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THE STATE UNIVERSITY
OF NEW JERSEY

Welcome

*This workshop is presented by
the Rutgers Safe and Drug-Free Schools and Communities Project
in cooperation with
the NJ Department of Education.*

**Harassment, Intimidation and Bullying
Prevention and Intervention Strategies
for Administrators**



RUTGERS Safe and Drug-Free Schools and Communities Project

**Safe and Drug-Free Schools
and Communities Project**
in partnership with
**the New Jersey
Department of Education**



Technical Assistance
Professional Development
Website and Resources

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Learning Objectives

- To understand the new NJ Harassment, Intimidation, and Bullying (HIB) legal requirements
- To gain knowledge of effective strategies for HIB and hazing prevention and intervention in order to implement them in your school or school district
- To select effective strategies for HIB and hazing prevention and intervention in order to implement them in your school or school district

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Topics Covered

- An Overview of Amendments to Laws on HIB
- HIB and Hazing Prevention Strategies
- HIB and Hazing Intervention Strategies

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An Overview of Amendments to Laws on Harassment, Intimidation and Bullying

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The New Law

- Intent is to strengthen standards for preventing, reporting, investigating, and responding to incidents of bullying and reduce the risk of suicide among students
- Effective September 2011
- Changes 13 statutes
- Affects districts and a number of state agencies, including NJDOE

Context

- Commission on Bullying in Schools established in January 2008
- Commission sent its recommendations to the Governor in December 2009
- The new law was introduced in October 2010
- Approved by the Legislature in November 2010
- Signed by the Governor in January 2011
- Primarily adds requirements

Major Changes

- Definition of HIB
- District Staff Functions
- Policy and Procedures
- Programs
- Training Requirements
- Public Reporting

Note:
Underline = New text.
Brackets = Removed text.

New HIB Definition

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

New HIB Definition

- a) a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property: [or]
- b) has the effect of insulting or demeaning any student or group of students [in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school]; or
- c) creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

New District Staff Functions

- Anti-Bullying Coordinator (district)
- Anti-Bullying Specialist (school)
- School Safety Team (school)

Anti-Bullying Coordinator (district)

- Appointed by Superintendent
 - ✓ Supt. must make every effort to appoint an employee of school district as ABC
- Coordinates and strengthens district HIB policy to prevent, identify, and address HIB
 - ✓ Collaborates with anti-bullying specialists, board of education and supt.
 - ✓ Meets at least twice a school year with the anti-bullying specialists
- Provides data, in collaboration with the supt. to the NJDOE
- Performs other related duties

Anti-bullying Specialist (school)

- Appointed by the principal from currently employed staff
 - ✓ Guidance counselor, school psychologist, or another individual similarly trained preferred
- Chairs the school safety team
- Leads the investigation of reported HIB incidents
- Acts as the primary school official responsible for preventing, identifying, and addressing incidents of HIB in the school
- Assists principal in defining range of ways to respond to HIB
- Provides input to local board on annual re-evaluation, reassessment, and review of policy

School Safety Team (School)

- Formed to develop, foster, and maintain a positive school climate, including HIB issues
- Meets at least 2x per school year
- Consists of the principal (*or designee, preferably a senior administrator*) **and** principal appointees:
 - a teacher in the school,
 - the school anti-bullying specialist (serves as chair),
 - a parent (as defined in *N.J.A.C. 6A:16-1.3*) of a student in the school, **and**
 - other members determined by the principal

School Safety Team (cont.)

- Receive any HIB complaints reported to principal*
 - Receive copies of any HIB investigation reports*
 - Identify and address patterns of HIB in the school*
 - Review and strengthen school climate and policies in order to prevent and address HIB
- * Parents shall not participate in these activities or any others that compromise student confidentiality

School Safety Team (cont.)

