

DAVIS SCHOOL DISTRICT
BULLY TRAINING

Stop Bullying



Because Kindness Counts

<http://www.davis.k12.ut.us>

- “Where after all, do universal human rights begin? In small places, close to home—so close and so small that they cannot be seen on any map of the world. Yet they are the world of the individual person: the neighborhood he lives in; the school or college he attends; the factory, farm or office where he works. Such are the places where every man, woman and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world” Eleanor Roosevelt (1884-1962)



- “Be kind, for everyone you know is fighting a great battle.” Greek Philosopher Philo of Alexandria



Why focus on Bullying?

- Recent statistics show that although violence has declined 4 percent during the past several years, the incidence such as bullying has increased by 5 percent between 1999-2001
- (U.S. Department of Ed., 2002).



Why focus on Bullying?

- Schools need Leaders who will not sit back waiting to be reactive to problems that our children and society face. Our schools and our children need leaders who are willing to be proactive!



Why focus on Bullying?

It's the Law!

HB 325

53A -11a-401-s. Training, education, and prevention



- (1) A school board shall include the training of a school employee , training regarding bullying, hazing, and retaliation.
- (2) To the extent that state of federal funding is available for this purpose, school boards are encouraged to implement programs or initiatives, in addition to the training described in subsection (1), to provide for training and education regarding the prevention of, bullying, hazing, and retaliation.
- (3) The program or initiatives described in subsection (2) may involve: (a) the establishment of a bullying task force; or (b) the involvement of school employees, students, or law enforcement.

Why focus on Bullying?

- Under State law and district policy, each school must have a “School level discipline plan”. Recently, the USOE created a new rule specifically addressing bullying and hazing. Both of these issue were previously addressed in both state law and state board policy.
- Our local board of education feels that our current practice of allowing the school level discipline plan to address these issues in a way that best suits the age and community environment of each school is the best approach.



WHY STOP BULLYING?

- Bullying youth are five times as likely to become adult criminals as non-bullies.
- Targets of bullying are more likely to be depressed as adults.
- Preventing bullying lowers rates of vandalism, fighting, theft and truancy.
- Youth who feel safe can learn.
- Research shows that bullying can be a sign of other serious antisocial or violent behavior. Children and youth who frequently bully their peers are more likely than others to get into frequent fights, be injured in a fight, vandalize or steal property, drink alcohol, smoke, be truant from school, drop out of school, and carry a weapon (Nansel et al., 2003; Olweus, 1993).
- (Stan Davis <http://www.stopbullyingnow.com> copyright 2001-2009)



Why Focus on Bullying?

- While approaches that simply crack down on individual bullies are seldom effective, research has found that when there is a school-wide commitment to end bullying, it can be reduced by up to 50%

U.S. Department of Health and Human Services (2009)



US Department of Ed. Video “What is bullying”



What is bullying?

- The easiest way to understand bullying is through looking at these analogies:
- Sexual harassment
- Spouse abuse
- All involve imbalance of power; in all these forms of abuse the perpetrator blames the victim for the abuse. In all three the victim may blame him or herself for the abuse, if it is not stopped.
- (Stan Davis <http://www.stopbullyingnow.com> copyright 2001-2009)



Nature of Bullying

- Dr. Dan Olweus, in Norway, did the ground-breaking research on bullying from 1975 to the present. His work is the foundation of many current bullying prevention interventions.
- He began with a review of research on how youth become aggressive. He discovered the following:
 - Bullying is a subset of aggressive behavior that is:
 - Intentional, deliberately hurtful/Violates the rights of others.
 - Power imbalance between bullies and victims.
 - Target has hard time defending himself/herself.
 - Repeated over time/creates a hostile climate.



