

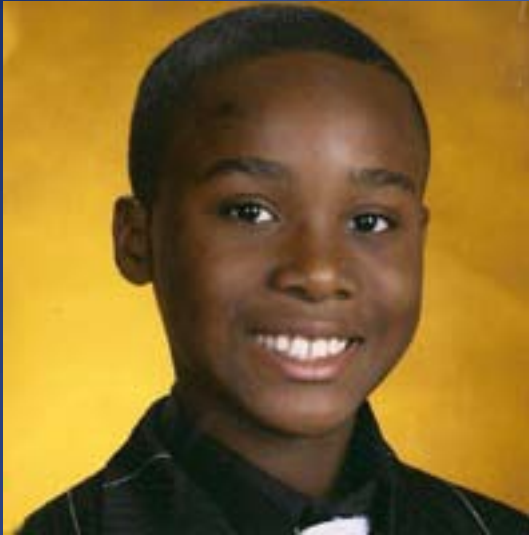


Successful Bullying Prevention: Select, Implement, and Integrate

Lizzie Trevino (Comal, TX)

Kerry Wiersma (Iowa City, IA)

Ron Slaby, Mary Thorngren, Jim Vetter



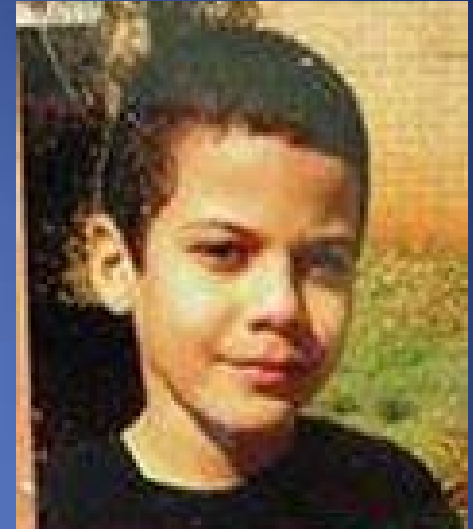
Carl Joseph Walker-Hoover

Constantly bullied, he
ends his life at age 11



Eric Mohat

Teen Commits Suicide
Due to Bullying: Parents
Sue School for Son's
Death

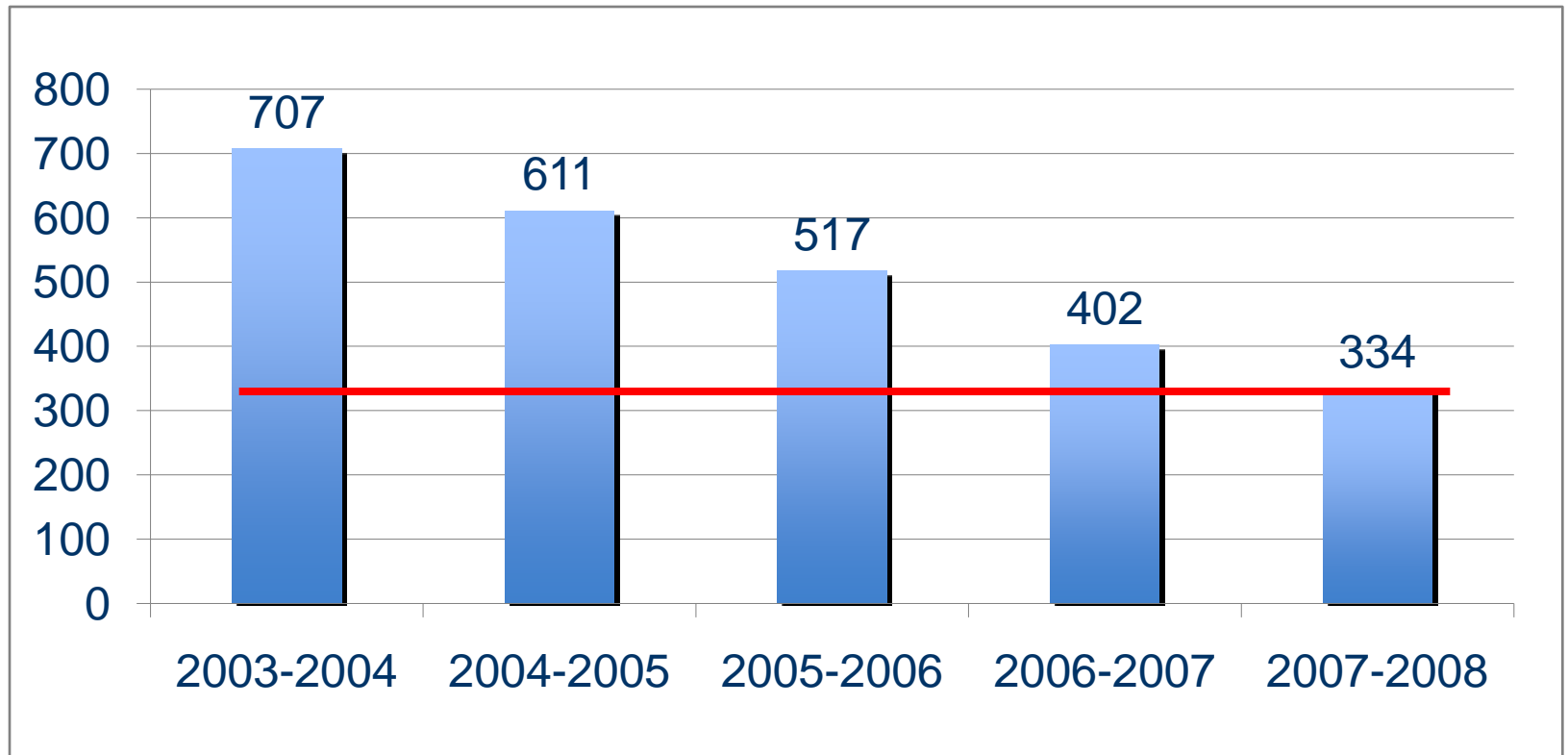


Jaheem Herrera

