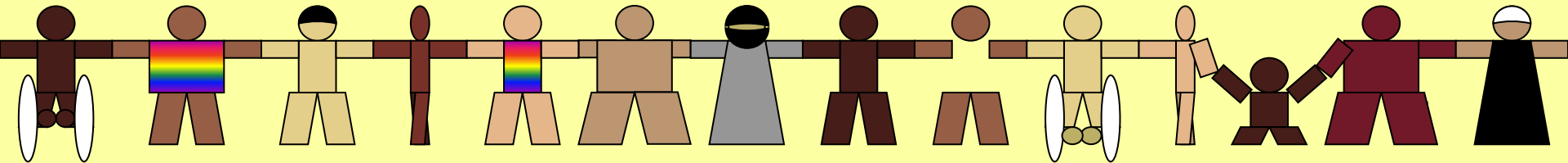


SCHOOL CLIMATE UPDATE & BULLYING PREVENTION REVIEW:

Findings from the
2013 Secaucus
School Climate Student Survey



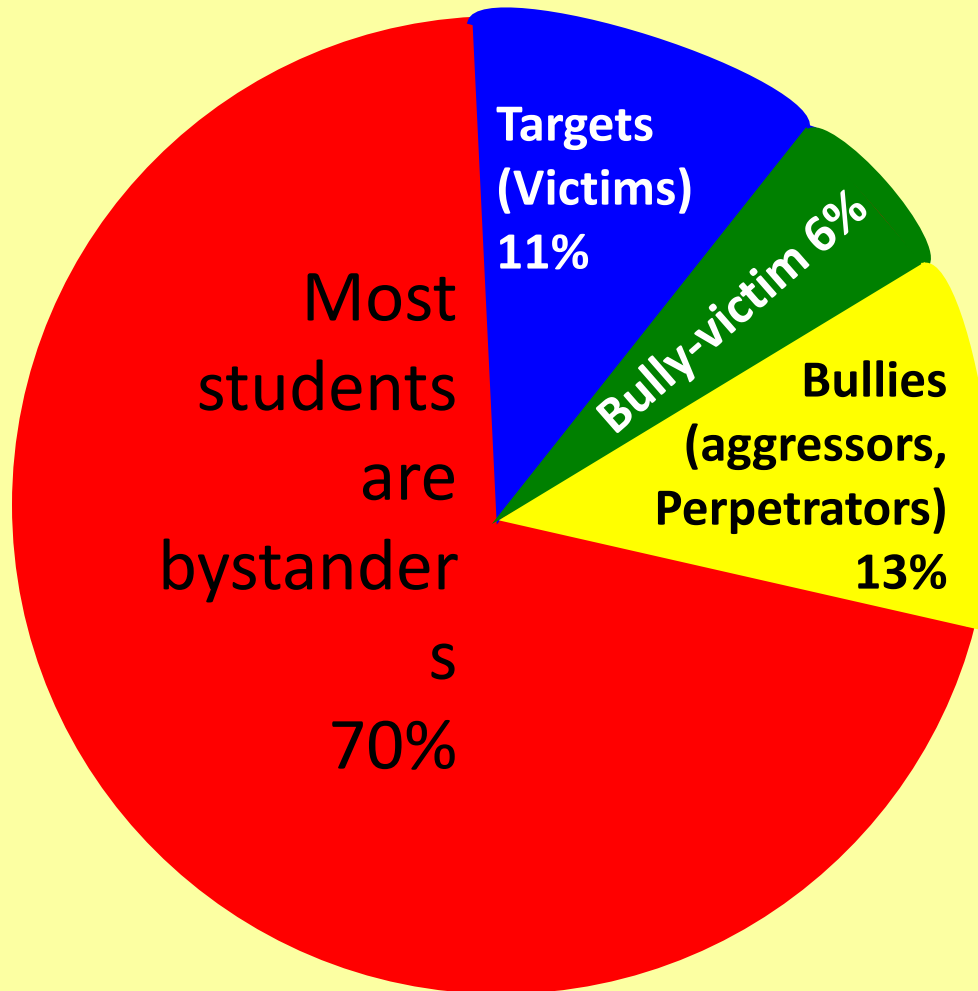
Overview

- 1. Update and Review: What is Bullying?**
 - 1. Definition of Bullying (Classical & Legal)**
 - 2. Recent NJDOE Commissioner Decisions**
- 2. Findings from the *Secaucus 2013 School Climate and Bullying Prevention Survey***
- 3. Review: Addressing Bullying Effectively**
 - 1. Immediate Response**
 - 2. Consequences**
 - 3. Follow-up**

