



Harassment, Intimidation and Bullying:
Prevention and Intervention
Laws and Strategies
Resource Packet
2011

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What is Harassment, Intimidation, and Bullying?

New Jersey Statutory Definition (adopted January 2011; effective September 2011)

"Harassment, intimidation or bullying" means any gesture, any written, verbal or physical act, or any electronic communication*, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function, on a school bus, or off school grounds as provided for in section 16 of P.L.2010, c.122 (C.18A:37-15.3), that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

- a. a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property;
- b. has the effect of insulting or demeaning any student or group of students; or
- c. creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

L.2002, c.83, s.2; amended 2007, c.129, s.1; 2010, c.122, s.11.

* *"Electronic communication" means a communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, or pager.*

N.J.S.A. 18A:37-14

What is Hazing?

New Jersey Statutory Definition

N.J.S.A. 2C:40-3. Hazing; aggravated hazing

a. A person is guilty of hazing, a disorderly persons offense, if, in connection with initiation of applicants to or members of a student or fraternal organization, he knowingly or recklessly organizes, promotes, facilitates or engages in any conduct, other than competitive athletic events, which places or may place another person in danger of bodily injury.

b. A person is guilty of aggravated hazing, a crime of the fourth degree, if he commits an act prohibited in subsection a. which results in serious bodily injury to another person.

N.J.S.A. 2C:40-4. Consent not available as defense to hazing

Notwithstanding any other provision of Title 2C of the New Jersey Statutes to the contrary, consent shall not be available as a defense to a prosecution under this Act.

School Climate

“School climate refers to the current quality and character of school life. It is based on people’s experiences of school and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. School climate is sometimes linked with the term “school culture,” described by Seymour Sarason, Roland Barth, and Christopher Wagner as the way schools “do things,” informed by shared history, customary practices, formal and informal traditions, celebrations, teamwork, and a psychological sense of community. “Supportive learning environments” and “conditions for learning” are also related terms.”

From “School Climate: Building Safe, Supportive and Engaging Classrooms and Schools” by Jonathan Cohen, Ph.D. & Maurice J. Elias, Ph.D. (Copyrighted 2011)

Consider the following when thinking about what contributes to school climate:

- How do you feel when you see what is on the walls?
- Are there displays of student work, pro-social slogans pasted everywhere, posters announcing upcoming community-building events?
- Are the walls devoid of student work? Is there a poster with ... rules of conduct displayed? Do these rules each begin with the word, “Don’t”?
- How are you greeted (or not) by students and adults in the hallway?
- Are students and adults helpful, interested in who you are and how to help you get where you want to go?
- Do students and staff make eye contact with you?

This “feel” you develop is indicative of the school climate.

*Based on Maine’s Best Practices in Bullying and Harassment Prevention
Maine Governor’s Children Cabinet 2006*

School Climate: Dimensions

Safety

- Rules and Norms
 - School and district rules pertaining to safety, including all aspects of HIB (harassment, intimidation, and bullying), are clearly communicated.
 - Enforcement of these rules and norms for adult intervention are clear and consistent.
- Sense of Physical Security
 - Students and adults feel safe from physical harm in the school.
- Sense of Social-Emotional Security
 - Students feel safe from emotional harm such as teasing, harassment, and exclusion.

Teaching and Learning

- Support for Learning
 - Teaching in a supportive style, including using encouragement, providing opportunities to excel, encouraging questions and independent thinking, and providing individual attention.
- Social and Civic Learning
 - Encouraging and supporting the development of skills that will enable the students to succeed in life. This can include conflict resolution, empathy, ethical decision making, and personal responsibility.

Interpersonal Relationships

- Respect for Diversity
 - Respecting individual differences in all areas, including race, culture, gender, sexual preference, etc. at every level of the school, including student-student, adult-student, adult-adult.
- Social Support—Adults
 - Caring and supportive adult-student relationships on an individual level.
- Social Support—Students
 - Students are supportive of each other's emotional and academic needs.

Institutional Environment

- School Connectedness and Engagement
 - Staff, students, and families feel a positive connection to the school and participate in many different aspects of school life.
- Physical Surroundings
 - The building, classrooms, and all physical structures are neat, clean, and appealing.
 - The staff and students have adequate resources and materials.

Staff Only Factors

- Leadership
 - A school administration that communicates a clear vision of the kind of school it wants to be and works to successfully implement that vision.
 - Administration is committed to staff development and is accessible to and supportive of its staff members.
- Professional Relationships
 - Relationships characterized by supportive attitudes and positive interactions.
 - Staff members are able to work effectively together.

From the National School Climate Center (<http://www.schoolclimate.org/climate/index.php>)

Addressing School Climate Social-Emotional and Character Development (SECD)

SECD refers to the skills, classroom and organizational structures, and curricular and program content that is important for optimizing students' potential to be caring, competent and committed individuals. Students today face the challenges of a dramatically accelerated pace of life, economic pressures on parents, and a pervasive culture of advertising, digital media, and violent problem-solving. Given these challenges, a focus on SECD is critical because it promotes successful behaviors, reduces safety and health concerns, positively affects academics, builds caring communities, prepares students to be ethical leaders, and provides resources and political capital in the community.

Current SECD efforts include:

- Character education
- Bullying and violence prevention
- Substance abuse prevention
- Counseling and related services
- Positive behavior supports
- School-wide recognition of students
- Service-learning

From the Developing Safe and Civil Schools Project (www.teachsecd.com)

Community Involvement Best Practices

Some of the benefits of a community wide approach are:

- *Increased awareness of bullying.* Children and youth report that bullying typically happens in unsupervised areas. The more adults who are watching for bullying, the better.
- *Increased attention to bullying that occurs beyond the schoolhouse door.* Bullying also occurs in the community – wherever children and youth gather.
- *Increased input and support from the community for bullying prevention programs.* The commitment of parents and community members is vital to developing and sustaining effective programs.
- *More effective bullying prevention messages since they come from many adults in a community – not only from educators and parents.*

From Bullyinginfo.org (In FindYouthInfo.gov) -
http://www.findyouthinfo.gov/spotlight_bullyingPrevention.shtml

Community wide strategies to stop bullying

1. Involve youth, parents, professionals, and volunteers in promoting bullying prevention

- Engage a diverse group of parents, youth, and caring adults to explore residents' perceptions of the problem and their suggested solutions..
- Involve youth at every stage in planning, implementing, and evaluating bullying prevention efforts. That is the best way to tap into their world and know what will work.
- Seek out the knowledge and resources that exist within your community. Engage interested partners from a variety of sources: educators and school counselors, medical and mental health professionals, child development and family centers, social service agencies, local police and law enforcement, neighborhood associations, high school students, colleges and universities, service organizations, faith-based organizations, volunteer groups, and businesses and business-related organizations.
- Consider contacting local chapters, members, and staff of the national associations and service organizations who are Stop Bullying Now! Campaign Partners (see Campaign Web site). These campaign members can help to spread the message and promote community based coalitions.

2. Assess strengths and needs in the community

- Study the problem locally to make informed decisions on prevention and intervention strategies.
 - To coordinate the “right mix” of bullying intervention and prevention, assess the nature and extent of bullying in your community.
 - Identify who is most affected by bullying, the types of bullying that are most prevalent, where bullying occurs, and how responsive children, youth, and adults are to bullying that they observe.
- Assess what is being done in the community to address bullying.
- Consider assessing community and school needs using opinion surveys, interviews, focus groups, and open forums (i.e., convene meetings with community leaders, businesses, parent-teacher associations, and faith-based institutions).

3. Raise community awareness

Bullying is a complex problem that is often misunderstood. Do not expect the entire community to be well-informed. Some believe the myth that bullying is a normal part of growing up. It is critical to raise community awareness about bullying and dispel common myths.

The Health Resources and Services Administration's (HRSA) National Bullying Prevention Campaign provides information and dynamic, multimedia resources to bring attention to the impact of bullying on young peoples' lives, “what works” in bullying prevention, and how to reinforce the Campaign's message to “Take a Stand. Lend a Hand. Stop Bullying Now!” Everything needed to create a local media campaign is easily accessible and online in the Communications Kit at www.stopbullyingnow.hrsa.gov.

- Distribute printed materials. Reprint brochures and fact sheets; create newsletters; and add the Stop Bullying Now! logo to locally developed materials and distribute them throughout the community.
- Encourage local radio stations, TV broadcasters, and newspapers to release the Campaign's public service announcements during prime viewing times.
- Introduce tweens, 9- through 13-year-old youth, to the Campaign in schools, after-school programs, and community groups. Inform students about the Web site where they can learn about bullying in games, polls, and webisodes (animated comics), and give their ideas and reactions to real-life tales of bullying.

