Bullying Part 2
School Presentation
Review: Bullying is

Power imbalance
Purposeful
Affects status

Unwanted aggressive behavior
Intent to harm
One-sided

No remorse
No recognition of the problem

Over power or property
Repeated over time

Over power or property
Repeated over time
School Presentation

- Identify Common Signs of Bullying
- General Issues in Identification
- Who are the bullies?
- Who are the victims?
- Forms of Bullying
- Reporting Guidelines and Regulations.
- Procedures to respond to reports
- Intervention Programs – What works
- What to do, what not to do
- Suicide Prevention
- Next Steps – Your voice can be heard – Moodle Course
IDENTIFY

Identifying Students Who are Most Likely to Become Victims of Bullying
General Issues in Identification

(1) Academic Achievement

“Involvement in bullying does not automatically place a child at risk for poor achievement but can be one of a combination of factors that undermine a child’s engagement in school, underscoring the need for educators to pay particular attention to children who are victimized” (Swearer et al., 2010).
(2) School Climate

“General aggression levels in the classroom and schools do co-occur with other school-related problems, suggesting that prevention programs that address aggression may have an impact on other school-related problems. **Positive school bonding plays a significant role in buffering against the presence of other negative influences and has been associated with lowered risk of student substance abuse, truancy, and other acts of misconduct**” (Swearer et al., 2010).
(3) Peer Group Functioning

“[Several research] studies highlight the powerful effect of peer norms on bullying attitudes and behaviors. ... [I]n many peer groups bullying might be the norm.” **Targeting bystander responses may be a significant factor in altering bullying behavior** (Swearer et al., 2010).
(4) Predictions for Future

Bullies at greater risk (when they become adults) of

(1) higher substance use rates
(2) poorer social skills
(3) greater mental health problems
(4) increased aggressive-impulsive behaviors

(US DOE, 2011–citing others)
(5) School Shootings

Bullying was a factor in 2/3 of the 37 school shootings reviewed by the U.S. Secret Service (i.e., shooters reported being chronically victimized).
General Issues in Identification

(6) Mental Health (snapshot)

- Victims and Bully-Victims are more depressed and have lower self-esteem than non-victimized youth (Olweus, 1993; Swearer et al., 2001).

- Bullied at greater risk for suicidal ideation and suicide attempts (US DOE 2011–citing others).

- Bully-Victims have the worst prognosis (Swearer, 2012).
Who Are They?
Who are the “Bullies”? 

• Popular 
• Athletic 
• Attractive 
• Leaders (perceived as) 
• Older (on younger) 
• Stronger (on weaker) 
• Larger (on smaller) 
• Former or current victims of bullying 
• Social problem-solving difficulties OR Highly skilled socially
Who are the “Victims”? 

- Obese
- Quiet
- Insecure
- Anxious
- Weaker
- Younger
- Less popular
- Bystanders

- Boys more than Girls
- African-American less frequently than White or Hispanic
- Not fitting in with a peer group
- Remedial education enrollment
- Developmental disabilities (e.g., autism spectrum disorder (ASD))
- LGBT (lesbian, gay, bisexual, transgender) Smaller
- Visible or more obvious disabilities (language or hearing impairments, mental disabilities, students with autism/Asperger’s)
* A recent study shows that general ed. students in 5\textsuperscript{th} grade are more often victimized than students in grades 6-9. For students with disabilities, there was no difference in bullying by grade level. National Institutes of Health, reporting University of Nebraska research, Swearer (2012).
Victims

Possible Signs/Outcomes:

• school avoidance or absences
• difficulties concentrating while at school, and
• poor school performance (Knoff, 2012)

Present and/or Future issues:
More prone to–

• suicidal ideation
• severe depression
• extreme acts of hostility or aggression (Knoff, 2012)
Forms of Bullying
Form of Bullying

- Boys receive physical aggression more often
- Girls experience “relational” bullying (e.g., social exclusion and rumors) more often

Source: stopbullying.gov
Why Bully?

- Modeling (mimicry)
- Insecurity
- Revenge
- Belonging
- Attention
- Expectations
- Power

(Swearer, 2012)
“The broad range of physical, verbal, and social behaviors, the intent to harm, the repetition of confrontation, and the imbalance of power between the perpetrator(s) and victim(s) are key features of bullying that make it extremely difficult to recognize and measure, forcing observers to judge not only intent, \textbf{but the levels of power in each participant, and the number of times the behavior has occurred in the past}” (Ross, Horner & Stiller, n.d.).
REPORT

Reporting Bullying

Louisiana Law Requirements

What do I do when I recognize bullying?

