



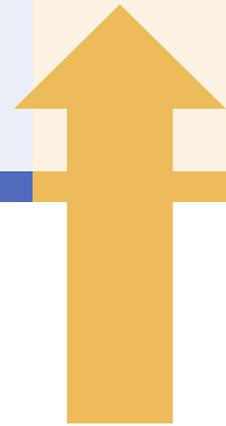
Bullying Prevention Virtual Meeting

March 22nd, 2016



Call (866) 835-7973 to join

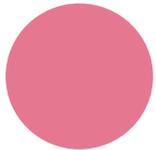
Tech Tips



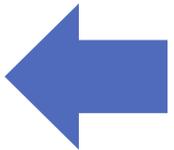
Call (866) 835-7973 to participate



Mute yourself when you're not talking



This webinar is being recorded



Ask questions in the chat at any time or on the phone at any time

Download PDF of slides from File Share pod

Agenda

1. Recap of bullying prevention activities since December 3rd.
2. Overview of bullying prevention best practices and misdirections. (HRSA/Clemson University)
3. Bridge between global bullying best practices and what it might look like for an individual state to consider. (Strengthen The Evidence Base for MCH- Johns Hopkins University)
4. Q&A and collaborative discussion regarding next steps.

Effecting Change in Bullying Prevalence: Overview of Best Practices

(Excerpt from the StopBullying.gov Online Course)

- Dr. Sue Limber, Clemson University
- Erin Reiney, HRSA/Maternal and Child Health Bureau



Chapter 5: Misdirections in Bullying Prevention and Response

Misdirection #1: Zero Tolerance for Bullying

- Also referred to as “student exclusion” policies.
Concerns:
 - They potentially affect a large number of students.
 - Threats of severe punishments may actually discourage children and adults from reporting.
 - Bullying can be an early marker of other problem behaviors. Children who bully need positive, prosocial role models, including adults and students in their school.
- School safety may occasionally demand that a student be removed from a school environment, but these situations should be rare.

Misdirection #2: Conflict Resolution and Peer Mediation

- Are often used to address conflicts among students. Concerns:
 - Bullying is a form of victimization, not conflict.
 - Mediating a bullying incident may send inappropriate messages to the students who are involved.
 - Mediation may further victimize or traumatize a child who has been bullied.

Misdirection #2: Conflict Resolution and Peer Mediation

- A trauma-informed approach should recognize that children who have been bullied may have experienced trauma and need special care to address the trauma and avoid practices that may re-traumatize them.
- In some cases, restorative practices, which focus on restoring relationships and repairing the harm done, may be appropriate, but these typically require considerable time and training by professionals—situations that are not common to most peer mediation programs in schools.

Misdirection #3: Group Therapeutic Treatment

- Group treatment with children who bully
 - May involve anger management, skill-building, empathy-building, self-esteem enhancement.
- Well-intentioned but often counter-productive.

Why?

- Group members can serve as poor role models and reinforce each others' antisocial and bullying behavior.

Misdirection #4: Overstating or Simplifying the Relationship Between Bullying and Suicide

- Media publicity around suicides by youth who were bullied by peers has led to assumptions that bullying often leads directly to suicide.



Misdirection #4: Overstating or Simplifying the Relationship Between Bullying and Suicide

- These assumptions are unhelpful and potentially harmful. Why?
 - It encourages sensationalized reporting.
 - It fails to recognize that the causes of suicide are complex and many individual, relational, community and societal factors contribute to the risk of suicide.
 - It perpetuates the false belief that suicide is a natural response to being bullied.

Misdirection #5: Simple, Short-Term Solutions

- Often administrators and staff adopt a short-term, piecemeal approach.
 - Bullying may be the topic of a staff in-service training, PTO meeting, school-wide assembly, lessons taught by individual teachers
 - These efforts may be good first steps, but are unlikely to reduce bullying on their own. Why?



Chapter 6: Best Practices in Bullying Prevention and Response

#1: Focus on the Social Climate

- Bullying prevention requires changes in social climates of schools and organizations.
- Students feel connected to schools where they know, care about, and support one another, and have common goals.
- Changing social norms around bullying requires commitment, time, and effort but can have a positive effect on behavior.
- Increasing adult supervision is also important.

