

2013-2014

OFFICE OF THE  
STATE  
SUPERINTENDENT  
OF EDUCATION  
(OSSE)

BULLYING  
POLICY

[EXECUTIVE SUMMARY]

On June 22, 2012, the District of Columbia City Council passed the Youth Bullying Prevention Act of 2012 to address bullying on a comprehensive, citywide level. The policy requires that all District agencies, grantees, and educational institutions that provide services to youth adopt a bullying prevention policy. The law includes any entity who provides services to youth on behalf of, or with funding from, the District of Columbia. The law also creates the Mayor's Task Force on Bullying Prevention whose role is to assist District agencies in their bullying prevention efforts and the creation of their prevention policies. See DC Code § 2-1535.01

## BACKGROUND

A key responsibility of OSSE is to provide services in a respectful and positive environment. Acts of bullying, harassment and intimidation are an attack on core OSSE values. Thus, to facilitate our mission, OSSE, in consultation with youth, families and staff, has established this comprehensive bullying prevention policy. This policy protects the dignity and safety of the OSSE community and describes OSSE's prevention strategies to identify and prevent incidents by connecting youth to necessary services. OSSE will promptly report and investigate all incidents of bullying, harassment and intimidation and provide appropriate remedies for victims of an incident.

This policy serves as OSSE's bullying prevention plan pursuant to DC Code § 2-1535.03(b)(1) and for the purposes of the law, "youth" means either: (1) an individual of 21 years of age or less who is enrolled in an educational institution or who accesses the services or programs provided by an OSSE or grantee, or an individual of 22 years of age or less who is receiving special education services from an educational institution; or (2) individuals as described in the first subsection of the official definition of bullying considered as a group.

OSSE *defines* bullying as behavior characterized by aggression used within a relationship where the aggressor(s) has more real or perceived power than the target, and the aggression is repeated, or has the potential to be repeated, over time. Bullying can involve overt physical behavior or verbal, emotional, or social behaviors (*e.g.*, excluding someone from social activities, making threats, withdrawing attention, destroying someone's reputation) and can range from blatant aggression to far more subtle and covert behaviors. Cyberbullying, or bullying through electronic technology (*e.g.*, cell phones, computers, online/social media), can include offensive text messages or e-mails, rumors or embarrassing photos posted on social networking sites, or fake online profiles. Bullying:

1. Be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, place or residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
2. Can reasonably be predicted to:
  - a. Place the youth in reasonable fear of physical harm to their person or property;
  - b. Cause a substantial detrimental effect on the youth's physical or mental health;
  - c. Substantially interfere with the youth's academic performance or attendance; or
  - d. Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by an OSSE, educational institution, or grantee.

## NOTICE OF THIS POLICY

Pursuant to DC Code § 2-1535.03(f) this policy will be made available on OSSE's website. The policy, and age appropriate versions thereof, will be distributed to youth and parents of youth in contact with OSSE annually, and OSSE will emphasize that the policy applies to participation in functions sponsored by OSSE. Additionally, this policy will be included in all publications of OSSE rules, regulations, and solicitations and agreements for contracts and grants.

The Equal Employment Opportunity Officer is responsible for coordinating OSSE's bullying prevention efforts. All questions, comments and concerns about the bullying policy and OSSE prevention efforts should be able to be directed to the Equal Employment Opportunity Officer.

## CODE OF CONDUCT

Pursuant to D.C. Code § 2-1535.03(4))§4.b.4 OSSE expects youth to behave in a way that supports OSSE's objective to provide a safe and welcoming environment for other youth, OSSE staff, and community members. Youth who are part of the OSSE community are expected to:

1. Treat all members of the OSSE community with respect;
2. Respect the property of OSSE, its staff, and other youth connected to OSSE;
3. Respond appropriately to instructions from OSSE staff.

## PROHIBITION AGAINST BULLYING

Under DC Code § 2-1535.03(b)(2;9 and 3) acts of bullying by youths and acts of retaliation by youths for reporting bullying are wholly prohibited by any persons working, participating or attending events sponsored by OSSE.

Acts of bullying, including cyberbullying, whether by youth, volunteers or staff, are prohibited:

1. On OSSE grounds and immediately adjacent property, at OSSE -sponsored or related events on and off OSSE grounds, on any vehicle used for OSSE business, at any transit stop at which youth wait to be transported to OSSE business, or through the use of any electronic devices owned by the OSSE, leased by the OSSE or used for OSSE business, including but not limited to school bus transportation arranged by OSSE, and
2. At a location or function unrelated to the OSSE, through the use of any electronic devices, including those not owned or leased by the OSSE, if the acts of bullying or cyberbullying create a hostile environment at OSSE for the victim or witnesses, infringe on their rights at the OSSE, or materially and substantially disrupt the orderly operation of the OSSE.

Retaliation against a youth, volunteer or staff member who reports bullying, provides information about an act of bullying, or witnesses an act of bullying is also prohibited.

## IDENTIFYING AT RISK GROUPS

Identifying at-risk groups is central to secondary prevention strategies. OSSE should consider what youth will be at special risk of being bullied and of bullying, and should ensure that their policy identifies and serves these populations to prevent bullying incidents.

All staff at OSSE will actively seek out youth who are at risk of being victims or bullies to proactively remedy incidents of bullying before they occur. In determining whether a youth is at risk of being a victim of aggression, staff will consider the following risk factors:

1. Individual factors
  - a. Cautious, sensitive, insecure personality
  - b. Difficulty asserting themselves among peers
  - c. Physical weakness, particularly in boys
  - d. Disability
  - e. Victimization due to Sexuality or Gender Identify factors
2. Parental factors
  - a. Possible over-protective parents
  - b. Disability
  - c. Sexuality or Gender Identity factors
  - d. Income level
3. Peer risk factors
  - a. Lack of close friends

Risk factors for being a bully in an incident include:

4. Individual factors
  - a. Impulsive, hot-headed, dominant personality lacking empathy
  - b. Difficulty conforming to rules and low frustration tolerance
  - c. Positive attitudes toward violence
  - d. Gradually decreasing interest in school or academic achievement
5. Parental factors
  - a. Lack of parental warmth and involvement
  - b. Overly-permissive or excessively harsh discipline/physical punishment by parents
  - c. Lack of parental supervision
6. Peer risk factors

- a. Friends/peers with positive attitudes towards violence
- b. Exposure to models of bullying

Bullying in the form of sexual harassment including sexual violence and gender stereotyping are also prohibited in education programs receiving federal assistance under Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, et seq. (Title IX), and Staff should consult with OSSE's Title IX coordinator to provide any rights and to prevent violations of this statute.

When considering what remedial services should be offered to a youth, the Equal Employment Opportunity Officer will take into account: life skill competencies and deficiencies, extracurricular and academic strengths and weaknesses, available peer and home support networks, and personal traits. Based on these attributes and information from resource mapping, the Equal Employment Opportunity Officer will determine the appropriate remedial services. If OSSE does not have access to services appropriate to a youth's needs, they will refer the youth to an outside agency, using the Healthy Youth Resource Guide, who can address these needs rather than substituting other services that OSSE can provide.

Resources will be given directly to youth. Notification of remedial services and skill-building processes will be provided to the parents or guardians of all involved students, provided that such notification does not endanger the health, safety or well-being of any student. If outside agencies are contacted, the youth's parent or guardian's written consent will first be obtained unless there is evidence that it would endanger the youth. In all cases of remedial action, OSSE will take all possible steps to actively involve the youth's parents or guardians in the skill-building process, as long as the youth's written assent is obtained.

*OSSE staff is encouraged to review APPENDIX A to this document to understand the heightened exposure of Bullying of students with disabilities. Staff is encouraged to review APPENDIX B for resources for at-risk youth. Staff is encouraged to review APPENDIX D for Bullying Prevention Best Practices.*

### IDENTIFYING AT RISK PLACES

Research has demonstrated that there are both at-risk groups *and at-risk places* such as buses, playgrounds, and locker rooms where incidents of bullying are more likely to occur.

If a location on OSSE premises is identified by OSSE's data collection efforts as being particularly prone to hosting incidents of bullying, the Equal Employment Opportunity Officer will take steps to improve the safety and security of that location for OSSE youth. These steps will include:

1. Reducing youth traffic to these areas by altering schedules or activities;
2. Reducing the number of youth of different ages or activity groups in an at-risk area by altering schedules or activities;
3. Increasing supervision in these areas, and training supervising staff in the identification of bullying behaviors particularly common in that place.

OSSE will take measures to address an at-risk location no more than one month after receiving information on the presence of such an area on OSSE premises.

### REPORTING BY STAFF AND VICTIM

Pursuant to DC Code § 2-1535.03(1)(6)(7) OSSE expects all staff members and volunteers to report incidents of bullying or retaliation they witness or are made aware of within five (5) business days. Also, OSSE staff must 1) provide the name of a staff member responsible for handling complaints of bullying, 2) a reporting mechanism for victims, 3) assurances of the safety of an alleged victim, and 4) notice of these requirements to the youth OSSE serves. A sample Bullying Report Sheet is attached hereto in APPENDIX C.

Staff members should immediately report all such incidents to the Equal Employment Opportunity Officer, who will create a written report of a bullying incident and include the incident in OSSE reports of bullying incidents to the citywide coordinator.

Youth, parents, guardians, and community members are encouraged by OSSE to report any incidents of bullying that they witness or become aware of. Reports of bullying may be made to the Equal Employment Opportunity Officer, or through an anonymous drop box at [location of drop box].

Reports of bullying by youth, parents, guardians and community members may be made anonymously, but disciplinary action cannot be taken by OSSE solely on the basis of an anonymous report, though such a report may trigger an investigation that will provide actionable information. All oral reports received as part of this process will be transcribed into writing and included in OSSE's bullying database.

OSSE will ensure that there are reporting materials available in a wide variety of languages and that information about reporting is communicated to youth connected to OSSE in an age appropriate manner. Information on how to report incidents of bullying will also be included as appropriate in OSSE mailings to youth and their families. The Equal Employment Opportunity Officer is available to assist in reporting incidents of bullying.

Reports of bullying not received by the Equal Employment Opportunity Officer will be transmitted to them within one day of their receipt or creation by the staff member who reported the initial incident. Employees, volunteers or youths shall report the incident or information to the designated investigator. Those who promptly and in good faith report an incident of, or information on, bullying shall be immune from a cause of action for damages arising from the report.