PART II:
Findings from the
2013 Secaucus
School Climate
Survey of Students

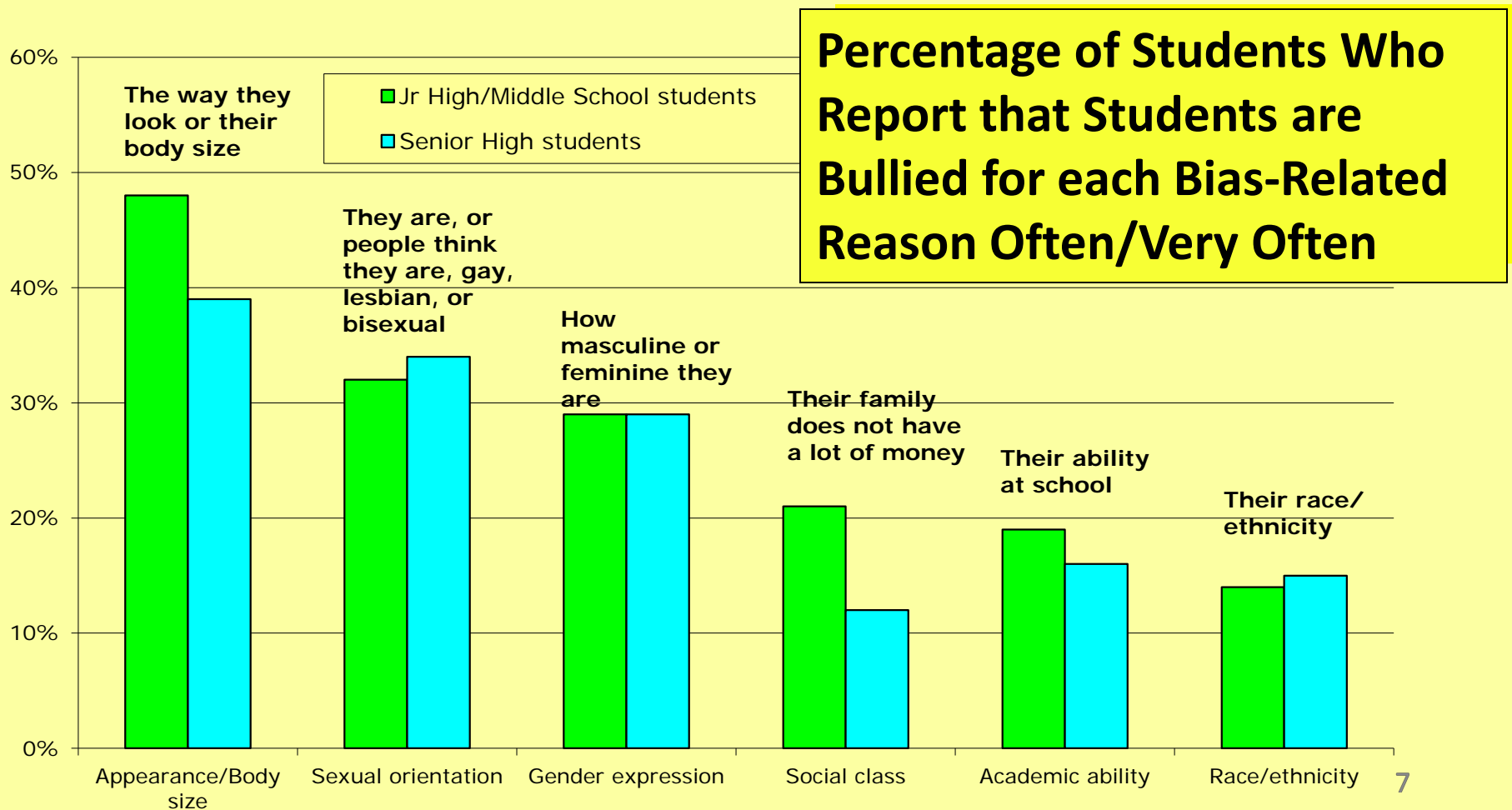
Context:
National Statistics

Bullying Statistics: Targets, Bullies, & Bystanders



- The term “target” is preferred over the term “victim.”
- The “Target-Perpetrator” or “Bully-victim” is an individual who is both a bully and a target. Usually a target who in turn bullies others or retaliates by bullying. These students are at special risk, socially and emotionally.
- Most students are bystanders.

Bullying Statistics: Prevalence of Bias-Based Bullying



Secaucus Findings

Response Rates

GRADE	NUMBER/ENROLL	RESPONSE RATE
3 rd	124/147	84%
4 th	139/156	90%
5 th	146/162	90%
6 th	145/167	87%
7 th	58/147	39%
8 th	43/167	26%
9 th	56/138	41%
10 th	50/146	34%
11 th	58/148	39%
12 th	57/153	37%

Response Rates

GRADE	NUMBER/ENROLL	RESPONSE RATE
3 rd	124/147	84%
4 th	139/156	90%
5 th	146/162	90%
6 th	145/167	87%
7 th	58/147	39%
8 th	43/167	26%
9 th	56/138	41%
10 th	50/146	34%
11 th	58/148	39%
12 th	57/153	37%

OVERVIEW OF MAJOR FINDINGS

- The vast majority of students report that they have noticed very positive changes since the previous year. For example, they have noticed teachers trying harder to address bullying, taking bullying more seriously, and talking about bullying more.
- Most students in all grades (69%-89%) report that they have noticed at least a small decrease in bullying, and many report that they have noticed substantial decreases in bullying.
- In general, students perceive that adults in school care about them, care about bullying, intervene when bullying happens, and respond to bullying appropriately and effectively

OVERVIEW OF MAJOR FINDINGS

- Compared to 2012, in 2013 lower percentages of students reported that they have a trusted adult in school. This might reflect the impact of the ABBOR, and can be addressed through careful ABBOR implementation.
- Compared to 2012, students report having more friends in 2013. This is an improvement, as having friends is a protective factor for bullying. Room for further improvement remains.

