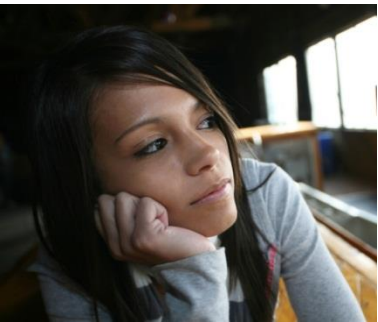




# 10 year Anniversary (2006-2016)

A decade together against bullying—  
and united for kindness, acceptance and inclusion.



## Creating a World Without Bullying: For Parents of Children with Autism

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**Riverside Medical Clinic Charitable Foundation**  
**June 2019**

# PACER and Bullying Prevention

## **PACER CENTER**

- Founded in 1977, PACER was founded and is staffed primarily by parents of children with disabilities.
- Focused on helping parents and children learn to be self-advocates
- PACER Center expands opportunities and enhances the quality of life of children and young adults with disabilities and their families.

## **PACER's National Bullying Prevention Center**

- Founded in 2006 to help all children who face bullying
- Leads social change, so that bullying is no longer considered an accepted childhood rite of passage.
- Provides free, innovative resources for students, parents, educators, and others

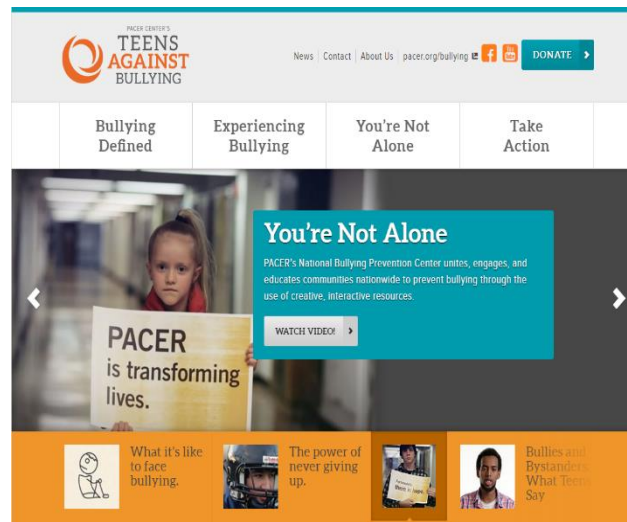
# On-Line Resources

## [PACER.org/Bullying](https://PACER.org/Bullying)



## Parents and Professionals

## [PACERTeensAgainstBullying.org](https://PACERTeensAgainstBullying.org)



## Middle and High School

## [PACERKidsAgainstBullying.org](https://PACERKidsAgainstBullying.org)



## Elementary School

# Students with Disabilities

Are **two to three times** more likely to be bullied (*National Center for Educational Statistics, 2016*)

Are **more worried about school safety** & being injured/harassed by other peers (*Saylor & Leach, 2009*)

Are told **not to “tattle” almost twice as often** as youth not in special education (*Davis & Nixon, 2010*).



# Agenda

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- Dynamics of Bullying
  - Advocacy, Self-Advocacy, and Strategies for Working with the School
  - Resources
-

# Common Views and Myths

- Bullying is a natural part of childhood.
- Words will never hurt you.
- Some people deserve to be bullied.
- Bullying will make kids tougher.
- Telling a teacher about bullying is “tattling.”
- It’s only teasing.

# Bullying & Cyberbullying: Definition

## — *The Hallmarks* —

- ***Hurts or harms*** another person physically or emotionally, and is done ***on purpose***.
- The target has ***difficulty stopping the behavior*** and struggles to defend themselves.
- Exhibits an ***imbalance of power***; the student(s) doing the bullying has more physical, emotional, or social power than the target.
- *Many definitions indicate that the bullying is “repeated,” but the reality is that bullying can be circumstantial or chronic.*



# Bullying vs. Conflict

**Conflict:** Children self-monitor their behavior and generally stop when they realize they are hurting someone.

**Bullying:** Children continue their behavior when they realize it is hurting someone, and are satisfied by a feeling of power and control.



