

BULLYING & CYBERBULLYING



AMANDA MARTINEZ
TRAINING PROGRAM MANAGER
MENTAL HEALTH AMERICA OF HAWAI'I



JESSICA LAU
PROGRAM SPECIALIST
HAWAI'I DEPARTMENT OF EDUCATION

SPIN Conference March 28, 2026
University of Hawaii at Mānoa Campus Center

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**



56.1% MS. & 39.9% HS.

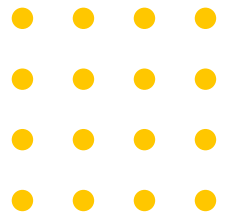
Students in HI strongly agree that harassment and bullying by other students is a problem at their school.

48.2% OF MIDDLE SCHOOL

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

21.8% OF HIGH SCHOOL

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



SEXUAL & GENDER MINORITIES

Rates of bullying among LGBTQ+ young people in the past year:

Ages 13-17

44%

Ages 18-24

33%

By Age

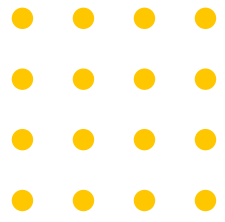
In-person

25%

Online

24%

By Type

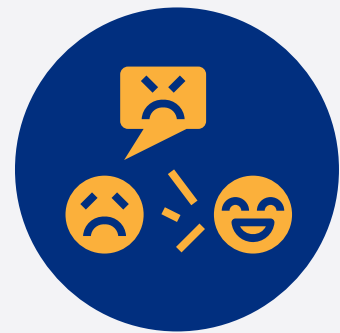


STUDENTS WITH DISABILITIES

37.1% of HS youth with disabilities in HI have been bullied or cyberbullied in the last 12 months.

59.6% of MS youth with disabilities in HI have been bullied or cyberbullied in the last 12 months.

MENTAL HEALTH IMPACTS



Youth who are bullied

Depression
Anxiety
Low self-esteem



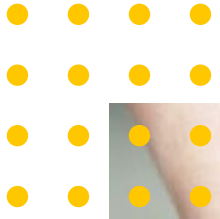
Youth who bully

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.

TYPES OF BULLYING

Why this order?

Physical

Verbal

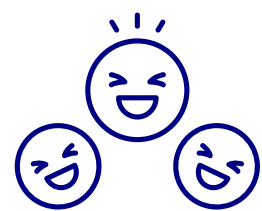
Social

Emotional

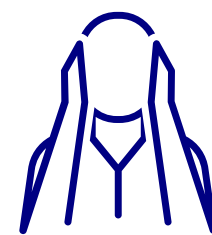
Cyber



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	<p>Learn what's been going on and show you want to help.</p> <p>Notice, gather information, document, report.</p> <p>Pay attention to youth's social media/device youth (model healthy habits!).</p>
02	Support	<p>Assure them the bullying is not their fault.</p> <p>Consider referring them to school counselor or mental health professional.</p>
03	Keep Safe	<p>Know your school's policies.</p> <p>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.</p>

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 selfstatements 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.



LOCAL RESOURCES



TeenLink Hawaii

Community prevention and referral services for youth.
www.teenlinkhawaii.org



Speak Now

HIDOE antibullying anonymous reporting app.
www.speaknowhidoe.com



Parent Guidance

HIDOE Parent Coaching free resource.
<https://parentguidance.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
@live n a u
@m h a h a w a i i



YOUTUBE
@m h a o f h a w a i i



TIKTOK
@m h a h a w a i i

MAHALO!



Evaluation Survey



(808) 5211846 (Oahu)
(808) 2426461 (Maui Co)



