



**COLORADO**  
Department of Education

# Bullying Prevention and Education

January 15, 2019

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1. What is Bullying?
2. Who Gets Bullied?
3. The Impact of Bullying
4. The Bullying Prevention and Education Grant
5. Ashawnty's Law

A G E N D A



# What is Bullying?

# What is Bullying?

- **Three components** that define bullying

- Intent to harm
- Behavior is repeated or likely to be repeated
- Imbalance of power

- **Three types** of bullying

- Physical
- Verbal
- Relational

- **Two modes** of bullying

- Direct
- Indirect

- **Four roles** in bullying

- Perpetrator
- Victim
- Bully-Victim
- Bystander

(See Gladden et al., 2014)



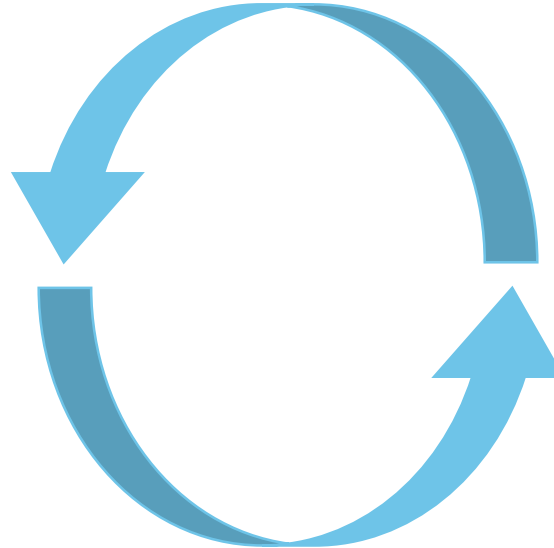
# What is Bullying?

## Three **Components** that Define Bullying

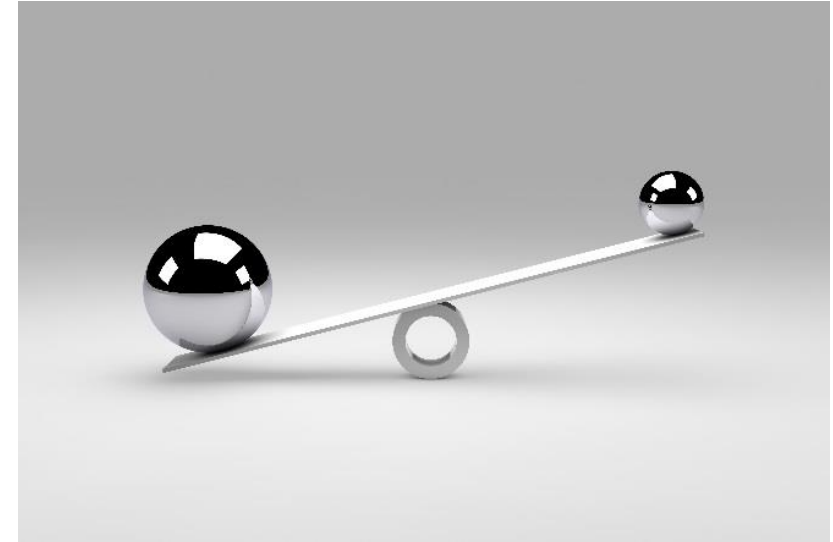
Intent



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?