# Types of Bullying

- **Verbal:** Using words to tease or harass.
- **Emotional (Social):** Manipulation, gossip, exclusion.
- **Physical:** Kicking, hitting, damaging or stealing property.
- **Sexual:** Unwanted attention or touch, innuendos.
- **Cyber:** Using technology to hurt or harm.

# The Roles in Bullying

1. The person targeted by the behavior
2. The person(s) initiating the behavior
3. Those witnessing the behavior

# Who Bullies and Why? Who is Targeted and Why?



# Advocacy, Self-Advocacy, and The School



- The Adult Response:
  - Advocacy & Self-Advocacy
- Know Your Rights:
  - Using the Individualized Education Program (IEP)
  - Federal Laws
  - Schools' Duties
- Peer Advocacy & Community Engagement

# Supporting the Child

## — *Overview of Three Steps* —

1. Talk with the child
2. Support and empower the child.
3. Develop an [action plan](#).

# The Adult Response: What You Can Say

## **TO DO List – Tell them:**

1. It is NOT their fault. They are not to blame.
2. They are NOT alone. You are here to help.
3. It is NOT up to them to stop the bullying.
4. Bullying is never okay and they have the right to be safe.
5. No one deserves to be bullied.
6. They deserve to be treated with respect.
7. They have the right to feel safe at school.

## **Reactions to avoid:**

Encouraging them to stand up the person bullying.

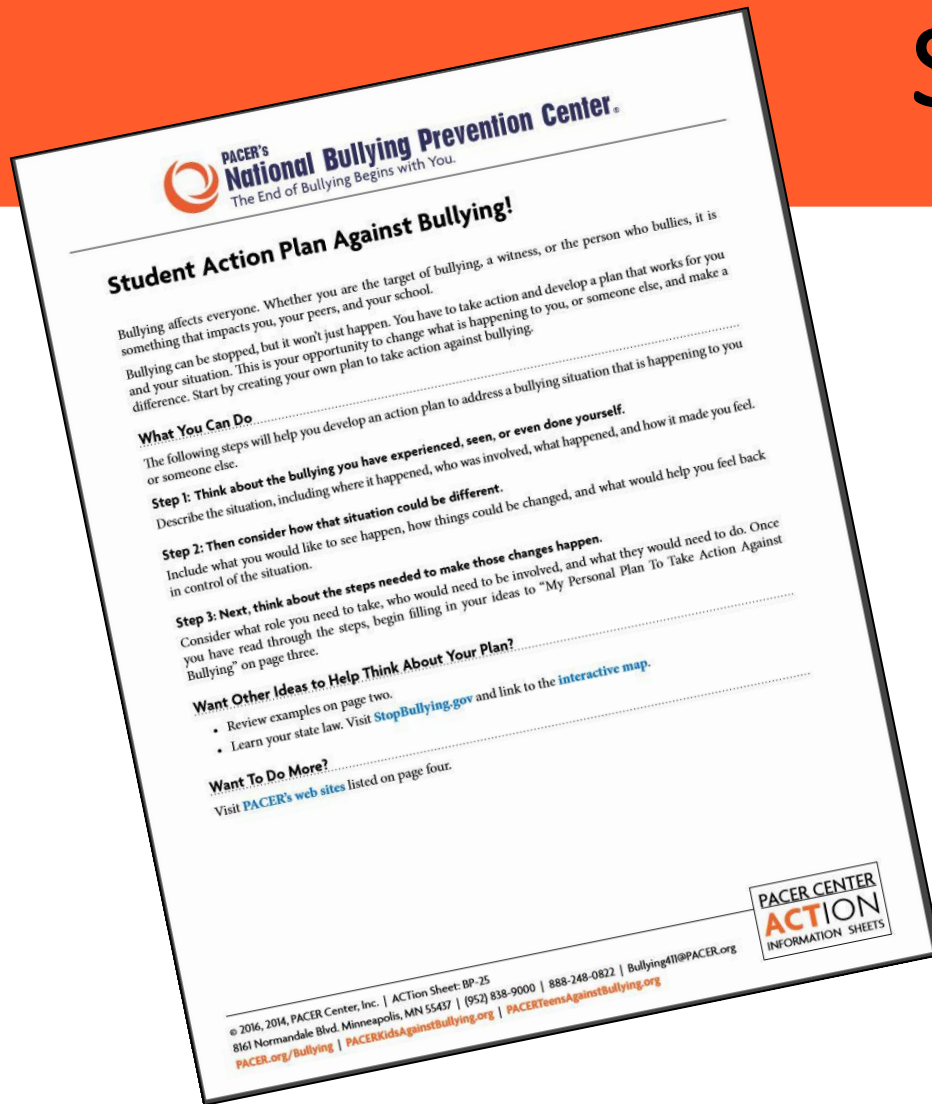
Telling them to IGNORE the bullying.

