

Teachers' Anti-Bullying Presentation

**CHOOSE
PEACE**
**STOP
VIOLENCE**



OFFICE OF PREVENTION PROGRAMS
PLANTING THE SEEDS FOR A SAFE AND HEALTHY TOMORROW



School Board of Broward County
Student Support Services
Office of Prevention Programs

BLAST • Character Ed • Prevention Specialist • Project Bridge • Reality Ave

WORKSHOPS

HIV/AIDS

**Health &
Wellness**

Violence

CHAMPS

**Substance
Abuse**

Agenda

1. What is bullying and what are its types and trends?
2. What are the consequences of bullying (i.e. – why do we care about it)?
3. What can we do to help prevent and intervene safely with bullying?

What are YOUR expectations?

What will today look like?

Practicing What We Preach

- C** – Conversation: 1, cell phones 0
- H** – Help: raise hand, Parking Lot
- A** – Activity: large group learning/sharing, role play
- M** – Movement: as needed
- P** – Participation: writing, sharing
- S** – Signal: raise hands at signal



What is the Prevalence of Bullying?

European Study (Olweus)

15-23% of Students Involved as Victims or Perpetrators

United States Study Estimates

- 29.9% of Students Involved
- 13% Bully
- 10.6% Victim
- 6.3% Both Bully and Victim

SBBC's 16th Annual Customer Survey Staff Reports:

- a significant decrease in the % of staff at the middle and high school levels who reported they could effectively handle a bullying situation
- a significant increases in the % of staff who agreed that students at school bullied one another



What is Bullying?

Bullying is the ***intentional, repeated, hurtful*** action against someone who has ***less power.***

R - Repeated

I - Imbalance of Power

P - Purposeful



How Do They Compare?



BULLYING is

R - Repeated 

More
than 1
time

I - Imbalance of Power

P - Purposeful

How do we handle ONE time incidents?

What role did the bystanders play in this?

BULLYING is

R - Repeated

I - Imbalance
of Power

P - Purposeful



When one
person is
more
powerful
than the
other

How is POWER defined? Who had the power here?

How do we handle conflict between students of equal power?

There were a number of strikes – does that make it repeated?

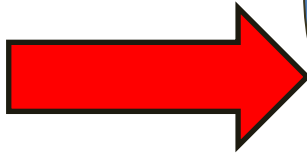
How would you handle the bystanders?

BULLYING is

R - Repeated

I - Imbalance of Power

P - Purposeful



Deliberate
behavior with
a wish/intent
to carry out
an act to harm
another

What actions can and should be taken?

How can we tell another person's INTENT?

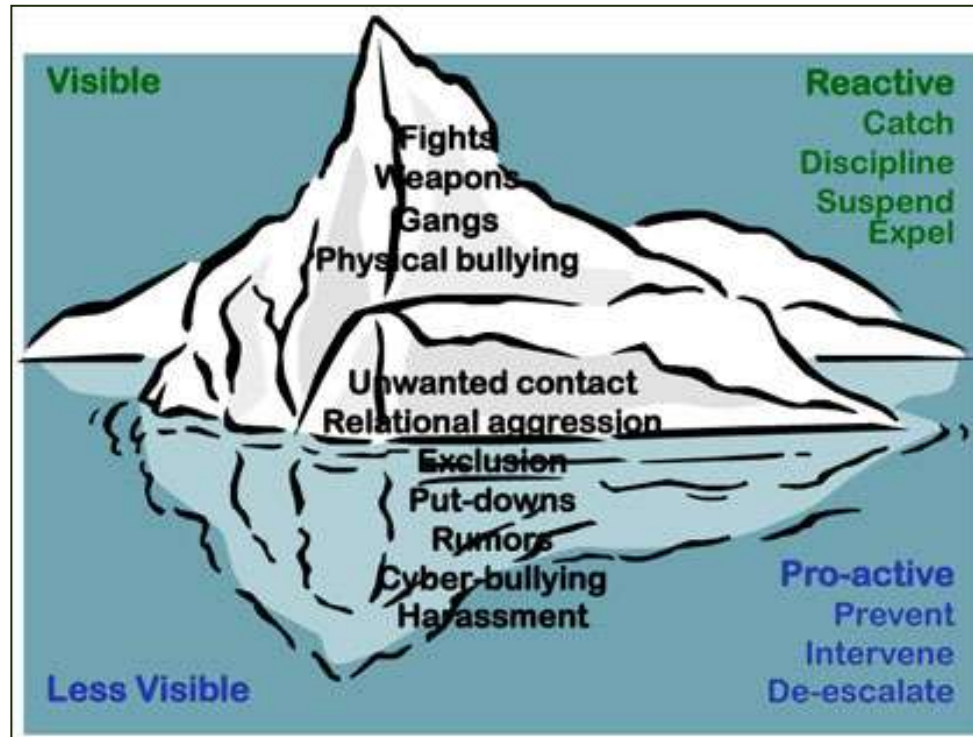
What are the Ways People Bully?

Bullying is a 3-headed beast.

- verbally
- mentally
- physically



The Real Danger Lies Below The Surface



- 30% is visible bullying
- 70% is unseen and creates an unsafe school

What happens when the less easily visible bullying is not watched for and immediately addressed?

Trends in Bullying Violence

It's all about the imbalance of power used to control and hurt another

Relationship & Dating Violence

- 1 in 3 teenagers know a friend who has been hit, punched, kicked, slapped, choked or physically hurt by their partner
- 30% of women ages 15-19 murdered each year, are killed by their husband or boyfriend



How do age-discordant relationships affect Broward Co girls?

