



School / Law Enforcement Partnership

Bullying Prevention Training of Trainers

Bullying: Strategies For Schools

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Bullying Prevention Training of Trainers

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Objectives:

Greater Understanding of
Systematic Approach to Bullying

Increased Knowledge of
Characteristics of Bullies and Victims

Increased Knowledge and Skills in
Identifying and Implementing Strategies

Ability to Implement Steps At Your
School Site(s)



Overview of Course:

I. Background

- Definitions
- Prevalence
- Research on Bullying

II. Step by Step Systematic Approach

- Develop a Task Force
- Develop a Definition
- Assessment
- Develop Policies and Protocols
- Action Planning
- Training
- Evaluation



Three Critical Questions:

What is Bullying?

How Prevalent is Bullying?

What Can We Do About Bullying?



Agenda:

- **Definition**
- **Prevalence**
- **Strategies**
 - Crime Prevention Triangle
 - Identify Victims
 - Strategies for Victims
 - Identify Perpetrators
 - Strategies for Perpetrators
 - Youth Development and School Culture
 - Cost Benefits
- **Special Considerations**
 - School Bus
 - Cyber-Bullying
- **Link to School Safety Plans**
 - Quick Step Action Plan



The Authority to Act:

California Safe Schools Act

School Mission Statements

State & School District Policies

Education Codes

(32261, 35294.21, 32280, 48900, 48915)

Penal Code 422

AB 86

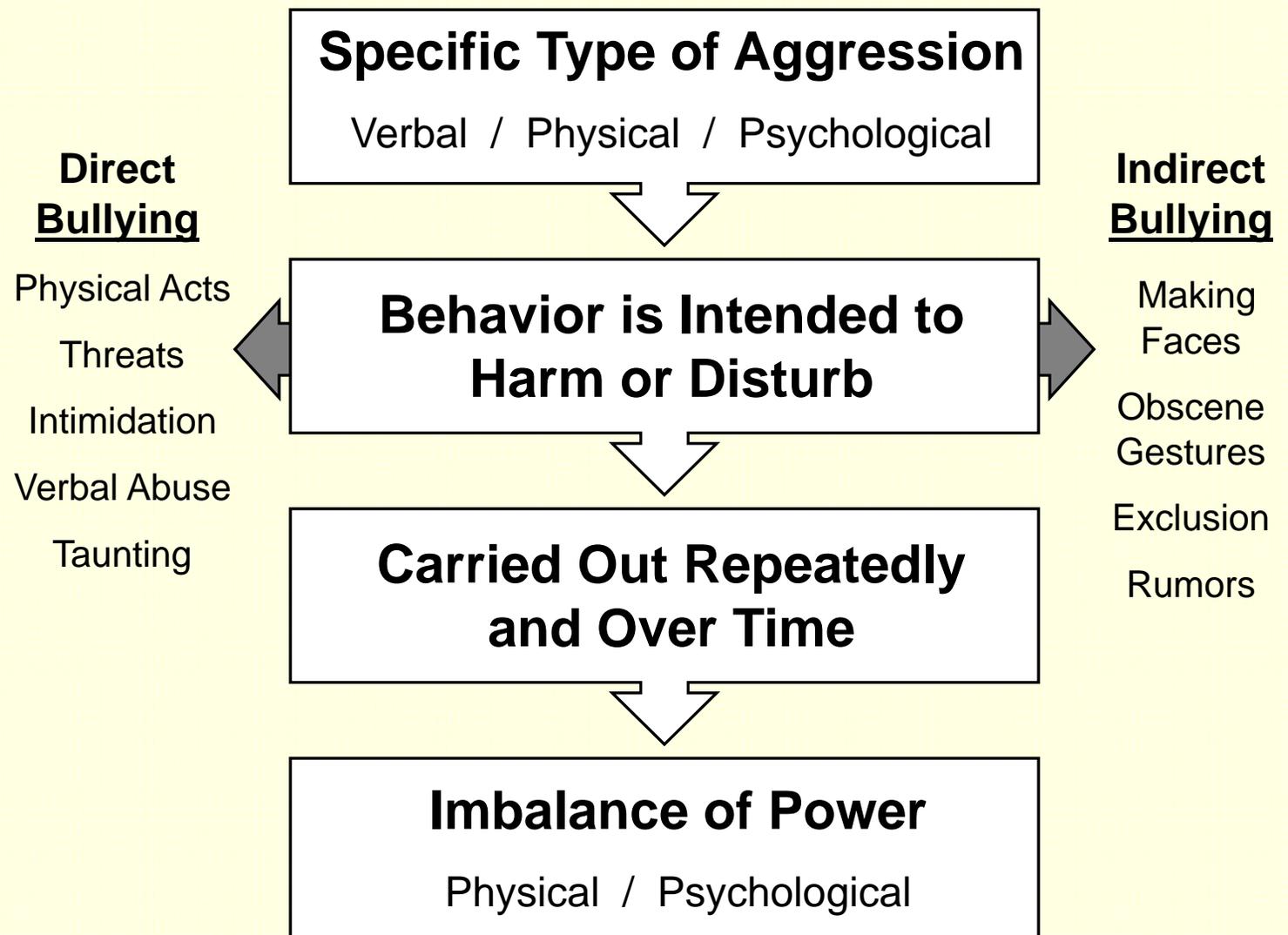
Federal Codes



I. What is Bullying?



Definitions:





Bullying Is a School Safety Issue:

- It is an act of violence.
- It creates a hostile school environment.
- Unchecked bullying can generate serious and costly consequences for a school .
- It violates the rights of students.
- Some acts of bullying break the law.
- Schools continue to underestimate the prevalence & consequences of bullying.



***Are bullying &
teasing the same?***



Bullying vs. Teasing

Bullying and its outcomes are...

Always intended.

Typically repeated.

Teasing and its outcomes are...

Often NOT intended.

May be isolated or repeated.