For parents:

Taking matters into your own hands.



# Encourage Self-Advocacy Student Action Plan



**Step 1:** Think about the bullying you have experienced, seen, or even done yourself.

**Step 2:** Then consider how that situation could be different.

**Step 3:** Next, think about the steps needed to make those changes happen.



# Collaborative Strategies Using the IEP

- Identify **an adult** that your child can go to for assistance
- Determine how school staff will **report** incidents
- Allow the child to **leave class early** to avoid hallway incidents or asking for **shadowing** of your child on school grounds
- Arranging for **separate in-service trainings for school staff and peers** to help them understand the disability of your child, as well as school/district policies on bullying
- Staff knows to reassure every child that they have a **“right to be safe”** at school

# Working with the School: A Prevention Roadmap

- Involving the school and your child's teachers **early** is important. Establish rapport with all staff.
- **Work with the school** to let you or another adult present on your child's disability.
  - For faculty, staff, and students
  - Parents will have to initiate this, most likely
- Make sure that IEP safeguards are in place **prior to the start of the year.**

# Working with the School: an Intervention Roadmap

- **Listen to your child** and work with the **Student Action Plan. Develop your own Action Plan.**
- **Contact the school right away**, keeping a copy of the communication (or description of the contact) with all dates and details.\*
- **Follow-up with school** to ensure response and resolution.
- Future: incorporate ideas for bullying prevention into **IEP/504**.

Parents should contact school staff each time their child informs them that he or she has been bullied.

\_\_\_\_\_, \_\_\_\_\_ (your street address)  
\_\_\_\_\_, \_\_\_\_\_ (city, state zip code)  
\_\_\_\_\_, 2011 (date)

\_\_\_\_\_, \_\_\_\_\_ (name of Principal)  
\_\_\_\_\_, \_\_\_\_\_ (name of school)  
\_\_\_\_\_, \_\_\_\_\_ (school address)

RE: \_\_\_\_\_ (first and last name of child)

Dear \_\_\_\_\_, \_\_\_\_\_ (name of Principal)

My child, \_\_\_\_\_ (first name of child) is in the \_\_\_\_\_ (grade level) at \_\_\_\_\_ (name of school). At school \_\_\_\_\_ (s/he) has been bullied and harassed by \_\_\_\_\_ (name of harasser(s)). This has occurred on \_\_\_\_\_ (date or approximate period of time) when \_\_\_\_\_ (their response(s)). We became aware of this incident when \_\_\_\_\_ (describe as many details of the incident(s) as can be recalled). When this happened \_\_\_\_\_ (name of witness(es)) heard or saw it and \_\_\_\_\_ (describe how you were notified).

\_\_\_\_\_ (first name of child) was hurt by this bullying and harassment. \_\_\_\_\_ (She/He) had \_\_\_\_\_ (describe physical injuries, emotional suffering and any medical or psychological treatment required). \_\_\_\_\_ (Our/My) child has the right to be in a safe environment at school so \_\_\_\_\_ (s/he) can learn.

