

# **Bullying Amongst Diverse Populations and DSM-5 Update**

**District of Columbia Catholic Schools**



**Presented by:  
Dr. Seria Chatters  
Dr. Carlos Zalaquett**

# Introductions



- Thank you!!
- Who are we?
- Who are you?
- What will we be doing today?
  - The state of the nation
  - What is being done about bullying?
  - What does research say?
  - Review a Study
  - Evaluation and Assessment
  - Q&A
  - DSM-5 Update

*Obrigado!*

*Gracias*

*Vielen*  
**Dank**

*Merci*

# Let's think back.....



Think back to when you were in school:  
Were you a victim of bullying? Were you a bully?

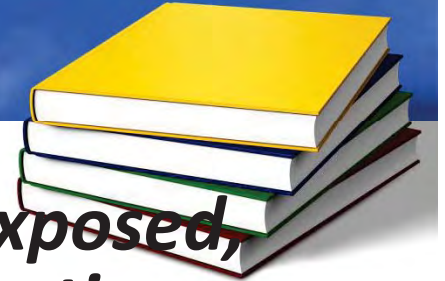
Were you a bystander?

How do you feel these experiences impacted your academics and your experiences in school?

How are instances of bullying currently handled in your school?

What kind of changes would you make?

# Bullying



- ***"A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself."***
- This definition includes three important components:
  1. Bullying is aggressive behavior that involves unwanted, negative actions.
  2. Bullying involves a pattern of behavior repeated over time.
  3. Bullying involves an imbalance of power or strength.

# Bullying in our schools and communities is of great concern



- Primary mission of our society and our schools is to ensure that every child learns to his or her highest potential.
- No children, regardless of their race, creed, or cultural group or where they go to school, should be denied the opportunity to learn.
- Unfortunately, many students are being denied this opportunity to learn, not solely because of academic deficiencies — such as poorly trained teachers, lack of academic rigor, or personal limitations — but because throughout the day they are picked on, teased, harassed, or ostracized due to a characteristic they possess.

# Bullying behaviors



- Population:
  - Affect students - all grades - all parts of the world.
- Damage:
  - interferes with student learning and
  - creates a climate of fear and disrespect
- Bystanders:
  - often feel helpless to respond
- Others
  - Teachers ,
  - Staff,
  - Bullies themselves.

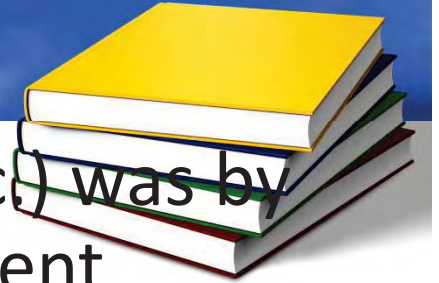


# How Common is Bullying?



- Bullying may very well be the most prevalent form of school violence in the United States.
- studies rates goes from a low of 10% to a high of 75% of school-aged children who reported being bullied at least once during their school years.
- most studies indicate that approximately 15% to 20% of students will experience bullying at some point from kindergarten through high school graduation.

# NIH Study (2009)-



- **Verbal bullying** (name calling, teasing, etc.) was by far the most prevalent with 53.6% of student reporting some sort of involvement (either as bullies or as victim).
- **Relational bullying** (Social isolation, spreading rumors, etc) close second 51.4% indicating they had some involvement
- **Physical bullying** (being pushed, hit, kicked, etc.) was less likely to occur, with 20.8% of students reporting involvement.
- **Cyberbullying**, was last on the list with only 13.6% of students claiming involvement.



# Consequences of Bullying



- What are some of the short and long term negative consequences?
- What are some of the impacts on education, mental and physical health?
- Extreme consequences?

# Prejudice and Bullying



- Do you think prejudice and bullying are related?
- If so, how?
  
- Do you think discrimination and bullying are related?
- If so, how?

# What is Prejudice?



- Prejudice is a baseless and usually negative attitude toward members of a group.
- Attitudinal and Emotional
- Common features of prejudice include negative feelings, stereotyped beliefs, and a tendency to discriminate against members of the group.



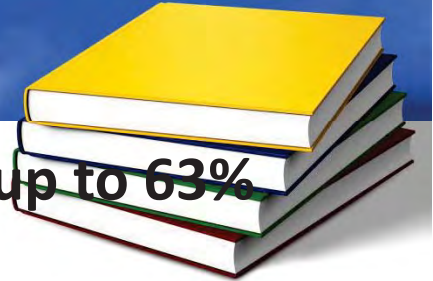
- Boys were much more likely to engage in **physical bullying**, whereas girls principle method was relational bullying.
- African-American students were the least likely to be **bullied**.
- Hispanic students were the most likely to engage in **physical bullying**.
- Positive parental support was reported to decrease a student's likelihood of becoming *either* a **bully** or a victim.
- Friendships were found to decrease the likelihood of becoming a victim, while increasing the likelihood of engaging in **bullying behaviors**.

