

**Bullying Prevention Best Practices**

International Bullying Prevention Association (IBPA)  
San Diego, CA, USA 2018

*Kathy Lockard  
Rodger Dinwiddie*

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**Who We Are.....**



Kathy Lockard  
Consultant  
Afton, Iowa



Rodger Dinwiddie  
CEO, STARS Nashville  
Nashville, Tennessee

**Who Are You?**

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In the spirit of...  
**Hitting the High Notes with Empathy and Kindness**



INTERNATIONAL  
BULLYING  
PREVENTION  
ASSOCIATION

**Record and share a kind act  
observed in the past 3 days**

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### Bullying:

any **unwanted aggressive behavior(s)** by another youth or group of youths who are not siblings or current dating partners that involves an **observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated**. Bullying may inflict **harm or distress** on the targeted youth including physical, psychological, social, or educational harm.<sup>1</sup> A young person can be a perpetrator, a victim, or both (also known as "bully/victim").

-Center for Disease Control and Prevention (CDC)

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### Caveat:

**Not all negative, socially unacceptable behavior is "bullying"**

- **Bullying is** intentional harm-doing where a negative action is repeated over time, and there is an imbalance of power.

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### Conflict vs. Bullying

<i>Equal power</i>	<i>Imbalance of power</i>
<i>One time / occasionally</i>	<i>Repeated over time</i>
<i>Accidental / Not planned</i>	<i>Intentional</i>
<i>No serious, lasting harm</i>	<i>Physical/emotional harm</i>
<i>Equal emotional reaction</i>	<i>Unequal emotional reaction</i>
<i>Not seeking power</i>	<i>Seeking control/possession</i>
<i>Often: remorse</i>	<i>No remorse-blames target</i>
<i>May try to solve problem</i>	<i>No effort to solve problem</i>

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### To Consider

1. Expressing Negative Thoughts and Feelings Is Not Bullying
2. Being Left Out Is Not Always Bullying
3. Experiencing Conflict Is Not Bullying
4. Not Playing Fair Is Not Bullying

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### Distinctions (cont'd)

5. Good-Natured Teasing Is Not Bullying
  - Joking and teasing become bullying when there is a conscious decision to hurt another person.
  - Teasing becomes bullying when young people:
    - make demeaning comments
    - engage in name-calling
    - spread unsavory rumors
    - make threats
6. Finding "conflict" does not preclude finding "bullying."

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### Understanding Bullying

Handout:  
*What is Bullying?*  
[www.cfchildren.org](http://www.cfchildren.org)



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### Milknose



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### BULLYING = PEER ABUSE



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## Types of Bullying

- **Direct Bullying**
  - *consisting of overt, relatively open attacks, usually in a face-to-face confrontation*
- **Indirect Bullying**
  - *consisting of covert actions, which are more concealed and subtle*
- **Relational or Social Bullying**
  - *consisting of behaviors that are intended to damage a student's reputation or social standing*

*Olweus: 2007*

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## 'Low-status' bullying'

- High on psychopathology, low on social skills, and possessing few assets and competencies that the peer group values.

## 'High Status bullying'

- Not always obvious to adults. Perceived by peers as being popular, socially skilled, and leaders.
- High status aggressors can avoid discipline or manipulate situations so that their peers are disciplined instead of them.

National Academies of Sciences,  
Engineering and Medicine

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## Two Kinds of Empathy

High status aggressors can have empathy too – just not the kind we typically think of when we hear the word. It's "cognitive empathy": the kind that enables them to manipulate people without guilt or without feeling the other person's pain (low status aggressors usually lack even cognitive empathy).