### INVESTIGATIONS

Pursuant to DC Code § 2-1535.03(1)(7P) prior to the investigation of an incident, the Equal Employment Opportunity Officer will take steps to ensure the safety of the alleged victim referenced in a reported bullying incident. These steps will be designed to restore a sense of safety to the victim and to protect them from further incidents if necessary. Examples of such steps taken include designating a staff member to serve as that alleged victim's "safe" person, altering the alleged bully/bullies' seating or schedule to reduce access to the alleged victim or creating a safety plan in consultation with the alleged victim. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the victim from additional incidents of bullying or retaliation.

Once a report of bullying has been received by an OSSE, the following groups will be notified as needed by the Equal Employment Opportunity Officer, so long as, in the absence of legal imperative, the parent or guardian's written consent is obtained prior to notification.

Parents and guardians: OSSE will notify the parents or guardians of victims, bullies, and if appropriate, witnesses to an incident of bullying behavior about the nature of the incident and the procedures and steps in place for responding to it. The Equal Employment Opportunity Officer will determine if parents or guardians should be informed prior to or after the investigation of an incident.

Schools: OSSE will notify the schools of all victims and bullies in an incident of bullying to ensure that youth are not victimized across agencies and that comprehensive service and protection can be provided to bullies and victims.

Law enforcement agencies: If OSSE determines that the reported incident may involve criminal activity or the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement authorities. As part of making this determination OSSE may wish to consult with either a law enforcement officer or legal counsel. Law enforcement shall only be contacted if all other available remedies have been exhausted.

OSSE will notify these groups of incidents of bullying only to the extent allowed by law. Notification will be undertaken solely to ensure that services are provided to victims and bullies

and to protect victims from further or sustained victimization. OSSE will make every effort to protect the confidentiality of those who report bullying incidents.

The Equal Employment Opportunity Officer is responsible for investigating reports of bullying. An investigation of an incident will be initiated no more than one day after the Equal Employment Opportunity Officer receives a report of bullying and will conclude no later than 30 days after the receipt of such a report. As part of the investigation the Equal Employment Opportunity Officer will interview any involved or relevant parties including alleged victims, bullies, witnesses, staff, parents or guardians.

The Equal Employment Opportunity Officer will provide confidentiality as far as possible to relevant parties as part of the investigation, and inform all relevant parties that retaliation for reporting acts of bullying is prohibited. Written records of the investigation process should be maintained and may be included in the prevention database to generate a more accurate picture of bullying behaviors. Where necessary, provisions will be made to include the advice of legal counsel.

In investigating an incident of bullying, the Equal Employment Opportunity Officer will seek to ensure that the reported incident is one of victimization, a sign of bullying, rather than of conflict. Thus when investigating a reported incident the Equal Employment Opportunity Officer will attempt to determine, through interviewing the victim, what mechanisms the victim had and has access to for halting the incident that occurred, and preventing future such instances. If the victim reports a few or no mechanisms for ending the incident or constructively dealing with future instances, that information will serve as compelling, though not conclusive evidence that the reported incident was an incident of bullying.

The Equal Employment Opportunity Officer is charged with making determinations as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident. If the Equal Employment Opportunity Officer determines that an incident of bullying has occurred, they should take the response steps enumerated in OSSE's prevention plan to prevent the recurrence of an incident and restore the safety of a victim.

If the Equal Employment Opportunity Officer determines that additional support is needed to conduct a thorough and equitable investigation they will contact the citywide prevention coordinator. The Equal Employment Opportunity Officer will provide a written report that includes the complaints of bullying or retaliation and includes the name and contact information of the investigator. Retaliation against any person who reports bullying is prohibited and could result in action being taken by the agency.



OSSE Staff will also include making contact with the Bullying Resources in APPENDIX B.

### SANCTIONS

When the written report is distributed, either the person accused of bullying or the target of the bullying behavior may appeal the findings in the report to the investigator within fifteen days prior to sanctions being enforced. Either party may appeal in writing via email to the OSSE Hearing Officer at [ho.osse@dc.gov](mailto:ho.osse@dc.gov).

Pursuant to DC Code § 2-1535.03(b)(5) OSSE recognizes that for sanctions to be an effective component of a bullying prevention plan, they must be applied consistently, fairly, and equitably. To this end, OSSE shall ensure that the staff follows these guidelines as closely as possible, while allowing for flexibility to adapt sanctions to individual contexts.

Furthermore, to ensure equitability in applying sanctions, measures will be applied on a graduated basis determined by the nature of the offense, the disciplinary history of the youth involved, and the age and developmental status of the youth involved. Responses to incidents of bullying may include, but are not limited to:

- Reprimand
- Deprivation of OSSE privileges
- Bans on participating in optional OSSE activities
- Deprivation of OSSE services
- Ban or suspension from OSSE facilities

Sanctions will be applied within three (3) days of the determination that an incident of bullying has occurred, unless an appeal of the incident by the bully has been received in that time as described in the Appeals section of this policy. To ensure that single incidents of bullying do not become recurring problems, OSSE will always refer victims and bullies involved in an incident to services in addition to imposing sanctions on bullies.

OSSE does not endorse the use of punitive strategies associated with “zero-tolerance” policies when applying sanctions to an incident of bullying.

OSSE shall communicate to youth in contact with OSSE, the consequences that youth can expect for participating in bullying behavior.

### APPEALS

Pursuant to DC Code § 2-1535.03(b)(8); § 2-1535.04 parties dissatisfied by the outcome of a bullying investigation may appeal the determination of the Equal Employment Opportunity

Officer to the Student Hearing Office. This appeal should be submitted no later than 30 days after the initial determination. Upon receipt of an appeal, the Student Hearing Office must conduct a secondary investigation within 30 days of the receipt of an appeal. This 30 days may be extended up to an additional 15 days if the Student Hearing Office sets forth in writing the reasons why more time is needed to conduct an investigation. Additionally, upon the receipt of an appeal, the Student Hearing Office must inform the party making the submission of their ability to seek additional redress under the DC Human Rights Act.

### DATA COLLECTION AND ANNUAL REPORT

OSSE will submit to the citywide coordinator a dataset of all incident and service measures designated in this policy. This data will not include any identifying information about the bully, victim, or witnesses. The Equal Employment Opportunity Officer will be responsible for ensuring the citywide coordinator has accurate information on incident and service measures. Given the sensitive nature of information contained in this database, only the Equal Employment Opportunity Officer will have access to individualizing information in the database.

Prior to each academic year, OSSE, in collaboration with citywide coordinator will determine what data will most productively assist OSSE in supporting an effective OSSE wide bullying prevention policy. Based on this feedback, OSSE and the citywide coordinator will determine a set of service and incident metrics to be collected by OSSE. Efforts will be made to ensure consistent metrics and research products across years and to the extent possible, across agencies.

Prior to each academic year, OSSE, in collaboration with citywide coordinator will determine what data will most productively assist OSSE in supporting an effective OSSE-wide bullying prevention policy. Based on this feedback, OSSE and the citywide coordinator will determine a set of service and incident metrics to be collected by OSSE. Efforts will be made to ensure consistent metrics and research products across years and to the extent possible, across agencies.

**\*This policy will be updated annually before the start of each academic year. Before any updates are made, OSSE will ensure that all stakeholders and interested parties are invited to comment regarding, but not limited to, prevention strategies, creating a positive environment, training and professional development of OSSE staff, health education initiatives, improvements, and effectiveness of the policy.**

END

APPENDIX A

AUGUST 2013

United States Department of Education, Office of Special Education and Rehabilitation Services (OSERS) Bullying Guidance involving Students With Disabilities

Dear Colleague:

The U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS) is committed to working with States to ensure that school districts provide all children with positive, safe, and nurturing school environments in which they can learn, develop, and participate. OSERS is issuing this letter to provide an overview of a school district's responsibilities under the Individuals with Disabilities Education Act (IDEA) to address bullying of students with disabilities.<sup>1</sup>

As discussed in this letter, and consistent with prior Dear Colleague Letters the Department has published, bullying of a student with a disability that results in the student not receiving meaningful educational benefit constitutes a denial of a free appropriate public education (FAPE)

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<sup>1</sup> This letter is intended to supplement the July 25, 2000, joint Dear Colleague Letter from OSERS and the Department's Office for Civil Rights (OCR), which addressed disability harassment under Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act of 1990 (Title II of the ADA), and the IDEA (available at: <http://www.ed.gov/ocr/docs/disabharassltr.html>).

under the IDEA that must be remedied.<sup>2</sup> However, even when situations do not rise to a level that constitutes a denial of FAPE, bullying can undermine a student’s ability to achieve his or her full academic potential. Attached to this letter are specific strategies that school districts and schools<sup>3</sup> can implement to effectively prevent and respond to bullying, and resources for obtaining additional information.

Bullying of any student by another student, for any reason, cannot be tolerated in our schools.<sup>4</sup> Bullying is no longer dismissed as an ordinary part of growing up, and every effort should be made to structure environments and provide supports to students and staff so that bullying does not occur. Teachers and adults should respond quickly and consistently to bullying behavior and send a message that bullying is not acceptable. Intervening immediately to stop bullying on the spot can help ensure a safer school environment.

Bullying is characterized by aggression used within a relationship where the aggressor(s) has more real or perceived power than the target, and the aggression is repeated, or has the potential to be repeated, over time. Bullying can involve overt physical behavior or verbal, emotional, or social behaviors (*e.g.*, excluding someone from social activities, making threats, withdrawing attention, destroying someone’s reputation) and can range from blatant aggression to far more subtle and covert behaviors. Cyberbullying, or bullying through electronic technology (*e.g.*, cell phones, computers, online/social media), can include offensive text messages or e-mails, rumors or embarrassing photos posted on social networking sites, or fake online profiles.

Addressing and reporting bullying is critical. Students who are targets of bullying behavior are more likely to experience lower academic achievement and aspirations, higher truancy rates, feelings of alienation from school, poor relationships with peers, loneliness, or depression.<sup>5</sup> Bystanders, or those who only see or hear about bullying, also may be negatively affected as bullying tends to have harmful effects on overall school climate. Bullying can foster fear and disrespect and negatively affect the school experience, norms, and relationships of all students,

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<sup>2</sup> Some bullying of students with disabilities may also constitute discriminatory harassment and trigger additional responsibilities under the civil rights laws that OCR enforces, including Section 504, Title II of the ADA, Title VI of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972. See OCR’s October 26, 2010, Dear Colleague Letter on Harassment and Bullying (available at: <http://www.ed.gov/ocr/letters/colleague-201010.html>).