## Two Modes of Bullying

Direct



Indirect

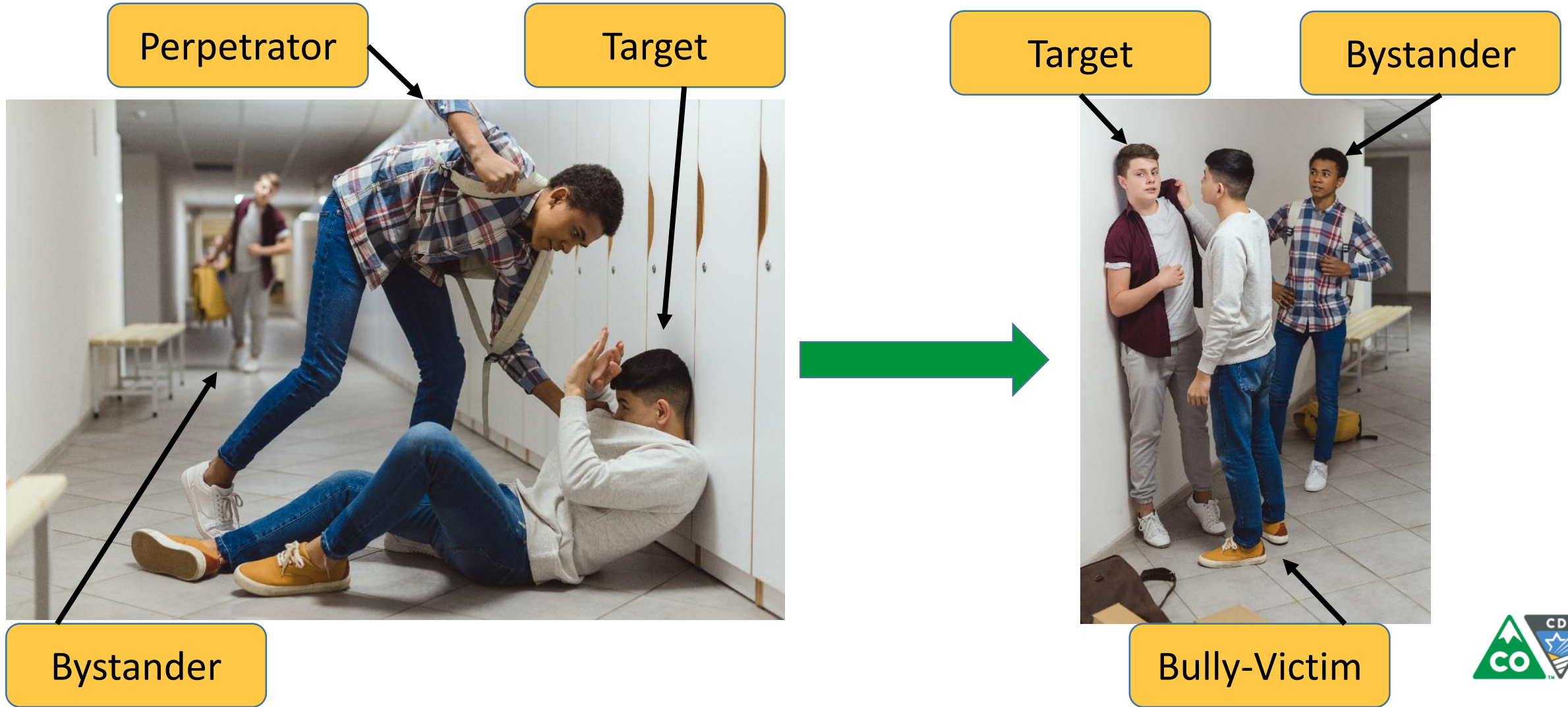


(See Gladden et al., 2014)



# What is Bullying?

## Four Roles in Bullying



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(See Gladden et al., 2014)





## In Colorado/CDE:

- "Bullying" means any written or verbal expression, or physical or electronic act or gesture, or pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student.

# Who Gets Bullied?

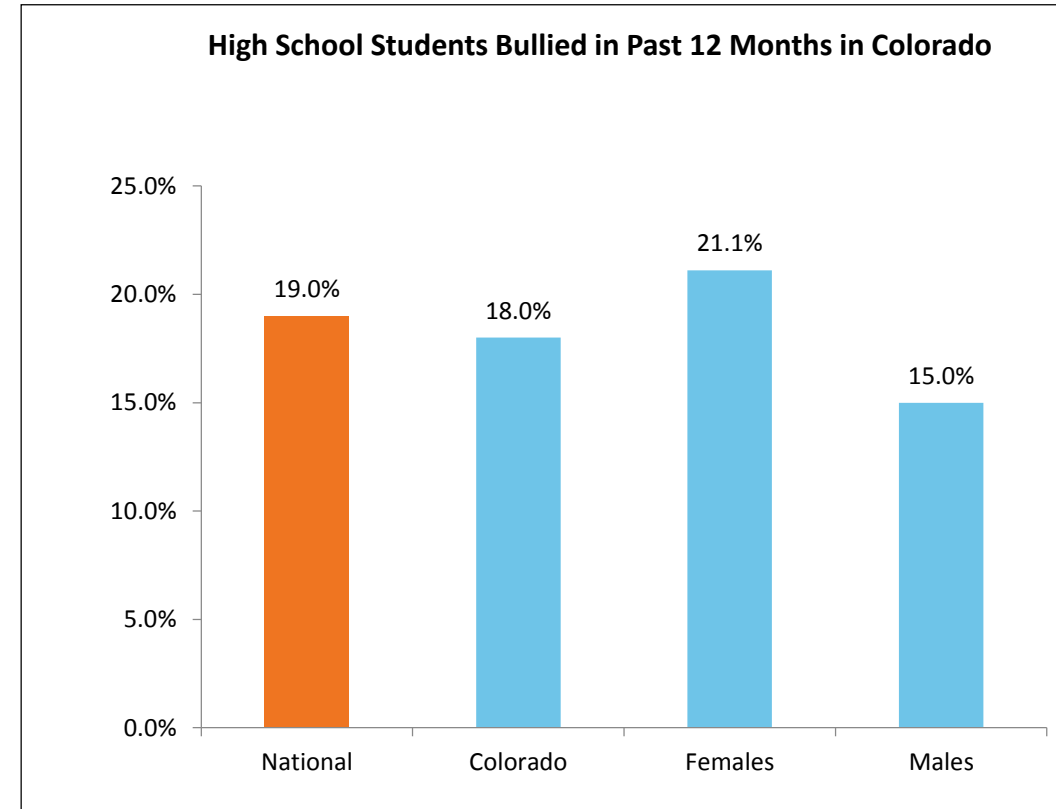
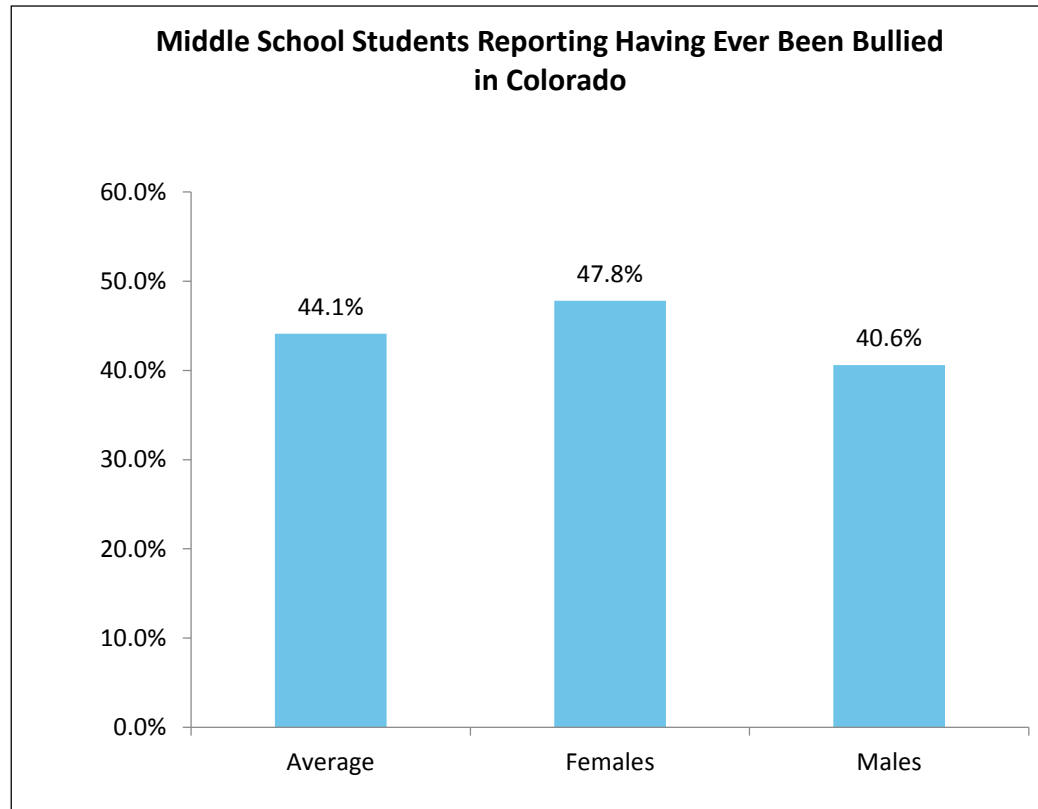