- Educate the community (i.e., students, teachers, administrators, parents) to prevent and address HIB
- Participate in training (both required and requested)
- Collaborate with ABC in data collection and development of policies to prevent and address HIB
- Other duties related to HIB requested by principal or ABC

HIB Policy and Procedures

- ✓ Background
 - ✓ Statute
 - ✓ Regulations
 - ✓ Model Policy
- 

NJDOE Model HIB Policy

November 2008 version to be revised by April 5, 2011

- Background
- Format
- Content

Requirements

- **Current Law:** Each school district shall adopt a policy prohibiting HIB.
- **New Law:** The school district shall [attempt to] adopt the policy through a process that includes representation of parents*, school employees, volunteers, students, administrators, and community representatives.

* As defined in N.J.A.C. 6A:16-1.3

Requirements

- #1 **Current Law:** The policy shall contain a statement prohibiting HIB of a student.

Related NJ Administrative Code

- 6A:16-7.1, Code of Student Conduct, and
 - 6A:16-7.9, Intimidation, Harassment and Bullying
- ✓ These regulations sunset in 2011.
 - ✓ Amendments are anticipated to be in effect in November 2011.
 - ✓ Districts should refer to the new law to meet the new HIB requirements, and should continue to refer to N.J.A.C. 6A:16-7.1 regarding the code of student conduct.

Requirements

- #2 **Current Law:** The policy shall contain a definition of HIB no less inclusive than the statutory definition.

Requirements

- #3 **Current Law:** The policy shall include a description of the type of behavior expected from each student.

Requirements

- #4 **Current Law:** The policy shall include the consequences and appropriate remedial actions for a person who commits an act of HIB.

Suspension or Expulsion

HIB has been added to the statute (*N.J.S.A. 18A:37-2*) listing the conduct that may constitute good cause for suspension or expulsion.

Requirements Revised

- #5 Current Law: The policy shall include a procedure for reporting an act of HIB, including a provision that permits a person to report act of HIB anonymously; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.**

New Reporting Procedures

- All acts of HIB must be reported verbally to the principal on the same day when the school employee or contracted service provider witnessed or received reliable information regarding any such incident
- Principal must inform parents of all students involved in the alleged incident
 - ✓ May discuss the availability of counseling and other intervention services
- All acts of HIB also must be reported in writing to the principal within 2 school days of when the school employee or contracted service provider witnessed or received reliable information

New Reporting Expectations

A member of a board of education, school employee, contracted service provider, student or volunteer who has witnessed, or has reliable information that a student has been subject to, harassment, intimidation or bullying shall report the incident to the appropriate school official designated by the school district's policy, or to any school administrator or safe schools resource officer, who shall immediately initiate the school district's procedures concerning school bullying.

New Reporting Expectations (cont.)

A member of a board of education or a school employee who promptly reports an incident of harassment, intimidation or bullying, to the appropriate school official designated by the school district's policy, or to any school administrator or safe schools resource officer, and who makes this report in compliance with the procedures in the district's policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

Requirements Revised

- #6 New Law: The policy shall include a procedure for prompt investigation of reports of violations and complaints, [identifying either the principal or the principal's designee as the person responsible for the investigation.] which procedure shall at a minimum provide that:**

New Investigation Procedures

- Initiated by the principal or designee within 1 school day of report
- Conducted by the anti-bullying specialist
- Principal may appoint additional personnel to assist with investigation
- Investigation shall be completed ASAP, but not later than 10 days from date of written report
- If additional, anticipated information relevant to investigation is not received within 10 days, anti-bullying specialist may amend original report to reflect information

New Investigation Expectations

A school administrator who receives a report of HIB from a district employee, and fails to initiate or conduct an investigation, or who should have known of an incident of HIB and fails to take sufficient action to minimize or eliminate the HIB, may be subject to disciplinary action.

New: Results of Investigation

- Results shall be reported to superintendent within 2 days of completing the investigation
- Superintendent may decide to:
 - Provide intervention services
 - Establish training programs to reduce HIB and enhance school climate
 - Impose discipline
 - Order counseling
 - Take or recommend other appropriate action
- Results reported to the board of education no later than the date of the next board meeting following the completion of the investigation, along with information on action taken or recommended by superintendent

New: Results of Investigation (cont.)