<sup>3</sup> In the context of this letter “school” includes public preschools; elementary, middle, and high schools; and public agencies, including the State Educational Agency (SEA), Educational Service Agencies (ESA), Local Educational Agencies (LEA), nonprofit public charter schools that are not otherwise included as LEAs or ESAs and are not a school of an LEA or ESA, and any other political subdivisions of the State that are responsible for providing education to children with disabilities. See 34 C.F.R. §300.33.

<sup>4</sup> Although the focus of this letter is peer-to-peer bullying, it is important to acknowledge that it is also intolerable for teachers and school staff to be party to school bullying and disability harassment (*i.e.*, being active participants in bullying), or observers to school bullying without taking action to address the behavior. While teacher-student disability harassment also may constitute a denial of FAPE, those issues are beyond the scope of this letter. We recommend that States and school districts consult with legal counsel regarding their responsibilities and duties in cases of bullying that involve school personnel, including taking the matter seriously, and promptly addressing any problematic behaviors.

<sup>5</sup> Gini G., & Pozzoli T. (2009). Association between bullying and psychosomatic problems: A meta-analysis. *Pediatrics*, 123(3):1059-1065.

families, and school personnel.<sup>6</sup> The consequences may result in students changing their patterns of school participation or schools eliminating school activities (*e.g.*, dances, sporting events) where bullying has occurred. Teachers, school personnel, parents, and students should report bullying when they become aware of it.

Students with disabilities are disproportionately affected by bullying.<sup>7</sup> For example, students with learning disabilities, attention deficit or hyperactivity disorder, and autism are more likely to be bullied than their peers.<sup>8</sup> Any number of factors -- physical characteristics, processing and social skills, or intolerant environments -- may increase the risk that students with disabilities will be bullied. Due to the characteristics of their disabilities, students with intellectual, communication, processing, or emotional disabilities may not understand the extent to which bullying behaviors are harmful, or may be unable to make the situation known to an adult who can help. In circumstances involving a student who has not previously been identified as a child with a disability under the IDEA, bullying may also trigger a school's child find obligations under the IDEA. 34 C.F.R. §§300.111, 300.201.

Whether or not the bullying is related to the student's disability, any bullying of a student with a disability that results in the student not receiving meaningful educational benefit constitutes a denial of FAPE under the IDEA that must be remedied.<sup>9</sup> States and school districts have a responsibility under the IDEA, 20 U.S.C. § 1400, *et seq.*, to ensure that FAPE in the least restrictive environment (LRE) is made available to eligible students with disabilities. In order for a student to receive FAPE, the student's individualized education program (IEP) must be reasonably calculated to provide meaningful educational benefit.<sup>10</sup>

Schools have an obligation to ensure that a student with a disability who is the target of bullying behavior continues to receive FAPE in accordance with his or her IEP. The school should, as part of its appropriate response to the bullying, convene the IEP Team to determine whether, as a result of the effects of the bullying, the student's needs have changed such that the IEP is no longer designed to provide meaningful educational benefit. If the IEP is no longer designed to provide a meaningful educational benefit to the student, the IEP Team must then determine to what extent additional or different special education or related services are needed to address the student's individual needs; and revise the IEP accordingly. Additionally, parents have the right to request an IEP Team meeting at any time, and public agencies generally must grant a parental request for an IEP Team meeting where a student's needs may have changed as a result of bullying. The IDEA placement team (usually the same as the IEP Team) should exercise caution

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<sup>6</sup> O'Brennan, L. M., Bradshaw, C. P., & Sawyer, A. L. (2009). Examining developmental differences in the social-emotional problems among frequent bullies, victim, and bully/victims. *Psychology in the Schools*, 46(2), 100-115.

<sup>7</sup> Swearer, S. M., Wang, C., Maag, J. M., Siebecker, A., B., & Frerichs, L. J. (2012). Understanding the bullying dynamic among students in special and general education. *Journal of School Psychology*, 50, 503-520.

<sup>8</sup> Twyman, K. A., Saylor, C. F., Saia, D., Macias, M. M., Taylor, L. A., & Spratt, E. (2010). Bullying and ostracism experiences in children with special health care needs. *Journal of Developmental Behavioral Pediatrics*, 31, 1-8.

<sup>9</sup> OCR also has authority to investigate complaints alleging denial of FAPE under Section 504 and Title II. See the July 25, 2000, joint Dear Colleague Letter on Disability Harassment; (available at:

<http://www.ed.gov/ocr/docs/disabharassltr.html>); and OCR's October 26, 2010, Dear Colleague Letter on Harassment and Bullying (available at: <http://www.ed.gov/ocr/letters/colleague-201010.html>).

<sup>10</sup> See *Hendrick Hudson Central Sch. Dist. Bd. of Educ. v. Rowley*, 458 U.S. 176, 201 (1982).

when considering a change in the placement or the location of services provided to the student with a disability who was the target of the bullying behavior and should keep the student in the original placement unless the student can no longer receive FAPE in the current LRE placement. While it may be appropriate to consider whether to change the placement of the child who was the target of the bullying behavior, placement teams should be aware that certain changes to the education program of a student with a disability (*e.g.*, placement in a more restrictive “protected” setting to avoid bullying behavior) may constitute a denial of the IDEA’s requirement that the school provide FAPE in the LRE. Moreover, schools may not attempt to resolve the bullying situation by unilaterally changing the frequency, duration, intensity, placement, or location of the student’s special education and related services. These decisions must be made by the IEP Team and consistent with the IDEA provisions that address parental participation.

If the student who engaged in the bullying behavior is a student with a disability, the IEP Team should review the student’s IEP to determine if additional supports and services are needed to address the inappropriate behavior. In addition, the IEP Team and other school personnel should consider examining the environment in which the bullying occurred to determine if changes to the environment are warranted.

As discussed above, any bullying of a student with a disability that results in the student not receiving meaningful educational benefit from the special education and related services provided by the school is a denial of FAPE. A student must feel safe in school in order to fulfill his or her full academic potential. We encourage States and school districts to alert Boards of Education, school administrators, teachers, and staff that bullying can result in a denial of FAPE for students with disabilities. We also encourage States and school districts to reevaluate their policies and practices addressing problematic behaviors, including bullying, in light of the information provided in this letter, as well as in OSERS’ July 25, 2000, joint Dear Colleague Letter and OCR’s October 26, 2010, Dear Colleague Letter. The enclosure to this letter, “Effective Evidence-based Practices for Preventing and Addressing Bullying,” includes practices for use as part of any bullying prevention and intervention program to help ensure that school and classroom settings are positive, safe, and nurturing environments for all children and adults.

We look forward to continuing to work with you to ensure that students with disabilities have access to high-quality services in positive, safe, and respectful school environments.

Sincerely,

Melody Musgrove, Ed. D.  
Director  
Office of Special Education Programs

Michael K. Yudin  
Acting Assistant Secretary

Enclosure: Effective Evidence-based Practices for  
Preventing and Addressing Bullying

## APPENDIX B

### Resources

To assist agencies in finding programs and service providers who can carry out prevention activities and curricula, the Task Force has compiled a list of bullying prevention programs and resource databases. Programs on this list include comprehensive full-OSSE programs, and more limited curricula that can be provided in a few sessions. To assist agencies in managing costs, free programs have been marked with a \*.

### Whole School Curricula

#### Olweus Bullying Prevention Program

#### Program Contact Information

Hazelden

[violencepreventionworks.org/public/olweus\\_bullying\\_prevention\\_program.page](http://violencepreventionworks.org/public/olweus_bullying_prevention_program.page)

PO Box 11

Center City, MN 55012-0011

800-328-9000

### Program Description

The Olweus Bullying Prevention Program is a whole school approach to bullying prevention with community, school, classroom, and individual components. Staff is trained in the implementation of the program and methods for responding to incidents and parents and other community members are involved in creating prevention awareness. Regular class meetings focused on prevention efforts are held to consistently reinforce the lessons of the program. A questionnaire is administered to better understand the dynamics of bullying at a school, and program also establishes a coordinating committee to guide the implementation process, with assistance from a trainer certified in the implementation of the Olweus program.

### Target Audience

Elementary, middle, and junior high schools; 3<sup>rd</sup> to 10<sup>th</sup> grade students; students ages five to fifteen. The program can be used with older students but this requires customized adaption of the standard program.

### Cost

Variable, depending on the size of the institution and the extent of implementation. One-time material costs range from \$1,500 to \$3,000 for the program manuals and \$250 or more for the Bullying Questionnaire survey. There are also a range of supplemental program costs for optional materials and lessons, a 2-day training session for school staff on the program, and optional additional student materials and textbooks.

## I Am Unafraid

### Program Contact Information

Jay Banks Productions  
iamunafraid.com/aboutiam.html  
PO Box 1011  
Spring Hill, TN 37174  
615-599-1900

### Program Description

I Am Unafraid's central component is the animations contained in a five DVD set, which are designed to encourage interactive participation by the students in bullying prevention lessons. This program uses positive behavior interventions and supports to improve youth behavior. This central component may be supplemented by additional optional modules including a school assembly by program creator Jay Banks, support materials to guide video discussion in class, stickers, wristbands, and posters to communicate the message broadly. Additionally, a staff member associated with the video can assist in the creation of a comprehensive, school-wide anti-bullying program and a parent collaboration program.

### Target Audience

Kindergarten to 5<sup>th</sup> grade.

### Cost



Variable, depending on the volume of supplemental materials and courses utilized.

#### A Classroom of Difference\*

##### Program Contact Information

The Anti-Defamation League

[adl.org/education/edu\\_awod/awod\\_classroom.asp](http://adl.org/education/edu_awod/awod_classroom.asp)

1100 Connecticut Avenue NW

Washington, DC 20036

202-452-8310

##### Program Description

The Anti-Defamation League's A Classroom of Difference program has both classroom education and peer and teacher training components. Programming includes lessons on conflict resolution skills, justice, equality, discrimination, and cross-cultural understanding. Some students will take additional peer education and leadership courses to support these efforts by becoming leaders in school bullying prevention efforts. Teacher training is supplemented by an anti-bias study guide, which includes additional materials for high school students. The Classroom of Difference resources also include afterschool and assembly elements to enhance education efforts and the Anti-Defamation League can work with institutions to develop specialized programming.