# Who Gets Bullied?



# Prevalence of Bullying

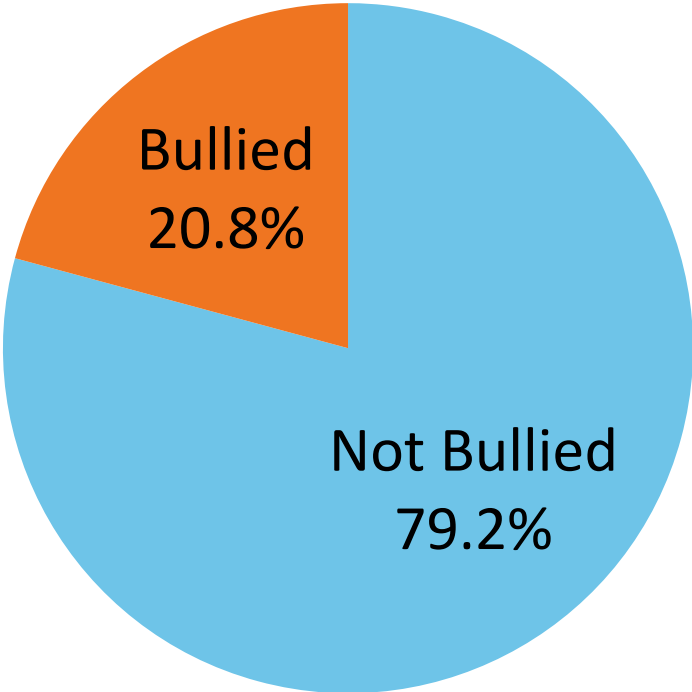
- Bullying affects thousands of students each year. About 15% - 30% of students report being a part of bullying as either a target or perpetrator  
(see Rivara & Le Menestrel, 2016)
- In Colorado (Healthy Kids Colorado Survey, 2017; YRBS, 2017)