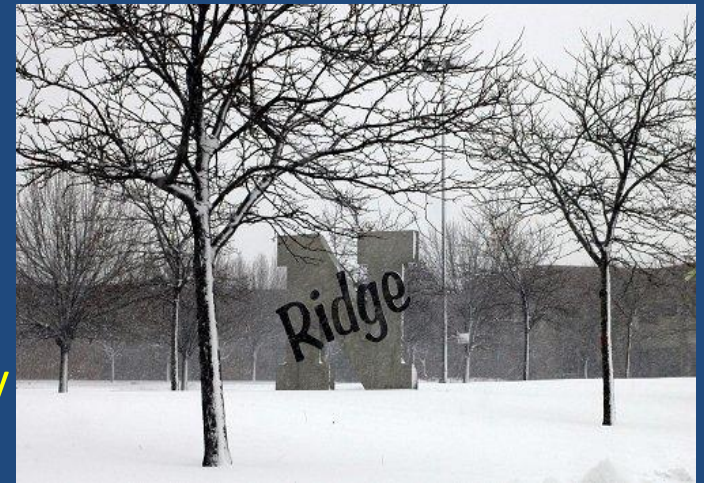
Types of Bullying

- Physical bullying – punching, shoving, act that hurt people.
- Verbal bullying – name calling, teasing, making offensive remarks.
- Indirect bullying/relational – spreading rumors, keeping certain people out of the “group”, getting certain people to “gang up” on others.
- Cyber bullying – sending insulting messages by e-mail, text messaging, facebook, chat rooms, photos, YouTube videos.



Impact of Bullying on Victims

- Reluctant to attend school and often absent
- More anxious, stressed, insecure, or depressed, think about suicide
- Difficulty concentrating on school work
- Suffer from low self-esteem, negative self-image, feeling ashamed and unattractive
- Present physical symptoms
- Victims do not report the bullying to adults/or wait a long time before reporting
- Feel Shame
- Do not want to worry parents
- Fear retaliation for reporting
- Fear adults cannot/will not protect them
- **May use counter aggression or be reactionary**



- Grills, A. & Ollendick, T (2002). Peer victimization, global self worth, and anxiety in middle school children. *Journal of Clinical Child and Adolescent Psychology*, 31, 59-68.

Characteristics of Students Who Bully Others

- Impulsive, Needs to feel power, in control.
- Believe he/she is superior to others.
- Gets satisfaction inflicting injury and suffering on others.
- Craves attention and lacks remorse.
- Feels victims provoke attack and deserve consequences.
- Refuses to accept responsibility for behavior.



“Boys Will Be Boys”



How has society reacted to abuse?

- Through denial “It’s not important.” “He didn’t mean it.”
- By blaming the victim or asking the victim to solve the problem: “You should wear different clothes.” “Just GET the dinner on the table on time.”, “He just does it because he knows it bothers you.”
- And through comprehensive intervention training, consequences, helping abusers change, positive peer pressure, and support for targets.
- (Stan Davis <http://www.stopbullyingnow.com> copyright 2001-2009)



What To Do About Bullying?

There is usually a lot of talk about **WHAT**, but not much talk about **HOW!**



Foundations of Effective School-Wide Bullying Prevention

- Must be Comprehensive
- School-wide, classroom activities, individual interventions
- Safe and Affirming school climate, culture/Effective Discipline
 - Small, consistent consequences:
 - Inevitable
 - Predictable
 - Escalating
 - Rubric-based(based on objective standards)
 - Mentorships, relationship-based strategies
 - Work with Parents
 - Maintain positive feeling tone
 - Counsel Bullying Youth
 - Support Targets
 - Activate Bystanders
- Stan Davis <http://www.stopbullyingnow.com> copyright 2001-2009



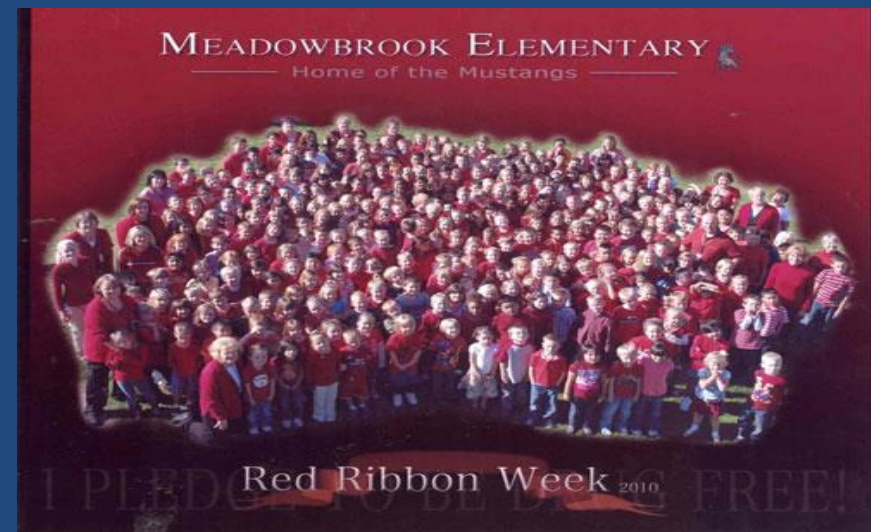
School-Wide Bully Prevention Program Components