- Parents of the students who are parties to the investigation entitled to receive information about the investigation
 - In accordance with Federal and State law and regulation
 - Including the nature of the investigation and whether evidence of HIB was found
 - Whether discipline was imposed or services provided
 - Provided in writing within 5 school days after results are reported to board
- A parent may request a hearing before the board
 - Must be held within 10 days of request
 - Board shall meet in executive session for the hearing
 - Board may hear from school anti-bullying specialist about the incident, recommendations for discipline or services, or programs instituted

New: Results of Investigation (cont.)

- At the next board meeting following its receipt of the report the board shall issue a decision, in writing, to affirm, reject or modify the superintendent's decision.
- The board's decision may be appealed to the Commissioner of Education, no later than 90 days after the issuance of the board's decision
- A parent, student, guardian, or organization may file a complaint with the Division on Civil Rights (DCR) within 180 days of the occurrence of any incident of HIB

New: Investigation Complaints

- NJDOE, in consultation with DCR, shall develop a guidance document for use by parents or guardians, students, and school districts, to assist in resolving complaints concerning student HIB
- The Commissioner of Education shall establish a formal protocol to which the office of the executive county superintendent of schools shall investigate a complaint
 - ✓ Implemented prior to the law, in August 2010

Requirements

- #7** **New Law:** The policy shall contain the range of ways in which a school will respond once an incident of HIB is identified, which shall be defined by the principal in conjunction with the anti-bullying specialist, but shall include an appropriate combination of counseling, support services, intervention services, and other programs...

Responses to HIB Off School Grounds

New Law: The policy adopted by each school district shall include provisions for appropriate responses to HIB that occurs off school grounds in cases in which a school employee is made aware of such actions. The responses to HIB that occurs off school grounds shall be consistent with the board of education's code of student conduct and other provisions of the board's policy on HIB.

Requirements

- #8** **Current Law:** The policy shall contain a statement that prohibits reprisal or retaliation against any person who reports an act of HIB and the consequences and appropriate remedial actions for a person who engages in reprisal or retaliation.

Requirements

- #9** **Current Law:** The policy shall contain the consequences and appropriate remedial action for a person found to have falsely accused another as a means of HIB.

Reprisal, Retaliation, and False Accusation Prohibited

New Law: A member of a board of education, school employee, student or volunteer shall not engage in reprisal, retaliation or false accusation against a victim, witness or one with reliable information about an act of harassment, intimidation or bullying.

Requirements

- #10** **Current Law:** The policy shall contain a statement of how the policy is to be publicized.

- Including notice that policy applies to school sponsored functions
- CSA shall ensure that notice of the policy appears in any publication of the school district that sets forth comprehensive rules, procedures, and standards, and in any student handbook

Requirements

#11 New Law: The policy shall contain a requirement that a link to the policy be prominently posted on the homepage of the district's website and distributed annually to parents and guardians.

Requirements

#12 New Law: The policy shall contain a requirement that **contact information concerning the district anti-bullying coordinator and school anti-bullying specialist(s) be listed on district and school homepages**

Requirements

New Law:

- Revised HIB policy to Executive County Supt. by 9/1/11
- Annual re-evaluation of HIB policy, making any necessary revisions & additions
- Input from anti-bullying specialists
- Transmit all subsequent policy revisions to ECS, within 30 school days

Bullying Prevention Programs

- Current Law: Schools and school districts are *encouraged* to annually establish, implement, document, and assess bullying prevention programs or approaches, and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement and community members.
- New Law: Schools and school districts must annually establish, implement, document, and assess these approaches.
 - ✓ The approaches must be designed to create school-wide conditions to prevent and address HIB.

Bullying Prevention Programs (cont.)

- New Law: A "Bullying Prevention Fund," is to be created in the NJDOE, to offer grants to school districts to provide training on HIB and on the effective creation of positive school climates
 - No funding has been appropriated or donated at this time

Bullying Prevention Programs (cont.)

