

What is Bullying?

They punch me in the jaw, strangle me, they knock things out of my hand, take things from me, sit on me. They push me so far that I want to become the bully.

-ALEX

It feels like everybody just turned against me. It was like nine of them, nine or ten of them, calling me stupid and dumb, and they started throwing things at me, and one of the guys said something to me, and he threatened me, telling me what he was going to do to me, and he'll fight girls, and everybody was laughing.

-JA'MEYA

You can always count on something happening when you're walking down the hall at school, in the classroom, after school when I'm walking home, when I'm walking through the parking lot in the morning to school. I wasn't welcomed at church. I'm not welcomed in a lot of people's homes.

-KELBY

If it involves repeated, malicious attempts to humiliate a helpless victim, if the victim is fearful, does not know how to make it stop, then it's bullying.

- Kim Zarzour,

...We knew why Tyler did what he did. There was no doubt in our minds. When you're in the shower and your clothes are taken, and you have no way of getting out of the gym other than walking out naked. When you're standing in the bathroom urinating, and kids come up and push you from behind up against the stall and against the wall, and you urinate on your pants. When you're sitting in the classroom and someone grabs your books and throws them on the floor and tells you, 'Pick 'em up bitch,' those are things that happened to Tyler.

-DAVID LONG, Tyler's father

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Bullying involves an individual or a group repeatedly harming another person—physically (e.g. punching or pushing), verbally (e.g. teasing or name-calling), or socially (e.g. ostracizing or spreading hurtful rumors).

Sometimes these harmful actions are plainly visible, but other times, such as when gossip and rumors are used to ostracize the target, the actions are covert.

According to the U.S. Department of Justice, bullying behavior might include assault, tripping, intimidation, rumor spreading and isolation, demands for money, destruction of property, theft of valued possessions, destruction of another's work, and name-calling.

With the advent of the Internet, bullies are able to maintain a more persistent presence in the lives of their victims through cyber-bullying. Researchers define cyber-bullying as "willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices."

Bullying often does not happen in an isolated context with a single tormentor and victim. There may be multiple bullies or multiple victims, and there are almost always peers, adults, and other community members who know about the bullying taking place.

Often, the victims of bullying are socially vulnerable because they have some characteristic that makes them different from the majority. A person might be singled out because of his or her race, ethnicity, sexual orientation, or religious affiliation. Young people who have physical or learning disabilities are also targeted more frequently, as well as students who are on the autism spectrum. Other times, there are no apparent characteristics that cause the target of bullying to be singled out by the tormentor. Regardless, the person being bullied does not know how or does not have the power to make it stop.

Recent research suggests that bullying is a common occurrence in United States schools. A 2011 nationwide study found that 40% of teachers and school staff consider bullying a moderate or major problem in their schools and that 32% of students between ages 12-18 report experiencing bullying.

Framing Bullying for Educators

You don't need counseling training to sit and hear the story and really listen for what is getting at this student, and have a tolerance for the fact that that story may change and evolve over the telling because the student is coming to understand their own perspective.

-ANNA NOLIN, middle school principal

PREVENTING BULLYING AT SCHOOL

In 2011, two-thirds of middle school faculty and staff reported that they witnessed bullying frequently in their schools. A few years earlier, 89% of middle school students interviewed had witnessed an act of bullying and 49% said they had been a victim of a bully. In 2009, 20% of high school students reported being bullied at school during the previous twelve months. The National Association of School Psychologists estimates that over 160,000 students miss school each day because they fear being bullied.

Preventing bullying is our schools and communities will not be a quick fix or simple solution. Stopping it needs to go far beyond alarming media headlines, completing surveys, and distributing zero tolerance policy reminders – as important as all of that might be. In the best schools, every adult, no matter what the position or job title recognizes and accepts the responsibility of role model and educator. Every adult takes the matter of bullying seriously, and sees it as a responsibility to prevent it when possible and intervene if it arises. The entire school community is alert to signals and warning signs and everyone finds a way to “upstand” on behalf of the safe and respectful learning and living environment that every young person deserves.

What are some of the challenges that teachers, administrators, and school staff members face in their efforts to learn the truth about instances of bullying and ensure safety and fairness for all students? What factors might leave students feeling like the adults did not listen carefully and understand their perspective?