# Students with Disabilities



- **The facts – Students with disabilities are much more likely to be bullied than their nondisabled peers.**
- Bullying of children with disabilities is significant but there is very little research to document it.
- **Children with disabilities were two to three times more likely** to be bullied than their nondisabled peers.
- One study shows that 60 percent of students with disabilities report being bullied regularly compared with 25 percent of all students.

# Why bullying and discrimination?



- **3. Kids who are obese, gay, or have disabilities are up to 63% more likely to be bullied than other children.**
- Studies have shown that obese children are 63% more likely to be targets of bullying. Gay youth are also significantly more likely to be bullied, with lesbians experiencing bullying at 3 times the rate of other youth.
- Kids with learning disabilities, speech impediments, ADHD, and medical conditions that affect their appearance (such as cerebral palsy, muscular dystrophy, and spina bifida) are also at higher risk of being bullied. One study found that 83% of adults who stuttered when they were kids reported they had been teased or bullied for it.



# Academic Achievement Suffers



- **Bullying affects a student's ability to learn.**
- Many students with disabilities are already addressing challenges in the academic environment. When they are bullied, it can directly impact their education.
- Research shows that bullying can negatively impact a child's access to education and lead to:
  - School avoidance and higher rates of absenteeism
  - Decrease in grades
  - Inability to concentrate
  - Loss of interest in academic achievement
  - Increase in dropout rates

# Bystanders



Majority of young people are neither bullies nor victims:  
bystanders.

everyone — other than the bully and victim — who is present  
6 out of 10 American teenagers witness bullying in school  
one or more times each day

They experience fear, discomfort, guilt, and helplessness.

U.S. Department of Education, bystanders may experience the  
following:

*Be afraid to associate with the victim* for fear of either  
lowering their own status or of retribution

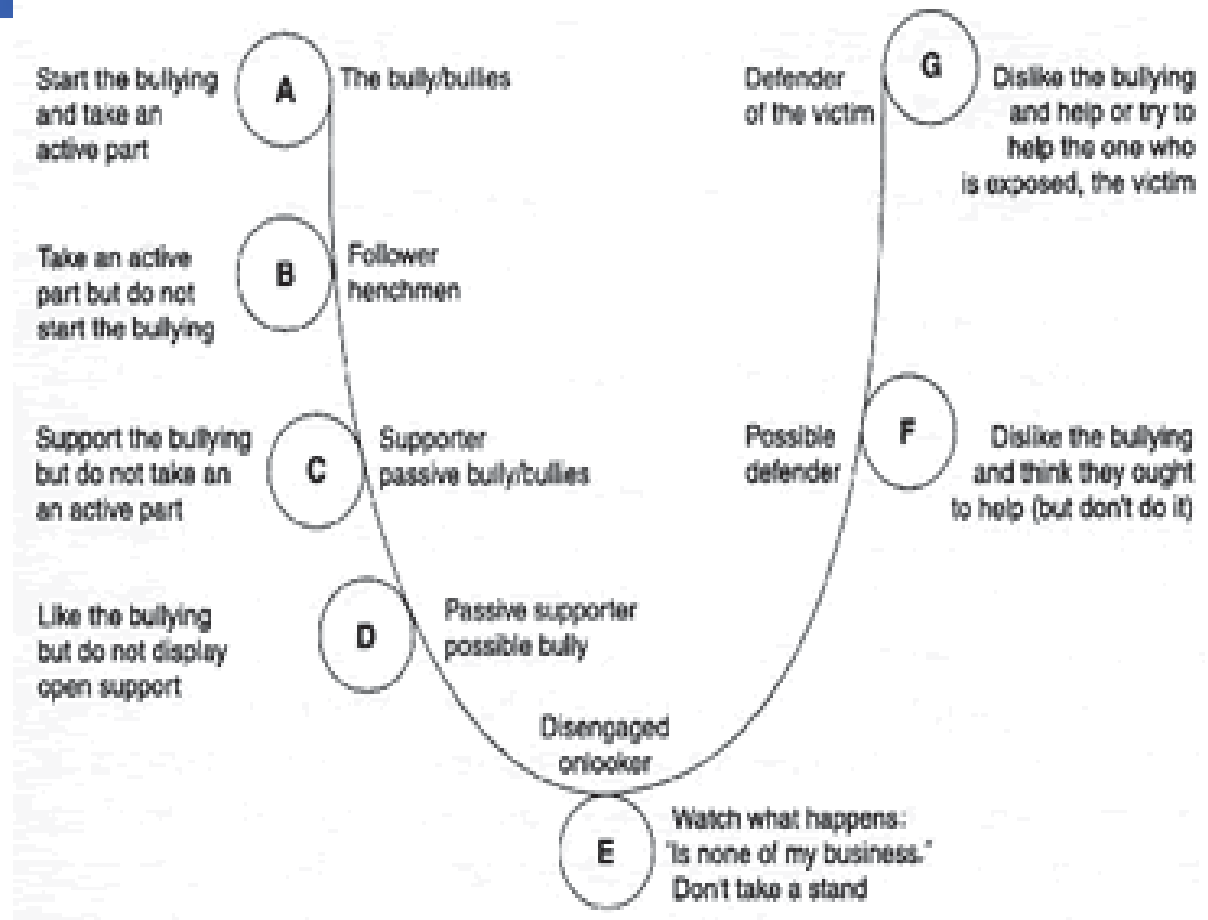
*Fear reporting bullying incidents*, they do not want to be  
called a "snitch," a "tattler," or "informer"