Center on a lack of awareness regarding potential outcomes:

- Inappropriate conduct
- Hurt feelings, embarrassment
- Broken rules
- Potential consequences for self

If **Teasing** is repeated over time, then it may become **Bullying**.



*“ **Bullying** should not be considered a normative aspect of youth development, but a marker for more serious violent behaviors, including weapon carrying, frequent fighting & fight-related injuries.”*

Archives of Pediatric & Adolescent Medicine



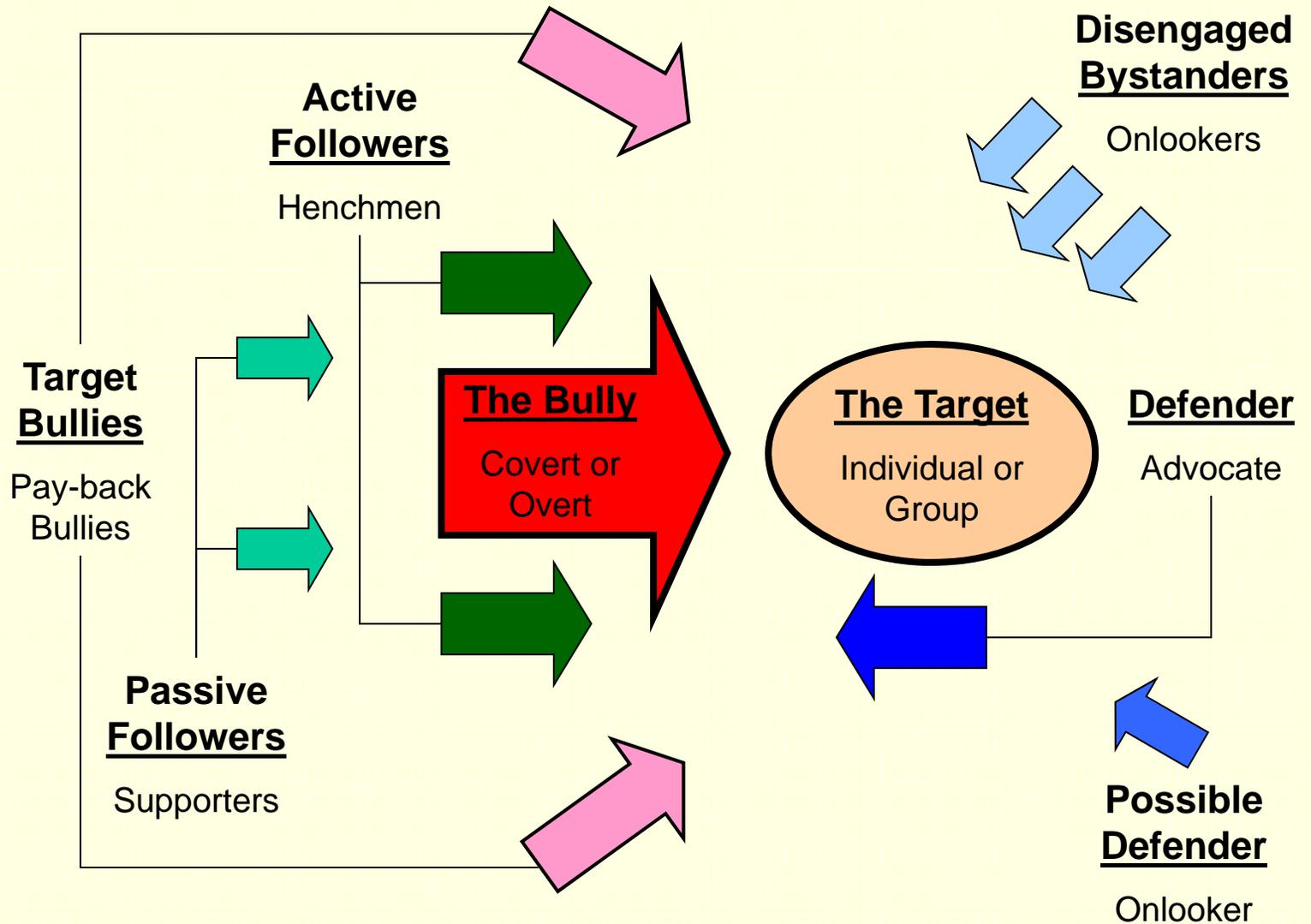
Critical Discussion

What is the impact of bullying on schools?



Common **Bullying** Roles:

(Modified from Blueprints for Violence Prevention Olweus)





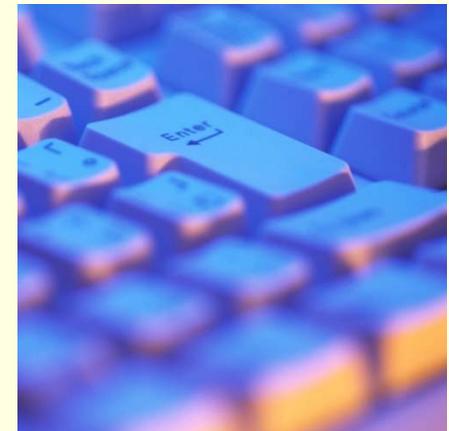
***How has
technology
affected bullying?***



Bullying & Technology:

High-speed Electronic Taunting

- **Text Messages**
- **Photos & Videos**
- **E-mail**
- **Instant Messaging**
- **Online Social Networks**
- **Blogs** (online journals or diaries)
- **Message Boards & Chat Rooms**
- **Electronic Slam Books**





Consequences of Bullying



Effects on Bullies:

Short Term	Long Term
<p data-bbox="594 623 1136 768">Involvement in negative activities:</p> <ul data-bbox="583 889 1150 1247" style="list-style-type: none"><li data-bbox="716 889 1016 951">Vandalism<li data-bbox="716 987 1016 1049">Shoplifting<li data-bbox="747 1084 984 1146">Truancy<li data-bbox="583 1182 1150 1243">Frequent Drug Use	<p data-bbox="1276 578 1913 935">60% of bullies identified in Grades 6-9 had at least one conviction by age 24 (23% for control group)</p> <p data-bbox="1283 1057 1906 1333">35-40% had three or more convictions by age 24 (10% for control group)</p>



