asked questions related to new sections in our WA state bullying law.**

**However, it will probably not answer every question you and others on your staff have.**

**We encourage you to refer to the resources which are suggested, to contact your local ESD, and to contact The School Safety Center if you need further assistance.**

School Safety Center: <http://www.k12.wa.us/SafetyCenter/default.aspx>



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**QUESTION:** What is bullying? How do we define it?

**ANSWER:**

**Bullying is...**

when a student or students are being exposed, repeatedly and over time, to negative actions on the part of one or more students.

**Bullying exists when...**

there is intentional harm-doing  
where a negative action  
is repeated over time;  
and there is an imbalance of power



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**QUESTION:** Is this the same as the definition in the law?

**ANSWER:** [RCW 28A.300.285](#) defines

Harassment, intimidation, or **bullying** as an intentional electronic, written, verbal or physical act that

- Physically harms a student or damages the student's property; **or**
- Has the effect of substantially interfering with a student's education; **or**
- Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; **or**
- Has the effect of substantially disrupting the orderly operation of the school.



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**QUESTION:** The state law mentions “electronic” forms of bullying. What does that mean?

**ANSWER:**

Our state law specifically mentions electronic forms of bullying.

This is commonly referred to as “**cyberbullying**”.

Cyberbullying is done in a variety of ways using a variety of devices, but it is *not just a technology issue*.

There is also a very close relationship between cyberbullying and ‘regular’ bullying.

For students, they are very likely one and the same.



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**QUESTION:** What are some ways in which students bully?

**ANSWER:**

In general, bullying can be:

**Direct:**

**Physical**

*Kicking, punching, hitting...*

**Verbal\***

*Insults, name calling....*

**Relational\***

*Gestures, nasty looks....*

**Indirect:**

*Done by a "henchman"*

*Gossip & rumors*

*Exclusion & isolation*

**\* Often also done through *cyberbullying***



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**QUESTION:** Why is this issue so important now?

**ANSWER:**

It's **the law**. We are required to address bullying.

It's **the right thing to do!**

There are potential long-term negative effects on those involved.

There is potential negative impact on school climate.

There is a connection between bullying and academic achievement.



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**QUESTION:** Why is this so important now?

**ANSWER:**

In addition to state law, there are **liability issues**.

Schools may be found **liable** if it can be shown that:

- The school environment has been altered for a targeted student(s).
- Any staff knew or should have known.
- There was a failure to act.
- There was deliberate indifference.



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**QUESTION:** Who is involved in bullying?

**ANSWER:**

Everyone! Bullying is a community event. Thus, it negatively impacts school climate.

The key people are:

- the **targeted student** – the person on the receiving end who often needs help and support
- the **aggressor**, the one who bullies – bullying is a learned behavior
- the **bystanders** – all the rest of us



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**QUESTION:** Who is involved in bullying?

**ANSWER:**

**Targeted students** are sometimes referred to as victims; they can be anyone. Some students tend to be more likely targets than other, though.

**Aggressors** are the ones who bully, the perpetrators of the negative behavior. Some young people are both *bully and target* depending on their circumstances. They are of particular concern.

**Bystanders** can be active or passive, can be helpful or hurtful; are negatively affected by bullying and can be a powerful force in stopping bullying.



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**QUESTION:** Isn't this just kid stuff?

**ANSWER:**

No, bullying can look like & be related to other aggressive behavior such as :

**Harassment** – sexual, racial/ethnic, religious...

**Intimidation**

**Hazing**

**Dating violence**

**Spousal abuse**

**Child abuse.**

Keep all of these terms in mind when talking about  
“bullying.”



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**QUESTION:** What are some of the impacts of bullying on our students?

**ANSWER:**

Bullying is a community activity and impacts everyone.

Some of those impacts on **targets** include:

- truancy / absences
- lowered self-esteem
- headaches
- depression
- emotional distress / anxiety
- reduced academic risk taking
- increased suicidal/homicidal ideation & attempts



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**QUESTION:** What are some of the impacts of bullying on our students?

**ANSWER:**

Bullying is a community activity and impacts everyone.

Some of those impacts on **aggressors** include:

- failure to develop healthy relationships
- more likely to continue to be abusive later in life
- less likely to complete their education

Almost 60% of boys who were **bully-aggressors** in grades 6 thru 9 were convicted of at least one crime by age 24. 40% of them had three or more convictions by that age.

(Fight Crime 2003)



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**QUESTION:** What are some of the impacts of bullying on our students?

**ANSWER:**

Bullying is a community activity and impacts everyone. Some of those impacts on **bystanders** & **climate** include:

- feeling vulnerable and afraid
- feeling helpless in the situation
- feeling guilty for not helping
- diminished empathy
- a climate of fear
- overall diminished student learning



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**QUESTION:** How does bullying differ from other forms of conflict?