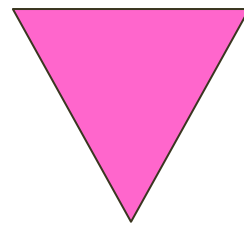
Sexual Harassment

- 85% of girls and 76% of boys have been sexually harassed
- 18% of those incidents were perpetrated by adults

- Young as Elementary
- Reluctant to Report
- Don't know what to do
- Define as Bullying

Why are males less likely to report sexual or dating abuse?

Sexual and Gender Orientation



According to studies, these students:

- hear anti-gay slurs once every 14 minutes, often from adults
- are bullied long-term (5 yrs), systematically, and by groups
- are 3 times more likely to commit suicide



Is School a Safe Place to be Gay?

Nearly 30% of gay teens had been threatened in the past month with a weapon at school, compared to 7% of heterosexual students.

We all have the capacity & expectation for compassion & respect - whatever our belief system.

Cyber-Bullying: Bullying Meets Technology

While Online: 42% of the youth victimized & 53% bullied

It takes the form of:

- Angry/insulting/threatening msgs
- Impersonating the target
- Broadcasting secrets
- Excluding the target
- Creating/spreading rumors
- Bashing polls
- Notification/warning wars



It happens everywhere! Social Networking sites, Slam Rooms, chat sites, sites devoted to making a person feel bad, Flame Email, Instant Messaging, Cell Phones, Gaming

29% of online-harassed youth reported emotional distress as a result of the experience.

Cyberbullied students are significantly more likely to:

- Skip school
- Have 2 or more suspensions
- Carry a weapon to school - 8X more likely!

The Legal Costs of Cyberbullying



Florida girls charged with aggravated stalking after creating lewd fake Facebook profile about classmate

Mother sues for \$50,000 over fake Facebook profile created about her son



Former high school classmates charged with criminal impersonation, harassment and conspiracy

What is sexting and how can it be used to cyberbully?

The Legal Cost of Sexting

Sexting House Bill 75 passed, enacts October 1, 2011

What will each of these students be charged with if anything?

- 1. 16 YO boy** encourages a **15 YO girl** to text him sexually explicit photos and a movie of herself, he then forwards it to **his friends**.
- 2. 15 YO girl** took nude photos of herself and sent them to **classmates**; two days later she sends the pics to them again.
- 3. 14 YO girl** sends a semi-nude pic of herself **to 14 YO boyfriend** at his request, the next day he sends it to **his best friend**, a month later they break up & he sends it to the **whole class**.

A minor who knowingly possesses or distributes a minor porno image:

1. first offense is non-criminal (community service/fine/training)
2. second offense is a first degree misdemeanor (1 yr jail, 1 yr probation, and \$1,000 fine)
3. third offense is a third degree felony (5 yrs in prison, 5 yrs probation, and \$5,000 fine)

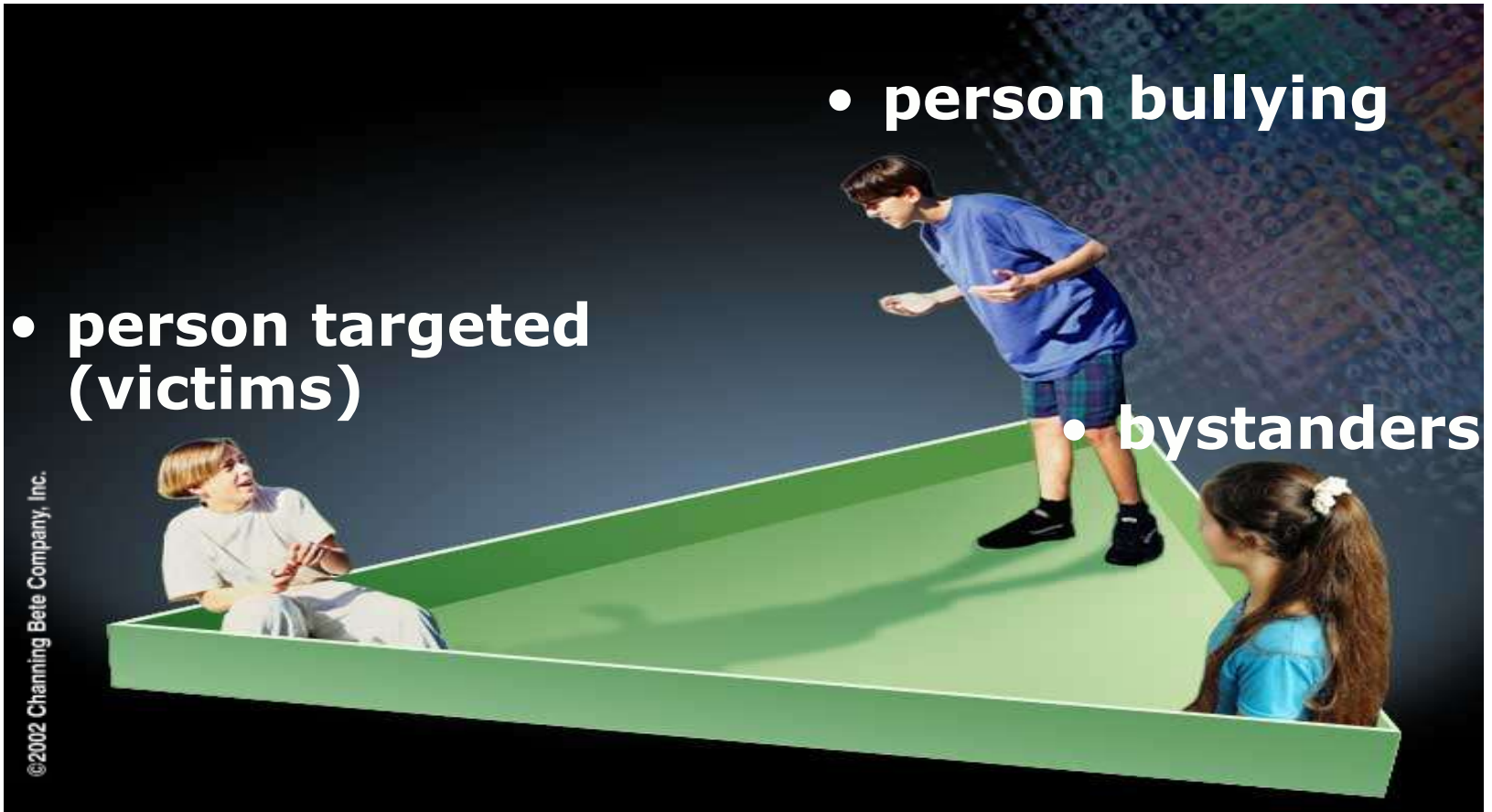
A minor will NOT be found guilty if they did ALL 3:

