



Montana Behavioral Initiative

A newsletter to support the implementation of Positive Behavior Interventions and Supports (PBIS) in schools throughout Montana

Volume 2 Issue 1

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“It is easier to build strong children than repair broken men.”

—Frederick Douglass

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When Finished Route To:

Some Facts about Bullying

Definitions

- Bullying:** the purposeful use of intimidation, humiliation, injury, or social ostracization, toward a person of lesser strength to gain control of that person or to increase one's own social status
- Cyber-bullying:** bullying by means of an electronic device such as a mobile phone or posting information on an internet social networking site such as *MySpace* or *Facebook*

bullying is far bigger than many educators realize.

- Targets and bullies are at risk for behavioral, emotional, and academic problems (Espelage & Swearer, 2003; Schwartz & Gorman, 2003).
- Targets and bullies are at increased risk for depression, anxiety, loneliness, low self-esteem, and suicide (Balsdry & Farrington, 1998).
- Over time, targets and bullies are more likely to skip and/or drop out of school (Berthold & Hoover, 2000; Neary & Joseph, 1994).
- Targets and bullies suffer from underachievement and sub-potential performance in employment settings (Carney & Merrell, 2001; NSSC, 1995).
- Bullies in particular are more likely to acquire increased numbers of criminal convictions and traffic violations than their less-aggressive peers (Roberts, 2000).

Forms of Bullying:

- Physical
- Verbal
- Social
- Cyber
- Sexual harassment
- Relational

The Societal Cost of Bullying

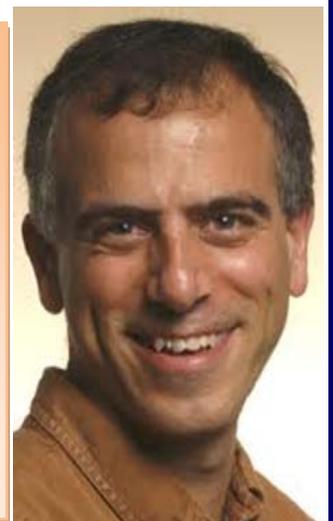
The long-term social/emotional impact of

Dan Habib Keynote at Summer Institute: *Who Cares About Kelsey?*

Who Cares About Kelsey? (Title changed from *Education Revolution*) is a powerful Inclusion film that documents the life of a high school student with emotional and behavioral challenges. The film, scheduled for viewing during the first day of

the conference is presented by Habib, the filmmaker, and co-presenter and film central subject, Kelsey Carroll. During Kelsey's sophomore year, a new school leadership team implemented Positive

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It takes a great deal of courage to stand up to your enemies, but even more to stand up to your friends.”

—JK Rowling

Habib

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Behavioral Interventions and Supports (PBIS) and other reforms to improve the school's culture and reduce the dropout rate. This schoolwide overhaul gave Kelsey a chance at a different outcome.

Film Synopsis

When Kelsey Carroll entered high school, she was a more likely candidate for the juvenile justice system than graduation. Diagnosed with ADHD and carrying the emotional scars of homelessness and substance abuse, as well as the actual scars of repeated self-mutilation, Kelsey was volatile, disruptive and, by her own admission, "not a nice person" to be around. As a freshman at Somersworth (NH) High School,

she didn't earn a single academic credit, but she did get suspended for dealing drugs. *Who Cares About Kelsey?* will make viewers reconsider "problem kids" in their own high schools and spark new conversations about an education revolution that's about empowering -- not overpowering -- our most emotionally and behaviorally challenged youth.

Habib is the Filmmaker in Residence with Institute on Disability at the University of New Hampshire. He is best known as the director, producer and cinematographer of the documentary, *Including Samuel*. This Emmy-nominated film was broadcast nationally on public television and won the Positive Images in Media award from TASH.

Target Warning Signs

Both educators and parents must be aware of the indications a child is being bullied.