**Anne Collier**

## Two kinds of bullying, Two kinds of empathy

Constructing the cyber-troll: Psychopathy, sadism, and empathy. Federation University, School of Health Science and Psychology, University Drive, Mt Helen, VIC 3350, Australia. Federation University, School of Health Science and Psychology, Northways Road, Churchill, VIC 3842, Australia




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## Characteristics of Students who are Bullied

- Are perceived as different from their peers (obese; having special needs; are gay, lesbian, bisexual, transgender, or who are questioning their identities (GLBTQ);...) or as weak and unable to defend themselves
- Are depressed, anxious, or have low self esteem
- Are less popular than others and have few friends
- Do not get along well with others, seen as annoying or provoking, or antagonize others for attention

[www.stopbullyingnow.gov](http://www.stopbullyingnow.gov)

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## Targeted Identities

Teens report that students are bullied very often or often at their school because of:

Identity	Percentage
Sexual Orientation	63.5%
Gender Expression	43.9%
Religion	16.4%
Gender	9.8%
Race/Ethnicity	7.6%
Disability	5.3%

Harris Interactive and GLSEN (2011). National School Climate Survey

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## Targeted Identities

Elementary-aged students: students at their school are called names, made fun of or bullied with at least some regularity (75%)

Most commonly because of:

- students' looks or body size (67%)
- not being good at sports (37%)
- how well they do at schoolwork (26%)
- not conforming to traditional gender norms/roles (23%)
- other people think they're gay (21%)

Harris Interactive (2012). Playgrounds and Prejudice: Elementary School Climate in the United States

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## Two Types of Students who are Bullied

One type:

- are bullied, but do not bully others
- are cautious, sensitive, quiet, withdrawn, shy
- are anxious, insecure, unhappy, have low self-esteem
- do not have a single good friend
- are often physically weaker than their peers (if they are boys)

Olweus Bullying Prevention Program, US, 2015, 1996

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## Two Types of Students who are Bullied

Second type:

- display social-emotional problems of students who are bullied (depressed, socially anxious, poor self-esteem, socially isolated, feel disliked by peers)
- also show behavioral problems similar to students who bully (aggressive/anti social, difficulty concentrating, impulsive, more likely to be hyperactive/ADHD)

Olweus Bullying Prevention Program, US, 2015, 1996

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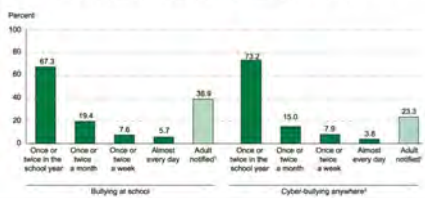
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## Many Students Experience Bullying

Percentage of students ages 12-18 who reported being bullied at school and being cyber-bullied anywhere during the school year: 2013

Figure 11.4. Among students ages 12-18 who reported being bullied at school or cyber-bullied anywhere during the school year, percentage reporting various frequencies of bullying and the notification of an adult at school: 2013



Source: Indicators of Crime and School Safety, 2013

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## Characteristics of Students Who Bully

- Are aggressive or easily frustrated
- Have less parental involvement or are having issues at home
- Think badly of others
- Have difficulty following rules
- View violence in a positive way
- Have friends who bully others
- Are well connected to their peers
- Have social power

[www.stopbullyingnow.gov](http://www.stopbullyingnow.gov)

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## Students Disagree about Teachers' Ability to Deter Bullying

**Figure 5b: Responses to "Teachers are able to stop someone from being a bully." (Gender)**

Response	Male	Female
Strongly Disagree	18	20
Disagree	13	15
Agree/Strongly Agree	17	16

Perkins, Brian. (2007). Figure 5b [Tables]. *Where We Learn: The CUBE Survey of Urban School Climate*. Alexandria, VA: National School Boards Association

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## Students Disagree about Teachers' Ability to Deter Bullying

**Figure 5a: Responses to "Teachers are able to stop someone from being a bully." (Age)**

Response	Grades 1 (grades 1-2)	Grades 3 (grades 3-5)	Grades 6 (grades 6-8)
Strongly Disagree	22	38	48
Disagree	28	32	35
Agree/Strongly Agree	50	37	22

Perkins, Brian. (2007). Figure 5a [Tables]. *Where We Learn: The CUBE Survey of Urban School Climate*. Alexandria, VA: National School Boards Association

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**We MUST take action!**

**Welcoming Schools Handouts**

- *Bias, Bullying, and Bystanders*
- *Tips for Elementary School Educators*
- *What You Can Say to Stop Hurtful Language and Educate*
- *Engage Students in Teachable Moments*
- *What Do You Say to 'That's So Gay'?*