##### Target Audience

A Classroom of Difference includes various components that can be mixed to create a program suitable for any age or grade group.

##### Cost

None.

#### Bully Proof Your School

##### Program Contact Information

National Center for School Engagement

[schoolengagement.org/index.cfm/Bully%20Proof%20Your%20School](http://schoolengagement.org/index.cfm/Bully%20Proof%20Your%20School)

450 Lincoln St., Suite 100

Denver, CO 80203

303-837-8466 x110

##### Program Description

In the Bully Proof Your School program, a team of two trainers comes to a school or district and instructs a staff team in bullying prevention skills. Depending on what program set is ordered there may be additional follow-up coaching by telephone in the following year. This training focuses on six basic areas: staff training, student instruction, support for the victims, interventions with the bullies, systems interventions, and development of a caring climate within the schools. Additionally, survey and

analysis of the school climate are available as part of the process. Training for trainers' sessions can also be supplied as part of this model.

Target Audience

Bully Proof Your School has separate curricula available for early childhood, elementary, middle schools and high schools.

Cost

Variable, depending on what services and support is requested from the National Center for School Engagement. Evaluation, consultation, training, technical assistance, and program materials all have separate costs associated with them.

Steps to Respect

Program Contact Information

Committee for Children

[cfchildren.org/second-step.aspx](http://cfchildren.org/second-step.aspx)  
2815 Second Avenue, Suite 400  
Seattle, WA 98121-3207  
800-634-4449

Program Description

Steps to Respect operates at the school-wide level and begins with administrators using surveys included in the program and existing data to understand the dynamics of bullying at their school. The program also provides materials to train all school staff, including educational support personnel like bus drivers and cafeteria workers, to recognize and deal with incidents of bullying. This is community support built on with classroom lessons that teach kids how to make friends, recognize feelings, and recognize, refuse, and report bullying. The program includes posters, literature units, skills lessons, and family involvement components.

Target Audience

Elementary school students.

Cost

\$859 dollars for the complete set of program instruction and implementation materials.

Al's Pals

Program Contact Information

Wingspan

[wingspanworks.com/educational\\_programs/about\\_als\\_pals.php](http://wingspanworks.com/educational_programs/about_als_pals.php)  
4323 Cox Rd.  
Glen Allen, Virginia 23060  
804-967-9002

Program Description

Al's Pals is a 46 lesson curriculum delivered over 23 weeks, with each lesson taking 10-15 minutes. Puppets are used by trained staff members to lead children through a series

of interactive activities that teach positive social behavior, healthy decision making, and resilience. The lessons are supplemented by music activities, posters, and photographs that enhance the positive classroom environment and serve as ongoing reminders of the lessons taught. School staff is taught the AI's Pals curriculum either in a two day training session or through seven live online sessions lasting two hours. Parents are also involved in the program through an education component and there are booster lessons for students who complete the core AI's Pals curriculum.

Target Audience

Elementary school students.

Cost

Variable, depending on how large the school is: each class carrying out the curriculum needs its own kit. Costs are also contingent on how training is delivered and how many staff receives this training. Training for one teacher and a curriculum kit costs \$985; training for a teacher, an assistant, and a curriculum kit costs \$1,285; training for teachers who already have a curriculum kit is \$300; training for administrators and support staff without a curriculum kit is \$300. Parent educator training and instruction materials are \$485 per person.

Bully Free

Program Contact Information

Bully Free Program  
bullyfree.com  
262 Ironwood Drive  
Murray, KY 42071  
270-227-0431

Program Description

Bully Free is designed to be implemented at the school, or district-wide level and builds parent and community involvement as part of a system-wide prevention effort. The program avoids peer mediation and conflict resolution in favor of quality adult supervision, school culture change, preventing students from becoming the target of bullying, refusing to minimize specific problems associated with bullying like sexual harassment and racism, and applying consistent consequences. The program avoids labeling students as victims or bullies and emphasizes training students to react responsibly to an incident of bullying rather than being a bystander. Optional components include a bus safety training kit.

Target Audience

Different versions of the Bully Free program exist for the pre-school, elementary, middle, and high school levels.

Cost

Variable, depending on the program components ordered. The pre-school kit costs \$745, the elementary and middle school kits costs \$899, the high school kit costs \$799, the

presentation and training kit costs \$1,899, and the bus training and prevention strategies kit costs \$599. A copy of the program may be needed for each school involved but only one copy of the presentation and training and bus training course is needed per district.

Ready, Set, Respect

Program Contact Information

Gay, Lesbian & Straight Education Network (GLSEN)  
<http://www.glsen.org/cgi-bin/iowa/all/news/record/2833.html>  
1012 14th Street, NW, Suite 1105  
Washington, DC 20005  
202-347-7780

Program Description

The Ready, Set, Respect! program includes both specific lesson plans and general strategies for inclusive teaching and playground organization. Lessons provided as part of Ready, Set, Respect! can be used at any time during the year and can be integrated into a language arts curriculum; the toolkit includes advice on what aspects of an English-language curriculum each of the Ready, Set, Respect! lessons best supports to assist in the integration process. General advice provided in the toolkit includes information on how to teach in a way that increases students' knowledge about diversity and different family structures and that breaks down stereotypes about gender, race, and ethnicity. It also provides guidance on how to create respectful recess periods by noting common practices and games and hurt or isolate youth.

Target Audience

Ready, Set, Respect! is designed for elementary school youth in kindergarten to 5<sup>th</sup> grade.

Cost

None.

Long Term Curricula

No Offense

Program Contact Information

No Offense  
nooffense.org  
4401-A Connecticut Ave NW, #170  
Washington, DC 20008  
202-617-5986  
NoOffense.lpj@gmail.com

Program Description

No Offense is a psycho-educational program that teaches children bullying prevention and resolving challenges without violence. The program incorporates T'ai Chi and

lessons drawn from various world cultures to teach children calming techniques, communication skills, and defense through healthy life choices like good friendship, openness in communication, nutritional diet, and academic achievement. Each No Offense lesson has five components: a healthy snack and introductory lesson, peace transition, hands-on activity, T'ai Chi Instruction, and closing ritual; activities are incentivized with field trips and patches displayed on program specific t-shirts.

Target Audience

Elementary School Students.

Cost

Variable, training sessions in No Offense cost \$2,400 with additional costs for program materials

Playworks Training

Program Contact Information

Playworks

playworks.org/training  
600 Pennsylvania Ave. SE, Suite 100  
Washington, DC 20003  
202-822-0097

Program Description

Playworks supplies training on how to manage youth in a recess setting in a way that creates a positive school climate. Programming engages youth on the playground to shift youth behavior, resulting in fewer disciplinary incidents, better conflict resolution skills, and improved leadership. Playworks programming also targets bullying behavior at recess. This training can be implemented alongside or integrated into existing recess programming.

Target Audience

Any OSSE that has a youth-serving recess program can use Playworks training.

Cost

A full-time Playworks staff member on-site costs \$25,500 a year, with additional costs for playground equipment averaging about \$300. Costs for a training workshop half-day workshop are \$1,500.

Creating a Safe and Respectful Environment in Our Nation's Classrooms\*

Program Contact Information

National Center on Safe and Supportive Learning Environments  
safesupportiveschools.ed.gov/index.php?id=1480  
1000 Thomas Jefferson Street Northwest  
Washington, DC 20007  
800-258-8413

### Program Description

The National Center on Safe and Supportive Learning Environments' program consists of two training modules for teachers, designed to be offered together. Module one focuses on understanding and intervening in an incident of bullying behavior and trains teachers to recognize what an incident of bullying looks like, how to identify such incidents, and how teacher should respond to them. Module two focus on the role of student-teacher relationships in creating a positive, supportive classroom environment and how such an environment can prevent incidents of bullying. Each module takes 2.5 hours for training and can be delivered to 12-30 teachers and support personnel.

### Target Audience

Creating a Safe and Respectful Environment trains teachers at all levels of programming to intervene effectively in incidents of bullying.

### Cost

None.

### Don't Laugh at Me\*

#### Program Contact Information

##### Operation Respect

[operationrespect.org/educators/overview.php](http://operationrespect.org/educators/overview.php)

2 Penn Plaza, 5th Floor

New York, New York 10121

212-904-5243

### Program Description

Don't Laugh at Me, a project of Operation Respect, provides a curriculum designed to transform classrooms and schools into ridicule free zones. Programming focuses on fostering the four attributes of a caring community: the healthy expression of feelings; caring, compassion, and cooperation; creative resolution of conflicts; and appreciation of differences. Youth learn that they can positively shape their school environment by working together. The program was created by Educators for Social Responsibility's Resolving Conflict Creatively Program with additional input from the Southern Poverty Law Center.

### Target Audience

Two separate Don't Laugh at Me programs exist, one for 2<sup>nd</sup> to 5<sup>th</sup> grade and one for 6<sup>th</sup> to 8<sup>th</sup> grade.

### Cost

None.

### Second Step

#### Program Contact Information

Committee for Children

[cfchildren.org/second-step.aspx](http://cfchildren.org/second-step.aspx)

2815 Second Avenue, Suite 400  
Seattle, WA 98121-3207  
800-634-4449

Program Description

Second Step teaches social skills to youth in a developmentally targeted manner: the program has separate curricula for early learning, kindergarten, and 1<sup>st</sup> to 8<sup>th</sup> grade. Each curriculum has academic lesson integration materials, instructions on including the family in the educational process, lesson plans that use a broad array of media, and online training and additional resources. The program teaches core emotional skills like empathy, emotion management, problem solving, self-regulation, and executive functioning. Materials for ongoing staff training are also made available online as part of the purchase of the program.

Target Audience

Early childhood to 8<sup>th</sup> grade.

Cost

\$279 to \$339 depending on which grade-level kit is bought.

Short and Medium Term Curricula

Let's Get Real

Program Contact Information

GroundSpark  
[groundspark.org/our-films-and-campaigns/lets-get-real](http://groundspark.org/our-films-and-campaigns/lets-get-real)  
901 Mission Street, Suite 205  
San Francisco, CA 94103  
415-641-4616

Program Description

Let's Get Real is oriented around the 35 minute "Lets Get Real" video, in which youth describe their experiences with bullying. The video comes with a 130 page curriculum guide that includes lesson plans and activities oriented around the video, as well as handouts teachers can use to supplement the film. There is also a parental involvement component and instructions on how to include the curriculum and video as part of staff development training.