*Experience feelings of guilt and helplessness* for not standing  
up to the bully on behalf of their classmate

*Be drawn into bullying behavior* by group pressure

*Feel unsafe*, unable to take action, or a loss of control

Bystanders display distinct patterns of behavior during a bullying incident; these responses represent students' attitudes toward the problem of bullying (e.g., positive, neutral-indifferent, negative) as well as the actions they are likely to take during an actual incident. The Bullying Circle (right) illustrate and describe each of these bystander roles.



**cycle of bullying can be broken by moving bystanders from the left to the right side**

# Impossible Right?



- Suicide is the third leading cause of death among young people, resulting in about 4,400 deaths per year, according to the CDC. For every suicide among young people, there are at least 100 suicide attempts. Over 14 percent of high school students have considered suicide, and almost 7 percent have attempted it.
- Bully victims are between 2 to 9 times more likely to consider suicide than non-victims, according to studies by Yale University





In a TODAY exclusive, the mother of a 13-year-old Florida girl who committed suicide after explicit cell phone photos were revealed to her classmates talks with TODAY's Meredith Vieira.



July 25

London mayor Boris Johnson speaks with TODAY's Matt Lauer about how prepared the city is to host the Olympic games, and promises he won't violate the "no politicians rule" and try to carry the Olympic torch.

TODAY

Related video



London mayor Venues 'as safe we can make th



## Zachery Gray, Florida Teen, Suffers Brain Damage After Suicide Attempt Allegedly Due To Anti-Gay Bullying

Posted: 05/28/2012 10:56 am Updated: 05/28/2012 11:03 am

### ens who have committed suicide after being bullied online

rtgers University freshman Tyler Clementi, 18, jumped to his death from a bridge after secret video his sexual encounter with a man was streamed online. A timeline of suicides following cyber-bullying:



Oct. 7, 2003  
Ryan Halligan of Essex Junction, Vt., commits suicide at age 13 after middle school classmates threaten, taunt and insult him incessantly in person and online. His father, John Halligan, a former IBM engineer, lobbies for laws in Vermont to improve how schools address bullying and suicide prevention. He also gives speeches at schools in other states about the story of his son.

June 29, 2005  
Jeffrey Johnston, a Cape Coral, Fla., straight-A student, commits suicide after being bullied in person and online.



Oct. 9, 2006  
Rachael Neblett, 17, of Iv Washington, Ky., kills her in her parent's bedroom being threatened with vio on the Internet.

Oct. 17, 2006  
Megan Meier, 13, of St. Charles, Mo., hangs her after receiving a flurry of messages on MySpace. May 15, 2008, a federal g jury indicts adult neighb Drew for her alleged role bullying Meier online.

Aug. 23, 2008  
Alexa Berman, 14, of Brookfield, Conn., hangs herself in her bedroom th days before starting high school. Adopted from Ru as a 3-year-old, she had a smooth transition until adolescence, when forme friends tormented her in

**FOLLOW: LGBT, Bullying, Video, Zachery Gray, Zachery Gray Suicide, Anti-Gay, Anti-Bullying, Anti-Bullying, Gay Youth, High School Bullying, Slideexpand, Teen Suicide, Gay Voices News**

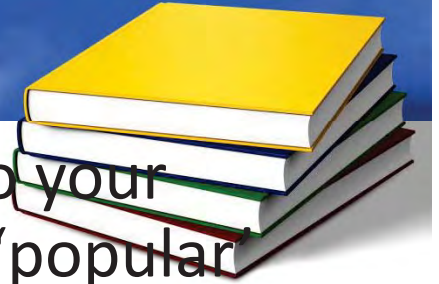


School in Pasco County, Fla. "Gay Zach, fag, queer -- it was nonstop," Lynn "Sissy"

A Florida teen is suffering from brain damage after attempting suicide a year ago -- a victim, his parents say, of being subjected to anti-gay bullying in high school.

Gray's parents told **News Channel 8/Tampa Bay Online** that their son tried to kill himself at home after being tormented "nonstop" by bullies at Zephyrhills High