mentalhealthhawaii.org



info@mentalhealthhawaii.org



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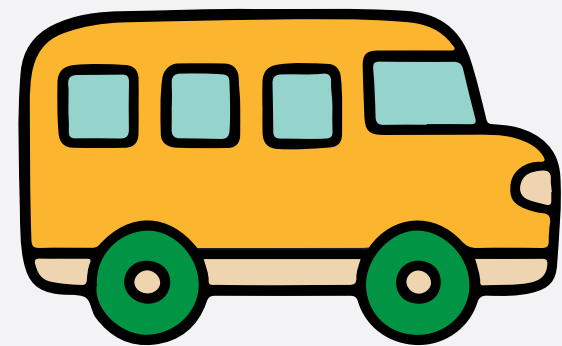
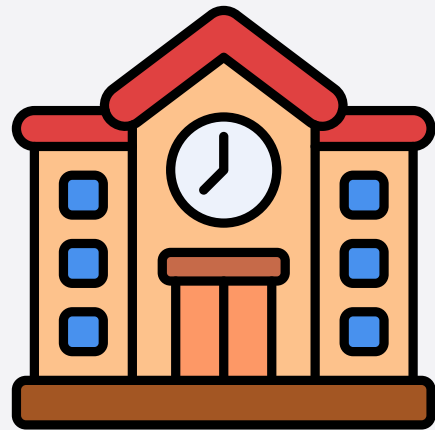
WHAT IS BULLYING?

AS DEFINED BY CHAPTER 19

Bullying is any written, verbal, graphic, or physical act that:

- hurts, harms, humiliates, or intimidates a student (including protected class students), and
- is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment.

WHEN DOES THIS DEFINITION APPLY?



This definition applies when incidents occur:

- on school grounds,
 - during school activities,
 - school-sponsored activities,
 - on school transportation,
 - through unauthorized use of school technology*
-
- **or off campus when the behavior affects the school environment.**

** including but not limited to those transmitted through the internet, cell phone, or wireless handheld device*

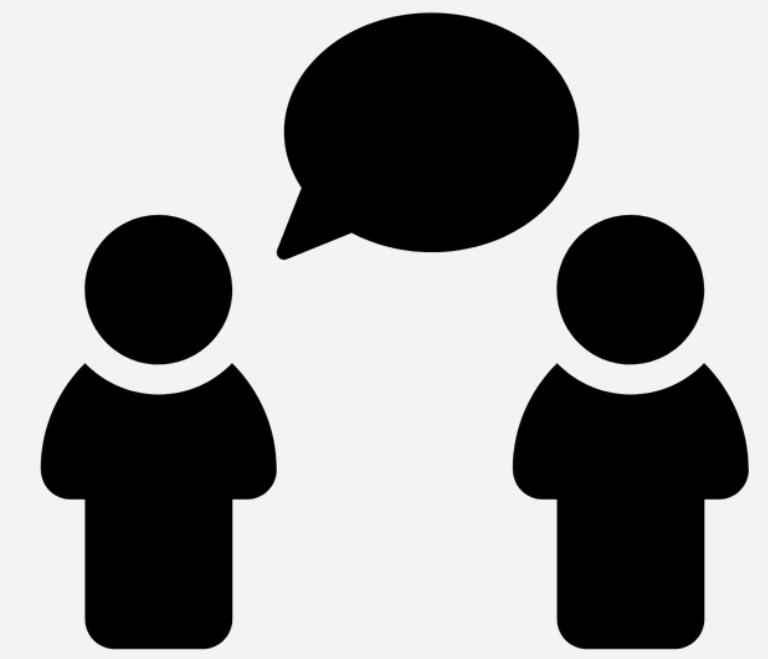
STOP WALK TALK STRATEGY



STOP
Remind them
to STOP



WALK
Guide them to
WALK away



TALK
Encourage them
to TALK

THE STOP WALK TALK STRATEGY

The strategies below are defined for 1) students who are being bullied, 2) students who bullying others, and 3) students who witness bullying.



STOP

Remind them to STOP

Practice [SEL](#) strategies in the classroom to identify feelings.

1. If a student is being bullied, they should tell the other student to stop.
2. If a student finds they are getting frustrated with another student, they should stop and reflect.
3. If a student witnesses bullying, they should tell the other student to stop.



WALK

Guide them to WALK away

Move to a secure area, such as a crowded public space or a safe room.

1. If safe to do so, the student should walk away and disengage.
2. If the student can, they should walk away and take a break.
3. If safe to do so, the student may guide the student to walk away from the situation.



TALK

Encourage them to TALK

Find a [Here to Help](#) adult or talk to a school counselor on campus!