Target Audience

6<sup>th</sup> to 9<sup>th</sup> grade. The film contains graphic language, including racial slurs and students must be taught how to interact with such language in an appropriate manner.

Cost

\$99 for kindergarten to 12<sup>th</sup> grade schools, community groups, and public libraries.

Let's Be Friends

Program Contact Information

Utterly Global  
antibullyingprograms.org/Programs.html  
P.O. Box 265  
Garwood, NJ 07027  
908-272-0631

Program Description

Let's Be Friends is an early childhood prevention program that can be flexibly implemented in different classroom settings. The program includes lessons on friendship, the dynamics of bullying, and celebrating differences. The program also includes a parental education component and interactive class activities.

Target Audience

Pre-Kindergarten to 2<sup>nd</sup> grade.

Cost

\$150 for class materials.

Virgil: The Bully from Cyberspace

Program Contact Information

Utterly Global  
antibullyingprograms.org/Programs.html  
P.O. Box 265  
Garwood, NJ 07027  
908-272-0631

Program Description

This program is oriented around the book "Virgil: the Bully from Cyberspace." An included teacher's guide includes lesson plans for each of the book's nine chapters and the rationale, objectives, and concepts to be taught for each chapter. The lesson plan also includes suggested reinforcement and follow-up activities and a parent involvement component consisting of letters to be sent home to parents that build on the lessons learned at school.

Target Audience

1<sup>st</sup> to 3<sup>rd</sup> grade.

Cost

\$150 for the book and teacher's edition.

There's No Excuse for Peer Abuse

Program Contact Information

Utterly Global  
antibullyingprograms.org/Programs.html  
P.O. Box 265  
Garwood, NJ 07027  
908-272-0631



### Program Description

There's No Excuse for Peer Abuse is a program that can be used as a subject cycle or as part of an afterschool club project. The package includes a pre- and post- program survey as well as a parental involvement component. The curriculum teaches students about the dynamics of bullying, internet safety, the differences between bullying and conflict, how to avoid being a target for bullying, and how to create a bully-free environment.

### Target Audience

3<sup>rd</sup> to 5<sup>th</sup> grade.

### Cost

\$150 for class program materials.

### Stand Up-Speak Out

#### Program Contact Information

Utterly Global

[antibullyingprograms.org/Programs.html](http://antibullyingprograms.org/Programs.html)

P.O. Box 265

Garwood, NJ 07027

908-272-0631

### Program Description

Stand Up- Speak Out is designed to be implemented as a subject cycle in a class or as part of an afterschool club project. There are two components to the program: lessons and a prevention project. The lessons teach students about the dynamics of bullying, how to avoid becoming a target, how to empower themselves to intervene in an incident of bullying, and how to make socially responsible decisions. The prevention project has students create a project to increase awareness about bullying.

### Target Audience

Middle school students.

### Cost

\$150 for class program materials.

### Bullying. Ignorance is No Defense

#### Program Contact Information

Utterly Global

[antibullyingprograms.org/Programs.html](http://antibullyingprograms.org/Programs.html)

P.O. Box 265

Garwood, NJ 07027

908-272-0631

### Program Description

Drawing from best practices suggested by the U.S. Departments of Education and Health and Human Services, this program trains youth to use methods besides bullying to resolve problems. Topics covered include the intersection of bullying and the law,

deciding how to take action in a bully incident, cultural diversity and bullying, and the types and dynamics of bullying.

Target Audience

High school and college students.

Cost

\$150 for class program materials.

RAISE Boys: Reduce Aggression Increase Self-Empowerment

Program Contact Information

The Ophelia Project

[opheliaproject.org/main/programs\\_and\\_services.htm](http://opheliaproject.org/main/programs_and_services.htm)

718 Nevada Drive

Erie, PA 16505

814-456-5437

Program Description

The Ophelia Project's RAISE Boys program covers six topics: the language of peer aggression, the bystander, normative beliefs, friendship, leadership, and cyberbullying. The objective of the program is to help youth engage in positive bullying prevention behaviors online and in the community. The kindergarten and 1<sup>st</sup> grade RAISE curricula use the book "Just Kidding;" from the 4<sup>th</sup> grade level on, RAISE uses online activities as an optional component. The high school program also uses short video clips that include first person youth narratives of bullying.

Target Audience

Depending on program components used, RAISE can be used with male students of all grade and age levels.

Cost

\$100 for all age curricula, \$25 for each individual age range curriculum with additional costs if optional components are purchased.

CyberCool: 15 Positively Powerful Lessons to Teach Digital Citizenship and Stop Cyberbullying

Program Contact Information

The Ophelia Project

[opheliaproject.org/main/programs\\_and\\_services.htm](http://opheliaproject.org/main/programs_and_services.htm)

718 Nevada Drive

Erie, PA 16505

814-456-5437

Program Description

CyberCool consists of 15 lessons that address six core cyberbullying concepts: peer aggression, empathy, communication, anonymity, empowerment, and privacy. The program has both middle school and high school curricula: the middle school curriculum focuses on how to deal with incidents of cyberbullying that impact real world interaction

while the high school program focuses on maintaining personal privacy and a positive online footprint as students enter the college or job search. These programs also focus on empowering bystanders to play a constructive role in incidents of bullying. Both curricula require internet access.

Target Audience

Two separate CyberCool curriculums exist, one for 6<sup>th</sup> to 9<sup>th</sup> grade and one for 9<sup>th</sup> to 12<sup>th</sup> grade.

Cost

\$75 for each curriculum.

It Has a Name: Relational Aggression

Program Contact Information

The Ophelia Project

[opheliaproject.org/main/programs\\_and\\_services.htm](http://opheliaproject.org/main/programs_and_services.htm)

718 Nevada Drive

Erie, PA 16505

814-456-5437

Program Description

It Has a Name is the Ophelia Project's hallmark program, covering six topics in relational aggression: the language of peer aggression, the bystander, normative beliefs, friendship, leadership, and cyberbullying. The kindergarten through 3<sup>rd</sup> grade curricula teach identifying emotions in others; the 4<sup>th</sup> grade through 12<sup>th</sup> grade components includes online safety lessons and exercises. Middle and high school components also include lessons on social norms regarding gender roles.

Target Audience

It Has a Name curricula are available for female students from kindergarten to 12<sup>th</sup> grade.

Cost

\$100 for all age curricula, \$25 for each individual age range curriculum with additional costs if optional components are purchased.

Courage to Care

Program Contact Information

Browne Center

[courage2care.com](http://courage2care.com)

215 Pettee Hall, University of New Hampshire

Durham, 03824

603-862-7008

Program Description

Courage to Care (CtoC) was designed by University of New Hampshire (UNH) researchers to improve school climate and culture. The curriculum consists of nine lessons that can be used in a number of different school and community settings. It

includes hand-on activities to promote experiential learning, student activity books that build on these lessons, and a video that is used to stimulate class discussion. Training in CtoC is provided over three days at UNH and participants receive program materials as part of the training. Participants in CtoC training also receive post-training support and advice from CtoC trainers.

Target Audience

Middle school students.

Cost

\$1,200 for the first registrant from an institution to participate in Courage to Care Training, \$800 for each additional registrant from the same institution.

No Name-Calling Week\*

Program Contact Information

Gay, Lesbian & Straight Education Network (GLSEN)  
glsen.org/cgi-bin/iowa/all/library/record/2461.html?state=tools&type=educator  
1012 14th Street, NW, Suite 1105  
Washington, DC 20005  
202-347-7780

Program Description

No Name-Calling Week curricula are oriented around an annual week of education activities designed to end all types of name-calling. A five lesson plan curriculum exists for elementary school (kindergarten to 4<sup>th</sup> grade) students and an eleven lesson plan program exists for the middle school or 5<sup>th</sup> to 8<sup>th</sup> grade level. Both can be supplemented with a three lesson plan art program designed to help students create art pieces that express their feeling about name-calling, bullying, and harassment. Additional resources on the website allow administrators to survey to students and to involve families and care-givers in the programming. No Name-Calling Week can be implemented as part of national No Name-Calling Week. These lessons are supplemented by optional or extra-curricular activities schools can use to build on the classroom components of No Name-Calling Week.

Target Audience

Kindergarten to 8<sup>th</sup> grade.

Cost

None.

WagePeace

Program Contact Information

WagePeaceToday.com  
wagepeacetoday.com/Home\_Page.html  
1013 Saranac Park  
Peachtree City, GA 30269

770-719-1856

Program Description

Waging Peace is a program created by Dr. Michael Carpenter composed of 45 class lessons: 27 evidence-based bullying prevention classes, 10 civility and character education activities, and 8 connecting activities. These lessons can be delivered through class meetings, advisor meetings, or during the course of subject classes. The program is based on the practices of the Olweus Bullying prevention program and focuses on involving bystanders in the prevention process.

Target Audience

Waging Peace is targeted toward audiences in the 3<sup>rd</sup> through 10<sup>th</sup> grade, but can be modified to be suitable for kindergarten to 2<sup>nd</sup> grade and 11<sup>th</sup> to 12<sup>th</sup> grade.

Cost

The 2011 Waging Peace manual costs \$35 with a minimum order of \$75. Packs of 12 posters supplementing the program cost \$20.

Become an Ally

Program Contact Information

The Anti-Defamation League  
1100 Connecticut Avenue NW  
Washington, DC 20036  
202-452-8310

Program Description

Becoming an Ally provides youth and teachers with the skills to become proactive participants or allies in preventing bullying. Students and teachers receive training on the behaviors of a successful ally and participate in activities that reinforce and develop their skills. This program is supported by several components. There are separate full (5-6 hour) or half (2-4 hour) day workshops for administrators, teachers, and educational support personnel and youth workshops for elementary, middle, and high school age youth. These can be supplemented with the Step Up! assembly program for middle students and Names Can Really Hurt Us assembly program for high school students. These interactive programs feature small group discussions and first person stories designed to give voice to victims of bullying.

Target Audience

Become an Ally has versions appropriate for elementary, middle, and high school students.