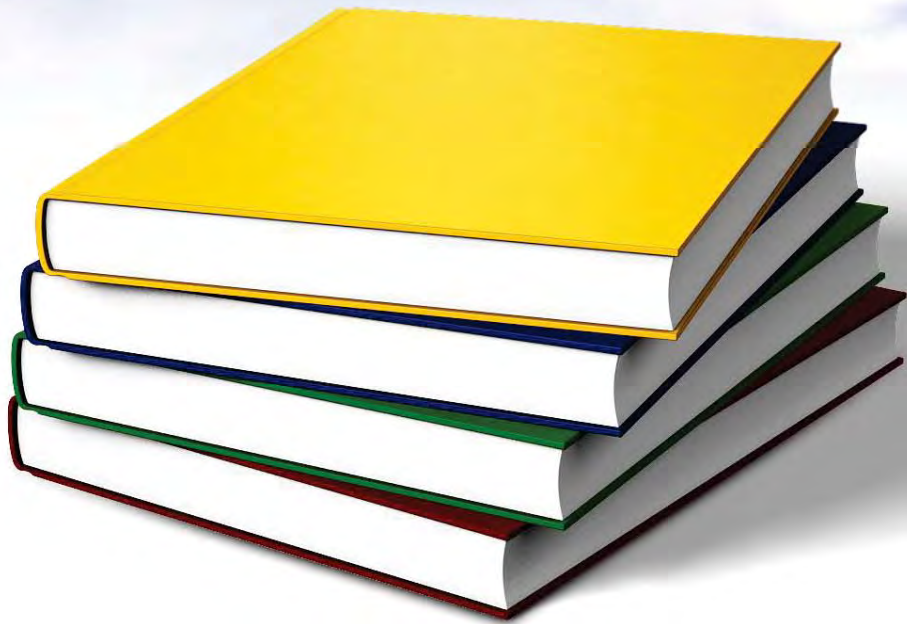
# Anya



- Anya is 15 years old and just recently moved to your school. She recently started dating one of the 'popular girls' ex-boyfriends and has been having problems at school ever since. She has come to your office because she says she thinks she may be depressed. She says she is constantly harassed at school by a specific group of girls. These girls are also bullying her online leaving nasty messages on her Facebook wall and texting her nasty messages. She was recently dumped by her boyfriend and is afraid he will post pictures of her online.
- What will you do to help her as her school counselor?



# Cyberbullying



Dr. Carlos Zalaquett

# Definition of Cyberbullying

## The 2013 Florida Statutes:

[http://www.leg.state.fl.us/statutes/index.cfm?App\\_mode=Display\\_Statute&URL=1000-1099/1006/Sections/1006.147.htm](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1006/Sections/1006.147.htm)



(b) “Cyberbullying” means bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic system, or photooptical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

