

BULLYING & CYBERBULLYING



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University of Hawaii at Mānoa Campus Center



YOUTH BULLYING PREVENTION

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OBJECTIVES

- REVIEW PREVALENCE OF BULLYING
- INTRO TO RECOMMENDED BEST PRACTICES FOR BULLYING PREVENTION
- DISCUSS IMPACTS OF SOCIAL MEDIA
- IDENTIFY RISK FACTORS & WARNING SIGNS
- LEARN PROTECTIVE FACTORS & RESILIENCE BUILDING
- IDENTIFY AVAILABLE RESOURCES
- CALL TO ACTION



52.4% M.S. & 40.5% H.S.

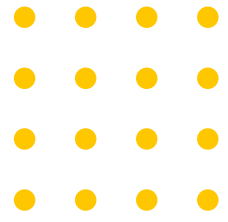
Students in HI strongly agree that harassment and bullying by other students is a problem at their school.

44.1% OF MIDDLE SCHOOL

Students in HI who have ever been bullied on school property or electronically.

17.3% OF HIGH SCHOOL

Students in HI who have been bullied on school property or electronically during the past 12 months.



SEXUAL & GENDER MINORITIES

40% of trans youth in HI and 43% of LGB youth in HI have been bullied (either at school or electronically).



MENTAL HEALTH IMPACTS



Youth who are bullied

Depression
Anxiety
Low self-esteem



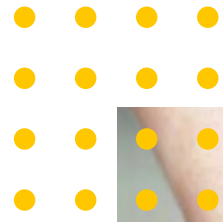
Youth who bully

Problems at school
Substance use
Aggressive behavior



Bystanders

Depression & anxiety
regardless of who they
supported



SO WHAT?

How can we help?

WHAT IS BULLYING?

Bullying is an **unwanted, aggressive behavior** that involves **power imbalance** and is usually **repeated or has potential to be repeated.**



**UNWANTED,
AGGRESSIVE
BEHAVIOR**



POWER IMBALANCE



**REPEATED OR
POTENTIAL TO BE
REPEATED**

TYPES OF BULLYING

Why this order?

Physical

Verbal

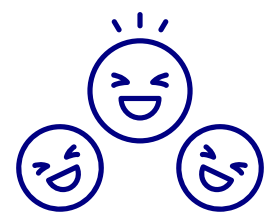
Social

Emotional

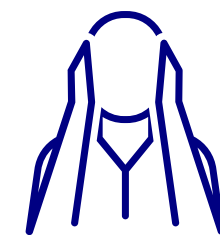
Cyber



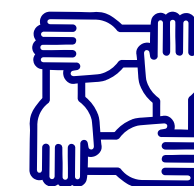
WHAT OTHER ROLES DO YOUTH PLAY?



Active Bystander:
encourage the
behavior



Passive Bystander:
observe without
encouraging or
helping



Defender: does
something
positive to help

WARNING SIGNS: BULLYING

- Unexplainable injuries
- “Lost” or destroyed belongings
- Frequent headaches or stomach aches, or often feel sick or fake illness
- Changes in their eating or sleeping habits (skipping meals or frequent nightmares)
- Declining grades
- Loss of interest in schoolwork or don’t want to go to school
- Sudden loss of friends or avoid of social situations
- Feelings of helplessness or decreased self-esteem
- Self-destructive behaviors, such as running away from home, harming themselves, or talking about suicide



WARNING SIGNS: CYBERBULLYING

- Noticeable increases or decreases in device use
- Emotional responses (laughter, anger, upset) to what is happening on their device
- Hides screen or device when others are near and avoids discussions about what they are doing on their device
- Social media accounts are shut down or new ones appear



HOW YOU CAN HELP

01 Listen

Learn what's been going on and show you want to help.

Notice, gather information, document, report.

Pay attention to youth's social media/device youth (model healthy habits!).

02 Support

Assure them the bullying is not their fault.

Consider referring them to school counselor or mental health professional.

03 Keep Safe

Know your school's policies.

Work together with child, other parents, and/or school to come up with plan to make child feel safe without being too disruptive to routines.