[www.welcomingschools.org](http://www.welcomingschools.org)

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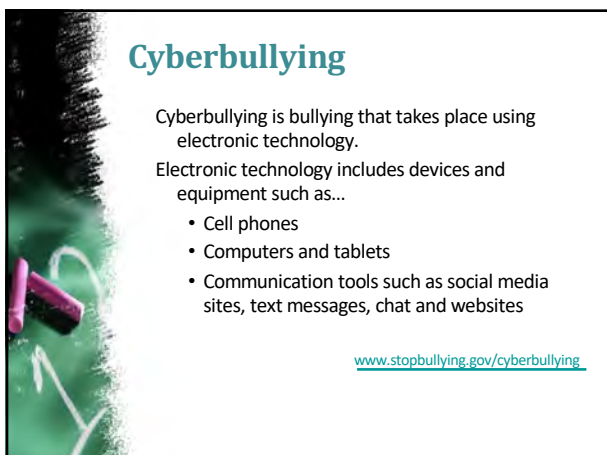
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**Cyberbullying**

Cyberbullying is bullying that takes place using electronic technology.

Electronic technology includes devices and equipment such as...

- Cell phones
- Computers and tablets
- Communication tools such as social media sites, text messages, chat and websites

[www.stopbullying.gov/cyberbullying](http://www.stopbullying.gov/cyberbullying)

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**Why Cyberbullying is Different**

- Cyberbullying can happen 24 hours a day, 7 days a week, and reach a child even when they are alone.
- Cyberbullying messages and images are posted anonymously and distributed quickly to a very wide audience. Sometimes impossible to trace.
- Deleting inappropriate or harassing messages, text, and pictures is extremely difficult after they have been posted or sent.

[www.stopbullying.gov/cyberbullying](http://www.stopbullying.gov/cyberbullying)

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## Frequency of Cyberbullying

- The 2010-2012 *School Crime Supplement* (National Center for Education Statistics and Bureau of Justice Statistics) indicate that 9% of students in grades 6-12 experience cyberbullying.
- The 2013 *Youth Risk Behavior Surveillance Survey* finds that 15% of high school students (grades 9-12) were electronically bullied in the past year.

[www.stopbullying.gov/cyberbullying](http://www.stopbullying.gov/cyberbullying)

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## Bullying, Cyberbullying, and Suicide Among US Youth: Our Updated Research Findings

**Study:** 12 to 17-year-old middle and high school students across the United States

•2,670 (49.9% female, 49.6% male) and comparable to the population of middle and high school students in the U.S. by race (66% of the sample is White/Caucasian, 12% is Black/African American, 11.9% is Hispanic/Latin American, and 10% were another race).

### Key Findings:

- Experiencing both together was linked to an exponentially higher likelihood of trying to take one's own life.
- Bullying does have a tremendous impact on the mental health of youth today, especially if multiple forms combine and are magnified to plague a student in pointedly negative ways.

Connecting Adolescent Suicide to the Severity of Bullying and Cyberbullying, By Sameer Hinduja and Justin W. Patchin, 2018

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## Bullying, Cyberbullying, and Suicide Among US Youth: Our Updated Research Findings

### Take Aways:

- [Anonymous reporting systems](#), and the availability of educators at school
- Students themselves must realize that their individual and collective voice is powerful and must come through for their classmates with intentionality by encouraging, defending, supporting, and rallying to their aid as necessary

Connecting Adolescent Suicide to the Severity of Bullying and Cyberbullying, By Sameer Hinduja and Justin W. Patchin, 2018

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## Cyberbullying

- What to do when your child is cyberbullied...  
<http://cyberbullying.org/wp-content/uploads/2014/12/tips-for-parents-when-child-is-cyberbullied.jpg>
- Cyberbullying: identification, prevention and response...<http://cyberbullying.org/cyberbullying-fact-sheet-identification-prevention-and-response/>

*Cyberbullying Research Center, cyberbullying.org*

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## Bullying/Cyberbullying

“It seems likely that we will eventually do away with a differentiation and recognize that online bullying is more of a location than a method, since social media is the virtual hangout of youth today.”