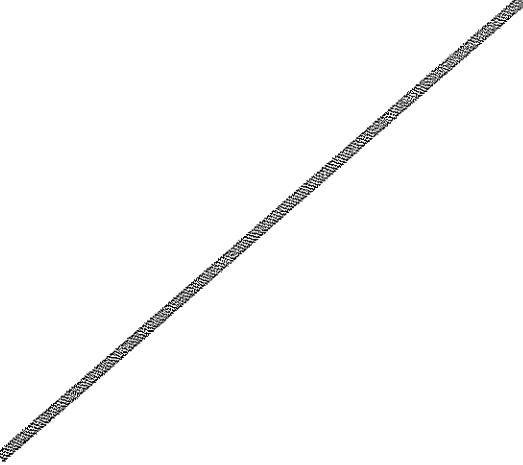
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CREATING A SAFE AND REFLECTIVE ENVIRONMENT

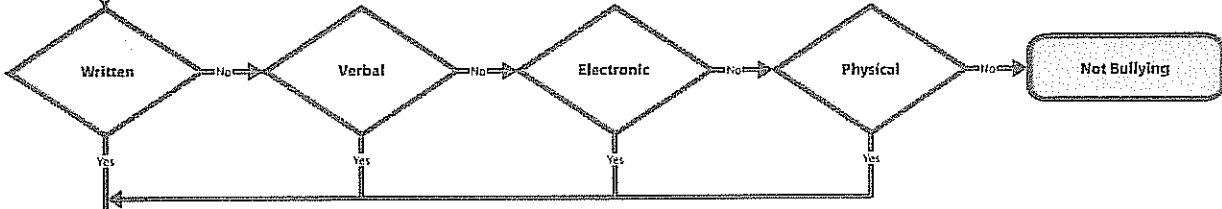
Recent research suggests that bullying is less prevalent in school communities and classrooms that have democratic cultures and value student voices. It stands to reason that in order to facilitate meaningful discussion, improve school climate, and reduce bullying, we must foster the characteristics of a reflective, democratic learning community.

As you plan your approach to viewing and discussing BULLY with your school community, faculty and staff, or students, it is essential to nurture a reflective environment by:

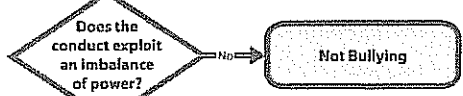
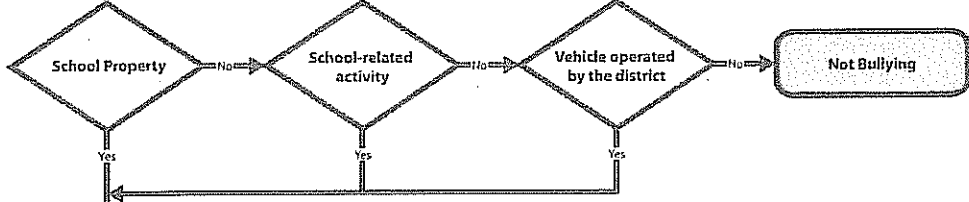
- creating a sense of trust and openness
 - encouraging participants to speak and listen to each other
 - making space and time for silent reflection
 - offering multiple avenues for participation and learning,
and
 - helping students appreciate the points of view, talents, and contributions of less vocal members.
- 

Type of conduct

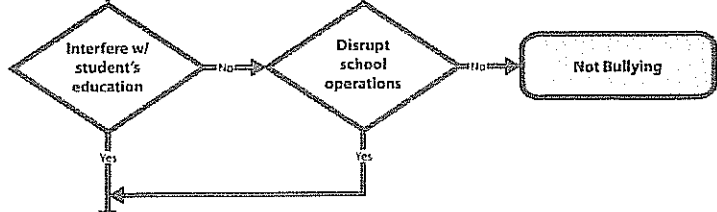
START HERE to determine if conduct can be considered bullying according to HB 1942



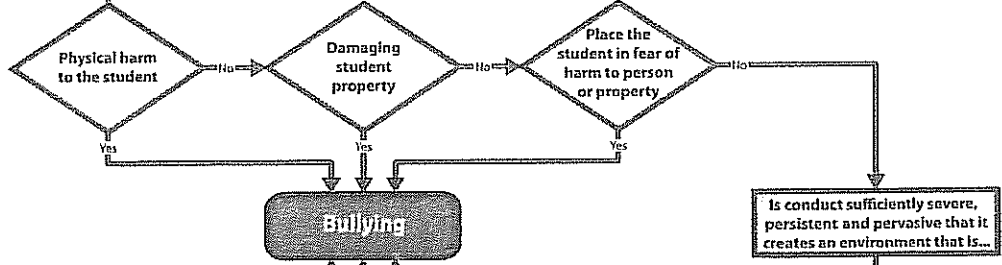
Does the conduct occur on...



