

BULLYING/PEER AGGRESSION & RESTRAINT OF STUDENTS



October 8, 2010



Today we will discuss:

1. restraint of students in the Milton Public Schools
2. some facts about bullying and the new Massachusetts Anti-Bullying Law
3. strategies for responding when you see, or ***think*** you see, an incident of bullying

Restraint Regulations

School staff may use physical restraint only:

1. when non-physical interventions would be ineffective and student's behavior poses a threat of **imminent, serious harm to self and /or others** or;
2. Pursuant to a student's IEP or other written plan developed in accordance with state and federal law and approved by school and parent and guardian

* Regulations apply not only at school but also at school sponsored events and activities whether or not on school property

- Physical restraint may not be used as a means of punishment or as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or threats that do not constitute a threat of imminent, serious, physical harm. Seclusion is prohibited.

Regulations Continued

- The Regulations do not prevent a teacher, employee or agent of the District from using reasonable force to protect students, other persons or themselves from assault or imminent serious harm or from restraining students as otherwise provided in the Regulations.

Anxiety and De-escalation

- Teachers understand anxiety and know it when we see it in our students (because we know them so well)
- Pacing, finger tapping, chewing, sighing



The Crisis Prevention Intervention Model (CPI)

Behavior

Anxiety



Defensive



(loosing rationality)

Acting out



(total loss of control)

Tension reduction/Rapport

Staff Attitude

*supportive

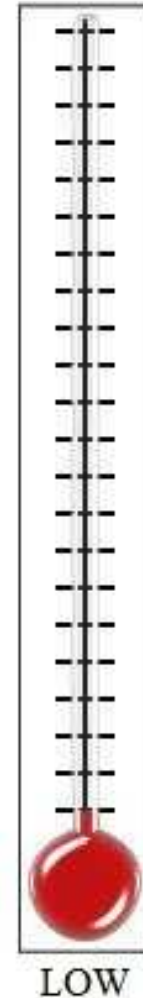
(empathetic listening)

directive

(setting limits)

CPI

** Most end here and are diffused*



MPS Student Restraint Plan

	2008-2009	2009-2010	2010-2011	
CR 17A	data	data	data	
Staff Training – all and new hires	Restraint Policy, risks of restraint, and reporting requirements delivered district wide, August 2008	Material delivered Schoolwide, presented by Principal's restraint policy, risks of restraint, and reporting requirements	October 8, 2010 District-Wide presentation of restraint policy, risk of restraints, and reporting requirements	
Crisis Prevention Institute	<p>The Milton Public Schools subscribes to the <i>Nonviolent Crisis Intervention</i>® (The Crisis Prevention Institute – CPI) model of restraint training. The current CPI Certified instructors are:</p> <p>Alan Cron *, MHS Vice Principal – CPI Instructor ID: 04-PE-A000OEZ Tracy Attaya *, Student Services Department – Behavioral Specialist – CPI Instructor ID: 04-PE-A001A6P</p> <p>*Maintained certification by conducting more than 16 hours of training with faculty per year, attending three day re-training on October 5-8 in Braintree MA.</p>			
Trained MPS Staff	Elizabeth Coates Bevan Morrison Natalie Mooney Rich Guarino Brendan Tobin Susan Gionfriddo Katie Nelson Caitlin O'Brien Denise Wilson Beth Maloney Karen eHoran Christine Maloney Meg Ohrenberger Janis Gordon Kelley Hannon Eileen Keaney Yolanda Beech Meredith Baffelle Karen McGrath Beth Fahey	Tracy Grandeau Melony Bronder Jamie McCormack Susan D'Auria Phil Genatossio Louise Thomson Dave Mazzulli Maggie Radley Anne Fagen Kaleyza Solono Jennifekr Nelson Patrick Collins Brian Caffelle Jennifer Nelson Megan Johnson Amanda Mazzeo Debie Greene Marlene Mason Cassi Kibble Sarah Rothenberg Maria Poles	Debbie Green Muse Meg O'Hallon Katie Nelson Agnes Ortiz Jessica Byerly Natalie Lang Jamie Farinick Patrick Collins Mellisa Perry Meaghan O'Halloran	Plan to train all Elementary and Middle School LEAP and STEP teachers and aids as well as two teachers/staff members in every building