1. If the problem continues, the student should talk to a trusted adult.
2. If the student finds they are still upset or need support, they can talk to someone.
3. The student should find an adult who can help, go with the student, and show support. (e.g., sharing details - what, who, where)

PREVENTION ACROSS CHILD DEVELOPMENT - BEST PRACTICES



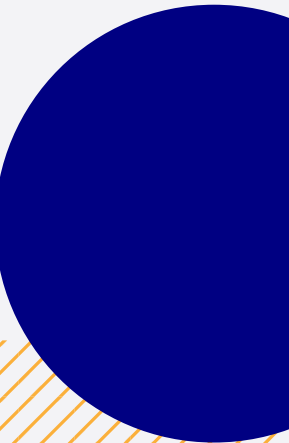
Elementary:
Emotional
Safety



Middle:
Friendships
and Belonging



High:
Lifelong Skill-
Building



GRADES PREK-5 : EMOTIONAL SAFETY

PROTECTIVE SKILLS TO TEACH

Be Kind: Practice kindness and respect.

Be Aware: Notice when something feels unsafe or uncomfortable

Spot Unkind Behavior: Recognize mean behavior or teasing.

Find Help: Go to a trusted adult.

BEST PRACTICES FOR PREVENTION

Be Curious: Ask about their interests and supervise online activities.

Be a Role Model: Talk about bullying early and model healthy relationships

Stay Engaged: Keep up with classroom policies and expectations.

Remind them they can always come to you for help.

GRADES 6 - 8 : FRIENDSHIPS AND BELONGING

PROTECTIVE SKILLS TO TEACH

Show Empathy: Pause and consider how others might feel before acting.

Set Boundaries: Be a good friend while also setting healthy boundaries.

Exit Safely: Walk away from unsafe situations and seek adult support.

Build Healthy Activities: Balance screen time with sleep, outdoor play, extracurriculars, and friendships.

BEST PRACTICES FOR PREVENTION

Support Smart Choices: Encourage your child to trust their instincts and remind them that you are there to support them.

Stay Involved: Participate in school events and stay connected with teachers and staff.

Teach how to navigate growing social pressures safely.

GRADES 9 - 12 : LIFE-LONG SKILLBUILDING



PROTECTIVE SKILLS TO TEACH

Engage: Find positive ways to contribute to their school and community.

Advocate: Speak up for themselves and others in a safe, respectful way.

Know When to Engage: Recognize when it is safe to address a situation and when it is better to step away.

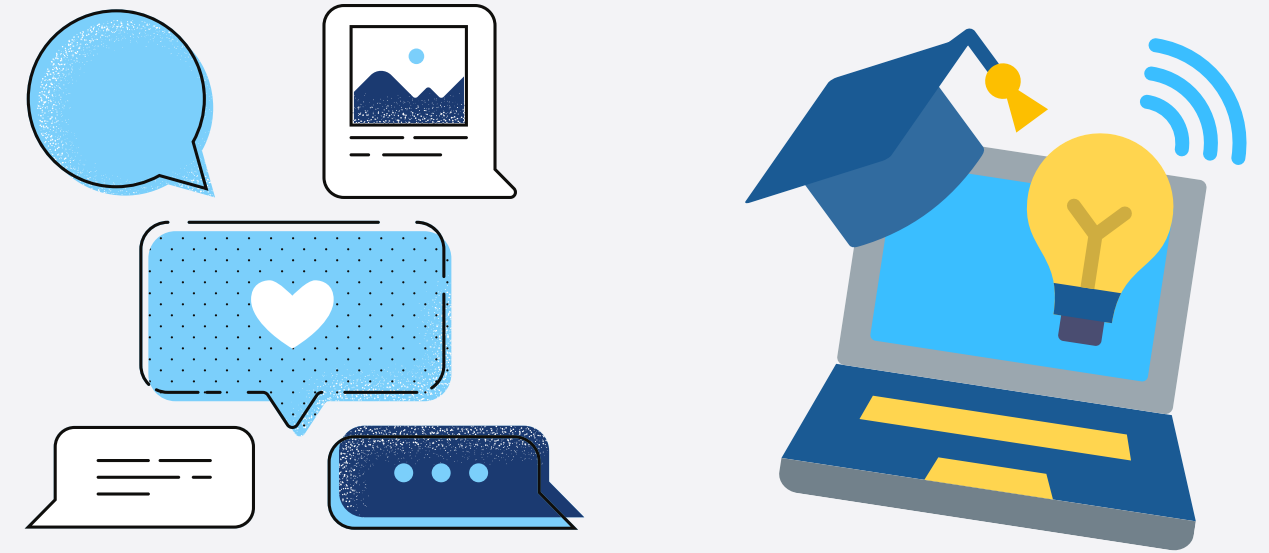
BEST PRACTICES FOR PREVENTION

Normalize Help -Seeking: Remind your teen that everyone needs support sometimes. They do not have to handle tough situations alone.