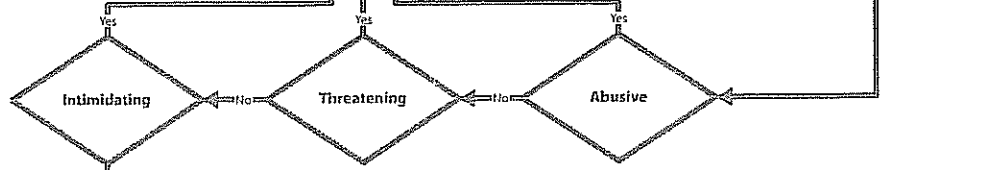
Does the conduct...



Does the conduct have the effect of...



Bullying



Not Bullying

TEXAS  STATE
 TEXAS SCHOOL SAFETY CENTER

877.304.2727
 www.texaschoolsafetycenter.com

Texas Education Code (Bullying laws)

H.B. 1942

Sec. 37.0832. BULLYING PREVENTION POLICIES AND PROCEDURES.

(a) In this section, "bullying" means, subject to Subsection (b), engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and that:

(1) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or

(2) is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

(b) Conduct described by Subsection (a) is considered bullying if that conduct:

(1) exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and

(2) interferes with a student's education or substantially disrupts the operation of a school.

(c) The board of trustees of each school district shall adopt a policy, including any necessary procedures, concerning bullying that:

(1) prohibits the bullying of a student;

(2) prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;

(3) establishes a procedure for providing notice of an incident of bullying to a parent or guardian of the victim and a parent or guardian of the bully within a reasonable amount of time after the incident;

(4) establishes the actions a student should take to obtain assistance and intervention in response to bullying;

(5) sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;

(6) establishes procedures for reporting an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;

(7) prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and

(8) requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

(d) The policy and any necessary procedures adopted under Subsection (c) must be included:

(1) annually, in the student and employee school district handbooks; and

(2) in the district improvement plan under Section 11.252.

(e) The procedure for reporting bullying established under Subsection (c) must be posted on the district's Internet website to the extent practicable.

Added by Acts 2011, 82nd Leg., R.S., Ch. 776, Sec. 7, eff. June 17, 2011.

Sec. 25.0342. TRANSFER OF STUDENTS WHO ARE VICTIMS OF OR HAVE ENGAGED IN BULLYING.

(a) In this section, "bullying" has the meaning assigned by Section 37.0832.

(b) On the request of a parent or other person with authority to act on behalf of a student who is a victim of

bullying, the board of trustees of a school district or the board's designee shall transfer the victim to:

(1) another classroom at the campus to which the victim was assigned at the time the bullying occurred; or

(2) a campus in the school district other than the campus to which the victim was assigned at the time the bullying occurred.

(b-1) The board of trustees of a school district may transfer the student who engaged in bullying to:

(1) another classroom at the campus to which the victim was assigned at the time the bullying occurred; or

(2) a campus in the district other than the campus to which the victim was assigned at the time the bullying occurred, in consultation with a parent or other person with authority to act on behalf of the student who engaged in bullying.

(b-2) Section 37.004 applies to a transfer under Subsection (b-1) of a student with a disability who receives special education services.

(c) The board of trustees or the board's designee shall verify that a student has been a victim of bullying before transferring the student under this section.

(d) The board of trustees or the board's designee may consider past student behavior when identifying a bully.

(e) The determination by the board of trustees or the board's designee is final and may not be appealed.

(f) A school district is not required to provide transportation to a student who transfers to another campus under Subsection (b)(2).

(g) Section 25.034 does not apply to a transfer under this section.

Added by Acts 2005, 79th Leg., Ch. 920, Sec. 2, eff. June 18, 2005.

Renumbered from Education Code, Section 25.0341 by Acts 2007, 80th Leg., R.S., Ch. 921, Sec. 17.001(12), eff. September 1, 2007.

Amended by:

Acts 2011, 82nd Leg., R.S., Ch. 776, Sec. 2, eff. June 17, 2011.

Acts 2011, 82nd Leg., R.S., Ch. 776, Sec. 3, eff. June 17, 2011.

Please familiarize yourself this Law if you have questions please don't hesitate to contact me.

