



## **SAU #19 – Advancing Student Learning**

Serving the School Districts of Dunbarton, Goffstown, and New Boston

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## **SAU #19 Anti-bullying Project Overview:**

### I. Introduction:

SAU#19 has developed a pro-active, comprehensive anti-bullying prevention and educational program over the last year to address concerns that have risen across the nation and to promote awareness in regards to school bullying. SAU#19 has historically had low incidents of bullying and this prevention and educational model is intended to continue this trend. It is a core belief of the schools in SAU#19 that all students deserve an education experience where students feel safe and bullying and harassment are not tolerated. To this end, a comprehensive multi-tiered prevention and educational program has been developed based on current research and best practices. Through focusing on the culture and climate of our schools, educational professionals and students are best able to focus on maximizing their unique abilities and educational experiences and to truly advance all students' learning.

This document is intended to be an evolving overview of the SAU#19 Anti-bullying Project.

The structural framework of this project is intended to align with our RtI Road Map of implementation through our School Improvement Model.

### II. Funding sources:

This project is being funded by several revenue sources. SAU#19 was awarded a Title IV Competitive Grant by the New Hampshire Department of Education as the primary funding source. Other funding sources include:

- ✓ Title IV competitive grant
- ✓ Title IV entitlement grant
- ✓ ARRA – MOE Reduction
- ✓ Title II A
- ✓ General funds
- ✓ Other grant projects

III. Consultant: Collaborative project with Dr. Elizabeth Englander from Bridgewater State College and the Massachusetts Aggression Reduction Center.

IV. Historical overview of focus on anti-bullying in SAU#19 over last year.

- Spring 2009: systems analysis – policy effectiveness – trends and patterns of bullying complaint forms
  - Trends and patterns evident
    - Increase in cyberbullying occurring outside of school – situations can sometimes manifest themselves in school
      - Social networking concerns: Facebook, My Space, etc.
      - Use of Instant Messaging
      - Cell phones, text messages, video clips and pictures
    - Increase in the cases of bullying involving girls
- Summer 2009 through early fall 2009: Brian Balke participated in the RSA 193:F Legislative Study Group that developed proposed language for the revision of the Statute, “Pupil Safety and Violence Prevention”. This group was comprised of legislators, parents, anti-bullying advocates, administrators from the NH DOE, administrators from NHSAA, school administrators, attorneys, etc.
- Summer 2009: SAU#19 Administrative Retreat – focused session on bullying
  - 3 hour training for administration on bullying and harassment presented by the Local Government Center
  - Additional session on SAU#19-specific elements including:
    - Defining bullying
    - Policy review and implementation requirements
    - Investigation methods – reporting methodologies – notification requirements
    - Inter-rater reliability – review of scenarios for administrative discussion
    - Prevention strategies
    - Need for training for professional staff
- Fall 2009 (10/20/09) – Brian Balke participated in a Panel Discussion at Portsmouth High School hosted by the New Hampshire School Administrators Association focused on School Resource Officers – significant focus on school bullying

- Fall 2009 (11/9/10) – Brian Balke gave presentation on School Bullying to the ‘New Hampshire Way Series’ sponsored by the New Hampshire School Administrators Association
- Fall 2009: Proposed amendments to policy JICK “Pupil Safety and violence prevention policy bullying”
  - New Boston: proposed on 11/18/09 – approved on 1/13/10
  - Goffstown: proposed on 10/05/09 – approved on 11/02/09
- Fall 2009: Professional development provided to all Goffstown teachers and other professional staff on bullying and harassment by attorney Linda Taylor on October 12, 2009
- Winter 2010: SAU administration attended “Cyberbullying Facts and Strategies for New Hampshire Schools” presented by the NH DOE and the NH Attorney General’s office on 1/29/10
- Title IV Competitive grant submission on 3/16/10 to develop an anti-bullying model
  - Approved on 3/29/10 – submission for \$20,000 – award of \$13,000 by the NH DOE
- Spring 2010: SAU administration attended “Understanding Bullying” presented by the University of New Hampshire Cooperative Extension on 5/12/10

V. Anti-bullying Project – Stages:

1. Awareness/Acknowledgement
2. Acceptance/Action
3. Infrastructure development
  - a. SAU Leadership Team formation
  - b. School-parent group alignment
  - c. Project Overview development
  - d. Website development
4. Data Collection
  - a. Faculty survey
  - b. Student survey
  - c. Parent survey
5. Action Planning
6. Communication
  - a. Staff engagement
  - b. Parent engagement
  - c. Student engagement
7. Professional Development
  - a. Consistent with the requirements of RSA 193:F

- b. To promote awareness and training regarding the SAU#19 Anti-bullying Project
- 8. Curriculum/project implementation
- 9. Student leadership training
- 10. Analysis/Data collection/ efficacy analysis

VI. Parent-engagement activities:

- ❖ Partnership with the University of New Hampshire's Cooperative
  - Parent information sessions to target the following topics:
    - General information on bullying
    - Cell phone safety – requested topic by SAU
    - Create a cyber-safe home – requested topic by SAU
    - Social networking – requested topic by SAU
- ❖ Investigation of formation of two parent engagement models:
  - “Parent Anti-bullying Leadership Advisory Council” – SAU level focus
  - School-specific parent leadership teams – consider alignment with PTO's and PTA's
- ❖ Articles in the newspapers
- ❖ Development of website
  - SAU#19 Anti-bullying Program overview
  - Survey data
  - Bullying curriculum being used
  - Parent resources
    - How to create a bully-safe home
    - Social networking
    - Cell phone use
  - Teacher resources
  - Resources and links
- ❖ School board presentations
- ❖ Meeting with PTA groups
- ❖ Parent survey
  - Publicity
  - Reporting of data once received

