

# *Bullying Prevention:* **Act 861** **2021-2022**



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# Bullying Definition



- Dr. Dan Olweus
- A person is being bullied when he or she is exposed, repeatedly over time, to negative actions on the part of one or more persons (Olweus, 1993). • Students may bully on the basis of the student's academic achievement, appearance, national origin, sexual orientation, ethnicity, interests, socioeconomic status, or any other number of factors.

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# Cancel Culture (aka...call-out culture or outrage culture)

- Cancel culture was originally seen as a way to unite people.
- This “seek and destroy” conduct is where one or two individuals express their ire over whatever issue is upsetting them.
- The attacks are forms of bullying when they are meant to publicly shame someone for some transgression.
- They are forms of bullying when it impacts the alleged offender’s personal life and/or reputation. It often results in a form of humiliation and public exile.
- Cancel culture can even happen in organizations when those in power believe in their cause. This is evidenced in several ways – they tend to hire and/or promote individuals who think like them, who attend the same social groups, and only those who agree with their ideology.
- This can lead to marginalization, exclusivity, extreme perfectionism, adherence to only one view, and ultimately the decline of an organization. Diversity of any kind, including thought, is not welcomed by those who embody the cancel culture philosophy.

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# Cancel Culture Continued

- “The reason that call-out culture is so controversial now is that the people who are doing the calling out are the marginalized, not the majority” (DRM, 2021, p.1).
- Obama Family Summit Speech where President Obama stated “Call-out culture is not activism.” What did he mean? He meant that...
  - Humiliation is not a driver of social change.
  - It’s usually related to an agenda (What’s the motivation?).
  - There are often overlooked and underhanded benefits of launching a call-out campaign: attention, power, notoriety, influence, to deflect from their own inadequacies.
  - So yes...! “Cancel Culture” is BULLYING!





# Bullying and Conflict are Not the Same

- Bullying – aggressive behavior that involves negative or unwanted actions by one or more people directed toward another person.
- Aggressive acts include:
  - An imbalance of power
  - Repeated over time
  - Intended to cause harm



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# Conflict

- Conflict is an important part of growing up, but bullying is not.
- Conflict teaches children how to give and take, allows them to compromise, and is a critical social-emotional skill needed for success in school and later in life.
- Bullying is negative behavior directed by someone exerting power and control over another person.

## Conflict vs. Bullying - What's the difference?

### Conflict

- Disagreement or argument in which both sides express their views
- Equal power between those involved
- Generally stop and change behavior when they realize it is hurting someone

### Bullying

- Goal is to hurt, harm, or humiliate
- Person bullying has more power\*
- Continue behavior when they realize it is hurting someone.

\* "Power" can mean the person bullying is older, bigger, stronger, or more popular.



PACER's

**National Bullying Prevention Center**®

Create a World Without Bullying | [PACER.org/Bullying](https://www.pacer.org/bullying)

# Types of Bullying

- Physical
- Verbal
- Relational
- Cyber

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# Physical

- Hitting
- Kicking
- Pushing
- Physically intimidating
- Taking or physically damaging another's property
- Any physical aggression



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## *Verbal*

- Name calling
- Teasing
- Threatening
- Making inappropriate gestures
- Put downs
- Other comments intended to cause harm or make someone feel bad

# Relational (Emotional/Exclusion)

- Excluding others
- Starting rumors
- Telling others not to be friends with someone
- Making friendship conditional
- Staring at someone in an intimidating way (Mean-mugging)
- Taking actions that would cause someone to be without friends

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# Cyber



- Using electronic means to bully others
- Texting
- Emailing
- Social media or
- Online videos to threaten, tease, name-call, gossip, spread rumors, or embarrass others

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# Cyberbullying Statistics

- Among students ages 12 – 18 who reported being bullied at school, 15% were bullied online or by text (*National Center for Educational Statistics, 2019* )
- Reports of cyberbullying are highest among middle school students, followed by high school students, and then primary school students (*Centers for Disease Control, 2019* )
- The percentages of individuals who have experienced cyberbullying at some point in their lifetimes have more than doubled (18% to 37%) from 2007-2019 (*Patchin & Hinduia, 2019* )
- When students were asked about the specific types of cyberbullying they had experienced, mean and hurtful comments (25%) and rumors spread online (22%) were the most commonly-cited (*Patchin et al., 2019* )
- The type of cyberbullying tends to differ by gender. Girls were more likely to say someone spread rumors about them online while boys were more likely to say that someone threatened to hurt them online (*Patchin et al., 2019* )
- A university survey revealed 61% of the students witnessed and or experience cyber bullying (*Umesh et al., 2018* ) 2015 )