OVERVIEW OF MAJOR FINDINGS

- Among the problems that students throughout the district (all grade levels) are most concerned about are:
 - Social exclusion
 - Mean name-calling
 - Rumor-telling
 - Pressure to look a certain way to fit in
 - Some students “get away with” more than others.

OVERVIEW OF MAJOR FINDINGS

- Among students, the use of language that derogates others on the basis of intelligence, appearance, actual or perceived sexual orientation, etc. is most prevalent in grades six through nine.
- On several measures, the 2012-2013 cohort of eighth grade students stand out as having greater risk and higher incidence of problems than other grades in the district. These students are now in ninth grade.

Percentage of Students Reporting Fewer than Four Friends

	3 rd *	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
2012										
2013										

Percentage of Students Reporting Fewer than Four Friends

	3 rd *	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
2012	---	23%	29%	23%	14%	20%	14%	24%	27%	---
2013										

In 2012, peer support was identified as an area for attention in Secaucus Public Schools because of the percentage of students reporting fewer than four friends.

Percentage of Students Reporting Fewer than Four Friends

	3 rd *	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
2012	---	23%	29%	23%	14%	20%	14%	24%	27%	---
2013	26%	24%	20%	16%	9%	19%	22%	17%	19%	36%

In 2012, peer support was identified as an area for attention in Secaucus Public Schools because of the percentage of students reporting fewer than four friends. **Improvements were seen in 2013 in several grades.**

Percentage of Students Reporting Fewer than Four Friends

	3 rd *	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
2012	---	23%	29%	23%	14%	20%	14%	24%	27%	---
2013	26%	24%	20%	16%	9%	19%	22%	17%	19%	36%

In 2012, peer support was identified as an area for attention in Secaucus Public Schools because of the percentage of students reporting fewer than four friends. **Improvements were seen in 2013 in several grades.**

Notable improvements were seen in 5th, 6th, 7th, 10th, and 11th grades.

Percentage of Students Who Say They Have a Trusted Adult at School

	3 rd *	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
2012										
2013										

Percentage of Students Who Say They Have a Trusted Adult at School

	3 rd *	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
2012	---	90%	86%	82%	83%	85%	81%	78%	79%	---
2013										

Percentage of Students Who Say They Have a Trusted Adult at School

	3 rd *	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
2012	---	90%	86%	82%	83%	85%	81%	78%	79%	---
2013	85%	87%	86%	77%	74%	67%	57%	66%	88%	91%

Compared to 2012, in 2013 lower percentages of students reported that they had a trusted adult in school. The decrease in student trust in adults was greatest in the middle and early high school grades. This pattern was seen in other districts in New Jersey and might reflect the process of adjusting to implementation of the ABR. Careful implementation can reduce this impact.

Percentage of Students Who Say They Have a Trusted Adult at School

	3 rd *	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
2012	---	90%	86%	82%	83%	85%	81%	78%	79%	---
2013	85%	87%	86%	77%	74%	67%	57%	66%	88%	91%

Compared to 2012, in 2013 lower percentages of students reported that they had a trusted adult in school. The decrease in student trust in adults was greatest in the middle and early high school grades. This pattern was seen in other districts in New Jersey and might reflect the process of adjusting to implementation of the ABR. Careful implementation can reduce this impact.

Trust in adults is lowest among ninth graders in 2012-2013

Percentage of Students Who Say They Have a Trusted Adult at School

	3 rd *	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
2012	---	90%	86%	82%	83%	85%	81%	78%	79%	---
2013	85%	87%	86%	77%	74%	67%	57%	66%	88%	91%

Compared to 2012, in 2013 lower percentages of students reported that they had a trusted adult in school. The decrease in student trust in adults was greatest in the middle and early high school grades. This pattern was seen in other districts in New Jersey and might reflect the process of adjusting to implementation of the ABR. Careful implementation can reduce this impact.

Trust in adults is lowest among ninth graders in 2012-2013 with room for improvement in grades 6-10

	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Happy										
Excited										
Bored										
Safe										
Glad to see friends										
Sad										
Tired										
Afraid will get in trouble										
Worried										
Like school										
Scared will be hurt										
Afraid teacher will be mad										
Alone										
School no different										

	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Happy										
Excited										
Bored										
Safe										
Glad to see friends										
Sad										
Tired										
Afraid will get in trouble										
Worried										
Like school										
Scared will be hurt										
Afraid teacher will be mad										
Alone										
School no different										

Only 2013 Findings will be shown in this chart

	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Happy	60%	54%	52%	51%	52%	37%	36%	38%	26%	28%
Excited	44%	42%	35%	39%	26%	23%	20%	18%	12%	5%
Bored	12%	20%	22%	20%	40%	61%	34%	52%	52%	51%
Safe	56%	50%	35%	45%	35%	44%	54%	46%	33%	39%
Glad to see friends	71%	81%	80%	80%	88%	91%	77%	70%	78%	67%
Sad	2%	4%	5%	7%	5%	14%	7%	4%	7%	7%
Tired	32%	35%	39%	46%	69%	72%	73%	80%	83%	77%
Afraid will get in trouble	11%	17%	9%	8%	5%	5%	9%	8%	5%	2%
Worried	8%	8%	7%	10%	24%	23%	25%	12%	12%	2%
Like school	55%	44%	43%	41%	43%	37%	41%	36%	26%	28%
Scared will be hurt	8%	4%	4%	4%	5%	9%	4%	4%	0%	0%
Afraid teacher will be mad	8%	7%	1%	11%	7%	5%	9%	8%	2%	0%
Alone	2%	4%	1%	4%	2%	12%	2%	4%	0%	5%
School no different	20%	13%	20%	13%	17%	14%	20%	16%	22%	21%