FOR THE YOUTH



- Seek assistance from an adult, friend, or classmate.
- Be assertive with the person doing the bullying (not aggressive, fighting, or teasing back) when possible.
- Use humor to deflect.
- Avoid unsafe places or walk away.
- Agree with or “own” a belittling comment to defuse it.
- Walk with friends or a small group of friendly peers.
- Use positive self-statements to maintain positive self-esteem.
- Stay as outwardly calm as possible. Showing emotional upset may embolden the person bullying.

DO NOT

- Ignore it or think they can work it out.
- Blame youth for being bullied.
- Tell youth to physically fight back against the one who is bullying. It could get them hurt, suspended, or expelled.
- Contact the other parents involved. It may make matters worse. School or other officials can act as mediators.



BUILD RESILIENCE

Teach problem solving skills, self-regulation and develop coping skills.

Encourage healthy peer relationships. Help youth understand real friends vshurtful relationships.

Encourage youth to seek out adult who can be trusted to listen.

Help youth connect to meaningful activities or explore new ones.

LOCAL RESOURCES



TeenLink Hawaii

www.teenlinkhawaii.org



Speak Now

HIDOE anti-bullying
reporting app.
www.speaknowhidoe.com



**Mental Health
America of Hawaii**

mentalhealthhawaii.org

NATIONAL RESOURCES



Stopbullying.gov

Information and
recommendations for
bullying prevention



**CYBERBULLYING
RESOURCE CENTER**

cyberbullying.org



PACE CENTER

pacer.org



CALL TO ACTION

3

RESOURCES

What are three resources I learned about?

2

THINGS I LEARNED

What are two new things I learned today?

1

ACTION STEP

What is one action step I will take going forward?

FOLLOW US



FREE MENTAL
HEALTH SCREENING



FACEBOOK
@MHAHawaii



INSTAGRAM
@livenaau
@mhahawaii



YOUTUBE
@mhaofhawaii



TIKTOK
@mhahawaii

MAHALO!



Evaluation Survey



(808) 521-1846 (Oahu)
(808) 242-6461 (Maui Co)



mentalhealthhawaii.org



info@mentalhealthhawaii.org



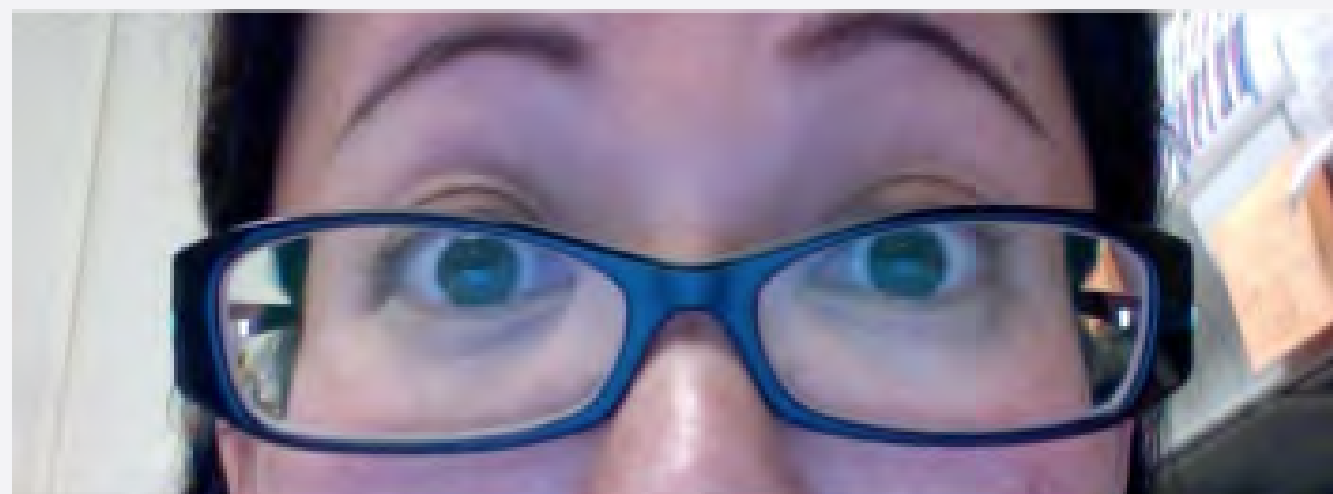
CYBERBULLYING AND DIGITAL CITIZENSHIP

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THINK OF A CONVERSATION TOPIC THAT YOU HAD RECENTLY THAT DID NOT RELATE TO SOMETHING YOU SAW ON YOUR SMARTPHONE, LAPTOP, OR COMPUTER.