Changes may occur in:

- **Mood** — sullen, withdrawn, depressed
- **Motivation** — drop in grades, avoids school (15% of school absenteeism is directly related to fears of being bullied)
- **Health** — decreased appetite, difficulty getting to sleep
- **Behavior patterns** — refuses to use the restroom, avoids the playground, asks for extra lunch money/allowance, wants to carry a weapon or means of protection
- **Appearance** — returns from school disheveled, with torn clothes, or unexplained bruises

Bullying Myths

- **MYTH: Bullies have low self-esteem and are insecure.**

FACT: Most bullies have average to above self-esteem and tend, in fact, to view themselves in a positive light. This high self-esteem may even encourage them to rationalize their aggressive, anti-social behavior. Bullying is more a result of temperament, lack of empathy, and poor socialization, than poor self-esteem.

- **MYTH: Kids are bullied due to physical differences.**

FACT: Although some children are picked on due to physical differences, most victims chosen because they are perceived as anxious, sensitive, and unable to retaliate.

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❑ **MYTH: Bullying and conflicts are the same thing.**

FACT: Conflicts are disagreements or fights which arise between students where both people have an equal amount of power. Bullying represents an imbalance in power — a "stronger", or more popular person using their strength to intimidate, harass or threaten the weaker person. For this reason, it is not appropriate to send a bully and victim to conflict resolution which implies both children are "partly right and partly wrong" but just need to work it out. Bullying must be addressed as an unacceptable behavior which the system does not allow.

❑ **MYTH: Bullies are rejected by peers and have no friends.**

FACT: Many bullies enjoy a high social status and have a lot of friends. This is particularly true during the middle school years where bullies are often admired for their "toughness" and emulated by others.

❑ **MYTH: Bullies are looking for attention. If their behavior is ignored, the bullying will stop.**

FACT: Bullies typically seek control rather than attention. When bullying is ignored it tends to increase rather than decrease.

❑ **MYTH: Kids will be kids...Boys will be boys.**

FACT: According to the research, bullying is seldom outgrown. Aggressive tendencies which manifest in childhood remain but become redirected in adulthood. Approximately 60% of boys identified as bullies in middle school commit at least one crime by the age of 24.

❑ **MYTH: Bullying does not occur at my school.**

FACT: Research indicates that between 15-25% of children in the United States report they are bullied while 15-20% admit they have bullied others. Research also indicates adults tend to greatly underestimate the amount of bullying occurring on campus. The best way to determine the frequency and types of bullying occurring is to conduct an anonymous survey. Typical locations where bullying occurs include: the playground/quad, the cafeteria, restrooms, hallways, and the classroom.

❑ **MYTH: Kids who are being bullied need to learn how to stick up for themselves.**

FACT: Most work places have stringent policies in place to protect adults from being harassed or assaulted by co-workers. Children, however, are often expected to use their own wits and resources to deal with harassment. The danger of ignoring or downplaying bullying is that victims tend to suffer lifelong ill effects with higher rates of depression, suicide, and other mental health problems.

• Taken from:

- ❑ **Ten Myths About Bullying** (Education World)

• http://www.wecdsb.on.ca/pdf/cyberbullying/ten_myths.pdf

- ❑ **Some Myths and Facts About Bullies and Victims** by Sandra

• Graham <http://www.education.com/reference/article/bullying-myths-facts>

- ❑ **Myths About Bullying** (US Dept of Health and Human Services)

• http://www.stopbullyingnow.hrsa.gov/HHS_PSA/pdfs/Fact_sheet_Myths_32.pdf

MBI and Bully Prevention

Integrating Bully Prevention into MBI

The values and processes embodied in MBI — staff-wide commitment to a safe and welcoming culture, explicit instruction of behavioral expectations, data-based decision making — complement an anti-bullying initiative. Because MBI Teams and staffs are familiar with the systematic review of data it is a natural step for them to collect data regarding the frequency and types of bullying occurring at school. [CONTINUED ON PAGE 4]

Free Online Resources

[Out on a Limb: A Guide to Getting Along](#) 