4. Develop a comprehensive community strategy to address bullying

- Use the assessment results to define bullying, set goals, describe how the schools and the community will prevent bullying, and respond to bullying incidents.
- Advocate for appropriate anti-bullying and harassment policies in schools and other institutions.
- Continually assess the effectiveness of community efforts.

References and Resources

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From Health Resources Services Administration “Stop Bullying Now” -
<http://www.stopbullyingnow.hrsa.gov/adults/tip-sheets/tip-sheet-25.aspx>

Bullying in Practice

Types of Bullying

Direct Bullying

- Hitting, kicking, shoving, spitting
- Taunting, teasing, slurs, verbal harassment
- Threatening, obscene gestures

Indirect Bullying

- Getting another person to bully someone for you
- Spreading rumors
- Deliberately excluding someone from a group or activity
- Cyber-bullying

*Health Resources and Services Administration, "Stop Bullying Now!" Campaign
(www.stopbullyingnow.hrsa.gov)*

Bullying differs from conflict primarily because "conflict involves antagonism among two or more people. Whereas any two people can have a conflict (or a disagreement or a fight), bullying occurs where there is a power imbalance, where one child has a hard time defending himself or herself."

*Health Resources and Services Administration, "Stop Bullying Now!" Campaign
(www.stopbullyingnow.hrsa.gov)*

Cyber-bullying, also known as electronic bullying or online social cruelty, is defined as bullying:

- through email
- through instant messaging
- in a chat room
- on a website or gaming site
- through digital messages or images sent to a cellular phone

Kowalski, R., Limber, S. & Agatston, P (2007). Cyber Bullying: Bullying in the Digital Age. Malden, MA. Blackwell Publishers. - <http://www.cyberbullyhelp.com/>

Unique Characteristics of Cyberbullying

Anonymity

A student who bullies through traditional means can be easily identified and potentially avoided. Someone who cyber bullies is often anonymous and his or her target is often left wondering who the perpetrator is, which can cause a good deal of stress. Our own research on middle school students revealed that about half of those who had been cyber bullied did not know who had bullied them.

Disinhibition

The anonymity afforded by the Internet can lead children to engage in behaviors online that they might not engage in face-to-face.

Accessibility

Most children who use traditional ways of bullying terrorize their victims at school, on the school bus, or walking to and from school. Although bullying also may happen elsewhere in the community, there usually is a standard period of time in a school day during which children who bully have access to their victims. However, children who cyber bully can wreak havoc any time of the day or night.

Punitive fears

Victims of cyber bullying often do not report their experiences to adults because of fear of retribution from their tormentors and fear that their computer or phone privileges will be taken away. That is, often, adults' responses to cyber bullying are to remove the technology from a victim which in the victim's eyes can be seen as punishment.

Ambiguous bystander roles

Most episodes of traditional bullying occur in the presence of other people who assume the role of bystanders and witnesses. The phenomenon of being a bystander in the cyber world may be quite different from witnessing bullying firsthand because bystanders may see the harmful material on a Web site or in a message but not witness face-to-face confrontation.

*Adapted from "Susan Limber Discusses Bullying in The Digital Age,"
The Challenge, A Publication of the OSDFS, Volume 16 No. 1*

Hazing, In Practice (non-statutory or regulatory)

This definition of hazing is a compilation of elements used by New Jersey (*N.J.S.A.* 2C:40-3 and 4), Vermont (16 *V.S.A.* §§140a - d), and Texas (§§ 37.151 to 37.157 and 51.936) laws in defining hazing:

“Hazing” is any act committed by a person, whether individually or in concert with others, against a student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with an educational institution (Vermont), or be a part of any group whose members are primarily students (Texas), and which is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating or demeaning the student or endangering the mental or physical health of a student. Hazing also includes soliciting, directing, aiding, or otherwise participating actively or passively in the above acts. (Vermont) Hazing is considered to occur even if the target of the act consents or acquiesces to the hazing behavior. (New Jersey and Texas) Hazing does not include any activity or conduct that furthers legitimate curricular, extracurricular, or military training program goals, provided that:

- (1) the goals are approved by the educational institution; and
- (2) the activity or conduct furthers the goals in a manner that is appropriate, contemplated by the educational institution, and normal and customary for similar programs at other educational institutions. (Vermont)

Hazing is related to HIB

Hazing, like harassment, intimidation, and bullying (HIB), is a behavior that is inconsistent with the development and promotion of a positive school climate. New Jersey schools might consider addressing hazing on school grounds, at school-sponsored functions, and on school buses as part of their codes of student conduct. School districts may also wish to consider addressing hazing behavior that occurs away from school grounds, consistent with the provisions of *N.J.A.C.* 6A:16-7.6 – Conduct Away from School Grounds.

EXAMPLES OF CONSEQUENCES AND REMEDIAL MEASURES FOR INDIVIDUALS COMMITTING HIB ACTS, SUPPORT FOR VICTIMS OF HIB, AND CORRECTIVE ACTIONS FOR SYSTEMIC HIB PROBLEMS

The HIB statute (*N.J.S.A. 18A:37-13 et seq.*) requires district officials to implement a *range of responses* to HIB incidents. The responses must include *remedial actions* provided for and *consequences* imposed on a student or for a staff member who commits an act of HIB. The overall school climate and school culture and the individual and institutional factors that contribute to climate and culture might overtly or inadvertently support HIB behavior; these factors *always* should be considered in the response to an act of HIB. Guidance for and examples of consequences, remedial measures, victim support and corrective actions for systemic HIB concerns are provided below.

GENERAL COMMENTS ON RANGE OF RESPONSES TO HIB

Some HIB acts may be isolated incidents requiring school officials to respond to the individuals committing the acts and provide support for the victims, consistent with the school board-approved code of student conduct and *N.J.A.C. 6A:16-7*. Other acts may be so serious or parts of a larger pattern of HIB that they require a response either at the classroom, school building or school district levels or by law enforcement officials. Districts are encouraged to set the range of responses, including individual, classroom, school or district responses to student offenders, as appropriate, such as the following:

- *Individual responses* can include consistent and appropriate positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) intended to remediate the problem behaviors.
- *Classroom responses* can include class discussions about an incident of HIB, role plays, research projects, observing and discussing audio-visual materials or books on these subjects and skill-building lessons in courtesy, tolerance, assertiveness and conflict-management; consequences, including logical or natural consequences (e.g., restitution, restoration, community service) or punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion). Since HIB is not a conflict, but is a power imbalance, peer mediation should be avoided in HIB cases to prevent further victimization and to avoid placing the victim in further jeopardy by the alleged offender(s) or his or her followers.
- *School responses* can include theme days, learning station programs, “acts of kindness” programs or awards, use of student survey data to plan prevention and intervention programs and activities, social norms campaigns, posters, public service announcements, parent programs and the dissemination of information to students and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices, and HIB prevention curricula or campaigns.
- *District-wide responses* can include adoption of school-wide programs (e.g., school-climate improvement), community involvement in policy review and development, professional development programs, adoption of curricula, coordination with community-based organizations (e.g., mental health, health services, health facilities, law enforcement, faith-based) and HIB prevention campaigns.

Memorandum of Agreement - The required *Memorandum of Agreement Between Education and Law Enforcement Officials*, per *N.J.A.C. 6A:16-6.2(b)13*

(<http://www.state.nj.us/education/schools/security/regs/agree.pdf>), defines the conditions under which school officials are required to report suspected bias crimes or bias-related acts to law enforcement authorities. Since some acts of HIB may be bias-related acts and potentially bias crimes, school officials *must report* to law enforcement officials either serious acts or those which may be part of a larger pattern. Additionally, all incidents of HIB, including related offender and victim information, must be

reported on the NJDOE's Electronic Violence and Vandalism Reporting System, pursuant to *N.J.S.A.* 18A:17-46 and *N.J.A.C.* 6A:16-5.3.

Unsafe School Choice Option Policy - Any student who is a victim of a violent criminal offense, as determined by the criteria in the federally mandated Unsafe School Choice Option policy (<http://www.state.nj.us/education/grants/nclb/policy/unsafe.htm>), must be allowed to attend a safe school within the district, if there is a school in the district with the same grade level.