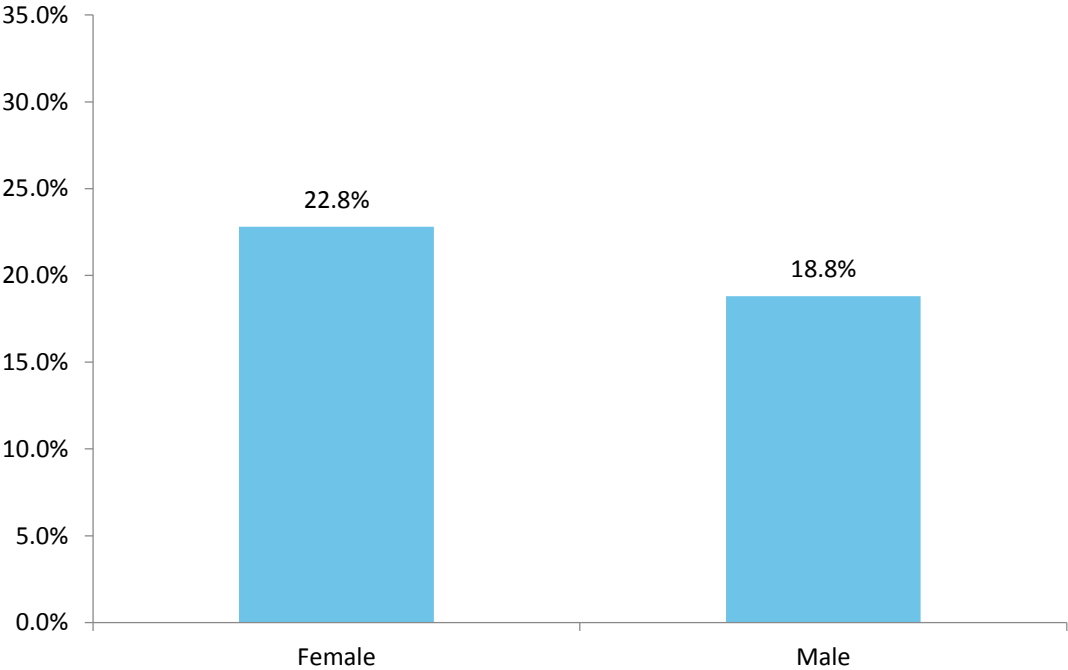


# Prevalence of Bullying

National Bullying Rates



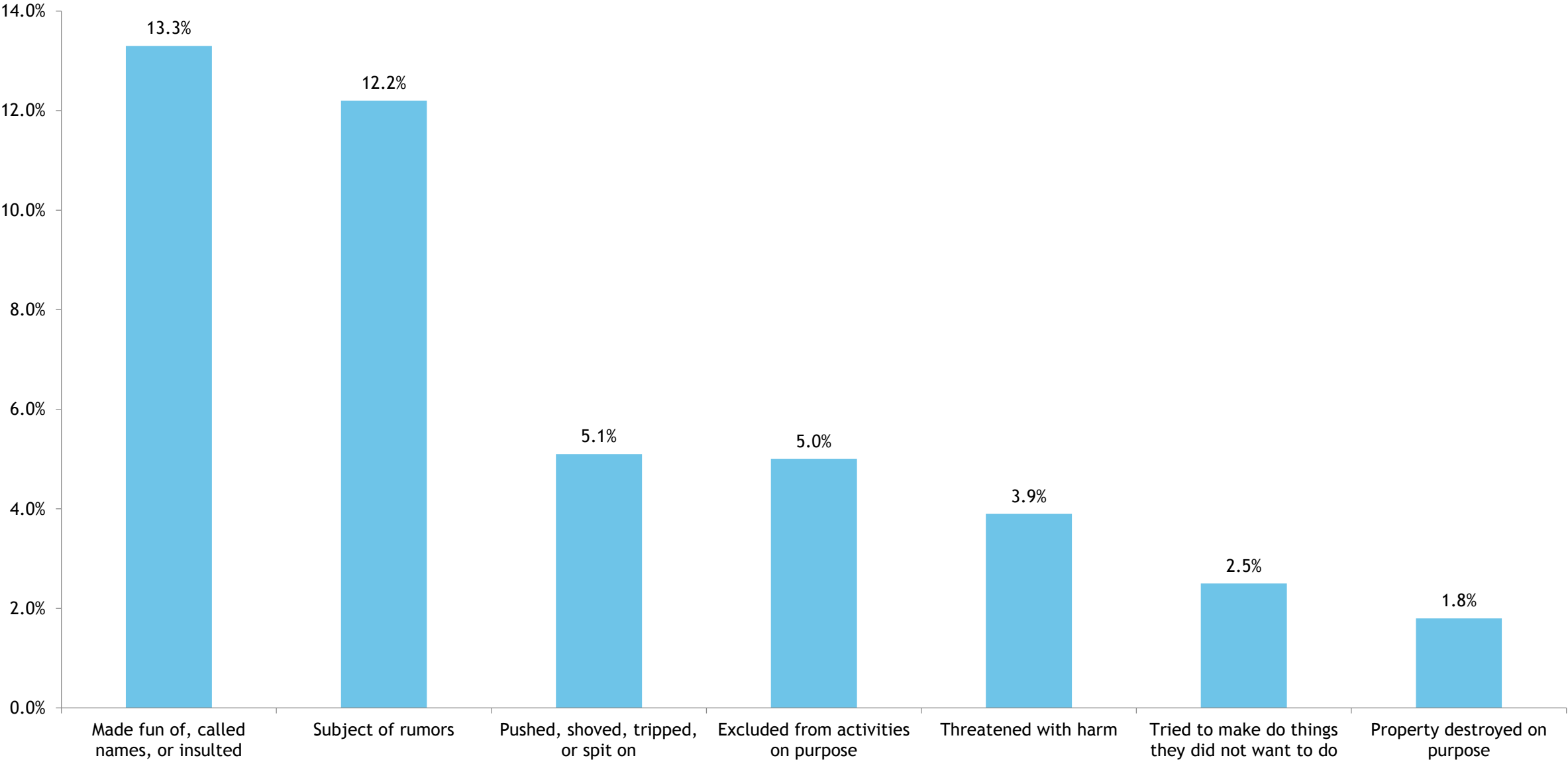
National Bullying Rates by Gender



(National Crime Victimization Survey)