New Law: Instruction and the Week of Respect

- The week beginning with the first Monday in October of each year is designated as a "Week of Respect" in the State of New Jersey
- School districts must observe the week by providing age-appropriate instruction focusing on preventing HIB
- Throughout the school year the school district must provide ongoing age-appropriate instruction on preventing HIB in accordance with the core curriculum content standards

Bullying Prevention Programs (cont.)

Discussions with Students

- Current Law: Schools must develop a process for *discussing* the district's HIB policy with students.

Training – Board Members

New Law: Additions to existing training requirements:

- Completion of a training program on HIB in schools, including a school district's responsibilities within one year after being newly elected or appointed or being re-elected or re-appointed to the board of education (required only once)
- Provision of training on HIB in schools by the New Jersey School Boards Association in consultation with recognized experts in school bullying

*Training - School Leaders**

- Current Law: School leaders must complete training on school ethics, law, and governance.
- New law: The training must include information on the prevention of HIB

*School leader means a school district staff member requiring a chief school administrator, principal, or supervisor endorsement

Training – Prospective School Leaders

- New Law: Beginning with the 2012-2013 school year, all candidates for administrative and supervisory certification must satisfactorily complete a program on HIB prevention.

Training - Teachers

- Current Law: Each public school teaching staff member must complete at least 2 hours of instruction in suicide prevention
- New Law: The training must include information on the relationship between the risk of suicide and incidents of HIB and information on reducing the risk of students in students who are members of communities identified as having members at high risk of suicide

Training – Teachers (cont.)

- New Law: Each public school teacher must complete at least two hours of instruction on HIB prevention in each professional development period

Training – Prospective Teachers

New Law:

- Beginning with the 2012-2013 school year, all candidates for teaching certification who have completed a teacher preparation program at a regionally-accredited institution of higher education shall have satisfactorily completed a program on HIB prevention
- Beginning with the 2011-2012 school year, any person seeking certification through the alternate route shall, within one year of being employed, satisfactorily complete a program on HIB

Training - Staff

- Current Law: School districts must provide training on the school district's HIB policy as part of the school employee's training program
- New Law: The training must:
 - ✓ Include instruction on preventing bullying on the basis of the protected categories and other distinguishing characteristics that may incite incidents of discrimination, or HIB, and
 - ✓ Be provided to full- and part-time staff, volunteers who have significant contact with students and those persons contracted by the district to provide services to students

Training – Safe Schools Resource Officers

- Current Law: The Police Training Commission has a training course for safe school resource officers and school employees serving as liaison's to law enforcement.
- New Law: The course must include training in the protection of students from HIB, including incidents which occur through electronic communication

New Law: Training – Anti-Bullying Coordinators and Anti-Bullying Specialists

- The Commissioner, in consultation with recognized experts in school bullying must establish in-service workshops and training programs to train selected public school employees to act in these roles
- The Commissioner must seek to make the workshops and training programs available and administered online
- Each board of education must provide time for the in-service training during the usual school schedule in order to ensure that appropriate personnel are prepared to act in these roles
- Upon completion of the initial in-service training program programs and workshops that reflect the most current information on HIB in schools shall be made available to district anti-bullying coordinators and school anti-bullying specialists at regular intervals

New Law: Training – Available to Anyone

- The Commissioner must develop, in consultation with the Division on Civil Rights, and make available on the NJDOE's Website, an online tutorial on HIB
 - ✓ The online tutorial must, at a minimum, include best practices in the prevention of HIB, and applicable laws.
 - ✓ The online tutorial must be accompanied by a test to assess a person's understanding of the information provided in the tutorial.

Public Reporting

- NJ School Report Cards
- Superintendent to Board of Education
- Superintendent to NJDOE
- NJDOE to Senate and Assembly Committees

Public Reporting – School Report Cards

- New Law: Adds to the School Report Card data – requires schools to report the number and nature of all reports of HIB

Public Reporting – Public Hearing

- Current Law: The superintendent must *annually* report to the board of education all acts of violence and vandalism, including HIB.
- New Law: The superintendent must report at *two* public hearings:
 - ✓ One between 9/1 and 1/1 and
 - ✓ One between 1/1 and 6/30

Public Reporting – Public Hearing (cont.)