Cost

Variable, depending on the number of components used.

Single Intervention Curricula

CyberALLY & Youth and Cyberbullying: What Families Don't Know Will Hurt Them

Program Contact Information

The Anti-Defamation League  
adl.org/education/cyberbullying/workshops.asp  
1100 Connecticut Avenue NW  
Washington, DC 20036  
202-452-8310

Program Description

CyberAlly and Youth and Cyberbullying provide youth and their families with the knowledge and skills to understand the dynamics of cyberbullying, to allow families to discuss cyberbullying with their children, and to respond effectively to incidents they witness. CyberAlly is a full or half day interactive training program that teaches youth to recognize and respond to cyberbullying effectively, and to connect incidents they see to broader online hate activities. Youth and Cyberbullying is a 1.5-2 hour training that provides parents with the tools to educate their kids on cyberbullying and communicate effectively with them if an incident occurs.

Target Audience

CyberALLY is designed for middle and high school students. Youth and Cyberbullying: What Families Don't Know Will Hurt Them is designed for adult family members.

Cost

Variable, depending on the number of programs signed up for.

Trickery, Trolling and Threats: Understanding and Addressing Cyberbullying & Cyberbullying: Focus on the Legal Issues

Program Contact Information

The Anti-Defamation League  
adl.org/education/combatbullying/becoming-an-ally.asp  
1100 Connecticut Avenue NW  
Washington, DC 20036  
202-452-8310

Program Description

These two programs are professional development sessions designed to provide administrators and educators with the knowledge and skills to address cyberbullying. Trickery, Trolling and Threats is a half or full day session that discusses the unique features and dynamics of cyberbullying, teaches strategies for empowering students, and discusses key legal issues associated with cyberbullying. Cyberbullying: Focus on the Legal issues is a 2.5 hour workshop that explores the key legal and constitutional issues surrounding cyber bullying and appropriate school responses to incidents of cyberbullying or cyber threats.

Target Audience

Trickery, Trolling and Threats is designed for administrators, educators, and educational support personnel. Cyberbullying: Focus on the Legal issues is an administrator workshop.

Cost

Variable, depending on the number of programs signed up for.

Not in Our School & Taking a Stand\*

Program Contact Information

Facing History and Ourselves

[facinghistory.org/resources/collections/bullying](http://facinghistory.org/resources/collections/bullying)

14 E 4th Street, Suite 3003

New York, NY 10003

212-992-7380

Program Description

Facing History and Ourselves is a bullying prevention toolkit with lesson plans, curricula, case studies, and media resources, teachers can use to integrate bullying prevention lessons into social studies, history, and health lessons. The resource database also provides viewing guides explaining the site's media resources and teaching strategies to achieve the best use of the resources and curricula on the site.

Target Audience

Facing History has a diverse set of resources that are suitable for all age ranges.

Cost

None.

ThinkB4YouSpeak\*

Program Contact Information

Gay, Lesbian & Straight Education Network

[glsen.org/cgi-bin/iowa/all/library/record/2461.html?state=tools&type=educator](http://glsen.org/cgi-bin/iowa/all/library/record/2461.html?state=tools&type=educator)

1012 14th Street, NW, Suite 1105

Washington, DC 20005

202-347-7780

Program Description

ThinkB4YouSpeak provides a school education guide linked to GLSEN's national public service announcements on homophobic language. The educator guide includes activities on how to discuss the radio, print, and TV ads that are part of the national campaign as well as educational activities that address the meaning of the words targeted in the campaign and ways youth can become active participants in preventing the use of homophobic language.

Target Audience

7<sup>th</sup> to 12<sup>th</sup> grade.

Cost

None.

## Knowledge Base

### Stop Bullying: Speak Up\*

#### Resource Contact Information

The Anti-Defamation League & Cartoon Network  
cartoonnetwork.com/educator-guide/index.html  
1050 Techwood Dr. NW  
Atlanta, GA 30318  
404-885-4205

#### Resource Description

Stop Bullying: Speak Up is a joint venture between the Anti-Defamation League and Cartoon Network. The resource website includes an extensive array of materials for involving students and parents in the prevention process and lesson plans and curriculum resources to assist educators in integrating the media resources on the site into programs in the school. It also provides guides on how to undertake prevention efforts broadly in a school setting. The site includes links to additional resources provided by Stop Bullying: Speak Up's national partner organization network.

#### Target Audience

Stop Bullying: Speak Up includes resources appropriate for use with elementary, middle, and high school students, but is primarily oriented towards students ages 6 to 14. Additionally, the program has some resources in both Spanish and Farsi.

### StopBullying.Gov\*

#### Resource Contact Information

U.S Department of Health and Human Services  
stopbullying.gov  
200 Independence Avenue, S.W.  
Washington, DC 20201  
877-696-6775

#### Resource Description

StopBullying.gov is a resource database for students, parents, guardians, and caregivers that includes a broad array of resources explaining the dynamics of bullying and how to deal with different types of bullying like cyberbullying. It includes times and suggestions for preventing bullying in the school and in the community as well as offering information on the specific risk factors for bullying or being bullied. It also includes contact information for response services if a youth is in critical danger as a result of bullying incidents.

#### Target Audience

StopBullying.gov has resources and information pertinent to all age categories.

### Pacer's National Bullying Prevention Center\*

#### Resource Contact Information



Pacer Center

[pacer.org/bullying/](http://pacer.org/bullying/)  
8161 Normandale Blvd.  
Bloomington, MN 55437  
888.248.0822

Resource Description

Pacer’s National Bullying Prevention Center has resources and toolkits for youth and educators to support bullying prevention efforts at schools and in the community. The site also features written and video stories of bully submitted by youth, specific sites designed for a teenage audience, and ways to connect to national bullying prevention campaigns by starting supporting events in schools and the community. There is also information for parents on talking to their child about bullying and what steps parents can take if their child is targeted.

Target Audience

Pacer’s National Bullying Prevention Center has resources and information pertinent to all age categories with separate specific sites for teens and younger children.

Combat Bullying: Tools and Resources\*

Resource Contact Information

The Anti-Defamation League  
[adl.org/combatbullying/](http://adl.org/combatbullying/)  
1100 Connecticut Avenue NW  
Washington, DC 20036  
202-452-8310

Resource Description

Combat Bullying offers a selection of resources to address bullying at for every age group. It includes information for policy makers on model statutes to address cyberbullying, information on the dynamics of bullying, quick tip sheets for parents and educators, guides on how to address and prevent bullying in the school setting and online, and resources and toolkits to allow students to respond to name-calling and cyberbullying. The site also includes personal narratives from youth who responded effectively to incidents of bullying.

Target Audience

Combat Bullying has knowledge resources for policy makers, educators, parents and youth.

Health Education Resources of the Office of the State Superintendent of Education (OSSE)\*

Resource Contact Information

Wellness and Nutrition Contact  
<http://osse.dc.gov/service/health-education-resources>

810 1st St NE # 9  
Washington, DC 20002  
202-727-1839

Resource Description

OSSE's health education resources website includes important information about the health and physical education standards that apply to all students in the DC educational system. It includes information on the health and physical education standards, which set out developmental guidelines on what students should know by the end of each grade level. The site also includes health resources and information for youth and information on various public health initiatives and resources available to students in the DC education system.

Target Audience

The health education resources of OSSE have important information for all students, parents, and educators connected to the DC educational system.

Afterschool: A Strategy for Addressing and Preventing Middle School Bullying\*

Program Contact Information

Afterschool Alliance  
[afterschoolalliance.org/research.cfm](http://afterschoolalliance.org/research.cfm)  
1616 H Street NW, Suite 820  
Washington, DC 20006  
202-347-2030

Program Description

Afterschool offers educators a knowledge base on the use of school programming to reduce bullying and promote positive youth self-image. Noting that participants in various afterschool programs demonstrated increased safety and better coping skills, the resource site offers recommendations on how to create and support effective afterschool programming.

Target Audience

Middle school youth.

## APPENDIX C

### Sample Incident Reporting Form

#### DC OSSE Bullying Incident Report

##### Personal Information

1. [Optional] Name of person filing the report: \_\_\_\_\_

*Please note that a report of bullying may be made anonymously. However, no disciplinary action will be taken solely in response to an anonymous report. The report may be the basis for an investigation that supplies additional information needed to undertake disciplinary action.*

2. You are the:

a. Victim of this behavior: \_\_\_\_\_

b. Witness to an incident: \_\_\_\_\_

3. You are a:

a. Youth: \_\_\_\_\_

b. Parent/Guardian: \_\_\_\_\_

c. Staff member (please specify): \_\_\_\_\_

d. Other (please specify): \_\_\_\_\_

4. [Optional] Your contact Information:

- a. Phone: \_\_\_\_\_  
b. Email: \_\_\_\_\_

Incident Information

Name(s) of victim:

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

Name(s) of bully:

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

Date and Time of Incident

Date: \_\_/\_\_/\_\_

Time: \_\_:\_\_ AM/PM

Type of Aggression

*Please check all that apply to this incident*

- Verbal            \_\_\_\_\_  
Physical        \_\_\_\_\_  
Written         \_\_\_\_\_  
Cyberbullying \_\_\_\_\_  
Relational      \_\_\_\_\_

Location of Incident<sup>11</sup>

*Please check all that apply to this incident*

- Classroom \_\_\_\_\_
- Hallways \_\_\_\_\_
- Playground \_\_\_\_\_
- Bathrooms \_\_\_\_\_
- Locker Room \_\_\_\_\_
- On the Way to School \_\_\_\_\_
- Other Campus Location (specify): \_\_\_\_\_
  
- Off Campus Location (Cyber Bullying) \_\_\_\_\_
- Off-Campus Location (Verbal/Physical-specify): \_\_\_\_\_

Witnesses *(Please list people who have information about the incident)*

- Name: \_\_\_\_\_ Student: \_\_\_\_ Staff: \_\_\_\_ Other  
(specify): \_\_\_\_
- Name: \_\_\_\_\_ Student: \_\_\_\_ Staff: \_\_\_\_ Other  
(specify): \_\_\_\_
- Name: \_\_\_\_\_ Student: \_\_\_\_ Staff: \_\_\_\_ Other  
(specify): \_\_\_\_

Context

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<sup>11</sup> Agencies should develop a list of agency-specific locations when adopting this form. This is a school based example. Agencies should use locations relevant to their youth like pools, gyms, community or recreation rooms, sports fields, and fitness rooms.