Talk About the Future: Discuss how choices can affect college, work, and reputations.

Empower them to make responsible decisions and seek help when overwhelmed.

CYBERBULLYING AND DIGITAL SAFETY



PreK-5

- **Ask First:** Remind your child to ask a parent or guardian before posting or sharing anything online.
- **Know How to Report:** Teach how to block/report people who are unkind.
- **Monitor Online Activity:** Choose age-appropriate content and turn off autoplay.

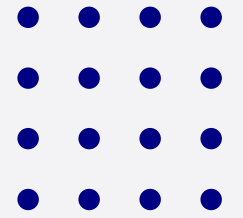
Grades 6-8

- **Digital Footprint Awareness:** Remind your child that once something is posted, it is permanent.
- **Manage Privacy:** Teach your child to use strong passwords and keep profiles private.
- **Think Before Sharing:** Remind them that forwarding, recording, or liking harmful posts is a form of bullying.

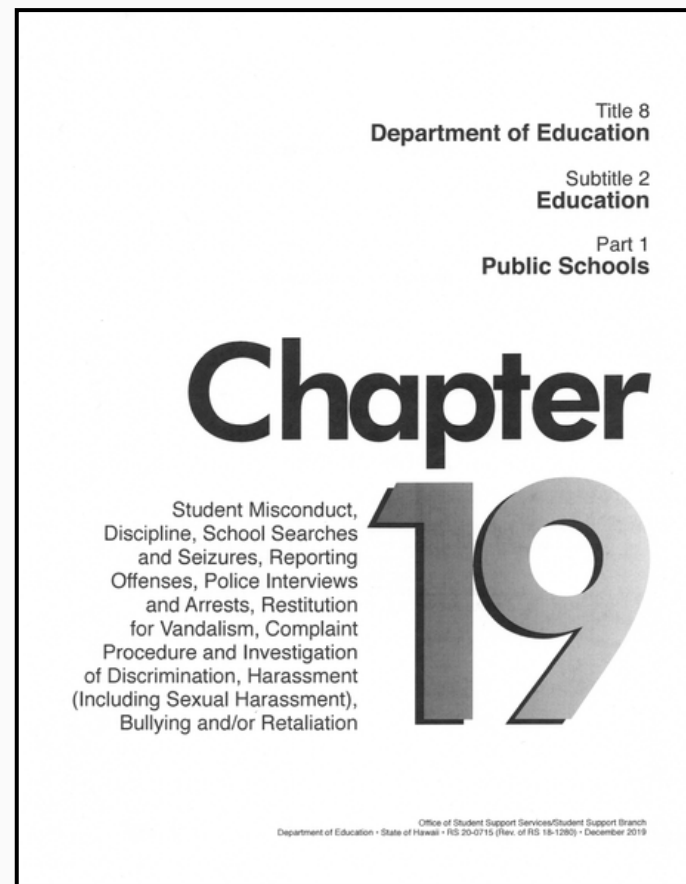
Grades 9-12

- **Evaluate Before You Share:** Verify sources, check dates, and question content before reposting.
- **Take Responsibility:** Understand that posts can influence others. Avoid spreading harm, rumors, or false information.
- **Discuss Tech Rules Together:** Collaborate on guidelines and explain why they matter.