1. didn't solicit it, 2. didn't transmit it, and 3. tried to report it.

How can sexting be used as a form of dating violence?

Who Is Involved in Bullying?

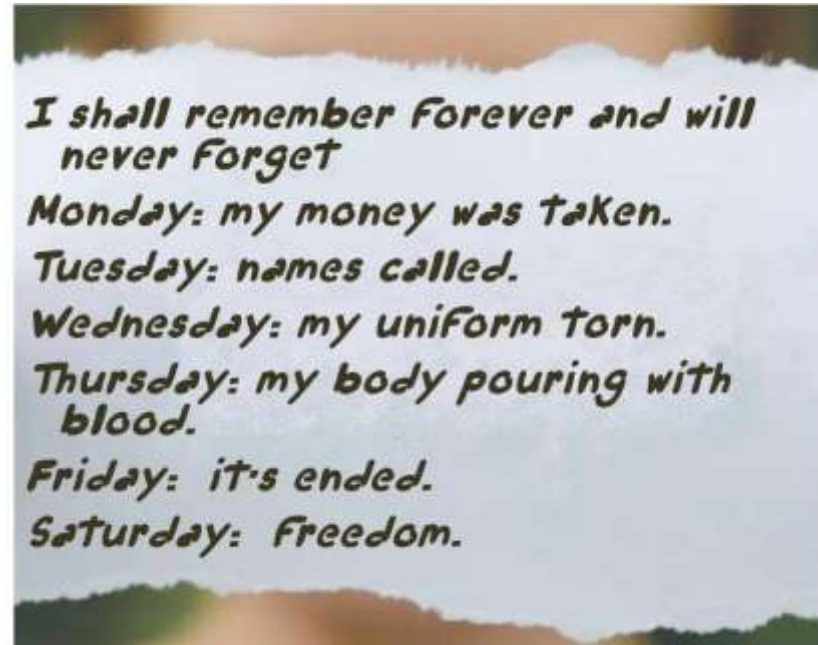
The Bullying Triangle



Bullying is a process, not a person or age. The underlying theme remains humiliation and loss of quality of life.

Effects on Those Targeted

- miss school out of fear
- have trouble studying
- reduced academic success
- trouble sleeping
- depression
- wanting revenge
- suicidal thoughts



From the final diary pages of 13 year old Vijay Singh, found hanging from the banister rail at his home on Sunday.

MYTH: Bullying is a normal part of growing up, it makes you stronger

Truth: The damage is real & it can last...

Students with Disabilities & Special Needs

Whether visible or non-visible, they are at greater risk.

With these students:

- Boys are bullied more often than girls
- They tend to be less popular, have fewer friends, and struggle with loneliness
- Have trouble determining “friends” vs. abusers
- With ADHD are more likely to be bullied AND bully others
- Any obesity places children at a higher risk
- The issue can be anything that sets them apart: diabetes, paralysis, stuttering, or any medical condition

Can bullying be illegal?

Effects on Those Bullying

Bullying hurts BULLIES who are more likely to....

- Drop out of school
- Have criminal charges
- Have substance abuse issues
- Perpetrate family violence as adults



MYTH: I am Tattling/Snitching if I Tell

Truth: We are Helping our Friends by Telling

Reporting is not snitching, but the POWER to make a difference.

Adults Who Bully

45% of teachers admitted bullying sometimes

There are 3 types of 'adult bullies':

- 1. Sadistic Bully:** humiliate, spiteful, envious of student
- 2. Bully-Victim:** "injustice collectors", often absent from work, fail to set limits, over/under react to behavior problems, often bullied as children and feel bullied by students now
- 3. Negligently Ignorant:** For example coaches who allow hazing, a crime in 44 states regardless of target's willingness to participate



What are the BEST working environments?