Only 2013 Findings are shown in this chart

	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Happy	60%	54%	52%	51%	52%	37%	36%	38%	26%	28%
Excited	44%	42%	35%	39%	26%	23%	20%	18%	12%	5%
Bored	12%	20%	22%	20%	40%	61%	34%	52%	52%	51%
Safe	56%	50%	35%	45%	35%	44%	54%	46%	33%	39%
Glad to see friends	71%	81%	80%	80%	88%	91%	77%	70%	78%	67%
Sad	2%	4%	5%	7%	5%	14%	7%	4%	7%	7%
Tired	32%	35%	39%	46%	69%	72%	73%	80%	83%	77%
Afraid will get in trouble	11%	17%	9%	8%	5%	5%	9%	8%	5%	2%
Worried	8%	8%	7%	10%	24%	23%	25%	12%	12%	2%
Like school	55%	44%	43%	41%	43%	37%	41%	36%	26%	28%
Scared will be hurt	8%	4%	4%	4%	5%	9%	4%	4%	0%	0%
Afraid teacher will be mad	8%	7%	1%	11%	7%	5%	9%	8%	2%	0%
Alone	2%	4%	1%	4%	2%	12%	2%	4%	0%	5%

Sixth grade was identified in 2012 as a grade in which students were afraid they would get in trouble and that their teacher would be mad at them. Improvements in 6th grade 2013: 8% down from 19% in 2012; 11% down from 16% in 2012.

	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Happy	60%	54%	52%	51%	52%	37%	36%	38%	26%	28%
Excited	44%	42%	35%	39%	26%	23%	20%	18%	12%	5%
Bored	12%	20%	22%	20%	40%	61%	34%	52%	52%	51%
Safe	56%	50%	35%	45%	35%	44%	54%	46%	33%	39%
Glad to see friends	71%	81%	80%	80%	88%	91%	77%	70%	78%	67%
Sad	2%	4%	5%	7%	5%	14%	7%	4%	7%	7%
Tired	32%	35%	39%	46%	69%	72%	73%	80%	83%	77%
Afraid will get in trouble	11%	17%	9%	8%	5%	5%	9%	8%	5%	2%
Worried	8%	8%	7%	10%	24%	23%	25%	12%	12%	2%
Like school	55%	44%	43%	41%	43%	37%	41%	36%	26%	28%
Scared will be hurt	8%	4%	4%	4%	5%	9%	4%	4%	0%	0%
Afraid teacher will be mad	8%	7%	1%	11%	7%	5%	9%	8%	2%	0%
Alone	2%	4%	1%	4%	2%	12%	2%	4%	0%	5%

Sixth grade was identified in 2012 as a grade in which students were afraid they would get in trouble and that their teacher would be mad at them. Improvements in 6th grade 2013: 8% down from 19% in 2012; 11% down from 16% in 2012, and in seventh grade cohort in 2013

	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Happy	60%	54%	52%	51%	52%	37%	36%	38%	26%	28%
Excited	44%	42%	35%	39%	26%	23%	20%	18%	12%	5%
Bored	12%	20%	22%	20%	40%	61%	34%	52%	52%	51%
Safe	56%	50%	35%	45%	35%	44%	54%	46%	33%	39%
Glad to see friends	71%	81%	80%	80%	88%	91%	77%	70%	78%	67%
Sad	2%	4%	5%	7%	5%	14%	7%	4%	7%	7%
Tired	32%	35%	39%	46%	69%	72%	73%	80%	83%	77%
Afraid will get in trouble	11%	17%	9%	8%	5%	5%	9%	8%	5%	2%
Worried	8%	8%	7%	10%	24%	23%	25%	12%	12%	2%
Like school	55%	44%	43%	41%	43%	37%	41%	36%	26%	28%
Scared will be hurt	8%	4%	4%	4%	5%	9%	4%	4%	0%	0%
Afraid teacher will be mad	8%	7%	1%	11%	7%	5%	9%	8%	2%	0%
Alone	2%	4%	1%	4%	2%	12%	2%	4%	0%	5%
School no different	20%	13%	20%	13%	17%	14%	20%	16%	22%	21%

Worry and Boredom are more prevalent among middle school students than among students in elementary or high school grades

	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Happy	60%	54%	52%	51%	52%	37%	36%	38%	26%	28%
Excited	44%	42%	35%	39%	26%	23%	20%	18%	12%	5%
Bored	12%	20%	22%	20%	40%	61%	34%	52%	52%	51%
Safe	56%	50%	35%	45%	35%	44%	54%	46%	33%	39%
Glad to see friends	71%	81%	80%	80%	88%	91%	77%	70%	78%	67%
Sad	2%	4%	5%	7%	5%	14%	7%	4%	7%	7%
Tired	32%	35%	39%	46%	69%	72%	73%	80%	83%	77%
Afraid will get in trouble	11%	17%	9%	8%	5%	5%	9%	8%	5%	2%
Worried	8%	8%	7%	10%	24%	23%	25%	12%	12%	2%
Like school	55%	44%	43%	41%	43%	37%	41%	36%	26%	28%
Scared will be hurt	8%	4%	4%	4%	5%	9%	4%	4%	0%	0%
Afraid teacher will be mad	8%	7%	1%	11%	7%	5%	9%	8%	2%	0%
Alone	2%	4%	1%	4%	2%	12%	2%	4%	0%	5%
School no	20%	13%	20%	13%	17%	14%	20%	16%	22%	21%

Comparing 2012 to 2013 shows that feelings of safety reflect a cohort, not grade-related pattern. In 2013, students in 5th, 7th, 11th, and 12th grades felt less safe than other students. These students are now in 6th, 8th, & 12th grades.