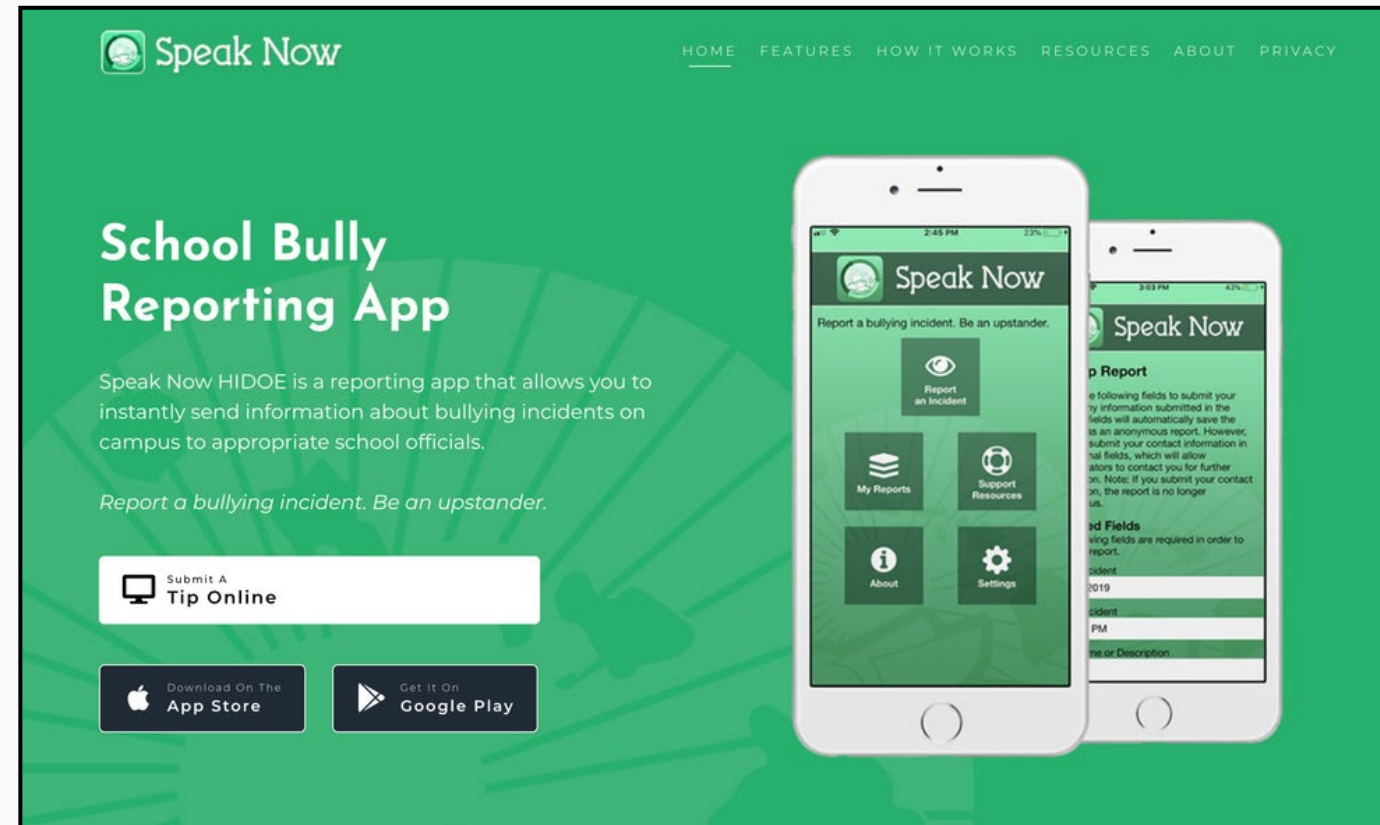
REPORTING TIMELINE: HOW TO FILE A COMPLAINT