#2: Conduct Community-Wide Assessments of Bullying

- Collect local data on bullying, social climates, and the extent of youth violence.
- Resources to get started:
 - *Landscape Assessment, Community Action Toolkit* (www.StopBullying.gov)
 - *Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools* (www.cdc.gov/violenceprevention)
 - *School Climate Survey Compendium* (<http://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium>)

#3: Seek Out Support for Bullying Prevention

- Early and enthusiastic support is critical from leaders of schools and youth programs
- Commitment from a majority of the youth-serving adults is also important
 - Adults must be willing to address bullying wherever it happens if bullying prevention strategies are to be fully implemented.

#4: Coordinate and Integrate Prevention Efforts

- Bullying prevention should be coordinated and integrated with other related efforts
- A coordinating group or committee will inform decisions on ways to combine, coordinate, or adopt strategies
 - School-based teams should represent staff, parents, and youth leaders
 - Forming a community group of representatives from many disciplines and partnering agencies will avoid costly duplications and ensure greater success

#4: Coordinate and Integrate Prevention Efforts

There are many stakeholders you will want to consider engaging in your coordinating group or committee:

- Elected Officials/Community Leaders
- Health and Safety Professionals
- Law Enforcement Officials
- Child Care/After-School and Out-of-School Professionals
- Faith Leaders
- Corporate and Business Professionals
- Mental Health and Social Service Professionals
- Educators (including Special Education Professionals)
- Parents and Caregivers
- Youth Leaders Organization Members
- City/County Recreation Professionals

#4: Coordinate and Integrate Prevention Efforts

stopbullying.gov

Awareness Raising Action Planning Matrix [1 of 2]

	Hold an anti-bullying day in schools	Create local fund for businesses to support bullying prevention	Create a community newsletter	Provide information on state/local bullying laws	Create an interfaith alliance	Host a town hall or community event
Elected Officials/Community Leaders						
Health & Safety Professionals						
Law Enforcement Professionals						
Child Care/After School & Out-of-School Care Professionals						
Faith Leaders						
Corporate & Business Professionals						
Mental Health & Social Services Professionals						
Educators						

#5: Provide Training in Bullying Prevention and Response

- Many state laws encourage or require training of school staff on bullying prevention.
- Adults must understand:
 - The nature of bullying
 - Its effects
 - How to prevent bullying (e.g., the importance of adult supervision)
 - Appropriate responses if bullying is known or suspected



#5: Provide Training in Bullying Prevention and Response

<http://www.StopBullying.gov/prevention/training-center/index.html>



This resource is tailored for Business Professionals as a guide to the StopBullying.gov training module.

For more information on bullying prevention, including the definition, statistics, best practices, and common myths or misdirections, please consult the StopBullying.gov training module at www.stopbullying.gov/communityguide.

Understanding the Roles of Business Professionals in Community-Wide Bullying Prevention Efforts

What is known about bullying and how it relates to business professionals?

Bullying affects a large number of students and may have impact on those who are involved. In 2011, 28% of students 12-18 were bullied at school and 9% were cyberbullied (Robers, Kemp, Truman, & Snyder, 2013).

Many business professionals correctly see bullying as an obstacle to learning that could undermine the productivity current and future employees (Copeland, Wolke, Angold 2013). They have experience in identifying efforts that can impact their workers and their families. Business leaders stake in improving the communities where they reside a own children. Many avenues exist for them to build relationships and current business partners through community prevention efforts:

Form A: Feedback Form for Bullying Prevention Training Module Participants
(Completed Immediately After the Training)

Thank you for your participation in the Bullying Prevention Training today. This form will be used to assess the Training Module and Community Action Toolkit resources. Your feedback on the content and quality of the training and resources shared in today's workshop is appreciated.

Information on Participants attending the Module Training

Please provide your name and email address for follow-up in 4 months.