REMEDIAL MEASURES

Remedial measures for a student or a staff member who commit an act of HIB must be designed to correct the problem behavior and prevent another occurrence of the problem. The remedial measures for students and staff may include, but are not limited to, the examples listed below:

Examples of Remedial Measures for Students

- Restitution and restoration;
- Peer support group;
- Recommendations of a student behavior or ethics council;
- Corrective instruction or other relevant learning or service experience;
- Supportive student interventions, including participation of the Intervention and Referral Services Team, pursuant to *N.J.A.C.* 6A:16-8;
- Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;
- Behavioral management plan, with benchmarks that are closely monitored;
- Assignment of leadership responsibilities (e.g., hallway or bus monitor);
- Involvement of school "disciplinarian;"
- Student counseling;
- Parent conferences;
- Short-term counseling;
- Participation in life skills groups;
- Student treatment or therapy; and
- Restitution and restoration.

Examples of Remedial Measures for Staff

- Mediation;
- Corrective instruction or other relevant learning or service experience;
- Behavioral management plan, with benchmarks that are closely monitored;
- Counseling; and
- Treatment or therapy.

CONSEQUENCES

Consequences for a student who commits an act of HIB must be varied and graduated according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance, and must be consistent with the district board of education's approved code of student conduct, pursuant to *N.J.A.C. 6A:16-7.1*, Code of student conduct (CSC). Consequences for a student who commits one or more acts of HIB may range from *positive* behavioral interventions up to and including suspension or expulsion of students, as set forth in the CSC, including those identified below. Examples of consequences for a staff member who commits an act of HIB also are provided below.

Examples of Consequences for Students

- Temporary removal from the classroom;
- Deprivation of privileges;
- Classroom or administrative detention;
- Referral to disciplinarian;
- In-school suspension during the school week or the weekend;
- After-school programs;
- Out-of-school suspension (short-term or long-term);
- Legal action;
- Expulsion; and
- Admonishment.

Examples of Consequences for Staff

- Letter of reprimand;
- Probation;
- Salary freeze;
- Temporary removal from duties;
- Legal action; and
- Termination.

SUPPORT FOR VICTIMS OF HIB

It is not sufficient to only impose consequences and to implement strategies for remediating the behavior of students or staff who commit acts of HIB. *Support* should be provided for the *victims* of HIB. Districts should identify a range of strategies and resources that will be available to individual victims of HIB and should respond in a manner that provides relief to victims and does not stigmatize victims or further their sense of persecution. The type, diversity, location and degree of support are directly related to the student's perception of safety. Sufficient safety measures should be undertaken to ensure the victims' physical and social-emotional well-being and their ability to learn in a safe, disciplined educational environment. Some examples are provided below:

Examples of Support for Student Victims of HIB

- Counseling;
- Teacher aides;
- Hallway and playground monitors;

- Seating changes;
- Schedule changes;
- School transfers;
- Before- and after-school supervision;
- School transportation supervision;
- Treatment or therapy and
- Counseling.

Examples of Support for Staff Victims of HIB

- Furlough or other leave;
- Schedule or assignment changes;
- School transfers; and
- Treatment or therapy.

SYSTEMIC HIB MEASURES

Corrective actions should be taken to address documented systemic problems related to HIB, such as when there is an ongoing, unresolved HIB complaint; when there are concerns with patterns of HIB complaints; or when concerns of systemic HIB issues have been raised as a result of an investigation or as documented in a complaint (e.g., school officials not fulfilling their responsibilities regarding HIB laws and regulations). Institutional (i.e., classroom, school building, school district) responses typically will include a combination of strategies, which could include the following:

Examples of Environmental/Systemic (Classroom, School Building or School District) Measures

- Analysis of existing data to identify HIB issues and concerns;
- Use of findings from school surveys (e.g., school climate surveys) administered to students, parents and staff and community surveys for identifying HIB issues and the conditions contributing to HIB;
- Focus groups;
- Mailings (e.g., postal, e-mail);
- Cable access television;
- School culture change;
- School climate improvement;
- Adoption of evidence-based HIB prevention practices and programs;
- Training for all certificated and non-certificated staff;
- Professional development plans for involved staff;
- Participation of parents and other community members and organizations (e.g., parent-teacher organizations) in the educational program and in problem solving HIB issues;
- Formation of professional learning communities to address HIB problems;
- Small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions;
- School policy and procedures revisions;

- Modifications of schedules;
- Adjustments in hallway traffic;
- Examination and adoption of educational practices for actively engaging students in the learning process and in bonding students to pro-social institutions and people;
- Modifications in student routes or patterns traveling to and from school;
- Supervision of student victims before and after school, including school transportation;
- Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
- Targeted use of teacher aides;
- Disciplinary action for school staff who contributed to the problem, including dismissal;
- Supportive institutional interventions, including participation of the Intervention and Referral Services team, pursuant to *N.J.A.C. 6A:16-8*;
- Parent conferences;
- Family counseling;
- Development of a general bullying response plan;
- Participation of the entire student body in problem-solving HIB issues;
- Recommendations of a student behavior or ethics council;
- Peer support groups;
- School transfers; and
- Involvement of law enforcement officers, including school resource officers and juvenile officers.

Assessment

Sample Surveys on Bullying, School Climate, and Related Measures

<i>School Climate Surveys</i>	<i>Description</i>	<i>Availability</i>
School Climate Bullying Survey (SCBS) (Cornell & Sheras, 2003)	<p>The School Climate Bullying Survey (Cornell & Sheras, 2003) is a self-report survey used to measure attitudes and behaviors associated with school bullying. It has three school climate scales: Prevalence of Teasing and Bullying, Aggressive Attitudes, and Willingness to Seek Help. It measures the level of bullying and teasing at school as well as other key features of school climate, such as how willing students are to seek help for a threat of violence. These scales are reliable across gender and age groups, and are predictive of several indicators of school disorder. The SCBS was designed to assess the nature and prevalence of bullying at school and to measure specific aspects of school climate that could guide bullying prevention efforts.</p> <p>from Validity of Three School Climate Scales to Assess Bullying, Aggressive Attitudes, and Help Seeking School Psychology Review, Sep 2009 by Bandyopadhyay, Sharmila, Cornell, Dewey G, Konold, Timothy R</p>	<p>To acquire, contact the Virginia Youth Violence Project at: edh-yyp@cms.mail.virginia.edu</p>

School Climate Surveys	Description	Availability
<p>Peer-Preferred Social Behavior subscale of the Walker-McConnell Scale of Social Competence and School Adjustment (Walker & McConnel, 1995)</p>	<p>Focuses on assessing peer-preferred social competencies. Contains positively worded items that reflect adaptive social-behavioral competencies within the school environment. It is highly relevant for assessing social skills in educational settings.</p> <p>Elementary version grades K-6</p> <p>Adolescent version grades 7-12</p> <p>From: Assessment of Children’s Social Skills: Recent Developments, best Practices, and New Directions, by Kenneth W. Merrell, in EXCEPTIONALITY, 9(1&2), 3–18</p>	<p>Can be acquired at:</p> <p>http://www.goodreads.com/</p>
<p>The Student Experience Survey: what school is like for me (Frey, et. al., 2005)</p>	<p>The Student Experience Survey (Attitude Scales) is a 21-item instrument for third-through sixth- grade students designed to assess perceptions and attitudes related to bullying. Students are asked about perceptions of bullying or aggressive behavior, assertiveness skills, and their own and adults’ responsiveness to bullying. The survey can be used as a pre/post measure to evaluate effects of the Steps to Respect program. The survey is administered in classrooms and takes 15–20 minutes to complete.</p> <p>from http://www.cfchildren.org/media/files/STR%20Student%20Experience%20Survey.pdf</p>	<p>http://www.cfchildren.org/media/files/STR%20Student%20Experience%20Survey.pdf</p>

