

UPDATE ON BULLYING PREVENTION

BROWNFIELD ISD ALL STAFF TRAINING 8/21/13

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HB 1942: CHANGING THE WAY TEXAS PUBLIC SCHOOLS ADDRESS BULLYING

- In 2011, during the regular session of the 82nd Texas Legislature, lawmakers decided legislative action was necessary to ensure school districts responded to reports of bullying in a consistent and proactive manner. Lawmakers filed more than two dozen bills addressing bullying and heard countless hours of emotional testimony from victims and families.
- Texas legislators overwhelmingly passed House Bill 1942.
- <http://www.youtube.com/watch?v=R6shCn97Sqs>
(La Joya ISD)

WHAT IS BULLYING?

Beginning with the 2012-2013 school year, state law will define bullying as engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that: 1) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or 2) is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening or abusive educational environment for a student.

Conduct is considered bullying if it 1) exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and 2) interferes with a student's education or substantially disrupts the operation of a school.

SCHOOL BOARD'S ROLE: ADOPT POLICY

- 1) Prohibit bullying
- 2) Prohibit retaliation against any person, witness, or another person who in good faith provides information regarding bullying
- 3) Establish a procedure for providing notice of an incident of bullying to a parent or guardian within a reasonable period
- 4) Establish the actions a student should take to obtain assistance and intervention in response to bullying
- 5) Set out available counseling options for a student who is a victim of, is a witness to, or engages in bullying
- 6) Establish reporting and investigation procedures
- 7) Prohibit school officials from disciplining a student who is the victim of bullying, for the student's use of reasonable self-defense in response to bullying
- 8) Requires that the discipline of a student with disabilities for bullying complies with federal law, including the IDEA.

SCHOOL BOARD'S ROLE: ADOPT POLICY

Previously, there was authority only to transfer the victim of bullying to another classroom or campus. Effective with 2012-2013, there is authority to transfer a student who engages in bullying to

- 1) another classroom at the campus to which the victim was assigned at the time the bullying occurred
- 2) another campus in the district other than the campus to which the victim was assigned at the time the bullying occurred.

FFH(LOCAL)

Student Welfare: Freedom from discrimination, harassment, and retaliation

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, gender, national origin, disability, or on any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

- 1) Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;**
- 2) Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance**
- 3) Otherwise adversely affects the student's educational opportunities**

FFH(LOCAL)

Examples of prohibited harassment may include

- offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation**
- threatening, intimidating, or humiliating conduct**
- offensive jokes**

FFH(LOCAL)

- **name calling, slurs, or rumors**
- **physical aggression or assault**
- **display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or**
- **other kinds of aggressive conduct such as theft or damage to property**

FFI(LEGAL) FFI (LOCAL)

Student Welfare: Freedom From Bullying

Examples: Bullying of a student may include:

- hazing
- threats
- taunting
- teasing

FFI (LEGAL) FFI (LOCAL)

- confinement
- assault
- demands for money
- destruction of property
- theft of valued possessions
- name calling
- rumor spreading
- ostracism

<http://www.youtube.com/watch?v=1j6YA03hm4k> (Words Hurt)

REPORTING A BULLYING INCIDENT

A student who believes that he or she has experienced bullying or that another student has, or that other students have, experienced bullying is encouraged to report the incident in accordance with District policy. A student may report an incident of bullying anonymously.

An employee will adhere to the requirements of District policy in reporting an alleged bullying incident.

REPORT FORMAT

The report may be made orally or in writing by completing a District Bullying Incident Form. These forms will be available in each campus office. Bullying may also be reported on the District website. If the report is made orally, the principal or designee will carefully document the allegations in writing and record the date and circumstances of the interview, as well as take a sworn statement if at all possible.

Document Document Document

INVESTIGATION

The principal or designee will investigate and determine whether the allegations, if proven, would constitute prohibited conduct.

Guidelines:

- Protect student from alleged bullying
- Secure physical evidence and conduct interviews
- Advise complainant that the District does not tolerate bullying
- Assure student of protection from retaliation
- Make determination of whether bullying occurred and if so, whether the victim used reasonable self-defense

INVESTIGATION

- If bullying is confirmed, principal will notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
- If an incident of bullying is confirmed, the investigator will notify the parents of the victim, and of the student who engaged in bullying.