# Statistics

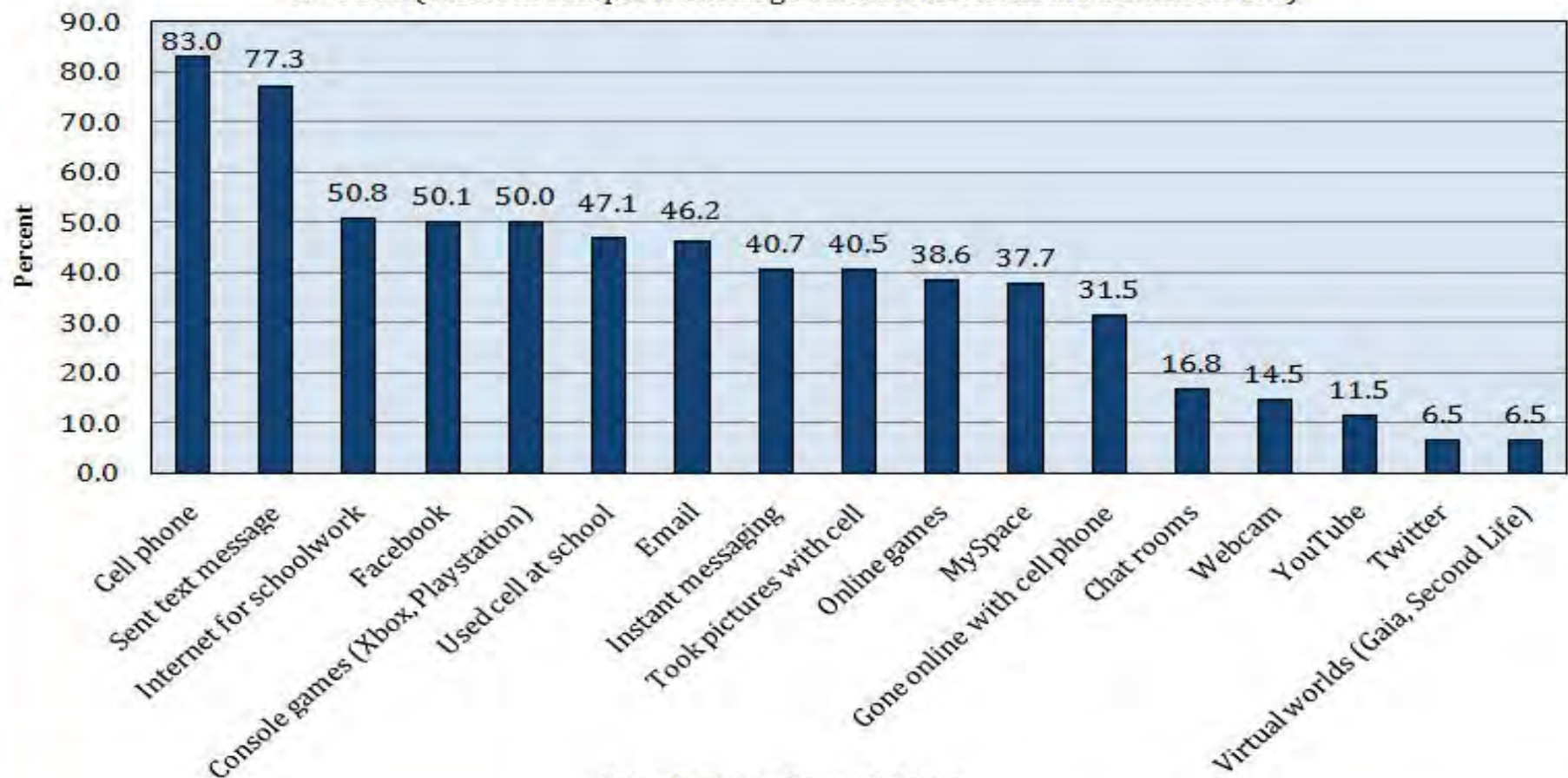


Sameer Hinduja and Justin W. Patchin (2010)

## Teens Use of Technology

### Weekly Activities (10 to 18-year-olds)

N=4441 (random sample from large school district in the southern U.S.)



- **Australia:** SIDNEY (France Presse, end of 2006).
  - Schoolchildren videotaped themselves sexually harassing 17 yr old mentally ret. girl. YouTube.
- **Japan,** Tokio (Efe, 8/11/2006).
  - School boy announces suicide.
- **Japan,** Tokio (3/02/2007).
  - Middle school girl - suicide - cyberbullying
- **Italy,** Rome (11-25/2006)
  - Italian court investigates Google representatives (video of adolescent harassing autistic classmate)



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## Assault of girl posted on internet

*Last Updated Sat, 02 Apr 2005 07:06:03 EST*  
CBC News

SASKATOON - A teenage girl from Saskatoon who found a video of herself on the internet getting beaten says she's forgiven the girls who assaulted her.

"I'm not going to hold it against them because I know how it is. If 50 people are pressuring you to do it you're going to do it," said Jessica Beamish, 14.

Beamish, a student at E.D. Feehan high school in Saskatoon, said that earlier this month she was walking with a friend when she was jumped and repeatedly punched and kicked by two other girls. She lost consciousness and received cuts and bruises.

At least 100 people were watching the fight, she said.



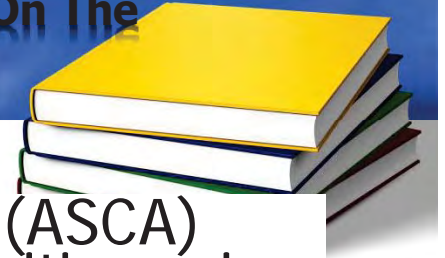
*Jessica Beamish*

**CHOOSE YOUR MEDIA**  
**VIDEO:** Kaveri Bittara reports for CBC-TV (Runs 2:00)  
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## **The Professional School Counselor And Student Safety On The Internet** (Adopted 2000)



- The American School Counselor Association (ASCA) recognizes both the democratic rights of all citizens in regard to freedom of speech and access to information. These freedoms must be balanced with the need for appropriate guidance, protection and security through students' development stages. Professional school counselors advise parents and school personnel in determining age-appropriate materials and resources for children. This important information may be disseminated as part of the school's comprehensive developmental school counseling program. Professional school counselors are cognizant of the benefits of accessing programs and materials for students as well as the need to ensure the safety of students with regard to online threats, privacy, access to personal information and consent.





# Benefits of the Internet



- Education (formal/informal)
  - "As an educational...tool users can learn about virtually any topic..."
- Information (local, global)
  - about schools, government, vital health matters, or read a newspaper
- Reference information
  - airline fares, encyclopedias, movie reviews, news, sports, stock quotes, and
- Transactions
  - banking, making travel reservations, shopping, and trading stocks
- Communication
  - e-mail with family, friends, and colleagues around the world.
- Relationships
  - new friends, dating
- Entertainment
  - watch video, listen to audio, virtually visit a museum, or play an endless number of computer games.

# Some risks for children are...

- Exposure to Inappropriate Material
- Physical Molestation
- Harassment and Bullying
- Viruses and Hackers
- Legal and Financial



# STATS: 13 to 17 self-reports

- 71% received messages online from someone they don't know.
- 45% asked personal information by someone they don't know.
- 30% considered meeting someone they've only talked to online
- 14% met face-to-face with someone they've only spoken to over the internet (9% of 13-15s; 22% of 16-17s).
- 40% usually reply and chat with someone they don't know,
- 18% said they'll tell an adult.
- 20% safe to share personal information on public blog/website.
- 37% "not very concerned" about someone using information they've posted online in ways they don't want.
- 33% of (13-17s) parents/guardians know little about what they do online.
- 48% of (16-17s) said the same
- 22% parents/guardians never discussed Int. safety with them.
- More teens who've talked to parents or guardians ignore messages from unfamiliar people, refuse to reply or chat, block unknown senders, report these occurrences to trusted adults.