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Technology Use vs. Misuse/Cyberbullying

Technology	Use	Misuse/Cyberbullying
Cell Phones	Mobile devices that allow users to place phone calls, take photos, send text messages and photos, and access the Internet and personal e-mail	Making hateful, harassing, or intimidating calls or leaving such messages on voice mail; taking humiliating photos of others (sometimes without their knowledge) and distributing them to others; staging acts of bullying and video-recording them
E-mail	Written messages mailed over the Internet that enable people to communicate online with others from home, school, or at work	Repeatedly sending harassing messages; masking identity by creating new screen names and using anonymity to send offensive photos, images, or threats; forwarding a person's personal e-mail to someone else without his or her knowledge; sending computer viruses
Instant Messaging (IM)	Online technology that enables user to communicate in real time with other people via typed messages	Breaking into someone else's account and, while masquerading as the person, sending inappropriate or embarrassing messages to other; tricking people into revealing personal or embarrassing information and then forwarding that information to others; sending hateful, harassing, or threatening messages or content through either a known or anonymous screen name
Chat Rooms or Message Boards	Online forums that enable groups of participants with shared interests to have online conversations in real time or to post written messages for others	Making nasty or threatening comments (often anonymously); excluding people by intentionally ignoring them; encouraging people to disclose private information for the purpose of exploiting them in some way
Social-Networking Sites (Facebook, Twitter, etc.)	Websites where members create personal profiles that can include personal information, photos, images, and blogs as a means to communicate and share with others	Posting anonymous comments on other people's home pages (e.g., "Honesty Box" on Facebook); creating a phony profile for a person that includes demeaning, humiliating images and/or content; excluding people by deleting them from lists of linked "friends" or by refusing to respond to messages or comments
Webcams	A small digital camera on a computer that can be used to record photos or videos or to converse with someone "face-to-face" online	Producing inappropriate content for the purpose of embarrassing someone and making it available to others
Video-Hosting Sites (Yahoo! Video, YouTube, Flickr, etc.)	A website that allows people to widely share video clips on any topic	Recording an embarrassing or humiliating video without a person's knowledge and posting it online

Cyberbullying Checklist for Schools

	We do this well	We need to give this more attention.
We address acts of name-calling or bullying, including cyberbullying, when they occur anyplace in our school.	<input type="checkbox"/>	<input type="checkbox"/>
As part of our bullying and harassment policies, we include policies on cyberbullying that are clear and well communicated.	<input type="checkbox"/>	<input type="checkbox"/>
We educate all students about cyberbullying policies as well as how to recognize and respond to cyberbullying and cyberthreats.	<input type="checkbox"/>	<input type="checkbox"/>
We educate all faculty and staff about how to recognize and respond to cyberbullying and cyberthreats, and provide information about relevant legal guidelines.	<input type="checkbox"/>	<input type="checkbox"/>
We provide education on how to use the Internet safely and responsibly, including topics such as etiquette, privacy, and other aspects unique to the online environment.	<input type="checkbox"/>	<input type="checkbox"/>
We have established a code of conduct, including provision for cyberbullying and other technology use protocols that includes appropriate sanctions for violating this code.	<input type="checkbox"/>	<input type="checkbox"/>
We have instituted effective and age-appropriate supervision and monitoring of technology and have established an expectation among students that misuse is likely to be detected and will result in disciplinary action.	<input type="checkbox"/>	<input type="checkbox"/>
We include students in the planning and implementation of school-wide programs to counter cyberbullying.	<input type="checkbox"/>	<input type="checkbox"/>
We have informed the families of our students about the dangers of cyberbullying and cyberthreats, and have provided information and resources about how to address these issues in the home.	<input type="checkbox"/>	<input type="checkbox"/>
We have a mechanism for students to report incidents of cyberbullying they have experienced or observed.	<input type="checkbox"/>	<input type="checkbox"/>
We have a mechanism for teachers to report incidents of cyberbullying when they become aware of them	<input type="checkbox"/>	<input type="checkbox"/>
Administration has a clear review procedure for all reported incidents of cyberbullying, which includes provisions for legal options in cases of off-campus cyberbullying.	<input type="checkbox"/>	<input type="checkbox"/>
We have developed a relationship with local law-enforcement officials to help educate the school community about the legal ramifications of cyberbullying and who can assist with threats and hate incidents that arise online.	<input type="checkbox"/>	<input type="checkbox"/>

Ten Actions Parents Can Take If Their Child Has Been Bullied

If you think your child is being bullied, it's time to take action...now. Bullying is not something that just goes away on its own, it is not something that children can just "work out" without mediation, and it is not something kids will just naturally outgrow. If you know (or think) that your child is being bullied, your participation is critical to a successful outcome. Some suggested actions include:

- 1. Make it safe for your child to talk to you.** When your child comes to you to talk about a bullying experience, try to avoid having an emotional reaction. It can be scary for a child to hear that a parent is planning to lash out at a peer or parent. Calmly ask questions until you feel you completely understand the situation (Is it bullying, a peer conflict, or a misunderstanding?). Try not to leap into action right away, but instead focus on making sure your child feels taken care of and supported. Without blaming the bully, remind your child that everyone has a right to feel safe and happy at school, and applaud the courage it took to take a stand and talk to you. Make a commitment to work with both your child and the school administration to resolve the issue.
- 2. Teach your child to say "Stop!" or go find an adult.** Research shows that most bullies stop aggressive behavior within 10 seconds when someone (either a victim or a bystander) tells the perpetrator to stop in a strong and powerful voice. You, as the parent, can role-play an assertive response. Demonstrate the differences between aggressive and assertive and passive voices, as well as body language, tone of voice, and words used. If staying "stop" with an assertive voice does not work, teach your child to find an adult right away.

- 3. Talk with your child's principal and classroom teacher about the situation.** Make it clear that you are committed to partner with the school in being part of the solution. Also emphasize that your expected outcome is that your child's ability to feel safe and happy at school is fully restored. Ask the principal to share the school's bullying policy, and make sure any action plan begins with notifying other teachers, recess aids, hallway monitors, and cafeteria staff so that everyone who comes in contact with your child can be on the lookout and poised to intervene should the bullying be repeated.

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4. Arrange opportunities for your child to socialize with friends outside of school to help build and maintain a strong support system. Try reaching out to neighborhood parents, local community centers with afterschool activities, and your spiritual community. The more time your child can practice social skills in a safe environment, the better. Children who have friends are less likely to be bullying victims—and, if your child is bullied, friends can help ease the negative effects.

5. Don't go it alone. When supporting a child through a bullying situation, parents often discover previously unnoticed issues that may contribute to the child's vulnerability. In addition to working with the school to help resolve the immediate issue, parents should also consider reaching out to physical and mental healthcare providers to discuss concerns about diagnosed or undiagnosed learning issues, depression, anxiety, eating disorders, etc.

6. Encourage your child to stick with a friend (or find someone that can act as a buddy) at recess, lunch, in the hallways, on the bus, or walking home. Kids are more likely to be targeted when they are alone. If your child doesn't have a friend to connect with, work with the school to help find someone to act as a safety partner.

7. If cyberbullying is an issue, teach your child to bring it to the attention of an adult, rather than responding to the message. Many children fail to realize that saying mean things about someone on the Internet or through text messaging is a form of bullying. Make sure your child knows that you take cyberbullying seriously, and that you'll be supportive through the process of handling the situation.

8. Help your child become more resilient to bullying. There's a lot parents can do to help "bully proof" their kids. Here are two biggies: first, provide a safe and loving home environment where compassionate and respectful behavior is modeled consistently. Second, acknowledge and help your child to develop strengths, skills, talents or other positive characteristics. Doing so may help your kid be more confident among peers at school.

9. Provide daily and ongoing support to your child by listening and maintaining ongoing lines of communication. When your child expresses negative emotions about peers, it's helpful if you acknowledge these feelings and emphasize that it's normal to feel this way. After actively listening to the recounted bullying incident, discuss the practical strategies in this article together, especially the ones your child thinks will be most helpful.

10. Follow Up. Even after your child's bullying situation has been resolved, be sure to stay in touch with your child and the school to avoid a relapse of the issues. Keep the lines of communication open with your child, and learn the signs of bullying so that if another issue arises, you'll be prepared to get involved early and effectively. Although a last resort, consider moving your child out of the current school or social environment. This may be a necessary action, and it sends the message that your child truly does not have to tolerate such treatment. Once established, social reputations among peers can be very difficult to eliminate. A fresh start in a new school environment may be a viable solution.

Source: Education.com Bullying Special Edition, copyright 2012
<http://www.education.com/topic/school-bullying-teasing/>

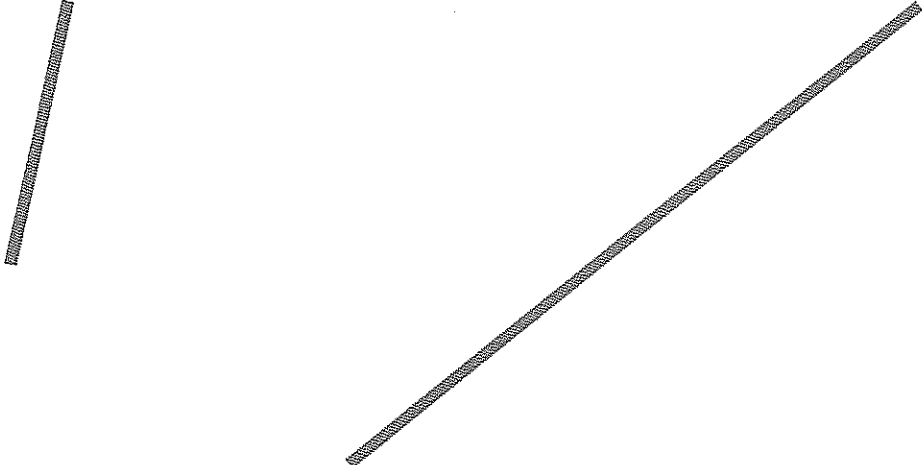
Guest Editors: Shelley Hymel, PhD, Amanda Nickerson, PhD, & Susan Sweater, PhD