School Climate Surveys	Description	Availability
Peer Relations Questionnaire (PRQ; Rigby and Slee, 1993) and the Peer Relations Assessment Questionnaire (PRAQ; Rigby, 1997)	<p>PRQ: This was devised by Drs Rigby and Slee in 1993. It is a comprehensive research questionnaire suitable for students aged 8 to 18 years, takes approximately 30 minutes to complete, and focuses mainly on bullying. Because of its length and complexity, computer based analyses are needed to obtain comprehensive results.</p> <p>PRAQ: These questionnaires are shorter and of more practical value for schools wishing to examine the nature of students' peer relations in their school. The package includes questionnaires for students, teachers and parents. from www.kenrigby.net/</p>	<p>http://www.kenrigby.net/ Click on: <u>Useful questionnaires</u> on left side of page Click on the underlined link in the paragraph that comes up Determine which form is appropriate for your school Contact Dr Rigby to obtain this form at 08 83021371 or email ken.rigby@unisa.edu.au</p> <p>Short version at: http://www.kenrigby.net/prq-child.pdf</p>
Bully/Victim Questionnaire (BVQ; Olweus, 1986, 1996)	<p>The Revised Olweus Bully/Victim Questionnaire is filled out anonymously by students in a classroom. It consists of 40 questions for the measurement of bully/victim problems such as, exposure to various physical, verbal, indirect, racial, or sexual forms of bullying/harassment, various forms of bullying other students, where the bullying occurs, pro-bully and pro-victim attitudes, and the extent to which the social environment (teachers, peers, parents) is informed about and reacts to the bullying. Age range- 8-16 yrs Grade range- 3rd-10th from http://vinst.umdj.edu/VAID/TestReport.asp?Code=ROBVQ</p>	<p>To acquire questionnaire, contact Dr. Dan Olweus at dan.olweus@psych.uib.no</p>

School Climate Surveys	Description	Availability
<p>Bullying-Behaviour Scale (Austin and Joseph, 1996)</p>	<p>The BBC consists of six forced-choice items, three representations of negative physical actions and three depictions of negative verbal actions. Internal consistency reliability of the BBC was satisfactory, and boys were found to score higher than girls on this measure, suggesting that analyses should be conducted separately for boys and girls. This instrument does not measure relational victimization, which is a weakness of the measure. However, we believe that the Social Acceptance subscale of the SPPC can indirectly assess this domain. No validity data are reported for the BBC. Hence, further research is necessary, particularly in regard to this instrument's concurrent validity with self, peer, and teacher reports.</p> <p>From: Assessment of bullying: a review of methods and instruments.(Assessment & Diagnosis), Journal of Counseling and Development.</p>	<p>To acquire scale, contact Dr. Stephen Joseph at: Phone: +44 0 2476 528182 S.Joseph@warwick.ac.uk</p>
<p>Peer Nomination Instrument (Crick & Grotpeter, 1995)</p>	<p>The Peer Nomination Instrument assesses relational and overt aggression and has been used to identify aggressive children in the classroom. The instrument consists of 19 items, including four subscales designed to assess social behavior. Children are given a class roster and must select up to three classmates who fit the description in each item, such as, "children who say mean things to other kids," or "children who say and do nice things for others." Items assess relational aggression, overt aggression, prosocial behavior and isolation. Ages 9 -12 Grades 3-6</p> <p>From: The Violence Institute of New Jersey at UMDNJ, Searchable Inventory of Instruments Assessing Violent Behavior and Related Constructs in Children and Adolescents</p>	<p>To acquire instrument, contact Dr. Nicki R. Crick, at (612) 624-3347 or email crick001@umn.edu</p>

School Climate Surveys	Description	Availability
Aggressive Behavior – Teacher Checklist (Dodge & Coie, 1987)	The Aggressive Behavior - Teacher Checklist consists of 6 statements which measure a child's aggressive behavior, i.e., using physical force and/or threatening others. Teachers are instructed to mark the response that best applies to a particular child. Ages 6-12 Grades 1-6 From: The Violence Institute of New Jersey at UMDNJ, Searchable Inventory of Instruments Assessing Violent Behavior and Related Constructs in Children and Adolescents	To acquire checklist, contact Dr. Kenneth A. Dodge at 919-613-7319 or email dodge@duke.edu
The Comprehensive School Climate Inventory (CSCI)	The CSCI measures twelve essential dimensions of a healthy school climate in four broad categories: safety, teaching and learning, interpersonal relationships, and the institutional environment as well as two distinct dimensions for personnel only. from http://www.schoolclimate.org/programs/csci.php	http://www.schoolclimate.org/programs/csci-cost.php

Building Assessment Tools on Bullying, School Climate, and Related Measures

The Centers for Disease Control and Prevention: Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools
http://www.stopbullying.gov/community/tip_sheets/assessment_tools.pdf

Institute of Education Sciences: Measuring Student Engagement In Upper Elementary Through High School: A Description of 21 Instruments (IES National Center for Education Evaluation and Regional Assistance)
http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2011098_sum.pdf

The Centers for Disease Control and Prevention: Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools
<http://www.cdc.gov/ncipc/pub-res/measure.htm>

Institute of Education Sciences: Surveys Conducted by the National Center for Education Statistics, including the Crime and Safety Survey, Schools and Staffing Survey, and several longitudinal education surveys
<http://nces.ed.gov/surveys/SurveyGroups.asp?group=1>

Utilizing Evidence-Based Practices

Effective strategies to prevent and respond to bullying

Though research on preventing and intervening with bullying is developing, it is apparent that efforts to improve school climate, promote positive youth development, and encourage positive interactions among students and staff can significantly reduce bullying. Creating human connections — a sense of belonging and acceptance at home, among peers, in classrooms, and in other contexts — is a critical element of this approach.

Effective programs require strong administrative leadership and ongoing commitment on the part of the adults in the school system. Programs that research findings indicate have the most promise are comprehensive in approach - involving the entire school community, including families, and can take the forms of school-wide interventions, classroom activities, and individual interventions.

There are many school-based bullying prevention programs. Although they vary in size and scope, the most promising programs incorporate the following characteristics:

- Efforts begin early and continue throughout the children's education. Effective bullying prevention programs should have no "end date," but should become part of the life of the school.
- A focus on creating a school-wide environment or climate that builds connection and caring among students, among staff, and between students and staff, and discourages bullying and aggression.
- Surveys of students to assess the nature and extent of bullying behavior and attitudes toward bullying.
- Training to prepare staff to recognize and respond to bullying.
- Ongoing staff development to sustain bullying prevention programs.
- Review and enhancement of the school's conduct code related to bullying behavior.
- Development of consistent rules against bullying.
- Classroom activities to discuss issues related to bullying and to learn strategies for reporting and responding to bullying.
- Integration of bullying prevention themes in all areas of the curriculum.
- Individual and group work with children who have been bullied.
- Individual work with children who have bullied their peers.
- Involvement of parents in bullying prevention and intervention activities.
- Use of teacher or staff groups to increase staff knowledge and motivation related to ending bullying.

A systematic review of 44 school-based bullying prevention programs indicates that, on average, anti-bullying programs reduce bullying perpetration by 20-23% and victimization by 17-20% (Farrington & Ttofi, 2010). The duration (number of days) and intensity (number of hours) of a program are significantly related to the reduction of bullying and victimization. Bullying prevention programs that focused on older youth (ages 11-14) were more effective than those focused on younger children (ages 6-10).

Across interventions, the review found that the most important program elements associated with a decrease in both bullying perpetration and victimization were:

- Holding parent training and meetings;
- Using disciplinary methods to provide consequences to bullies; and
- Promoting cooperation among different professionals (usually among teachers and some other professional groups) in working with bullies and victims.

The review also found that the most important program elements associated with a decrease in bullying perpetration (but not victimization) were:

- Improving playground supervision;
- Using classroom management techniques to detect and deal with bullying;
- Training teachers;
- Using classroom rules against bullying that students were expected to follow;
- Having a “whole school” anti-bullying policy;
- Holding school assemblies; and
- Providing information for parents.

References:

Farrington, D. P., & Ttofi, M. M. (2010). *School-based programs to reduce bullying and victimization*. Submitted to the U.S. Department of Justice for publication. Retrieved from <http://www.ncjrs.gov/pdffiles1/nij/grants/229377.pdf> (PDF, 144 Pages)

Melton, G. B., Limber, S., Flerx, V., Cunningham, P., Osgood, D. W., Chambers, J., Henggler, S., & Nation, M. (1998). *Violence among rural youth: Final report*. Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

From Bullyinginfo.org (at Find Youth Info) - http://www.findyouthinfo.gov/topic_bullying_effectiveStrategies.shtml#references

Bullying: Evidence-based Programs

The following programs related to bullying are from the [Evidence-Based Program Directory](#) on FindYouthInfo.gov.