Those characterized by: dignity, respect, compassion, tolerance

Effects on Those Bystanding

The majority of us, 80%, who hold the power to stop it.
Bystanders (adults & children) who don't intervene feel:

- afraid that it will happen to them
- helpless to do anything about it
- guilt for not helping the victim
- a loss in school connectedness
- a loss of hope
- a loss of empathy for target
- a loss of self worth
- a loss in belief that adults have the power to help
- dislike/avoidance of school, difficulty concentrating

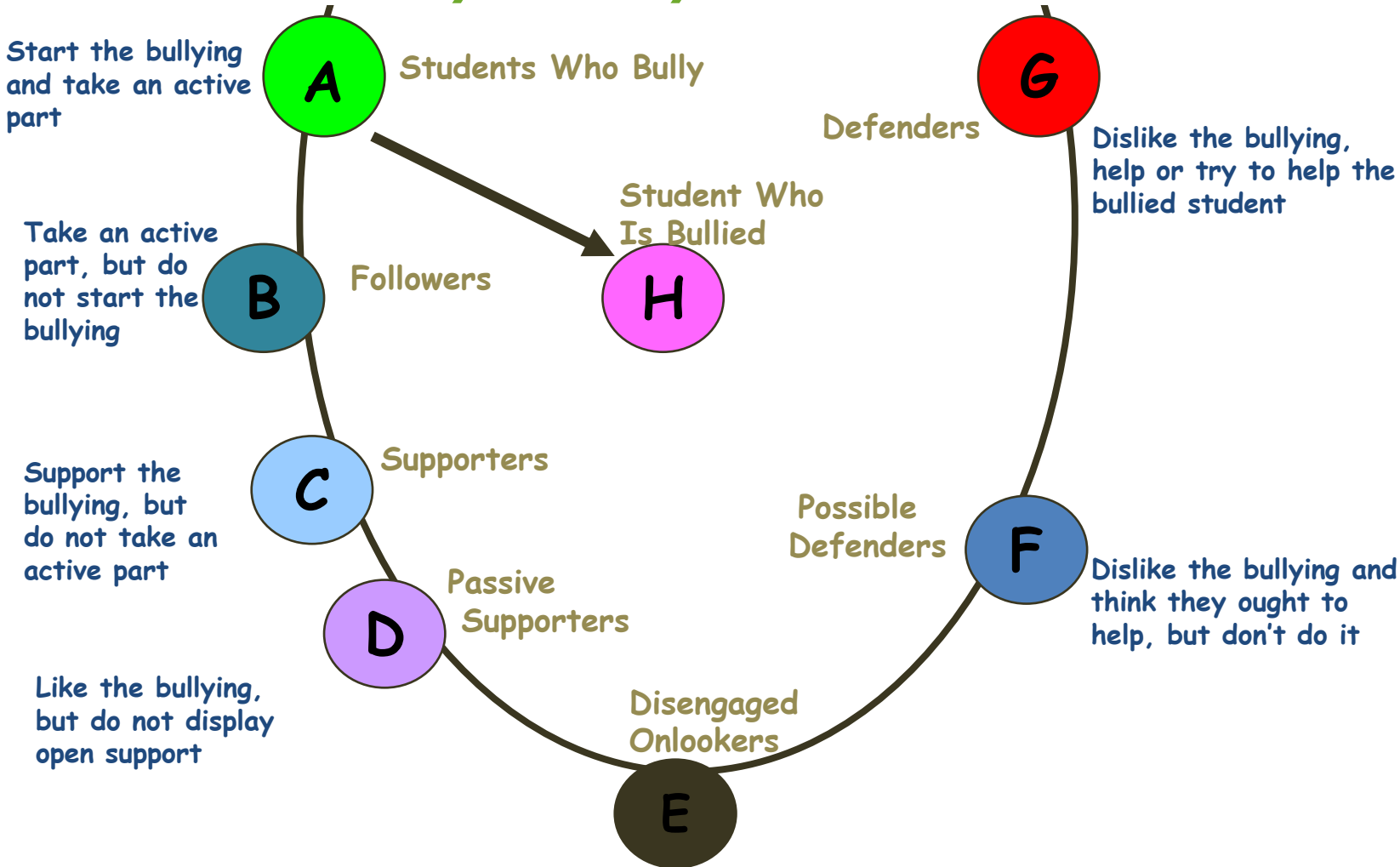


Myth: It's not hurting ME

Truth: Bullying hurts everyone

Bystanders and the Olweus Circle

Where do you and your students stand?



Watch what happens * Is none of my business * Don't take a stand

Why Don't All Bystanders Intervene?

Fears/Myths	Facts
Fear of being seen as a "Snitch"	We tell to help, Heroes tell
Fear of becoming next target	If bullying is allowed, it increases and we are all more likely to be hurt
Fear of making it worse	Any help is wanted – targets forever remember those that try
Fear of losing friends	We respect & prefer to be with those who offer help
It's hard to prove	It's about helping and stopping it, not proving
I can't trust authority figures	There is always 1 teacher we value
This will resolve itself; it's normal	Unaddressed behaviors will continue or escalate
If there's no blood, it's not serious	Emotional bullying is more damaging than physical
It's someone else's responsibility	We are part of the problem and are the solution – we hold the power!

What Can We Do about Bullying?

Create safer and more respectful schools and classrooms through effective prevention & intervention



Effective Intervention Occurs on All Levels Concurrently

"Pre", "During", and "Post" any events

1. Schoolwide



2. Classroom &



3. Individually



Schoolwide Bullying Prevention

What Works

#1 Creating a sustainable safe, whole school culture:

Everyone feels they belong, are valued, and that they are both physically and emotionally safe.