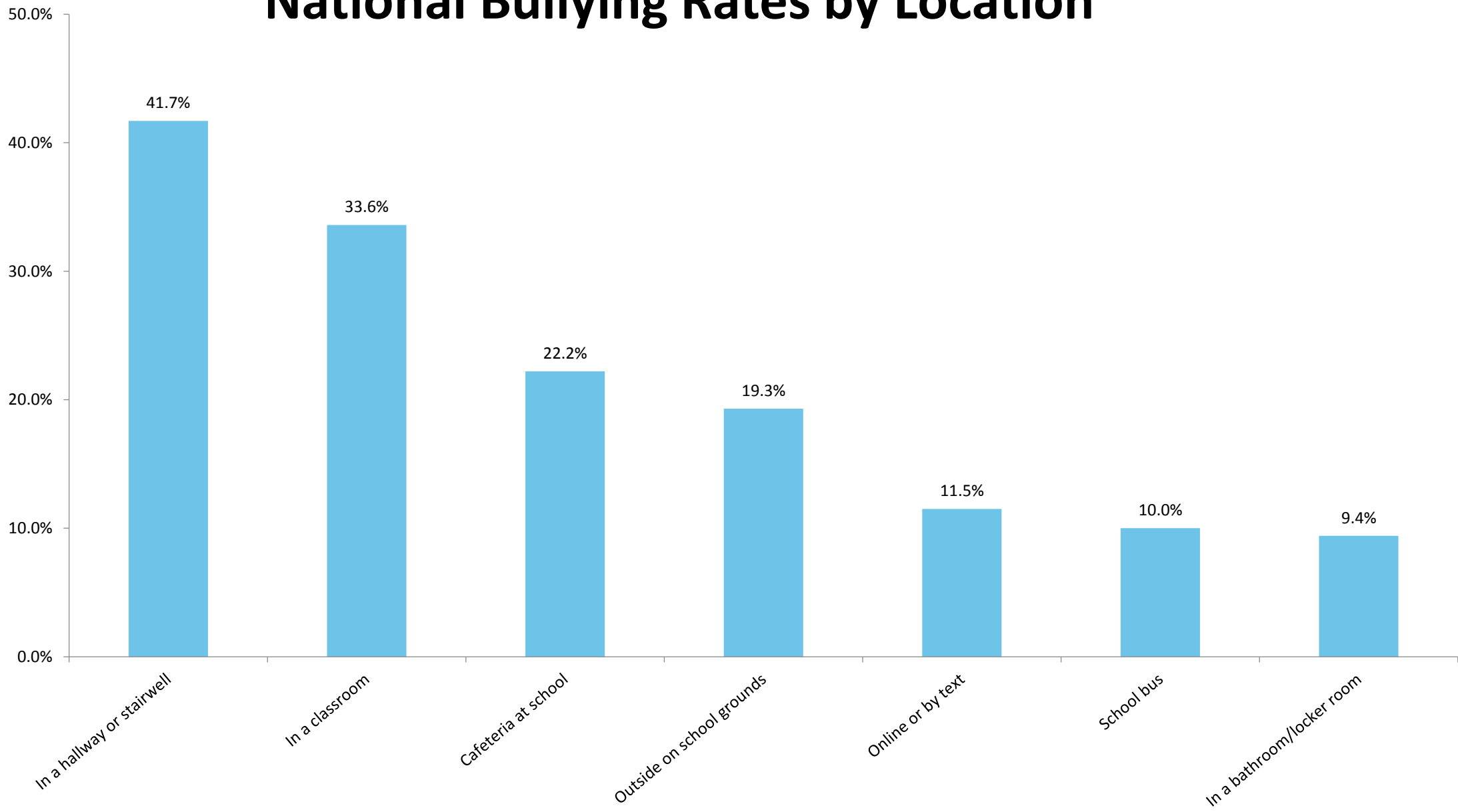
# National Bullying Rates by Type



(National Crime Victimization Survey)