DIGITAL NATIVE

-Marc Prensky, 2001

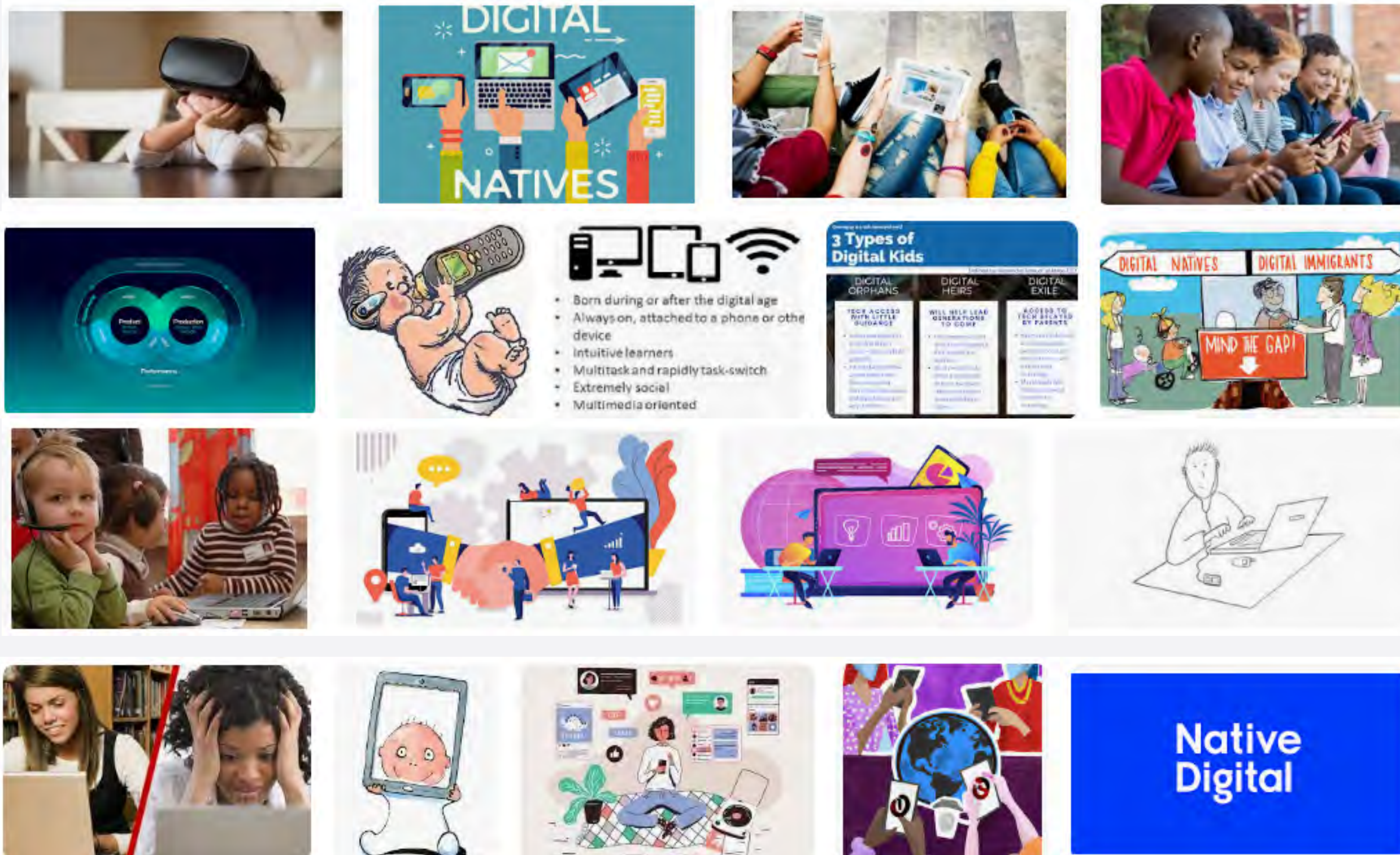
Bullying is an **unwanted, aggressive behavior** that involves **power imbalance** and is usually **repeated or has potential to be repeated.**

DIGITAL NATIVE



Google image search from October 21, 2015

DIGITAL NATIVE



Google image search from March 31, 2024

CYBERBULLYING

Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites. (US Federal Government)

CYBERBULLYING MEDIUM

..mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.