# Reasons Why Children Cyber Bully



- Their friends are doing it.
  - They want to look cute and fit in.
  - They are rebelling against their parents.
  - They are bullies by nature.
  - They are seeking attention.
  - They want to gain more popularity.
  - They want to act like adults.
- These behaviors often continue because no one stops them and/or they are not effectively supervised or corrected. School personnel have a duty to intervene and supervise at school and school sponsored events.***

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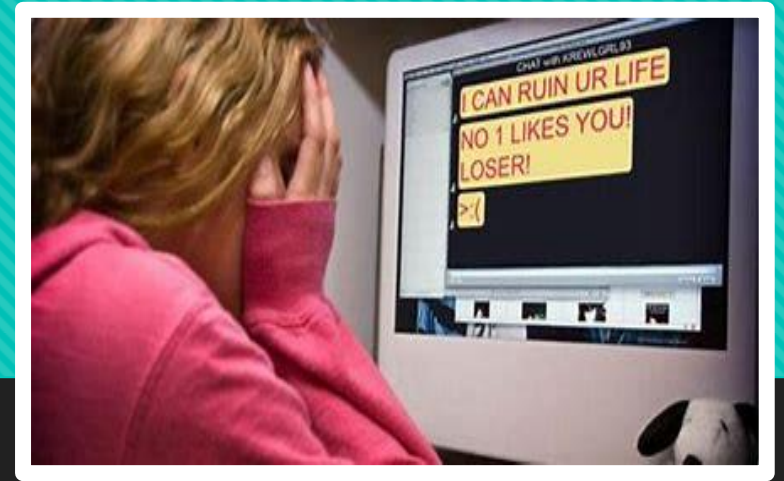
# Examples of Cyber Bullying

- Mean text messages
- Rumors sent by email
- Embarrassing pictures
- Videos
- Fake profiles
- Rumors posted on social networking sites

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# The Most Likely Targets of Cyberbullying



- Children who are perceived as physically different from their peers, such as being overweight or underweight, wearing glasses or wearing cultural symbols.
- New students who have not yet adapted to the school system and guidelines.
- Children who are physically weak; those suffering from a disability or a chronic disease like asthma or diabetes.
- Children who are depressed, anxious, or have low self esteem.
- Children with few friends, no social skills, and who are viewed as vulnerable.

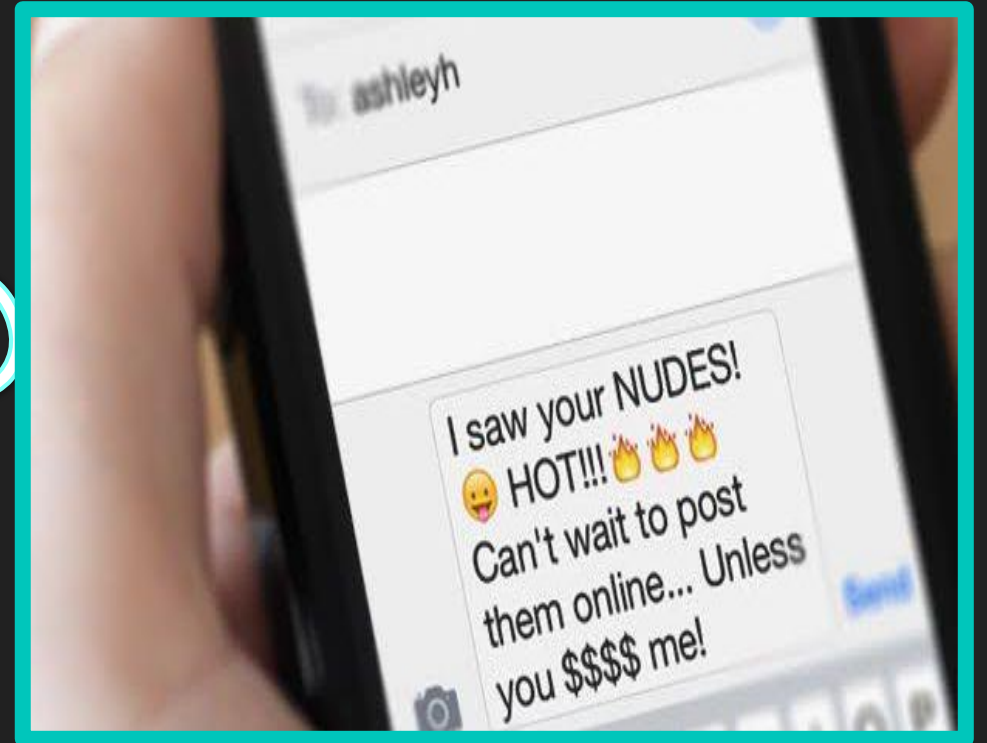
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# The Most Likely Targets of Cyberbullying continued

- Children who do not get along well with others
- Those who showcase aggressiveness or hostility to other students.
- Children from lower - income families.
- Children who identify as LGBTQ.