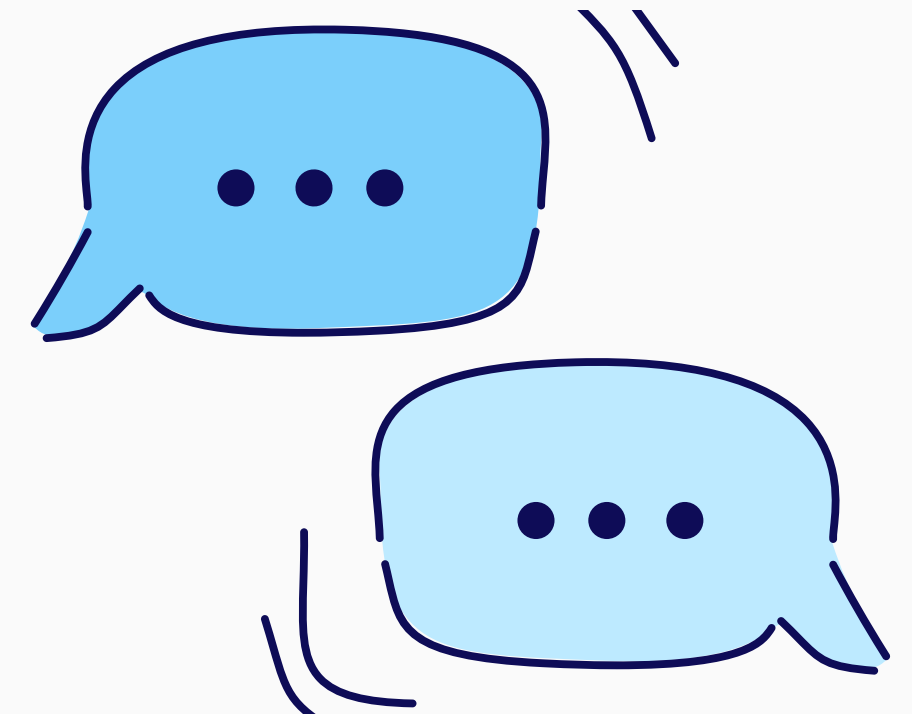
Chapter 19 Complaint Form



Speak Now: Anti-Bullying Anonymous Reporting App



Written / Verbal / Phone / Email Communication



If deemed appropriate, schools may offer the opportunity to resolve the complaint informally before any formal investigation begins.

This informal process will only be used if the parties voluntarily agree to participate. The parties are not required to resolve the complaint directly with each other.

REPORTING TIMELINE: INVESTIGATIVE PROCESS

Prior to completion of investigation, school may implement immediate interventions to ensure student safety.

Individuals may also request immediate interventions for schools to consider.

Notification of
parents/
guardians
immediately

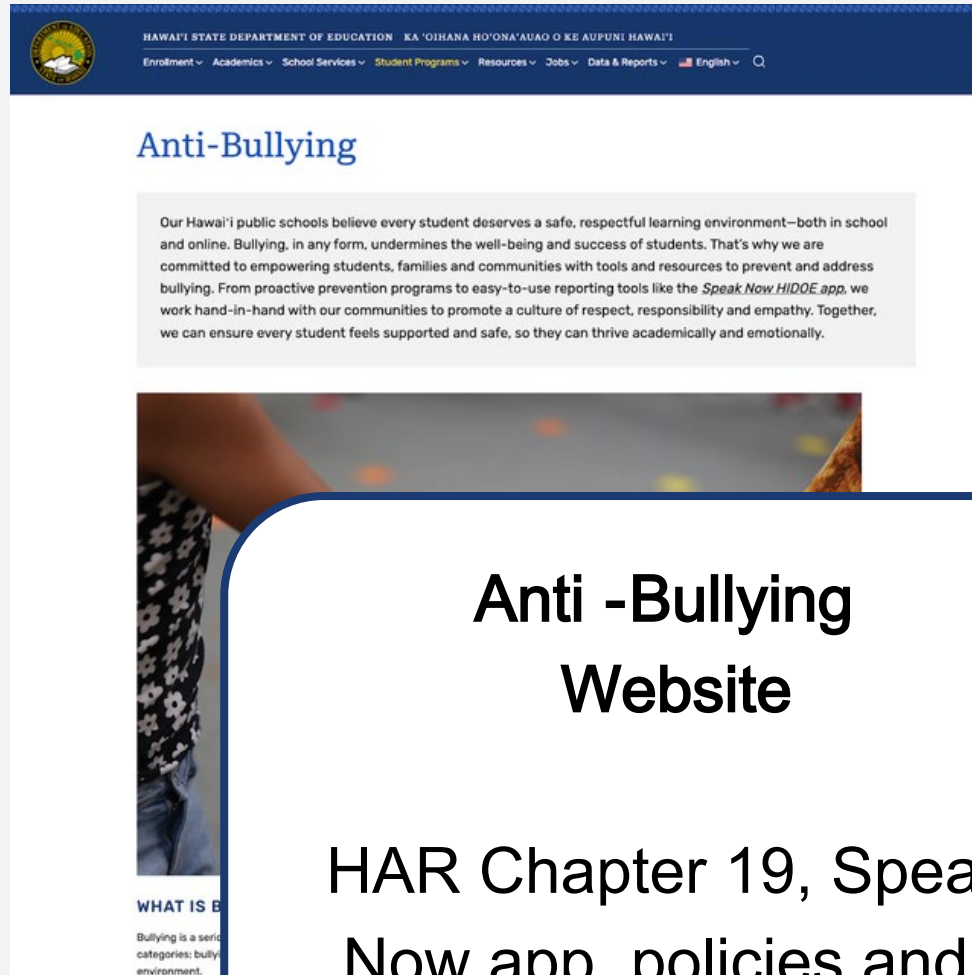
Implementation
of immediate
interventions no
later than 72
hours, if
necessary