Level	Program Name	Description	Age Range
2	Olweus Bullying Prevention Program	The Olweus Bullying Prevention Program is a universal intervention developed to promote the reduction and prevention of bullying behavior and victimization problems. The program is based on an ecological model, intervening with a child's environment on many levels: the individual children who are bullying and being bullied, the families, the teachers and students within the classroom, the school as a whole, and the community. The main arena for the program is the school, and school staff have the primary responsibility for introducing and implementing the program. Schools are provided ongoing support by project staff.	6-14
2	Second Step®: A Violence Prevention Curriculum	Second Step®: A Violence Prevention Curriculum is designed to reduce impulsive and aggressive behavior in children by increasing their social competency skills. The program is composed of three grade-specific curricula: preschool/kindergarten (Pre/K), elementary school (grades 1–5), and middle school (grades 6–8). The curricula are designed for teachers and other youth service providers to present in a classroom or other group setting. A parent education component, "A Family Guide to Second Step®" for Pre/K through grade 5, is also available.	4-14
2	Steps to Respect®: A Bullying Prevention Program	Steps to Respect®: A Bullying Prevention Program is a research-based, comprehensive bullying prevention program developed for grades 3 through 6 by Committee for Children, a nonprofit organization dedicated to improving children's lives through effective social and emotional learning programs. The program is designed to decrease school bullying problems by 1) increasing staff awareness and responsiveness, 2) fostering socially responsible beliefs, and 3) teaching social–emotional skills to counter bullying and promote healthy relationships. Thus the program also aims to promote skills (e.g., group joining, conflict resolution) associated with general social competence.	8-12

From [Bullyinginfo.org](http://www.findyouthinfo.org) (at Find Youth Info) -
http://www.findyouthinfo.gov/topic_bullying_programs.shtml

Resources for Information About Evidence-Based Programs

1-Rutgers Safe and Drug-Free Research-Based Program Matrix
<http://sdfsc.rutgers.edu/page/program/>

2-Blueprints for Violence Prevention
<http://ibs.colorado.edu/cspv/blueprintsquery/>

3-National Registry of Evidence-based Programs (NREPP)
<http://www.nrepp.samhsa.gov/find.asp>

4-Office of Juvenile Justice and Delinquency Prevention (OJJDP)
http://www.dsgonline.com/mpg2.5/mpg_index.htm

5-United States Department of Education: Safe and Drug Free Schools
<http://www.ed.gov/admins/lead/safety/exemplary01/panel.html>

6-National Institute of Drug Abuse (NIDA)
<http://www.drugabuse.gov/pdf/prevention/RedBook.pdf>

7-Communities That Care
<http://ncadi.samhsa.gov/features/ctc/resources.aspx>

8-Find Youth Info
<http://www.findyouthinfo.gov>

9-Collaborative for Academic, Social, and Emotional Learning
http://www.casel.org/downloads/Safe%20and%20Sound/1A_Safe_&_Sound.pdf

Preventing and Responding to Bullying: What Not to Do

In recent years, increasing numbers of educators, health professionals, parents, and other adults who interact with children and youth have come to understand the seriousness of bullying. Bullying among children is aggressive behavior that is intentional and involves an imbalance of power and strength. Many proven and promising prevention and intervention strategies have been developed. Unfortunately, some misdirected intervention and prevention strategies have also been developed.

- Many schools and school districts have adopted "zero tolerance," "student exclusion" or "three strikes and you're out" policies towards bullying, in which children who bully others are suspended or expelled from school. Although suspension and expulsion of students may be necessary to maintain safety in a very small number of cases, these practices are not recommended as a broad-based bullying prevention or intervention practice for the following reasons:
 - These policies affect a large number of students. Recent surveys of elementary and middle school students indicate that approximately one in five students admit to bullying their peers periodically (Melton et al., 1998). Even if policies are limited to physical bullying, the numbers of affected children are significant.
 - Threats of severe punishments, such as suspension or expulsion, may actually discourage children and adults from reporting bullying that they observe.
 - Bullying can be an early marker of other problem behaviors. Children who frequently bully their peers are at risk of engaging in other problem behaviors such as truancy, fighting, theft, and vandalism. Children who bully are in need of positive, pro-social role models, including adults and students in their school.
 - Research has demonstrated that school suspension and expulsion appear to be effective only in removing troublesome students from school (Skiba, 2000). In fact, the most well-documented long-term outcomes of these discipline methods appear to be further suspension and eventually school dropout (Ekstrom, 1986), rather than a positive change in behavior.
- Conflict resolution and peer mediation are common strategies for dealing with conflicts among students. Many schools also use peer mediation and conflict resolution to address bullying problems, but this is not recommended for the following reasons:
 - Bullying is a form of victimization, not conflict.
 - Mediation may further victimize a child who has been bullied. It may be very upsetting for a child who has been bullied to face his or her tormenter in mediation.
 - Mediating a bullying incident may send inappropriate messages to the students who are involved (e.g., "You are both partly right and partly wrong," or "We need to work out this conflict between you."). The appropriate message to the child who is bullied should be, "No one deserves to be bullied, and we are going to do everything we can to stop it." The message for children who bully should be, "Your behavior is inappropriate and must be stopped."
 - There is no evidence to indicate that conflict resolution or peer mediation is effective in stopping bullying.

- Group therapeutic treatment for children who bully, including anger management, skill building, and seeking ways to build the self-esteem of bullies, may be well-intentioned, but is often counterproductive.
 - Students' behavior may further deteriorate, as group members tend to serve as role models and reinforcers for each others' antisocial and bullying behavior.
 - Research has shown that in reality, “pure” bullies (rather than “bully-victims”) do not suffer from poor self-esteem, but tend to regard themselves as reacting appropriately (Johnson and Lewis, 1999). Studies have also shown that bullies are psychologically strong, enjoy high social standing among their classmates, and may use harassment to enhance their social status (Juvonen, Graham and Schuster, 2003).
- Often, school administrators and their staff adopt a short-term, piecemeal approach to bullying prevention. Bullying may be the topic of a staff in-service training, a PTA meeting, a school-wide assembly, or lessons taught by individual teachers. Although each of these efforts may represent important initial steps in the adoption of a comprehensive, long-term bullying prevention strategy, they likely will do little to significantly reduce bullying problems if implemented in a piecemeal way. To reduce the prevalence of bullying change is needed in the climate and culture of the school and in the expectations for student behavior.

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From Bullyinginfo.org (at Find Youth Info) -
http://www.findyouthinfo.gov/topic_bullying_whatNotToDo.shtml#references

Roles in HIB Incidents

What do we know about bullies?

Characteristics of Children Who Bully

Children who bully their peers regularly (i.e., those who admit to bullying more than occasionally) tend to:

- Be impulsive, hot-headed, dominant;
- Be easily frustrated;
- Lack empathy;
- Have difficulty following rules; and
- View violence in a positive way.

Children who bully are more likely than their peers to:

- Get into frequent fights;
- Be injured in a fight;
- Vandalize property,
- Steal property;
- Drink alcohol;
- Smoke;
- Be truant from school;
- Drop out of school; and
- Carry a weapon (Nansel et al., 2001, 2003; Olweus, 1993).

Youth who bully others are at increased risk for:

- Engaging in serious violence later in adolescence (Sourander et al., 2007);
- Short-term and long-term adjustment difficulties, including academic problems and psychological difficulties (Swearer, Espelage, Vaillancourt, & Hymel, 2010);
- Dropping out of school (Moilanen & Almavist, 2007); and
- Social relationship problems, including behaving aggressively toward their romantic partners (Connolly, Pepler, Craig, & Taradash, 2000).

By self-report, boys are more likely than girls to bully others (Nansel et al., 2001; Banks, 1997). Girls are more likely to bully each other using social exclusion (Olweus, 2002).

Risk and Protective Factors for Bullying

Some of the individual risk factors associated with a higher likelihood of bullying include:

- High levels of anger (Bosworth, Espelage, & Simon, 1999);
- Substance use (Haynie et al., 2001);
- Maltreatment by caregivers (Shields & Cicchetti, 2001);
- Harsh parenting (Karcher, 2002);
- Social norms accepting aggression (Bently & Li, 1995); and
- Low school attachment (Catalano, Haggerty, Oesterle, Fleming, & Hawkins, 2004).

Children who bully are more likely than their non-bullying peers to live in homes where there is:

- A lack of warmth and involvement on the part of parents;
- Overly permissive parenting (including a lack of limits for children's behavior);
- A lack of supervision by parents;
- Harsh physical discipline; and
- A model for bullying behavior.

Children and youth who bully are more likely to have friends who bully and who have positive attitudes toward violence.