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# Bullying of Students with Disabilities

- Students with specific learning disabilities, are at a greater risk of being involved in bullying (Christine et al., 2020)
- Only 10 United States studies have been conducted on the connection between bullying and developmental disabilities, but all found that children with disabilities were two to three times more likely to be bullied than their non-disabled peers (ADA, 2018)
- Researchers discovered that students with disabilities were more worried about school safety and being injured or harassed by other peers compared to students without a disability (ADA, 2018, Saylor & Leach, 2009)
- The National Autistic Society reports that 40% of children with autism and 60% of children with Asperger's Syndrome have experienced bullying (ADA, 2018)

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AngelSense

Say **NO**  
to Special Needs  
Bullying!



# Bullying Students of Color



- 23% of African-American students, 23% of Caucasian students, 16% of Hispanic students, and 7% of Asian students report being bullied at school (*National Center for Educational Statistics, 2019*)
- More than one third of adolescents reporting bullying report bias-based school bullying (*Russell, Sinclair, Poteat, & Koenig, 2012*)
- Bias-based bullying is more strongly associated with compromised health than general bullying (*Russell et al., 2012*)
- Race-related bullying is significantly associated with negative emotional and physical health effects (*Rosenthal et al, 2013*)

# Bullying of Students Who Identify or Who Are Perceived as LGBTQ



- 70.1% of LGBTQ students were verbally bullied (e.g., called names, threatened) in the past year because of their sexual orientation, 59.1% because of their gender expression, and 53.2% based on gender (Kosciw, Greytak, Zongrone, Clark, & Truong, 2018)
- 28.9% of LGBTQ students were physically bullied (e.g., pushed, shoved) in the past year because of their sexual orientation, 24.4% because of their gender expression, and 22.8% based on gender (Kosciw et al., 2018)
- 48.7% of LGBTQ students experienced cyberbullying in the past year (Kosciw et al., 2018)
- 59.5% of LGBTQ students feel unsafe at school because of their sexual orientation, 44.6% because of their gender expression, and 35% because of their gender (Kosciw et al., 2018)
- 34.8% of LGBTQ students missed at least one entire day at school in the past month because they felt unsafe or uncomfortable, and 10.5% missed four or more days in the past month (Kosciw et al., 2018)

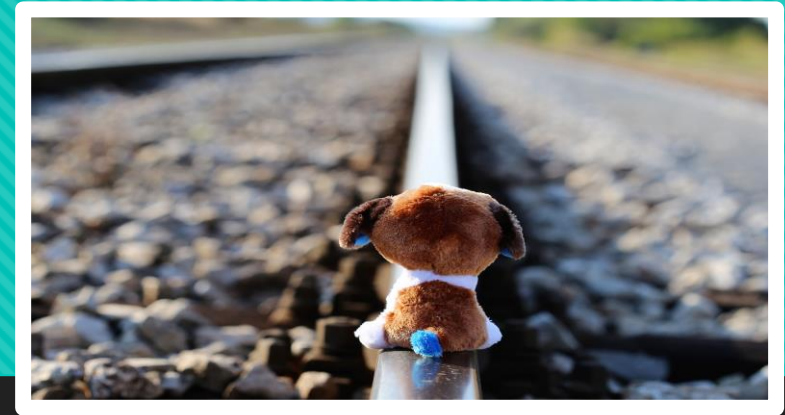


# Bullying of Students Who Identify or Who Are Perceived as LGBTQ continued

- Of the LGBTQ students who reported they were considering dropping out of school, 42.2% indicated they were doing so because of the harassment they faced at school (Kosciw et al., 2018)
- Compared to LGBTQ students with no supportive school staff, students with many (11 or more) supportive staff at school were less likely to miss school because they felt unsafe (20.1% to 48.8%) and felt greater belonging to their school community (Kosciw et al., 2018)
- LGBTQ students experienced a safe, more positive school environment when their school had a bullying prevention / anti-harassment policy that specifically included protections on sexual orientation and gender identity / expression (Kosciw et al., 2018)
- Peer victimization of all youth was less likely to occur in schools with bullying policies that are inclusive of LGBTQ students (Hatzenbuehler & Keyes, 2013)



# Bullying and Suicide



- There is a strong association between bullying and suicide-related behaviors, but this relationship is often mediated by other factors, including depression, violent behavior, and substance abuse (Reed, Nugent, & Cooper, 2015).
- Students who report frequently bullying others and students who report being frequently bullied are at increased risk for suicide-related behavior (Centers for Disease Control, 2014).
- A meta-analysis found that students facing peer victimization are 2.2 times more likely to have suicide ideation and 2.6 times more likely to attempt suicide than students not facing victimization (Gini & Espelage, 2014).
- Students who are both bullied and engage in bullying behavior are the highest risk group for adverse outcomes (Espelage & Holt, 2013).
- The false notion that suicide is a natural response to being bullied has the dangerous potential to normalize the response and thus create copycat behavior among youth (Centers for Disease Control, 2014).