10 WAYS TO BE AN UPSTANDER

-Adapted from BullyBust

- 1.** Help others who are being bullied. Be a friend, even if this person is not yet your friend. Go over to him. Let him know how you think he is feeling. Walk with him. Help him to talk to an adult about what just happened. (Just think for a moment about how great this would be if someone did this for you when you were being picked on or hurt!)
- 2.** Stop untrue or harmful messages from spreading. If someone tells you a rumor that you know is untrue or sends you a message that is hurtful to someone else, stand up and let the person know this is wrong. Think about how you would feel if someone spread an untrue rumor about you. Don't laugh, send the message on to friends, or add to the story. Make it clear that you do not think that kind of behavior is cool or funny.
- 3.** Get friends involved. Let people know that you are an upstander and encourage them to be one too. Sign the Stand Up Pledge, and make it an everyday commitment for you and your friends.
- 4.** Make friends outside of your circle. Eat lunch with someone who is alone. Show support for a person who is upset at school, by asking them what is wrong or bringing them to an adult who can help.
- 5.** Be aware of the bullying policy at your school and keep it in mind when you witness bullying. If there isn't a policy, get involved or ask teachers or front office staff to speak about how you can reduce bullying.
- 6.** Reach out to new people at your school. Make an effort to introduce them around and help them feel comfortable. Imagine how you would feel leaving your friends and coming to a new school.

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- 7.** Refuse to be a "bystander". If you see friends or classmates laughing along with the bully, tell them that they are contributing to the problem. Let them know that by laughing they are also bullying the victim.
 - 8.** Respect others' differences and help others to respect differences. It's cool for people to be different – that's what makes all of us unique. Join a diversity club at school to help promote tolerance in your school.
 - 9.** Develop a bullying program or project with a teacher or principal's support that will help reduce bullying in school. Bring together a team of students, parents and teachers to meet and talk about bullying on a regular basis and share stories and support. Discuss the "hot spots" where bullying most likely occurs (ex. the bus, bathroom, an unmonitored hallway) and what can be done on a school level to make sure students and teachers are safe and supported. Learn more about how to start an Upstander Alliance at www.bullybust.org/upstander and access free support to sustain your team.
 - 10.** Educate yourself and your community about bullying. For example: Why do kids bully? Where does bullying take place most often in your school? What are the effects of bullying? Why are people afraid to get involved? Understanding this information will help you if you are bullied and will help you to stand up to bullies if a

Reprinted with permission from BullyBust: Creating a Community of Upstanders(TM), the nationwide bully prevention/pro-upstander campaign from the National School Climate Center (NSCC). For more information and free educator, student, and parent supports, visit: www.BullyBust.org. All materials are adapted from NSCC's Breaking the Bully-Victim-Bystander Cycle Tool Kit, Eymann, W. & Cohen, J. (2009).

Empowering Bystanders

from expert Rosalind Wiseman – *Creating Cultures of Dignity*

Being a bystander:

It's not like any of us look forward to the opportunity of confronting a bully. Ironically, it can often be harder to confront a bully we're close to than someone we don't know or don't like. And no matter how you feel about the bully or the target, it can be easy to stay silent because you don't want the abuse directed at you. But here are three inescapable facts:

- Almost all of us will be in a situation at some point of our lives where we see someone bully someone else.
- Bystanders often decide to get involved based on their feelings toward the bully and/or the target. If you like the bully then you are more likely to excuse the behavior. If you think the target is annoying, then you'll more easily believe the target was asking for it. But a bystander's decision to get involved should be based on the merits of the problem, not on their relationship to the people.
- In that moment, we will have three choices. 1. Reinforce the abuse of power by supporting the bully; 2. Stay neutral—which looks like you're either intimidated by the bully yourself or you support their actions; 3. Act in some way that confronts the bully's abuse of power.