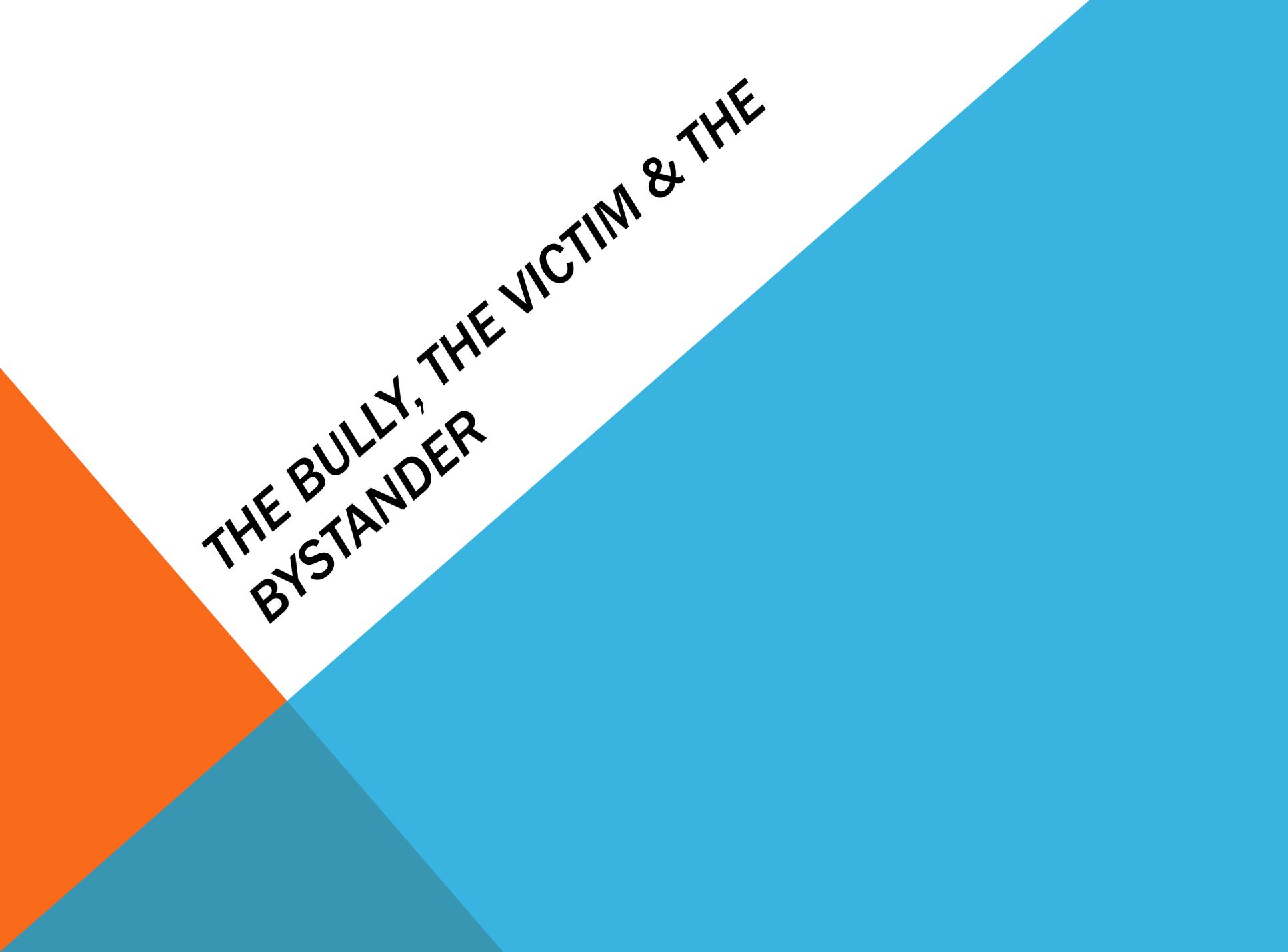
NO PLACE FOR BULLYING : SCHOOLS MUST CREATE A POSITIVE CULTURE AND PREVENT AND TACKLE BULLYING

There are many resources to access and utilize in order to build a school culture that has “no place for bullying”:

- <http://www.youtube.com/watch?v=waAqJ6727Hk>
(Cy Fair Ranch)

BULLYING RESOURCES

- BISD Board Policy: <http://pol.tasb.org/Home/Index/1126>
- www.rachelschallenge.org
- www.bullying.org
- www.safenetwork.org
- www.teachingtolerance.org
- www.bullybeware.com
- www.stopbullyingnow.hrsa.gov
- www.commonsense.com
- www.cyberbully.org



**THE BULLY, THE VICTIM & THE
BYSTANDER**

WHAT IS BULLYING?