# School Check: Are any of these things happening in your school?

- Taunting
- Name Calling
- Rumor Spreading
- Intimidating others
- Damaging other's property
- Making threats to other students
- Kicking, tripping, or pushing another child
- Making up stories to get other students in trouble
- Telling other students not to be friends with the targeted child
- Taking other student's possessions or demanding money
- Picking on other students, even when they are upset
- Manipulating others, getting them to do things that they may not want to do
- Making remarks about someone's culture, religion, ethnicity, weight, physical appearance, disabilities, or medical condition

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# Common Bullying Locations

- Hallways/stairs
- In class (teacher absent)
- In class (teacher present)
- In P.E. classes/locker rooms
- In restrooms
- On the way to/from school (walkers)
- On the bus
- At the bus stop
- On the playground



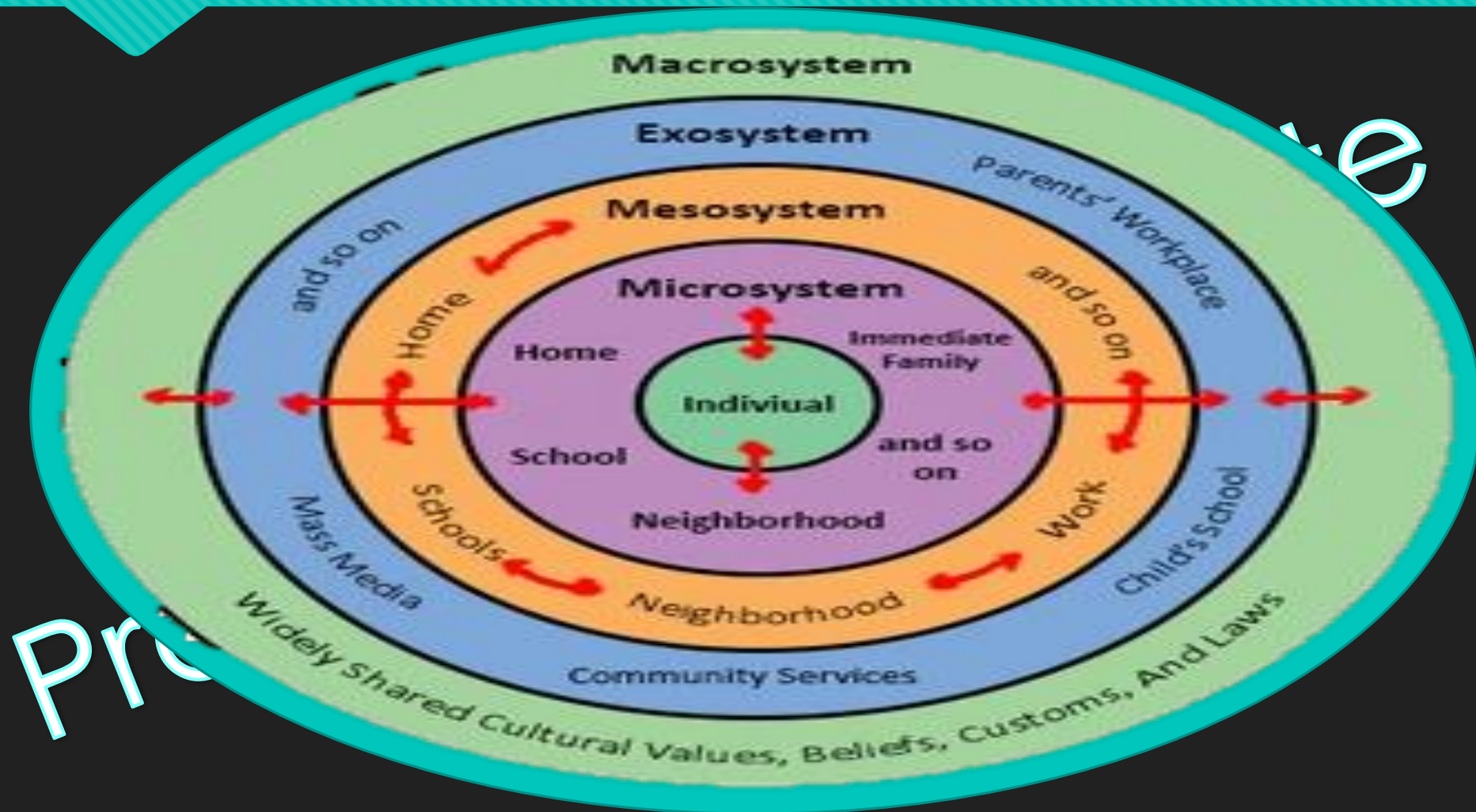
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# Bullying Does Not Occur in a Vacuum