My bullied son's last
day on Earth

Anchorage AK Middle School

Suspensions for Fighting/Threats





Bullying Basics

Bullying is **NOT** pre-wired, harmless, or inevitable

Bullying **IS** learned, harmful, and controllable

Bullying **SPREADS** if supported or left unchecked

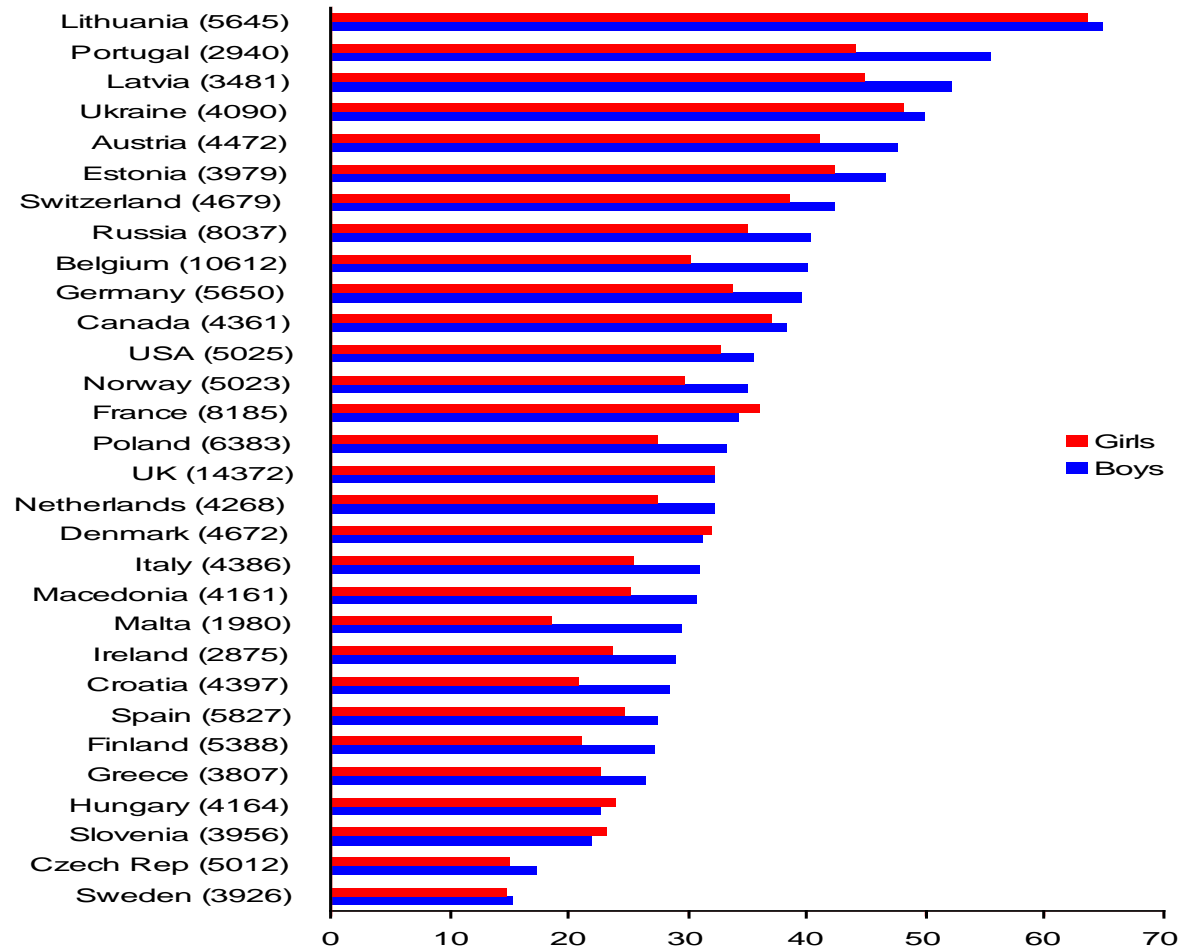
Bullying **INVOLVES** everyone—bullies, victims, and bystanders

Bullying **CAN BE** effectively stopped or entirely prevented