© Hammonds, Sills, Adkins, & Guice, LLP. For educational use only. 2012-2013 SY – Part One of Mandatory Four Hour Training (2 hours)
Who Reports Bullying?

Students and parents *may* report bullying to a school official or any school employee.

School employees *must* report bullying to a school official whenever one of the following occurs:

- He or she witnesses bullying
- He or she learns of bullying by a report from a student or parent
Student or Parent Reports

- Any student who believes that he has been, or is currently, the victim of bullying, may report the situation

- Any student, parent, or guardian who witnesses bullying or has good reason to believe bullying is taking place may report the situation

- The report can be made to any school official, a teacher, counselor, or any school “personnel” (as defined below)
“School Personnel”

For reporting purposes, “school personnel” include:

• Teachers
• Counselors
• Bus drivers
• Any other school employees, whether full-time or part-time,
  o Including, but not limited to, substitute teachers, support staff, clerical staff, cafeteria staff, and janitorial staff
• Any parent chaperoning or supervising a school function or activity
School Personnel

MANDATORY REPORTERS

School personnel, as defined previously, are mandatory reporters of bullying.

Any school personnel who witnesses bullying, or learns of bullying from a student or parent, must make a verbal report to a school official the same day he or she witnessed or learned of the bullying.

A written report must be filed with the school official no later than two days thereafter.
Bullying Report Form

A mandatory reporting form has been developed by the Louisiana Department of Education

Form may be filled out by a student, parent/guardian, school employee, or parent chaperone

Report must include:
• Name of person making the report
• Date of report
• Description of the incident
• Names of witnesses
• Affirmation of Truth Statement
Who Fills out the Form?

• First box of the form includes a space for the name of the person making the report, the date of the report, and space to identify if that person is a student, parent/guardian, school employee, or parent-chaperone.

• The form may be completed directly by the person reporting the incident or by the school employee to whom the incident is being reported.
Description of the Incident –

Description of the incident should be as detailed as possible and should include:

• Names of those involved
• DETAILS – What happened, where it happened, when the incident took place, how the incident occurred, etc.

Names of Witnesses

• Report should include the names of any witnesses to the incident
Affirmation of Truth Statement

• The person making the report must certify that all statements are true and complete.

• If the employee is the person making the report based on what he or she has witnessed, the employee will be the person affirming the truth of the statements contained in the report.

• Employee will sign and date the box as the “signature of person filing report”.
Employee filling out form

- If an employee is completing the form based on a report by a student or parent, the employee should not certify the truth of the statements made in the report.

- The person making the report should sign and date as “signature of person filing report.”

- If a signature is not possible, we recommend writing in the name of the student or parent filing the report, with a notation that the report form was filled out by the employee based on information provided by the reporting student or parent.
“Received By” Box

- The last box should include the name of the school official who has received the bullying report, his or her position, and the date the report is received.

- Remember, employees must provide this written report to the school official within two days of witnessing or learning of a bullying incident.
Responding to the Reports
What happens next??

- Principal or designee must begin an investigation on the next business day, and complete within 10 days.
- Carefully consider whether the behavior could truly fit within the definition of bullying because once a report is made, specific procedures are triggered.
- For example, once a report has been made, no minor child – whether the alleged bully, target, or witnesses – may be interviewed without first notifying the parent and giving them an opportunity to attend the interview.
- If in doubt, err on the side of caution and make the report.
• Retaliation against any person who reports bullying in good faith, who is thought to have reported bullying, who files a complaint, or who otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and subject to discipline.
False Reports

• Intentionally making false reports about bullying to school officials is prohibited conduct and will result in disciplinary measures

• **DO NOT** affirm the truth of a statement unless you have direct knowledge!!!
How to Use Appropriate Intervention & Remediation Techniques & Procedures
Why Intervention & Remediation?

• Mandated by Act 861 (La. R.S. 17:416.13)

• Implies that school systems must do more than just issue disciplinary consequences to those students who bully.

• Implies that school systems must take affirmative and direct action to reduce bullying behavior and provide supports for victims, bystanders, AND bullies.
Positive Behavioral Support Approach

Foundation for Broad, Comprehensive Approach

• Bullying is a behavior of violence.
  Sugai, Horner & Algozzine, 2011

• Chronic bullying is among warning signs that predict violent behavior in children.
  Reeves, Kanan & Plog, 2010
What Works Best?
Effective Schools’
Formal “Investments”

- School-wide curriculum that emphasizes targeted social skills instruction.

- Positive school and classroom social cultures where teaching and learning are emphasized.