# Dr. Susan Swearer – Socio-ecological Framework

- Bullying has to be understood across individual, family, peer, school, and community contexts.
- Potential protective factors that help minimize the likelihood that bullying will occur as well as potential risk factors that establish, maintain, & perpetuate bullying and victimization include:
  - Individual characteristics
  - Peer group
  - Innovative school partnerships/poor school partnerships
  - Effective intervention/prevention programs/ineffective intervention/prevention programs
  - Classroom environment
  - School climate
  - Family relationships
  - Social supports

# The Problem



- According to the National Education Association (NEA), “on any given day, nearly 160,000 children in the United States miss school due to a fear of being bullied.”
- National Bullying Prevention Center (NBPC, 2020):
  - Rates of bullying vary from 9% to 98% according to a meta-analysis of 80 studies
  - Physical bullying (males 6%; females 4%)
  - Spreading rumors (males 9%; females 18%)
  - 1 in 5 students report being bullied yearly
  - 41% of students report being bullied at school (24% female; 17% male)
  - 46% notified an adult about the incident
  - School-based bullying prevention programs decrease bullying by 25%

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# What Roles Do Students Play in Bullying Situations?

## What Roles Do Students Play In Bullying Situations?

Start the bullying and take an active part



Students Who Bully

Take an active part, but do not start the bullying



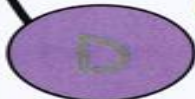
Followers

Support the bullying, but do not take an active part



Supporters

Like the bullying, but do not display open support



Passive Supporters



Disengaged Onlookers

The one who is being bullied



Student Who Is Bullied

Possible Defenders



Defenders



Dislike the bullying, help or try to help the bullied student

Dislike the bullying and think they ought to help, but don't do it



# Potentially Problematic Signs in Young Children

- Threats
- Grabbing objects
- Making mean faces
- Pushing
- False accusations
- Refusal to play



- Note: Young children will usually change this behavior based on an adult response.

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# Effects of Bullying



- What are the effects of bullying?
- scared to try new things
  - hurt physically, emotionally & mentally
  - depression
  - suicide
  - anger
  - drug & alcohol problems
  - anti-social behaviors
  - cutting
  - desire for revenge
  - mental illness

- Students who experience bullying are at increased risk for depression, anxiety, sleep difficulties, lower academic achievement, and dropping out of school (Centers for Disease Control, 2019).
- Students who are both targets of bullying and engage in bullying behavior are at greater risk for both mental health and behavior problems than students who only bully or are only bullied (Centers for Disease Control, 2019).
- Bullied students indicate that bullying has a negative effect on how they feel about themselves (27%), their relationships with friends and family (19%), their schoolwork (19%), and physical health (14%) (National Center for Educational Statistics, 2019).
- Students who experience bullying are twice as likely as non-bullied peers to experience negative health effects such as headaches and stomachaches (Gini & Pozzoli, 2013).
- Youth who self-blame and conclude they deserved to be bullied are more likely to face negative outcomes, such as depression, prolonged victimization, and maladjustment (Perren, Ettakal, & Ladd, 2013).

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# How Are Bystanders Impacted?



- Students need not be the targets of bullying to experience negative outcomes. Observing bullying is associated with adverse mental health outcomes (Rivers, Poteat, Noret, & Ashurst, 2009).
- Bystanders' beliefs in their social self-efficacy were positively associated with defending behavior and negatively associated with passive behavior from bystanders – i.e. if students believe they can make a difference, they're more likely to act (Thornberg et al., 2012).
- Students who experience bullying report that allying and supportive actions from their peers (such as spending time with the student, talking to him/her, helping him/her get away, or giving advice) were the most helpful actions from bystanders (Davis & Nixon, 2010).
- Students who experience bullying are more likely to find peer actions helpful than educator or self-actions (Davis & Nixon, 2010).
- The Youth Voice Research Project (2010) found that victimized students reported the following bystander strategies that made things better: spent time with me (54%), talked to me (51%), helped me get away (49%), called me (47%), gave me advice (46%), helped me tell (44%), distracted me (43%), listened to me (41%), told an adult (35%), confronted them (29%), asked them to stop.
- Even students who have observed but not participated in bullying behavior report significantly more feelings of helplessness and less sense of connectedness and support from responsible adults than students who have not witnessed bullying behavior (Centers for Disease Control, 2014).