Grade 3-6 Students' Perceptions of Problems at School

	3rd *	4th	5th	6th
Fighting, hitting, pushing				
Mean Name-calling				
Leaving each other out				
Gangs	---			
Prejudice (race, religion)	---			
Appearance pressure	---			
Exclusive "clubs"				
Mean text messages	---			
Rumors				
Teachers Not Fair	---			
Some get away with it				
Teachers say mean things				

Grade 3-6 Students' Perceptions of Problems at School

	3 rd *	4 th	5 th	6 th
Fighting, hitting, pushing	30%	38%	36%	35%
Mean Name-calling	42%	55%	64%	71%
Leaving each other out	63%	62%	64%	75%
Gangs	---	13%	15%	19%
Prejudice (race, religion)	---	27%	20%	23%
Appearance pressure	---	23%	28%	35%
Exclusive “clubs”	57%	34%	46%	32%
Mean text messages	---	12%	14%	26%
Rumors	37%	59%	71%	73%
Teachers Not Fair	---	12%	20%	29%
Some get away with it	55%	39%	51%	55%
Teachers say mean things	15%	8%	16%	27%

Grade 3-6 Students' Perceptions of Problems at School

	3 rd *	4 th	5 th	6 th
Fighting, hitting, pushing	30%	38%	36%	35%
Mean Name-calling	42%	55%	64%	71%
Leaving each other out	63%	62%	64%	75%
Gangs	---	13%	15%	19%
Prejudice (race, religion)	---	27%	20%	23%
Appearance pressure	---	23%	28%	35%
Exclusive “clubs”	57%	34%	46%	32%
Mean text messages	---	12%	14%	26%
Rumors	37%	59%	71%	73%
Teachers Not Fair	---	12%	20%	29%
Some get away with it	55%	39%	51%	55%
Teachers say mean things	15%	8%	16%	27%

Issues that are widely perceived as problems by students in all grades, 3-6, 34 equally in all grades with no grade-related increase or decrease.

Grade 3-6 Students' Perceptions of Problems at School

	3 rd *	4 th	5 th	6 th
Fighting, hitting, pushing	30%	38%	36%	35%
Mean Name-calling	42%	55%	64%	71%
Leaving each other out	63%	62%	64%	75%
Gangs	---	13%	15%	19%
Prejudice (race, religion)	---	27%	20%	23%
Appearance pressure	---	23%	28%	35%
Exclusive “clubs”	57%	34%	46%	32%
Mean text messages	---	12%	14%	26%
Rumors	37%	59%	71%	73%
Teachers Not Fair	---	12%	20%	29%
Some get away with it	55%	39%	51%	55%
Teachers say mean things	15%	8%	16%	27%

Issues that are widely perceived as problems by students in all grades, 3-6, 35 but which become more widespread as grade level increases.

Grade 3-6 Students' Perceptions of Problems at School

	3 rd *	4 th	5 th	6 th
Fighting, hitting, pushing	30%	38%	36%	35%
Mean Name-calling	42%	55%	64%	71%
Leaving each other out	63%	62%	64%	75%
Gangs	---	13%	15%	19%
Prejudice (race, religion)	---	27%	20%	23%
Appearance pressure	---	23%	28%	35%
Exclusive “clubs”	57%	34%	46%	32%
Mean text messages	---	12%	14%	26%
Rumors	37%	59%	71%	73%
Teachers Not Fair	---	12%	20%	29%
Some get away with it	55%	39%	51%	55%
Teachers say mean things	15%	8%	16%	27%

Issues that are not perceived as problems in younger grades, but become problems by fifth or sixth grade.

Grade 7-12 Students' Perceptions of Problems at School

	7 th	8 th	9 th	10 th	11 th	12 th
Appearance Pressure						
Social Exclusion						
Name-calling						
Racism/Religious prejudice						
Anti-LGBT prejudice						
Physical aggression						
Gangs						
Unwanted photography						
Hurtful posting						
Adults insulting students						
Adults disrespecting each other						
Weapons						

Grade 7-12 Students' Perceptions of Problems at School

	7 th	8 th	9 th	10 th	11 th	12 th
Appearance Pressure	26%	42%	32%	6%	21%	19%
Social Exclusion	44%	47%	38%	12%	38%	25%
Name-calling	33%	37%	29%	18%	22%	19%
Racism/Religious prejudice	25%	23%	33%	10%	8%	8%
Anti-LGBT prejudice	19%	11%	9%	6%	11%	8%
Physical aggression	17%	17%	18%	4%	7%	4%
Gangs	12%	5%	8%	4%	4%	2%
Unwanted photography	28%	28%	20%	4%	14%	2%
Hurtful posting	27%	21%	26%	8%	17%	12%
Adults insulting students	10%	16%	9%	2%	8%	4%
Adults disrespecting each other	6%	2%	9%	2%	2%	4%
Weapons			9%	4%	7%	2%