Risks of Restraint

Physical

Positional Asphyxia

Psychological

Being restrained can be a frightening – even traumatic experience

Emotional

Difficult for the “acting out” person **and** the staff member – important to debrief and to re-establish relationship after ANY serious conflict

Bulling: definition

Passage of Massachusetts defines bullying broadly to include any repeated **written, verbal, electronic, or physical acts** that cause you **physical** or **emotional** harm, damage your **property**, place you in a **reasonable fear of harm**, create a **hostile school environment** for you, substantially **disrupt your education** or the **orderly operation** of your school, or otherwise infringe on your rights at school.

Cyberbullying

Includes use of **any** technology, including by assuming your identity on the internet and **bullying anonymously** or **by impersonating another person**. It also includes mass communications like **mass texts**, or even **posting something on the internet that is not directed towards you** if it can be accessed by you, such as **wall posts** about you between two of your Facebook friends.

Bullying: How serious is the problem?

- Today there are **56 million** students in the US (grades K-12) Source: Upcoming *Statistical Abstract of the United States: 2010*
- 10-20% or **5.6 million** school children are the targets of chronic bullying



National Education Association



- **90% of students felt bullying caused social, emotional or academic problems for those bullied**
- **Harmful to bystanders**
- **In 67% of the 37 cases of school shootings, a U.S. Secret Service study showed the attacker felt bullied or threatened by others**

Harmful and Long-lasting Effects

- 60% of boys who bullied between sixth and ninth grade had at least one criminal conviction by age 24.
- 40% of them had 3 or more arrests



What does bullying look like?

- Intent to harm
- Imbalance of power
- singles out a target
- Includes:
 - physical aggression
 - verbal aggression
 - malicious rumors or gossip
 - social exclusion
 - threats of harm or exclusion



Cyber Bullying & Texting

Anonymity can be a critical factor; it's much easier for those who cyber bully to harass when they are able to hide their identities with false screen names or temporary email addresses.



Fact #1

Most bullying is not physical

- Amount of physical bullying decreases with age making it more difficult to spot or respond to



Fact #2

Bullying is different from a conflict or a quarrel

- When kids quarrel, they usually blame each other
- Kids who are victims are AFRAID of bullies
- The distinguishing factor is POWER and if it is used to harm



Bullying vs. Normal Peer Conflict



- Peer conflict involves a balance of power: children are of equal size, age, or status.
- All involved in the peer conflict have an equal interest or stake in the outcome.

Fact # 3

Kids who are bullied:



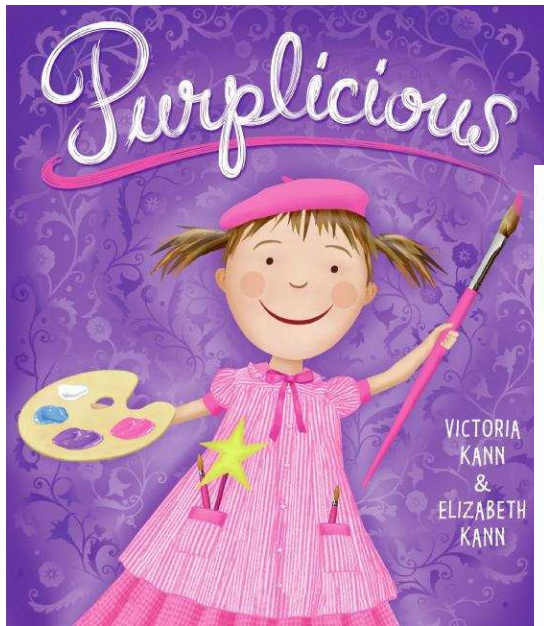
- don't fight back
- are afraid to blame the bully

In “rough and tumble” play...