- Administrative support/on-going commitment from adults in school system.
- Policy that clearly defines bullying and statements that says bullying is unacceptable.
- Descriptions of how the school proposes to deal with bullies and victims.
- Encouragement for students and parents to share concerns.
- Positive Behavior Intervention Supports/recognition/Kindness pays!
- **Assess bullying at your school/School climate and culture/Data analysis/Pre-Post surveys of students and staff, yearly. Numbers, type, locations. Look at Perceptions of Staff vs. Student in regards to bullying.**
- Critical social skills training/Positive conflict resolution, caring and respect is valued.
- Targeted interventions for Bullies and their victims.
- Staff training/on-going, no “end date”, Program Generalization.
- Student awareness/classroom activities.
- Focus on data, practices, and systems to achieve outcomes.

What should be accomplished?

1. Training and education specific to bullying based upon students' real or perceived identities and conformance or failure to conform with stereotypes.
2. An assessment of the prevalence of bullying in the school, specifically locations where students are unsafe and additional adult supervision may be required, such as playgrounds, hallways, and lunch areas.
3. The program should compliment the existing school discipline plan.
4. The program should include strategies for providing students and staff, including aides, custodians, kitchen and lunchroom workers, secretaries, paraprofessionals, and coaches, with awareness and intervention skills and social skills training.

- (Michelle Beus Building a school level discipline plan 2009)



Positive feeling tone and modeling

- “Children have never been very good at listening to their elders, but they have never failed to imitate them” (James Baldwin)
- Adults greet students and praise them.
- Adults spend time with students and listen to them.
- Adults talk with students respectfully.
- Adults mentor students at risk.
- Adults reward improved behavior by youth at risk.
- Adults give and accept feedback about each others’ behavior with students.
- School-wide use of Positive Behavior interventions and supports.
- Stan Davis <http://www.stopbullyingnow.com> copyright 2001-2009



How Children Become Aggressive:

- Olweus found that:
- Bullying youth often come from homes where there is little warmth and adult attention.
- In these homes, adults discipline inconsistently, using emotional outbursts and physical discipline.
- Olweus built his bullying prevention by creating school and family environments that changed the patterns that create the patterns that create aggression
- Stan Davis <http://www.stopbullyingnow.com> copyright 2001-2009

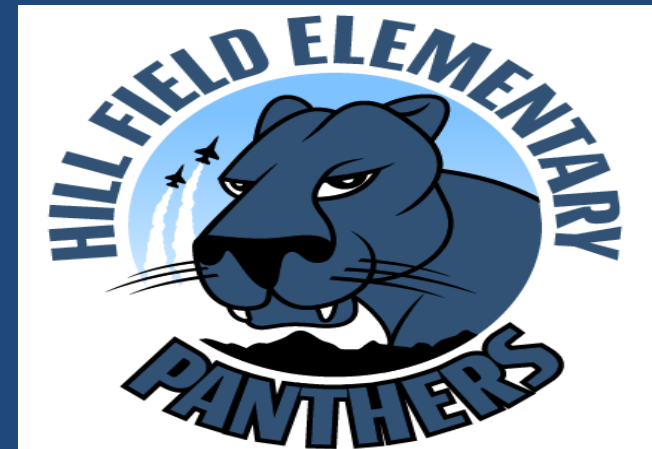


Supporting Changes In Aggressive Youth

We help students think about these questions **after they know what their consequences are:**

- What did you do?
- What was wrong with that?
- What problem were you trying to solve?
- What goal were you trying to reach?
- How will you solve that problem or reach that goal next time without hurting others?