VII. Staff-engagement activities:

- ❖ Professional Development:
  - whole-school training on RSA 193:F prior to school starting for the 2010-2011 school year

- SAU#19 Anti-bullying Model
- Curriculum implementation
  - Guidance staff training for K-5 model that aligns with Second Step
  - Middle school training for implementation of Anti-bullying and Cyberbullying curriculum
  - Middle school targeted training of ‘High-profile peer presentations’
- Staff training on policy JICK as well as continued information about understanding and recognizing bullying
- ❖ Faculty survey on bullying
- ❖ Revisit supervision and evaluation
  - Universal expectations by setting
  - Revised recess models
  - Working with the teachers’ union to create shared commitment and responsibility

VIII. Student-engagement activities:

- ❖ Survey data collected from students
- ❖ Creation of anti-bullying curriculum K-5 that aligns with existing guidance curriculum – Second Step
- ❖ Implementation of middle school curriculum focused on anti-bullying and cyberbullying created by the Seattle Public Schools
- ❖ High-profile peer presentations/instructional models
  - Kindergarten partnership with fifth grade
  - First grade partnership with fourth grade
  - Students from Goffstown High School to present skits and discussion questions for middle school students – to be developed
    - Investigation of funding to support Dr. Englander to train high school students
    - Collaboration with GHS student organizations: Peer Outreach, NHS, Student Council
- ❖ Investigation of student-leadership activities including a student-leadership team
- ❖ Anti-bullying awareness:
  - Contests – posters, writing, etc – prizes awarded – alignment with PTO’s and PTA’s to award prizes and recognize students
  - Contest work displayed in schools
  - Investigation of assemblies to groups of students – perhaps coordinated through PTO’s and PTA’s
    - New Boston PTO considering “Joe the Biker” presentation
  - Consider other bullying awareness activities

- Wear 'blue' day focused on bullying awareness
- Development of "I pledge..." banners
- Wrist band initiative – "Bullying – not in my school"

IX. Structural model of Anti-bullying Project:

The SAU #19 School Improvement Model that has been developed to align multiple initiatives such as SINI, DINI, Focused Monitoring, NEASC, etc – creates what we call 5 Leadership Strands: Logistics, Data, Communication, Curriculum/Instruction, and Professional Development. Additionally, the design of this project is consistent with the emerging and expanding multi-tiered instructional mode provided through the SAU#19 Response to Intervention initiative.

Research on bullying prevention clearly shows that comprehensive school models that focus on education, prevention, and awareness are most effective. To this end, SAU#19 has not chosen to simply host a school assembly or train teachers in bullying awareness. Rather, a comprehensive, research-based model has been developed to support all students.

	Logistics	Data	Communication	Curriculum and Instruction	Professional Development
Tier I	<ul style="list-style-type: none"> <li>• Submission and approval of Title IV Competitive grant</li> <li>• Collaborative project with Dr. Englander from Bridgewater State College and the Massachusetts Aggression Reduction Center</li> <li>• SAU Anti-bullying Leadership Team formed</li> <li>• Schools to investigate formation of school-specific Anti-bullying team</li> <li>• Installation of video surveillance program at MVMS</li> <li>• Expansion of video surveillance program at GHS</li> <li>• Video surveillance on all school busses in SAU</li> <li>• Parent engagement activities</li> <li>• Revised supervision models at our schools focused on transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Development of surveys to collect data from: students, staff, and parents</li> <li>• Analysis of Bullying Complaint form data from 2009/2010 school year and historical years – trends and patterns will be analyzed</li> <li>• Articles in local newspapers regarding our initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Development of website to provide information to all stakeholders regarding anti-bullying program as well as resources for parents and staff</li> <li>• Sharing of survey data with stakeholders</li> <li>• Student engagement activities – how can kids be part of the solution</li> <li>• Parent engagement activities</li> <li>• Collaboration with PTO's and PTA's</li> </ul>	<ul style="list-style-type: none"> <li>• Development and implementation of K-5 anti-bullying Curriculum that aligns with Second Step Guidance Curriculum</li> <li>• Implementation of Seattle Public Schools middle school anti-bullying and cyberbullying curriculum</li> <li>• Whole-school assemblies (NBCS and MVMS) – Joe the Biker and Goffstown Police Department</li> <li>• Development of 'High Profile Peer' model – high school students to present skits and discussions around bullying topics</li> <li>• Whole-school anti-bullying awareness contests: posters, writing contests, etc.</li> <li>• Investigation of the 'Office Phil – Child Safety Program'</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate providing workshops for parents in partnership with the UNH Cooperative Extension</li> <li>• Whole staff training pursuant to RSA 193:F</li> <li>• Investigate training for bus drivers on bullying prevention</li> <li>• Continued professional development for staff and administration</li> </ul>

	<p>and unstructured times – including recess</p> <ul style="list-style-type: none"> <li>• Develop new school board policies for Goffstown, New Boston, and Dunbarton consistent with the requirements of RSA 193:F-4 II.</li> <li>• Policy changes pursuant to RSA 570-A:2 re: audio and video taping on school busses</li> </ul>			<p>elements for grades K-4</p> <ul style="list-style-type: none"> <li>• Review ‘Proposed National School Climate Standards’ <a href="http://www.schoolclimate.org">www.schoolclimate.org</a></li> <li>• Develop school-specific talking point for morning announcements</li> <li>• Administrative book reads with students – NBCS</li> <li>• Plymouth State University – Tiger Program at DES focus: school bullying</li> <li>• Investigation of MARC new High School Cyberbullying Curriculum – in development</li> </ul>	
Tier II	<ul style="list-style-type: none"> <li>• Student-specific supervision and discipline models</li> <li>• Positive behavioral support models</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate data collection tool to evaluate the impact of bullying on victims</li> <li>• Functional Behavioral Assessments</li> </ul>		<ul style="list-style-type: none"> <li>• Targeted interventions for both victims and perpetrators of bullying</li> <li>• Book study groups focused on topics of bullying</li> <li>• Silent mentor programs for specific students</li> </ul>	<ul style="list-style-type: none"> <li>• Administrative professional development re: bullying complaint investigation, consider revision of Bullying Complaint Forms, notification requirements</li> </ul>