- Children are **free to participate.**
- Children are likely to **alternate roles.**
- Children tend to **stay together after play.**



Today, bullies are often POPULAR



Harmful Consequences:

Targets of Bullying

- Emotional and academic difficulties.
- Lower self-esteem, depression, loneliness, anxiety, and insecurity.
- Negative attitude toward school.
- Negative judgment by peers.
- Development of a painful cycle in which the child who is most in need of peer support is the least likely to receive it.
- Suicidal thoughts.



Harmful Consequences of Bullying:

Children who bullying

- Aggressive behavior may extend into adulthood.
- Association with other children who have aggressive behavior problems.
- Increased likelihood of incarceration.



Harmful Consequences of Bullying:

Bystanders

- Conflicting feelings: confusion, lack of knowledge of what to do, fear of becoming the next target.
- Conflicting feelings reduce the bystanders' ability to intervene because they become too focused on their own distress.

Milton's Response

(1) Bullying Prevention Advisory Committee
assembled in August 2009

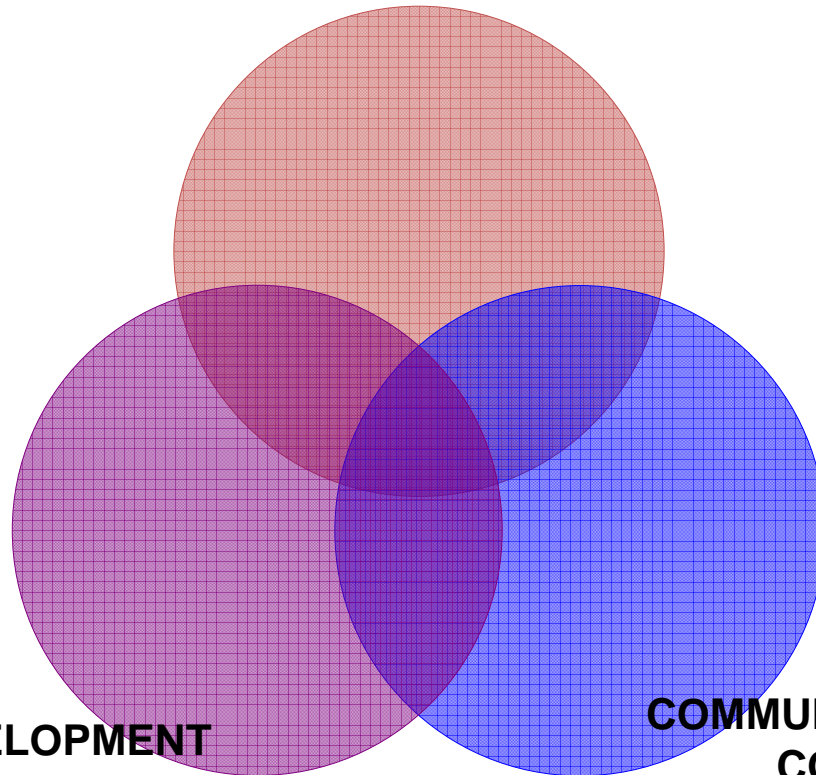
(2) School Committee approved Bullying Policy –
May 2010

Bullying Prevention Advisory Committee

Natalie Lang	Adjustment Counselor	Pierce
Brian Powers	Adjustment Counselor	Tucker/Glover
Rich Guarino	Peer Mediation/Adjustment	MHS
Kathy Sullivan	Adjustment Counselor	MHS
Steve Traister	Director of Health and PE	K-12
Lisa Veldran	Guidance/2 nd Step Liaison	Pierce
Mary Downey-Tipping	2nd Step Liaison	Tucker
Amanda Brink	2nd Step Liaison	Glover
Mary Rooney	2nd Step Liaison	Cunningham
Kerry O'Leary	Guidance Counselor	Collicot
Karen Spaulding	Principal	Cunningham
Alan Cron	Vice Principal / BPAC Chair	MHS