- Have an effective intelligence gathering/analysis system
- Firm limits for bad behavior – discuss expectations *before*
- Curriculum infusion with cultural sensitivity & relevance
- Regularly evaluate progress with facts & data
- Focus on education & intervention, not punitive approach
- Engage students and teachers as part of the solution
- Break taboo/code of silence against discussing/reporting
- Adopt bystander strategy, not target/bully focus
- Adult role models who act decisively and consistently
- Increased adult supervision in common areas

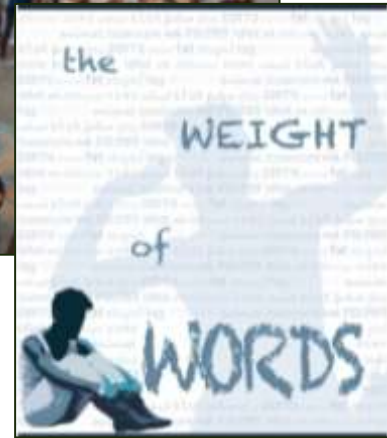
Anonymous Reporting Systems



Anonymous Reporting Box

- Placement – single point of entry, locked
- **Rename & have work as a “Shout Out” box also**
- Advertise methods for electronic anonymous referrals
- Advertise SIU’s Silence Hurts options:
 - ✓ Text 'SBBC' [space], plus the text message to CRIMES (274637)
 - ✓ Email SIU at school911@browardschools.com
 - ✓ Call SIU’s Silence Hurts Tip line 754-321-0911

Student Led Prevention



- Cross age or peer mentoring
- Pro Social Clubs
 - Human Relations Councils
 - GSA's (Gay Straight Alliance)
- Student lead grass roots movements
- Peer Counseling/Mediation (not for true bullying, but conflict)
 - Student on student training

The school climate becomes one in which students and teachers help each other and serve group goals rather than competing with each other in an effort to achieve dominant status. -Fonagy, Twemlow, & Sacco, 2001

What Does NOT Prevent Bullying

Misplaced Good Intentions

- Labeling and blaming
- Simple, short-term solutions
- “Program du jour approaches”
- Group treatment for bullies
- Anger management or self-esteem enhancement for bullies
- Mediation/conflict resolution/peer counseling for bullying
- Using only punitive approaches



Doing Nothing

Myth: "This will resolve itself; bullying is normal."

Truth: Unaddressed behaviors will continue or escalate

The #1 determinant of whether bullying will occur is the environment in which it occurs. The pathway to violence is evolutionary. The process and progression of violence is:



**Don't let tragedy be your catalyst to change.
Awareness + Action = Prevention**

Accepting Violence Perpetuating Myths

- “Boys will be boys.”
- Eliminating bullies is a solution
- Bullies have low self-esteem
- Bullies represent the greatest threat
- Doing any intervention once, then stopping will eliminate it
- Only physical aggression is a concern
- Bullies and violent students come from dysfunctional homes and “bad” neighborhoods



The Myth of Zero Tolerance

“**Zero Tolerance**” policies – punitive approaches to bullying can *increase* bullying rates, they keep bystanders from telling

The Secret Service Report on school attacks found:

- 71% of the attackers felt persecuted, bullied, threatened
- 81% of the attackers had told at least one person they were thinking about or planning the school attack
- In over 75% at least one adult had had concerns about the shooter because of the way he behaved or communicated
- In over 50% multiple adults had expressed concerns about the shooter before the attack

Shooters are telling and showing us in advance, we must provide opportunities to listen and have our students tell.

We must create a telling environment to capture this information before the event!

Classroom Bullying Prevention

What Works...

- Cooperative and collaborative learning
- **Weekly classroom meetings**
- An open environment where you connect frequently
- Teaching negotiation and compromise
- Teaching good conduct and respectful communication
- Teaching how to help a friend
- Relevant diversity lesson, empathy and kindness training
- Early recognition of warning signs
- Consequences – posted, logical, natural, graduated

What Does NOT Work...

- Judging, Arguing
- Favoritism
- Lumping “bad” kids
- Teaching students/staff a “lesson”
- Power Struggles
- Cornering a student (esp. with gang involvement)



Practice CHAMPs 5 Areas of School & Classroom Management

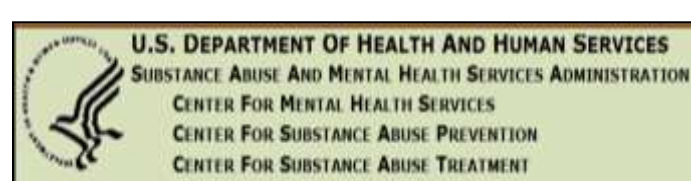
1. **Structure:** create classroom organization
2. **Teach Expectations:** clarify/communicate consistent expectations
3. **Observe:** circulate, scan and provide feedback
4. **Interact:** create a positive classroom and positive relationships
5. **Correct Fluently:** maintain instructional momentum

"I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized."

