



BULLY PREVENTION AND INTERVENTION

School Corporation Employee Training on Prevention

Source: Indiana Department of Education



According to the National Association of School Psychologists, 160,000 students per day stay home from school because of bullying (Fried & Fried, 2003).

Source: www.nea.org



PART 1: BULLYING OVERVIEW AND TERMINOLOGY

BULLYING PREVENTION AND THE LAW



- **Bullying is defined for Indiana schools in HEA 1423**
- IC 20-33-8-0.2 – “Bullying” means:
 - Overt (intentional) unwanted, repeated acts or gestures including:
 - *Verbal or Written communication, or image* transmitted in any manner (including digitally or electronically)
 - *Physical acts* committed, *aggression*, or *any other behaviors* that are committed by a student or group of students against another student *with the intent to*
 - **Harass, ridicule, humiliate, intimidate, or harm** the targeted student and
 - Create for the targeted student **an objectively hostile school environment**

BULLYING IS DEFINED FOR INDIANA SCHOOLS IN HEA 1423 (CONT.)

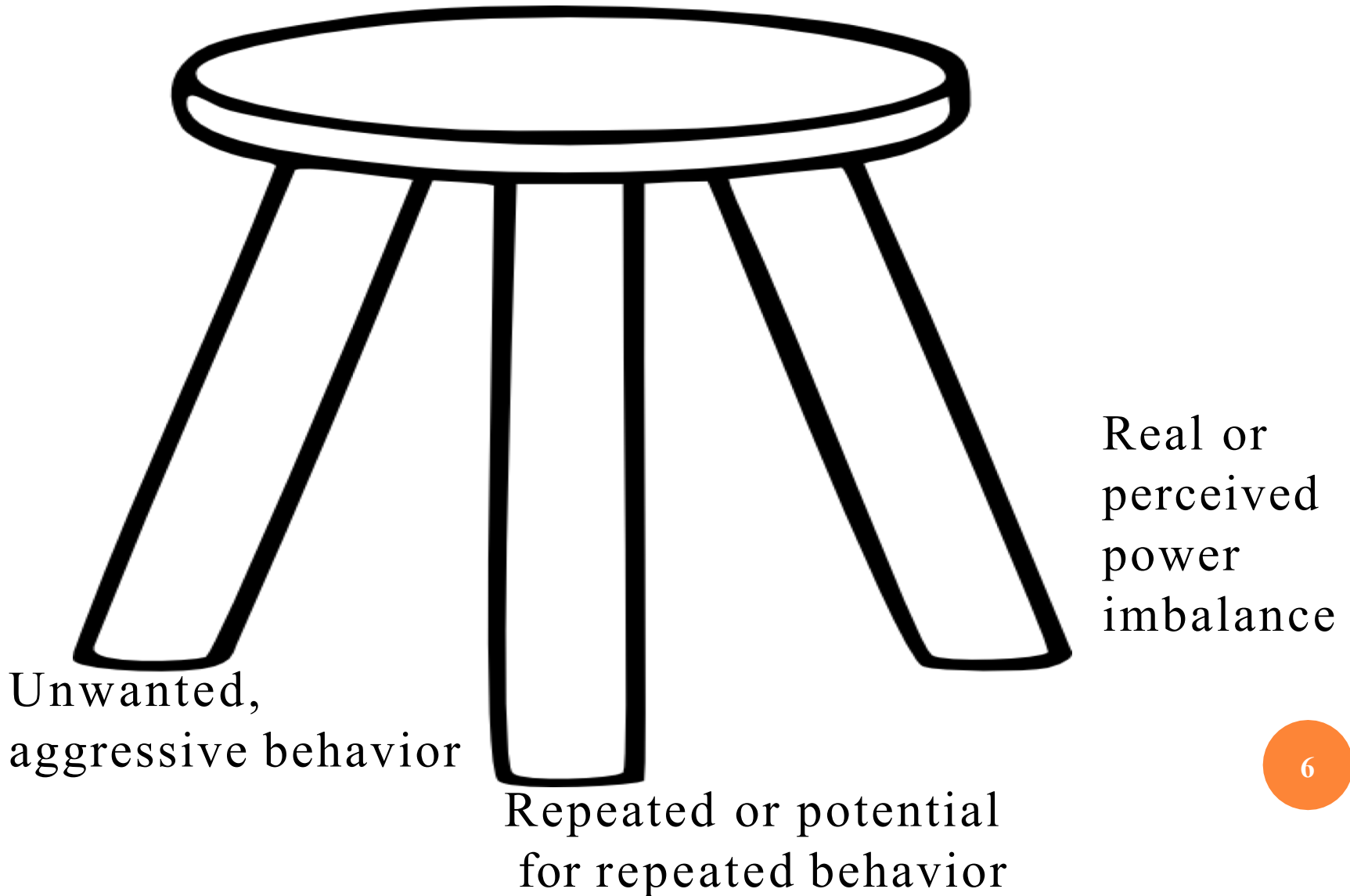


- IC 20-33-8-0.2 (continued)- an “*objectively hostile learning environment*”:
 - places the targeted student in *reasonable fear or harm* to the to the targeted student’s **person or property**;
 - has a *substantially detrimental effect* on the targeted student’s **physical or mental health**;
 - has the *effect of substantially interfering* with the targeted student’s **academic performance**; **OR**