Grade 7-12 Students' Perceptions of Problems at School

	7 th	8 th	9 th	10 th	11 th	12 th
Appearance Pressure	26%	42%	32%	6%	21%	19%
Social Exclusion	44%	47%	38%	12%	38%	25%
Name-calling	33%	37%	29%	18%	22%	19%
Racism/Religious prejudice	25%	23%	33%	10%	8%	8%
Anti-LGBT prejudice	19%	11%	9%	6%	11%	8%
Physical aggression	17%	17%	18%	4%	7%	4%
Gangs	12%	5%	8%	4%	4%	2%
Unwanted photography	28%	28%	20%	4%	14%	2%
Hurtful posting	27%	21%	26%	8%	17%	12%
Adults insulting students	10%	16%	9%	2%	8%	4%
Adults disrespecting each other	6%	2%	9%	2%	2%	4%

Appearance pressure increased in grades 8/9 from 26%, 13% in 2012
Cyber misbehavior is an issue for students in grades 7-9

Grade 7-12 Students' Perceptions of Problems at School

	7 th	8 th	9 th	10 th	11 th	12 th
Appearance Pressure	26%	42%	32%	6%	21%	19%
Social Exclusion	44%	47%	38%	12%	38%	25%
Name-calling	33%	37%	29%	18%	22%	19%
Racism/Religious prejudice	25%	23%	33%	10%	8%	8%
Anti-LGBT prejudice	19%	11%	9%	6%	11%	8%
Physical aggression	17%	17%	18%	4%	7%	4%
Gangs	12%	5%	8%	4%	4%	2%
Unwanted photography	28%	28%	20%	4%	14%	2%
Hurtful posting	27%	21%	26%	8%	17%	12%
Adults insulting students	10%	16%	9%	2%	8%	4%

Ninth grade cohort also had higher concern about prejudice than any other cohort when they were eighth graders in 2012

Anti-LGBT prejudice decreased from 9%-28% in each grade in 2012

Changes in Frequency of Derogatory Language among Students

- Fifth and Sixth graders report hearing “so gay” **less frequently** in 2013 than in 2012 (27% 29% down from 30%, 41%)
- Fifth and Sixth graders report hearing insults like “stupid” or “retard” **less frequently** in 2013 than in 2012 (33%, 41% down from 37%, 49%)
- **Slight increases** were seen in grades 7-9 in the use of derogatory language
- **Decreases** in derogatory language were seen in grades 10-11. However, students still hear such language frequently, e.g., 42%-70% of students in grades 7-12 hear “so gay” frequently.

Has this happened to you... (percent saying often, weekly, daily, or more than once a day)?

	<i>Verbal Name-calling</i>		<i>Hurtful Exclusion</i>		<i>Appearance Denigration</i>	
	<i>2012</i>	<i>2013</i>	<i>2012</i>	<i>2013</i>	<i>2012</i>	<i>2013</i>
3 rd grade						
4 th grade	10%		6%		5%	
5 th grade	19%		14%		9%	
6 th grade	23%		17%		14%	
7 th grade	17%		17%		4%	
8 th grade	15%		11%		12%	
9 th grade	13%		4%		4%	
10 th grade	7%		2%		6%	
11 th grade	19%		17%		8%	
12 th grade						

Has this happened to you... (percent saying often, weekly, daily, or more than once a day)?

	<i>Verbal Name-calling</i>		<i>Hurtful Exclusion</i>		<i>Appearance Denigration</i>	
	<i>2012</i>	<i>2013</i>	<i>2012</i>	<i>2013</i>	<i>2012</i>	<i>2013</i>
	3 rd grade		11%		17%	
4 th grade	10%	13%	6%	14%	5%	8%
5 th grade	19%	17%	14%	10%	9%	10%
6 th grade	23%	22%	17%	13%	14%	15%
7 th grade	17%	13%	17%	9%	4%	9%
8 th grade	15%	35%	11%	40%	12%	17%
9 th grade	13%	19%	4%	12%	4%	16%
10 th grade	7%	2%	2%	4%	6%	2%
11 th grade	19%	8%	17%	6%	8%	10%
12 th grade		6%		6%		7%

Has this happened to you... (percent saying often, weekly, daily, or more than once a day)?

	<i>Verbal Name-calling</i>		<i>Hurtful Exclusion</i>		<i>Appearance Denigration</i>	
	<i>2012</i>	<i>2013</i>	<i>2012</i>	<i>2013</i>	<i>2012</i>	<i>2013</i>
	3 rd grade		11%		17%	
4 th grade	10%	13%	6%	14%	5%	8%
5 th grade	19%	17%	14%	10%	9%	10%
6 th grade	23%	22%	17%	13%	14%	15%
7 th grade	17%	13%	17%	9%	4%	9%
8 th grade	15%	35%	11%	40%	12%	17%
9 th grade	13%	19%	4%	12%	4%	16%
10 th grade	7%	2%	2%	4%	6%	2%
11 th grade	19%	8%	17%	6%	8%	10%
12 th grade		6%		6%		7%

Has this happened to you... (percent saying often, weekly, daily, or more than once a day)?