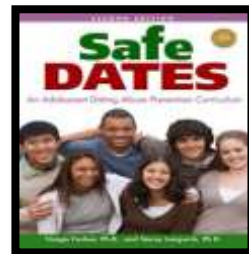
-Hiam Ginott, *Between Teacher and Child*

The Best Prevention Classroom Lessons

- Work on many fronts, are repeated, and reinforced
- Are paired with schoolwide universal interventions: most cost effective and greatest impact
- Are implemented with fidelity
- Use interactive program techniques: role play, class meetings
- Meet academic standards in all the lessons
- Focus on reducing Risk Factors and increasing Developmental Assets by:
 - Forming supportive relationships between students and adults
 - Providing environment & lessons conducive to asset building
- Are **Evidence and Research Based**



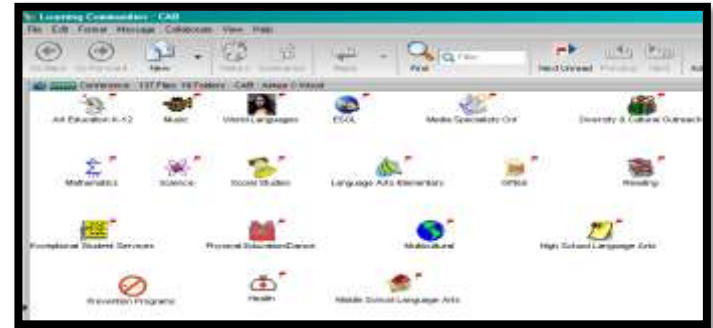
SAMHSA.gov



Prevention Resources Locations

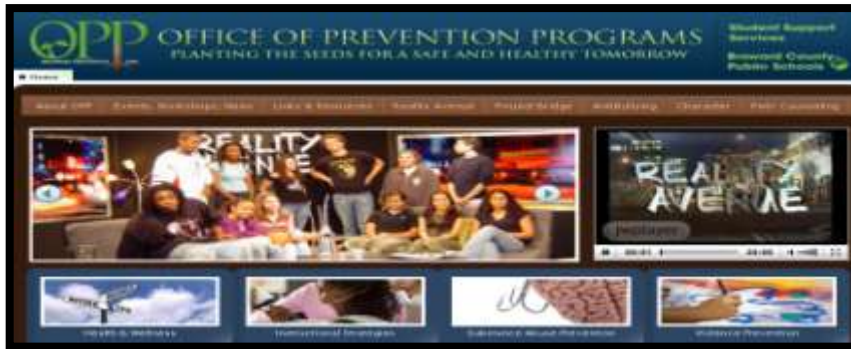
Prevention Programs CAB Conference

1. Instructional Resources
2. Learning Communities
3. Prevention Programs



BrowardPrevention.org

Resources on the "4 Strands of Prevention"



**Look for the
"Free Resources" list**

The official BCPS Anti-Bullying Curriculum for is Get Real About Violence, available through your Prevention Liaison or CAB conference.



Pair Efforts with Trends & Requirements

• **Monthly Character Traits**

1. Cooperation (September)
2. Responsibility (October)
3. Citizenship (November)
4. Kindness (December)
5. Respect (January)
6. Honesty (February)
7. Self-Control (March)
8. Tolerance (April & May)



• **School Events:** Open House days, parent nights

• **Florida Dating Violence Law:** ALL schools must implement dating violence curriculum for students in grades 7-12

• **National and Local "Calendar of Observances" on website**

September 20, Choose Peace Week

September 22, Stand Up against Violence across Broward Day

October 23-29, RED RIBBON WEEK

November 15-19, Anti- Bullying Week

December 1st, World AIDS Day

January 11th, International Human Trafficking Day

January 24-28. No Name Calling Week

March 28-April 1, National Youth Violence Prev. Week

April 15, National Day of Silence



Train Bystander Students

WHEN and HOW to Safely Intervene

- On the SBBC's 16th Annual Customer Survey, students report:
- a significant decline in the % who say that their teachers told their class about bullying, and
 - an increase in the % who say that they are uncertain or do not know how to report bullying

WHEN to Safely Intervene?

Intervene EARLY on the Continuum of Violence when the violence level is low

Low _____ **High**

Safety is the priority!

Role Play HOW to Safely Intervene

- **Directly**

- That's not cool
- Let's NOT.....
- Stop, you're better than that

- **Indirectly**

- Walk away
- "have lunch with me"
- "Hi!"
- Use your school's Anonymous Reporting Box/Shout Out Box
- Text, email or call a message to SIU's Anonymous Tipline