Trainee Name: _____ (optional) Email: _____

What profession/sector do you represent? (if applicable):

- Education
- Government & Elected Officials
- Health & Safety
- Law Enforcement
- Child Care/After School & Out-of-School Care
- Faith-Based
- Corporation or business
- Mental Health & Social Service
- Parents & Caregivers
- Youth Leaders Organizations
- City/County Recreation
- Other (explain) _____

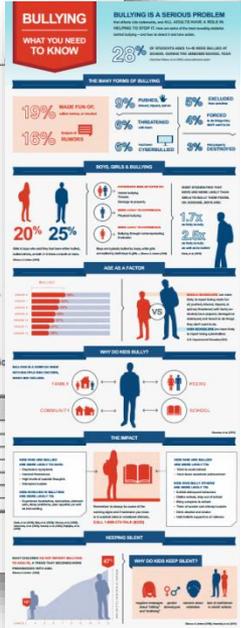
Name/Address of Organization (optional): _____

Date/Location of Workshop: _____

Feedback on the Training Module

1. Please rate how satisfied you are overall with the workshop and specific sections of training.

Training Logistics, Quality and Content Overall	Not satisfied	Neutral
On-site facilities	1	2
Pre-training preparation & organization	1	2
Quality/clarity of presentation	1	2
Length of the entire program	1	2
Content	1	2
Quality of the Community Action Toolkit	1	2
Quality of sector-specific supplemental materials	1	2



Working with Stakeholders

The User Guides are tailored to 11 audiences that play a critical role in bullying prevention and include information for delivering this training.

Get the User Guides

Some of the documents on this website are in PDF (Portable Document Format). You will need Adobe Acrobat Reader in order to view these files. Download Adobe Acrobat Reader [here](#).

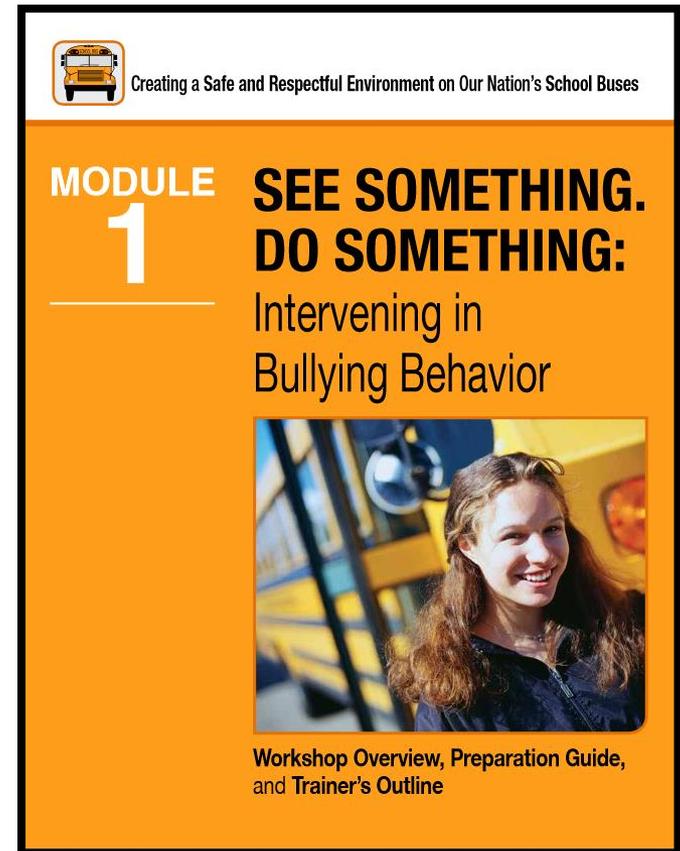
English User Guides | Guías de Usuario

- ▶ Business Professionals
- ▶ Early Education & Child Care Providers
- ▶ Elected Officials
- ▶ Faith Leaders
- ▶ Health and Safety Professionals
- ▶ Law Enforcement Officers
- ▶ Mental Health Professionals
- ▶ Parents & Caregivers
- ▶ Recreation Leaders
- ▶ School Administrators
- ▶ Young Professionals & Mentors



#5: Provide Training in Bullying Prevention and Response

<http://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-our-nations-school-buses-training-toolkit>



The image shows the cover of a training toolkit. At the top left is a small icon of a yellow school bus. To its right is the text "Creating a Safe and Respectful Environment on Our Nation's School Buses". Below this, the word "MODULE" is written in white, followed by a large white number "1" on a horizontal line. To the right of this is the main title "SEE SOMETHING. DO SOMETHING:" in bold black text, followed by the subtitle "Intervening in Bullying Behavior" in a smaller black font. Below the text is a photograph of a young woman with long brown hair, smiling, standing in front of a yellow school bus. At the bottom of the cover, the text "Workshop Overview, Preparation Guide, and Trainer's Outline" is written in a small black font.