In the face of seeing someone bullied, here are some common reactions:

- Deny it's going on.
- Distract yourself so it looks like you don't know what's going on. And if you don't know then you have no obligation to do stop it.
 - Remove yourself from the situation.
 - Laugh to try to convince yourself that what's going on isn't serious.
 - Join in the bullying, because it's safer to be on the side of the person with the most power.
 - Ignore it in the hope that it will go away.

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What do you do if you are a bystander?

Even if you aren't proud of how you handled the bullying when it occurred, it's important to recognize how hard it is to know what to do in the moment. But that fact doesn't mean it's too late now to speak out. Especially if you are friends with the bully, reaching out to him is actually the ultimate sign of your friendship.

Supporting someone who's been bullied.

Say, "I'm sorry that happened to you, do you want to tell me about it?" Don't tell them what they should have done or what you would have done. Listen and help them think through how to address the problem effectively. And if they ask you to back them up the next time it happens, ask them what that looks like to them. If it means upholding their right to be treated with dignity and not getting revenge on the bully, then do it.

Supporting someone who is being the bully

In your own words say something like, "This is uncomfortable to talk about but yesterday when you sent that picture of Dave you know that really embarrassed him. And I know I laughed and I know he can be annoying but it's still wrong. If you do it again I'm not going to back you up." Yes, the bully is going to push back, make you uncomfortable, try to get you on her side but remember what happened and why you feel like the bully's actions were wrong.

Why are bystanders so reluctant to come forward?

Let's move away from the bystanders and focus on the adults. The prevailing explanation of why kids won't come forward is because there's a code of silence that forbids them. No one wants to be a snitch. While there's some truth in that—I think just as powerful a reason for kids' silence is because the adults haven't created an environment where kids think reporting will make the problem better instead of worse. Yet, the most common advice we give to bystanders is to tell an adult. Like it or not, the truth is it's not good enough to tell kids to tell an adult.

Telling an adult won't magically solve the problem. What far too many kids know and experience on a daily basis but we deny is that far too many adults are ill-equipped to respond effectively and often only cause the child to give up on adults entirely. Furthermore, the very way a lot of adults treat young people— in a condescending or dominant (i.e. "bullying") manner – makes it impossible for children to have any confidence in our ability to be effective advocates.

Bullying Prevention Resources

Created by the Bullying Prevention Initiative at the Harvard Graduate School of Education

Websites and Organizations:

The following is a partial list of websites and organizations that provide research-based resources for children, teens, parents, educators, and/or community members to prevent bullying and/or develop social, emotional, or ethical capacities.

The Collaborative for Academic, Social, and Emotional Learning disseminates information on the benefits and importance of social and emotional learning. Their website provides resources related to selecting a social and emotional learning program at schools, and offers suggestions related to the training, funding, and assessment of such programs.
<http://casel.org>

The National School Climate Center helps schools integrate social and emotional learning with academic instruction. Their website features tools, and best practices for promoting and measuring positive school climate. The "Bully Prevention" section of the website provides information on topics like building a community of "Upstanders" and promoting student leadership.
<http://www.schoolclimate.org>

PREVNet (Promoting Relationships and Eliminating Violence) is a network of researchers, organizations, and governments committed to stopping bullying. Their site features research-based strategies for parents, students, educators, and community members to prevent bullying and promote relationships. Their site provides downloadable, easily accessible handouts, manuals, and research summaries.
<http://prevnet.ca>

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Initiatives or resources for LGBT youth and youth with disabilities:

Pacer's National Bullying Prevention Center features information and resources for children, teens, parents and educators around bullying topics with a particular focus on students with disabilities. Their additional websites www.teensagainstbullying.org and www.kidsagainstbullying.org are designed for kids by kids and feature videos and art, games and activities, and developmentally appropriate information for kids about bullying.
<http://www.pacer.org/bullying>

The Gay, Lesbian and Straight Education Network provides tips, strategies, and tools for educators, students, and supporters to promote school communities where all members are valued, regardless of sexual orientation or gender identity. Their site features resources for building student allies, and information about participating in nationwide school initiatives and projects that promote respect and diversity.
<http://www.glsen.org>

The Morningside Center for Teaching Social Responsibility

fosters social and emotional learning in schools by supporting an array of school-based programs. Their website features descriptions of social and emotional programs that promote conflict resolution and intercultural understanding. Their sister website www.teachablemoment.org offers free lessons and activities for teachers to promote social and emotional learning in the classroom.

<http://www.morningsidecenter.org>

The Center on the Social and Emotional Foundations of Early Learning

disseminates research and evidence-based practices to early childhood programs. Their site features resources for policymakers, families, educational coaches, and teachers/caregivers about promoting social and emotional development in young children (ages 0-5).

