Bullying Prevention

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Purpose

- Define why bullying is worth addressing
- Discuss the connection of academic and behavioral outcomes
- Explore perceptual data from Idaho students
- Define bullying behavior and different forms
- Outline Idaho’s House Bill 246 and the regulations set by U.S. Department of Education’s Office of Civil Rights
- Provide a comprehensive model for bullying preventions

How do you define “bullying?”
“Schools that are safe, effective, and controlled are not accidents.”

(Sugai, Sprague, Horne, & Mascolo, 2000)

Common Expectations for Student and Adult Behavior

• What are our common expectations for how students behave?
• What are our common expectations for how staff work and interact? What about parents and other community members?
• What do we know about best-practice and high-yield strategies that make a difference in student learning?
• What collective commitments will we make to ensure that the very highest levels of adult and student behavior become a reality in our school?

Bullying cannot be viewed as a separate or distinct problem that can be extinguished or fixed while leaving the culture and climate of a school unexamined and untouched.

(Dillon, 2015)
Which comes first???

- Academic problems often precede behavior problems
- Behavior problems often precede academic problems

Multi-Tier System of Supports (MTSS) Approach

What is SWPBIS?

A systems approach for establishing the social culture and behavioral supports needed for schools to be effective learning environments for all students.
2015-2016 Idaho Schools Participating in PBIS

Schools Participating in Tier 1

North
- Bryan Elementary
- Culdesac High School
- Camas High School
- Camas Middle School
- Falcon High School
- Mountain View High School

Southeast
- Idaho Falls High School
- Idaho Falls Middle School
- Idaho Falls High School
- Idaho Falls Middle School
- Idaho Falls High School
- Idaho Falls Middle School

Schools Participating in Tier 2

North
- Bryan Elementary
- Culdesac High School
- Camas High School
- Camas Middle School
- Falcon High School
- Mountain View High School

Southeast
- Idaho Falls High School
- Idaho Falls High School
- Idaho Falls High School
- Idaho Falls Middle School
- Idaho Falls High School
- Idaho Falls Middle School

Schools Participating in Tier 3

North
- Bryan Elementary
- Culdesac High School
- Camas High School
- Camas Middle School
- Falcon High School
- Mountain View High School

Southeast
- Idaho Falls High School
- Idaho Falls High School
- Idaho Falls High School
- Idaho Falls Middle School
- Idaho Falls High School
- Idaho Falls Middle School

Save the Date!!!

Upcoming SWPBIS Tier 1 Institutes

Southwest: June 5, 6, 7, & 8th – SOLD OUT
North: June 13, 14, 15, & 16th
Southeast: June 20, 21, 22, & 23rd
Southwest: June 26, 27, 28, & 29th
Working Smarter…
Not Harder

• Think about the amount of time you invest each day managing student behavior.
• **Minimally**, you want 80% of this time invested in prevention and, **no more than** 20% of your invested time in responding to (intervening on) student inappropriate behavior.

Regarding Bullying Prevention

• What do you know?
• What do you want to know?
• What are you excited about?
• What are your fears/reservations?

Why Invest in Bullying Prevention?
The Logic:
Why Invest in Bullying Prevention?

- The National School Safety Center (NSSC) called bullying the most enduring and underrated problem in U.S. schools.

(Beale, 2001)

The Logic:
Why Invest in Bullying Prevention?

“Nearly 30% of students have reported being involved in bullying as either a perpetrator or a victim.”

(Nansel et al., 2001; Swearer & Espelage, 2004)

The Logic:
Why Invest in Bullying Prevention?

“Victims and perpetrators of bullying are more likely to skip and/or drop out of school.”

(Bethel & Hoover, 2003; Neary & Joseph, 1994)
The Logic:
Why Invest in Bullying Prevention?

“84.6% of LGBT students reported being verbally harassed, 40.1% reported being physically harassed and 18.8% reported being physically assaulted at school in the past year because of their sexual orientation.”

(GLSEN, 2009)

The Logic:
Why Invest in Bullying Prevention?

“Students on the autism spectrum are more likely to be victimized than their non-disabled peers.”

(Little, 2002)

The Logic:
Why Invest in Bullying Prevention?