# Common Signs and Symptoms Related to Bullying

- Changes in eating
- Difficulty sleeping
- Frequent mood swings
- Refusing to participate in class
- Change /drop in grades
- School refusal/absenteeism
- Self-harm
- Depression/anxiety
- Increased agitation/aggression
- Substance use
- Increased secrecy
- Negativism/pessimism
- Other signs of possible trauma
- Avoidance or withdrawal from social situations, school, and/or friends
- Psychosomatic complaints (headaches, stomachaches, other unexplained illnesses)

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# Bullying Prevention: What Does Not Work!

- Zero tolerance policies
- One size fits all approaches
- Purely punitive approaches that don't teach replacement behaviors
- Calling students "bully" and "victim"

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WHENEVER ONE  
PERSON STANDS UP  
— & SAYS, —  
"WAIT A MINUTE,  
**THIS IS WRONG,**  
" IT HELPS OTHER PEOPLE  
TO DO THE SAME.



# Ideal Prevention Initiatives

- Start with prevention, not intervention (Otherwise you are just putting out fires.).
- Use data-driven decision-making models and frameworks (MTSS, PBIS, WSCC) and free national surveys (Dept. of Education, CCYS, etc.)



# Interventions



- Bullied youth were most likely to report that actions that accessed support from others made a positive difference (Davis & Nixon, 2010).
- Actions aimed at changing the behavior of the bullying youth (fighting, getting back at them, telling them to stop, etc.) were rated as more likely to make things worse (Davis & Nixon, 2010).
- Students reported that the most helpful things teachers can do are listen to the student, check in with them afterwards to see if the bullying stopped, and give the student advice (Davis & Nixon, 2010).
- Students reported that the most harmful things teachers can do are tell the student to solve the problem themselves, tell the student that the bullying wouldn't happen if they acted differently, ignored what was going on, or tell the student to stop tattling (Davis & Nixon, 2010).
- As reported by students who have been bullied, the self-actions that had some of the most negative impacts (telling the person to stop/how I feel, walking away, pretending it doesn't bother me) are often used by youth and often recommended to youth (Davis & Nixon, 2010).

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# Interventions for Cyberbullying

- Teach focused lessons on how to use technology appropriately.
- Have students participate in the process (Ask how they could stop bullying.)
- Use examples and non-examples from the news, social media sites, etc. (appropriate ones/screen first)
- <http://www.pacer.org/bullying/resources/cyberbullying/>





# General Resources

- Stop Bullying Now
- **STOP BULLYING NOW HOTLINE (USA) 1-800-273-8255**
- Cyberbullying Research Center
- NetSmartz
- Wired Safety
- **LGBTQ+ HELP**
- **THE TREVOR PROJECT (USA) 1-866-488-7386**
- **BULLYING & CYBERBULLYING HELPLINES**
- Helpline set up by U.S. Department of Health and Human Services Available 24/7



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# Laws and Policy

- Physical bullying - assault; stalking
- Gender bullying - sexual harassment or assault, dating abuse, domestic violence
- Intimidating for gain – extortion
- Rumors/Lies - defamation of character
- Sexting - child pornography

(Olweus, 2012)

**Our bullying policy.**

**RUDE**  
behaviour is unintentionally hurtful

**What does it look like?**  
'bad' looks, answering back, leaving people out accidentally

**What should I do/say?**  
Stop, thank you. You are being rude. That is not kind, it has hurt my feelings. Visit the Children's Room.

**MEAN**  
behaviour is intentionally hurtful but only happens once.

**What does it look like?**  
name calling, teasing, pushing, hitting, kicking, threatening, spreading rumours, starting an argument, leaving people out on purpose

**What should I do/say?**  
Put a message in the worry box. Tell an adult. Tell a playground friend. Visit the Children's Room.

**BULLYING**  
is when someone says or does something intentionally hurtful and they keep doing it even when they've been told it is unkind.

**What does it look like?**  
name calling, teasing, pushing, hitting, kicking, threatening, spreading rumours, starting an argument, leaving people out on purpose

**What should I do/say?**  
You now need to tell an adult. You can also: Put a message in the worry box. Tell a playground friend. Visit the Children's Room.

An adult will report the incident using the school's reporting system. Children, parents and staff will work together to mend the friendship. We will continue to check up on you to make sure you feel happy and safe.