Creating a Safe and Respectful Environment on Our Nation's School Buses

MODULE
1

**SEE SOMETHING.
DO SOMETHING:**
Intervening in
Bullying Behavior

Workshop Overview, Preparation Guide,
and Trainer's Outline

#5: Provide Training in Bullying Prevention and Response



[Home](#) | [About NREPP](#) | [Find an Intervention](#) | [Reviews & Submissions](#) | [Learning Center](#) | [Contact Us](#)

NREPP is a searchable online registry of more than [340 substance abuse and mental health interventions](#). NREPP was developed to help the public learn more about evidence-based interventions that are available for implementation.

NREPP does not endorse or approve interventions. Learn more [about NREPP](#) and current [minimum requirements](#) for inclusion in the registry.

Basic Search **Advanced Search** **View All**

Interventions

Find an Intervention

Find interventions reviewed by NREPP.

Blueprints
FOR HEALTHY YOUTH DEVELOPMENT

#6: Organize a Community Event to Catalyze Efforts

- Successful bullying prevention and awareness efforts require support from many community stakeholders
- This is why organizing a community event/town hall will be a critical next step in your initiative
- Your event will provide a time to gather all of the stakeholders together to develop a call-to-action that mobilizes the community

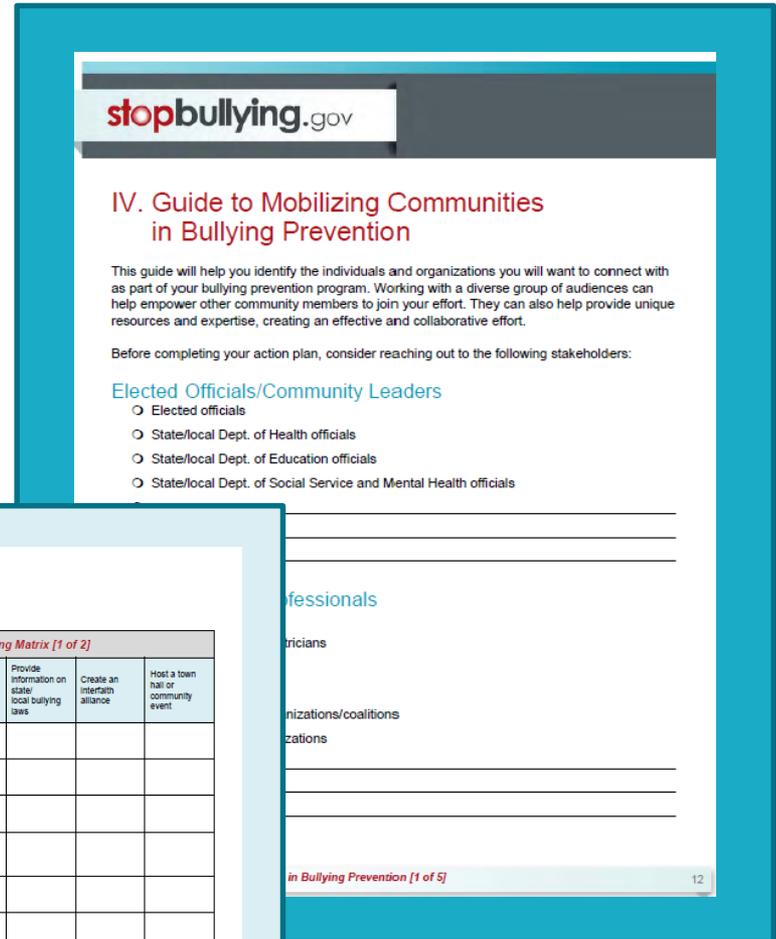
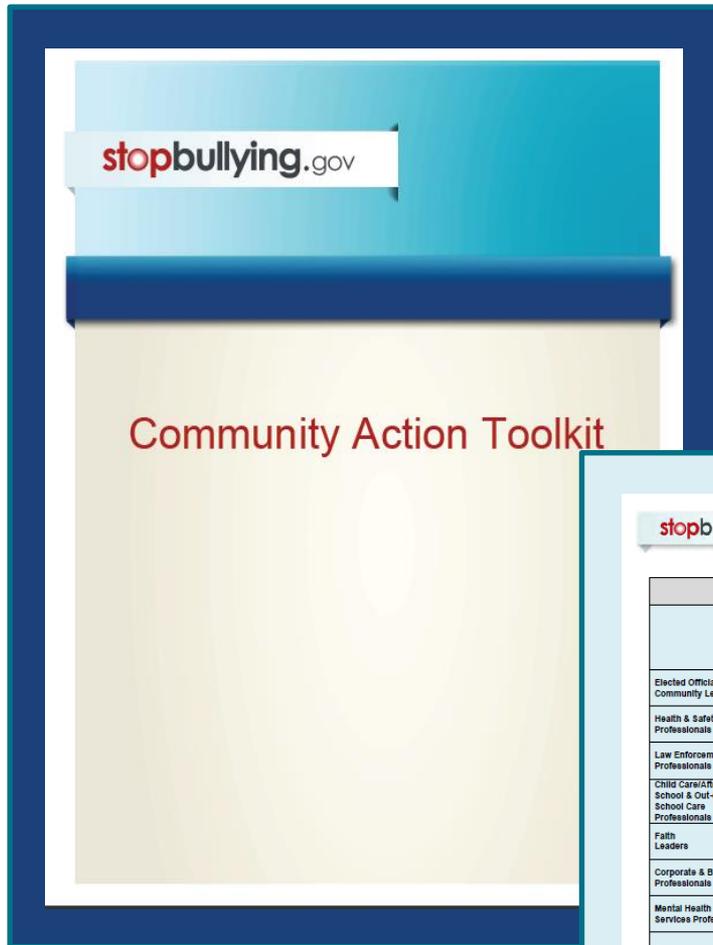
#6: Organize a Community Event to Catalyze Efforts