HARASSMENT

§711-1106.5 Harassment by stalking. (1) A person commits the offense of harassment by stalking if, with intent to harass, annoy, or alarm another person, or in reckless disregard of the risk thereof, that person engages in a course of conduct involving pursuit, surveillance, or nonconsensual contact upon the other person on more than one occasion without legitimate purpose.

ELECTRONIC HARASSMENT

§711-1106.5

For purposes of this section, "nonconsensual contact" means any contact that occurs without that individual's consent or in disregard of that person's express desire that the contact be avoided or discontinued.

CYBER HARASSMENT

§708-893 Use of a computer in the commission of a separate crime. (1) A person commits the offense of use of a computer in the commission of a separate crime if the person knowingly uses a computer to identify, select, solicit, persuade, coerce, entice, induce, procure, pursue, surveil, contact, harass, annoy, or alarm the victim



ELECTRONIC BULLYING

ON SCHOOL PROPERTY

Students in Hawai'i schools who indicated being electronically bullied

**45.6% OF MIDDLE SCH
14.1% OF HIGH SCH
2017**

**44.5% OF MIDDLE SCH
21.9% OF HIGH SCH
2019**

**44.1% OF MIDDLE SCH
17.3% OF HIGH SCHOOL
2019**

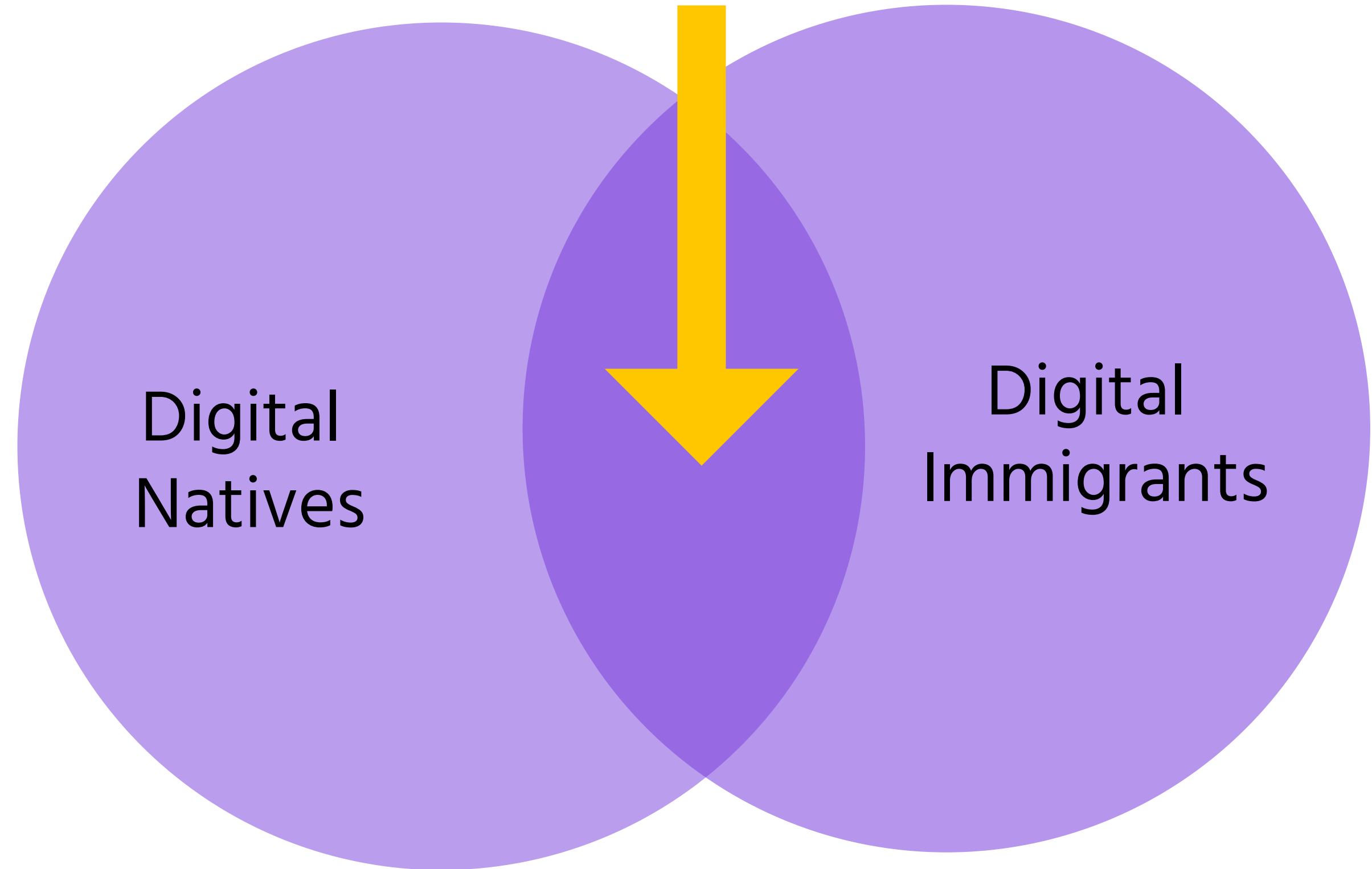
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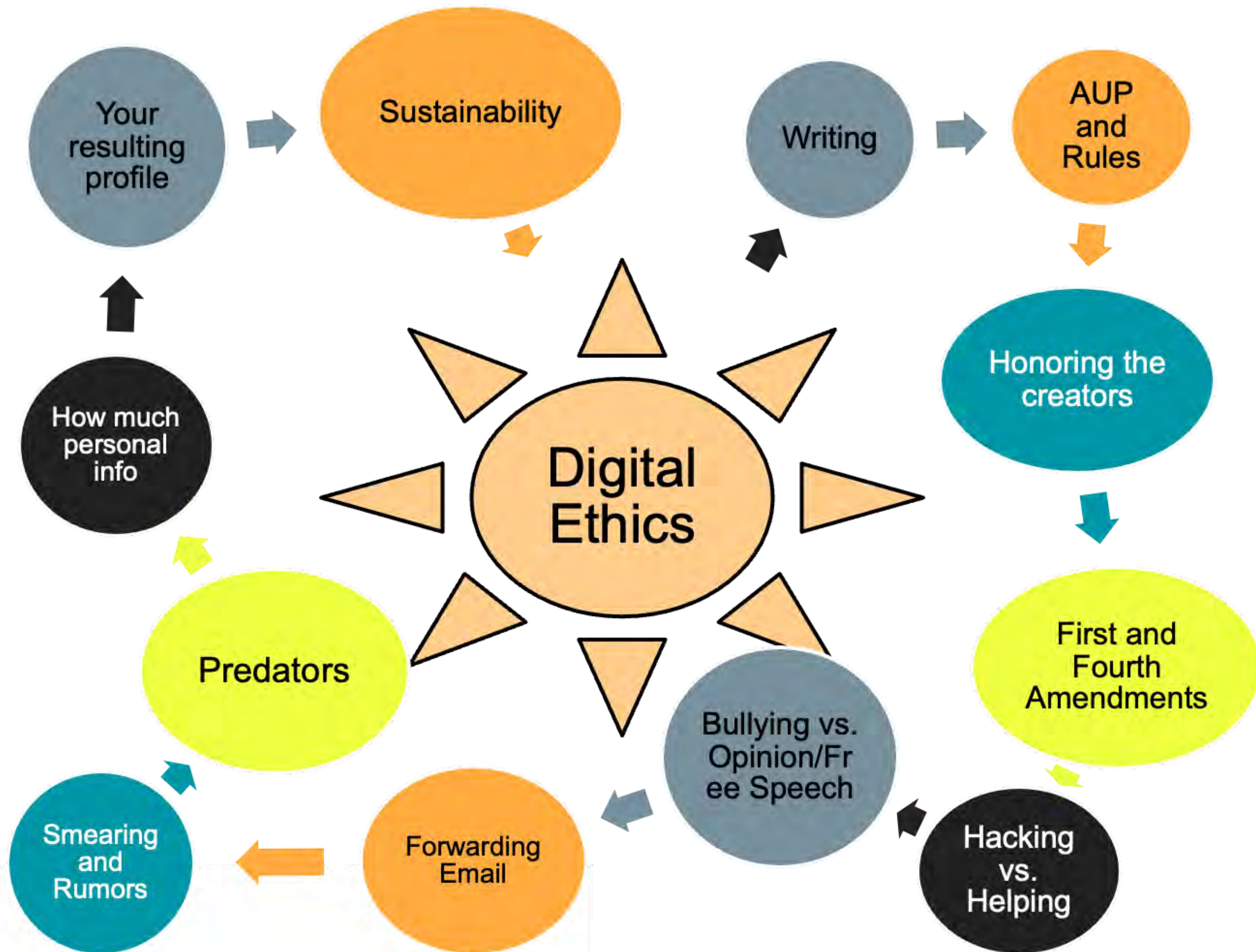
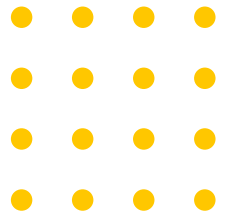
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SOURCE: 2021 YOUTH RISK BEHAVIOR SURVEY



