Santa Clara County Office of Education

Bullying Prevention Overview

April 6, 2018
Goals and Objectives

- **Goal**: Define a system of Bullying Prevention for your setting
  - **Objective 1**: Understand the problem - Back to Basics
    - Working definitions, dynamics, and legal mandates
  - **Objective 2**: Identify a pyramid of strategies within positive behavior support
    - Early to Intensive interventions
  - **Objective 3**: Bullying Prevention Assessment
    - Including **Bullying Prevention Checklist (handout)**
What?  
When/Where?  
Why?  
How?  
Who Bullies?  
Who is Bullied?
Problems with Bullying Prevention

- **Bullying Issues**
  - □ Problem #1: Blame the aggressor
  - □ Problem #2: Inadvertent “teaching of bullying”
  - □ Problem #3: Inadvertent reinforcement of bullying
  - □ Problem #4: Ignore role of “bystanders”
  - □ Problem #5: Efforts not sustained

- **What do we need?**
  - □ Bullying prevention that “fits” within a tiered approach
  - □ Bullying PREVENTION that stops unwanted behaviors before they become bullying
  - □ Bullying prevention that equips students to address the problem
    (bystanders are the key!)
  - □ Bullying prevention that is sustainable.

(Merrell, Gueldner, Ross, and Isava, 2008)
Definition of Bullying

“Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself.”

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Three Key Components of Bullying Behavior

1. Involves an aggressive behavior

2. Typically involves a pattern of behavior repeated over time

3. Imbalance of power or strength
BULLYING = PEER ABUSE
Types of Bullying

Physical
- Hitting, kicking, spitting, pushing, etc.
- Indirect: getting someone else to do this for you

Verbal
- Taunting, threatening
- Name calling, malicious teasing

Psychological
- Spreading rumors, intimidating, extortion
- Manipulation of relationships, social exclusion and aggression
<table>
<thead>
<tr>
<th>Rough Play</th>
<th>Real Fighting</th>
<th>Bullying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usually friends; often repeated</td>
<td>Usually not friends; typically not repeated</td>
<td>Typically not friends; generally repeated</td>
</tr>
<tr>
<td>(same players)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance of power</td>
<td>Power relatively equal</td>
<td>Unequal power</td>
</tr>
<tr>
<td>No intent to harm</td>
<td>Intentional harm doing</td>
<td>Intentional harm doing</td>
</tr>
<tr>
<td>Affect is friendly; positive, mutual</td>
<td>Affect negative; aggressive, tense, hostile affect</td>
<td>Affect negative; aggressive &amp; differs for victim and aggressor</td>
</tr>
</tbody>
</table>
Children Involved in Bullying

Risk Factors and Effects For:
1. Children who are bullied
2. Children who bully others
3. Children who are both bullied and bully others
4. Don’t forget the bystanders!
Children Who Are Bullied

- Cautious, sensitive, quiet, withdrawn
- Anxious, insecure, low self-esteem
- Physically weaker than peers
- Physically mature earlier
- Have few peer friends
Effects of Being Bullied

- Lower self-esteem
- Depression & anxiety
- Absenteeism & lowered school achievement
- Thoughts of suicide
- Illness
Children Who Display Bullying Behaviors tend to...

- Have positive attitudes toward violence
- Be impulsive, quick tempers
- Show little empathy
- Be involved in other antisocial or rule-breaking activities
- Be physically stronger than peers
- Myths...
What is the Motivation?

3 minute discussion

• Like to dominate others in a negative way
• Gain satisfaction from inflicting injury and suffering
• Receive “rewards” by bullying others (prestige, attention, possessions)
Concerns About Children Who Display Bullying Behaviors

Children who bully are more likely to:

– Get into frequent fights
– Be injured in a fight
– Steal, vandalize property
– Drink alcohol, smoke
– Be truant, drop out of school
– Report poorer academic achievement
– Perceive a negative climate at school
– Carry a weapon
Children Who Display Bullying Behaviors

• Bullying may be part of a conduct-disordered behavior pattern.

• This pattern may continue into young adulthood.

• Olweus study: Youth who bullied others in middle school were 4 times as likely to have 3 or more convictions by age 24.
Children Who are Targeted and Display Bullying Behaviors May...