“Victims and perpetrators of bullying are more likely to suffer from underachievement and sub-potential performance in employment settings.”

(Carney & Merrell, 2001; NSC, 1995)
The Logic:
Why Invest in Bullying Prevention?

“Involvement in bullying is a cross-cultural phenomenon.”

(Jimerson, Swearer, Espelage, 2010)

The Logic:
Why Invest in Bullying Prevention?

“Bullying is NOT done by a small number of students who are socially and emotionally isolated. Bullying is common across socio-economic status, gender, grade, and class.”

(Bradshaw et al., 2010)

The Logic:
Why Invest in Bullying Prevention?

“Many bullying prevention programs are either ineffective, only show change in verbal behavior, or inadvertently result in increases in relational aggression and bullying.”

(Marsh et al., 2009)
To This Day

Do we want to stop a negative behavior, bullying, or do we want to promote and strengthen the positive behaviors that will ultimately create the conditions where bullying becomes incompatible with the cultural and social norms of the school?

Reframing bullying prevention is about creating the right conditions for all members of the school community to treat each other with care and respect. That is a simple and positive goal, but one that will require significant changes in how schools educate students, and it is a very different goal from the goal of just stopping bullying.

(Dillon, 2015)

Activity

• Discuss common forms of bullying and harassment we see at school:
  – Student to student
  – Student to staff members
  – Staff member to student
  – Staff member to staff member
Idaho Youth Prevention Survey 2014

Figure 6: Perceptions of school safety, by grade level

Idaho Youth Prevention Survey 2014

Figure 8: Bullying experiences, by race/ethnicity and by gender

Idaho Youth Prevention Survey 2014

Figure 10: Bullying experiences, by number of times changed school
Ask Your Students How Much They Agree with the Following Statements:

- I feel safe at my school.
- I feel that teachers at my school care about me.
- I feel that teachers at my school really try to help me succeed.
- I feel that students at my school trust and respect the teachers.
- I feel that teachers at my school are fair to all students.
- I feel that teachers at my school take bullying very seriously.

What is Bullying?

Bullying is **repeated aggression, harassment, threats, or intimidation** when one person has greater status, control, or power over the other.

Updated Definition

An act is defined as **bullying** when:

- The behavior hurts, humiliates, or harms another person physically or emotionally.
- Those targeted by the behavior have difficulty stopping the action directed at them, and struggle to defend themselves.
- There is also a real or perceived “imbalance of power,” which is described as when the student with the bullying behavior has more “power,” either physically, socially, or emotionally, such as higher social status, or is physically larger or emotionally intimidating.
- Repetitive behavior; however, bullying can occur in a single incident if that incident is either very severe or arises from a pattern of behavior.

(Pacer's National Bullying Prevention Center, 2016)
Forms of Bullying

- **Physical**: Demonstrations of aggression by pushing, kicking, hitting, gesturing, or otherwise invading the physical space of another person in an unwelcome manner or the unwanted tampering with or destruction of another person’s property.
- **Verbal**: Demonstrations of aggression through insults, teasing, cursing, threatening, or otherwise expressing unkind words toward another person.
- **Relational**: Demonstrations of aggression through rumor spreading, exclusion, rejection, and isolation to damage a person’s position and relationship within a social group.
- **Cyberbullying**: Willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices.

U.S. Department of Education’s Office of Civil Rights

Once a school knows or reasonably should know of possible student-on-student harassment, it must take immediate and appropriate action to investigate or otherwise determine what occurred. If harassment has occurred, a school must take prompt and effective steps reasonably calculated to end the harassment, eliminate any hostile environment, and prevent its recurrence. These duties are a school’s responsibility even if the misconduct also is covered by an anti-bullying policy and regardless of whether the student makes a complaint, asks the school to take action, or identifies harassment as a form of discrimination.
House Bill 246

In the Spring of 2015, the Idaho Legislature passed House Bill 246. Idaho educators are now required to:

- Ensure that information on harassment, intimidation, and bullying of students is disseminated annually to all school personnel, parents, and students
- Provide ongoing Professional Development to build skills of all school staff members
- Create district policies that include a series of graduated consequences
- Report bullying incidents to the State Department of Education...

What is your District's Policy on Bullying, Harassment, and Intimidation?

Contact Us

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