DIGITAL SETTLERS

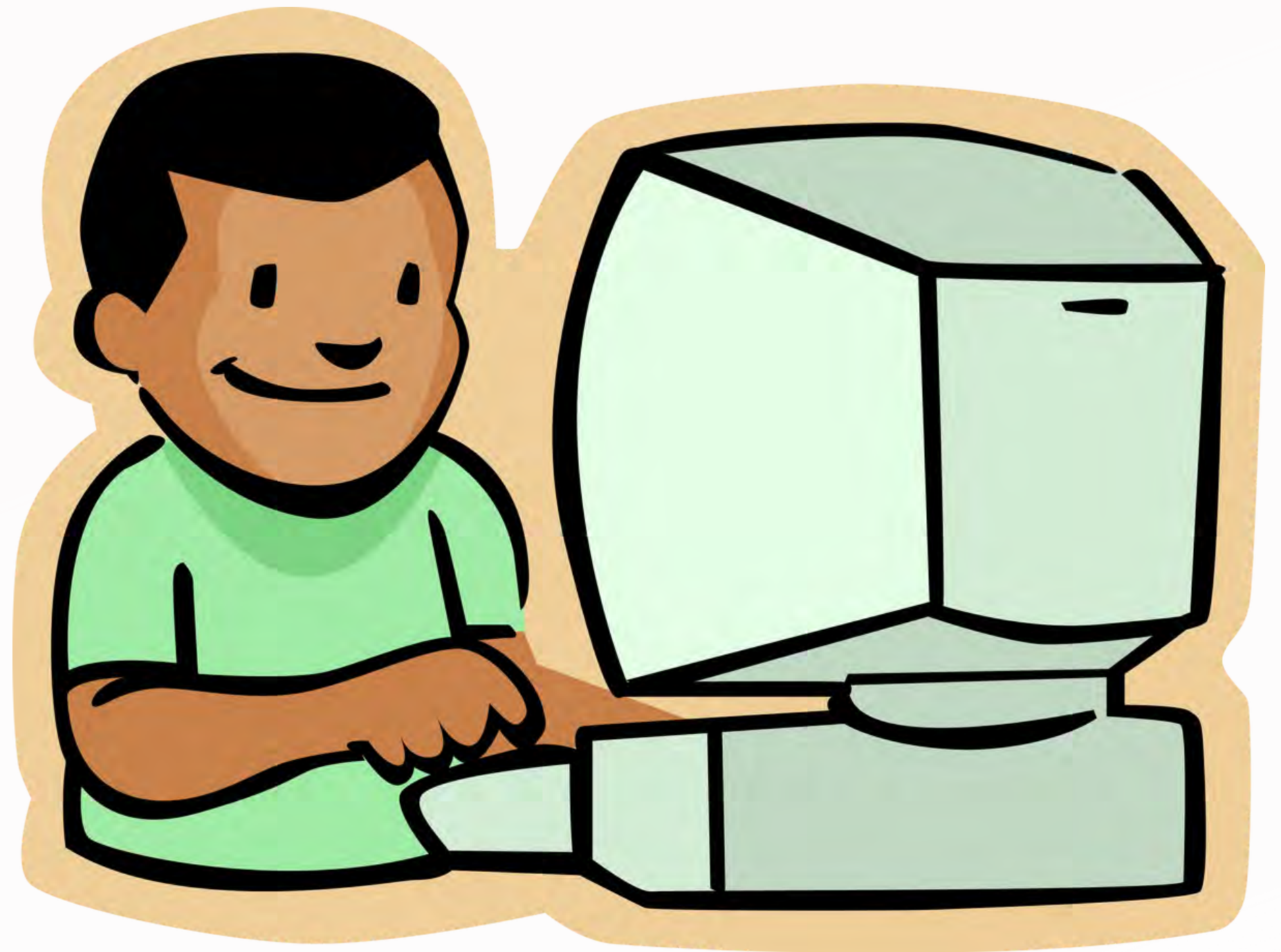




WHAT IS DIGITAL CITIZENSHIP?