 - has the *effect of substantially interfering* with the targeted student’s ability to **participate in or benefit from the services, activities, and privileges provided by the school**





DEFINING BULLYING IN SIMPLE TERMS





TERMINOLOGY

- **Target Or Victim:** Student that has been bullied
- **Bullier Or Student Exhibiting Bullying Behavior:** Student that has been identified as exhibiting behavior that was determined to be bullying.
- **Witness Or Bystander:** Student(s) that have observed another student being bullied.
- **The terms in bold print are preferred language in hopes to help change thinking surrounding bullying.



TYPES OF BULLYING

- Physical
- Verbal
- Social/Relational
- Electronic or Written Communication



PHYSICAL BULLYING

Physical bullying involves hurting a person's body or possessions.

- Physical bullying includes:
 - Hitting/kicking/pinching
 - Spitting
 - Tripping/pushing
 - Taking or breaking someone's things
 - Making mean or rude hand gestures



VERBAL BULLYING

Verbal bullying saying mean things.

- Verbal bullying includes:
 - Teasing
 - Name-calling
 - Inappropriate sexual comments
 - Taunting
 - Threatening to cause harm



SOCIAL/RELATIONAL BULLYING

Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships.

- Social bullying includes:
 - Leaving someone out on purpose
 - Telling other children not to be friends with someone
 - Spreading rumors about someone
 - Embarrassing someone in public