- New Law: Requires that the data be disaggregated by the enumerated classes, and adds HIB information:
 - ✓ the status of all investigations
 - ✓ the nature of the bullying (based on the enumerated categories)
 - ✓ the names of the investigators
 - ✓ any other non-disciplinary measures imposed
 - ✓ training conducted or programs implemented, to reduce HIB
- The district must put a link to the report on its Website

Public Reporting – Superintendent to NJDOE

- Current Law: The district annually reports violence, vandalism and substance abuse incidents on the EVVRS
- New Law: The information reported to the board of education must be reported once during each reporting period to the NJDOE
- Verification of the reports on violence, vandalism, and HIB must be part of the State's monitoring of the school district
- The report must be used to grade each school for the purpose of assessing its effort to implement policies and programs

District and School Grades

New Law: The Commissioner must establish guidelines for a program to grade each school to assess its efforts to implement policies and programs consistent with the law:

- District grade is determined by averaging the grades of all the schools in the district
- The school's and the district's grades must be posted on the homepage of the school's Website within 10 days of the assignment of the grade
- The grade for the district and each school shall be posted on the homepage of the district's Website

Public Reporting – NJDOE to Senate and Assembly

- Current Law: The Commissioner must submit an *annual report* to the Education Committees of the Senate and General Assembly detailing the extent of violence, vandalism, and substance abuse in the public schools and making recommendations to alleviate the problems.
- New Law: Highlights HIB and requires that the report be submitted and made available annually to the public *no later than October 1*, and must be posted on the department's Website.
 - This will require timely verification by districts and EVVRS closure by mid-July each year.

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10 Minute Break



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WELCOME BACK



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HIB and Hazing Prevention Strategies

1. Focus on School Climate
2. Involve the Community
3. Define HIB and Develop Policies and Procedures
4. Assessment
5. Utilize Evidence-Based Practices
6. Educate and Train Students, Staff, and Parents
7. Monitor Programs, Practices, and Strategies

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1. Focus on School Climate

What is School Climate?

- Current quality and character of school life
- Based on people's experiences of school
- Reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures
- Linked with "School Culture" which is the way schools "do things"

From "Building Safe, Supportive and Engaging Classrooms and Schools" by Jonathan Cohen, Ph.D. & Maurice J. Elias, Ph.D., 2011

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School Climate: Why it Matters

Positive school climate is associated with:

- Reduced violence and aggression
- Reduced bullying behaviors
- Better attendance, lower suspension, more satisfied students and parents
- Lower reports of drug use
- Improved academic outcomes

From the National School Climate Center, School Climate Brief Vol. 1, No. 1 January 2010 (http://www.schoolclimate.org/climate/documents/SCBrief_v1n1_Jan2010.pdf)

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School Climate: Dimensions

A school's climate is determined by five dimensions. These dimensions are:

- Safety
- Teaching and Learning
- Interpersonal Relationships
- Institutional Environment
- Staff Only Factors

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

Addressing School Climate

Social-Emotional and Character Development (SECD)

SECD refers to the skills, classroom and organizational structure, and curricular and program content that is important for optimizing students' potential to be caring, competent and committed individuals.

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

SECD, School Climate, and HIB

Findings from the Developing Safe and Civil Schools (DSACS) Project

- 48,000 students in 115 schools in 48 districts, full range of District Factor Groups (DFG's) and geography
- Examined relationship between the degree of bullying and the extent to which students felt they were being given useful strategies to handle bullying and perception of school climate
- Findings consistent across DFG's, elementary, middle, and high schools

Presented by Dr. Maurice Elias, DSACS director at the NJ Bullying Coalition meeting October 25, 2010

SECD, School Climate, and HIB

Key Findings from DSACS

- Bullying is related to the climate of the school and is most strongly and significantly related to the **respect that students feel in the school**, especially among their peers.
- Where there is a respectful environment, bullying is less likely to exist in schools.