- Stan Davis <http://www.stopbullyingnow.com> copyright 2001-2009



Supporting Targets:

Bullying is a loss experience:

- Loss of safety/Stop the bullying from happening again!
- Loss of self-esteem: “They bully you, then you bully yourself.”
- Loss of belonging/Think carefully before giving advice.
- Loss of control over own life/Brainstorm solutions with the target.
- Recruit peers to befriend isolated targets.
- How do we support youth who are experiencing losses? We protect from more losses, comfort them and help them not blame themselves for what has happened. We don’t usually tell them to pretend it doesn’t hurt.
- Stan Davis <http://www.stopbullyingnow.com> copyright 2001-2009



Activating Bystanders

- **Negatively affected when bullying occurs:**
- They become more anxious and fearful, could follow bullies lead in helping victimize another student.
- If they do not see negative consequences for the bully, bystanders may be more likely to use aggression in the future.
- **We encourage bystanders to:**
- Ask adults for help,
- Reach out as allies and friends to isolated peers.
- Speak up to bullies if it is safe to do so.
- Band together as a group against bullies, do not join in.
- Report the Bullying/No assistant bullying!
- Reach out as friends to isolated peers, offer support
- **“The whole drama is supported by the bystander. The theater can’t take place if there’s not audience.”**



Initial Steps for Administrators

- 1. Assess Bullying at your school and your staff's commitment to address bullying.
 - Form a bullying preventions coordinating committee to help explore the problem of bullying and devise possible solutions at your school.
 - Administer an anonymous student survey to assess nature, extent, and location of bullying problems in your school. Discuss with staff about their perceptions of bullying at your school, their current efforts to address bullying, their time and motivation to implement a bullying prevention program.
 - Hold an open house or PTA meeting to solicit parent feedback about bullying and bullying prevention needs at your school.

("Take a Stand. Lend a Hand. Stop Bullying now! U.S. Department of Health and Human Services. www.stopbullyingnow.hrsa.gov)



Assessment Process

1. See Bully Survey, log into my DSD, go to Home, then select the Survey folder to begin administering your Student and Faculty surveys.
2. The surveys will take less than 5 minutes to complete/Administrator data retrieval. GO TO ENCORE: Support Services, Research, Surveys, Results.
3. For Students they can be done during advisory, when students are in the computer lab doing CRT's, or while in a computer lab for English.
- 4 . For Staff, the Survey can be done during Prep time, or breaks for classified staff.



Initial Step for Administrators

- 2. Learn about good Bullying Prevention Programs.
 - With the help of your school committee, research existing bullying prevention programs that your school might adopt.
 - Talk with colleagues in other schools who have implemented bully prevention programs.
 - Assess your schools current prevention and intervention programs. Determine whether they would be compatible with bullying prevention programs that you are considering. (Note: conflict resolution programs are not a good idea).
 - Share information about programs with committee members and staff.
 - Carefully select a program that best fits the needs of your school, with conscious consideration of the proven effectiveness of a good research based model.
 - Consider which program best fits financial constraints of your school's budget.

("Take a Stand. Lend a Hand. Stop Bullying now! U.S. Department of Health and Human Services. www.stopbullyingnow.hrsa.gov)



Initial Steps for Administrators

3. If you do not have the resources or staff commitment to fully implement a bullying prevention program at your school, what can you do to address bullying?

Provide in-service training to your staff so that they can learn more about the issue of bullying, include non-teaching staff who interact with students.

Develop clear rules and sanctions related to bullying. Post and distribute the school rules and discuss them with students, staff, and parents.

Develop strategies to reward students for positive, inclusive behavior.

Using your survey data, increase supervision in “hot spots” for bullying and violence in the school

Establish a confidential reporting system that allows students to report victimization and that records the details of bullying.

Ensure that your school has all the legally required policies and grievance procedures in place for bullying or harassment. Make these procedures known to parents, students, and staff.

Receive and listen receptively to parents and students who report bullying. Establish procedures where reports are investigated and resolved quickly in order to avoid perpetuating bullying.

