



PACER Center

Jody Manning, Director
PACER's Parent Training and Information Center

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Individuals with Disabilities Education Act

- 20 U.S. Code § 1471 - Parent training and information centers

Minnesota's Parent Training and Information Center since 1978

- Parents Helping Parents



PACER's National Bullying Prevention Center (NBPC)

Founded in 2006, PACER's NBPC actively leads social change, so that bullying is no longer considered an accepted childhood rite of passage.

PACER's NBPC provides innovative resources for students, parents, educators, and others, and recognizes bullying as a serious community issue.

Offices in Minneapolis and Los Angeles



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Students with Disabilities

The number of students receiving special education services in the U.S. is 6.5 million or about 13% of all public school students.

Children with disabilities are two to three times more likely to be bullied than their nondisabled peers.


(National Center for Educational Statistics, 2016)

Promising Practices

- Increasing Professional Capacity
- Promoting Self-advocacy
- Full Access to Education
- The Power of Bystanders
- Positive Peer Interaction

Increasing Professional Capacity PACER's NBPC Websites

PACER.org/Bullying PACERTeensAgainstBullying.org PACERKidsAgainstBullying.org



Parents and Professionals Middle and High School Elementary School

Increasing Professional Capacity Definition of Bullying

The HALLMARKS of most definitions of bullying:

- *Hurts or harms* another person physically or emotionally.
- The target has *difficulty stopping the behavior* and struggles to defend themselves.
- Exhibits an *imbalance of power*, when the student(s) doing the bullying has more physical, emotional, or social power than the target.

Increasing Professional Capacity Bullying vs. Disability Harassment

When does bullying reach the threshold of disability harassment and meet the criteria for federal protection?

Bullying may be considered harassment when the conduct is:

- sufficiently serious that it interferes with (or limits) a student's ability to participate in (or benefit from) the services, activities, or opportunities offered by a school
- and is based on a student's disability.

Increasing Professional Capacity Federal policies to address bullying

Federal laws that apply if the *harassment* denies a *student with a disability an equal opportunity to education*:

- **Section 504** of the Rehabilitation Act of 1973
- **Title II** of the Americans with Disabilities Act of 1990

Federal law that outline children's rights to *FAPE* in special education:

- Individuals with Disabilities Education Act (**IDEA**)

Increasing Professional Capacity Dear Colleague Letters

October 21, 2014

Issued by the Department of Education's (ED) Office for Civil Rights (OCR) and offers information on:

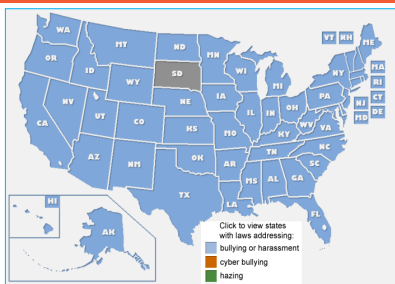
- Overview of Federal Protections for Students with Disabilities in Schools
- Schools' Obligations to Address Disability-Based Harassment
- Bullying and the Denial of a Free Appropriate Public Education
- How OCR Analyzes Complaints Involving Bullying of Students with Disabilities

www2.ed.gov/about/offices/list/ocr/letters/colleague-bullying-201410.pdf



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Increasing Professional Capacity Know the State Laws



*State Law

- School District Policy

Status of state legislation is on stopbullying.gov



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Increasing Professional Capacity Addressing Concerns via Complaints

Parents who believe their student's rights have been violated can file a complaint of discrimination with:

- Office for Civil Rights

<https://www2.ed.gov/about/offices/list/ocr/complaintprocess.html>

Parents who believe their child has been denied the right to a free, appropriate education (FAPE) can file a complaint with their state department of education.



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Promoting Self-Advocacy

Self-advocacy means the student with a disability is responsible for telling people what they want and need in a straightforward way.

The student who has been bullied should be involved in deciding how to respond to the bullying. This involvement can provide students with:

- a sense of control over their situation
- the realization that someone is willing to listen and take action
- reassurance that their opinions and ideas are important

Promoting Self-Advocacy — Student Action Plan —



- 1: Think about the bullying you have experienced, seen, or even done yourself.
- 2: Then consider how that situation could be different.
- 3: Next, think about the steps needed to make those changes happen.

<http://www.pacer.org/bullying/pdf/StudentActionPlan.pdf>

Promoting Self-Advocacy Use of PACER's Student Action Plan

<https://www.youtube.com/watch?v=EKRbIPUtBLs>

The Power of Bystanders

Two indicative factors of becoming a target of bullying:

- social isolation;
 - challenges in navigating social relationships.
- *often characteristic in students with disabilities

Peer engagement and advocacy reduces bullying in schools.

