

University of Medicine and Dentistry of New Jersey

University Behavioral HealthCare

Behavioral Research and Training

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Social Decision Making/ Problem Solving Model



Sources of Continued Inspiration

- *To educate a person in mind and not in morals is to educate a menace to society.*

-- Theodore Roosevelt

MAJOR CHANGES

- **Definition of HIB**
- **District Staff Functions**
- **Policy and Procedures**
- **Programs**
- **Training Requirements**
- **Public Reporting**

NEW DEFINITION HIB

TYPES OF BEHAVIORS

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

NEW DEFINITION HIB Cont'd

Motivation for HIB Behavior:

ANY actual or **PERCEIVED** characteristic

Examples: race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity, and expression, or any mental/physical/sensory disability, or **ANY OTHER DISTINGUISHING CHARACTERISTIC**

NEW DEFINITION HIB Cont'd

LOCATION OF INCIDENT:

- On school property
- At school-sponsored function
- On a school bus
- **Off school grounds (including cyberspace)**

DEFINITION Cont'd

MUST MEET ONE OF THE FOLLOWING CONDITIONS in addition to causing substantial disruption or interference:

- Has effect of insulting or demeaning student or group of students OR
- Creates hostile educational environments for student by interfering with student's education OR severely or pervasively causing physical or emotional harm to student

New School District Staff Functions

- **Anti-Bullying Coordinator (district)**
- **Anti-Bullying Specialist (school)**
- **School Safety Team (school)**

Coordinator (District)

- Appointed by Superintendent from existing staff
 - DUTIES:
 - Coordinate and Strengthen Policies
 - Collaborate with school anti-bullying specialist
 - Provide data to NJDOE
 - Meet at least 2 TIMES per year with anti-bullying specialists

Anti-bullying Coordinator (District)

- Appointed by Superintendent from existing staff
- Coordinates and strengthens HIB policies to prevent, identify and address HIB
- Collaborates with school Anti-bullying specialists
- Provides data to NJDOE
- Meets at least twice a school year with Anti-bullying specialists

Anti-bullying Specialist (School)

- Appointed by Principal from existing staff
- Guidance counselor, school psychologist or other “similarly trained” individual
- Responsible to LEAD investigations
- Primary official responsible for preventing, identifying and addressing incidents
- Chairs the school safety team

School Safety Teams

- Formed to develop, foster and maintain a positive school climate, including HIB issues
- Chaired by Anti-Bullying Specialist
- Includes principal or designee, teacher, parent, other members as determined by principal

School Safety Teams Cont'd

Duties:

- Receive HIB complaints reported to principal
- Receive copies of any HIB investigation reports
- Review and strengthen school climate and policies to prevent and address HIB
- Identify and address patterns of bullying in school

School Safety Teams Cont'd

- Participate in training programs
- Collaborate with district Anti-Bullying Coordinator to collect data and develop policy
- Educate the community, including students, teachers, administrative staff and parents to prevent and address HIB of students
- **PARENT EXCLUDED FROM HAVING INFO ON SPECIFIC INCIDENTS OR ROLE IDENTIFYING PATTERNS**

New Investigation Procedure



Due Process Rights for Alleged Accused and Alleged Victims



- Parents of all parties involved have the right to receive information – includes parent of alleged victim and alleged bully
- Must Provide information within **5** school days after results of investigation reported to the board
- Parent may request hearing after receiving information, must be provided within **10** days of request

Due Process Rights for Alleged Accused and Alleged Victims

- Board must issue a decision in writing at next board meeting following receipt of report
- Parents of parties may appeal decision to Commissioner of Education within 90 days
- Parents of alleged victim may separately file complaint with NJ Division on Civil Rights within 180 days of alleged incident
- Parents may also file in Superior Court or Federal District Court – if bullying is based on protected characteristic under state or federal law

State Reporting and Grading

State Report Card will include bullying information

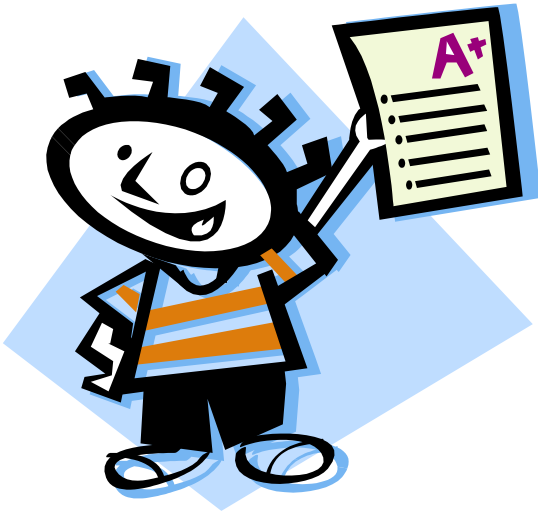
Two times a year, district must report to board acts of Violence, Vandalism and Bullying (Sept. 1-Jan 1 / Jan. 2-June 30)

Must report data to NJDOE

Type and number of incidents, with breakdown of reasons for bullying incidents (race, ethnicity, etc.)

REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
Grade Average	B			
Attendance:	Present	40		
	Absent	0		
	Tardy	1		
A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement U = Unsatisfactory • I = Insufficient / Incomplete				
Student:		Grade:	Year:	

State Reporting and Grading



- District Report shall be used to grade each school and district
- Grade based on efforts to implement required law and board policies
- Commissioner will develop guidelines for grading
- Grade must be posted on homepage of school's website

1. Does SEL programming positively affect students?

Outcomes	Percentile Improvement
● Social-emotional skills	23
● Attitudes	9
● Positive social behavior	9
● Conduct problems	9
● Emotional distress	10
● Academic performance	11

Key Findings

- Bullying is related to the climate of the school and is most strongly and significantly related to the **respect that students feel in the school**, especially among their peers.
- Where there is a respectful environment, bullying is less likely to exist in schools.

Best Practices Bully Prevention

- Define goal of policy
 - Assess nature/extent of existing problem
 - Definition of Bullying
 - Reporting/Responding to bullying
 - Strategies for prevention
 - Planning implementation
 - Ongoing program assessment and improvement
- Source: Pepler, D.Craig W. (2002) Making a Difference in Bullying. La March Center, York University

Best Practices Bully Prevention

- Strategies for prevention
 - Use researched-based framework to foster development of pro-social skills
 - Establish a schedule for consistent skill building lessons
 - Provide long term opportunities for practice and application to everyday life situations
 - Collaborate with families and community to target desired outcomes in multiple settings

Skills to prevent Bullying

- *Self Awareness and Self Management Skills:*
 - Recognize and Manage emotions in order to respond to conflict in calm, assertive ways
- *Social Awareness Skills:*
 - Be Tolerant and appreciative of differences

Skills to prevent Bullying

Responsible Decision Making:

Think through and resolve social problems effectively and ethically

Skills to prevent Bullying

Relationship Skills:

Initiate and Sustain Friendships and other relationships.

Resist social pressure to enable, encourage or directly participate in bullying and actively defend victims

Be able to seek help from peers or other adults when needed.

Skills to prevent Bullying

Responsible Decision Making:

Think through and resolve social problems effectively and ethically

Keys to Successful Programming

Prevention

Curriculum Based

Multi-year & Multi –Setting

Skill Focused

Over-learning

*“Do not let what you
CANNOT do
interfere with what
you CAN do”*

- *John Wooden, UCLA Basketball Coach*