Global Perspective on Bullying

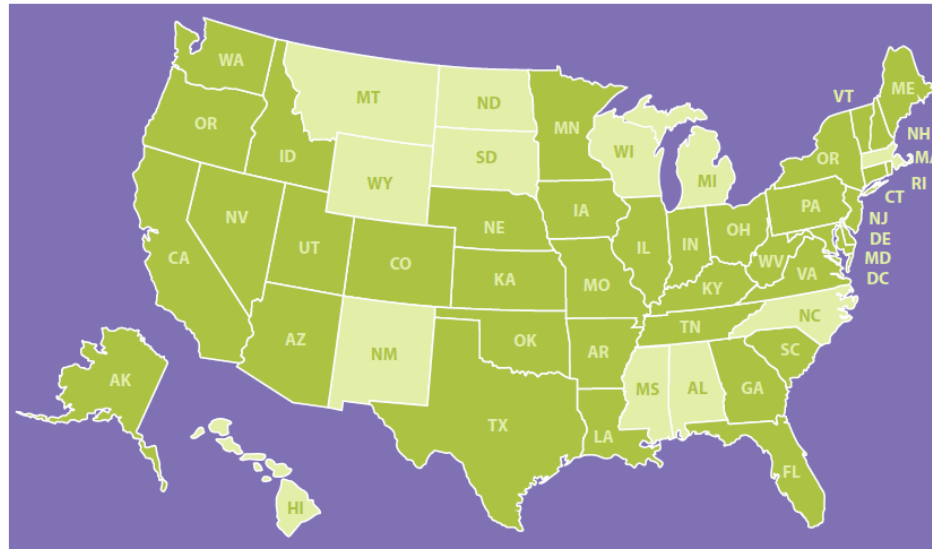
Figure X. Percentage of school children in developed and transitional countries saying they had been bullied within the past two months

(findings of the 2001/02 HBSC survey, sample size after countries' names)



Source : Currie, C et al. (2004). Young People's Health in Context.: Health Behaviour in School-aged Children. International Report from the 2001/2002 survey. Geneva, World Health Organization.