...using technology in good, appropriate ways as well as balancing it with other skills such as interpersonal relations, self-confidence, and exercise.

– Mike Ribble, 2011



DESIGNED BY WANNAPIK

A DIGITAL CITIZEN IS...

one who practices and models safe, secure, and ethical use of digital resources.

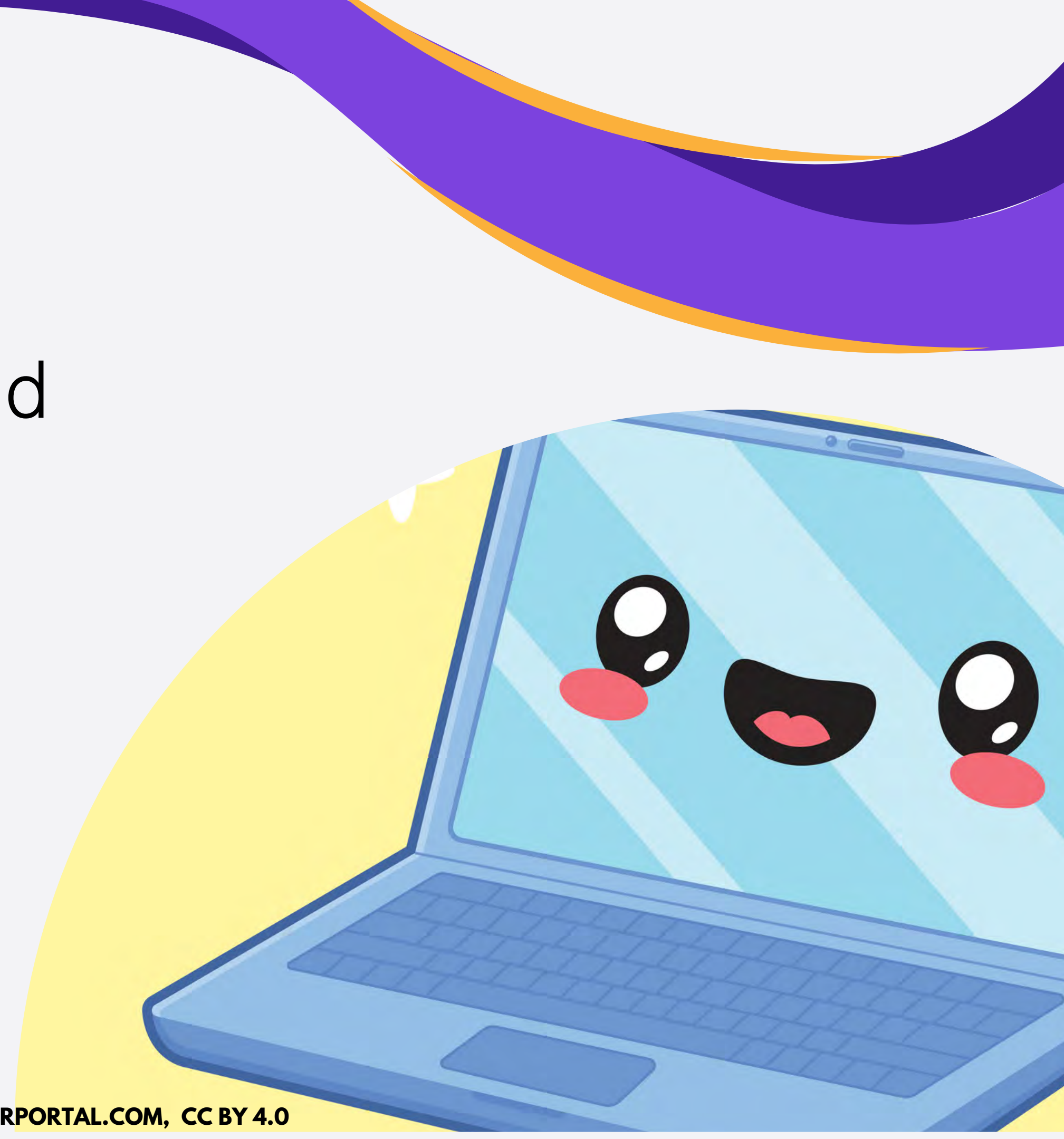


IMAGE BY VECTORPORTAL.COM, CC BY 4.0

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DISAGREE



AGREE

1. I know the level of access my children have to the Internet.
2. I have purchased things online.
3. I use email to communicate.
4. I believe I know how to help my children cite information we find online.
5. I write differently online than I do in a paper letter.
6. I know what the US and Hawai'i Internet laws are for my children and myself.
7. I think I model digital citizenship.
8. I have looked up medical information online.
9. I think I have a pretty good password for my accounts.

DISAGREE?



AGREE?

Access

Law

Commerce

Rights and Responsibilities

Communication

Health and Wellness

Literacy

Security

Etiquette

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TRUE OR FALSE?

**YOU CAN TRUST ALL OF THE INFORMATION
YOU FIND ON THE INTERNET.**

FALSE



TRUE OR FALSE?

IF YOUR FAMILY OR SCHOOL HAS SECURITY SOFTWARE, KIDS ARE SAFE TO CLICK ANYWHERE ONLINE.

FALSE



TRUE OR FALSE?

**THE FREEDOM OF SPEECH MAKES IT OKAY FOR US
TO SAY WHATEVER WE WANT ONLINE.**

FALSE



TRUE OR FALSE?

**IT'S IMPORTANT FOR KIDS TO LOOK OUT FOR EACH
OTHER ONLINE.**

TRUE

DISCUSS WITH CHILDREN

Not everything is
true on the
internet

People might not
be who they say
they are

If you post it
online, it can be
seen anywhere

Once you post
something, it's
near impossible to
take back

Behind avatars
and screen names
are real people
with real feeling

**PARENTS AND
SCHOOLS
SHOULD WORK
TOGETHER TO
REDUCE INTERNET
SAFETY
PROBLEMS**



KEEP IN MIND...



- Technology isn't the culprit; people's bad choices are the culprit.
- Laws to protect your children: CIPA and COPPA