Effects on Victims:



Short Term	Long Term
<ul style="list-style-type: none">• Unhappy/Distressed• Confused• Low Self-Esteem• Develop Negative Views of Themselves• Anxious/Insecure• Depression• Physical Injuries• Psychosomatic Symptoms<ul style="list-style-type: none">- Headaches- Stomach Pains	<p>Longitudinal Study (Olweus)</p> <ul style="list-style-type: none">• Age 23• Greater Depression• Lower Self-esteem• Suicide



Impact on the School:

- All Students Feel Less Safe
- Students Feel Less Satisfied with School Life
- By-stander Effect
- Less Empathy
- Less Altruistic Behaviors
- Acceptance of Aggression
- Greater Future Aggression
- Greater Absenteeism





A Threshold Problem:

***The Reluctance to
Report***



WHY Bullying Is Not Reported:



- Fear of Retaliation
- Not Wanting to Be a Snitch
- Not Wanting to Worry Parents
- Shame
- Fear of Losing Friends
- Hard to Prove
- Confidentiality
- Fear of What Parents Might Say



Has bullying played a part in school shootings?

A study by the National Threat Assessment Center found that in 37 school shootings since 1974:

More than 2/3 of the attackers felt “persecuted, bullied or threatened.”

In over half, revenge was the motivation.



Financial Consequence:

Cases are typically based on:

- **Reckless indifference**
- **Failure to supervise**
- **Failure to anticipate third-party harm between students and/or staff**



II. How Prevalent is Bullying? **Extent of the Bullying Problem**

January 14, 2003

Bullying, Not Terrorist Attack, Biggest Threat Seen By Teens

Washington, DC--Six out of ten American teenagers witness bullying in school once a day or even more frequently. The findings of a recent study show that bullying is the terrorist threat that most frightens America's teenagers & interferes with their education.



Bullying Data:

- **European Study**
 - 15 to 23% of Students Involved as Victims or Perpetrators (Olweus)
- **United States Study**
 - National Study (1998)
 - 15,686 Students in Grades 6-10
 - 29.9% of Students Involved
 - » 13% Bully
 - » 10.6% Victim
 - » 6.3% Both Bully and Victim



Bullying Data *(Continued)*

- **United States Study**
 - South Carolina (1998)
 - 6,000 Students in Grades 4-6
 - 43% of Students Involved
 - » 20% Bully
 - » 23% Victim
- **More Prevalent in:**
 - Elementary School
 - Middle School
- **Occurs in Rural, Suburban, and Urban Schools**
 - Some Studies Indicate Slightly Higher in Rural Areas





Bullying Data *(Continued)*

- **Location of Bullying**

- Playground (26%)
- Classroom (29%)
- Lunch Area
- Hallways
- Locker Room
- Restroom
- School Bus
- To and From School



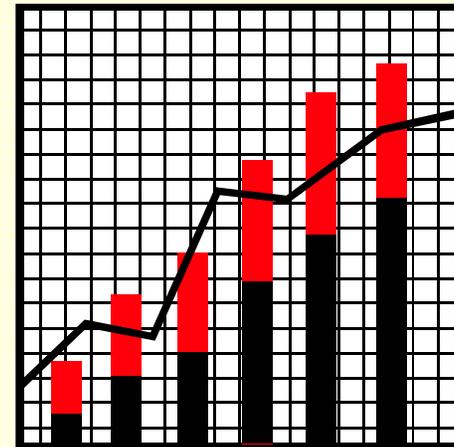


III. What Can We Do About Bullying?



Assessment:

- How do you assess bullying?
 - Surveys
 - Focus Groups
 - Observations
 - Hard DATA



Analyze your data!!!