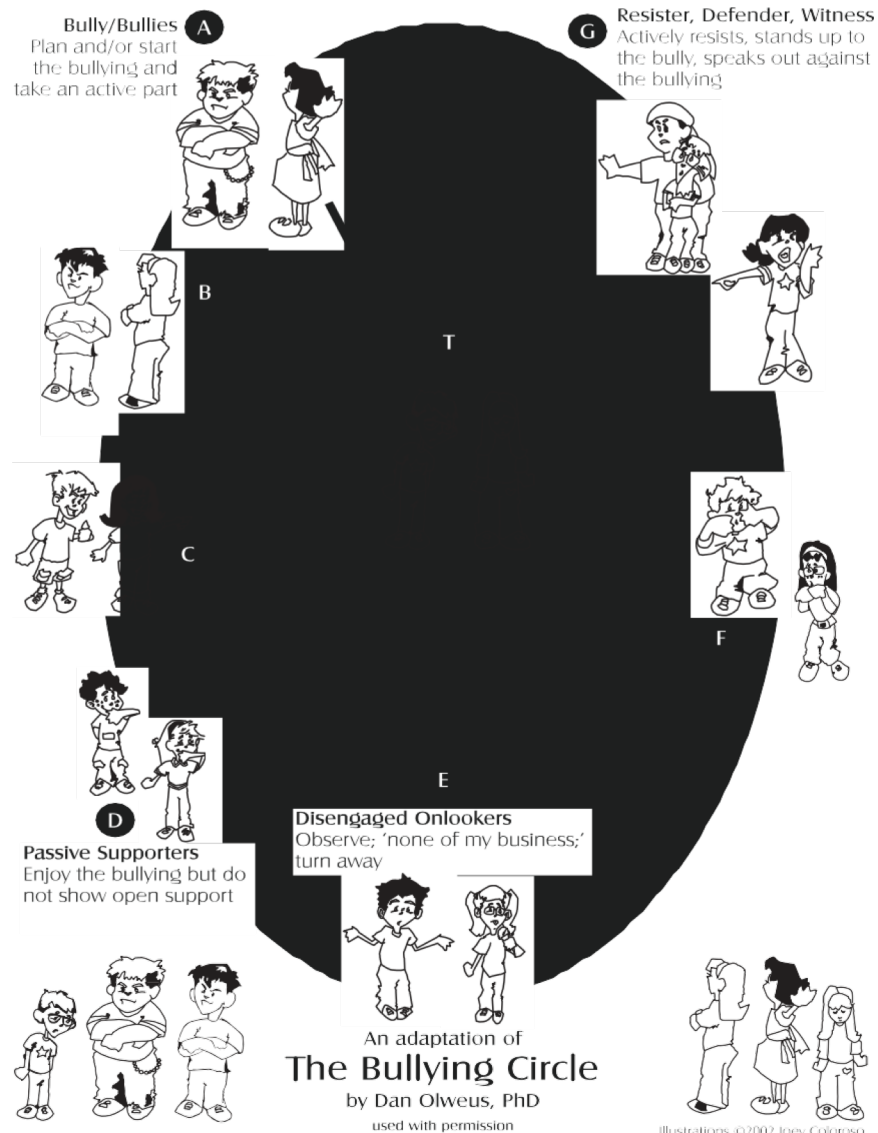


ELECTRONIC OR WRITTEN COMMUNICATION BULLYING

**Electronic or Written Communication Bullying
(including all forms of Cyberbullying) is bullying
that takes place through the use of written
messages or using various forms of electronic
technology.**

Examples of Electronic bullying include:

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





WHAT IS NOT BULLYING?

- There are many other types of aggressive behaviors that do not fit the definition of bullying. This does not mean that they are any less serious or do not require intervention.
 - Peer Conflict
 - Teen Dating Violence
 - Hazing
 - Gang Violence
 - Harassment
 - Stalking



RISK FACTORS-TARGET

- Perceived as “being different” from peers
- Perceived sexual orientation
- Perceived ability/disability level
- Perceived socioeconomic status
- Poor social skills
- Socially isolated/few friends
- Overweight/underweight
- Many more....basic premise of “perceived difference”



CHARACTERISTICS-BULLY

- Aggressive or easily frustrated
- Have less parental involvement
- Experiencing issues at home
- Think badly of others
- Have difficulty following rules
- View violence positively
- Lacks empathy for others



WARNING SIGNS STUDENT MAY BE THE TARGET

- Unexplainable injuries
- Lost or destroyed clothing, books, possessions
- Frequent headaches, stomach aches or illnesses
- Changes in eating habits
- Difficulty sleeping
- Declining grades or interest in school
- Not wanting to go to school
- Sudden loss of friends
- Avoidance of social situations
- Decreased self-esteem
- Self-destructive behaviors



EFFECTS OF BULLYING

Kids Who are Bullied...

- Kids who are bullied can experience negative physical, school, and mental health issues.

- Kids who are bullied are more likely to experience:
 - Depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they used to enjoy. These issues may persist into adulthood.