Investigator
provide
findings and
determination
within five
school days

Schools will
determine any
next steps

Notification of
findings,
remedies, and
actions taken

DEPARTMENT RESOURCES



Anti -Bullying Website

HAR Chapter 19, Speak Now app, policies and procedures for bullying

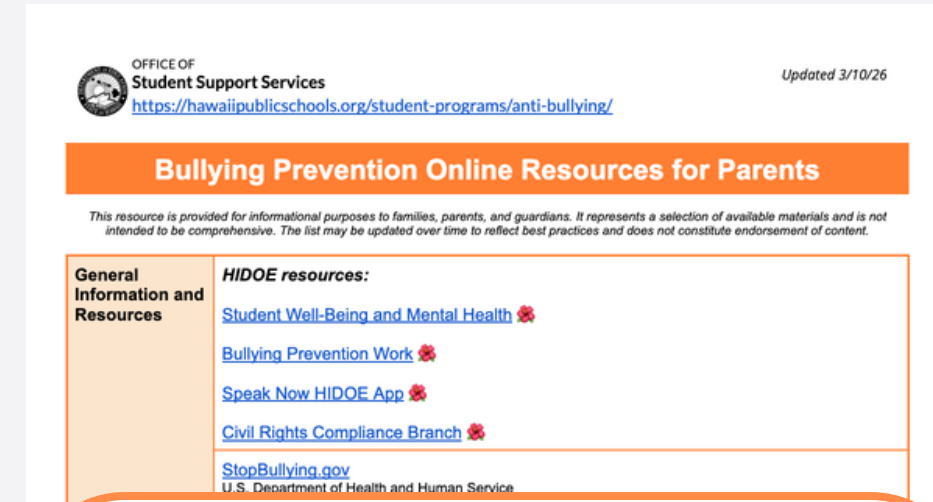
https://bit.ly/HIDOE_AntiBullying



Here to Help Website

Free and supportive resources for families, such as parent coaching and one-on-one support