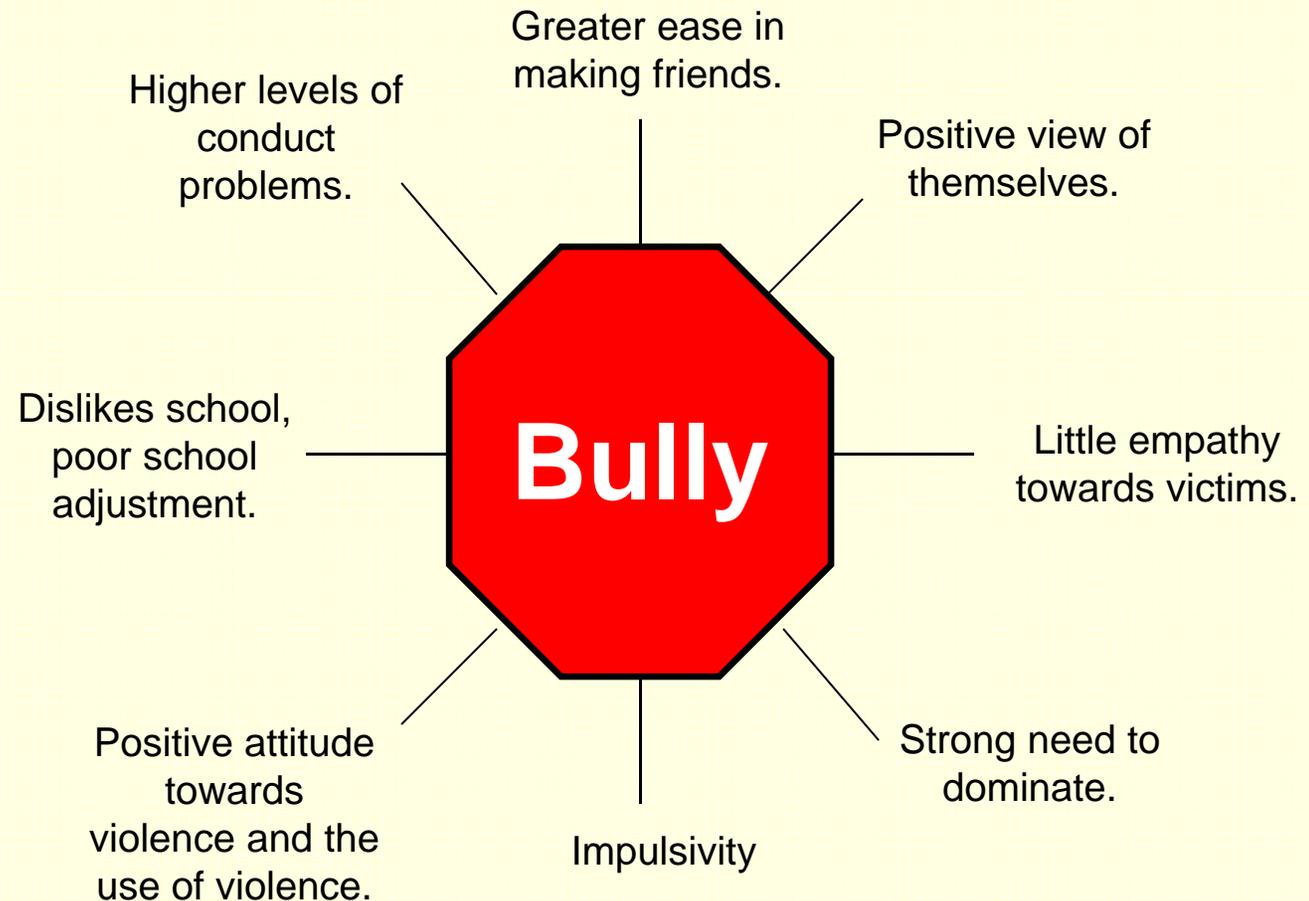


Assessment (Continued)

- Identify Bullies
 - Peer Group
- Identify Victims
- Identify Potential Instigators
- By-standers
- Root Causes



Characteristics of Bullies:





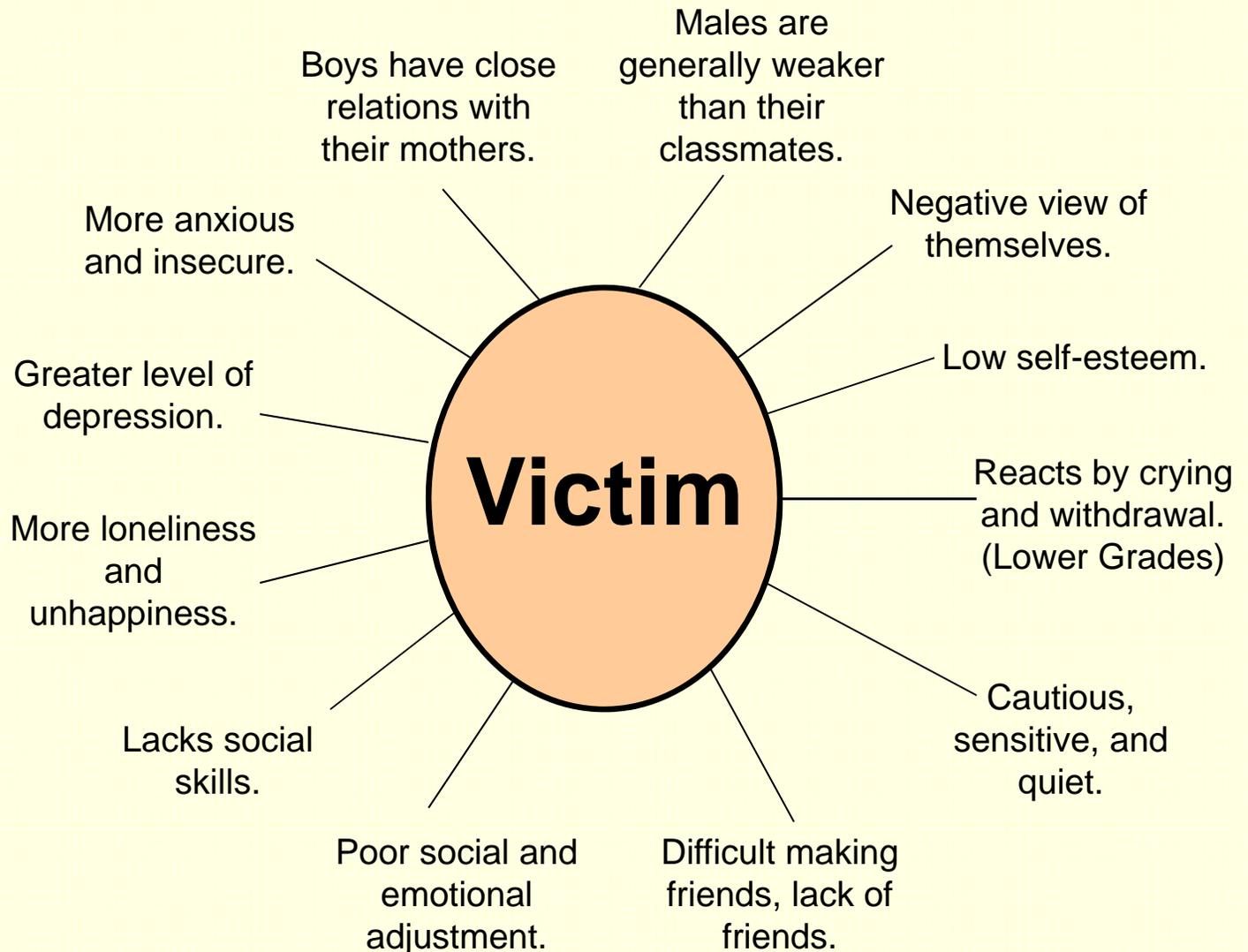
Warning Signs of a Bully:

- Maliciously Teases, Threatens, or Strikes Out
- Hot-tempered
- Impulsive
- Hard Time Following Rules
- Aggressive Toward Adults
- Tough/Mean Spirited
- Lack of Empathy
- Involved in Other Anti-social Behaviors