- A call-to-action that responds to bullying is multi-faceted
- It will include roles and responsibilities for stakeholders from across the community to contribute resources and expertise toward a common goal: **Effectively preventing and responding to bullying**

#6: Organize a Community Event to Catalyze Efforts

- This toolkit includes materials that will give you everything you need to put the research, ideas, and bullying prevention and response strategies into practice in your communities, including tools for:
 - Community Event Planning
 - Community Event Action
 - Community Event Follow-Up

#6: Organize a Community Event to Catalyze Efforts



stopbullying.gov

Awareness Raising Action Planning Matrix [1 of 2]

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Faith Leaders						
Corporate & Business Professionals						
Mental Health & Social Services Professionals						
Educators						

#7: Set Policies and Rules About Bullying

- All state laws require public schools to develop anti-bullying policies,
- As part of these policies, school personnel should:
 - Establish and communicate clear rules about bullying behavior and expectations if bullying is witnessed.
 - Apply developmentally appropriate and proportional consequences for bullying others.

#8: Respond Consistently and Appropriately When Bullying Happens

Do:

- Separate the children involved.
- Make sure everyone is safe.
- Meet any immediate medical or mental health needs.
- Stay calm. Reassure the children involved, including bystanders.
- Model respectful behavior when you intervene.

#8: Respond Consistently and Appropriately When Bullying Happens

Don't:

- Ignore it. Don't think children can work it out without adult help.
- Immediately try to sort out the facts.
- Force other children to say publicly what they saw.
- Question the children involved in front of other children.
- Talk to the children involved together, only separately.
- Make the children involved apologize or patch up relations on the spot.

#8: Respond Consistently and Appropriately When Bullying Happens

- Follow-up responses are often needed with involved students and parents
 - Provide protection plans and support to children who are bullied
 - Plan intervention strategies for children who bully and supporters of bullying to learn alternative behaviors
- Adopt a trauma-informed approach
 - Recognize that children who have been bullied may have experienced trauma and need special care to address this trauma and avoid practices that may re-traumatize them.