*Dr. Patti Agatston 2017*

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## But ... it happened away from school

If there is a nexus between on and off-campus behavior such as:

1. location & proximity to school
2. time: hour & date
3. effect on others
4. severity of activity & likely connection to student or staff safety
5. impact on overall environment & safety of the school

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### Legalities

Federal Laws:  
<http://www.stopbullying.gov/laws/federal/index.html>

At present, **no federal law directly addresses bullying.** In some cases, bullying overlaps with discriminatory harassment which is covered under federal civil rights laws enforced by the U.S. Department of Education (ED) and the U.S. Department of Justice (DOJ). No matter what label is used (e.g., bullying, hazing, teasing), schools are obligated by these laws to address conduct that is .....

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### Legalities

- Severe, pervasive or persistent.
  - Creates a hostile environment at school.
  - Based on a student’s race, color, national origin, sex, disability or religion.

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### Legalities

Federal Laws:  
[Broadband Data Improvement Act](#)

Section 215 require[s] elementary and secondary schools with computer access to the Internet to educate minors about appropriate online behavior, including interacting...on social networking websites and in chat rooms and cyberbullying awareness and response as a part of their Internet safety policy.

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## Legalities

Harassment-related student bullying:

**Schools may be legally liable :**

1. Target is a member of a **“protected class”** defined under federal civil rights laws - include gender, race and disability
2. Harassment was based on the students’ membership in a protected class
3. Harassment was **severe, pervasive and offensive**
4. School had **knowledge** of the harassment
5. School was **deliberately indifferent**

[http://www.educationworld.com/a\\_admin/bullying-school-legal-liability.shtml](http://www.educationworld.com/a_admin/bullying-school-legal-liability.shtml)

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## The Impact of Bullying

Students engaged in bullying:

- 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
- Tend to be abusive toward their romantic partners, spouses, or children as adults




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## The Impact of Bullying

Targets of Bullying:

- Higher rates of anxiety
- Depression
- Physical health problems
- Decreased academic performance
- Impact into adulthood




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## The Impact of Bullying

### Bystanders:

- Have increased risk factors for use of tobacco, alcohol or other drugs
- Have increased depression and anxiety
- Miss or skip school




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## The Impact of Bullying

“A school climate characterized by lower rates of bullying and teasing was predictive of higher graduation rates.”



High rates of bullying = student body performs lower on standardized tests

American Educational Research Association, 2013

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## The Impact of Bullying

- By age 3-5, children may develop negative attitudes toward difference
- 1 in 8 students have had hate-related words used against them
- 1/3 of known hate crime offenders are under 18
- 1 in 14 students are fearful about their safety at school



© Anti-Defamation League

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## Trauma

Experts classify bullying as chronic trauma.

Chronic trauma is repetitive and insidious accumulation of everyday insults to one's integrity and sense of safety as a human being. The more a person is bullied and threatened, the more they are traumatized.

Dr. Henry Gravitz, Unlocking the Doors to Triumph, 2004

Diplomate of the American Academy of Experts in Traumatic Stress and of the American Board of Forensic Examiners

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## Reflection



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## Mis-directions in Bullying Prevention



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### Mis-directions discussions



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### Best Practices

1. Focus on the social environment
2. Assess bullying
3. Garner staff and parent support
4. Form a group to coordinate the school's activities
5. Train your staff
6. Establish and enforce school rules and policies
7. Increase adult supervision in hot spots
8. Intervene consistently and appropriately
9. Focus class time
10. Continue these efforts over time

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### Best Practices

Which of the 10 Best Practices is working well in your school?



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**Best Practices**

Which of the 10 Best Practices do you have the skills to lead at your school?



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**Best Practices**

Which of the 10 Best Practices is missing from the current efforts of your school/district?



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**Best Practices**

Which of the 10 Best Practices do you need the most support to implement?