- **Professional School Counselor's Role**
- ... ASCA encourages school counselors to disseminate the Internet Safety Guidelines authored by its partner, the National Center for Missing and Exploited Children. Professional school counselors can educate [others]...

# Cyberbullying goes to College



- Prevalence of cyberbullying did decrease from high school to college from 31% to 19%
- 15% reported cyberbullying in high school and college – Significant association between cyberbullying in high school and college
- Female students were five times more likely to report cyberbullying than males.
- 5% reported being cyberbullies
- 3% reported being victims AND cyberbullies

# Sondra



- Sondra is planning a slumber party to celebrate her birthday. Her parents have set a limit of eight girls, so Sondra can't invite everyone she'd like. Two girls who are left out overhear the plans. Angry, they plan their revenge.
- The girls make a "We Hate Sondra Jones" Web site. They say that anyone invited to the party should not go. They tell everyone in school the site's address. The girls invite everyone to add new reasons why they hate Sondra and to spread ugly rumors about her.
- When Sondra hears about the site, she gets a sick feeling in her stomach. Unable to ignore it, she checks the site often. Each day she finds a new nasty comment or joke about her. She feels hurt and powerless to defend herself. Sondra is too embarrassed to go to school and tells her parents she is sick.
- If you were Sondra's counselor, what advice would you give her?



# What Can Be Done About Cyberbullying?



- **Awareness and education are the keys to the prevention of cyberbullying!**



- Tell your child not to respond to rude e-mails, messages, and comments.
- Save the evidence, such as e-mail and text messages, and take screenshots of comments and images. Note date and time.
- Contact your Internet service provider (ISP) or cell phone provider. Ask the website administrator or ISP to remove any Web page created to hurt your child.
- If harassment is via **e-mail, social networking sites, IM, and chat rooms**, instruct your child to “block” bullies or delete your child’s current account and open a new one.
- If harassment is via **text and phone messages**, change the phone number and instruct your child to only share the new number with trustworthy people. Also, use phone features to block bully’s number.
- Get your child’s school involved. Learn the school’s policy on cyberbullying and urge administrators to take a stance against all forms of bullying.
- Make a report to [www.cybertipline.com](http://www.cybertipline.com), and if you feel something illegal has occurred, inform law enforcement.

# What schools can do



- Integrate curriculum-based anti-bullying programs into classrooms.
- Educate teachers, students and parents about the seriousness of cyberbullying.
- Change the school or board's bullying policy to include harassment perpetrated with mobile and Internet technology.
- Update the school or board's computer Acceptable Use Policy (AUP) to specifically prohibit using the Internet for bullying.

# Key Resources



- <http://www.netismartz.org/internetsafety>
- <http://www.netismartz.org/TipSheets>
- <http://www.netismartz.org/cyberbullying>
- <http://www.wiredsafety.org>
- <http://stopcyberbullying.org/index2.html>
- <http://www.bullying.org>
- <http://www.cyberbullying.org>
- <http://www.bewebaware.ca>
- <http://www.media-awareness.ca>
- <http://www.cyberbullying.us/aboutus.php>

<http://www.netismartz.org/Cyberbullying>

# Andrew



- For the tenth day in a row, Andrew opens an E-mail that says, “I’m getting closer.” He doesn’t recognize the sender’s address. He wonders if someone at school is trying to scare him. On the other hand, it could be a stranger. Whatever the source, Andrew is scared. The next afternoon, Andrew is home alone. The E-mails come every few minutes. “I’m hiding in your house using a wireless Internet connection. You’ll never find me. But I’ll find you.”
- Frozen with fear, Andrew can’t think what to do.
- If he ask you for advice, what would you tell him?



# Bullying and Prejudice, Correlated?



Bullying Amongst  
Diverse Populations

# Why this topic?



# Teachers as Trainers





A woman with short brown hair, wearing a green button-down shirt and blue jeans, stands smiling and holding a large grey sign. To her right is a stack of five books with yellow, blue, green, and red covers. The background is a bright blue sky with white clouds. The sign has the text "WHAT IS BULLYING AMONGST DIVERSE POPULATIONS?" in bold, black, sans-serif capital letters, with a reflection effect below the text.

**WHAT IS BULLYING  
AMONGST DIVERSE  
POPULATIONS?**

# What is the Active Witnessing Model?





# Eleven Different Response Categories

1. Interrupt
2. Express upset feelings
3. Call it "bullying"
4. Disagree
5. Question validity
6. Point out how it offends and hurts people
7. Put the offender on the spot
8. Help the offender to self-reflect
9. Support the victim
10. Ask others for involvement and help
11. Approach other witnesses at the scene



# What did we learn?



- The trainers were impacted
- Some variable change did not remain
- Limitations
- Implications for future research

# Bullying: School-Based Interventions

Batsche, G. and Porter, L. (2006). Bullying. In G. Bear & K. Minke (Eds.), *Children's Needs III: Development, problems, and alternatives*. Bethesda, MD: NASP



Dr. George M. Batsche  
Professor and Co-Director  
Institute for School Reform  
School Psychology Program  
University of South Florida

# Bullying in Your Town



- How do you currently handle bullying in your school?
- How effective are the methods you are currently using?
- What are the advantages of the methods you are using?
- What are the disadvantages ?
- What are some changes you would like to make?