## APPENDIX D

### Review of Best Practices in Preventing Bullying

This section describes results from studies on the prevalence of bullying, its causes, correlates, and consequences, and the results from rigorous studies of bullying prevention initiatives. This review describes several approaches to bullying prevention and the relative strengths and weaknesses of each. The findings from the literature review were integrated into the model policy, to inform selection of the approaches with the strongest evidence-base.

Researchers have conceptualized bullying as repeated acts of aggression, intimidation, or coercion perpetrated by someone who has more physical, social, or psychological power than the victim (Ross & Horner, 2009). Although bullying is often thought of as a school-based phenomenon, it can also occur in neighborhoods, at home, and over the internet through cyberbullying (Srabstein, 2011). The consensus within bullying prevention literature is that bullying is best addressed through a comprehensive policy that includes not only the school, but actors in the wider community, other youth serving agencies, public health services, and the criminal and juvenile justice systems.

A literature review finds broad consensus on the components of an effective prevention program. Bullying prevention programs are most effective when they: (1) define bullying broadly to include electronic and other non-physical forms of bullying, (2) include sanctions that are consistent and equitably applied, but not overly punitive (i.e. “zero-tolerance”), (3) ensure that a supportive environment is created for the victims, (4) include a data reporting component to measure the prevalence of bullying and success of prevention measures, (5) emphasize a “whole OSSE” approach to prevention, targeting bullying at the individual, classroom, school, and community levels rather than relying on individual responses and policies carried out haphazardly by different actors.

### Prevalence and Consequences of Bullying

Experiences of bullying are common among American students. In 2009, approximately 28 percent of 12-18 year old students reported having been bullied at school; six percent reported having been cyber-bullied (Robers, Zhang, Truman & Snyder, 2012). There is some evidence that prevalence of physical bullying has declined slightly— between 2003 and 2008, physical and emotional bullying declined by seven and three percent respectively (Finkelhor, Turner, Ormrod & Hamby, 2010). However, although there has been a decline in physical bullying, there is evidence of an increase in cyberbullying (Rigby & Smith, 2011).

Bullying increases the risk of depression, aggression, delinquency, poor academic performance, smoking and drinking, and decreases youths’ social and physical functioning (Kim & Leventhal, 2008; Hemphill, et al., 2011; Kim Y. S., Leventhal, Koh, Hubbard, & Boyce, 2006; Baldry & Farrington, 2000; Schwartz, Gorman, Nakamoto, & Toblin, 2005; Vieno, Gini, & Santinello, 2011; Frisé & Bjamelind, 2010). In the past few decades several high profile suicides by victims of bullying have captured public attention and motivated the development of comprehensive anti-bullying policies (Srabstein, 2011).

## Causes and Correlates of Bullying

Age, gender, race, class, and disability are associated with differential risks of bullying involvement. Older adolescents and those with higher income parents are more likely to be bullies. Females are less likely than males to be bullies. However, between 1997 and 2006, bullying prevalence decreased for boys, but stayed the same for girls (Molcho, et al., 2009). African American and Asian adolescents are 25 percent and 30 percent less likely than white adolescents to engage in bullying respectively (Barboza, et al., 2009). LGBT students are three times more likely than non-LGBT students to feel unsafe at school; they also report more verbal and physical harassment, 90 percent for LGBT students versus 62 percent for non-LGBT students (Markow & Fein, 2005). Students with disabilities, both visible and non-visible, experience a higher prevalence of bullying than their non-disabled peers (Carter & Spencer, 2006).

Peer structures and support can predict bullying. Counter-intuitively, youth who felt less emotionally isolated from their friends and those who had more friends were more likely to be bullies. (Barboza, et al., 2009). One possible explanation for this is that bullies affiliate with one another and thus peers in bullying groups support each other's bullying behaviors (Holt & Espelage, 2007). Socially, the more a student feels "left out" or "helpless," the more likely they are to be bullies. However, lacking self-confidence is not a significant factor in engaging in bullying behavior (Barboza, et al., 2009). While bullies and non-involved students report no differences in peer social support, victims reported lower peer social support (Holt & Espelage, 2007). Youth who have been bullied are more likely to bully others, becoming "bully-victims" (Barboza, et al., 2009).

The school, community, and home environment also influence bullying. Students with low parental emotional support and involvement were more likely to engage in bullying, though parental support at school was not a factor (Barboza, et al., 2009; Flouri & Buchanan, 2003). Television watching increases the likelihood of engaging in bullying (Barboza, et al., 2009). Bullies and victims are also more likely to experience dangerous situations and violence in their neighborhoods (Bacchini, Esposito, & Affuso, 2009). Teachers can create an environment where bullying is less likely when they are supportive, take an active interest in students, and treat them fairly while a student's perception of a school as being unfair, unwelcoming, and unpleasant increased the probability of being a bully (Barboza et al., 2009).

## Effective programming from the Literature

The general decline in bullying may be due to the implementation of promising intervention programs (Rigby & Smith, 2011): some bullying programs report reductions in bullying as large as 50 percent (Olweus & Limber, 2010).

A recent meta-analysis (Ttofi & Farrington, 2011) found that, on average, anti-bullying programs reduce bullying and victimization prevalence by about 20 percent. Reduced bullying was associated with programs that had parent training/meetings, improved playground supervision, disciplinary methods, classroom management, teacher training, classroom rules, a whole-school anti-bullying policy, school conferences, information for parents, and cooperative group work. Programs that were longer, more intense, and included more components were most successful at decreasing bullying. On the other hand, work with peers was associated with an increase in victimization (Ttofi & Farrington, 2011).

This review of the literature focuses on the studies included in Ttofi and Farrington's systematic review. The meta-analysis included studies conducted between 1983 and May 2009. To provide the most up-to-date research on bullying program evaluations, five electronic databases (SAGE, Sociological Abstracts, EBSCOhost, JSTOR, National Criminal Justice Reference Service, and PsychInfo) and the *Journal of Interpersonal Violence* were searched for relevant articles. This was supplemented with research using a similar search strategy identifying articles and dissertations published in English after May 2009 with keywords "bully" or "bullying." Only studies with, at minimum, a baseline and a follow-up and a control or comparison group were included.

In Ttofi and Farrington's (2011) meta-analysis, programs using or inspired by the Olweus Bullying Prevention Program (OBPP), a whole-school approach, were more successful on average than other types of programs. OBPP is oriented around changing the rewards and punishments for different actions to create better behavioral norms. The program incorporates many of the elements the meta-analysis associated with success: forming a policy coordinating committee, holding ongoing staff and classroom discussions, posting school rules, increasing supervision of hotspots, disciplining bullying behavior and reinforcing positive behavior.

The most recent studies on OBPP have mixed results. One evaluation found a decrease of more than 30 percent in being excluded and bullied for females in 7<sup>th</sup> grade while 8<sup>th</sup> grade females experienced a 20 percent increase in physical bullying, a 35 percent decrease in indirect verbal bullying and an overall 25 percent increase in the frequency of being bullied. There were no statistically significant changes for males in either grade (Bowllan, 2011). A high school test showed no effects of OBPP on either bullying or victimization in a test high school though researchers attributed the lack of success to resistance from the school principal and the short intervention period in comparison to schools with successful implementations of OBPP (Losey, 2009). There were also issues in the sample selection. First, only two schools were compared. Second, the intervention school was chosen because the assistant superintendent felt that the school had a bigger bullying problem. Third, the control school experienced a bullying-induced suicide earlier, which may have caused the school to address bullying on their own, skewing the results.

One OBPP-based program combined elements of OBPP with restorative justice components to form a Restorative Whole-School Approach (RWsA) (Wong, Cheng, & Ma, 2011). RWsA involves helping the bully reflect upon their behavior, develop a sense of remorse, and act to restore a damaged relationship. This approach depends on the existence of remorse on the part of the offender and the readiness of the victim to accept the offender's apology and there is inconclusive evidence its effectiveness (Sherman & Strang, 2007). The RWsA intervention aimed to build a long-term positive school environment. As part of the intervention, students were given social skills and emotional training and school counselors or social workers offered anti-bullying programs. Parents, teachers and senior students were trained in how to handle school bullying. After an incident, mediation meetings or restorative conferences were used to resolve conflicts between bullies and victims.

Nine months after the 15 month program intervention, there was 18 percent reduction in overall bullying for schools that fully implemented RWsA, a 10 percent reduction in partial RWsA implementation schools, and 18 percent increase in non-RWsA schools. Although the results were positive, there were two methodological issues with the test of RWsA. First, the schools



chose how much of the program to implement, so underlying variables resulting from this differentiation may not have been captured by the researchers. Second, the researchers did not provide a method or metric for judging whether a school achieved full, partial, or no implementation; dividing the schools into these categories may have produced biased results favoring the intervention.

Cross, et al. (2011) found positive outcomes resulting from use of Method of Shared Concern techniques (Rigby & Griffiths, 2011). In this approach, a practitioner meets with someone suspected of bullying one-on-one to share concern for the victim and ask for suggestions to improve the situation. Then the practitioner interviews the victim and determines whether the victim had provoked bullying in some way. The practitioner meets with the bully again and after sufficient progress is made, a group meeting with the bully is convened to plan a resolution. Then the victim joins to negotiate a solution (Pikas, 2002).

Three other whole-school programs have been found to reduce bullying. The “Friendly Schools” intervention in Australia decreased bullying for children in the 4<sup>th</sup> and 6<sup>th</sup> grades, but not for 5<sup>th</sup> grade students. This whole-school intervention used a team of school staff to deliver the program. Home activities were disseminated to parents and nine hours of learning activities were incorporated in the classroom each year. The program team managed bullying incidents through the Method of Shared Concern. The intervention schools had 30 percent less bullying than the comparison schools at the end of the two year intervention. Across all grades, students were one and a half times less likely to report seeing another student their age or younger being bullied (Cross, et al., 2011).

Joronen, et al. (2011) used drama sessions to reduce bullying by creating a space for growth and critical reflection. In this intervention, students and teachers created a fictional world where issues were considered and problems could be solved. These sessions were accompanied with follow-up home activities and parents’ evenings. There were significant improvements in social relationships in the classroom: victimization decreased 20.7 percentage points in the intervention school and increased slightly in the control school (Joronen, et al., 2011). These results are consistent with Ttofi and Farrington’s (2011) findings that cooperative work reduced victimization. The study also supports research on the use of social and behavioral skills training in younger students. Social skills training was also found to decrease aggression for previously aggressive elementary school children (DeRosier, 2004). However, using the skills approach with older children did not generate reductions (Vreeman & Carroll, 2007).