- Know the school's rules
- Have rules at home that complement school rules
- Be aware of social engineering

SCHOOLS HAVE A (LEGAL) RESPONSIBILITY

Tinker v. Des Moines

...if the actions have created, or a reasonable person would perceive could create, a substantial disruption at school or interference with the rights of students to be secure

Bethel v. Fraser

...to any harmful or inappropriate speech through the District Internet system and by students using digital devices at school to either take pictures or post them if those actions are inconsistent with the school's educational mission



LAWS

**47 U.S.C. Section 254,
Children's Internet Protection Act**

**15 U.S.C. Section 6501–6506,
Children's Online Privacy Protection
Act**

CIPA

- Year 2000 Children's Internet Protection Act
- Federal Law
- Requires libraries and schools to
 - have computer filtering software to prevent the on-screen depiction of obscenity, child pornography or other material harmful to minors.
 - disable filters for adults when requested.

COPPA

- 1998 Children's Online Privacy Protection Act
- Federal Law
- Web sites required to
 - explain their privacy policies on the site
 - get parental consent before collecting or using a child's personal information
 - not request personal information for games and contests children might enter
 -



KIDS ARE GREAT

- **RECOGNIZE GOOD CHOICES AND BEHAVIORS**
- **REACT FIRMLY BUT NOT RASHLY WITH HEATED EMOTIONS**
- **READ COMMON SENSE MEDIA'S APP REVIEWS**
- **LOOK AT YOUR CHILD'S DEVICES...IT'S NOT PRIVATE**



Module 1
Social Networking Safety



Module 2
Strangers and trust



Module 3
Cyberbullying and bystanders



Module 4
Copyright and piracy



Module 5
Cyberpredators and cyberstalking



Module 6
Rumors and flaming

<https://programs.crdg.hawaii.edu/Internet-safety/>

MAHALO!

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Image from www.plantoftheweek.org/image/plumeria.jpg,
downloaded March 2, 2009

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