State Laws on Bullying



- States with laws on Bullying
- States with no laws on Bullying

Updated December 2008

To find a specific state law on bullying, go to the Web site for the state legislature and insert bullying as a search term.

States with laws on Bullying:

Alaska	Missouri
Arizona	Nebraska
Arkansas	Nevada
California	New Hampshire
Colorado	New Jersey
Connecticut	New York
Delaware	Ohio
Florida	Oklahoma
Georgia	Oregon
Idaho	Pennsylvania
Illinois	Rhode Island
Indiana	South Carolina
Iowa	Tennessee
Kansas	Texas
Kentucky	Utah
Louisiana	Vermont
Maine	Virginia
Maryland	Washington State
Minnesota	West Virginia

States with no laws on Bullying:

Alabama
 District of Columbia
 Hawaii
 Massachusetts
 Michigan
 Mississippi
 Montana
 New Mexico
 North Carolina
 North Dakota
 South Dakota
 Wisconsin
 Wyoming



Online Course: Bullying Prevention

Exploring the Nature & Prevention of Bullying

Constantine, Slaby, & Wardlaw (2004)

for U.S. Dept. of Education, OSDFS

Day 1 – Bullying myths and facts

Day 2 – Bullies, victims, and bystanders

Day 3 – Bullying prevention strategies

Day 4 – The need for a comprehensive approach

Day 5 – Putting it all together

www.ed.gov/admins/lead/safety/training/bullying/bullying.html

SAMHSA Educational Campaign

15+ Make Time to Listen

Take Time to Talk . . .

About Bullying

- Bullying is NOT a Fact of Life: Guide for Parents/Teachers
- Public Service Announcements
- Conversation Starter Cards & Other Resources

www.mentalhealth.samhsa.gov

1-800-729-2647

HRSA Educational Campaign

Take a Stand

Lend a Hand

Stop Bullying Now!

- Webisodes for children
- Public service announcements
- Campaign communications kit
- Bullying prevention resources

www.stopbullyingnow.org

1-888-ASK-HRSA



PSAs for Adults

Slide designed by Ellen Schmidt





Eyes on Bullying

Ron Slaby, PhD & Kim Storey, EdD

- Website
- Toolkit (with 6 Activities)
- National Teleseminars (3 Podcasts)

www.eyesonbullying.org



Unique Approaches

(1) Prevention approach

- See bullying early, when children are young
- See bullying early, before it escalates
- See bullying through the eyes of all the players
- See the effects
- Look ahead to prevention

(2) Bystander approach

- The powerful role of the bystander
- The problem or the solution?
 - Hurtful Bystanders
 - Helpful Bystanders

(3) Research-guided strategies

- The evidence of research and the wisdom of practice

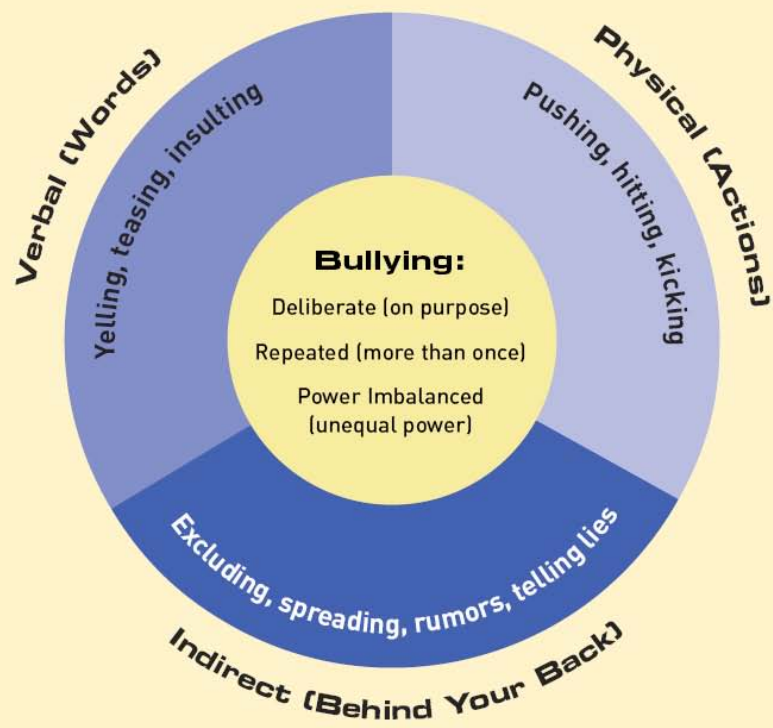


Toolkit Activities

- **Story Swap**
- **Be a Detective**
- **New Eyes**
- **Standing Up**
- **Eyewitness**
- **What If ?**



What Is Bullying?