Designed for second to fourth graders, this interactive guide helps children work through conflict

www.connectsafely.org/Directories/internet-safety-resources.html This frequently updated directory

provides easy access to hundreds of resources that have been developed worldwide

PACER.org/Bullying: for parents

PACERTeensAgainstBullying: for teens

PACERKidsAgainstBullying: for elementary

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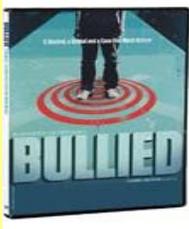
Free Online Resources

www.bullyingacademy.org/

Interactive program was created to help inform students of preventative measures for 4th through 8th grade

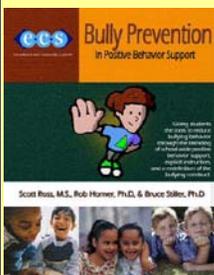
www.StopBullying.gov provides information from various government agencies (formerly **Stop Bullying Now!**)

www.operationrespect.org/curricula/index.php This is the download site for the Don't Laugh At Me Program (DLAM) curricula, videos, and CD

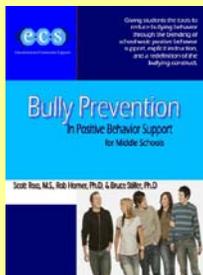


6-12
Video with
teacher's
guide

www.tolerance.org



**Bully
Prevention In
PBS:**



Elementary Curriculum
http://www.pbis.org/common/pbis/resources/publications/bullyprevention_ES.pdf

Middle School Curriculum
http://www.pbis.org/common/pbis/resources/publications/BullyPreventionPBS_MS.pdf

*Enjoy your issue of the
MBI Newsletter*

Visit our website at:

opi.mt.gov/Programs/SchoolPrograms/MBI/index.html

Staffs who have already made a commitment to the teaching and enforcing of cultural expectations will generally view anti-bullying policies as an extension of the MBI values of respect, responsibility and satiety. Problem-solving teams already familiar with identifying functional and environmental factors will be able to identify and address the dynamics driving the bullying found on campus as well as monitor the effectiveness of the initiative itself.

Student Support

Research suggests that bullying is frequently and powerfully reinforced through peer attention (Salmivalli, 2002; Soutter & McKenzie, 2000). One of the fundamental cultural-processes that will need to be put in place, therefore, is the practice of peers being empowered to reject bullying in all forms. One means to accomplish this is the teaching of a Universal Stop Signal where students are explicitly taught how to identify and proactively respond to bullying. The more students refuse to participate or passively watch cases of bullying on campus, the less reinforced bullies are to continue this behavior. In fact, just the opposite occurs: the cultural norm becomes one of respect and safety rather than aggression and victimization.

Staff Support

In a study of behavioral procedures in schools, one major limitation of many discipline programs is a lack of clear procedural implementation guidelines (Chard, Smith, & Sugai, 1992). Therefore, creating consistent staff procedures for dealing with reported incidents of bullying can lead to a decreased likelihood of bullying in specific locations. As staff begin to realize that safety and respect are deeply held values on campus and that procedures to address bullying are clear, it will become more common for staff to enforce these cultural expectations in all settings with all students.

Ideas for Immediate Implementation

Bus Incentives

Each bus driver has 5 leis and gives out to students with best behavior on bus.

- Students get an instant trip to the office for a good referral or instant gotcha.
- Those 5 students get off the bus first- trade lei in and principal gives leis back to bus drivers at end of day for the next day



Poster

To Learn Our School Rules and Follow Directions:

- Listen carefully to the rule or directions
- Ask questions about anything you do not understand.
- Repeat the instructions to the person or to yourself.
- Do it! Just follow the directions and obey the rules!

Increase Teacher Visibility (Circulate)

- Be in the halls as often as possible.
- Make spontaneous visits to the restroom, especially if several kids are in there at the same time.
- Walk the halls when the students are changing classes.
- Ask a teacher to "cover the halls" when you know you aren't going to be available