EFFECTS OF BULLYING (CONT.)

Kids Who are Bullied...

- Health complaints
- Decreased academic achievement—GPA and standardized test scores—and school participation. They are more likely to miss, skip, or drop out of school.
- A very small number of bullied children might retaliate through extremely violent measures. In 12 of 15 school shooting cases in the 1990s, the shooters had a history of being bullied.



EFFECTS OF BULLYING (CONT.)

Kids Who Bully Others...

- Kids who bully others can also engage in violent and other risky behaviors into adulthood. Kids who bully are more likely to:
 - Abuse alcohol and other drugs in adolescence and as adults
 - Get into fights, vandalize property, and drop out of school
 - Engage in early sexual activity
 - Have criminal convictions and traffic citations as adults
 - Be abusive toward their romantic partners, spouses, or children as adults

EFFECTS OF BULLYING (CONT.)



On Students that Witness Bullying Incidents

- Kids who witness bullying are more likely to:
 - Have increased use of tobacco, alcohol, or other drugs
 - Have increased mental health problems, including depression and anxiety
 - Miss or skip school



STRATEGIES FOR PREVENTION

- Comprehensive school plan to address bullying
- Policy
- Appropriate responses/consequences to identified bullies and targets
- Professional development for ALL staff/faculty
- Parent training
- Build empathy
- Teachable moments to build community and model appropriate behavior
- Student empowerment

Source: www.stopbullying.gov



PART 2:

BULLYING PREVENTION AND INTERVENTION FOR ALL SCHOOL STAKEHOLDERS



TRAINING ALL SCHOOL STAFF

Bullying is everyone's problem. It will only be controlled through a total school effort. Administrators, faculty and Educational Support Professionals (ESP) who may witness bullying in their school this year include:

- Teachers, Instructional aides & substitute teachers
- Administrators & Counselors
- Cafeteria staff
- Bus Drivers
- Custodians
- Parent volunteers



TRAINING ALL SCHOOL STAFF

School administrators are now required to hold their staff accountable for recognizing and reporting acts of bullying. We all need to be aware of:

- The definitions of bullying
- How to recognize bullying when we see it
- What are our schools protocols for reporting incidents to administrators
- How we can contribute to creating a safe school environment



Bullying can occur
anywhere in the school.



In the Cafeteria

School food service professionals can have a big impact on anti-bullying efforts.

The less structured nature of most school cafeterias make them environments with increased opportunities for bullying behaviors.

If you are a food service ESP, here's what you can do:



- HOW CAN I HELP PREVENT BULLYING IN THE CAFETERIA?
 - Create a positive cafeteria environment by treating students the way you'd like them to treat each other.
 - Use positive non-verbal interactions – a smile or nod or thumbs up.
 - Notice something positive about the students and do or say something about it to them or someone else where they can hear it.
 - Don't expect students to solve bullying incidents themselves; they lack the skills.
 - Encourage students to report incidents of bullying to you and other adults.



- HOW CAN I INTERVENE WHEN I OBSERVE BULLYING IN THE CAFETERIA?
- Learn about bullying so you know what you are looking for (see previous slides or handout).
- Learn what your schools discipline policy is for bullying and what support is in place for victims of bullying.
- When you see something, do something – be assertive and calm.
- Express strong disapproval of and stop bullying when it occurs.
- Report incidents as required by your school's policy.

Source: National Education Association(www.nea.org)



In the Classroom

By design, students spend a majority of their school day within the classroom. Teachers, instructional aides, parent volunteers and substitute teachers have considerable interaction with students and therefore can have a considerable impact on bullying prevention.

Here is what you can do:



HOW CAN I HELP PREVENT BULLYING IN THE CLASSROOM?

- Create a safe and supportive environment in your classroom.
- Develop rules with your students so they set their own climate of respect and responsibility.
- Use positive terms like what to do rather than what not to do.
- Manage student behavior. Overall, well-managed classrooms are less likely to have bullying.