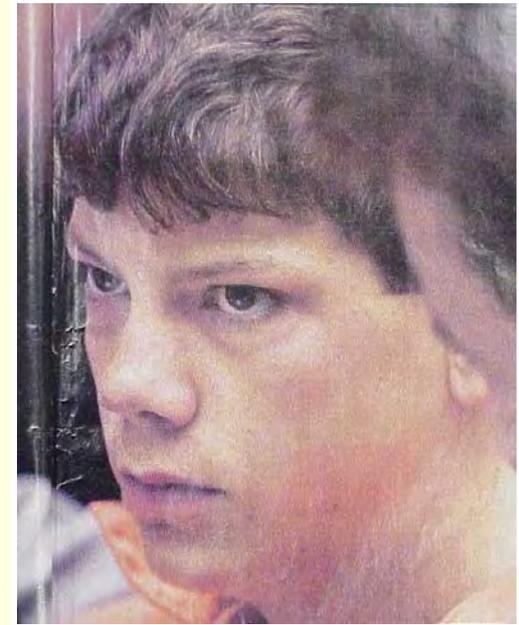
Characteristics of Victims:





Warning Signs of a Victim:

- Depression
- Anxiety
- Drop in Grades
- Drop in Attendance
- Psycho-somatic Symptoms
- Signs of Physical Confrontations
 - Torn Clothes, Cuts, Bruises, etc.
- Loss of personal possessions
- Few Friends
- Loner/Isolated
- Poor Self-esteem
- Afraid to go out to Play





Capacity Assessment:

What are you currently doing?

What resources do you have?

How many staff have been trained?

*Is your policy and **PROCEDURE**
adequate?*

II. Assessment

How will you assess the prevalence of bullying on your campus and where it occurs?

What does your Youth Risk Behavioral Surveillance and Healthy Start Survey report tell you about bullying and harassment?

Name	Date Conducted	Analysis/Trends
Youth Risk Behavioral Surveillance		
California Healthy Kids Survey		

Have you conducted other surveys (Staff and parents)? If yes, what does the data indicate?

Name	Date Conducted	Analysis/Trend
Name of staff survey:		
Name of parent survey:		
Other survey:		

Have you conducted focus groups? If yes, what does the data indicate?

Have you conducted observations? If yes, what issues and behaviors have you seen that may contribute to bullying and harassment?

**Clicking or grouping
 Racial name calling
 Stare-downs
 Taunting
 Overcrowding
 Other (Describe):**

**Name calling
 Intimidation
 Bad language
 Physical contact
 Unsupervised areas**

Summarize your observations:

Number of school incidences by month

2008-2009

	J	F	M	A	M	J	J	A	S	O	N	D
Referrals												
Other Reports												
Suspensions												
Expulsions												

Fill in the number of bullying incidences you have documented over the past five years.

Number of school incidences by year

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Referrals					
Other Reports					
Suspensions					
Expulsions					

Determine if your rates are increasing or if you are seeing an increase due to the growth of the student population using the following formula. Incidences/Student Population X 1000 = Rate

Rate of bullying by year

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Referrals					
Other Reports					
Suspensions					
Expulsions					

Do you collect data on victimization?

How many victims of bullying have you had each of the past five years?

- 2004-2005 _____
- 2005-2006 _____
- 2006-2007 _____
- 2007-2008 _____
- 2008-2009 _____

Are your victims increasing or decreasing?

List students that may be bullies:

List students that may be victims:

Identify students that have been victimized more than once:

Victim Name	Grade Level	Teacher/ Home Room	Location of Incident	Perpetrator

What percentage of your total population has been identified as victims (Use the following formula to calculate)?

What is your ratio of victims to bullies?

Student Assessment Form

Student:

Location:

Time:

Place a tally mark in the appropriate box each time you hear or see:

Bad Language	Name Calling	Racial Name Calling	Picking on	Pushing	Kicking	Hitting	Fighting	Other Bad Behaviors

Capacity Assessment

What activities, programs, trainings and curricula do you have in place to reduce bullying?

List and describe activities:

Activity	Description	Date Conducted

List and describe programs:

Program	Description	Number of students served

List and describe trainings:

Training	Description	Number trained	Date Conducted

List and describe curricula:

Curricula	Description	When and how delivered

Potential Bullies/Instigators

Name of Student	Grade Level	Teacher/Homeroom	Why is Student on List?

Potential Bulling Victims

Name of Student	Grade Level	Teacher/Homeroom	Why is Student on List?

Assessment Summary Form

Based upon your assessment, list your top five concerns:

- 1.
- 2.
- 3.
- 4.
- 5.

Which locations or areas does bullying seem to be more prevalent?

If needed, how will you collect additional data for assessment?

Data Needed	Person Responsible	Timeline



Policy:

- Statement of negative impact of bullying
 - Adverse effect on the learning environment and school culture.
- Clear Definition
- Clear Statement That Consequences Will Be Immediate
- Prevention and Intervention Strategies
- Services for victim and perpetrator

III. Bully Policy

Do you currently have a board adopted policy?

Is your definition of bullying adequate?

How have/will you train staff on the policy and protocol?

How have/will you inform parents and students of the policy and consequences?

IV. Bully Site-based Protocol

How will you document the infraction?

How will you document Indirect Bullying?



Site-based Protocol:

- **Identification**
- **Notification**
 - Staff
 - Site Administrator
 - Parents
- **Documentation**
 - Direct Bullying
 - Indirect Bullying
- **Creating the paper trail**
 - Interview Forms
 - Immediate Actions Taken
 - Follow-up

Violation Form

Violation	Action
First Violation	Warning
Second Violation	
Third Violation	
Fourth Violation	

DOCUMENTATION FORM

Perpetrator Name (s):

Victim Name (s):

Direct Bullying
(Please mark all that applies)
Hitting
Shoving
Kicking
Name calling
Taking property
Destroying property
Other Physical Act (List):

Indirect Bullying
Spreading Rumors
Internet posting
Electronic messaging
Slam Book
Exclusion
Social cruelty (List):

Where did this take place?