Please send \_\_\_\_\_ (me/us) a copy of the District policies on bullying and harassment, investigate this problem and correct it as soon as possible. Please let \_\_\_\_\_ (me/us) know of the actions you have taken to rectify the situation and to ensure it does not happen again. I expect a response within 5 business days.

Thank you for your prompt attention to this serious problem.

Sincerely,  
\_\_\_\_\_ (sign in this area)  
\_\_\_\_\_ (your name)

CC: \_\_\_\_\_ (name of Superintendent of schools), Superintendent

CC: \_\_\_\_\_ (Sign and keep a copy for your records)

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[www.PACER.org](http://www.PACER.org) | Facebook.com/PACERCenter

# When Bullying Becomes Harassment

## Bullying vs. Disability Harassment

**When does bullying reach the threshold of disability harassment and meet the criteria for federal protection?**

Bullying may be considered harassment when the conduct is:

- sufficiently serious that it interferes with (or limits) a student's ability to participate in (or benefit from) the services, activities, or opportunities offered by a school
- and is based on a student's disability.

# Schools' Duties

- **Immediate and appropriate action to investigate or otherwise determine what happened.**
- When an investigation reveals that harassment has occurred, a school should take steps to:
  - End the harassment
  - Eliminate any hostile environment
  - Prevent harassment from recurring
  - Prevent retaliation against the targeted student(s) or complainant(s).

# Uniform Complaint Procedure

## What is a UCP complaint?

- A complaint under the Uniform Complaint Procedures (UCP) is a written and signed statement by an individual, public agency, or organization alleging a violation of federal or state laws governing certain educational programs.

## What agencies are subject to the UCP?

- The UCP covers alleged violations by local educational agencies (LEAs) (school districts, county offices of education, and charter schools) and local public or private agencies which receive direct or indirect funding from the State to provide any school programs, activities, or related services.

CA Dept. of Ed., 7/17



# Peer Advocacy & Community Engagement



**Brinna, 9th grade**

 **PACER's National Bullying Prevention Center.**  
The End of Bullying Begins With You | [PACER.org/Bullying](https://PACER.org/Bullying)

# Peer Advocacy: Role of An Active Bystander

Some strategies:

- Spending time with the student being bullied
- Trying to get the student away from the situation
- Listening to the student being bullied
- Telling the student that no one deserves to be bullied

# Best Practices for Schools to Create a Healthy School Environment

- Teachers and peers engage in meaningful and appropriate social interactions.
- There are opportunities to increase social competence and positive interactions.
- Schools adopt appropriate intervention strategies that encourage social awareness and provide individualized interventions for targets with disabilities.

*Rose & Monda-Amaya, 2012*

# Long-Term: Pro-Social Behaviors

- Kindness
- Acceptance of difference
- Inclusion

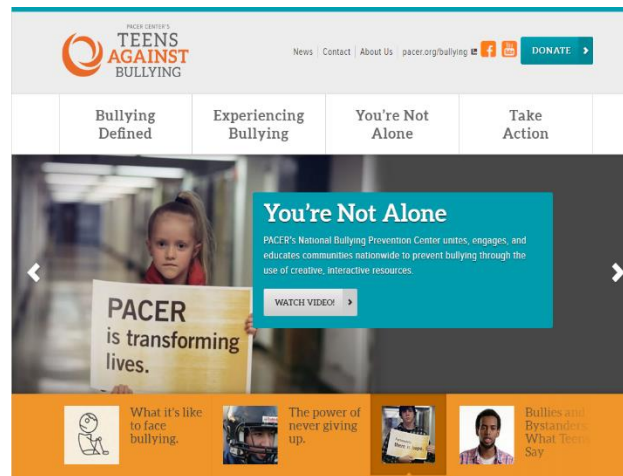
# Websites

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Elementary School

Judy.French@pacer.org