SECD, School Climate, and HIB

Key Findings from DSACS

- The extent to which students feel they are truly learning strategies to cope with HIB in their schools is most strongly related to the:
 - extent to which they perceive teachers as being caring and supportive to students and to one-another, and secondarily to the
 - extent to which students feel they are involved in shaping their school environment in positive ways.
- Students appear to find HIB prevention and intervention messages valuable when staff members are seen as genuinely caring and when students are engaged in the school.

Discussion: School Climate

How would you describe the climate of your school or the schools in your district?

What programs, practices, and strategies do you use to address school climate?

How do these approaches address HIB and hazing?

What additional approaches might be needed to address HIB and hazing?

2. Community Involvement

Requirements

- Code of Student Conduct, including policies and procedures for addressing HIB
- Core Ethical Values

Best Practices

- Community-wide strategies
- School-based HIB and hazing prevention committee

3. Defining HIB, Developing Policies & Procedures

Definitions

- Remember: Statutory & Regulatory Requirements
- In Practice, Bullying:
 - Is intentional
 - Happens repeatedly
 - Involves a difference of power between parties
 - Differs from conflict
 - Can occur electronically

Types of Bullying

Direct



Indirect



Hazing

- **Related to HIB**
- **In Practice**

3. Defining HIB, Developing Policy & Procedures

Policy & Procedures

- Reporting
 - Written
 - Oral
 - Electronic
 - Anonymous
- Investigation
- Range of Responses
 - Consequences
 - Remedial Actions
 - Support for Victim
 - Corrective Action for Systemic Problems

Discussion: Reporting

Do students, staff, and parents feel comfortable reporting incidents of HIB and hazing in your district or school?

Are all students, staff, and other witnesses to HIB and hazing expected to report incidents?

What information do you request when a person reports an incident of HIB or hazing?

3. Defining HIB, Developing Policies & Procedures

Publicizing the Policy

- Statutory & Regulatory Requirements
- Best Practices

4. Assessment

School Climate

Assessing the Extent & Characteristics of HIB

- People involved
- Places where HIB occurs
- When HIB occurs most frequently
 - Time of day, week, month, year
 - Structured vs. unstructured time
- Isolated incidents and repeated patterns
- Distinguishing characteristics motivating acts of HIB

5. Utilizing Evidence-Based Practices

- Social-Emotional and Character Development
- Bullying and violence prevention
- Substance abuse prevention
- Counseling and related services
- Positive behavior supports
- School-wide recognition of students
- Service-Learning

Effective Anti-Bullying Programs include:

- Efforts that begin early and continue throughout the children's education. Effective bullying prevention programs should have no "end date" but should instead become part of the life of the school.
- A focus on creating a school-wide environment or climate that builds connection and caring and discourages bullying and aggression.
- Surveys of students to assess the nature and extent of bullying behavior and attitudes toward bullying.
- Training to prepare staff to recognize and respond to bullying.
- Ongoing staff development to sustain bullying prevention programs.

From Bullyinginfo.org

Effective Anti-Bullying Programs include:

- Review and applicable modification of the school's code of student conduct related to bullying behavior.
- Development of consistent rules against bullying.
- Classroom activities to discuss issues related to bullying.
- Integration of bullying prevention themes across the curriculum.
- Individual and group work with children who have been bullied.
- Individual work with children who have bullied their peers.
- Appropriate involvement of parents in bullying prevention and intervention activities.
- Use of teacher or staff groups to increase staff knowledge and motivation related to ending bullying.

Adapted From Bullyinginfo.org

6. Education & Training

- ALL Staff
- Students
- Parents

Educating Staff: Practical Examples

- Social skills training
- Conflict resolution (for prevention only)
- Social-emotional learning
- Character education

Educating Staff: Practical Examples

- Local Policy
- Prevalence rates
- Characteristics of those involved
- Effective prevention and intervention methods

Student Education

Teach:

- School rules
- Bullying norms and patterns
- Knowledge of how to intervene
- Build empathy
- Encourage pro-social behaviors

Student Education

Reinforce:

- Practicing skills
- Playing games
- Making posters
- Writing class plays
- Creating class rules against bullying

Educating Parents

Disseminate HIB Policy

Ongoing Communications

Parents' Night

- Teach about prevalence
- How to report if your child is being bullied
- How to react if your child is being bullied
- Signs your child is being bullied

7. Monitoring HIB Prevention Efforts



HIB Prevention Strategy Discussion

Which elements of HIB prevention do you address?