- Bullying based on race, national origin, sex, or disability (civil rights violations)
- Cyber bullying - harassment by communication; stalking

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No forms of bullying shall be permitted or condoned by the Caddo Parish School Board. All students, teachers, and other school employees shall take reasonable measures within the scope of their individual authority to prevent violations of this policy. To read more on the policy, view the Caddo Parish School Board Policy Manual. You can also visit [www.stopbullying.gov](http://www.stopbullying.gov) to learn how to be more than a bystander and what you can do to address bullying in your community or call the Bullying Helpline at 318 455-4123



# HOW MUCH DO YOU KNOW ABOUT BULLYING IN YOUR DISTRICT?



- Does the district have a Bullying Policy?
- Is the bullying policy on your district's web page?
- Is the bullying policy in the student handbook?
- How are parents made aware of the bullying policy?
- Whose responsibility is it to report alleged violations of bullying?
- Bullying incidents be reported to whom?

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# Caddo Parish Public Schools Policy on Bullying



- No form of bullying shall be permitted or condoned by the Caddo Parish School Board. All students, teachers, and other school employees shall take reasonable measures within the scope of their individual authority to prevent violations of this policy.
- Reports of bullying should start at the school level. All complaints should be documented using the mandated State Department of Education forms!

# Bullying Investigation Form



## Bullying Investigation Form

**Directions:** In accordance with Act 861 of the 2012 Legislative Session, this form is to be used to investigate and document the details of each reported incident of bullying that occurred on school property; at a school-sponsored activity or event off school property; on a school bus; or on the way to or from school.

<b>Date of Report:</b>	<b>School Name:</b>	
<b>District:</b>	<b>Date of incident:</b>	<b>Time of incident (if known):</b>

**Interviews Conducted:** (Check all that apply and attach a separate sheet if necessary.)

**Interviewed Reporter** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Description of alleged bullying:**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Interviewed Alleged Victim(s)** Name(s): \_\_\_\_\_ Date: \_\_\_\_\_

**Description of alleged bullying:**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Interviewed Alleged Offender(s)** Name(s): \_\_\_\_\_ Date: \_\_\_\_\_

**Description of alleged bullying:**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Interviewed Witness(es)** Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Description of alleged bullying:**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## Bullying Investigation Form

**Interviewed Parent(s)/Guardian(s) of Alleged Victim:** Name(s): \_\_\_\_\_ Date: \_\_\_\_\_

**Summary of the interview:**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Interviewed Parent(s)/Guardian(s) of Alleged Offender:** Name(s): \_\_\_\_\_ Date: \_\_\_\_\_

**Summary of the interview:**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Any prior documented incidents by the alleged offender?**  Yes  No

Documentation and Notification Requirements		
<b>Date of incident report:</b>	<b>Date investigation began:</b>	<b>Date investigation completed:</b>

INVESTIGATION DETERMINATION			
Name(s) of alleged victim(s)	Age	Sex	Grade
Name(s) of alleged offender(s)	Age	Sex	Grade
Name(s) of witness(es), if applicable			



# Bullying Investigation Forms Continued



## Bullying Investigation Form

**Where did the incident happen (choose all that apply)?**

- Classroom  Lunchroom  School Bus  Locker Room/Area  Restroom  Hallway  Bus Stop  Parking Lot  
 On the way to/from school  Playground  Internet  Cell Phone  At a school sponsored activity or event off school property  
 Other (Please Specify) \_\_\_\_\_

**Check all items below that apply:**

<b>Verbal</b>
<input type="checkbox"/> Name-calling <input type="checkbox"/> Taunting/ridiculing <input type="checkbox"/> Mocking <input type="checkbox"/> Making offensive comments <input type="checkbox"/> Teasing <input type="checkbox"/> Demeaning comments <input type="checkbox"/> Other (please state) _____
<b>Physical</b>
<input type="checkbox"/> Kicking <input type="checkbox"/> Hitting/punching <input type="checkbox"/> Pushing <input type="checkbox"/> Pinching <input type="checkbox"/> Stalking <input type="checkbox"/> Inappropriate touching <input type="checkbox"/> Other (please state) _____
<b>Emotional</b>
<input type="checkbox"/> Offensive graffiti <input type="checkbox"/> Excluding from group <input type="checkbox"/> Spreading rumors <input type="checkbox"/> Being forced to do something against his/her will <input type="checkbox"/> Taking possessions/money <input type="checkbox"/> Other (please state) _____
<b>Electronic aggression</b>
<input type="checkbox"/> Offensive text messages <input type="checkbox"/> Offensive e-mails <input type="checkbox"/> Sending degrading images <input type="checkbox"/> Posting rumors or lies about someone <input type="checkbox"/> Assuming a person's electronic identity with the intent of causing harm <input type="checkbox"/> Other (please state) _____

**Physical evidence, if available:**  Graffiti  Notes  E-mail  Websites  Video/Audio

Incident reported to parent/guardian of **alleged victim** within one school day of receipt of bullying complaint?