- Challenging and engaging instructional practices that effectively maximize academic success for all students.

(Sugai, Horner & Algozzine, 2011)
Effective Schools’ Formal “Investments”

- Continuous, positive, and active supervision and monitoring of student behavior and learning.

- Regular, frequent, and positive acknowledgements and reinforcement for student displays of academic and social behavior success.

- Active involvement of all students and family, faculty, and community members.
Effective Schools’
Formal “Investments”

• Multi-year and multi-component approaches to implementation.

• Adults who model the same positive social behaviors and values expected of students.
Broad Approach

“Bully prevention programs involving consistent, school-wide efforts along with the creation of pro-social atmospheres tend to be more effective than programs that implement at the classroom level only or address just the victims and/or bullies involved.”

Ross, Horner & Stiller, n.d. (citing Olweus, Limber & Mihalic, 1999; Pepler et al., 1994)
Broad Approach

“Programs that improve school climate and promote connectedness help reduce risk of suicide, violence, bullying, and substance abuse.”

SAMHSA Suicide Toolbook, 2012 (citing Resnick et al., 1997; Blum, McNeely & Rinehart, 2002)

“Many activities designed to prevent violence, bullying, and the abuse of alcohol and other drugs may also reduce suicide risk among students.”

SAMHSA Suicide Toolbook, 2012 (citing Epstein & Spirito, 2009)
Positive Behavior Support Programs

In the Moodle component of the Anti-Bully Training – you will have a chance to evaluate the leading positive behavior support programs and make suggestions for your school.

There are some basic guidelines to what elements must be in place for an effective behavior program when dealing with bullying.
“Accurate Implementation”?

“Accurate implementation” is also known by the terms “fidelity” or “integrity” of implementation of an intervention.
What Not To Do

(Part 1)

Misdirections in Addressing Bullying

(Bradshaw, 2012)
Misdirection #1: Zero Tolerance Policies

Unrealistic and disruptive given number of students involved in bullying

Does not allow for intervention

May isolate children who bully from needed positive role models
Misdirection #2: Conflict Resolution & Peer Mediation

Implies both parties bear responsibility

May further victimize target of bullying

Bullying is abusive – not a “conflict”

DON’T BRING VICTIM AND BULLY TOGETHER
Misdirection #3:
Group Therapy as Treatment

Group members may model bad behavior

Group treatment that involves aggressors and children who are bullied can reinforce bullying behavior

DON’T BRING VICTIM AND BULLY TOGETHER
Misdirection #4: 
Simplifying the Relationship between Bullying & Suicide

“Bullycide” is a term that should NOT be used – inappropriately suggests that suicide may be caused by only one factor

Suicidal ideation is more common in adolescents but is only one factor

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Misdirection #5: Simple, Short-Term Approaches

- Single-day inservice is not enough
- Discussion at parent-teacher meeting is not enough
- Talk at assembly is not enough
- Classroom talk on one day is not enough
- Piecemeal and independent activities are unlikely to make a significant impact on bullying behavior
What To Do

(Part 1)

Reductions in bullying are associated with ...

• Effective classroom management
• Increased adult supervision
• Effective classroom rules
• Non-punitive disciplinary methods
• Home-school communication
• Parent training

Swearer, 2012 (citing Ttofi, Farrington & Baldry, 2008)
Some Issues in Program Implementation

“The success of [anti-bullying] programs is often dependent on the intensity and duration of the program, which must be long-lasting to have a significant impact.”

National Association of School Psychologists, 2012 (citing Ttofi & Farrington, 2011)
Some Issues in Program Implementation

“From a prevention and responsiveness-to-intervention perspective, not all students respond equally to bully prevention strategies because of a variety of risk and protective factors, for example, behavioral learning history, socio-economic status, social skill competence, academic achievement, disability, peer and family influences.

(Biglan, 1995; Mayer, 1995; Spivak & Prothrow-Stith, 2001; Walker, Ramsey, & Gresham, 2004).”

Sugai, Horner, & Algozzine, 2011
Some Issues in Program Implementation

“Single, stand-alone bullying prevention programs [ ] tend not to be optimally effective or sustainable because they:

• are fragmented
• are seen as another task to do by only selected individuals
• view bullying as an issue affecting a subset of students instead of the larger school context [AND]
Some Issues in Program Implementation

• rely on strategies that have proven ineffective, or even counterproductive, such as punitive discipline and zero tolerance policies

• do not fully consider the unique characteristics of the local context, including family and community factors

• lack coordination between multiple grade levels and among faculty and staff.”