Which elements of HIB prevention do you need to address?

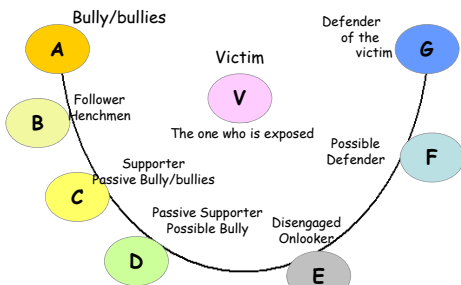
Intervention Strategies for HIB

1. Understanding roles in a HIB incident
2. Witnessing HIB
3. Investigating
4. Responding
5. Monitoring

1. Roles & Characteristics in HIB

- Bully
- Passive Victim
- Provocative Victim ("Bully Victim")
- Bystander

The Bullying Circle



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Olweus Bullying Prevention Program: Teachers Guide
Hazelden Publishing, Copyright 2007

2. Witnessing Bullying

1. Stop the bullying immediately.
2. Ensure the victim's safety.
3. Address the bully and bystanders.
 - "That is not how we do things here."
 - Refer to school rules/code of conduct for acceptable behavior.
4. Encourage bystanders to do the right thing and take an active, prosocial role next time.
5. Follow your school's reporting procedures.

Witnessing Bullying: What We Can Do

- Educators
- Youth
- Parents & Caregivers
- Mental Health Professionals

3. Investigating

- Review report
- Identify people involved
- Talk to relevant parties
 - Do not put victim and perpetrator in the same room*
- Determine if HIB has occurred
- Document determination, rationale, and planned response

Investigating HIB

**HARASSMENT, INTIMIDATION, AND BULLYING
COMPLAINT PROCEDURES AND INVESTIGATION
PROTOCOLS**

<http://www.nj.gov/education/students/safety/behavior/hib/HIBCombined.pdf>

4. Responding

If an act of HIB has occurred:

1. Determine consequences and remedial actions based on local policy (remember varied and graded)
2. Implement consequences and remedial actions
3. Support victim
4. Corrective actions for documented systemic problems

Discussion: Responses to HIB

How do you determine and implement the following?

- Consequences
- Remedial Measures
- Support of Victims
- Corrective Actions For Systemic HIB Problems

Responses: Special Populations

- Special Education
- Lesbian Gay Bisexual Transgender Questioning (LGBTQ) Populations

5. Monitoring

Individual Incidents

- Effectiveness of consequences
- Effectiveness of remedial actions
- Check in with:
 - Victim
 - Bully
 - Bystanders
- Is this incident being handled sufficiently or are additional interventions needed?
- Will future incidents be avoided?

5. Monitoring

Overall Approach

- Policy and Procedures
 - Definition of HIB
 - Reporting Procedures
 - Appropriateness of consequences and remedial actions
- Annual review of the extent and characteristics of HIB
- Annual review of school climate and perceptions of school safety
- Input from students, staff, parents, and community

HIB Intervention Strategy Discussion

Which elements of HIB intervention do you address?

Which elements of HIB intervention do you need to address?


Summary

Effective HIB prevention and intervention includes:

- A locally adopted and implemented HIB Policy, compliant with statutory and regulatory requirements
- A focus on a positive school climate to prevent HIB
- Investigating and responding to ALL reported incidents of HIB
- Monitoring progress of all responses to HIB and adjusting prevention strategies based on extent and characteristics of HIB incidents



Wrap Up

Please Fill Out Your Evaluations



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Thank You

This workshop has been presented by the Rutgers Safe and Drug-Free Schools and Communities Project in cooperation with the NJ Department of Education.

Harassment, Intimidation and Bullying Prevention and Intervention Strategies for Administrators