A strength-based bullying prevention program fosters students’ strengths to promote mental health and happiness (Rawana, Norwood & Whitley, 2011). During a test of the program for 4<sup>th</sup> to 8<sup>th</sup> grade students in Canada a school resource room was used to implement the main aspects of the program. Students who were newly transferred to the school, had emotional or behavioral problems, or behaved in a way that would warrant a suspension were assessed on their strengths and encouraged to build on them. Additionally, an Ambassador’s Club was created to involve students at high risk for perpetrating or being a target of bullying. These students met biweekly with administrators to build social and problem solving skills, organize school activities, and determine how to improve their school experience. Student, parent, and staff workshops were given to improve participation among all parties.

Eight months after the intervention started, Rawana, et al. (2011) found a significant decrease in victimization, though the difference between the intervention and control schools were not statistically significant. There were higher levels of bullying in the intervention school than the control school. However, in interviews with staff and administrators, 80 percent of the participants perceived a reduction in bullying and 100 percent believed the program had made the school safer (Rawana et al. 2011).

These studies are largely consistent with Ttofi and Farrington's (2011) meta-analysis. None of these evaluations showed effect sizes significantly greater than the 20 percent in bullying and victimization found in the Ttofi and Farrington (2011) meta-analysis. OBPP was not very successful in most of the studies, which contradicts the finding that OBPP is an effective program. However, this may be because both pure OBPP studies were conducted in the United States where bullying prevention programs are generally less effective (Ttofi & Farrington, 2011). The Friendly Schools, Restorative Whole-school, and drama approaches were the most successful whole-school intervention programs studied but the main components of these interventions were not examined by Ttofi and Farrington and warrant further research before conclusive statements on their comparative efficacy can be made.

#### Unproven and Ineffective Strategies in Bullying Prevention

Many non-punitive approaches to bullying have been developed, though their effectiveness has not yet been proven (Rigby, 2011). These approaches include strengthening the victim, the no-blame approach, and mediation.

Strengthening the victim involves assisting the victim in coping with bullying and becoming less vulnerable to being targeted. For example, victims may be taught to react by "fogging" or refusing to be disturbed or intimidated by verbal bullying. There has only been one study on the effectiveness of teaching fogging skills and it did not show a reduction in bullying (Savage, 2005).

The support group method or "no-blame approach," is a non-punitive method in which a bully is confronted by the victim's supporters in an attempt to ameliorate the situation (Rigby, 2011). In 59 schools that implemented the support group method a majority of schools gave a satisfied or very satisfied rating (Smith, Howard & Thompson, 2007). However, there was no information on whether actual incidents of bullying decreased. In one variation of this method, a victim identifies friends to make up a support group, who suggest ways of helping the situation. After a week, the intervention's effectiveness is reviewed and new suggestions are made as necessary (Young & Holdorf, 2003). There is limited evidence of this approach's effectiveness with one study reporting improvements in 11 of 12 cases (Young & Holdorf, 2003).

The mediation approach helps students in conflict find a resolution to their problem by working with a teacher or peer mediator. An evaluation of this technique for bullying did not show any reductions in bullying, though peer counselors benefit from developing communication and interpersonal skills (Houlston & Smith, 2009). Peer mediation may not be effective in addressing bullying because of the power imbalance between bully and victim (Rigby, 2011). The power imbalance may explain Ttofi and Farrington's (2011) finding that work with peers increased victimization.

Incorporating anti-bullying messages into the school curriculum to reduce the social rewards of bullying and promote bystander intervention in incidents is a popular but ineffective intervention strategy. A meta-analysis of programs found that curriculum interventions do not consistently decrease bullying and may even increase it (Vreeman & Carroll, 2007). However, this increase in self-reported victimization and bullying may be attributed to a broader definition of bullying after the intervention and not an actual increase in incidents (Baldry & Farrington, 2004).

#### Prevention Curriculum Guidelines for DC Agencies

Based on this research there are five basic guidelines, summarized in Table 1, for a good prevention curriculum.

First, bullying must be defined to encompass emerging and hard-to-detect forms of bullying to provide protection for all victims. Greene (2006) argues that a definition bullying must be attentive to civil rights and criminal justice concerns. Some of the most severe forms of bullying target classes protected from discrimination under DC law, such as racial minorities, sexual minorities, and those with disabilities (Greene, 2006). He also points out that many anti-bullying policies focus on direct forms of bullying without addressing electronic or indirect forms of bullying, such as social ostracism (Greene, 2006). This can compound the harms suffered by a victim: only focusing on physical aggression may lead authority figures to punish victims for physically retaliating against emotional bullying while ignoring or failing to notice the inciting actions of an emotional bully. (Seeley, Tombari, Bennett & Dunkle, 2009). Because cyberbullying activities are included in the definition of bullying in the District of Columbia, agencies will need to include responses to cyberbullying in their prevention plans.

Table 1: Do's and Don'ts of Anti-Bullying Policies

Do's	Do not's
Define bullying to encompass a reasonably wide range of actions, including cyberbullying and social bullying, and acknowledge bullying's implications for civil rights	Define bullying as direct or physical bullying only.
Change the reward structure and opportunities for bullying	Impose sanctions without encouraging pro-social behavior or changing the social acceptability of bullying.
Develop long-term and intensive interventions.	Use short interventions that are not incorporated into school culture.
Develop a supportive environment for victims such as victim supports.	Only focus on bullying prevention.
Monitor and track bullying in multiple environments	Neglect to track bullying or only track bullying in schools.
Use the whole-school approach when implementing interventions	Only target individuals known to be involved in bullying
Engage stakeholders on multiple levels and non-school environments (i.e. parents).	Limit interventions and bullying definitions to school-based environments

Second, the rewards and opportunities for bullying must be aligned to discourage bullying. The traditional disciplinary approach uses sanctions or punishments to discourage bullying and to “send a message” that bullying is unacceptable. While this may deter some students from

engaging in bullying, it may encourage bullies to use more difficult to detect methods (Rigby, 2011). Despite these shortcomings, sanctions have been effective in reducing bullying and victimization. In a meta-analysis of anti-bullying interventions, programs that used firm disciplinary methods were the most successful (Ttofi & Farrington, 2011). However, firm responses should not be overly punitive or support strategies like “zero-tolerance” which may ignore the psychological needs of the bully. Disciplinary measures should be graduated and based on the type of behavior witnessed so that a response can be chosen to fit the severity of the bullying behavior (Greene, 2006). Non-punitive approaches, such as the Method of Shared Concern may also work in some cases (Cross et al., 2011).

Third, programs must create a supportive and caring climate for victims. While bullying prevention is an important goal, not all bullying can be stopped, even in the most successful programs (Ttofi & Farrington, 2011). Minimizing emotional and psychological damage, helping victims feel comfortable in their environment, and helping bullied children become productive adults are important elements for a successful anti-bullying policy (Seeley et al. 2009). Seeley, et al. (2009) found that a victim’s engagement in school is a mediating factor in victimization and school attendance and achievement. Schools should focus on interventions that promote school engagement, model caring behavior, and create opportunities for victims to be mentors and mentees (Seeley et al., 2009). Although quantitative methods have only substantiated a correlation between a supportive environment and less bullying (Barboza et al., 2009), qualitative evidence suggests that improving school environments can reduce bullying and victim suffering (Seeley et al. 2009): recent studies focusing on creating positive school climates and spaces for expression have shown reductions in victimization and bullying (Wong, et al., 2011; Joronen, et al., 2011).

Fourth, the anti-bullying policy must include a monitoring and data reporting component. Only 18 states include provisions for reporting bullying incidents to a monitoring authority and provisions require only schools to report bullying incidents, ignoring incidents that may happen outside of a school’s jurisdiction (Cassel-Stuart, Bell & Springer, 2011). Rhode Island’s recent bullying data report is a model for collecting data in schools that can be adapted to other environments. Students were surveyed on their bullying experiences, including the types of bullying incidents, the reasons they were bullied, why they do not report bullying, and how safe they feel (RI DataHub, 2012). This level of detail can guide jurisdictions in developing appropriate interventions.

Data on the consequences of bullying should be collected as well. Measures such as school attendance, engagement, and academic attainment are important because they quantify the negative consequences of bullying that interventions are targeting (Seeley et al. 2009) and help determine the effectiveness of an intervention. Without this data, agencies will be unable to assess the effectiveness of their programming.

Fifth, policies must effect change at multiple levels, targeting the individual, classroom, school or place, and community. In addition to changing behavior on those levels, communities should adopt a whole-school approach, integrating prevention activities into all aspects of school activity. This approach has generally been found to be effective in reducing bullying and in some cases, victimization (Ttofi & Farrington, 2011; Vreeman & Carroll, 2007). By using an integrated whole-school approach rather than individual classroom policies or limited bullying-

related curriculum inserts, anti-bullying messages become consistent across the school and safe spaces for victims are expanded.

There are various methods to achieving a better climate as part of a whole school approach, including teacher training and parent engagement (Ttofi & Farrington, 2011). The duration (number of days) and intensity (number of hours) of an anti-bullying intervention is associated with increased effectiveness, suggesting that longer and more intense interventions are necessary for real changes in social interactions in an OSSE (Ttofi & Farrington, 2011). Some curriculum interventions, such as videos and drama activities, were associated with lowered victimization (Ttofi & Farrington, 2011; Joronen, et al. 2011). Given the profusion of available interventions, each OSSE should choose a curriculum that is best suited to their resources and population.

The scope of most of the existing bullying legislation and research is limited to schools and school-related areas (Cassel-Stuart et al., 2011). However, bullying can occur in a variety of non-school areas, such as the home and in neighborhoods (Srabstein, 2011). The effectiveness of parent trainings and meetings in reducing bullying suggests that anti-bullying initiatives should target environments beyond school; enhancing playground supervision was especially related to program effectiveness (Ttofi & Farrington, 2011). Thus, enhancing the supervision of bullying hot spots outside of the school environment could be effective in reducing bullying and victimization across the District of Columbia.

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