National Association of School Psychologists, 2012
Some Issues in Program Implementation

“School-wide interventions are more likely to positively affect the school climate and reduce bullying than individualized or classroom-level interventions implemented in isolation.”

Creating Positive School Environments …

1. takes time
2. requires an integrated, whole-school approach
3. requires an ongoing commitment from
   1. school leadership
   2. system staff
   3. students
   4. parents
   5. community

National Association of School Psychologists, 2012
What Can You Do NOW?

Comply with the Act 861 and School Board procedures for recognizing and reporting alleged bullying
What Can You Do NOW?

Step One: Assess the Scope of Bullying & Victimization at Individual Schools

Swearer, 2012
Practical Suggestions

What Not to Say
Ever catch yourself saying...

“He needs to toughen up & fend for himself!”

“Girls are just mean to each other at this age.”

“That’s just the way kids are today.”

“Kids have always been bullied.”

“Boys will be boys.”
Ever catch yourself saying...

“There’s nothing we can do about it.”

“We can’t protect them from everything.”

“I’m sure he/she didn’t mean it.”

“If she just didn’t __, then kids wouldn’t pick on her.”

Office for Civil Rights (OCR) Guidance
Change Your Perspective

Advisors list these as classic examples of what not to say. These comments foster the mindset that allows the problems to continue. If one child is saved by the efforts of a school or district program, then it’s all worth it.
Practical Suggestions

What Not to Do

(Part 2)
Do NOT …

1) Ignore bullying behavior

2) Fail to report bullying behavior according to School Board policies and procedures

3) Fail to intervene according to School Board policies and procedures

4) Encourage bullying behavior

5) Participate in bullying behavior
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<table>
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<td>6</td>
<td>Model bullying behavior</td>
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<td>7</td>
<td>Model bullying attitudes (see What Not to Say)</td>
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<tr>
<td>8</td>
<td>Only suspend/expel the “bully” (as exclusive response)</td>
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<td>9</td>
<td>Retaliate against the victim</td>
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<td>10</td>
<td>Retaliate against the reporter of the bullying</td>
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Practical Suggestions

What to Do

(Part 2)
DO …

• Address bullying behavior timely and appropriately

• Report bullying behavior according to School Board policies and procedures

• Intervene according to School Board policies and procedures

• Address all participants in bullying behavior according to School Board policies and procedures
DO …

• Model appropriate interpersonal interactions through pro-social verbal and non-verbal behavior with students and other adults

• Model an attitude which discourages bullying

• Discourage bullying behavior and reiterate to students (in an age-appropriate manner) (and to colleagues, if necessary) that bullying is a violation of the code of student conduct and illegal
DO ...

• (In addition to appropriate disciplinary consequences,) provide instruction/intervention for the student who engaged in bullying behavior per School Board practices and procedures

• Support the victim via appropriate School Board practices and procedures

• Remain objective and receive information from the reporter of suspected bullying, then submit the report according to School Board procedures
DO ...

- Foster positive school-home and school-community relationships

- Screen bullying victims and perpetrators for mental health problems (Klomeck et al., 2009)

- Access school mental health professionals (e.g., social workers, school psychologists) who in turn should collaborate with other school system mental health professionals and with community mental health professionals to facilitate follow-up on screening activities (Lieberman & Cowan, 2011)
Additional Resource

Practical Strategies for Preventing and Responding to Bullying and Harassment in School, LRP Publications, 2012.
Conclusion

• Empirical research demonstrates that bullying is a risk factor, among others, for suicidal behavior in children and adolescents.

• Coordinated and collaborative efforts of trained school staff are a “front line” in preventing bullying and suicidal behavior.

• To save one life shall be worth the effort.
Section 3

- Presented online in Moodle.
- Included the Suicide Prevention presentation.
- A test on what you learned.
- Print a completion certificate.
Watch the video on the next slide and follow along with the hand out
FORUMS

• Forums in Moodle give you a chance to voice your opinions and respond to others. When you reply a post, decide if you want to receive emails whenever someone posts to that topic.
Certificate of Completion

• After completing the quiz in Moodle, print your certificate and give it to your administrator.

CERTIFICATE of ACHIEVEMENT

This is to certify that

Rene Phillips
has completed the course
Anti-Bully Section 3

April 4, 2013
Course Grade: 100.27 %

Ronald Batten, Director of Student Services
Review: Bullying is

- Power imbalance
- Unwanted aggressive behavior
- Purposeful
- Intent to harm
- Affects status
- One-sided
- No remorse
- No recognition of the problem
- Over power or property
- Repeated over time