EXAMPLES

Bullying behavior may include hazing, threats, taunting, teasing, confinement, hitting, pushing, shoving, demands of money, destruction of property, posting hurtful comments online, sending mean text messages, damaging one's reputation, name-calling, rumor spreading or ostracism.

NEGATIVE ACTION

When one intentionally inflicts injury or harm repeatedly and over a period of time or places one in reasonable fear of harm to the student's person or property.

ACHIEVED BY

Physical conduct

Words

Gestures

Electronic means

Intentional exclusion from the group

IMPLIED

An imbalance in strength, size, age or power between bully/perpetrator and student victim.

The student being victimized has difficulty defending him/herself.

A DISTINCTION

The conduct is considered bullying if it is sufficiently severe, persistent and pervasive enough that the action or threat creates an intimidating, threatening or abusive educational environment for the student or substantially disrupts the operation of a school.

THE BULLY

<http://www.youtube.com/watch?v=4L-T2arTK2c>

INDICATORS OF BULLYING BEHAVIOR

Strong need for power and dominance.

Have greater physical strength than their victims.

Average or good self-esteem.

Average, above average, or slightly below average popularity among their peers.

More likely to engage in other problem behaviors later in life, such as criminal activity or alcohol and/or other drug abuse.

May display aggressive or violent behavior toward many students, but pick a special few for regular victims.

**Tough, hardened, and show little empathy
for the feelings of others.**

**Generally oppositional, defiant, and
aggressive toward adults;**

**May even be intimidating to adults, including
teachers.**

BULLY INTERVENTIONS

Identify strengths and individual skills.

Teach impulse control and anger management strategies to increase empathy.

Create an atmosphere that does not tolerate bullying by raising awareness.

Avoid getting defensive by bully's anger or defiance.

Do not have a long discussion of the situation.

Identify the victim's emotions.

Ask another adult to be present during confrontation.

Prevent anxiety producing situations from occurring such as reducing the number of tasks /social interactions that stimulate the student to be physically aggressive.

Maximize supervision and gradually decrease over time.

Maintain visibility and eye contact at all times.

Be mobile and use close proximity as method to reduce unwanted behavior.

Teach the student alternative ways to deal with frustration.

Make certain that all staff who interacts with the student is aware of the student's behavior and of the behavior expected in order to monitor it closely.

Limit the student's independent movement in the school environment.

Develop natural, consistent and logical consequences for inappropriate behavior.

Use language and tone of voice that is pleasant and calming.

Separate the student from the behavior when correcting.

**Do not force the student to interact with others,
or to apologize.**

**Teach the student to think before acting and ask
open-ended questions.**

**Role-play with student appropriate verbal
exchanges when in difficult situations.**

Call the behavior bullying and communicate the behavior to the parents.

Intervene early with bullying behavior. Be direct and do not mix words.

Provide the student with a predetermined signal when he/she begins to demonstrate bullying behavior.

STUDENTS WHO ARE VICTIMS

Students must learn to recognize the importance of body language.

How they act can often tell a bully more about them, than what they say.

INDICATORS OF VICTIM BEHAVIOR

Unhappiness in school.

Reluctance to get up in the mornings.

Feeling apprehensive leaving school when last period ends.

Isolated from peers.

**Complaining about feeling sick in the mornings
without visible physical signs.**

**Deteriorating work accompanied by a lessening
of interest in school.**

Unexplained absences.

Becoming upset for the smallest reasons.

Cuts or bruises on the body where the explanations are not really credible.

Reluctant to go to lunch with other students.

Being unusually negative about issues.

Making comments that downgrade self; appearing withdrawn.

Cannot account for missing school books, sports equipment, CD's, etc.

Develops a sudden interest in self-defense activities.

VICTIM INTERVENTIONS

Assertiveness training and/or social skills rehearsal.

Identify strengths and individual skills.

Change the setting, rather than the student.

Create an atmosphere that does not tolerate bullying by raising awareness.

Set up non-threatening way for students to report bullying incidences.

Set up action plan with parent(s).

Refer for additional help outside of school, if needed.