Tier III	<ul style="list-style-type: none"> <li>• Collaboration with outside agencies to support students: JPPO's , mental health providers, etc.</li> <li>• Anti-bullying support plans</li> </ul>			<ul style="list-style-type: none"> <li>• Increased interventions for specific students and situations</li> </ul>	
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Project timeline:

This timeline is intended for project management purposes and the oversight of the SAU#19 Anti-bullying Project. These dates may change based on SAU, district, or school variables.

Month	Activity:
March, 2010	<ul style="list-style-type: none"> <li>• Submission of Title IV competitive grant</li> <li>• Information shared with administrative team regarding the scope of the Anti-bullying Project</li> <li>• Formation of SAU#19 Anti-bullying Leadership Team</li> <li>• Informational meetings with relevant parties: guidance staff, administration, etc.</li> </ul>
April, 2010	<ul style="list-style-type: none"> <li>• Meeting of SAU#19 Anti-bullying Leadership Team with Dr. Englander</li> </ul>
May, 2010	<ul style="list-style-type: none"> <li>• Draft surveys developed by Dr. Englander for students, faculty, and parents</li> <li>• Draft surveys reviewed by SAU#19 Anti-bullying Leadership Team</li> </ul>
June, 2010	<ul style="list-style-type: none"> <li>• Meeting of SAU#19 Anti-bullying Leadership Team with Dr. Englander</li> <li>• Meeting with Judge Lawrence, UNH Cooperative Extension, and human service providers – overview of the SAU#19 Anti-bullying project and analysis of a partnership with the UNH Cooperative Extension</li> <li>• Email sent to all SAU staff from Stacy Buckley and Brian Balke re: Faculty Bullying Survey – June 15, 2010</li> <li>• Members of SAU#19 Anti-bullying Leadership Team scheduled to attend “How Schools are Preventing Bullying, Building Respect, and Engaging all Students”</li> </ul>
July, 2010	<ul style="list-style-type: none"> <li>• Received ‘Report on Faculty Bullying Survey: Goffstown, NH Public School District’ on July 5, 2010</li> <li>• Bullying Leadership Team and Principals received Dr. Englander’s report via email on July 6, 2010</li> <li>• Administrative team meeting at Mountain View Middle School re: Middle School Curriculum on July 7, 2010</li> </ul>

	<ul style="list-style-type: none"> <li>• Meeting of SAU#19 Anti-bullying Leadership Team on July 12, 2010</li> <li>• Meeting with Sharon Cowen from the UNH Cooperative Extension re: SAU #19 Anti-bullying Project and the potential role that the UNH Cooperative Extension can play to foster Parent Engagement</li> <li>• Dr. Englander to develop K-5 Curriculum that aligns with Second Step Guidance Curriculum</li> <li>• Analysis of Faculty Survey Report</li> <li>• Installation of MVMS security camera project</li> <li>• Installation of GHS security camera project</li> <li>• Meeting with Officer Rob Brown – Goffstown Police Department – July 28, 2010</li> </ul>
August, 2010	<ul style="list-style-type: none"> <li>• August 19, 2010 meeting with Sharon Cowen from the UNH Cooperative Extension to develop an overview of the SAU#19 anti-bullying project to share at the parent session in Dunbarton</li> <li>• August 19, 2010 – Dunbarton Public Library – UNH Cooperative Extension presentation on Bullying Awareness for parents</li> <li>• Meeting with the Goffstown Truck Center to discuss this project and the role of student transportation</li> <li>• Meeting of SAU#19 Anti-bullying Leadership Team with Dr. Englander on August 24, 2010</li> <li>• K-5 Bullying and Cyberbullying Prevention Curriculum was developed and reviewed</li> <li>• Parent surveys completed</li> <li>• SAU administration attended Policy Conference with the New Hampshire School Boards Association</li> <li>• Professional development – presentation for all professional staff focused on bullying in compliance with RSA 193:F in addition to presenting the SAU#19 Anti-bullying Project– New Boston Central School, Dunbarton Elementary School</li> <li>• Professional development provided for all SAU#19 administrators regarding changes on RSA 193:F as well as continued information regarding SAU#19 Anti-bullying Project</li> <li>• Implementation of new video surveillance program at Mountain View Middle School and expanded program at Goffstown High School</li> </ul>
September	<ul style="list-style-type: none"> <li>• SAU administration and NBCS Principal attend workshop hosted by the New Hampshire School Administrators Association on Bullying</li> <li>• Professional development – presentation for all professional staff focused on bullying in compliance with RSA 193:F in addition to presenting the SAU#19 Anti-bullying Project – Goffstown schools</li> <li>• Professional development with targeted middle school staff regarding bullying and cyberbullying curriculum implementation</li> <li>• Creation of ‘Anti-bullying Project’ section on SAU#19 website – curriculum, parent resources, SAU-created documents, etc.</li> <li>• SAU Administration working on recommended revisions to School Board Policies for Goffstown, New Boston, and</li> </ul>