# Tiered System of Progressive Interventions for Bullying

## Tier 3

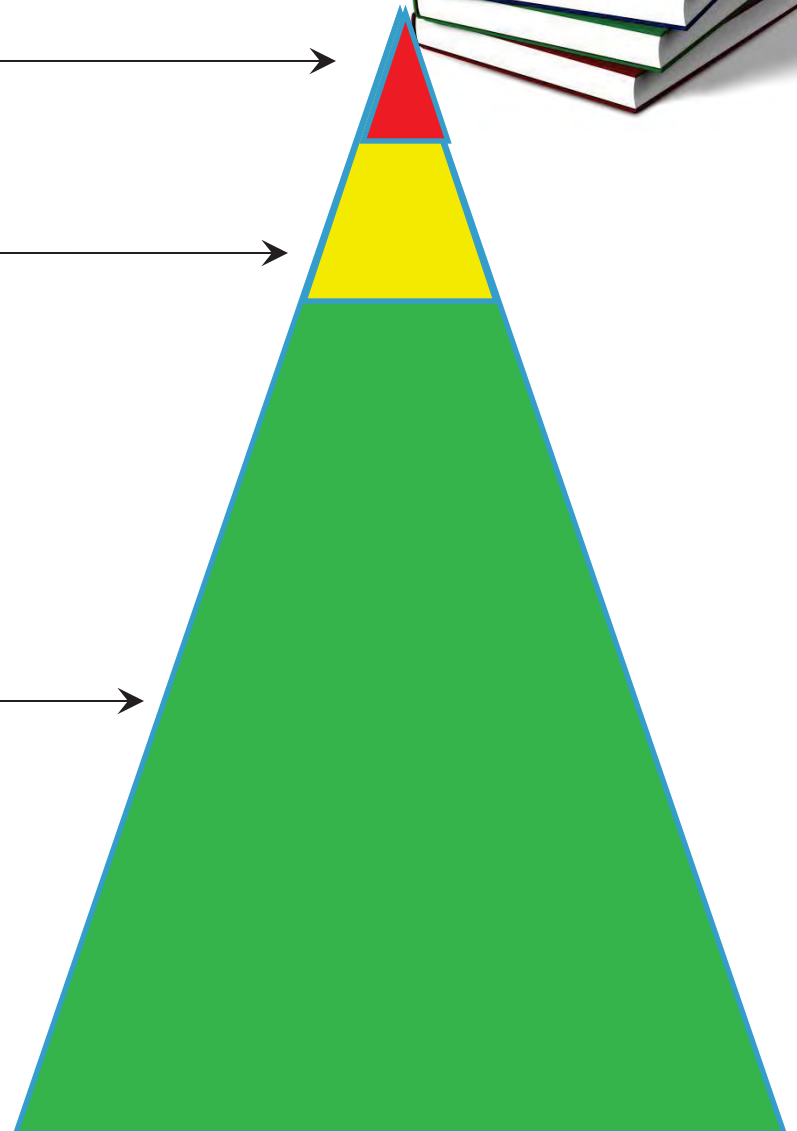
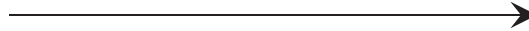
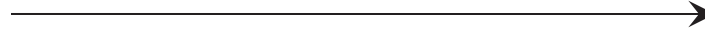
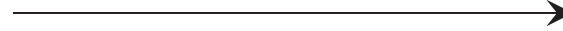
- Anger Control Training
- Empathy/Perspective Taking
- Exclusion

## Tier 2

- Mentoring
- Social Skills Training

## Tier 1

- Problem Assessment
- Teacher Education
- Student Education
- Policy Development
- School Climate Issues
- Prevention Programs





# Tier I



- Problem Identification/Assessment
  - Develop a definition of bullying
  - Student and Staff Survey
    - Levels and types of bullying
    - Perceptions of support
    - Initially on an annual basis, then biennially
  - Discipline referrals related to bullying
- *Note: teacher perceptions of the degree of bullying in their classroom predicted their use of prevention/intervention strategies*

# Policy Development



- Separate definition and consequences for bullying
- Modify Code of Conduct
- Communicate policy and differential consequences to both students AND parents
- “Bullying: Don’t Do It”

# School Climate



- Visible posters, signs
- Integrated into academic curriculum (e.g., art, writing assignments, research)
- Staff talks openly about the topic
- Staff intervene when they see it
- Students BELIEVE that the staff are *responsive, supportive, protective*

# School Climate



- Few incidents of repeated victimization
- Staff who are emotionally responsive and empathetic toward victims are more likely to implement prevention programs
- On-going assessment
- SUPERVISION is available