Three areas of focus

CURRICULUM



PROFESSIONAL DEVELOPMENT

**COMMUNITY OUTREACH AND
COMMUNICATION**

Anonymous Reporting

Bullying...Fighting...Dangerous or Risky Behavior

To make an anonymous report call **617-696-4470** after prompt dial **5444**

or email:

safestudents@miltonps.org



DISTRICT-WIDE BULLYING/PEER AGGRESSION CURRICULUM MAP

		September/October November	December January/February	March/ April	May/June
THEME		I. Bullying: What is it? <ul style="list-style-type: none"> ▪ Bullying vs. Conflict ▪ Strategies ** November 1-5 Bullying Awareness Week	II. Bullies, Targets, and Bystanders <ul style="list-style-type: none"> ▪ Strategies 	III. Empathy <ul style="list-style-type: none"> ▪ Friendship and Kindness ▪ Strategies April 13, Day of Kindness	IV. Respect & Responsibility <ul style="list-style-type: none"> ▪ Courage ▪ Snitching ▪ Community ▪ Citizenship ▪ Strategies
Glover, Tucker, Collicott, Cunningham	K-2	November 1 - K-5 Read Aloud November 10 - Bentley, MHS & PMS Peer Mediators – Assemblies – all four Elementary Schools		School-Wide Lesson: <u>Weaving a Web</u>	
	3-5				
Pierce	6	Lesson 1: Bullying vs .Conflict Pre and Post Halligan Lessons			
	7-8				
Milton High School	9	Post Halligan period 5, October 12, 2010			
	10-12	Post Halligan period 5, October 12, 2010			

MILTON PUBLIC SCHOOLS WELLNESS/STUDENT SAFETY
CALENDAR OF EVENTS
2010-2011

DATE	TIME	LOCATION	PRESENTOR (S)	TO WHOM	WHAT	TOPIC
Tuesday, August 31	8:00-10:00 am	MHS	Administration	All Faculty, Staff, Aides, and Paraprofessionals grades K-12	Professional Development	Bullying/Cyberbullying MGL General Law Chapter 71, §370.
Thursday, September 16	School Day	Cunningham	Soren Bennick's The Power of One	Students K-5	Student Assembly	Bullying/Peer Aggression
Thursday, September 23	7:00 pm	MHS Auditorium	Dr. Nadja Reilly Children's Hospital	Parents/Guardians 9-12	Depression Prevention Initiative	Depression/ Teen Suicide
Friday, October 8	8:00-10:00 am	MHS	Administration	All Faculty, Staff, Aides, and Paraprofessionals grades K-12	Professional Development	Bullying/Cyberbullying MGL General Law Chapter 71, §370 & Restraint Training
Tuesday, October 12	School day	MHS	John Halligan	Students grades 9-12	Student Assemblies	Bullying/Cyberbullying
Tuesday, October 12	7:00 pm	MHS Auditorium	John Halligan	Parents/Public	Evening Presentation	Bullying/Cyberbullying
Wednesday, October 13	School Day	PMS	John Halligan	Students grades 7 & 8	Student Assemblies	Bullying/Cyberbullying
Week of November 1st	BULLYING AWARENESS WEEK – K-5 Read Aloud					
Tuesday, November 9	6:30 pm	MHS Auditorium	Dr. Greg Hall Bentley College Students	Parents/Guardians/Public	Evening Presentation	Bullying/Cyberbullying Peer Aggression
Wednesday, November 10	School Day	Collicott/ Cunningham/ Glover/ Tucker	Bentley Students PMS/MHS Peer Mediators	All elementary students	Student Assemblies	Bullying/Cyberbullying Peer Aggression
Tuesday, November 16	School Day	MHS	MARC Center Bridgewater State College	Hs Students 9-12	Student Assemblies	Bullying/Cyberbullying Peer Aggression
Wednesday, January 26	NO NAME CALLING DAY					
Thursday, February 10	7:00 pm	MHS Auditorium	Daniel Feeney, Assistant District Attorney, Norfolk County	Parents/Guardians/ Public	Evening Presentation	Internet Safety/ Cybercrime and Bullying
April 13, 2011	DISTRICT WIDE DAY OF KINDNESS					

What is YOUR role?