The Power of Bystanders

— Peer Advocacy Program —

Peer Advocacy – A bullying prevention initiative designed to reduce bullying of students with disabilities by engaging, educating, and empowering designated peers to advocate for specific students with disabilities.

- Students with disabilities report feeling that they have more friends, that someone cares about them, and that they are more included in activities.
- Students who are advocates report that they feel as if they are doing something that matters, that they feel valued by making a difference for others, and that they have learned much about themselves and about others who are different from them.

<https://www.pacer.org/bullying/classroom/pdf/PeerAdvocacyGuide.pdf>

The Power of Bystanders

— Peer Advocacy Program —



Positive Peer Interaction

Nearly 60% of bullying situations end when a peer intervenes.

- A powerful statistic, showing the important influence that peers can have.
- This generation is ready to take action, students are important leaders and can be catalyst for changing the culture of bullying.

Positive Peer Interaction Promoting a Positive School Climate

We Will Generation™

Curriculum designed to build leadership, develop advocacy skills and educate on methods to respond to bullying:

- Five lessons, approximately 30-60 minutes each
- Available online and as downloads
- Content includes student developed videos, discussion questions, handouts and activities
- Capstone activity to be delivered in classrooms
- Student presenters, ideally in groups of 5-8, to present the curriculum to younger students; for example, 8th grade students presenting to 5th grade students.
- One or more adult advisors to lead and mentor the presenters

<http://www.pacer.org/bullying/wewillgen/>

Positive Peer Interaction

Video from curriculum:

https://www.youtube.com/watch?time_continue=34&v=2InkWRc1zww

Positive Peer Interaction

October = National Bullying Prevention Month

- [Register](#) your school or organization as a Champion Against Bullying
- [Order a bookmark](#) for each student
- [Hold a pledge signing event](#) at your school or organization
- [Speak in your community](#) about bullying prevention and local activities
- [Download, print and share](#) the flyer with your school, organization or community

<http://www.pacer.org/bullying/nbpm/>

Positive Peer Interaction

— Unity Day —

Unity Day - Wednesday, October 24, 2018

UNITY DAY: Together against bullying. United for kindness, acceptance and inclusion

Wear and share the color orange!

*"By joining together and wearing **ORANGE** on Unity Day, we can send the unified message that we care about student's physical and emotional health and that bullying will no longer be accepted in this society."*

<http://www.pacer.org/bullying/nbpm/unity-day.asp>



PACER Resources

[Bullying and Harassment of Students with Disabilities - Top 10 Facts for Parents, Educators and Students](#) - This handout provides an overview of important facts for parents, educators and students to know about students with disabilities and bullying. (Available in Spanish and Hmong)

<http://www.pacer.org/publications/bullypdf/BP-18.pdf>

[Help Your Child Recognize the Signs of Bullying](#) - Parents can prepare themselves to talk with their children by considering how they are going to handle their child's questions and emotions. They can also decide what information they would like to give their child about bullying.

<http://www.pacer.org/publications/bullypdf/BP-2.pdf>

PACER Resources

[All In — Year long Toolkit for Classrooms](#)

Free, easy to implement online resources designed to create environments in which every student is included, involved, and invested in preventing and addressing bullying through education, engagement, and peer interaction.

<http://www.pacer.org/bullying/classroom/all-in/>

[Use Positive Strategies to Protect Your Child with Disabilities from Bullying](#) - While any child can be a target of bullying, children with disabilities can be especially vulnerable. Parents can help protect their children with disabilities from bullying and its devastating effects if they promote these proactive strategies.

<http://www.pacer.org/publications/bullypdf/BP-16.pdf>

PACER Resources

[Telling Classmates About Your Child's Disability May Foster Acceptance](#)

One of the best ways to teach children about a disability is to talk to them at school. For many families, presenting at school is an annual event. Sometimes, an IEP team writes it into a child's Individualized Education Program (IEP) document.

<http://www.pacer.org/parent/php/PHP-c101.pdf>

[Bullying and Disability Harassment in the Workplace: What Youth Should Know](#) - The InfoBrief is designed to help youth, including youth with disabilities, recognize signs of bullying in the workplace. It offers examples of bullying situations at work and strategies to help address the issue.

<http://www.ncwd-youth.info/information-brief-29>

Together We Can Create a World Without Bullying!



PACER's National Bullying Prevention Center

National Office:

- 8161 Normandale Blvd. | Minneapolis, MN 55437

Los Angeles Area Office:

- 80 E. Hillcrest Drive, #203 | Thousand Oaks, CA 91360

[Http://www.pacer.org/bullying/](http://www.pacer.org/bullying/)

952.838.9000 or 800.537.2237