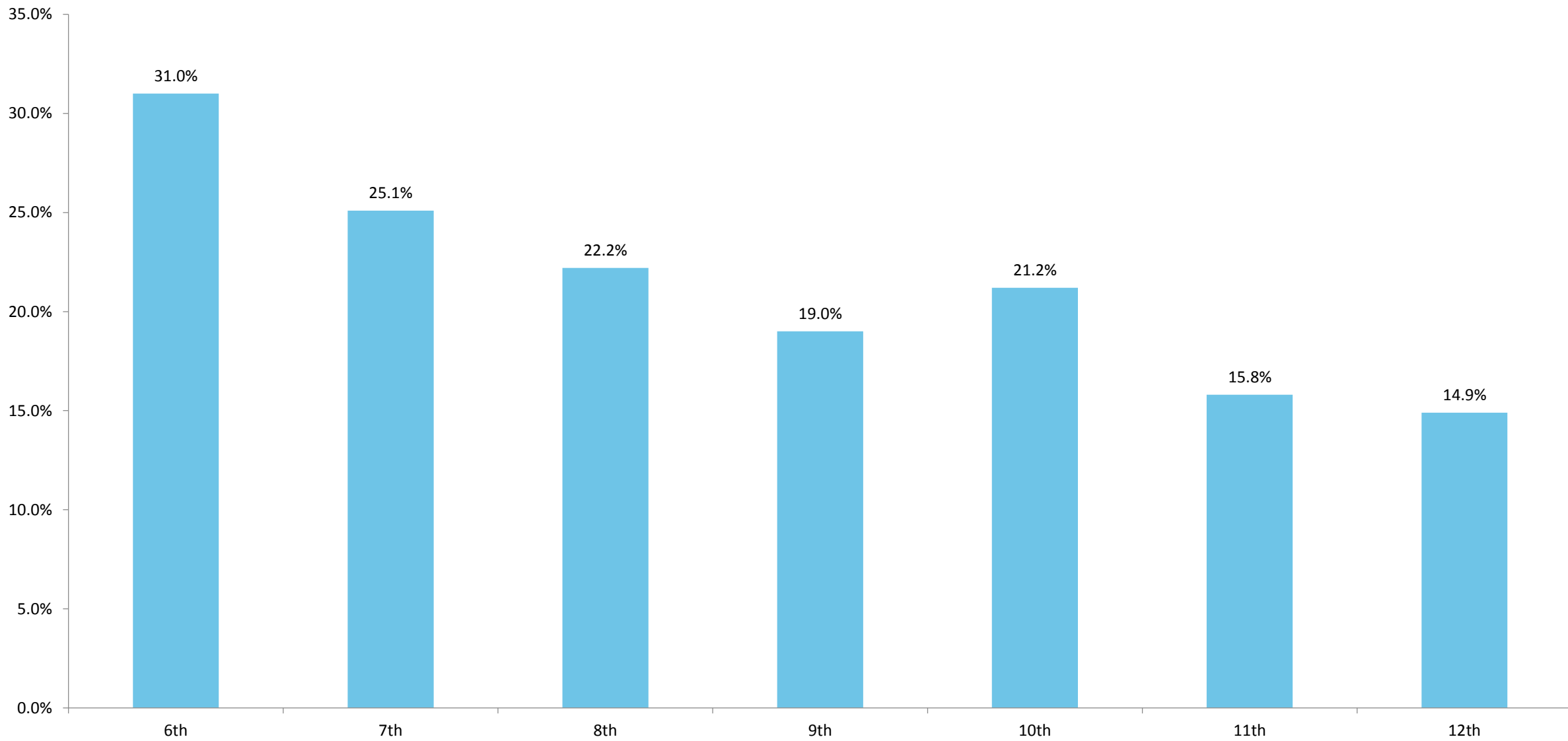


# National Bullying Rates by Location



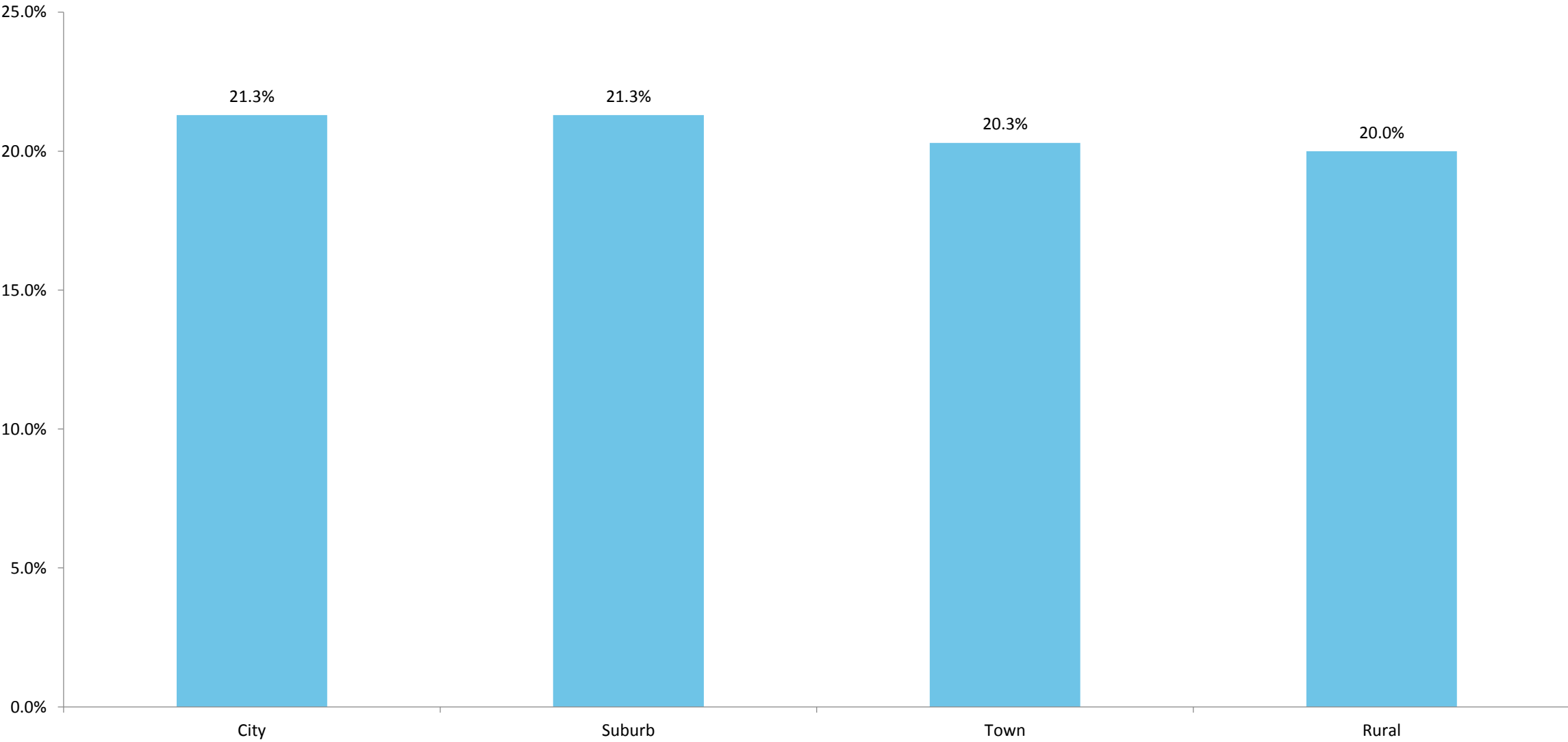
(National Crime Victimization Survey)

# National Bullying Rates by Grade



(National Crime Victimization Survey)

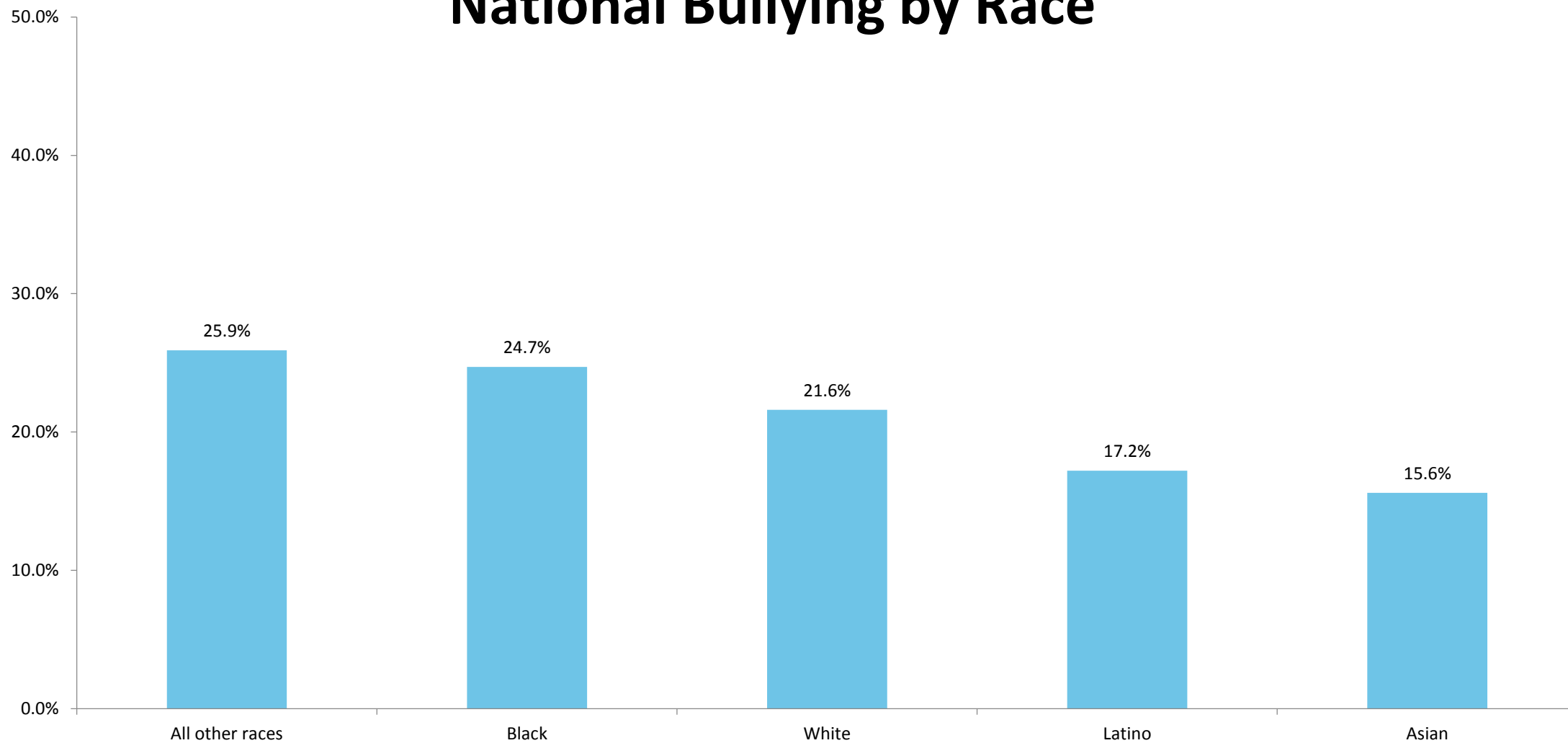
# National Bullying Rates by Locale



(National Crime Victimization Survey)