Bus Stop
Bus
Playground/Athletic Field
Other (List):

Cafeteria
Classroom
Locker room

When did this take place?

Day:

Time:

Description/Narrative

Briefly describe sequentially what occurred (Use back if needed):

Witnesses/By-standers:

Immediate action taken (Victim and Perpetrator):

Perpetrator:

Referred to principal
Parents/guardians called
Other:

Victim:

Referred to principal
Parents/guardians called
Other:

Report Written By:

Signature: _____

Date: _____

Bully Interview Form

Name:

Bully Statement:

Why was the victim targeted?

Does perpetrator know the victim (s)?

Do they share any classes (If so, list classes and teachers)?

Did teachers notice any negative behaviors leading up to the event (If they shared classes)?

Have the students had problems before?

Describe problems?

Immediate actions taken:

Has the perpetrator victimized other students before? Are they on your Potential Bully List?

Interviewed by:

Interviewer Signature: _____ Date: _____

Victim Interview Form

Name:

Victim Statement:

Why was he/she targeted?

Does victim know the perpetrator (s)?

Do they share any classes (If so, list classes and teachers)?

Did teachers notice any negative behaviors leading up to the event (If they shared classes)?

Have the students had problems before?

Describe problems?

Immediate actions taken:

Has the victim been targeted by others before? Are they on you Potential Victims List?

Interviewed by:

Interviewer Signature: _____ **Date:** _____



Understanding Situational Bullying Prevention



While a comprehensive approach is the most effective strategy, situational prevention can help schools:

- Demonstrate an immediate response to concerns.
- Prepare key stakeholders to recognize & intervene on bullying.
- Apply a basic set of tactics & strategies.
- Mitigate some of the problems & risks associated with bullying.
- Prepare the way for a comprehensive approach.



In the case of bullying, a situational approach focuses on reducing the opportunity to bully rather than focusing on changing the bully.



The approach **reduces** the opportunity for students to engage in bullying by:

- Increasing the risks/consequences of bullying
- Reducing the rewards of bullying
- Increasing the effort to bully
- Removing the excuses to bully



Environmental Criminology:

Theory connection to bullying:

- There is a pattern to the daily movements of targets & bullies...locations & times that bullying happens or is more likely to happen.
- Changes can be made to the environment to make bullying offenses more difficult to commit.



Rationale Choice:

Theory Connection to Bullying

Bullies think about their choices to act. They do things that benefit them in some way. If they believe they will not get caught then the benefit is worth the risk.



Routine Activity:

Theory Connection to Bullying

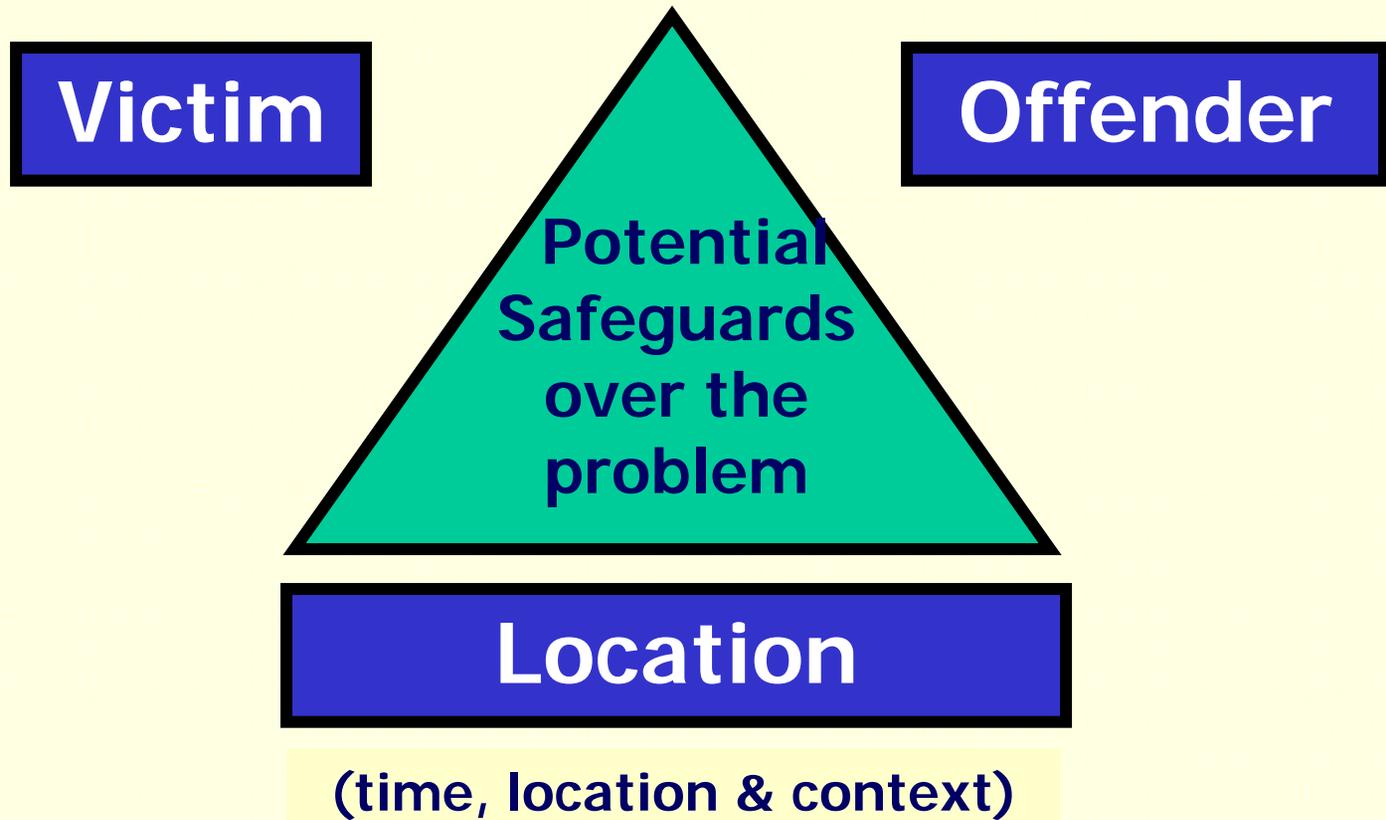
Bullying needs 3 essential elements to happen:

- A likely bully
- A suitable target
- A location for bullying to occur



Situational View of Bullying Prevention

Crime Prevention Triangle



Effective tactics or strategies must impact at least two sides/elements of the bullying problem



To do nothing about school bullying is a choice with serious consequences...