	<p>Dunbarton</p> <ul style="list-style-type: none"> <li>• Submission of Title IV grant to NH DOE</li> <li>• Brian Balke along with Kathleen Murphy from the NH DOE presented at the 13<sup>th</sup> Annual Best Practices Conference on Education for all Children sponsored by the New Hampshire School Administrators Association and the New Hampshire Association of Special Education Administrators Association. Session focused on the SAU#19 Anti-bullying Project – 9/23/10</li> <li>• Formation of MVMS Anti-bullying Curriculum Committee focused on integrating the Second Step Curriculum with the Seattle Public Schools Cyberbullying Curriculum</li> </ul>
October	<ul style="list-style-type: none"> <li>• K-5 Curriculum implementation at New Boston Central School, Maple Ave Elementary School, Dunbarton Elementary School, Bartlett Elementary School, and Mountain View Middle School</li> <li>• Start date of Title IV grant 10/01/10</li> <li>• Plymouth State University – Tiger Program at DES – school bullying – 10/08/10 “A bully isn’t your friend, yet...”</li> <li>• New Boston Bulletin article on Anti-bullying Project printed in paper under Principal Matthew’s section</li> <li>• Implementation of new ‘Bullying complaint/investigation’ process – JICK -R</li> <li>• Meeting of SAU#19 administration with Dr. Englander</li> <li>• 10/20/10 ‘Joe the Biker’ parent forum at NBCS sponsored by the NBCS PTA</li> <li>• 10/21/10 ‘Joe the Biker’ presentations at NBCS (2) and DES</li> <li>• 10/22/10 ‘Joe the Biker’ presentations at MVMS (2) and Bartlett</li> <li>• Meetings of MVMS Anti-bullying Curriculum Committee focused on integrating the Second Step Curriculum with the Seattle Public Schools Cyberbullying Curriculum</li> </ul>
November	<ul style="list-style-type: none"> <li>• Planning meeting with MVMS administration, SAU administration and Officer Sereno and Prosecutor Steckowych focusing on presentation</li> <li>• ‘Kickoff event’ at Mountain View Middle School – presentation by the Goffstown Police Department 11/4/10 and 11/5/10 – presented by Officer Sereno and Prosecutor Steckowych</li> <li>• Brian Balke presented at the New Hampshire School Administrators Association – New Hampshire Way Series – focused on the SAU#19 Anti-bullying Project</li> <li>• Meetings of MVMS Anti-bullying Curriculum Committee focused on integrating the Second Step Curriculum with the Seattle Public Schools Cyberbullying Curriculum</li> <li>• Meeting of SAU#19 Anti-bullying Leadership Team on 11/3/10</li> <li>• “Understanding Bullying for the Goffstown Truck Center” was presented by Brian Balke and Stacy Buckley for the GTC on</li> </ul>

	<p>11/10/10 for all SAU bus drivers employed by GTC</p> <ul style="list-style-type: none"> <li>• Brian Balke presented at the 69<sup>th</sup> Annual Local Government Center Conference on the SAU#19 Anti-bullying Project on 11/17/10</li> <li>• GHS and SAU administration met with Judge Lawrence, Attorney Steckowych, and JPPO's with bullying being a primary discussion point</li> <li>• Parent/guardian letter sent home re: Policy JICK, Parent survey, student survey, parent resources</li> <li>• Student survey data collected in grades 4,6,8,10</li> </ul>
December	<ul style="list-style-type: none"> <li>• Parent information – TBD in collaboration with UNH Cooperative Extension</li> <li>• Student survey data collected in grades 4,6,8,10</li> <li>• Meetings of MVMS Anti-bullying Curriculum Committee focused on integrating the Second Step Curriculum with the Seattle Public Schools Cyberbullying Curriculum</li> <li>• Meeting of SAU#19 Anti-bullying Leadership Team</li> </ul>
January	<ul style="list-style-type: none"> <li>• School-based collaboration with PTO's and PTA's re: student engagement activities and contests</li> <li>• Analysis of student survey data</li> <li>• Analysis of parent survey data</li> <li>• Meeting of SAU#19 Anti-bullying Leadership Team</li> </ul>

X. Instructional Model:

1. Kindergarten
  - a. Monthly lessons aligned with Second Step – taught by Guidance staff
  - b. Curriculum lessons to be developed by Dr. Englander
  - c. Review Officer Phil program
2. Elementary
  - a. Monthly lessons aligned with Second Step – taught by Guidance staff
  - b. Curriculum lessons to be developed by Dr. Englander
  - c. Review Officer Phil program K-4
  - d. High-status peer model: Kindergarten students will be partnered with fifth grade students for final three lessons, first grade students will be partnered with fourth grade students for final three lessons
  - e. Dunbarton – implementation and carryover of PSU Tiger Program Curriculum
3. Middle School
  - a. New Boston and Dunbarton – grade 6
    - i. Cyber Bullying Curriculum taught by Guidance or classroom teachers
  - b. Mountain View Middle School
    - i. Assemblies with ‘Joe the Biker’
    - ii. Team assemblies ‘kickoff event’ – presentation by Goffstown Police Department
    - iii. Formation of Anti-bullying Curriculum Committee focused on integrating Second Step and the Seattle Cyberbullying Curriculum
    - iv. Instructional model beginning in November 2010 – one lesson per month based on school-wide themes
    - v. High-profile peer model to be developed in collaboration with GHS groups such as: Peer Outreach
4. High School
  - a. Tier II and Tier III interventions for victims and perpetrators of bullying
  - b. Investigation of Dr. Englander’s High School Cyberbullying Curriculum – in development – projected completion date of spring 2011
  - c. Equal Rights Student Group activities – promoting awareness, partnering with MVMS

XI. School-specific Parent/School Anti-bullying Leadership Team:

- Schools in SAU#19 are encouraged by SAU administration to form a Parent/School Anti-bullying Leadership Team that meets at least four times during the school year
- This Team should be a partnership between school staff and parents to help support this Anti-bullying Project at the school level

- Focus should include elements of Student Engagement such as our Poster Contests and other Rap or Writing Contests to promote bullying awareness. Teams are encouraged to focus on how to promote these student-awareness activities from the perspective of Logistics and Communication.