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**Best Practices**

Which of the 10 Best Practices do you see as the most problematic for your schools/districts as they think of implementing a comprehensive bullying prevention program?



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**Best Practices**

Which of the 10 Best Practices can you/your team begin working to implement tomorrow?



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**Reflection**



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# 10 Steps to building Schools Where Everyone Belongs



Stan Davis, author

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## Step #1

Establish clearly defined schoolwide behavior expectations



*Mrs. Mutter liked to go over a few of her rules on the first day of school.*

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## Expectations/Rules

- Be Respectful
- Be Responsible
- Be Safe
- Everyone contributes to the learning environment
- We will not bully others.
- We will try to help students who are bullied.
- We will try to include students who are left out.
- If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

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**STEP #2**

Use small, predictable and escalating consequences for aggression



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**STEP #3**

Maintain a positive emotional tone between adults and youth



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**STEP #4**

Acknowledge positive actions



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**STEP #5**

Provide structured opportunities for aggressive youth to think about their actions



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**STEP #6**

Work to develop a peer climate in which bystanders support and include students who are frequent targets of bullying



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**STEP #7**

Protect targets and bystanders from repeated or retaliatory harassment or other negative behaviors



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**STEP #8**

Help targets to reverse feelings of self-blame & to feel powerful



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**STEP #9**

Help targets build friendships



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**STEP #10**

Recognize and build on the strengths and accomplishments of your school community



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“While attention is most often directed at the experiences and traits of aggressors and victims, the majority of students (75 - 80%) are bystanders.”

Stan Davis, Schools Where Everyone Belongs, p195

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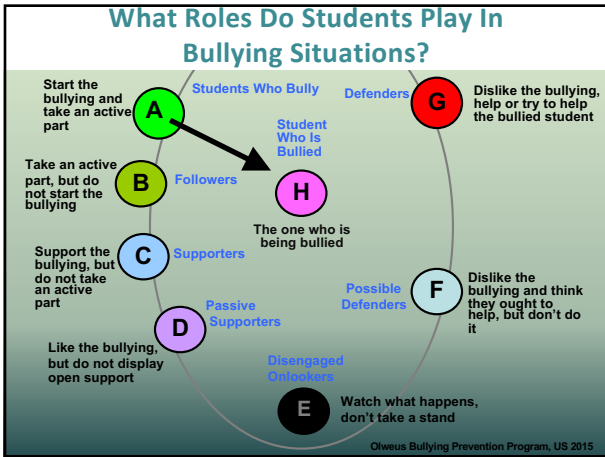
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### Spectrum of Bystander Actions:

- Don't support the one bullying others
- Choose not to repeat gossip
- Support the person being bullied in private
- Tell an adult
- Talk to the person bullying others in private
- Support the person being bullied in front of others
- Confront the one bullying others in the situation

created by Dawn M. Jaeger (7/2012) Based on information presented by Marlene Snyder and Rodger Dinwiddie at the Iowa Department of Education Super Conference, Des Moines, Iowa, June 2012

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### Which of the bystander actions below made things better?

- Asked them to stop
- Helped me tell someone
- Spent time with me
- Blamed me
- Talked to me
- Made fun of me
- Told an adult
- Ignored it
- Helped me get away
- Confronted them
- Called me
- Gave me advice
- Distracted them
- Listened to me

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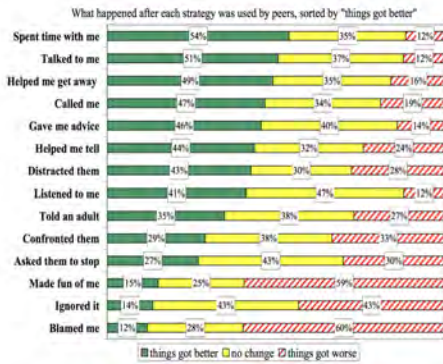
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### What Happened After Peers Did That?




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- Bystander training is unlikely to make a significant, long-lasting change unless adults actively model the behaviors they are expecting to see in the bystanders.