**ANSWER:**

**Other Conflict/ Fighting \***

Friends/equals/peers  
Spontaneous/occasional  
Accidental/not planned  
No serious, lasting harm  
Equal emotional reaction  
Not for domination/control  
Often a sense of remorse  
May try to solve problem

**Bullying \***

Not friends/ Imbalance of power  
Repeated over time  
Intentional  
Physical/emotional harm  
Unequal emotional reaction  
Seeking control/possession  
No remorse-blames target  
No effort to solve problem

\* Please remember that specifics will vary with each incident.



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**QUESTION:** I don't think this happens at our school.  
How can we tell?

**ANSWER:**

There are several ways you can determine the extent of bullying in your district or at your school.

- Surveys – HYS, YRBS, Olweus , Climate, other surveys.
- Listen & observe – What are your staff perceptions?  
Parent perceptions?  
What are your students telling you?
- Track your data – Incident Report Forms, discipline data, other data points.



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**QUESTION:** What can we do about bullying?

**ANSWER:**

Recognize and understand the issues.

Be sure that everyone understands **policy** & **procedures**.

Look over your **data**.

**Involve your entire staff** and school community in prevention-intervention efforts.

**Identify** a tested-effective **program** to implement.

**Train** your staff.

**Implement** your selected program with fidelity.

**Continue** to monitor and work with your school community.



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**QUESTION:** What are the features of a good bullying prevention program?

**ANSWER:**

A good bullying prevention-intervention program will have **four main components:**

1. a school-wide component
2. a classroom component
3. an on-the-spot intervention component, and
4. a community component.

Individual interventions with targeted students and aggressors may be seen as separate or part of the above.



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**QUESTION:** What are the features of a good bullying prevention program?

**ANSWER:**

The **school-wide component** will ensure that everyone knows the rules and “speaks the same language” around bullying prevention.

It often includes a school-wide event or activity and regular school-wide reminders.

The school-wide component also includes a safe reporting process for all students and an incident reporting/tracking process.



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**QUESTION:** What are the features of a good bullying prevention program?

**ANSWER:**

The **school-wide component** also includes:

- A system for disciplining students,
- The potential for a restorative justice approach,
- Full staff training,
- Regular surveying / data gathering, and
- Identifying and monitoring known “hot spots”.



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**QUESTION:** What are the features of a good bullying prevention program?

**ANSWER:**

The **classroom component** provides materials and strategies which teachers can use within a classroom setting.

Classroom instruction will help students

- further develop their social skills,
- recognize bullying behaviors,
- learn to safely intervene when appropriate and
- report it and seek help from an adult.



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**QUESTION:** What are the features of a good bullying prevention program?

**ANSWER:**

**On-the-spot interventions** give everyone on staff the language, tools and resources to

- recognize,
- immediately step in and
- appropriately intervene

to stop bullying situations.



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**QUESTION:** What are the features of a good bullying prevention program?

**ANSWER:**

**Individual interventions** are used when meeting separately with the targeted student and the aggressor.

They provide a time for information gathering.

They provide an opportunity for help, support, and counseling.

They also allow time to do future safety planning.



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**QUESTION:** What are the features of a good bullying prevention program?

**ANSWER:**

The **community component** moves beyond the school building to help ensure that all members of the school community know:

- the policies and procedures,
- where and how to access Incident Reporting Forms,
- the language of the prevention-intervention program, and
- how to work together to create a safe learning environment.



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**QUESTION:** What about adult HIB?

**ANSWER:**

Harassment, intimidation and bullying of students is prohibited.

The aggressor may be another student **or** it may be an adult member of the district or school staff.

However, **adult-on-adult** HIB is **NOT** included under the law, the policy or the procedures.



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**QUESTION:** Are there any final questions?





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## RESOURCES

The following is a starter list of HIB resources.  
Check the School Safety web site for more.

1. <http://www.cyberbullying.us> – Cyberbullying Resource Site
2. <http://www.cfchildren.org> – The Committee for Children
3. <http://www.olweus.org> – The Olweus Bullying Prevention Program
4. <http://www.stopbullying.gov> – The White House Site
5. <http://www.stopbullyingworld.org> – International Bullying Prevention Assoc.
6. <http://webhost.bridgew.edu/marc> - MA Aggression Reduction Center Site



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**For More Information and Resources**

**Please visit**

**The School Safety Center Web Page**

**<http://www.k12.wa.us/SafetyCenter/default.aspx>**

**Or contact:**

**Jeff Soder**

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