# National Bullying by Race



# At-Risk Populations

- **LGBTQ**
  - Many studies have found LGBTQ youth to be more likely to experience bullying than cisgender youth (see Rivara & Le Menestrel, 2016)
  - Prevalence rates of bullying for LGB youth range between 25.6% - 43.6%
- **Disabilities**
  - Students with disabilities are up to 1.5 times more likely to be bullied (Blake et al., 2012)
  - This is true from preschool through adolescence (Rose, 2015; Son et al., 2012)



# Prevalence of Bullying Review

15-30% of students nationally are involved in bullying each year

Hallways and classrooms are the most common place for bullying

Bullying peaks in middle school, then declines

Bullying occurs at the same rate regardless of locale (e.g., urban, rural)

Students who are disabled or identify as LGBTQ are more likely to be involved in bullying

# The Impact of Bullying

# Impact of Bullying

## 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)

Suicidal Ideation

Somatic  
Symptoms



Self-Harm

Anxiety

Depression



# Impact of Bullying

## 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

# Impact of Bullying

- Somatic symptoms (Gini & Pozzoli, 2013; Hunter et al., 2014)
- Symptoms of depression (see Ttofi et al., 2011)
- Anxiety and self-harming behavior (Kidger et al., 2015; Klomek et al., 2009; 2015)
- Suicidal ideation (Patchin, 2006; Ybarra et al., 2006)
- Alcohol and drug abuse (Radliff et al., 2012)
- Aggression (Reijntjes et al., 2011)
- Truancy and delinquency (Reijntjes et al., 2011)
- Lower grades and standardized test scores (Espelage et al., 2013; Nakamoto & Schwartz, 2010)

These Symptoms can Last for Years (Bowes et al., 2015)

Most Severe Consequences are for Students who are Bully-Victims

(Arseneault et al., 2006)



# Bullying Prevention and Education Grant



# Purpose of the BPEG

The Colorado School Bullying Prevention and Education Grant Program (BPEG) is authorized to provide funding to reduce the frequency of bullying



HOUSE BILL 11-1254

BY REPRESENTATIVE(S) Priola and Schafer S., Casso, Court, Ferrandino, Fields, Fischer, Hamner, Kefalas, Kerr J., Labuda, Massey, McCann, Pace, Peniston, Ryden, Solano, Todd, Vigil, Wilson; also SENATOR(S) Steadman, Aguilar, Bacon, Boyd, Carroll, Foster, Giron, Guzman, Heath, Hodge, Hudak, Jahn, King S., Morse, Newell, Nicholson, Roberts, Schwartz, Spence, Tochtrop, White, Williams S.

CONCERNING MEASURES TO REDUCE THE FREQUENCY OF BULLYING IN SCHOOLS.

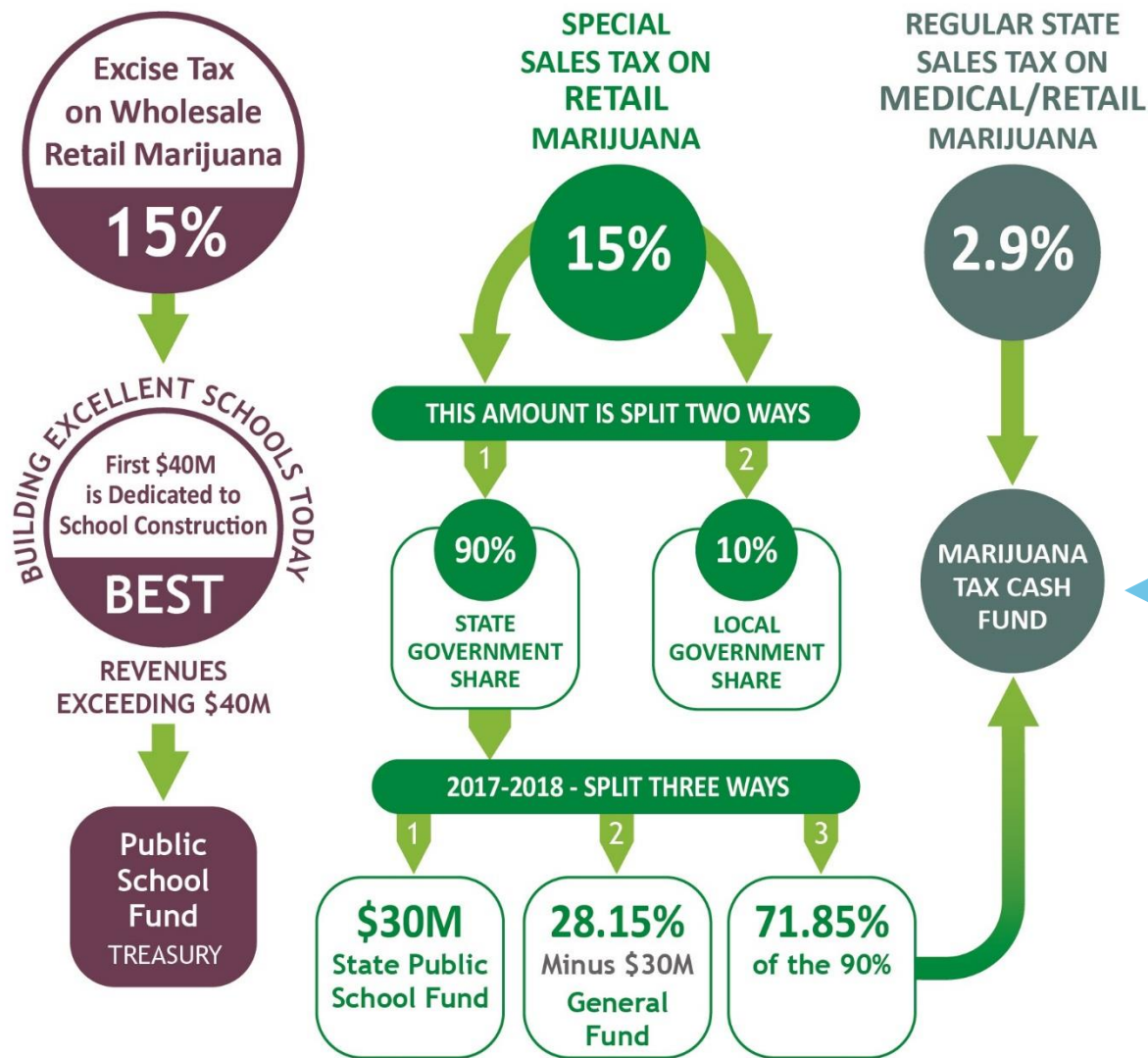
*Be it enacted by the General Assembly of the State of Colorado:*