<http://csefel.vanderbilt.edu>

Safe and Supportive Schools provides tools and manuals, research briefs, and additional readings about topics within the broad areas of school engagement, environment, and safety. The "School Climate Measurement" portion of the website features a school climate measurement tool compendium.

<http://safesupportiveschools.ed.gov>

StopBullying.gov, managed by the U.S. Department of Health and Human Services, features information for students, parents, educators, and community members on how to intervene in bullying situations. The "References and Resources" section of the webpage includes summaries of bullying research, policy information and briefings, and links to additional websites and tools.

<http://www.stopbullying.gov>

Cyberbullying Research Center provides up-to-date, research-based information about the nature, extent, causes, and consequences of cyberbullying among adolescents. The site features cyberbullying research summaries and publications, resources about responding to cyberbullying situations, and a place to read and share personal stories of cyberbullying.

<http://cyberbullying.us>

Education.com offers (bilingual) resources for parents that cover a wide range of topics about bullying. The site provides research-based articles for parents of children who are bullies, victims, or bystanders, and provides information about cyberbullying, young children and bullying, bullying in schools, and prejudice.

<http://www.education.com/topic/school-bullying-teasing/>

Common Sense Media provides teachers and school administrators with a "toolkit" that contains resources to aid in the creation of a positive school culture and work to end cyberbullying. The site offers elementary, middle, and high school teachers access to grade-appropriate classroom lessons and tools and strategies for working with parents.

<http://www.commonensemedia.org/educators/cyberbullying-toolkit>

Programs and Curricula

The following is a partial list of programs that provide research-based, rigorously evaluated interventions that prevent or reduce bullying and/or develop social, emotional, or ethical capacities in children and youth.

- **PATHS: Promoting Alternate Thinking Strategies Program** (grades Pre-K to 6)
<http://www.channing-bete.com/prevention-programs/paths/paths.html>
- **Olweus Bullying Prevention Program** (grades K to 8):
<http://www.olweus.org/public/index.page>
- **Second Step: Social Emotional Skills for Early Learning** (grades K to 8):
<http://www.cfchildren.org/programs/ssp/overview/>
- **Steps to Respect: A Bullying Prevention Program** (grades 3 to 6)
<http://www.cfchildren.org/programs/str/overview/>
- **The Incredible Years: Parents, Teachers, and Children's Training Series** (ages 0 to 12):
<http://www.incredibleyears.com/>
- **4Rs: Reading, Writing, Respect, and Resolution: A Social and Emotional Learning and Language Arts Program** (grades Pre-K to 8)
<http://www.morningsidecenter.org/images/4RsSummary.pdf>
- **Tools of the Mind: A Program to Promote Intentional Self-Regulation** (grades Pre-K and K)
<http://www.msced.edu/extendedcampus/toolsofthemind/>
- **Caring School Community Program: A Program to Build Classroom and School-Wide Community** (grades K to 6)
<http://www.devstu.org/caring-school-community>
- **I Can Problem Solve: An Interpersonal Cognitive Problem Solving Program** (grades Pre-K to 6)
<http://www.researchpress.com/product/item/4628/>

Articles Briefs and Books

The following is a partial list of articles, briefs, and books created by team members from the Bullying Prevention Initiative at the Harvard Graduate School of Education. Documents include information for parents, educators, researchers, and policy makers about bullying, and/or developing social, emotional, or ethical capacities in children and adults. PDFs of select documents to follow. The following is a partial list of articles, briefs, and books created by team members from the Bullying Prevention Initiative at the Harvard Graduate School of Education. Documents include information for parents, educators, researchers, and policy makers about bullying, and/or developing social, emotional, or ethical capacities in children and adults. PDFs of select documents to follow.

Aber, J. L., Brown, J. L., Jones, S., & Roderick, T. (2010). SEL: The history of a research-practice partnership. In *Better: Evidence-based Education, Special Issue on Social-Emotional Learning* (pp. 14-15). Institute for Effective Education, University of York, Heslington, York, UK.

Bouffard, S. & Stephen, N. (2007). Promoting family involvement. *Principals Research Review*, 2 (6). Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/promoting-family-involvement>

Brion-Meisels, G., & Jones, S. M. (2011). Learning about relationships. In S. Roffey (Ed.), *Positive relationships: Evidence based practice across the world* (pp. 55-74). New York: Springer.

Jones, S. M., Brown, J. L. & Aber J. L. (2008). Classroom settings as targets of intervention and research. In M. Shinn & H. Yoshikawa (Eds.), *Towards positive youth development: Transforming schools and community programs* (pp. 58-77). New York, N.Y.: Oxford University Press.

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