**Myth: There will be retaliation or
I may get hurt by intervening**

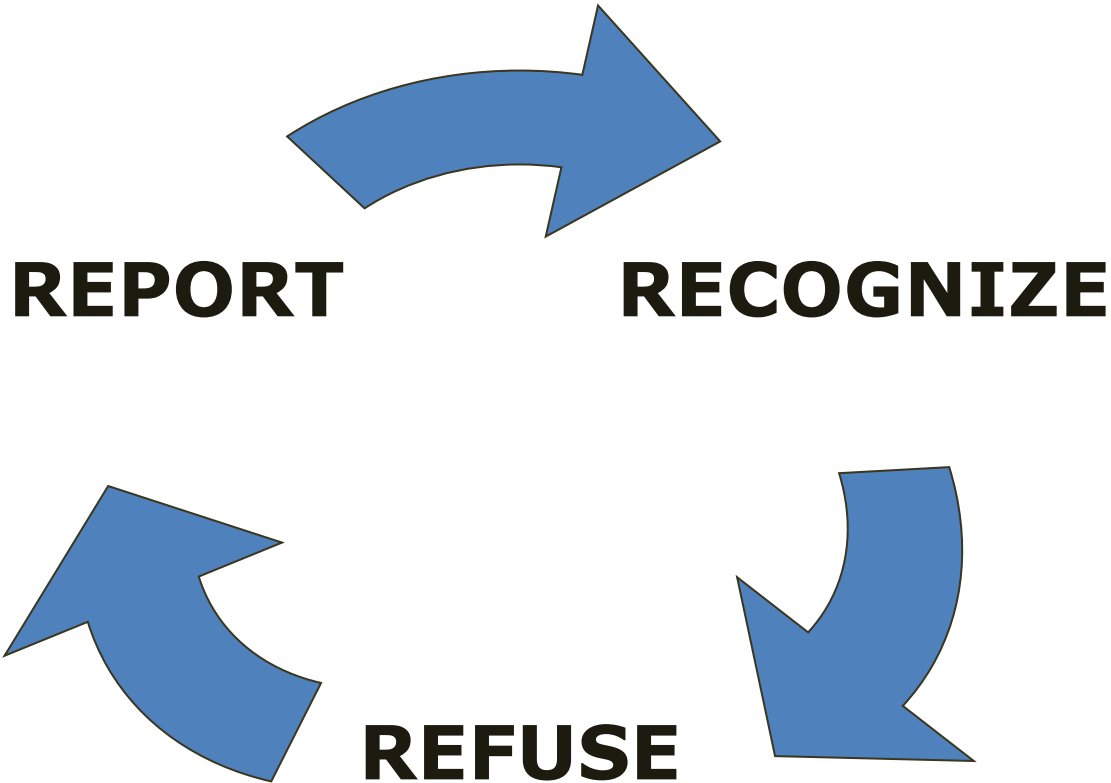
Truth: We are safer when we intervene

Remember – most bullying is about increasing popularity!

The aggressor thinks their behavior makes them popular, is wanted, and if you don't intervene you are making them more powerful.

Teach Students the 3 R'S

Students Must Feel There is Hope of Help,
Not Just Punishment



*You tattle when you want to get someone in trouble,
you tell to help and protect.*

Teach Tattling VS. Telling(Reporting)

It's like learning your ABCs, once is not enough!

Tattling

- To get someone IN trouble
- Complaining
- Going to an adult to solve their problems
- Examples:
 - “Sam took Lilly’s book.”
 - “Sara won’t play fair.”
 - “Jessica keeps talking to me”
 - “Cameron went ahead in line.”

Telling/Reporting

- To help someone OUT of trouble
- When they/others are hurt, in danger or being bullied
- Trying to work their troubles out themselves
- Examples:
 - “Clyde is hitting Adam on the playground.”
 - “Melissa keeps calling Natalie mean names in the rest room.”
 - “Sam was making fun of Bill and will not let him play.”

Teach Target Bullying Response Skills

Helps your students feel SAFER!

- **Stand Positive and Strong**
- **Avoid The Situation**
- **Find Support**
- **Express Your Feelings**
- **Redirect**



Special needs children: prevention & role playing are a must

Individual Teacher Interventions

How to respond when YOU are told about bullying

Keep in mind:

- Individual intervention is the LEAST effective strategy in reducing bullying
- When schoolwide and classroom rules and expectations are in place and enforced , everyone has to intervene less
- ALL staff must be prepared to intervene on-the-spot calmly, consistently, and uniformly
- Know YOUR own style of handling conflict and triggers

Use the Adult's 4 A's

- 1. A – Affirm**
- 2. A – Ask**
- 3. A – Assess**
- 4. A - Act**



Making A Bullying Complaint

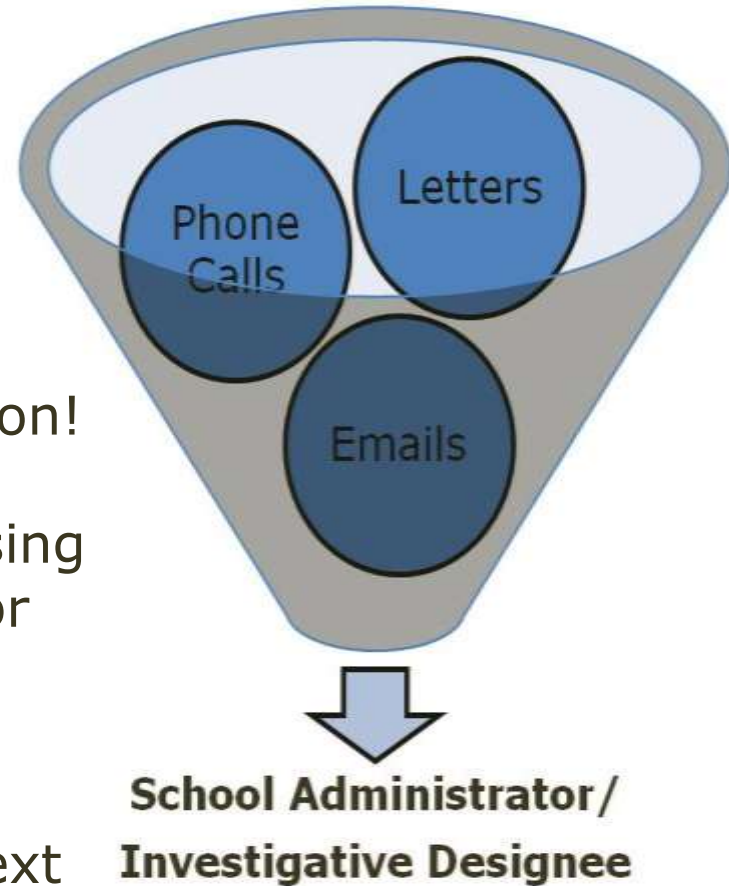
- **WHEN are complaints made?**

Anytime staff are witness to, suspect or receive a report of bullying

- **WHY?** All District staff are mandated reporters who are required and **MUST** report. Early intervention is key to de-escalation!