HOW CAN I INTERVENE WHEN I OBSERVE BULLYING IN THE CLASSROOM?

- Learn about bullying so you can effectively identify bullying behaviors.
- Intervene immediately. It's okay to get another adult to help if necessary.
- Separate the students involved.
- Stay Calm. Reassure the students involved, including bystanders.
- Model Respectful behavior when you intervene.
- Follow your school's incident reporting protocols.
- Refer the victim to medical or counseling support if necessary.



A note to Substitute teachers...

You may be more likely to see bullying than the full time teacher. Students sometimes feel that classroom rules don't apply on days that they have a substitute teacher. Knowing this, your preparation on the days you substitute teach can greatly impact behaviors in your classroom. Things you can do are:

- Learn the teachers classroom rules and **be consistent.**
- Know ahead of time how to report any behaviors that require disciplinary action.
- Learn about bullying definitions & descriptions.



On the Bus

The bus is a place where bullying can occur on a frequent basis. Bus drivers can make a big difference in reducing these behaviors and creating an environment that sets the students up for success once they arrive at school.

HOW CAN I HELP PREVENT BULLYING ON THE BUS?



- Explain that you expect for students to follow the rules while on the bus. Remind that name calling and put downs are bullying behaviors and are strictly forbidden on your bus.
- Model Respect for each child.
- Create a caring, respectful, and cooperative climate on the bus by:
 - Greeting students daily.
 - Asking students how their day went.
 - Knowing the names of students on your bus.
- Strongly encourage students to report anything that makes them feel uncomfortable or afraid during the bus ride.
- Encourage parents to stand at bus stops.

○ HOW CAN I INTERVENE WHEN I OBSERVE BULLYING ON THE BUS?



- Speak Up – Stop the Action!
- Pull over and stop the bus.
- Support the Victim.
- Name the bullying behavior.
- Refer to the school and bus rules.
- Impose immediate consequences (at least move bully near you).
- Encourage the bystanders.
- Report the incident immediately, following school corporation protocols.

Source: Monroe County Community School Corporation
(MCCSC)

Powerpoint Presentation June 2013



In the Hallways & Common Areas

- Crowded hallways are environments that are capable of promoting aggressive behavior.
- It is important for administrators to coordinate teachers and staff to insure an adequate level of supervision.
- **A key role can be played by custodians.** The nature of their role in the school allows custodians to observe student behavior throughout the school building each day.



○ HOW CAN I HELP PREVENT BULLYING IN THE HALLS?

- Establish a culture of inclusion and respect that welcomes all students.
- Maintain adequate supervision in hallways and common areas at all time.
- Role model a positive and respectful attitude when interacting with students.
- Be aware of “Hot Spots.” Bullying may be more likely to occur in areas with little or no adult supervision.



HOW CAN I INTERVENE WHEN I OBSERVE BULLYING IN THE HALLS?

- Calmly intervene. If the situation warrants it, get another adult to help.
- Do not publically criticize the students involved.
- Follow your school's incident reporting protocols.
- Provide support for the victim if necessary.

Source: www.stopbullying.gov



Remember....

It takes everyone working together to make your school a safe and supportive environment where every student feels welcome and ready to learn.

- Learn about bullying and how it differs from other student behaviors.
- Make sure you are well versed in your school's bully incident reporting protocols.
- Make the development of a positive school climate your priority. Promote it in the classroom and in the halls.



Remember....

When you see something, do something.

- Intervene by separating the students involved.
- Get their names, but do not question students in front of other students.
- Report the incident following your school's guidelines.
- The students can then be questioned individually.
- Don't try to resolve the incident on the spot.
- Don't assume that students can work it out without adult help. They can't.

Source: www.stopbullying.gov



THANK YOU

This concludes the video. Please make certain to sign and return to your school's administrator the acknowledgement form indicating that you have viewed this video. The form can be accessed online at

<http://www.pike.k12.in.us/District/Links-Forms>

Hardcopies are available at your child's school.