Addressing Harassment, Intimidation and Bullying from Policy to Practice

**PowerPoint Presentation**

This workshop is being presented by the Rutgers Safe and Drug-Free Schools and Communities Project

Funds for the Rutgers Safe and Drug-Free Schools and Communities Project were provided in full by the New Jersey Department of Education under a grant from the United States Department of Education, Safe and Drug-Free Schools and Communities Act of the No Child Left Behind Act.
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Welcome

This presentation is being presented by the Rutgers Safe and Drug-Free Schools and Communities Project.

Addressing Harassment, Intimidation and Bullying from Policy to Practice

State of New Jersey Department of Education

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Safe and Drug-Free Schools and Communities Project

in partnership with

the New Jersey Department of Education

Technical Assistance

for any Title IV-A or USCO Questions

Resource and Step by Step Guide Development

Workshop Development and Implementation

Funds for the Rutgers Safe and Drug Free Schools and Communities Project were provided in full by the New Jersey Department of Education, in partnership with the New Jersey Department of Education, Safe and Drug Free Schools and Communities, and the New Jersey Department of Education, Safe and Drug Free Schools and Communities.

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Encourage your SAC, School Administrators and others to register for our web site to receive important information.

http://sdfsc.rutgers.edu

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Announcing!!
http://sdfsc.rutgers.edu
Why This Topic and Why Now?

What does harassment, intimidation and bullying mean to you?

Testing Your HIB Knowledge

HIB Jeopardy

10 10 10 10
20 20 20 20
30 30 20 30
A recent nation-wide poll identified what percentage of teens as victims of cyber-bullying?

a) 10%

b) 25%

c) 33%

In a recent National Center for Victims study what percentage of students (grades K-12) stayed home from school at least once during an academic year from fear of being bullied?

a) 2%

b) 8%

c) 15%

According to a recent CDC survey what percentage (within 5%) of students in grades 6 to 10 admitted to bullying others?
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True or False
HIB policies should be developed in consultation with parents and community members.

Slide 14
How often is a NJ school district required to review training needs of staff regarding the effective implementation of HIB policy?

Slide 15
A school district's HIB policy is a component of its ________?
True or False: Bullying is more common among elementary and middle school students than high school students

<table>
<thead>
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<th>True</th>
<th>False</th>
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In a survey of 8th grade boys, 10% reported being bullied online. What was the percentage among 8th grade girls?

<table>
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<th>a) 10%</th>
<th>b) 25%</th>
<th>c) 33%</th>
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Female victims of bullying are _______ more likely to be suicidal than their non-bullied peers.

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<th>a) 3 times</th>
<th>b) 8 times</th>
<th>c) 10 times</th>
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The CDC reports what percent of bullies have a criminal record by their 20’s?

a) 40%
b) 51%
c) 60%

Who is responsible for investigating acts of HIB?

As of 2003 how many states (within 5) passed laws addressing bullying among school children?
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Final Jeopardy

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HIB policy prohibits acts of HIB that occur on school grounds, and __________ and __________

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Refer to pages 1 and 2 of your handout packet.
Refer to pages 3, 4 and 5 of your handout packet.

Bullying...

Is intentional

Based on the work of: Journal of the American Medical Association 2001

Bullying...

Happens again and again

Based on the work of: Journal of the American Medical Association 2001
Bullying…

Always involves an imbalance of power that is not always based on physical size

Based on the work of: Journal of the American Medical Association 2001

Two Types of Bullying

Direct and Indirect

Based on the work of: Jim Wright 2004: Preventing Classroom Bullying: What Teachers Can Do and Stop Bullying Now-HRSA

Direct Bullying

- Face-to-face confrontation
- Verbal harassment or threats
- Physical attacks (punching, kicking, tripping, pushing down, etc.)
- Social embarrassment (taunting, refusing a seat, racial slurs, etc.)
- Threatening or Obscene Gestures

Based on the work of: Jim Wright 2004: Preventing Classroom Bullying: What Teachers Can Do and Stop Bullying Now-HRSA
Indirect Bullying

- Malicious gossip or writing graffiti about a student
- Attack on the victims social standing or reputation
- Spreading rumors
- Getting another person to bully someone for you
- Organizing a peer group to ostracize a student
- Cyber-bullying

Based on the work of Jim Wright 2004: Preventing Classroom Bulling: What Teachers Can Do and Stop Bullying Now-HRSA

Is It Bullying?