(“Take a Stand. Lend a Hand. Stop Bullying now! U.S. Department of Health and Human Services. www.stopbullyingnow.hrsa.gov)



Initial Steps for Administrators

- Ensure that all staff members take immediate action when bullying is observed. All teachers and staff must let students know that they care and will not allow anyone to be mistreated, by taking immediate action and dealing directly with students who bully. Adults support students who are bullied and those who are bystanders to bullying.
- Notify the parents of all involved students when a bullying incident occurs and seek to resolve the problem quickly at the school.
- Make referrals to counselors or mental health staff when appropriate, for further work with students who are bullied and with students who bully.
- Ensure protection for students who are bullied. Such protection may include creating a buddy system whereby students have a particular friend or older buddy on whom they can depend and with whom they can spend time.
- Encourage teachers to hold class meetings during which students can talk about issues related to bullying and peer relations. Teachers should integrate bullying prevention themes throughout the curriculum.

("Take a Stand. Lend a Hand. Stop Bullying now! U.S. Department of Health and Human Services. www.stopbullyingnow.hrsa.gov)



Resources

WEBSITES/PROGRAMS

- **Stan Davis** <http://www.stopbullyingnow.com>
www.Bullyinginfo.org
<http://www.loveandlogic.com/>
<http://www.olweus.org/public/index.page>
<http://www.stopbullyingnow.hrsa.gov/kids/>
<http://www.itgetsbetter.org/>
www.tolerance.org
- **Cyberbullying** www.cybercrime.gov <http://www.cyberbullying.us>
www.ascd.org
<http://www.pacerteensagainstbullying.org/#/home>
<http://www.ed.gov/>
<http://preventchildabuseutah.org/>
<http://www.dhs.utah.gov/>
http://www.findyouthinfo.org/topic_bullying_programs.shtml
http://www.pacificnwpublish.com/home/pnp/page_49_15/the_tough_kid_bully_block_ers_book.html
http://www.pacificnwpublish.com/home/pnp/page_196_14/superheroes_social_skills_a_mu_ltimedia_program.html
<http://www.greatschools.org/special-education/health/what-parents-can-do-about-childhood-bullying.gs?content=825>

Resources

Research Based Programs/Books

- Olweus: Bullying at School, Dan Olweus “What we know and what we can do”. (K-12)
- Understanding Girl Bullying And What To Do About It. Strategies To Heal The Divide. Julaine E. Field, Jered B. Kolbert, Laura M. Crothers, Tammy L. Hughes (2009). (K-12)
- Schools where Everyone Belongs, Practical Strategies for reducing Bullying. Stan Davis (2007), and Empowering bystanders in Bullying Prevention (2007). (K-12)
- Strong at the broken places, Linda Sanford (2007). (K-12)
- Bullying in Schools, What you need to know. Paul Logan (2004). (K-12)
- Bullying Beyond the Schoolyard. Preventing and responding to Cyberbullying. Hinduja, S., & Patchin, J.W. (2009). (K-12)
- **The Bully, the Bullied, and the Bystander: From Preschool to High School--How Parents and Teachers Can Help Break the Cycle (Updated Edition) Barbara Coloroso (2009). (K-12)**
- **Stories of Us: Bully Prevention Program : www.storiesofus.com**
- **Bully Prevention in Positive Behavior in Positive Behavior Support, Ross, S., Horner, R. & Stiller, B. (K-6)**
- **Anonymous Reporting tool for targets of bullying: (K-12)**
http://reportabully.com/rab_form_submission3.php
- <http://reportabully.com/>
- **Comprehensive Bullying Prevention Resources & Assessment Tools: <http://stopbullying.gov> (K-12)**
- **Steps to Respect Program. <http://www.cfchildren.org/> (K-6)**
- **Peace Builders <http://www.peacebuilders.com> (K-6)**
- **Bully Blockers. www.updc.org/bully-blockers (K-6)**
- **Randy Sprick’s Safe and Civil Schools Comprehensive Program: <http://www.safeandcivilschools.com> (K-12)**

Peggy Hill and Loretta Nielson - Olweus Certified Trainers can do staff training in the fall. Will train 3-4 schools core teams per training/Available to schedule in the fall by request phill@dsdmail.net

In other Words.....

Bullying prevention interventions:

- Raise the cost of bullying by removing the aggressor's power and by using small, fair consequences.
- Connect students and teachers and make Kindness Pay!!
- Work with families.
- Help aggressive youth change.
- Change the peer culture so everyone is included and so telling adults is positive.
- Protect and support targets of bullying
- Stan Davis <http://www.stopbullyingnow.com>