Bullying & Related Harassment Behaviors at Our School:

- **Violate the California Safe Schools Act, Education & Penal Codes**
- **Place academic & school safety missions at risk**
- **Destroy the social climate of our school**
- **Diminish the reputation of our school**
- **Increase the potential for serious acts of school violence**



Action Plan Development

Goals

Objectives

Activities

2. Physical Environment

Objectives	Activities	Persons Responsible	Date Completed

Intervention Action Plan

Objectives	Activities	Persons Responsible	Date Completed



School-Based Prevention

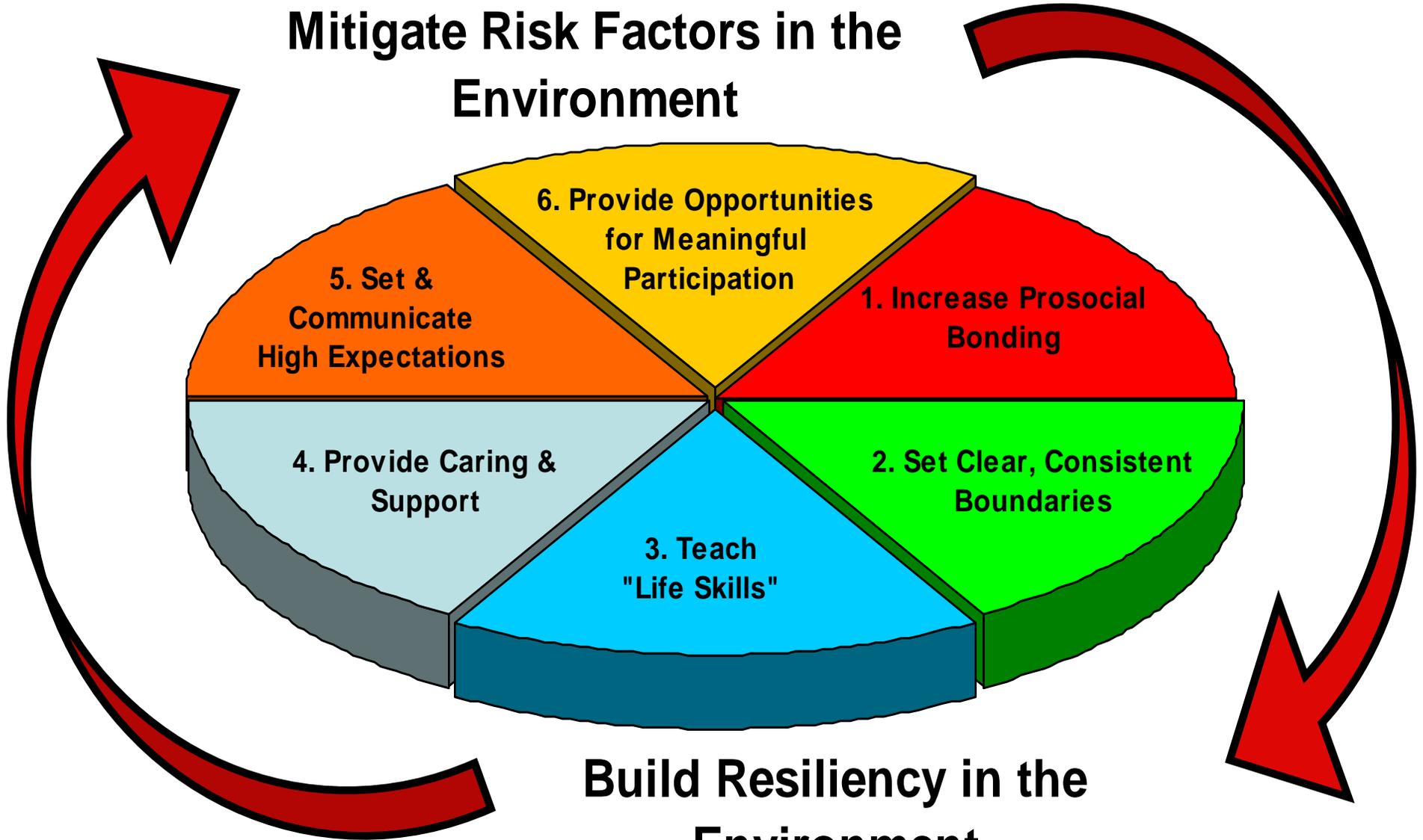


Prevention Strategies:

- **Build a positive school/classroom climate**
- **Classroom Meetings/Assemblies**
- **Provide for the development of skills**
- **Improve the physical environment**
 - CPTED
- **Link to School Safety Plan (EC 32280)**
- **Proactive approaches**
 - Curriculum
 - Program
 - Youth Involvement