	<i>Verbal Name-calling</i>		<i>Hurtful Exclusion</i>		<i>Appearance Denigration</i>	
	<i>2012</i>	<i>2013</i>	<i>2012</i>	<i>2013</i>	<i>2012</i>	<i>2013</i>
	3 rd grade		11%		17%	
4 th grade	10%	13%	6%	14%	5%	8%
5 th grade	19%	17%	14%	10%	9%	10%
6 th grade	23%	22%	17%	13%	14%	15%
7 th grade	17%	13%	17%	9%	4%	9%
8 th grade	15%	35%	11%	40%	12%	17%
9 th grade	13%	19%	4%	12%	4%	16%
10 th grade	7%	2%	2%	4%	6%	2%
11 th grade	19%	8%	17%	6%	8%	10%
12 th grade		6%		6%		7%

Eighth Graders Have Highest Risk Factors

Compared to Students in Other Grades:

- More likely to say they feel alone at school (12% vs 0%-5%)
- More likely to say that many/most peers are mean (33% vs 4%-10%).
- From 2012 to 2013, eighth graders became less likely to say they would tell a bully to stop or tell an adult, and less likely to believe that their peers would respond in these ways, also.
- More likely to say that they hear “so gay” frequently (70% hear it frequently)

Do Adults in Your School Take Bullying Seriously? (percent saying very or usually, or percent saying all or most)

	<i>All/Most Do</i>		<i>Very/Usually Serious</i>	
	<i>2012</i>	<i>2013</i>	<i>2012</i>	<i>2013</i>
3 rd grade	----			
4 th grade	92%			
5 th grade	93%			
6 th grade	89%			
7 th grade			87%	
8 th grade			90%	
9 th grade			87%	
10 th grade			90%	
11 th grade			82%	
12 th grade			----	

Do Adults in Your School Take Bullying Seriously? (percent saying very or usually, or percent saying all or most)

	<i>All/Most Do</i>		<i>Very/Usually Serious</i>	
	<i>2012</i>	<i>2013</i>	<i>2012</i>	<i>2013</i>
3 rd grade	----	86%		
4 th grade	92%	94%		
5 th grade	93%	85%		
6 th grade	89%	83%		
7 th grade			87%	93%
8 th grade			90%	68%
9 th grade			87%	85%
10 th grade			90%	96%
11 th grade			82%	84%
12 th grade			----	86%

Do Adults in Your School Take Bullying Seriously? (percent saying very or usually, or percent saying all or most)

Are Adults Able to Effectively Stop Bullying? (always/often)

	<i>All/Most Do</i>		<i>Very/Usually Serious</i>		<i>Effective: Able to Stop Bullying</i>	
	<i>2012</i>	<i>2013</i>	<i>2012</i>	<i>2013</i>	<i>2012</i>	<i>2013</i>
3 rd grade	----	86%				76%
4 th grade	92%	94%			76%	75%
5 th grade	93%	85%			64%	61%
6 th grade	89%	83%			52%	56%
7 th grade			87%	93%	62%	54%
8 th grade			90%	68%	42%	33%
9 th grade			87%	85%	40%	49%
10 th grade			90%	96%	41%	53%
11 th grade			82%	84%	46%	42%
12 th grade			----	86%		47%

Percentage of Students Saying that They Feel “Very Safe” or “Mostly Safe” in School

	3 rd *	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
2012										
2013										

Percentage of Students Saying that They Feel “Very Safe” or “Mostly Safe” in School

	3 rd *	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
2012		86%	84%	81%	73%	82%	90%	81%	87%	
2013	86%	82%	83%	84%	82%	67%	90%	98%	88%	98%

Percentage of Students Saying that They Feel “Very Safe” or “Mostly Safe” in School

	3 rd *	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
2012		86%	84%	81%	73%	82%	90%	81%	87%	
2013	86%	82%	83%	84%	82%	67%	90%	98%	88%	98%

Eighth graders are less likely than students in other grades to say that they feel very or mostly safe in school.

Students' Reports of Feelings of Increased Safety Compared to Last Year

	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Much safer									
Somewhat safer									
Little safer									
Not safer									

Students' Reports of Feelings of Increased Safety Compared to Last Year

	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Much safer	63%	49%	53%	35%	19%	35%	39%	39%	39%
Somewhat safer	18%	24%	20%	35%	38%	35%	37%	30%	33%
Little safer	11%	16%	17%	21%	29%	16%	10%	16%	11%
Not safer	7%	11%	10%	9%	14%	15%	14%	16%	17%

Students' Reports of Feelings of Increased Safety Compared to Last Year

	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Much safer	63%	49%	53%	35%	19%	35%	39%	39%	39%
Somewhat safer	18%	24%	20%	35%	38%	35%	37%	30%	33%
Little safer	11%	16%	17%	21%	29%	16%	10%	16%	11%
Not safer	7%	11%	10%	9%	14%	15%	14%	16%	17%

Although many 8th graders said they felt safer in 2013 than they did the previous year, the improvements are less dramatic than the improvements in other grades.