#8: Respond Consistently and Appropriately When Bullying Happens

- Consider referrals to mental health professionals within or outside of school settings, when needed
- Find guidance on supporting bullied youth and addressing bullying behavior at www.StopBullying.gov

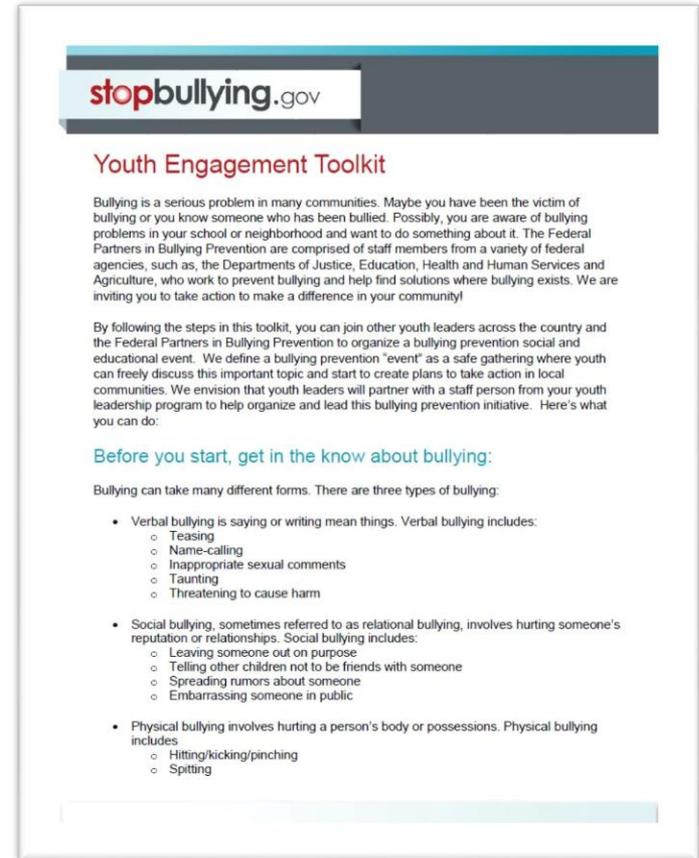
#9: Spend Time Talking with Children and Youth About Bullying

- Talk about bullying and how to prevent it.
- Hold class meetings for students and staff.
- Incorporate lessons about bullying, positive behaviors, and social-emotional into your school's curriculum.

#9: Spend Time Talking with Children and Youth About Bullying

Youth Engagement Toolkit

http://www.StopBullying.gov/what-you-can-do/teens/YouthEngagement_brieftoolkit_Compliant.pdf



stopbullying.gov

Youth Engagement Toolkit

Bullying is a serious problem in many communities. Maybe you have been the victim of bullying or you know someone who has been bullied. Possibly, you are aware of bullying problems in your school or neighborhood and want to do something about it. The Federal Partners in Bullying Prevention are comprised of staff members from a variety of federal agencies, such as, the Departments of Justice, Education, Health and Human Services and Agriculture, who work to prevent bullying and help find solutions where bullying exists. We are inviting you to take action to make a difference in your community!

By following the steps in this toolkit, you can join other youth leaders across the country and the Federal Partners in Bullying Prevention to organize a bullying prevention social and educational event. We define a bullying prevention "event" as a safe gathering where youth can freely discuss this important topic and start to create plans to take action in local communities. We envision that youth leaders will partner with a staff person from your youth leadership program to help organize and lead this bullying prevention initiative. Here's what you can do:

Before you start, get in the know about bullying:

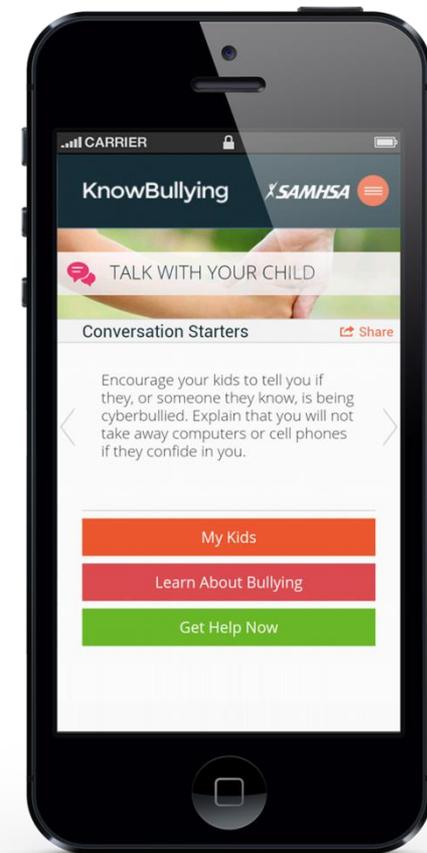
Bullying can take many different forms. There are three types of bullying:

- Verbal bullying is saying or writing mean things. Verbal bullying includes:
 - Teasing
 - Name-calling
 - Inappropriate sexual comments
 - Taunting
 - Threatening to cause harm
- Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
 - Leaving someone out on purpose
 - Telling other children not to be friends with someone
 - Spreading rumors about someone
 - Embarrassing someone in public
- Physical bullying involves hurting a person's body or possessions. Physical bullying includes:
 - Hitting/kicking/pinching
 - Spitting

#9: Spend Time Talking with Children and Youth About Bullying

SAMHSA's KnowBullying App

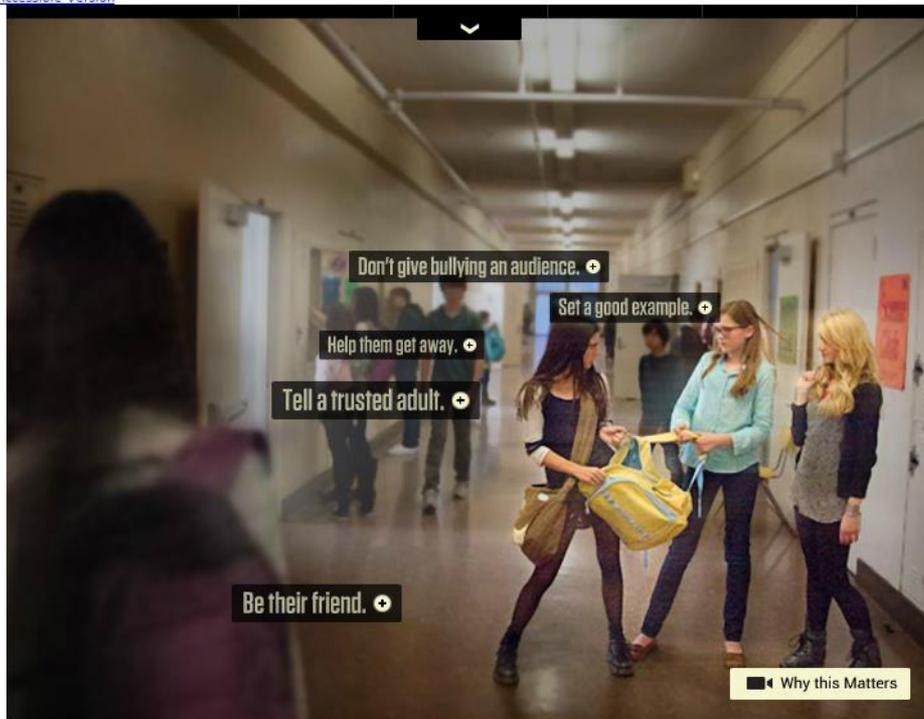
<http://store.samhsa.gov/apps/knowbullying/index.html>



#9: Spend Time Talking with Children and Youth About Bullying

Be More Than a Bystander

[Accessible Version](#)



Be More Than a Bystander

<http://www.StopBullying.gov/respond/be-more-than-a-bystander>

#10: Continue Efforts Over Time and Renew Community Interests

- Bullying prevention should have no “end date”
- Communities should continually assess prevention needs and outcomes, revise strategies, and champion the benefits in children’s lives and to the community.

What does it look like for a state to implement these best practices?

...It depends!

Questions to Consider

Best Practice	Questions
Focus on the Social Climate	<ul style="list-style-type: none">• What is the current experience with regard to addressing bullying in the community? Attitudes within schools?
Conduct Community-Wide Assessments of Bullying	<ul style="list-style-type: none">• What data do the schools collect?• Are there other components of the YRBSS that apply?
Seek out Support	<ul style="list-style-type: none">• Who are the leaders of current bullying prevention efforts?• How can we best engage parents?
Coordinate and Integrate Efforts	<ul style="list-style-type: none">• What prevention efforts are taking place in the community?
Provide Training	<ul style="list-style-type: none">• Are there any trainings provided to school personnel?• Who receives these trainings?
Set Policies and Rules	<ul style="list-style-type: none">• How enforced are the anti-bullying policies in schools?

Q&A and Collaborative Discussion

- Your lines are unmuted so you can ask questions or make comments at any time
- You can type comments or questions in the chat box

Evaluation

- Please take a minute to complete our short evaluation:

<https://www.surveymonkey.com/r/RX57JZM>