Yes  No Initials of school official: \_\_\_\_\_

Incident reported to parent/guardian of **alleged offender** within one school day of receipt of bullying complaint?

Yes  No Initials of school official: \_\_\_\_\_

**Additional pertinent information gained during investigation:** (attach a separate sheet if necessary)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## Bullying Investigation Form

**Based on this investigation, the school administration determines the following:**

There was a determination of bullying?  Yes  No

Yes – Take prompt and appropriate disciplinary actions pursuant to R.S. 17:416 and 416.2

No – If a violation of the another provision in the student code of conduct, take appropriate action.

Upon completion of an investigation, the principal/designee will notify the reporter and parents/legal guardian of the students involved of the findings and the result of the investigation.

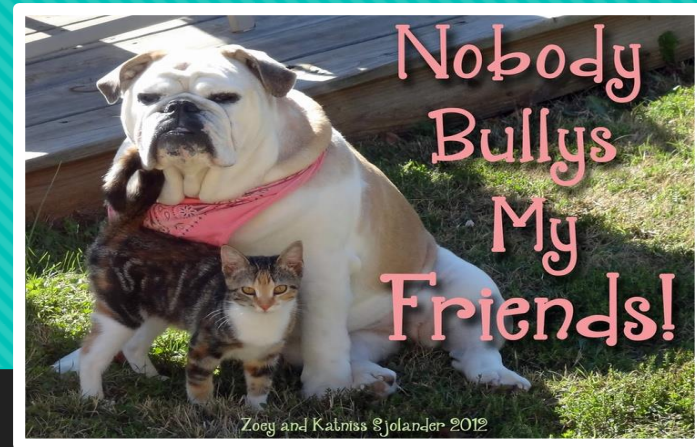
Student	Parent/Guardian	Date of Notification	Method of Notification	Notes

**Summary of Investigation:**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

<b>Principal/Designee Signature:</b> _____	<b>Date:</b> _____
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# When You Hear & See Bullying



- **Immediately stop the bullying:** Stand between the child or children, preferably blocking eye contact between them. Don't send any students away-especially bystanders. Don't immediately ask about or discuss the reason for the bullying or try to sort out the facts. **Don't put yourself in harms way if it's a serious physical altercation! Follow school protocol!**
- **Refer to the bullying behavior and to the school rules against bullying.** Use a matter-of-fact tone of voice to state what behaviors you saw/heard. Let the students know that bullying is unacceptable and against school rules (e.g., "Calling someone names is bullying and is against school rules," or "That was bullying. I won't allow students to push or hurt each other that way").

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# When You Hear & See Bullying continued

- Support the bullied child in a way that allows him/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, but don't ask what happened at the time of the incident. Let his/her teacher know what happened. Increase supervision to assure that the bullying is not repeated and does not escalate.
- Include bystanders in the conversations and give them guidance about how they might appropriately intervene or get help next time. Don't put them on the spot to explain publicly what they observed. Let them know that you noticed their inactions or that you are pleased with the way they tried to help-even if they weren't successful. Encourage them to take an active or prosocial 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”).



# When You Hear & See Bullying continued

- **If appropriate, impose immediate consequences for students who bully others.** Do not require students to apologize or make amends during the heat of the moment (everyone should have time to cool off). As a first step, you might take away social opportunities (e.g., recess, lunch in the cafeteria). Let students who bully know that you will be watching them and their friends closely to be sure that there is no retaliation. Notification of colleagues is important so they can be aware of students who bully others and watch out for inappropriate behavior.
- **Do not require the students to meet and “work things out.”** Unlike conflicts, bullying involves an imbalance of power, which means this strategy 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.

# When You Hear & See Bullying continued

- **Provide follow-up interventions, as needed, for the students who were bullied and for those who bullied.** Even if you make good use of the “teachable moment” when bullying occurs, you will still encounter situations in which staff members will need to provide follow-up interventions. Staff members who provide follow-up are likely to need specialized skills or training.
- Provide counseling when appropriate!

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# Safe and Civil Schools (Sprick): Framework for Behavioral Change



- Structure the setting to prevent bullying.
- Teach all stakeholders to prevent and respond effectively.
- Observe and monitor student behavior and data.
- Interact positively to promote respectful behavior.
- Correct and intervene fluently with bullying incidents.



**Safe Schools  
Healthy Students**



# Quiz Time!

There are 3 types of people  
**IN AN EXAM HALL**



<b>1</b> I KNOW all of this	<b>2</b> There must be something I REMEMBER	<b>3</b> WTH!
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# Contact Information

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Thank you for your  
participation! 😊



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