SECTION 1. Title 22, Colorado Revised Statutes, is amended BY THE ADDITION OF A NEW ARTICLE to read:

## ARTICLE 93

School Bullying Prevention and Education Grant Program

# Funding for the BPEG



Funding for the BPEG comes from the marijuana tax cash fund

## Eligible Applicants Include

School Districts and the Charter School Institute

Charter Schools

Boards of Cooperative Educational Services (BOCES)

Facility Schools

# Grant Basics

Three-Year Grant Cycle

Schools can receive up to \$25,000 per year

Unused funds can roll over from one year to the next

Applicants can apply for multiple schools in one application





## 7 Areas of Focus

Bullying Prevention Committee

School Climate and Culture

Evidence-Based Bullying Prevention Program

Data and Surveys

Family, School, and Community Partnering

Student Voice

Policy

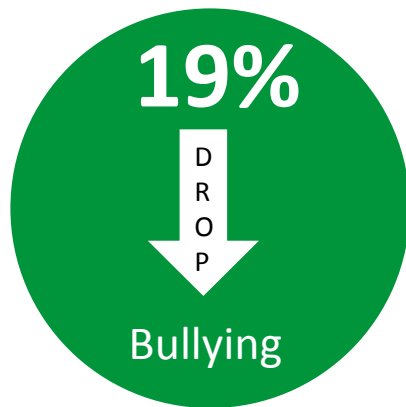
# Results from Cohort 1

BPEG grantees in Cohort 1 have seen great results!

Students Reporting being  
the Target of Bullying

2017: 37%

2018: 30%



Students Reporting  
Witnessing Bullying

2017: 50%

2018: 45%



# Ashawnty's Law

# Ashawnty's Law

- Senate Bill 18-151 was created in response to the death of Ashawnty Davis
- Directs CDE to “develop a model prevention and education policy.”
- CDE must “research approaches, policies, and practices related to bullying prevention and education used by education providers in other states”



SENATE BILL 18-151

BY SENATOR(S) Fields and Priola, Aguilar, Court, Donovan, Fenberg, Garcia, Kagan, Kefalas, Kerr, Martinez Humenik, Merrifield, Moreno, Todd, Williams A., Zenzinger;  
also REPRESENTATIVE(S) Buckner and Wilson, Becker K., Bridges, Coleman, Danielson, Esgar, Exum, Garnett, Ginal, Gray, Hamner, Hansen, Herod, Jackson, Kennedy, Kraft-Tharp, Lee, Lontine, McLachlan, Melton, Pettersen, Roberts, Rosenthal, Salazar, Singer, Valdez, Weissman, Winter, Young, Duran, Arndt, Hooton, Michaelson Jenet.

CONCERNING DEPARTMENT OF EDUCATION RESEARCH TO DEVELOP  
BULLYING PREVENTION POLICIES.



## Key Findings from Empirical Research

Enumerating LGBTQ status as a protected class is related to greater feelings of safety and less victimization based on sexual orientation (Kull, Greytak, Kosciw, & Villenas, 2016)

Researchers have called for a multi-tiered approach to bullying prevention (see Rivara and Le Menestrel, 2016)

Including teacher training in bullying prevention best practices is associated with a decrease in student bullying (see Rivara & Le Menestrel, 2016)

Fewer reductions in bullying for secondary students may be due to the adult-facilitated approach of many bullying prevention programs (Yeager, Fong, Lee, & Espelage, 2015)

Involving parents in bullying prevention efforts is associated with a decrease in student bullying (Ttofi & Farrington, 2011)

## Key Findings from Other State Model Policies

Department of Health and Human Services' StopBullying.Gov section recommendations

Definitions

Reporting

Investigating and Responding

Written Records

Sanctions

Referrals

# Recommended Components of LEA Policy

## Definitions

A definition of bullying consistent with the definitions specified in state law

## Reporting

A procedure for students, students' families, staff, and others to report incidents of bullying

A process to submit reports anonymously and with protection from retaliation

Identifies the school personnel responsible for receiving reports and investigating incidents

# Recommended Components of LEA Policy

## Investigating and Responding

A procedure for promptly investigating and responding to reports of bullying

## Written Records

A procedure for maintaining written records of all incidents and their resolution

## Sanctions

A detailed description of a graduated range of consequences for bullying



# Recommended Components of LEA Policy

## Referrals

A procedure for referring the target, perpetrator, and others to counseling and mental and other health services, as appropriate

- Must be published by July 1, 2019
- Public feedback on the draft model policy will likely open in later this month
- Policy will serve as a model and is not mandated to be adopted



SENATE BILL 18-151

BY SENATOR(S) Fields and Priola, Aguilar, Court, Donovan, Fenberg, Garcia, Kagan, Kefalas, Kerr, Martinez Humenik, Merrifield, Moreno, Todd, Williams A., Zenzinger;  
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