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From *BullyingInfo.org* (in *FindYouthInfo.gov*) -
http://www.findyouthinfo.gov/topic_bullying_whatDoWeKnow1.shtml

What do we know about children and youth who are bullied?

Children who are bullied are more likely than their peers to:

- Be depressed, lonely, and anxious;
- Have low self-esteem;
- Feel unwell;
- Have more migraine headaches; and
- Think about suicide (see Limber, 2002, for summary).

Victimized youth are at increased risk for:

- Mental health problems (e.g., social withdrawal, depression, anxiety);
- Psychosomatic complaints (e.g., headaches, stomach aches);
- Feelings of unhappiness at school; and
- Academic problems (Arseneault et al., 2006; Gini & Pozzoli, 2009).

Some of the factors associated with a higher likelihood of victimization include:

- Friendship difficulties and social isolation (Goldbaum et al., 2003; Spriggs, Iannotti, Nansel, & Haynie, 2007; Wang, Iannotti, & Nansel, 2008);
- Loneliness (Nansel et al., 2001);
- Maltreatment by caregivers (Shields & Cicchetti, 2001);
- Harsh parenting (Baldry & Farrington, 2005); and
- Low school attachment (Catalano et al., 2004).

It is not entirely clear whether the connections among bullying, victimization, and psychosocial difficulties reflect causes, consequences, or merely concomitant correlates of bullying and/or victimization (Swearer, Espelage, Vaillancourt, & Hymel, 2010).

Gender, Disability, and Sexual Orientation, and Race/Ethnicity

- Girls frequently report being bullied by both boys and girls, but boys report that they are most often bullied only by other boys (Melton et al., 1998; Olweus, 1993).
- Verbal bullying is the most frequent form of bullying experienced by both boys and girls. Boys are more likely to be physically bullied by their peers (Olweus, 1993; Nansel et al., 2001). Girls are more likely to report being targets of rumor spreading and sexual comments (Nansel et al., 2001).
- Little research has focused specifically on students with learning disabilities (LD), but the literature suggests that students with LD are at a greater risk for being teased and physically bullied (Mishna, 2003; Flynt & Morton, 2004).
- Research has shown that children with Attention Deficit Hyperactivity Disorder (ADHD), children with medical conditions that affect their appearances (e.g., cerebral palsy,

muscular dystrophy and spina bifida), and children with any type of palsy are more likely to be victims of bullying.

- The stigma and hostilities youth experience from anti-LGBT (Lesbian, Gay, Bisexual, and Transgender) bullying makes them prone to risky behaviors, such as skipping school, smoking, alcohol and drug use, and sexual risk taking. These same risks exist for heterosexual youth perceived to be lesbian or gay as for non-heterosexual youth who keep their sexual orientation hidden (Bontempo & D’Augelli, 2002; Pilkington & D’Augelli, 1995; Savin-Williams, 1994).
- Lesbian and gay youth who openly admit to their same-sex orientations are at a higher risk of bias-related violence, including physical assaults. The hostilities they regularly confront often lead to dangerous behaviors and injurious outcomes, such as dropping out of school, abusing alcohol and other drugs, engaging in criminal activity, and running away from home (Savin-Williams, 1994).
- Adolescents who are lesbian, gay or bisexual are more than twice as likely as their heterosexual peers to be depressed and to think about or attempt suicide (Russell & Joyner, 2002).
- According to The Health Behaviors in School-aged Children survey, a national representative survey of students in sixth through tenth grade, Black youth reported significantly fewer instances of victimization than White or Hispanic youth (Spriggs et al., 2007), but by using both behavior-based and definition-based measures, Sawyer, Bradshaw, and O’Brennan (2008) found that minority youth, specifically African American youth, who were victimized were less likely to report being victims of bullying.
- Hispanic youth are more often victims of physical bullying or cyber-bullying than Caucasian youth (Wang et al., 2009).
- All victims, regardless of race, were found to be more socially isolated. Both Black and White victims reported having less family involvement and Black and Hispanic victims were more likely to have difficulty communicating with their parents. White and Hispanic victims also reported worse classroom relations than non-victims of bullying (Spriggs et al., 2007).

Impact on Other Students

Bullying has a negative impact on students at school who are bystanders to bullying. Other children may be reluctant to get involved or do not know how to get help (Banks, 1997). Bullying creates a climate of fear and disrespect in schools and has a negative impact on student learning (Swearer et al., 2010).

Warning Signs

A child who is being bullied might:

- Come home with torn, damaged, or missing pieces of clothing, books, or other belongings;
- Have unexplained cuts, bruises, and scratches;
- Have few, if any, friends with whom he or she spends time;
- Seem afraid of going to school, walking to and from school, riding the school bus, or taking part in organized activities with peers (such as clubs);

- Take a long, “illogical” route when walking to or from school;
- Lose interest in school work or suddenly begin to do poorly in school;
- Appear sad, moody, teary, or depressed when he or she comes home;
- Complain frequently of headaches, stomachaches, or other physical ailments;
- Have trouble sleeping or have frequent bad dreams;
- Experience a loss of appetite; or
- Appear anxious and suffer from low self-esteem.

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From *BullyingInfo.org* (in *FindYouthInfo.gov*) –
http://www.findyouthinfo.gov/topic_bullying_whatDoWeKnow2.shtml#references

What is a bully-victim?

A bully-victim is a person who both bullies others and is a victim of bullying by others. Research indicates that young people who both bully and are victims of bullying may have the lowest psychosocial functioning when compared to youth who are bullies or youth who are victims. Bully-victims tend to be more verbally and physically aggressive than comparison youth (Craig, 1998), and exhibit more hyperactivity (Kumpulainen et al., 1998) and depressive symptoms compared to youth who do not bully or to those who only bully. Bully-victims are also more likely to perform poorly academically, have lower social acceptance, and have a lower sense of self-worth (Austin & Joseph, 1996; Haynie et al., 2001).

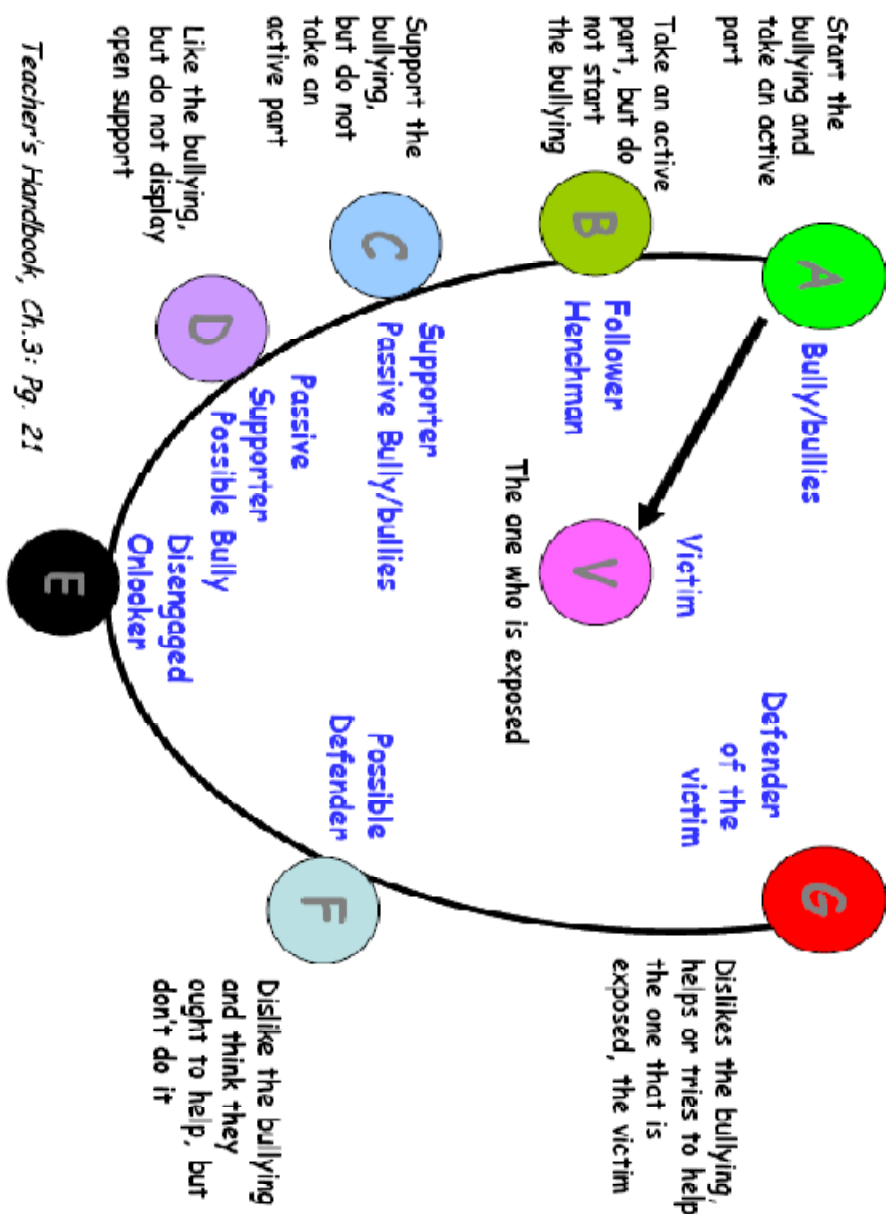
Compared to youth who only bully, or who are only victims, bully-victims suffer the most serious consequences and are at greater risk for both mental health and behavior problems (Arseneault et al., 2006; Gini & Pozzoli, 2009; Nansel et al., 2001).