Changes Students Have Noticed in Teachers' Attitudes about Bullying

	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Teacher trying harder									
Teachers taking bullying more seriously									
Teachers watching more closely									
Teachers talking about bullying more									
Have not noticed any of these changes									

Changes Students Have Noticed in Teachers' Attitudes about Bullying

	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Teacher trying harder	69%	61%	55%	52%	31%	39%	56%	58%	54%
Teachers taking bullying more seriously	30%	32%	38%	29%	24%	32%	50%	47%	48%
Teachers watching more closely	23%	28%	29%	29%	26%	23%	30%	42%	45%
Teachers talking about bullying more	20%	23%	30%	14%	31%	43%	42%	37%	45%
Have not noticed any of	13%	18%	22%	10%	29%	14%	8%	9%	9%

High percentages of students in all grades noticed that teachers are trying harder to address bullying

Recommendations Based on Findings

- Address name-calling both directly through direct intervention (“on-the-spot intervention”) and by addressing the biases that underlie name-calling, including:
 - Name-calling based on appearance, and insults based on intelligence (“retard”) and sexual orientation (“gay”).
 - Each school safety team can use report findings to identify the types of bias-based and other derogatory language to be addressed at each grade level.
- Introduce curricular material that addresses rumor-telling as an aspect of social bullying, particularly in the middle school grades.
- Continue efforts to increase social integration among students. Encourage inclusion of students who are easily left out.
- Ensure that all students receive cyber safety education, including responsible messaging before 6th grade, and SSN safety before 7th grade.

Recommendations Based on Findings

- Address student use of cell phones to take photos or videos of peers during school through cyber responsibility education starting in elementary school, and reminders regarding school policies about the use of cell phones and cyber bullying in middle school.
- Continue efforts to improve norms among students regarding standing up to bullying. Discussions with students to increase student response repertoire, and peer support for using pro-social responses.
- Address racial and religious biases, particularly in the 2013 cohort of ninth graders (tenth grade in 2013-2014)

Recommendations Based on Findings

- Encourage students to see you as a trusted adult; implement the ABR carefully to avoid suppressing reporting:
 - Choose responses based on effectiveness, use education and guidance when appropriate
 - Avoid counter-productive excessive discipline and punitive-minded prevention strategies.
 - Active vigilance and on-the-spot response techniques communicate that you can be trusted.
 - Mentorship or other programs for ninth graders to encourage establishment of trusted adult relationships.
- Address emotional, social, and school climate risk factors among students in the 2012-2013 eighth grade cohort (ninth grade in 2013-2014)

PART III:
Addressing Bullying
Effectively and
Comprehensively in
School

Recognition, Response, and Prevention

**The First Step in Responding
to Bullying is**

**Recognizing and
Understanding**

Incidents and Situations

**An Effective Anti-Bullying
Program Must Include
Prevention**

*for bullying in general, and
for each type of bullying*

**An Effective Anti-Bullying
Program Must Include
Incident Response**

Immediate Intervention/Response
Remedial or Disciplinary Consequences
Follow-up

Immediate Response

**Your Most Important
Bullying & Bias
Prevention & Response Tool:
The On-the-Spot
Intervention
(a.k.a. the “Drive-by” Intervention)**

THE *ON-THE-SPOT* INTERVENTION

- 1) **Stop the Behavior.** For example, “excuse me” usually stops the behavior and gets the attention of offender, target, and bystanders.
- 2) **Identify the Behavior.** “I heard you say...” Spotlight the behavior, not the offender as a person. However, draw attention to the *offender’s* behavior, not the target’s characteristics.
- 3) **Clearly State that the Behavior is Wrong, Offensive, Against Policy, Inappropriate, etc.**
- 4) **Clearly Request that the Offender Never Repeat the Behavior**

*The On-the-Spot Intervention should be as public as was the initial offense. Your larger goal is to affect bystanders, as well as the offender and target. Bystanders should see that an adult did notice and respond to the situation and by doing so, you are a role model for bystanders as well as an authority figure for the offender. **The goal is to guide/teach, not to embarrass.*** 69

“If adults in school don’t take the minor stuff seriously, how can we trust them with the big stuff?”

--13 year old middle school student

Imposition of Consequences

**Immediate Response and
Imposition of Consequences
*Does not have to wait until the
outcome of a bullying
investigation by the anti-
bullying specialist***

**Remember to think of Remedial
as well as Disciplinary Responses**

***Do not let pressure to appear
“tough” on bullying lead to over-
emphasis of discipline.***

Choose APPROPRIATE responses

Follow-Up

ACTIVE FOLLOW-UP IS CRITICAL

Passive Follow-up Is Inadequate

- **INCREASED VIGILANCE.** Be on the lookout for:
 - Repeated acts, continued situations, indicating that responses were ineffective or insufficient
 - Retaliation
- **ACTIVE RE-ASSESSMENT:** Ask target/bystanders/reporting student if situation has been resolved
- **INFORM/NOTIFY:** Follow-up with pertinent individuals within and outside the school, e.g., counselor, social worker, school security officer, law enforcement, parents, anyone who can help or participate in vigilance.
- **CONTINUE SUPPORT/FOLLOW-UP CONSEQUENCES**
 - Offer support to the target
 - After initial response, continue to provide guidance or consequences to the offender as appropriate

If students fear ineffectiveness, or lack of protection from retaliation, they will not report incidents. ACTIVE follow-up is critical to ensuring that you will receive initial reports, as well as reports of continued offenses.

Thank You