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“We encourage caring adults always to ask students not only about what they did, but also about what happened after they did that. This follow-up question helps youth internalize the value of kind actions by reflecting on the specific positive outcomes of those actions. When young people learn to see the effects of their positive actions, they grow in self-efficacy - that is in the sense that their actions make a difference. They develop internal motivation to continue those positive actions.”

Youth Voice Project, Chapter 5 Page 78

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**Which of the actions below made things better for the student being bullied?**

- Did nothing
- Walked away
- Reminded myself it was not my fault
- Made a joke about it
- Pretended it didn't bother me
- Told a friend
- Told an adult at school
- Told an adult at home
- Told the person how I felt
- Told the person or people to stop
- Made plans to get back at them
- Hit them or fought them

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**Which Strategies Made Things Better?**

Strategy	better	no change	worse
Told an adult at home	34%	48%	18%
Told an adult at school	34%	37%	29%
Made a joke about it	33%	40%	27%
Told a friend(s)	32%	50%	18%
Hit them or fought them	31%	20%	49%
Made plans to get back at them	24%	29%	47%
Reminded myself that it's not my fault	22%	55%	23%
Walked away	20%	45%	35%
Told the person how I felt	16%	46%	38%
Told the person or people to stop	14%	46%	41%
Did nothing	14%	47%	40%
Pretended it didn't bother me	12%	55%	33%

What happened after each strategy was used, sorted by "things got better"

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“When we stop our behaviors that make the problem worse, we take the first step. ... when we show by our actions and our positive attention that we value every student, we encourage our students to do the same.”

Stan Davis, Schools Where Everyone Belongs, Chapter 4

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**Scenario**

Sam has been receiving messages like “you’re such a loser” and “you suck” from a couple of people at school. He deletes the messages, but they keep coming. He asks you for help. **What would you do?**

From “Words Wound” by J. Patchin and S. Hinduja

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**Scenario**

While surfing the internet one night you stumble on a website someone has made about Micah, a student at your school. The site includes embarrassing photos and hurtful information. **What would you do?**

From: “Words Wound” by J. Patchin and S. Hinduja

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## Questions and Parking Lot



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## With acknowledgement and many thanks to.....

- IBPA (International Bullying Prevention Association)
- Kenzi Bisbing, Youth Services Manager, Oakland Mediation Center, Bloomfield Hills, MI
- Penny Bisignano, Consultant, DesMoines, IA
- Stan Davis, Wayne, ME
- Dr. Susan Limber, Clemson University, Clemson, SC
- Jane Riese, Associate Director of Safe and Humane Schools, Clemson University, Clemson, SC
- Dr. Marlene Snyder, Whitefish, MT

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## With acknowledgement and many thanks to.....

- American Educational Research Association: [www.aera.net](http://www.aera.net)
- Anti-Defamation League: [www.adl.org](http://www.adl.org)
- Centers for Disease Control and Prevention: [www.cdc.gov/violenceprevention](http://www.cdc.gov/violenceprevention)
- Committee for Children: [www.cfchildren.org](http://www.cfchildren.org)
- Cyberbullying Research Center: [www.cyberbullying.org](http://www.cyberbullying.org)
- Education World: [www.educationworld.com](http://www.educationworld.com)
- GLSEN (Gay, Lesbian & Straight Education Network): [www.glsen.org](http://www.glsen.org)
- International Institute for Restorative Practices (IIRP) <https://www.iirp.edu>
- National Center for Education Statistics: <https://nces.ed.gov>
- National School Boards Association: [www.nsba.org/sites/default/files/reports/Where-we-learn\\_1.pdf](http://www.nsba.org/sites/default/files/reports/Where-we-learn_1.pdf)
- Olweus Bullying Prevention Program: [www.hazelden.org/web/go/olweus](http://www.hazelden.org/web/go/olweus)
- Stop Bullying Now: [www.stopbullying.gov](http://www.stopbullying.gov)
- Welcoming Schools: [www.welcomingschools.org](http://www.welcomingschools.org)

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## Closing and Thank You




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**IBPA**

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To make a difference in someone's life, you do not have to be brilliant, rich, beautiful, or perfect. You just have to

care.

-Mandy Hilde

**Remember!!!**

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