Refer to page 6 of your handout packet.

What is Cyber Bullying?

Cyber bullying, also known as electronic bullying or online social cruelty...

Kowalski, Limber and Agatstnn, 2007
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What is Cyber Bullying?

- Email
- Instant Messaging
- In a chat room
- On a website or gaming site
- Digital messages or images sent to a cellular phone

Kowalski, Limber and Agatston, 2007

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The Truth About Bullies

Bullies bully to cover up their own sense of inadequacy or poor self-esteem.

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The Truth About Bullies

- Bullies may often feel little empathy for their victims
- Bullies may even feel justified in inflicting hurt because they believe that their victims deserve it
- Bullies may enjoy watching a weaker child suffer
- Bullies may achieve higher social status from bullying
- Bullies may covet money or personal property that can be taken from the victim
Safe and Drug-Free Schools and Communities Project

What Breeds Bullying Behavior

- Friends share a positive attitude toward violence
- Lack of parental warmth and involvement
- Overly permissive parenting
- Harsh discipline/physical punishment
- Lack of parental supervision

Based on the work of: Olweus Bullying Prevention Program

What Breeds Bullying Behavior

In The Classroom

- Indifferent or accepting teacher attitudes toward bullying
- Indifferent or accepting student attitudes toward bullying

Based on the work of: Olweus Bullying Prevention Program

The Bullying Circle

- A: Bully/Bullies
- B: Follower: Minions
- C: Supporter: Passive Bully/Bully
- D: Passive Supporter: Possible Bully
- E: Engaged Outsider
- F: Defender of the victim
- G: Defender

The one who is exposed
Possible Defender

Based on the work of: Olweus Bullying Prevention Program
You can view the video by visiting the web site on the left.

___________________________________
___________________________________

Do You Ever Use Any of the Following To Control An Unruly Student or Your Classroom?

➤ Sarcasm ?
➤ Put Downs ?
➤ Exclusion ?
➤ Humiliation (Shame) ?

Then You Might Be A Bully Too!

___________________________________
___________________________________
___________________________________
___________________________________
___________________________________
___________________________________
___________________________________

How effective are you...

...identifying and responding to incidents of bullying?

___________________________________
___________________________________
___________________________________
___________________________________
___________________________________
___________________________________
___________________________________
How effective are you...

Adults' Responsiveness To Bullying...

- Adults overestimate their effectiveness in identifying bullying and intervening
- Many children question the commitment of teachers and administrators to stopping bullying
  - 35% believed teachers were interested in stopping bullying
  - 25% believed administrators were interested in stopping bullying
- Many children question the ability of teachers and administrators to intervene effectively

(Based on the work of Harris et al., 2002 and Hoover et al., 1992)

What’s The Big Deal About Bullying?

- Kids who bully in their younger years often become more violent over time and often continue to bully others in adulthood
- As many as 160,000 youth skip school each day out of fear of what awaits them in school

Based on the work of Hamilton Hall Institute, The 411 on Bullying

Refer to page 7 of your handout packet for a more complete list.
What are the characteristics of a child who is victimized by bullies?