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From *BullyingInfo.org* (in *FindYouthInfo.gov*) –
http://www.findyouthinfo.gov/topic_bullying_bullyVictim.shtml#references

The Bullying Circle: Students' Mode of Reactions/Roles in an Acute Bullying Situation



Teacher's Handbook, Ch.3: Pg. 21

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

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Olweus Bullying Prevention Program: Teachers Guide

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Empowering Bystanders

Bystanders are empowered to action when adults:

- Help them see that their silence makes aggressive students more powerful and contributes to the harm done to the target.
- Model positive behavior.
- Protect them from retaliation.
- Discourage them from confronting aggressive youth directly about their behavior (in most situations), and help them find a wide range of safer and more effective interventions to use.
- Encourage them to tell adults about the cruel behavior they witness.
- Help them find ways to reach out in friendship to targets of bullying and isolated peers.

This support can be provided in classroom meetings, in school assemblies, and in conversations with individual students.

From Stop Bullying Now
Stan Davis

<http://www.stopbullyingnow.com/bystanders.html>

Witnessing Bullying

What Educators Should Do When They See or Hear Bullying at School

- Immediately stop the bullying: Stand between the bully/bullies and the victim(s), preferably blocking eye contact between them. Do not send any students away — especially bystanders. Do not immediately ask about or discuss the reason for the bullying or try to sort out the facts.
- Refer to the bullying behavior and to the relevant school rules against bullying. Use a matter-of-fact tone of voice to state the behaviors you saw and heard. Let students know that bullying is unacceptable and against school rules (e.g., "Calling someone names is bullying and is against our school rules," or "That was bullying. I won't allow students to push or hurt each other that way.").
- Support the bullied child in a way that allows him or her to regain self-control, to "save face," and to feel supported and safe from retaliation. Make a point to see the child later in private if he or she is upset, but do not ask what happened at the time of the incident. It can be very uncomfortable to be questioned in front of other students. Let his or her parents and teachers know what happened so that they may provide additional support and protection. Increase supervision to assure that the bullying is not repeated and does not escalate.
- Include bystanders in the conversation and give them guidance on how they might appropriately intervene or get help next time. Do not put bystanders on the spot to explain publicly what they observed. Use a calm, matter-of-fact, supportive tone of voice to let them know that you noticed their inaction or that you are pleased with the way they tried to help — even if they were not successful. If they did not act, or if they responded in aggressive ways, encourage them to take a more active or pro-social role next time (e.g., "Maybe you weren't sure what to do. Next time, please tell the person to stop or get an adult to help if you feel you can't work together to handle the situation.").
- Do not require the students to meet and "work things out." Unlike conflicts, bullying involves a power imbalance, which means this strategy most likely will not work. Trying to find a way to "work things out" can re-traumatize the student who was bullied and does not generally improve relationships between the parties. Instead, encourage the student who bullied to make amends in a way (after follow-up with an adult) that would be meaningful for the child who was bullied.

From BullyingInfo.org (in FindYouthInfo.gov) –
http://www.findyouthinfo.gov/topic_bullying_whatCanEducatorsDo.shtml

NOTE: It is required that all incidents of HIB be reported and that reporting procedure in the school district's HIB policy must be followed.

What can youth do about bullying (tips for students)?

What Should I Do if I Am Being Bullied?

- Tell your parents or other trusted adults. They can help stop the bullying.
- If you are bullied at school, tell your teacher, school counselor, or principal. Telling is not tattling. (Tattling is when a student tells an adult what another student did simply to get him or her into trouble. Telling is when a student tells an adult what another student did because that student's actions were unsafe or hurt another person.)
- Do not fight back. Do not try to bully those who bully you.
- Try not to show anger or fear. Students who bully like to see that they can upset you.
- Calmly tell the student to stop...or say nothing and then walk away.
- Use humor, if this is easy for you to do. (For example, if a student makes fun of your clothing, laugh and say, "Yeah, I think this shirt is kind of funny looking, too.")
- Try to avoid situations in which bullying is likely to happen. You might want to:
 - Avoid areas of the school where there are not many students or teachers around.
 - Make sure you are not alone in the bathroom or locker room.
 - Sit near the front of the bus.
 - Leave expensive things and lots of money at home — do not bring them to school.
 - Sit with a group of friends at lunch.
 - Take a different route through hallways or walk with friends or a teacher to your classes.

What Should I Do If I See Someone Being Bullied at School?

- Ask yourself, "Is it my job to help?" Think about how you might feel if the bullying were happening to you. You and other students can lend a hand, even when you are not close friends with the students being bullied. Your school will be a better place if you help stop bullying.
- You can help — think about what the best approach for you is:
 - Do not just stand there...say something!
 - Students who bully may think they are being funny or "cool." If you feel safe, tell the person to stop the bullying behavior. Say you do not like it and that it is not funny.
 - Do not bully back! It will not help if you use mean names or actions, and it could make things worse.
- It is okay if you do not feel safe telling a bully to stop. No one should enter into an unsafe situation. Here are other things you can do to help:
 - Say kind words to the child who is being bullied, such as "I'm sorry about what happened," and "I don't like it!" Help them understand that it is not his or her fault. Be a friend. Invite that student to do things with you, such as sit together at lunch or work together on a project. Everyone needs a friend!
 - Tell the student who is being bullied to talk to someone about what happened. Offer to help by going along.
 - Pay attention to the other kids who see the bullying. (These people are called "bystanders"). Are any of them laughing or joining in with the bullying? If yes, these

- students are part of the problem. Let those students know that they are not helping. Do not be one of them!
- **IMPORTANT:** Tell an adult. Chances are, the student who is being bullied needs help from an adult. The student who is doing the bullying probably does, too. Reporting that someone is getting bullied or hurt in some other way is not “tattling.” Adults at school can help. Ask them to help keep you safe after telling. Explain to your friends that bullying is not fair and encourage them to join in helping. If you need help telling, take a friend along. Think about who you could tell in your school:
 - A teacher (which one would you talk to?);
 - A school counselor;
 - A cafeteria or playground aid;
 - A school nurse;
 - The principal;
 - A bus driver; and
 - Any other adults you feel comfortable telling.

From BullyingInfo.org (in FindYouthInfo.gov) –
http://www.findyouthinfo.gov/topic_bullying_whatCanYouthDo.shtml

What can parents and caregivers do about bullying?

What Should I Do If My Child is Bullying Others?

- To stop bullying, make it clear to your child that you take bullying seriously and that you will not tolerate this behavior.
- Develop clear and consistent rules within your family for your children's behavior. Praise and reinforce your children for following rules, and use non-physical, non-hostile consequences for rule violations.
- Spend more time with your child and carefully supervise and monitor his or her activities. Find out who your child's friends are and how and where they spend free time.
- Build on your child's talents by encouraging him or her to get involved in pro-social activities (such as clubs, music lessons, or non-violent sports).
- Share your concerns with your child's teacher, counselor, or principal. Work together to send clear messages to your child that his or her bullying must stop.
- If you or your child needs additional help, talk with a school counselor or mental health professional.

What Should I Do If I Think My Child is Being Bullied?

First, focus on your child. Be supportive and gather information about the bullying.