- Attempt to bully others but are less impactful
- Behave in ways that cause irritation and attract negative attention
- Concern: these students require more comprehensive and intensive interventions
Effects of Bullying on Bystanders

- Bystanders may feel:
  - Afraid
  - Powerless to change the situation
  - Guilty for not acting
  - Diminished empathy for bullied students over time
What Roles Do Students Play In Bullying Situations?

A. Start the bullying and take an active part

B. Take an active part, but do not start the bullying

C. Support the bullying, but do not take an active part

D. Like the bullying, but do not display open support

E. Watch what happens, don’t take a stand

F. Dislike the bullying and think they ought to help, but don’t do it

G. Dislike the bullying, help or try to help the bullied student

H. Student Who Is Bullied

Students Who Bully

Followers

Supporters

Passive Supporters

Possible Defenders

Defenders

Disengaged Onlookers
A Word About Adult Bullying behaviors...

Activity: “Do You Use Bullying Behaviors” Worksheet

- Teacher to Student
- Teacher to Teacher
- Parent to Teacher
- Teacher to Parent
- Administrator to Teachers/Staff
- Teachers/Staff to Administrators
- Community Members to Administrators
Bullying and Legal Issues

• In 2010, the US Department of Education Office for Civil Rights issued a Dear Colleague letter on harassment and bullying (see www.StopBullying.gov)

• School districts may violate students federal civil rights when:
  - Peer harassment is based on race, color, national origin, sex, or disability
Continued…

- The behavior is serious enough that it creates a hostile environment
- The harassment is encouraged, tolerated, not adequately addressed, or ignored by school employees
Seth’s Law

• Beginning July 1, 2012 school districts are now required to:
  • Adopt a strong anti-bullying policy
  • Include a process and a timeline for receiving and investigating complaints of bullying
  • Publicize policy and process
  • List support resources for youth involved in bullying issues
Misdirections in Bullying Prevention & Intervention

• Simple, short-term solutions
• “Program du jour approaches”
• Group treatment for children who bully
• Anger management or self-esteem enhancement for children who bully
• Zero tolerance policies for bullying
• Selecting inappropriate supplemental materials
• Mediation/conflict resolution to resolve bullying issues
Prevention Strategies
A CONTINUUM OF BULLYING PREVENTION

~80% of Students

SECONDARY PREVENTION
- Check in/out
- Targeted social skills instruction
- Peer reinforcement strategies

~15%

TERTIARY PREVENTION
- Function-based support
- Wraparound
- Person-centered planning

~5%

PRIMARY PREVENTION
- SWPBIS
- BP-PBS
- Stand for Courage, Olweus…
National Responses to Bullying

Bullying Requirements

- Bullying Coordinator
- School Climate
- Data Systems
- Event Reporting
- Response Team
- School & Community
- Staff Professional Dev
- Evidence-based Practices

SWPBIS

- Coach/Team Leader
- Preventive Tier I
- SWIS
- Systematic ODR
- Leadership Team
- School & Family
- Data-based Prof Dev
- RCT & SSR Research
Removing the Reinforcement

School-wide Behavioral Expectations

- Bullying Prevention
  - Teach All Students
  - Practice With Some Students
  - Support Staff Imp

- Individual Student Supports
  - Student with Bullying behavior
  - Targeted student

Collect and use data for decision-making
Recognize Stand-Up Behavior

• Getting students to buy-in to an intervention is half the battle (or more than half)

• Students should be involved in every phase of prevention development and implementation
Survey Students and Staff

Why survey students and staff about bullying?
Provides detailed information on bullying & school climate

Provides essential planning information

Provides baseline data for gauging progress of efforts
When a student reports problem behavior, all adults should follow a specific response sequence:

**First, let students know that their report is important**
- Reinforce the student for reporting the problem behavior (i.e. "I'm glad you told me.")