## XII. Overview of guiding research provided by Dr. Elizabeth Englander:

**Individual (behavioral) risk factors.** On an individual level, bullies are likely to have high levels of anger and hostility (Espelage, Bosworth, & Simon, 2001; Malamuth, Linz, Heavey, Barnes, & Acker, 1996) and empathy deficits (Borg, 1998; Marshall & Moulden, 2001). They are also likely to be involved in delinquent behavior (Haynie, Nansel, & Eitel, 2001; Skuse et al., 1998), and to have positive attitudes toward violence (Endresen and Olweus, 2001; Malamuth et al., 1995). Children who bully are more likely to show hostile attribution biases (Camodeca & Goossens, 2005; Dodge & Cole, 1987) which, without intervention, may lead them to misinterpret the actions of adults.

**Risk factors in the school environment.** Peers, and their reaction to bullying, are a strong factor in perpetuating bullying behaviors. Bullies often see that peers identify with them and not with the victim and thus fail to intervene; this reinforces the bullying (Espelage, Bosworth, & Simon, 2001). However, the adults in a school environment are a very important factor as well. Bullies often perceive social norms – established by adults - as supporting aggression (Espelage et al., 2003). A school climate which supports and tolerates bullying, without concrete intervention and consequences, is often described as being at the heart of bullying (Olweus, 1993). At the community level, lack of supervision, absence of deterrence for aggressors, and tolerance of bullying and sexual harassment by school personnel is associated with bullying (Kasen, Berenson, Cohen, & Johnson, 2004).

**Risk factors in the family of bullies.** Parents and families of bullies share some characteristics that education and awareness can target. Parents of bullies may have difficulty with discipline; they may be inconsistent with their child, or, they may be too rigid and harsh (DeHaan, 1997). Parents may also fail to recognize that the bullying and abusiveness between their children is an indication of a problem (versus being simply normal sibling rivalry) (DeHaan, 1997). Some, but not all, bullies have more serious family problems; their parents may not provide adequate supervision or may be uninvolved and neglectful (Demaray & Malecki, 2003; Roberts & Coursol, 1996).

**Risk factors for cyberbullying.** Little research exists that can inform the study of cyberbullying risks. Some experts have postulated that risks for cyberbullying include less education about electronic communications, risks, and values; being less able to rely on parents for guidance about the Internet; and being less attentive to – or not receiving – internet safety messages (Willard, 2006). Only 8% of schools have any education for children about internet safety or bullying, even though experts agree that education in this area is the key to safety (Devaney, 2007). Anecdotal evidence suggests that being a victim of offline bullying may increase the probability of becoming an online cyberbully (Englander, 2007). Schools in Massachusetts have reported that many offline

bullies operate online as well (Englander, 2007), suggesting that risk factors for cyberbullying may include the risk factors for “traditional” bullying.

### **The Target Population for this project**

Bullies – children who engage in abusive behaviors towards targeted victims – are children who are at profound risk. Olweus’ classic longitudinal research found that fully 60% are arrested for a crime by age 24 – a risk factor that exceeds that of having a father in prison (AE-Extra, 2005). Psychologists agree that the younger intervention occurs, the better, and that changing the child’s climate to ensure that they are taught socially appropriate behaviors is vital. Thus, this program seeks to improve the behaviors of bullies by altering their school environment.

Equally critical target populations are the children who are victimized, the children who assist bullies (*eggheads*), and the children who witness bullying. The Massachusetts Medical Society points out that bullying affects all children in a school, not just the victims (2006). While many of the services we provide educate and raise awareness in adults (e.g., parents, teachers, administrators), the beneficiary of all these efforts is ultimately the children who attend school. It is their life experience which we seek to change.

Olweus’ research has demonstrated convincingly that the most effective method for reducing bullying is the “whole-school” approach (Olweus, 1993). To effect our target population (children) we must thus emphasize the commonsense fact that in order to improve the climate in a school, all parties must be educated and aware of bullying and must know how to respond effectively.

### **Program Description for the Massachusetts Aggression Reduction Center**

The Massachusetts Aggression Reduction Center at Bridgewater State College is a project that offers a comprehensive, individualized bullying and cyberbullying prevention programs to K-12 schools and educators. MARC is a program based on important experimental principles promoted by researcher Dan Olweus and his concept of the “whole-school” approach to bullying prevention (Olweus, 1993). When MARC visits a school, we train faculty in cyberbullying and concrete, bullying prevention skills; we train students; we help administrative develop policy; and we educate parents and community members. The goal is to change the school climate that promotes bullying into one that discourages it – the only effective method uncovered by decades of research (Lumsden, 2002). “Climate” is defined as behaviors, beliefs and attitudes which promote or discourage bullying. It is common for individuals (both children and adults) to hold stereotypical beliefs that promote bullying (Oliver et al., 1994) and thus MARC works hard to educate and raise awareness.

MARC’s whole-school program is based on the body of research showing that bullying is a systemic problem (Atlas & Pepler, 1998), so the most successful programs involve *all school personnel, the entire student body and their parents, and the community* (Hazler, 1998; Cromwell, 1999; Pepler, Connolly & Craig, 1997). Other research supports MARC’s emphasis on the role that students themselves must play to reduce bullying in their own schools (Garrity, Jens, Porter, Sager & Short-Camilli, 1997); peers either participate, watch, or intervene in 85 percent of all bullying episodes (Atlas & Pepler, 1998). When we go work with students, we emphasize to them that they must develop student-led and student-conceived anti-bullying programs and take some responsibility for the climate in their school. For faculty, MARC emphasizes training in quick on-the-spot interventions, as research shows that a rapid response “deflates” a bullying episode (SVRC, 2003).

