# HIB: Harassment, Intimidation, and Bullying Prevention & Intervention Strategies

#### **GOAL**

To help create a school environment which minimizes bullying and protects students from harm.

# So...what is the law and what are we required to do???

### **Definition**

#### TYPES OF BEHAVIORS

- Includes ANY gesture, or
- ANY written, verbal or physical act, or
- ANY electronic communication
- Can be a single incident or series of incidents

#### Definition (cont'd)

#### Motivation for HIB Behavior:

- ANY actual OR PERCEIVED characteristic
- EXAMPLES: race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or mental/physical/sensory disability, or ANY OTHER DISTINGUISHING CHARACTERISTIC

### and...at least one of these issues must be met to qualify

- 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.
- Has the effect of insulting or demeaning any student or group of students; or
- 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.

### Conflict vs. Bullying

#### **Conflict**

- Reflects differences of opinion, differences in the way something is perceived, or lack of information
- Includes disagreements, arguments, and fights
- A normal part of growing up and life

#### **Bullying**

- HIB is one sided & always reflects an imbalance of power
- One or more students are victims of one or more person's aggression, as it applies to the HIB
- The intent is to physically or emotionally hurt someone

### Conflict

### Vs. Bullying

- Equal power between friends
- Individuals often play together
- Happens occasionally
- Accidental
- Not serious

- Imbalance of power between friends
- Individuals rarely play together
- Repeated negative actions
- Purposeful
- Serious with threat of physical or emotional harm

### Conflict

### Vs. Bullying

- Equal emotional reactions
- Not seeking power or attention
- Remorse- will take responsibility
- Effort to solve the problem

- Strong emotional reaction from victim and little or no emotional reaction from bully
- Seeking power, control, or material things
- No remorse- blames victim
- No effort to solve problem

# Children Who Bully Their Peers Regularly Tend to...

- Be impulsive, hot-headed, dominant
- Be easily frustrated
- Lack empathy
- Have difficulty following rules
- View violence in a positive way

Source: Nansel et al., 2001, 2003; Olweus, 1993

### Children Who Bully are More Likely to.....

- Get into fights
- Vandalize / steal property
- Drink alcohol, smoke or use substances
- Be truant from school
- Drop out of school
- Carry a weapon
- Have adjustment difficulties, relationship difficulties, and engage in more serious violence later in life

Source: Nansel et al., 2001, 2003; Olweus, 1993

### Children Who Bully Are More Likely to Live in Homes Where There is...

- A lack of warmth & involvement on the part of parents
- Overly permissive parenting (a lack of limits for behavior)
- A lack of supervision by parents
- Harsh physical discipline
- A model for bullying behavior

# Children Who are Bullied are More Likely to...

- Be depressed, lonely & anxious
- Have low self-esteem
- Feel unwell
- Have more migraine headaches
- Think about suicide

# Children May be More Likely to be Bullied if...

- They have friendship difficulties & are socially isolated
- They are maltreated by caregivers
- They are the victims of harsh parenting
- They have low school attachment

### Interesting Statistics...

- By self-report, Boys are more likely than girls to bully others
- By self-report, Girls are more likely to bully each other using social exclusion
- African-American youth are less likely to report being victims of bullying
- Hispanic youth are more often victims of physical or cyber bullying than Caucasian youth
- All victims, regardless of race, were more socially isolated

### LGBT Youth

- Youth who identify or are perceived to be LGBT are more likely to be bullied
- Youth who openly admit to being LGBT are at a higher risk of being physically assaulted, abusing alcohol/drugs, or running away from home
- LGBT adolescents are more than twice as likely to be depressed, think about or attempt suicide

Source: Savin-Williams, 1994; Russell & Joyner, 2002

### The Bully-Victim

- A child who both bullies others and is the victim of bullying by others
- More verbally & physically aggressive, and exhibit more hyperactivity & depressive symptoms
- More likely to have poor grades, have lower social acceptance, & self worth
- Greater risk of mental health & behavioral problems

### Empower Bystanders By...

- Helping them see that their silence makes the bully more powerful
- Encouraging them to tell adults about cruel behavior they witness
- Providing assertiveness training
- Protecting them from retaliation
- Help them reach out to victims of bullying and isolated peers

### Range of Responses:

Individual –

For "Bully": code of conduct, police intervention, restitution, behavior plans, counseling, family referrals

- For "Victim": schedule changes, hallway/playground monitors, seating changes, assertiveness training, counseling
- Classroom skill building lessons/projects, service learning, Responsive Classroom approaches

### Range of Responses:

- School curriculum, theme days, slogan/ poster contests, assemblies, parent programs
- District character ed. programs, policy dev., prof. dev., partner with community mental health agencies / law enforcement

## So...what else is required under the law ???

### School Safety Team

- Who must be on a team?
  - Anti-Bullying Specialist (ABS): the law states that the principal must appoint the guidance counselor, school psychologist, or another similarly trained person to this position. Person that investigates and tracks reports in tandem with ABC & administrators.
    - Lila Kosciolek is the Anti-Bullying Specialists.
  - Anti-Bullying Coordinator (ABC): At the district level, the Superintendent must appoint an administrator to this position. This person assists with investigations & supports school/district level interventions to improve school climate.
    - Leslie Ellerbusch is the Anti-Bullying Coordinator.

#### The School Safety Team

- The Anti-Bullying Specialist is the chair of the team.
- Each school has a team, consisting of the following:
  - Chief School Administrator or designee
  - Teacher(s) in the school, as needed
  - Parent of a student in the school, TBD
    - Not privy to specific incidents
  - Other members determined by the CSA

### What do we need to do?

Reporting timelines are very specific.

If you witness an incident or the incident is communicated to you, you MUST report the incident to the Chief School Administrator on the day of the incident.



 CSA will contact all parents/guardians of students involved on the day of the report.

CSA will notify Anti-Bullying Specialist within one day of the report.



 Investigation is initiated by the Specialist within one day of the verbal report.

Written report must be submitted to the CSA within 2 days of the verbal report.

 Investigation is completed within 10 days of receiving the report. Written report of investigation is provided to the CSA within 2 days of completion.

Report presented by CSA to BOE at the <u>next</u> board meeting. Report must include actions taken & recommendations.



Within 5 school days of report to BOE, parents/guardians of all students involved in investigation, are provided, in writing, information about the investigation.



Parents may request a hearing before the BOE. Hearing shall be held <u>within</u> 10 days.

The BOE shall issue a decision, in writing, to affirm, reject, or modify CSA's decision at the <u>next board meeting</u>.

Parents, student, or organization may file an appeal with the Commissioner of Education

Parents, student, or organization may file a complaint with the Division of Civil Rights

### Be Aware!

- Be aware of unsupervised or minimally supervised "hot spots" in a school:
  - Hallways
  - Lunch Rooms
  - Playgrounds
  - Locker rooms
  - Bathrooms



#### Sources:

- NJ Department of Education
- •NJ State Bar Foundation
- •Rutgers Safe & Drug Free Schools Project: HIB Prevention & Intervention Strategies
- •Sussex & Warren Counties Association of Directors & Coordinators of Special Services