BULLYING QUIZ

- 1) TRUE OR FALSE: THE SCHOOL HAS NO JURISDICTION WHEN BULLIES ARE ENGAGING IN DIGITAL BULLYING BEHAVIORS ON HOME COMPUTERS.
- 2) GIRLS BULLY JUST AS MUCH AS BOYS, THEY JUST DO IT DIFFERENTLY.
- 3) MOST STUDENTS WHO OBSERVE BULLYING, DON'T THINK THEY SHOULD GET INVOLVED.
- 4) BULLIES PICK ON OTHERS AT RANDOM.
- 5) "ONCE A BULLY, ALWAYS A BULLY"

The Cyber-Community

Social Networking Sites – the new “soda shop”, a place where kids socialize with their friends & meet new friends. (These sites do not require any identity verification to become registered.) (Xanga, MySpace, Facebook, Flickr, etc.)

Twitter – the popular social networking & micro-blogging service that enables its users to send & read other users’ updates known as *tweets*.

Chat room/Forum – a virtual room for internet users with shared interests to converse. Chat rooms exist on every possible subject and users enter the “room” with an assumed screen name. A new arena for social status.

Bulletin boards – public message boards on the internet where messages or comments can be posted for others to read and reply to.

Text Messaging – sending short text messages to a cell phone or pager. Usually this is cell phone to cell phone.

Blog – a combination of words “web” and “log”, blog refers to a web page that is a publicly accessible personal journal for an individual.

Blogring – connects a circle of blogs with a common focus

Emoticons – textual portrayal of mood or facial expression.

Cyber Community Lingo

Flame – an angry, hateful, or scornful message.

Leet– an alphabet used to disguise words when texting
(Examples: newbie-n00b; Austin-Au5t1N; later-L8R)

IM – short for instant messaging

Sexting – sending nude or semi-nude photos from cell phone to cell phone.

TEXT MESSAGING & INSTANT MESSAGING ABBREVIATIONS

NOW READ THIS!!!

LOL

BRB

CTN

BFF

DIKU

F2F

LMINRL

A/S/L

RUMORF

TDTM

OLL

IPN

DID YOU KNOW.....

40% of students have had their password stolen and changed by a bully.

69% of online teens receive e-mails from perfect strangers, with 65% responding.

87% of Americans can be identified by their birth date, gender and zip code.

85% of youth ages 7-18 receive inappropriate e-mail on a daily basis.

86% of girls polled report that they can chat online without their parent's knowledge.

DIGITAL BULLYING - SCHOOL RESPONSES

Inform Staff and Parent Community to:

- Set up guidelines for reporting online bullying incidents that have entered the school property via printed e-mails, accessible websites, etc.
- Educate parents about online bullying, cyber-supervision, and home computers.
- Amend anti-bullying policies and guidelines to include digital bullying.
- Encourage students to sign agreements to use e-mail and internet ethically.

Educate staff, parents, and students about available cyber-safety websites.

Provide staff development/training for all staff and parents on how to navigate and monitor student electronic communications..

Alert students to the techniques predators use to deceive them.

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STICK UP FOR LOVE

SUPERHEROES

<http://www.youtube.com/watch?v=mG6ZzHhlwmw>



POWERFUL PREVENTION AGENTS: SCHOOL EDUCATORS

TOP 5 WAYS EDUCATORS CAN STOP BULLIES

www.stopbullying.gov

STEP ONE

Create a safe and supportive environment

Establish a culture of inclusion and respect that welcomes all students.

Monitor bullying “hot spots” in and around the building.

Set a tone of respect in the classroom.

STEP TWO

Manage Classrooms to Prevent Bullying

Develop rules with students so they set their own climate of respect and responsibility.

Reinforce rules by making expectations clear.

Keep requests simple, direct and specific.

STEP THREE

Stop Bullying on the Spot

Intervene immediately.

It's OK to get another adult to help.

Don't talk to the kids involved together, only separately.

Don't make the kids involved apologize or patch up relations on the spot.

STEP FOUR

Find Out What Happened

Get the facts.

Keep all students involved separate.

Listen without blaming.

Don't call the act "bullying" when you are trying to understand what happened.

STEP FIVE

Support the Students Involved

All students involved in bullying – whether they are bullied, bully others, or see bullying – can be affected.

It is important to support all students involved to make sure the bullying doesn't continue and effects can be minimized.