### **Principles of Effectiveness**

1. The need for Educational Training Projects such as MARC's program is based on the objective data which demonstrates (a) the high incidence of bullying and cyberbullying in the United States today; and (b) the serious consequences of such abusive and violent behavior among schoolchildren. These behaviors are at epidemic levels and result in stunted academic achievement, a "feeder" system into our Criminal Justice system, and permanent psychological scars carried into adulthood. Furthermore, these deleterious effects are not confined to bullies and their victims, but affect all children within a school.
2. The MARC program is based on achievable, concrete performance measures. The faculty training is measured through the acquisition of concrete areas of knowledge and skill-building which ensures that faculty respond appropriately and effectively in bullying situations. Current outcome data for previous years indicate a high success rate in achieving these performance measures.
3. The MARC program is established based on scientific principles well-researched in the area of bullying and violence prevention. It brings together several different veins of research in the behavioral sciences, including research from Psychology, Biology, and Criminal Justice. These empirically-based theories and findings form the core of the program, and it is the collaboration of these different approaches which renders the program unique.

### **Critical empirical research findings:**

- A. Children who engage in bullying behaviors do so for different reasons. Some have cognitive dysfunctions, generally biases towards hostile interpretations of ambiguous social events, and others bully because of poor self-esteem and poor social skills. Ringleaders are called "bullies" in MARC and they generally have high self-esteem but a tendency to not recognize the impact of their own behaviors on what happens to them. "Bullies" are supported by "followers" who participate in bullying behaviors but aren't ringleaders. These followers are called "eggheads" in MARC because they support and "egg on" bullies.
  - a) Crick, N., and Dodge, K.A. (1994). A review and reformulation of social information-processing mechanisms in children's social adjustment. *Psychological Bulletin*, 115, 74-101.
  - b) Dodge, K.A. (1980). Social cognition and children's aggressive behavior. *Child Development*, 51, 1621-70
  - c) Dodge, K.A. (1982). Social cognitive biases and deficits in aggressive boys. *Child Development*, 53, 620-625.
  - d) Dodge, K.A. & Frame, C.L. (1982). Social cognitive biases and deficits in aggressive boys. *Child Development*, 53, 620-635
  - e) Olweus, D. (1978). Aggression in the Schools: Bullies and Whipping Boys. Washington, DC: Hemisphere (Wiley).
- B. Most bullying is verbal or psychological in nature (not physical). While many lay people believe that bullying is primarily a form of mild physical assault, in fact, most bullying is verbal and psychological in nature. This type of bullying includes the use of hurtful verbal statements and non-verbal actions such as excessive exclusion. Despite its nonphysical nature, psychological bullying is a deliberate form of abuse and it is very damaging over the long term.
  - a) Garbarino, James & deLara, Ellen (2002). *And Words Can Hurt Forever: How to Protect Adolescents from Bullying, Harassment, and Emotional Violence*. New York: The Free Press.



- b) Simons, Rachel (2002). *Odd Girl Out: The Hidden Culture of Aggression in Girls*. San Diego, CA: Harcourt Trade Publishing.
- C. Consistent and firm limit-setting is the only thing that works with bullying. In fact, this is largely consistent with an enormous body of literature finding that discipline which is clear and consistent is most effective. In the case of bullying, however, the association between consistency and behavior change is even more apparent. Because bullies may believe erroneously that their environment actually supports their behavior, only clear messages to the contrary may convince them that abusive behaviors are unacceptable. Clear and consistent policies and procedures change behavior most effectively.
- a) Olweus, D., Limber, S., & Mihalic, S. (1999). Blueprints for Violence Prevention, Book Nine: Bullying Prevention Program. Boulder, CO: Center for the Study and Prevention of Violence.
- D. Bullies count on adults to ignore bullying behaviors, and this allows them to continue bullying activities. Bullying and cyberbullying do not continue under the watchful eye of adults; these are behaviors that largely occur outside of adult supervision. One exception is when adults witness bullying but are stymied by the victim's reaction into nonresponsiveness. For example, a bullying victim, in fear of retaliation, may side with a bully in asking the adult to ignore the behavior; confused by the victim's apparent wishes, the adult decides the best course of action is to ignore bullying. What the adult fails to realize is that the victim does not truly wish adults to ignore bullying; they are only speaking from a desire for self-preservation (similar to domestic abuse victims).
- a) Steiner, A. (2002). Bullies: ignore them and they won't go away. *The Link*, 18(2), retrieved from <http://education.umn.edu/alum/link/2002Winter/bullies.html>
- b) Cohn, A. and Kanter, A. (2003). *Bullying: Facts for Schools and Parents*. National Association for School Psychologists, retrieved from [http://www.naspcenter.org/factsheets/bullying\\_fs.html](http://www.naspcenter.org/factsheets/bullying_fs.html)
- E. Males and females bully differently. While violence among females has increased in recent year, males still overwhelmingly are more likely to either threaten or perform acts of physical violence. Bullying between females tends to focus on social inequities or sexualized put-downs. Cyberbullying victimization appears disproportionately among females although both males and females engage in bullying online.
- a) Nansel, T.R., Overpeck, M., Pilla, R.S., Ruan, W.J., Simons-Morton, B., & Scheidt, P. (2001). Bullying Behaviors Among US Youth: Prevalence and Association With Psychosocial Adjustment. *Journal of the American Medical Association*, 285(16), 2094-2100.
- b) Olweus, D. (1993). Bullying at School: What We Know and What We Can Do. Cambridge, MA: Blackwell Publishers, Inc., p. 19.
- c) Snell, P. and Englander, E. (In press.) Girls and Cyberbullying. *Journal of Social Sciences: Special Edition: Cyberbullying*.
- F. The most effective programs are those that teens lead for themselves. Unlike younger children, whose teachers are trained through MARC to cope with bullying in the classroom, teens learn about social life best from their peers. MARC's Educational Training program is training college students (high-status peers) to coach the younger teens in starting their own student-initiated

and student-led anti-bullying programs in their schools. Peer training programs are high successful models and students are motivated by them. MARC's program also benefits greatly the college students who often go on to careers in education, law enforcement or human services.