- **HOW?**

- Staff must report in writing using the Bullying Complaint Form or via a BMS bullying referral
- Students may report using:
 - SUI: online, via phone to Silence Hurts Hotline, or Text
 - Orally
 - Anonymous Reporting Box



Off Campus Bullying/Cyberbullying



- Safety First!
- Identify Perpetrators
- Document Evidence & Save Material (especially with cyberbullying!)
- **Determine Action**
 - At home (contact Server, develop filters, counseling, etc)
 - Legal Action: inform police when threats, harassment, stalking, hate crime, child exploitation, etc. involved
 - Civil Action: when defamation, emotional distress, false light, etc. involved
 - School Action: all reports must be taken and investigated, interventions may be given, and consequences *might* be given

It is no longer a question of where the incident occurred, but how it interfered with education, and the damage it caused.

Why Are Specific and Uniformly Followed Procedures So Important?

- **Life and Death**
- **Quality of life for all school members**
- **Top reasons teachers/schools are sued successfully:**
 1. Lack of documentation
 2. Nothing was done
 3. Lack of follow-up
 4. Parents not notified
 5. Search and seizure issues



“When fear enters the classroom, learning is the first victim.”

Effective On-The-Spot Intervention

6 Steps for Staff When Witnessing Bullying

Step 1: Stop the bullying.

Step 2: Support the student who has been bullied.

Step 3: To aggressor: Name the bullying behavior and refer to the anti-bullying rules.

Step 4: Empower the bystanders with appreciation if they were supportive to target or with information about how to act differently if they did not.

Step 5: Impose immediate and appropriate consequences for the student(s) who bullied.

Step 6: Take steps to make sure the student who was bullied will be protected from future bullying.

- From The Olweus Bullying Prevention Program

How to handle Gay Bashing/Name Calling

Don't:

- Name call, "you homophobe"
- Make emotional statements that can easily be refuted
- Make this a Good versus Evil dichotomy
- Slam people's religions
- Work with GLBTQ youth if you are not trained/comfortable

Do:

- Point-counter point
- Use counter-balancing statements
- Use good data to open minds
- Use first-person testimony to persuade
- Use benefits and risk reduction *for everyone*

- PAXIS InSTITUTE, www.paxis.org

Make Intensive Intervention Referrals

You don't have to do everything!

- Behavior Modification Plan
- Individual behavior plans
- Alternative Education
- Mental health interventions
- Home/community supervision and support
- Social skills/anger management/assertion training
- Support Group Method, available at BrowardPrevention.org
- Child Study Team
- School Social Workers
- Guidance/Family Counseling
- SRO/Police
- Outside Counseling
- 211=First Call for Help
- SIU Silence Hurts Tip line 754-321-0911



***Always follow up to provide support & protection!**

You and Your Students Can Be Activists for Respect

- 1. Watch for:** offensive and hurtful behavior as well as students who seem isolated
- 2. Speak:** kind words to those who have no one; and against cruel acts/words
- 3. Think:** before you act and respond
- 4. Applaud:** positive acts
- 5. Talk:** to coworkers/students/family about what you have learned
- 6. Learn:** more about how to combating bullying
- 7. Act:** take active steps to combat bullying
- 8. Know:** know your rights and responsibilities and that YOU have the power to change your world, and the world of those around you



QUESTIONS?

What will be your Legacy?

"A time will come for courageous acts unseen. We will be called to gird our courage and offer leadership. It is not malicious acts that will do us in, but the appalling silence and indifference of good people. Verily I say unto you that all that is needed for evil to run rampant, is for good women and men to do nothing." - Martin Luther King Junior

For Further Information, Please Contact:

Office of Prevention Programs

www.BrowardPrevention.org

(754) 321-2568



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Resources/References

- BEEP – Discovery
- iSafe.org
- stopbullyingnow.hrsa.gov
- www.samhsa.gov
- www.bullyfreealberta.ca
- goodcharacter.com
- us.oneworld.net
- www.nonamecallingweek.org
- www.sdcoe.net/student/ss/resources.asp
- www.lfcc.on.ca/bully.htm
- cca-kids.ca/welcome.html
- www.clemson.edu/olweus
- www.cyberbully.org
- www.luckyduck.co.uk
- Robin D'Antona, ED. D. at www.stopbullyingma.org
- www.stopbullyingworld.org
- www.aauw.org/k-12
- www.pta.org/bully.asp
- www.bullying.org
- www.cyberbullying.org
- www.stopbullying.gov (English or Spanish)
- www.ParentsConnect.com
- www.parentsagainstbullying.com
- www.bullyproofkids.com
- www.netsmartz.org
- www.stopbullyingnow.com
- www.stopcyberbullying.org
- www.cybersafe.ws
- http://cybersmartcurriculum.org/safetysecurity/lessons/www.youtube.com/watch?v=A-9PXsmGHTw&feature=Playlist&p=3A2A5391F175757B&playnext=1&playnext_from=PL&index=16
- www.bullyinginfo.org
- <http://cyberbullying.us/>
- www.stopcyberbullying.org/index2.html Alex Wonder Kid Cyber Detective Agency
- **ConnectSafely** <http://www.connectsafely.org>