- Take them seriously. Often, trying to ignore bullying allows it to become more serious.
- Listen carefully to what your child tells you about the bullying. Ask him or her to describe who was involved and how and where each bullying episode happened. Learn as much as you can about the bullying tactics used, and when and where the bullying happened. If possible, have your child name others who may have witnessed the bullying.
- Empathize with your child. Tell him or her that bullying is wrong, not his or her fault, and that you are glad he or she had the courage to tell you about it. Ask your child what he or she thinks can be done to help. Assure him or her that you will think about what needs to be done and you will let him or her know what you are going to do.
- Discourage physical retaliation ("Just hit them back") as a solution. Hitting another student is not likely to end the problem, and it could get your child suspended or expelled or escalate the situation.
- Check your emotions. A parent's protective instincts stir strong emotions. Step back and carefully consider the next steps.

Contact your child's teacher or principal.

- Parents are often reluctant to report bullying to school officials, but bullying might not stop without the help of adults. Call or set up an appointment to talk with your child's teacher. He or she will probably be in the best position to understand the relationships between your child and his or her peers at school. Keep your emotions in check. Give factual

information about your child's experience of being bullied, including the who, what, when, where, and how of your concerns.

- Ask the teacher to talk with other adults who interact with your child at school (such as the music teacher, physical education teacher, or bus driver) to see whether they have observed students bullying your child. Emphasize that you want to work with the staff at school to find a solution to stop the bullying, for the sake of your child as well as other students. Schools can develop policies to create a caring environment and employ evidence-based strategies to prevent bullying.
- If you are not comfortable talking with your child's teacher, or if you are not satisfied with the conversation, make an appointment to meet with your child's school counselor or principal to discuss your concerns.
- Make sure that school officials contact the parents of the child or children who did the bullying (if appropriate).
- Commit to making the bullying stop. Talk regularly with your child and with school staff to see whether the bullying has stopped. If the bullying persists, contact school authorities again.
- Request a copy of the school district's policy against harassment, intimidation and bullying and review it with the appropriate school administrator to ensure that they are following their policy.

Help your child become more resistant to bullying.

- Help to develop the talents or positive attributes of your child. Suggest and facilitate music, athletics, and art activities. Doing so may help your child be more confident among his or her peers.
- Encourage your child to make contact with friendly students in his or her class. Your child's teacher(s) may be able to suggest students with whom your child can make friends, spend time, or collaborate on work. Help your child meet new friends outside of the school environment. A new environment can provide a "fresh start" for a child who has been repeatedly bullied.
- Teach your child safety strategies. Teach him or her how to seek help from an adult when feeling threatened by a bully. Talk about whom he or she should go to for help and role play what he or she should say. Assure your child that reporting bullying is not the same as tattling.
- Consider if your child is being bullied because of a learning difficulty or a lack of social skills. If needed, seek help from a counselor to help your child develop coping and social skills.
- Model "active listening" skills to demonstrate and maintain open lines of communication with your child.

From BullyingInfo.org (in FindYouthInfo.gov) –
http://www.findyouthinfo.gov/topic_bullying_whatCanParentsDo.shtml

What can student support services staff do about bullying?

Student support staff can help stop bullying as they advocate for effective bullying interventions and help parents be effective advocates. They can help young people overcome the emotional aftermath of bullying after supports and protection are in place. Below are some tips for student support staff.

Early detection and effective intervention involves:

- Routinely monitoring for and intervening quickly when risk factors are evident for children who bully and those who are bullied;
- Asking screening questions during meetings with a child to determine if he or she is exhibiting bullying behaviors or has been the victim of bullying; and
- Assisting parents and caregivers in responding to signs of bullying and in accessing a network of support and resources with attention given to “at-risk” youth.

Children who are bullied need:

- Permission and support to tell what has happened to them and to talk about their feelings;
- Protection from continued bullying through adult supervision, consequences for the young people who bully, and adults taking reports of bullying seriously;
- Strong, positive relationships with adults and peers;
- Assistance from peers in feeling that they belong;
- Assistance in not blaming themselves for the bullying; and
- Support with post-traumatic stress symptoms in some cases, even after the bullying has been stopped; recommend additional mental health services when appropriate.

How Can Student Support Services Staff Help Youth Talk About Bullying and Avoid Self-blame?

Reassure the victim of the following:

- The victim did not cause the problem and will not be asked to solve the problem alone.
- The victim has the right to tell, to be protected from retaliation for telling, and to have advocacy and protection. The person causing the abuse will be held responsible for his or her behavior.
- The victim may have been hurt in stages—by the bullying, by the inaction of others who should have helped, by unearned self-blame, and by social isolation. Each of these issues should be addressed.

How Can Student Support Services Staff Effectively Intervene to Help a Young Person Who Has Been Bullied?

- Advocate and help parents advocate for supervision, staff training, consequences for youth who bully, and adult and peer support in the situation in which bullying is taking place.
- Work with parents, school administrators and teachers, and with peers (via the school, coach, or other intermediaries), to help the young person be less isolated and more connected to peers.
- Help parents and the youth lessen isolation by connecting with peers who have shared interests.
- Explore unearned self-blame and help the young person see that the child who bullied him or her is responsible for the bullying.
- Explore and commend the steps the young person used to try to stop the bullying. Help him or her find effective ways to be safe. Identify advocates and resources in the environment. Help the student accept the probable necessity of using these allies.
- Assist the youth in reducing the pain associated with memories of victimization. The techniques that mental health professionals use to help a young person experiencing loss and anxiety are often helpful.
- Remember that a young person who is bullied also may bully others, though most do not. Mental health professionals may need to focus on the child's aggression toward others.
- Consult with school administrators about effective prevention strategies that will help to reduce bullying among students and improve the climate and culture of the school.

From BullyingInfo.org (in FindYouthInfo.gov) –
http://www.findyouthinfo.gov/topic_bullying_whatCanHealth.shtml

Investigating and Responding to Incidents of HIB

What Information to Seek

The first step in investigating incidents of HIB is to know the questions to ask. You must ask “Who, What, Why, Where, and When” questions. Who was involved in the bullying incident? Who played which roles? What was said and done? Does it meet conditions for HIB? If not, is the behavior addressed in your school district’s code of conduct? Why did the HIB occur? What was the motivating factor? Where did the event take place? Was it on school grounds, at a school function, on a school bus? When did the event occur?

Whom to Talk to

In order to get the most accurate picture of the events, you should speak with the bystanders, bully, victim, and the victim’s parents.

What to Document

When responding to incidents of HIB, it is important to document the series of events. You should include all reports from victims, bullies, and bystanders including the “Who, What, Where, and When” of the incident. Document all conversations that you have with students involved in the incident. Make note of what you decided to do and the actions taken: This must include consequences, remedial actions, and steps taken to support the victim.

How to Proceed, Consequences

There are two types of consequences for incidents of HIB: punitive and non-punitive. The purpose of non-punitive approaches is two-fold: to educate the bullies, bystanders, and victims and to make changes that will prevent problems from happening again. Typically, rules against bullying are developed along with punitive consequences that range from nonphysical sanctions, for example, withdrawal of selected student privileges, to school suspension and expulsion. Zero Tolerance is an approach to discipline that has been intended primarily as a method of sending a message that certain behaviors will not be tolerated, by punishing all offenses severely (though detention, suspension, or expulsion), no matter how minor. However, research has demonstrated that school suspension and expulsion appear to be effective only in removing troublesome students from school (Skiba, 2000).

How to Proceed, Remedial Actions

Remedial actions and victim support are important components of any response to HIB incidents. These can happen on individual, classroom, school-wide, and district-wide levels. Remedial actions on the individual level can include: Support group meetings, befriending, corrective instruction, behavioral assessment, assignment of leadership responsibilities, and student counseling, emphasizing empathy-building for the perpetrator and assertiveness training for the victim. Remedial actions at the classroom level include class discussions about tolerance and bullying, skill-building lessons, and reorganizing seating arrangements. Remedial actions at the school and district levels can include community involvement in policy review, professional development seminars, adoption of anti-bullying or school climate curricula, and coordination with community based organizations.

Monitoring

Once you have decided how to respond to an incident of HIB, you should monitor the effectiveness of your decision. Check in with the bully, victim, and bystander one week after the incident, two weeks after the incident, and then ongoing as you see fit. It is important to understand whether the way you chose to respond made a difference and served to prevent future bullying.

Resource

Skiba, R. J. (2000). *Zero tolerance, zero evidence*. Bloomington, Indiana: Indiana Education Policy Center (Policy Research Report SRS2).

NOTE: Investigation and Responding practices must comply with all timelines and requirements pursuant to in *N.J.S.A: 18A: 37-15* and with the policies of the school district.