- a) Alcaraz, R. (2004). *Bullying In Schools*. Southern California Center Of Excellence On Youth Violence Prevention, University Of California, Riverside.
  - b) Coalition for Asian Pacific American Youth (Boston, Massachusetts): Youth Leadership for Development Initiative Case Studies. Retrieved 2005 from: <http://www.theinnovationcenter.org/pressroom/casestudies.html>.
- G. Intervene immediately and separate bully & victim – do not use mediation or attempt to force them to confront one another. While mediation is an excellent approach in cases of conflict, bullying in an unequal power situation where mediation is often exploited and can lead to more abuse. Educators need to be taught to differentiate between conflict and bullying situations, and then to rightly apply either separation (in the case of bullying) or mediation (in the case of conflict).
- a) Steps for Intervening in Bullying Situations. Centre for Children and Families in the Justice System of the London Family Court Clinic. Retrieved November 2005 from: <http://www.lfcc.on.ca/>.
  - b) Englander, E. (2005). When should you hesitate to mediate? *Models of Respecting Everyone*, 1(1), 2-5.

### XIII. Bullying Resources Online

[www.bullyinginfo.org](http://www.bullyinginfo.org)

US Department of Education

<http://www.bridgew.edu/marc/marc%20template%20K-12%20program.cfm>

Dr. Englander's website through Bridgewater State College

<http://mentalhealth.samhsa.gov/15plus/aboutbullying.asp>

U.S. Substance Abuse and Mental Health Services Administration

<http://stopbullyingnow.hrsa.gov>

The U.S. Department of Health and Human Services

<http://www.bullyfreenh.org>

New Hampshire Parents Group Against Bullying in Schools

[www.bullyfreealberta.ca](http://www.bullyfreealberta.ca)

Excellent Canadian government website

<http://www.anti-bullyingalliance.org.uk/>

Many bullying resources from the United Kingdom

[www.olweus.org](http://www.olweus.org)

Clemson University's Bullying Prevention Program

<http://www.safeyouth.org/scripts/topics/bullying.asp>

Bullying information from the U.S. Center for Disease Control

<http://www.nlm.nih.gov/medlineplus/bullying.html>

Many resources gathered by the National Institutes of Health

<http://www.cyberbullying.us/>

The Cyberbullying Research Center's site

#### **XIV. Recommended Books for Parents – provided by UNH Cooperative Extension**

**Protect Your Child From Bullying: Expert Advice to Help You Recognize, Prevent, and Stop Bullying Before Your Child Gets Hurt**, by A. Beane, 2008, San Francisco: Jossey-Bass

**The Bully, the Bullied, and the Bystander**, by B. Coloroso, 2004, New York: Harper

**Cyber Bullying: Protecting Kids and Adults from On-Line Bullies**, by J. P. Colt, S.C. McQuade III, & N. Meyer, 2009, Santa Barbara, CA: Praeger

**Bullies and Victims: Helping Your Child through the Schoolyard Battlefield**, by S. Fried, & P. Fried, 1996, New York: M. Evans and Company

**And Words Can Hurt Forever: How to Protect Adolescents from Bullying, Harassment, and Emotional Violence**, by J. Garbarino & E. deLara, 2002, New York: Free Press

**Bullying Beyond the Schoolyard: Preventing and Responding to Cyber Bullying**, by S. Hinduja & J. W. Patchin, 2008, Thousand Oaks, CA: Corwin Press

**Bullying at School: What we Know and What We Can Do**, by D. Olweus, 1993, Malden, MA: Blackwell

**Bootsie Barker Bites**, by Barbara Bottner, 1997, New York, NY: Penquin Group (USA)

**Arnie and the New Kid**, by Nancy Carlson, 1990, New York, NY: Penquin Group (USA)

**Oliver Button is a Sissy**, by Tomie dePaola, 1979, Boston, MA: Houghton Mifflin Harcourt

**Goggles!**, by Ezra Jack Keats, 1998, New York, NY: Penquin Group (USA)

**Best Enemies**, by Katherine Leverich, 1998, New York, NY: William Morrow & Co., Inc.

**Nobody Knew What to Do**, by Becky Ray McCain, 2001, Morton Grove, IL: Albert Whitman & Co.

**King of the Playground**, by Phyllis Reynolds Naylor, 1994, New York, NY: Simon & Schuster Children's Publishing

**XV. Books for Middle Schoolers about Bullying- provided by UNH Cooperative Extension**

**Tangerine**, by Edward Boor, 2006, Boston, MA: Houghton Mifflin Harcourt

**Blubber**, by Judie Blume, 1986, New York, NY: Yearling

**The Meanest Thing to Say**, by Bill Cosby, 1997, New York, NY: Cartwheel

**Just Kidding**, by Trudi Ludwig, 2006, New York, NY: Tricycle Press, Crown Publishing Group

**Freak**, by Marcella Pixley, 2007, New York, NY: Farrar, Straus, and Giroux

**The Boy Who Lost His Face**, by Louis Sachar, 1997, New York, NY: Yearling

**Feather Boy**, by Nicki Singer, 2002, New York, NY: Delacorte Books for Young Readers

**Loser**, by Jerry Spinelli, 2003, New York, NY: Harper Collins

**Bad Girls**, by Cynthia Voigt, 1997, New York, NY: Scholastic

**The Revealers**, by Doug Wilhelm, 2003, New York, NY: Farrar, Straus, and Giroux

**XVI. Books for Teens about Bullying- provided by UNH Cooperative Extension**

**Alt Ed**, by Catherine Atkins, 2004, New York, NY: Penguin Group (USA)

**Names Will Never Hurt Me**, by James Adoff, 2005, New York, NY: Penguin Group (USA)

**The Chocolate War**, by Robert Cormier, 1986, New York, NY: Random House Children's Books

**Girl Wars: Twelve Strategies That Will End Female Bullying**, by Cheryl Dellasega, 2003, New York, NY: Simon & Schuster Adult Publication Group