# Supervision



- Essential component of prevention program
- Students equate supervision = safe
- Best defense against repeated victimizations
- Deploy supervision to building “hot spots”
- At Tier I, supervision is at the building, not individual student, level



# Tier I Summary



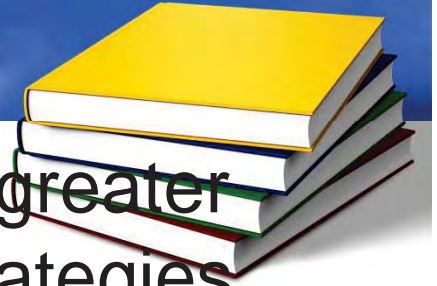
- Students know is it a priority
- Staff are knowledgeable, responsive and empathetic
- Students believe staff will be responsive
- Policies inform practice
- Visible “markers” of the initiative
- Decisions are data-based

# Tier II Intervention Characteristics



- Increase intensity of Tier I programs
  - E.g., supervision
- Focus on specific skills development for bullies and victims-group interventions
  - Victim social skills training (assertiveness)
  - Bully intervention (mentor)
- Academic skill intervention may be a high priority for bully

# Tier II Interventions



- Strategies to improve environment have greater impact than specific bully intervention strategies
  - Improve academic performance
  - Affiliation opportunities for more students
  - Mentoring programs
  - More intense supervision
  - Behavioral skill training
- Problem-solving
  - Types of bullies
  - Reasons for bullying

# Tier II Interventions: Myths and Legends



- Conflict resolution and mediation training may exacerbate the problem
- Group and individual therapy may provide opportunities for empowerment of the bully behavior
- Self-esteem groups are particularly problematic

# Evidence-Based Tier II Interventions



- Empathy/Perspective Taking Training
  - Limited application
  - Attributing hostile intent, underestimating effects
- Increased Supervision
  - Primarily group
  - Target individual students for entire staff



# Tier III: Transition Criteria



- Individual bullies and victims continue to emerge in the presence of Tier II interventions
- Frequency/intensity criteria continue to be met: 2-3 times per month
- Non-responsive to Tier I and II interventions predicts both severity and threat
- Determined through individual student problem solving

# Problem Solving



- This student is unable to demonstrate appropriate social responses because?
  - Describe “type” of bullying
    - Direct: Proactive/Reactive
    - Indirect: Relational/Reputational
  - Describe “type” of victim
- Develop hypotheses regarding reasons why appropriate behavior is not occurring

# Problem Solving: Hypotheses



- Uses bully behavior to eliminate sources of stress (direct/reactive)
- Uses bully behavior to improve/maintain status (reputational)
- Uses bully behavior to control others (relational)
- Uses bully behavior to obtain goals (proactive)

# Anger Control Training

- Not Appropriate Intervention For:
  - Popular “toughs” types
  - Reputational aggression
  - Bullies with strong social networks
  - Use ACT group to enhance status



# Tier III Interventions



- Individual bully supervision
  - Control day
  - Control access to areas of building
  - Under “constant” watch
- Bully’s classroom
  - Social skills training targeted to teaching “bully-resistant” behaviors
    - Assertiveness
    - Peer affiliation
    - Peer support networks

# Tier III Interventions



- Individual Behavior Plan
- Academic Improvement Plan
- Home/School Collaboration
  - Parent involved in problem-solving
  - Home/school behavior plan
- Peer/activity group affiliation
  - Increased status through appropriate venues



# Tier III Interventions



- Victims
  - Individual/small group social skills training
  - Peer and adult mentor
  - Peer and activity affiliation
  - Home/School collaboration
  - Very close supervision
    - Particularly for repeated victimization

# Tier III Interventions



- Alternative Education
  - Threat cannot be controlled
  - Repeated acts of bullying
- Expulsion/Exclusion
  - When most restrictive setting cannot control the situation
  - When you want to “send a message” to the student and family

# Comprehensive Plan



- Tier I, II, III Interventions
- Data-based decision making
- On-going assessment of school climate regarding bullying issues
- On-going “campaign” targeting anti-bully messages
- General topics such as harassment, respect are integrated into activities

# Comprehensive Plan



- Staff demonstrate emotional responsiveness, caring, supportive behaviors
- Home/School collaboration is a high priority
- Student responses to surveys along with incidence data determine effectiveness of your program

# Great in theory, but



- How does this presentation inform the strategies you are currently using in your schools?
- What do you perceive as barriers to any change you would like to institute in your school?
- What do you perceive to be strengths in your school that would aid in any changes you would like to institute?

# Summary



- It's not going away
- Best perspective is to manage it well
- Awareness-prevention-intervention
- Prevention and intervention eliminates most mild forms of bullying
- Strong peer group involvement is important
- Develop a comprehensive management plan



# Your Turn



## In your school:

- Develop a tentative plan of action to tackle bullying in your school.
- Incorporate what you may be doing already.
- Review each of the Tiers.
- Determine what your school is currently doing that fits into each Tier.
- Fill in the blanks – whatever area of each Tier you may be lacking, determine what you can do.



**ANY QUESTIONS?**