Verbal



Physical



Indirect





Bullying can be difficult to see

Not yet bullying

Hurtful behaviors – but not yet intentional, repeated, or power-imbalanced

Indirect bullying

Social exclusion, spreading rumors, cyberbullying

Out of sight bullying

Done in unsupervised areas (playground, bus, cafeteria, bathroom, hall)

Denied bullying

Adults often overlook or refuse to acknowledge bullying (“It doesn’t happen in our school”)

Unreported bullying

Most bullying is not reported (due to fear, mistrust, embarrassment, lack of know-how)

Silence on bullying

Bullying thrives on a code of silence by witnesses (“None of my business” “Snitches get stitches”)



TELESEMINARS

Core Speakers:

Ron Slaby, PhD

Kim Storey, EdD

Debra Pepler, PhD

➤ **Spotlight on Young Children**

Guest: Barbara Kaiser

➤ **Growing Problem of Cyberbullying**

Guest: Scott Hirschfeld

➤ **Bullying in Camp & Youth Programs**

Guest: Roger Christian

Time? Resources?



Often we say that we don't have the time or resources to do the things that engage young people.

But if young people do not know that we care, they will never care what we know.

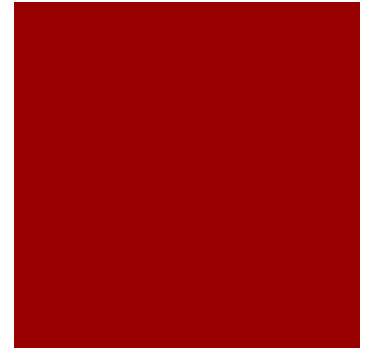
Blum, Robert, Best Practices: Building Blocks for Enhancing School Environment. Johns Hopkins Bloomberg School of Public Health, Baltimore, Maryland, 2007.

Slide designed by Kim Storey

Selecting a Bullying Curriculum

Iowa City Community School District

Project Director, Kerry Wiersma



Iowa City Community School District



- Student population of 11,000.
- ICCSD consists of 24 buildings, including 2 high schools, 3 junior high schools, 18 elementary schools and 1 alternative school.
- Elementary enrollment varies from 130 at the smallest to 600 at the largest school.
- Elementary schools have a mix of combined grades and individual grades
- Community with a wealth of resources: home of the University of Iowa, University of Iowa Hospitals and Clinics, ACT, Pearson
- Community experiencing significant population changes.

Choosing Strategies



- **Early planning meetings for the grant application**
all evidence based curriculum and other strategies were selected, except bullying prevention strategy
- **Broad approach** was needed in selecting the bullying curriculum.

Why so important to be broad?



- For the new project director to build relationships.
- What did we agree too?
- The curriculum will address a growing concern in the District.
- To ensure adequate participation of all individuals, particularly the minority community.

5 Step Process



1. Develop an understanding of your community and a framework for review
2. Involvement of key stakeholders.
3. Provide an opportunity public comment period.
4. Review of input and balancing with District priorities.
5. Communication of selection to counselors and administrators; teachers next week.

Step 1: Understanding our community and a framework for review



Background

Objectives

Description

Required Teaching Training

Parent Involvement

Did it Work?

Availability

General Impressions

Step 1: continued



Second Step

Steps to Respect

Promoting Alternative Thinking Strategies

Resolving Conflict Creatively

Peacemakers

Safe and Caring Schools

Olweus – Bullying Prevention Program

PBS

Step 2: Involvement of key stakeholders



Counselors reviewed and consulted regarding curriculum.