**Bullyville**, by Francine Prose, 2008, New York, NY: Harper Collins Publishers

**Buddha Boy**, by Kathe Koja, 2004, New York, NY: Penguin Group (USA)

**Drowning Anna**, by Sue Mayfield, 2004, New York, NY: Hyperion Books for Children

**The Guardian**, by Joyce Sweeney, 2009, New York, NY: Henry Holt & Company (BYR)

**Letters to a Bullied Girl**, by Olivia Gardner, 2008, New York, NY: Harper Collins Publishers

**Bullying: Deal With it Before Push Comes to Shove**, by Elaine Slavens, 2003, Toronto, ON: Lorimer, James & Company

**Dough Boy**, by Peter Marino, 2005, New York, NY: Holiday House, Inc.

**XVII. References and Recommended Books for Parenting and Family Professionals– provided by UNH Cooperative Extension**

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Garbarino, J. (2006). *See Jane Hit: Why Girls are Growing More Violent and What We Can Do About It*, New York: Penguin

Hoover, J.H., & Oliver, R. (1996) *The Bullying Prevention Handbook: A Guide of Principals, Teachers, and Counselors*, Bloomington, IN: National Education Service

Kowalski, R.M., Limber, S.P., & Agatson, P.W., (2008). *Cyberbullying: Bullying in the Digital Age*. Oxford: Blackwell

MacIntyre, C. (2009). *Bullying and Young Children: Understanding the Issues and Tackling the problem*. New York: Routledge

Meyer, E. (2009). *Gender, Bullying, and Harassment: Strategies to End Sexism and Homophobia in Schools*. New York: Teacher's College Press

Miller, T. (Ed) (2008) *School Violence and Primary Prevention*, New York: Springer

Orpinas, P. & Horne, A.M. (2006). *Bullying Prevention: Creating a Positive School Climate and Developing Social Competence*, Washington, D.C: American Psychological Association

Roberts, W.B. (2008) *Working With Parents of Bullies and Victims*, Thousand Oaks, CA: Corwin

Shariff, S. (2008). *Cyber-bullying: issues and solutions for the school, the classroom and the home*, New York: Routledge

**XVIII. ADDITIONAL REFERENCES– provided by UNH Cooperative Extension**

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Bradshaw, C. P., & Waasdorp, T. E. (2009). Measuring and changing a "culture of bullying.". *School Psychology Review*, 38(3), 356-361.

Carter, S. (2009). Bullying of students with asperger syndrome. *Issues in Comprehensive Pediatric Nursing*, 32(3), 145-154.

Cassiday, W., Jackson M., & Brown, K. N. (2009). Sticks and stones can break my bones, but how can pixels hurt me?: Students' experiences with cyber-bullying. *School Psychology International*, 30(4), 383-402

Chaux, E., Molano, A., & Podlesky, P. (2009). Socio-economic, socio-political and socio-emotional variables explaining school bullying: A country-wide multilevel analysis. *Aggressive Behavior*, 35(6), 520-529

Diden, R., Scholte, R. H. J., Korzilius, H., de Moor, Jan M. H., Vermeulen, A., O'Reilly, M., et al. (2009). Cyberbullying among students with intellectual and developmental disability in special education settings. *Developmental Neurorehabilitation*, 12(3), 146-151.

Dılmaç, B. (2009). Psychological needs as a predictor of cyber bullying: A preliminary report on college students. *Educational Sciences: Theory & Practice*, 9(3), 1307-1325.

Dowell, E. B., Burgess, A. W., & Cavanaugh, D. J. (2009). Clustering of internet risk behaviors in a middle school student population. *Journal of School Health*, 79(11), 547-553.

Esbensen, F., & Carson, D. C. (2009). Consequences of being bullied: Results from a longitudinal assessment of bullying victimization in a multisite sample of american students. *Youth & Society*, 41(2), 209-233

Gasser, L., & Keller, M. (2009). Are the competent the morally good? perspective taking and moral motivation of children involved in bullying. *Social Development*, 18(4), 798-816.

Gray, W. N., Kahhan, N. A., & Janicke, D. M. (2009). Peer victimization and pediatric obesity: A review of the literature. *Psychology in the Schools*, 46(8), 720-727.

Jun, S. H., & Eamon, M. K. (2009). An ecological approach to understanding peer victimization in South Korea. *Journal of Human Behavior in the Social Environment*, 19(5), 611-625.

Ma, L., Phelps, E., Lerner, J. V., & Lerner, R. M. (2009). The development of academic competence among adolescents who bully and who are bullied. *Journal of Applied Developmental Psychology*, 30(5), 628-644.

Mesch, G. S. (2009). Parental mediation, online activities, and cyberbullying. *CyberPsychology & Behavior*, 12(4).

Mishna, F., Saini, M., & Solomon, S. (2009). Ongoing and online: Children and youth's perceptions of cyber bullying. *Children & Youth Services Review*, 31(12), 1222-1228.

Mongan, P., Hatcher, S. S., & Maschi, T. (2009). Etiology of school shootings: Utilizing a purposive, non-impulsive model for social work practice. *Journal of Human Behavior in the Social Environment*, 19(5), 635-645.

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Taking on school bullies.(2009). *Harvard Mental Health Letter*, 26(3), 6-7.