The Victim

Passive Victim

Provocative Victim

Based on the work of Jim Wright 2004: Preventing Classroom Bullying: What Teachers Can Do

The Victim

Passive Victim

• May be physically weaker than most classmates
• Avoid violence and physical horseplay
• Be somewhat more anxious than their peers
• Lacking friends
• These children are an easy target for bullying

Based on the work of Jim Wright 2004: Preventing Classroom Bullying: What Teachers Can Do
The Victim

Provocative Victim

- May be both anxious and aggressive
- May also have poor social skills and thus tend to irritate or alienate their classmates
- Bullies often take pleasure in provoking these provocative victims into an outburst through taunts or teasing, then sit back and watch as the teacher reprimands or punishes the victim for disrupting the class.

Warning Signs of Bullying

Refer to page 8 of your handout packet for an informative list for parents.

What is the Difference between Tattling and Telling?

Tattling is when a student tells an adult what another student did simply to get him or her into trouble.

Telling is when a student tells an adult what another student did because that student’s actions were unsafe or hurt another person.
Climate
Described as the “feel” of a school’s general atmosphere.

Culture
How students and staff behave in the context of the climate created by the adults.

School Climate and Culture

School climate and culture are the key factors that determine whether young people will be bullied.

Based on the work of Jim Wright 2004: Preventing Classroom Bullying: What Teachers Can Do

Students are more likely to feel connected to school if they
- Believe that they are treated fairly
- Feel safe
- Believe that teachers are supportive

Based on the work of Center for Disease Control
How Can Bullying Go Unchallenged in School?

• Misinterpreting bullying as harmless horseplay
• Victims deny being bullied
• Bystanders failure to report
• Too few supervising adults in unstructured settings
• Lack of or poor training of staff

Classroom-Level Interventions

• Involve students in creating a classroom code of conduct that incorporates the school’s bullying policy
• Improve school-family communication to keep parents informed
• Monitor the school’s bully-prevention efforts
• Document all incidents of bullying
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**Classroom-Level Interventions**

Honest Talk: One Teacher Tackles Bullying Head-On

Refer to page 9 of your handout packet.

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**School**

Conduct a thorough building-wide assessment to uncover the nature and extent of bully/victim problems in the school.

- Staff surveys
- Anonymous student surveys
- Student and parent focus groups
- Analyzing discipline referrals

Who/When/Where

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**Classroom Bullying Survey**

Refer to pages 10 thru 16 of your handout packet.

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School
What doesn’t work

- Discussing bullying with students without taking action as a staff
- Telling the whole student body to be kind
- Training the targets: “Tell them you don’t like it.” “Ignore them.” “Use I-messages.”
- Helping students “work it out” – mediation-based approaches

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School
What does work

- Involve parents
- Send a clear, strong message that bullying is not acceptable
- Document all incidents of bullying
- Establish clear rules against bullying
  - Implement consistently
- Monitor the school’s bully-prevention efforts on an ongoing basis

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School-Wide Bullying Awareness Program

Refer to page 17 of your handout packet.
If a parent denies that a problem exists or refuses to cooperate...

Bully-Free Schools

Counsel Bullies | Support Victims | Empower Bystanders

Safe and Affirming School Climate

Consequences for Aggression
- Inevitable
- Predictable
- Escalating
- Consistent

Positive Behavior Reinforcement
- Rewards for good actions
  - Tangible
  - Intangible
  - Internal
  - Consistent

Based on the work of Stan Davis 2001-2005

Selecting Effective Anti-Bullying Programs

The key principle to use in selecting programs is to look for comprehensive and ongoing approaches....

Refer to pages 18 and 19 of your handout packet.
Selecting Effective Anti-Bullying Programs

...“one-shot” events or short-term projects, ...are unlikely to have a lasting impact...

Selecting Effective Anti-Bullying Programs

Just like bullying itself the approach to change must be intentional, ongoing and powerful...

Refer to the Resource Guide and Program Matrix available on our web site:
sdfsc.rutgers.edu

Question?
Please contact us at:
sdfsc@rci.rutgers.edu
sdfsc.rutgers.edu
732-445-6173