The Resiliency Wheel

Mitigate Risk Factors in the Environment

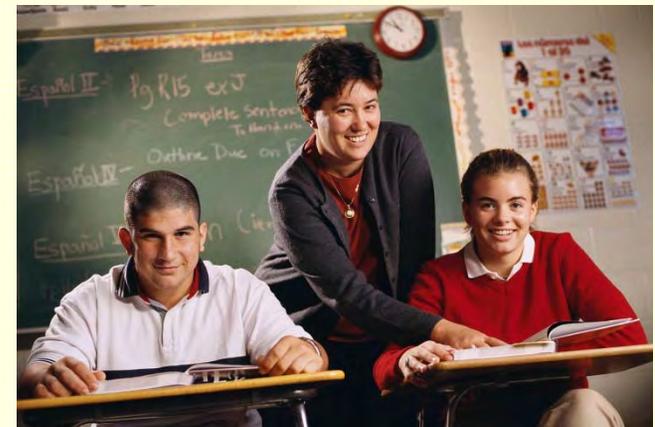


Build Resiliency in the Environment



Bully Prevention Program:

- Dan Olweus
- Whole School Systemic Approach
- Builds a Positive School Culture
- Firm Limits for Unacceptable Behavior
- Non-hostile/Non-physical Consequences
- Involvement By Adults
- Adults Act Decisively
- Adults Are Positive Role Models
- Adults Model Appropriate Behaviors
- Active Youth Involvement





Overview of Bullying Prevention Program:

- **Adult Awareness and Involvement (Prerequisite)**
- **School-wide Level**
 - Data
 - Olweus Bully/Victim Questionnaire
 - Student Focus Groups
 - Suspension/ Expulsion
 - School Crime Data
 - Observations
 - Formation of Coordinating Committee
 - Planning Meeting
 - Staff Development
 - Policy Development
 - Effective Supervision
 - Parent Awareness





Overview of Bullying Prevention Program (continued)

- **Class Level**

- Classroom Rules
- Regular Classroom Meetings With Students
 - Reinforce Rules
 - Discussions on Bullying
 - Role Playing
 - Writing
 - Small Group Discussions
 - Meetings With Parents

- **Individual Level**

- Intervention With Bullies
- Victims
- Parents





Evaluation of the Bully Prevention Program:

- 50% Reduction in Student Reports of Bullying and Being Bullied
- Reduction in Other Anti-social Behaviors
- Students Reported Better Order and Discipline
- Students Reported More Positive Attitudes Toward Schoolwork and School
- US Results Similar But Not as Dramatic



Steps to Respect A Bullying Prevention Program:

- **Committee For Children**
- **Whole School Approach**
- **Elementary Level**
- **Three Grade-Level Modules**
 - Grades 3-4
 - Grades 4-5
 - Grades 5-6
- **Each Module Contains:**
 - (One) 11 Lesson Skills Unit
 - (Two) 7-10 Lesson Literature Units



Steps to Respect A Bullying Prevention Program (continued)

- **Social-Emotional Competence**
 - Emotional Intelligence
 - Self-management Skills
 - Social Skills
- **Targets Bully, Victim, Witness/Bystander**





Bully Busters:

- **Grades 6-8**
- **Teacher/Classroom Approach**
- **Seven Modules**
 - Module 1: Increasing Awareness of Bullying
 - Module 2: Recognizing the Bully
 - Module 3: Recognizing the Victim
 - Module 4: Taking Charge (Interventions for Bullying Behavior)
 - Module 5: Assisting Victims (Interventions & Recommendations)
 - Module 6: The Role of Prevention
 - Module 7: Relaxation & Coping Skills
- **Each Module Includes 3 or 4 Classroom Activities**

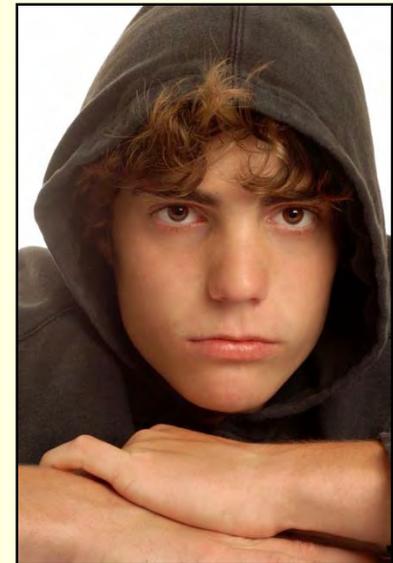


School-Based Intervention



Intervention Strategies:

- **Perpetrator**
 - Behavioral Contract
 - Ongoing parent meetings
 - Ongoing meetings with the perpetrator
 - Counseling/Mental Health
 - Skill Development
 - Impulse Control
 - Anger Management
 - Conflict Resolution
 - Empathy Development
 - Re-entry Plan
 - Student Assistance Program





Intervention Plan Victim:

Skill Development

Support

Mentoring

Follow-up



Aggression Replacement Training:

- **Developed by Arnold Goldstein and Barry Glick**
- **Intervention**
- **Middle School Through Adult**
- **Builds Social-Cognitive Skills, Anger Control, and Moral Reasoning**



Aggression Replacement Training *(Continued)*

- **Three Coordinated Interventions**
 - Structured Learning
 - Skills are modeled
 - Role playing/guided practice
 - Feedback
 - Transfer Training (Learned Response)



Aggression Replacement Training *(Continued)*

Three Coordinated Interventions (cont.)

– Anger Control

- Identify Triggers
- Identify Cues or Sensations of Anger
- Reminders (Arousal Reducing Techniques Such as Self-Talk)
- Reducers (Calming Techniques)
- Utilization of Appropriate Structured Learning Alternatives
- Self-evaluation



Aggression Replacement Training *(Continued)*

Three Coordinated Interventions (cont.)

– Moral Education

- Increase Moral Reasoning Stage of Adolescent
- Assist Adolescent to Utilize Advanced Skills
- Right Versus Wrong
- Empathy



QUICK-STEP Action Plan:

- **Develop a Team or Task Force**
- **Create a Definition of Bullying**
- **Assess Bullying at Your School**
- **Review or Develop District Policy**
 - Enforce Policy
- **Develop Action Plan**
 - Prevention
 - Intervention
- **Provide Staff Training**
- **Provide Parent Training**
- **Identify Bullies and Victims**
- **Provide Appropriate Services/Interventions**
- **Youth Involvement**
- **Evaluation**