- How you react to a bullying situation is KEY
 1. Our goal is to support the victim. Don't expect them to just help themselves.
 2. **How?** Ask the target to leave, deal with the bully
 - consider this example...

Situation #1: Victim won't talk

- You may or may not actually see the incident, BUT.....
- *Victim won't talk (why not?)*

Situation #2:

Victims supports the “bully”

- You may even witness it

.....“Gee, we were just goofing around.”

Remember, the **victim** is AFRAID of the **bully**



- Trust what you **think you see**, more than what you hear
- Never mind if the victim doesn't talk or supports the bully
- If it looks wrong to you, you should respond
- Similar to domestic abuse?

Do react, Don't worry if it cannot be formal discipline

- React even if you only suspect bullying happened, but don't go to discipline if you only suspect (bystander affect)
- There are many reactions *before* discipline.

Do's and Don'ts

- DON'T try to sit the two kids down together to “work it out.”

The victim will know that the bully will just get even later

Conflict=mediation, different than bullying



The General Idea

“Separate, don’t Mediate”

- Your reaction:
 - Dismiss victim, talk to the bully alone
 - IF you don’t react, kids will assume that this is NOT important. No child will react if the adults don’t
 - It’s NOT just up to the kids

What to say to the suspected bully:

- “I don’t like what I saw you do.”
- “I don’t care if Ryan likes it. I don’t like it and I don’t want to see it again.”
- Expect confusion – bullies are experts at confusing adults, if you engage in a debate with the bully about what you did or didn’t see, in no time you will be confused..

What about negotiation skills? Don't kids need to learn about working things out?



- Remember, trying to help the kids “work it out” or “talk it out” won’t help in a bullying situation

Getting past the “Snitching” rule

- There is strong social pressure NOT to talk to adults
- Utilize Abstract, “no name” reporting
- Build relationships with before there is a problem
- Student Leadership



Scenario one.....

The case of the happy headlock

.....“we were only just playing”.

Practice cont'

The case of the group *PSsssssstttttt.....*

You overhear one student telling a group of friends who are all laughing about a bullying scene they witnessed on the playground.

What do you do?

Summary

- (1) The need to be accepted by peers has profound power over the behavior of students
- (2) Bullying vs. Conflict and the role of power
 - Not always clear – can take various forms
- (3) We must react – **not** reacting is a reaction and has serious consequences
 - many options other than formal disciplinary response, speak abstractly, “well, **if** what I **thought** I saw **did** happen, I would (we would) have a real problem with that type of behavior.
- (4) Being proactive by having a positive attitude with even the most “challenging” students is powerful

Conclusion:

The power of your beliefs

- Research suggests that the experience each of us had as students strongly influences our beliefs and perhaps even behavior around emotionally charged issues like bullying. Taking time to reflect on your own past experience with bullying can make you more effective
- Many students who are likely targets are known to us – students who look, act, speak, dress, walk, etc. differently. Each one of us, students, teachers, staff members, parents, can make a difference if we choose to.

*Can you think of a student in your school that you could **silently** adopt and look out for?*

This morning you were emailed a copy of this PowerPoint and three brief readings you may find helpful:

- 1. *Setting Limits*** (strategies for dealing with situations when anxiety is rising);
- 2. *Ten Tips*** (de-escalation techniques); and
- 3. *Working with Angry Adults***

THANK YOU!