Key factors in their decision

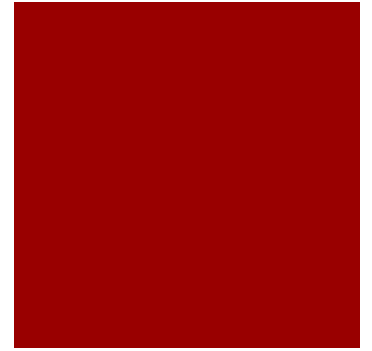
- School-wide approach

- Ease in implementation

- Fit with other school activities (PBS)

- Involvement of victims, aggressors and bystanders

Step 3: Public Comment

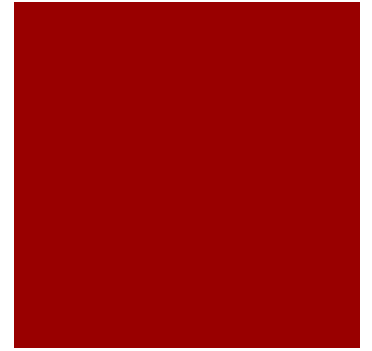


Multiple Opportunities/Venues to Comment

Ideas on how to review

Specific Outreach to Underrepresented Individuals

Step 4: Review of comments and balancing priorities



Research

Feedback

Usability

Success in Delivery

Practicality

Cost

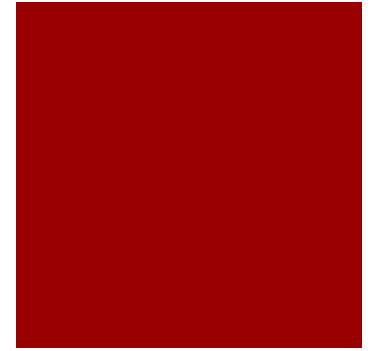
Step 5: Communication

- 1) Counselors
- 2) Administrators
- 3) All staff next week
- 4) Parents in pilot schools





Safe Schools Healthy Students



“You have brains in your head. You have feet in your shoes. You can steer yourself in any direction you choose.” Dr Seuss - Oh the Places You will Go

Kerry Wiersma
wiersma.kerry@iccsd.k12.ia.us



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Olweus Bullying Prevention Program

Program Overview & Steps to Implementing

Lizzie Trevino
Project Director
Comal ISD Keystone Program

CISD SS/HS Keystone Program

OLWEUS Bullying Prevention Program

- * School-Wide Element
- * Classroom Element
- * Individual Element
- * Community Efforts
- * Parental Support / Involvement
- * Involves *all* members of the School Campus

Staff Person to Serve as District Lead / Olweus Specialist

Goal –

Implement the *Olweus Bullying Prevention Program* on all Elementary School Campuses in the District

Needed to Consider:

- Materials and Costs associated
- Training Requirements / Logistics
- Timeline for campuses
- Growth of District and campus changes
- Campus Administration Commitment / Support
- Oversight of Program
- How to Communicate and monitor progress

Olweus Program Requirements

- **School-Wide Element**

Bullying Prevention Coordinating Committee

Training Of Committee by Olweus Trainer (2 day)

Training of all other campus staff

Administering the Questionnaire

Review/Develop School Rules against Bullying

Staff Discussion Groups

Involve Parents

“Kick-Off” Event

Olweus Program Requirements

- **Individual Interventions**

- On-the-Spot Interventions

- Follow-up discussions with children who bully

- Follow-up discussions with children who are bullied

- Communication with Staff and sharing of information

- Involve and communicate with Parents

Olweus Program Requirements

- **Classroom Elements**

Post and Discuss School Rules

Use of Consistent positive and negative consequences

Regular Classroom Meetings

Parent Meetings

Olweus Program Requirements

- ***Community Efforts***

Engage the Community

Spread the message beyond the school campus

Evaluation Tools

- Olweus Survey
- Monthly Matrix
- Participant Perception Survey
- Satisfaction Survey
- OBPP Checklist
- OBPP Timeline



Bullying Prevention Resources



Bullying Prevention Resources

www.promoteprevent.org



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