<https://heretohelphidoe.com>



Online Resources

National and statewide informational resources to support families

https://bit.ly/HIDOE_BP-ParentResources

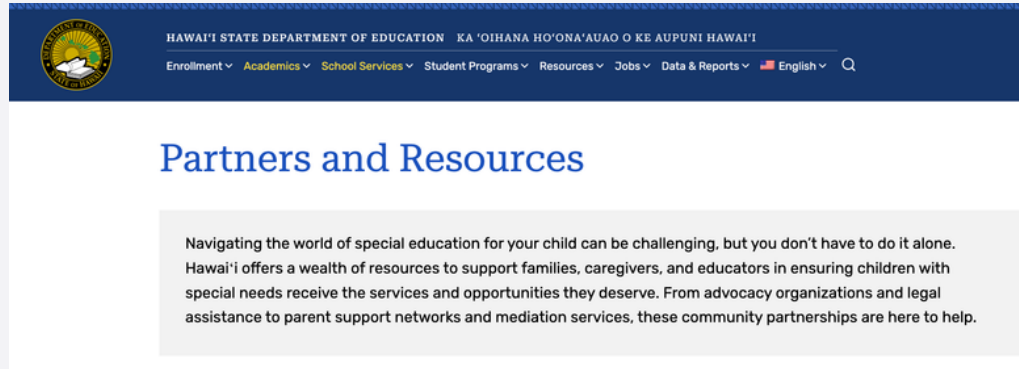
RESOURCES FOR MEDICALLY FRAGILE



SPIN Resources

Resource Guide and support organizations for families

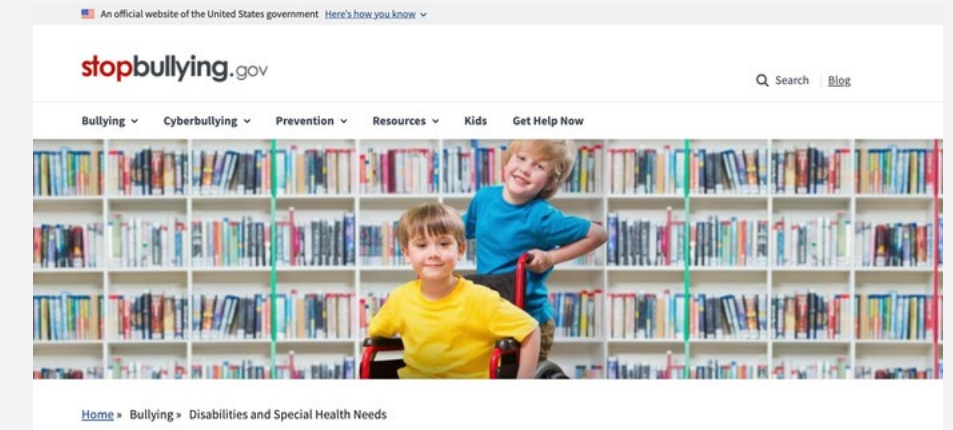
<https://spinhawaii.org/support-organizations-for-families/>



Family & Community Resources

Resources like advocacy organizations, legal assistance, parent support networks, and mediation services.

<https://hawaiipublicschools.org/academics/partners-and-resources/>



StopBullying.gov

Bullying and Youth with Disabilities and Special Health Needs

<https://www.stopbullying.gov/bullying/special-needs>

[View the presentation on medically fragile students and the supports offered in schools here!](#)

SCENARIO ACTIVITIES

IS IT SEVERE? PERSISTENT? PERVASIVE?
WHAT ACTIONS CAN YOU TAKE?

A student uploaded a video making fun of a peer's appearance. It went viral among students and is still being shared a week later.

Is this bullying?

SCENARIO ACTIVITIES

IS IT SEVERE? PERSISTENT? PERVASIVE?
WHAT ACTIONS CAN YOU TAKE?

School Actions might look like...

Report/remove video, discipline,
support victim.

A student uploaded a video making fun of a peer's appearance. It went viral among students and is still being shared a week later.

Public humiliation, widely spread. (Persistent, Severe)

SCENARIO ACTIVITIES

IS IT SEVERE? PERSISTENT? PERVASIVE?
WHAT ACTIONS CAN YOU TAKE?

A student pushed another student off their chair once and laughed. When asked, they said, “It was just a joke.”

Is this bullying?

SCENARIO ACTIVITIES

IS IT SEVERE? PERSISTENT? PERVASIVE?
WHAT ACTIONS CAN YOU TAKE?

School Actions might look like...

Address behavior, educate on boundaries, notify parents.

A student pushed another student off their chair once and laughed. When asked, they said, “It was just a joke.”

Physical harm, regardless of frequency. (Severe)

SCENARIO ACTIVITIES

IS IT SEVERE? PERSISTENT? PERVASIVE?

WHAT ACTIONS CAN YOU TAKE?

Two students who used to be friends get into a loud argument in the cafeteria. There's yelling, but no threats or physical contact.

Is this bullying?

SCENARIO ACTIVITIES

IS IT SEVERE? PERSISTENT? PERVASIVE?
WHAT ACTIONS CAN YOU TAKE?

School Actions might look like...

Mediate, teach conflict
resolution, monitor.

Two students who used to be friends get into a loud argument in the cafeteria. There's yelling, but no threats or physical contact.

Not bullying, no power imbalance or repetition. (Conflict)