**Ensure the student’s safety.**
- Is the behavior still happening?
- Is the reporting student at risk?
- What does the student need to feel safe?
- What is the severity of the situation

**Most important: Document everything!**
On-the-Spot Interventions: The “Teachable Moment”

Role Play Scenarios: 5 minutes

1. Stop the bullying
2. Support student who has been targeted.
3. Name unwanted behavior & refer to your school-wide expectations.
4. Engage the bystanders.
5. Impose immediate & appropriate consequences.
6. Take steps to ensure targeted student will be protected from future bullying.
Disruptive or Violent Behavior Consequences Chart*

**Type:**
- Physical
- Emotional
- Cyberbullying
- Social

**Factors Considered:**
- Age/Development/Maturity
- Degree of Harm/Nature of Incidence/Circumstances
- Special Education Status
- Number of Incidents
- Context
- Relationship Between Parties
- Severity

**Determination:**
- Lowest Response
- Bullying
- Title VI, IX or Sec. 504 Incident
- Criminal Behavior

**Consequence Options:**
- Behavior Correction by Teacher or Staff
- Loss of Privileges
- Educator Intervention
- Parent Involvement
- Documentation
- Conversations; Clear, Consistent Consequences
- Referral for help as needed
- Individual Behavior Plan/Safety Plan
- Possible Suspension or Expulsion (Last Resort)
- Documentation and Notification of Central Office
- Possible Suspension or Expulsion
- Police Involvement
- May also be subject to consequences listed under other options by school or district
- Possible Suspension or Expulsion

*Final discipline decision to be determined by Principal of Student Disciplinary Hearing Authority.

(OCPP - Adapted from Tennessee Department of Education - Policy Revision Task Force)
### Teaching Matrix

<table>
<thead>
<tr>
<th>Respectful</th>
<th>All Settings</th>
<th>Halls</th>
<th>Playground</th>
<th>If you see Disrespect</th>
<th>Library/Computer Lab</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
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### Context (Locations)

1. **Expectations**
   - **Respectful**
     - Be on task. Give a plan.
   - **Achievement & Organized**
     - Be kind. Hands/feet to self. Help/share with others.
     - Use normal voice volume. Walk to right.
   - **Responsible**
     - Recycle. Clean up after self.
     - Pick up litter. Treat books carefully. Walk to right.

2. **Rules or Specific Behaviors**
   - **Walking**
     - Invite people who are being disrespected to join you and move away.
     - Invite those who are alone to join in.
   - **Standing**
     - Interrupt, Say “that’s not ok.”
     - Walk away
     - Don’t be an audience
   - **Talking**
     - Report to an adult

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**INCORPORATE BULLYING PREVENTION / INTERVENTION**

- **WALK**
  - Invite people who are being disrespected to join you and move away.
- **STOP**
  - Interrupt & model respect, rather than watch or join in.
A CONTINUUM OF BULLYING PREVENTION

**Intensive Intervention**
- Safety plans for targeted students
- Positive Behavior Support Plans for students who display bullying behaviors
- Family/community group conferences

**Early Intervention**
Alternatives to suspension:
- Youth/peer court (mediation)
- Individual Intervention plans
- Social Skills targeted teaching
- Restorative Circles

**Prevention & Skill Building**
Peace-keeping circles for:
- Morning meetings/class meetings
- Social/emotional instruction
- Staff meetings

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A CONTINUUM OF SWPBS PRACTICES

**Intensive Intervention**
- Function-based support
- Wraparound support
- Individualized behavior support plans

**Early Intervention**
- Check-in/Check-out
- Extra Social Skills Teaching and Support

**Prevention & Skill Building**
- Define and teach expectations
- Establish consequence system
- Collection and use of data

Santa Clara County Office of Education
From Discussion to Action

- Bullying Prevention Self-Assessment
- Bullying Prevention in PB Implementation Checklist
Effective Implementation

- Use the teaching plans in the BP-PBS handbooks
  - Available free online at www.pbis.org
  - Or Build your own lesson plans
- Develop a schedule for implementation
  - Teach all students in the school within a 2 week period.
  - After the initial lessons, teachers follow up with students weekly (2-3 min) to discuss what is working, what isn’t, and to practice
  - All adults in the school also “check-in” with students on a daily basis
  - Build a strategy for providing orientation to new students
- PBIS teams ensure that implementation sustains through the collection of fidelity implementation data, and student outcome data
Remember...

- Stopping bullying is about a cultural shift in how we think and act.
- Transformation requires risk, healthy struggle, and celebration.
- Change happens in small increments but can have positive long-term impact for us all!
Thank you!

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