

# **Bullying Prevention and Intervention Strategies In Positive Behavior Support**



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Trainer

# Goals and Objectives

- **Goal:** Define a system of Bullying Prevention for your setting
- **Objective 1:** Understand the problem-Back to Basics
  - Review of working definitions, dynamics, and legal mandates
- **Objective 2:** Identify a pyramid of strategies
  - Removing the reinforcement, Early to Intensive interventions
- **Objective 3 :** Action Planning
  - Including **Bullying Prevention Checklist (handout) and other resources**

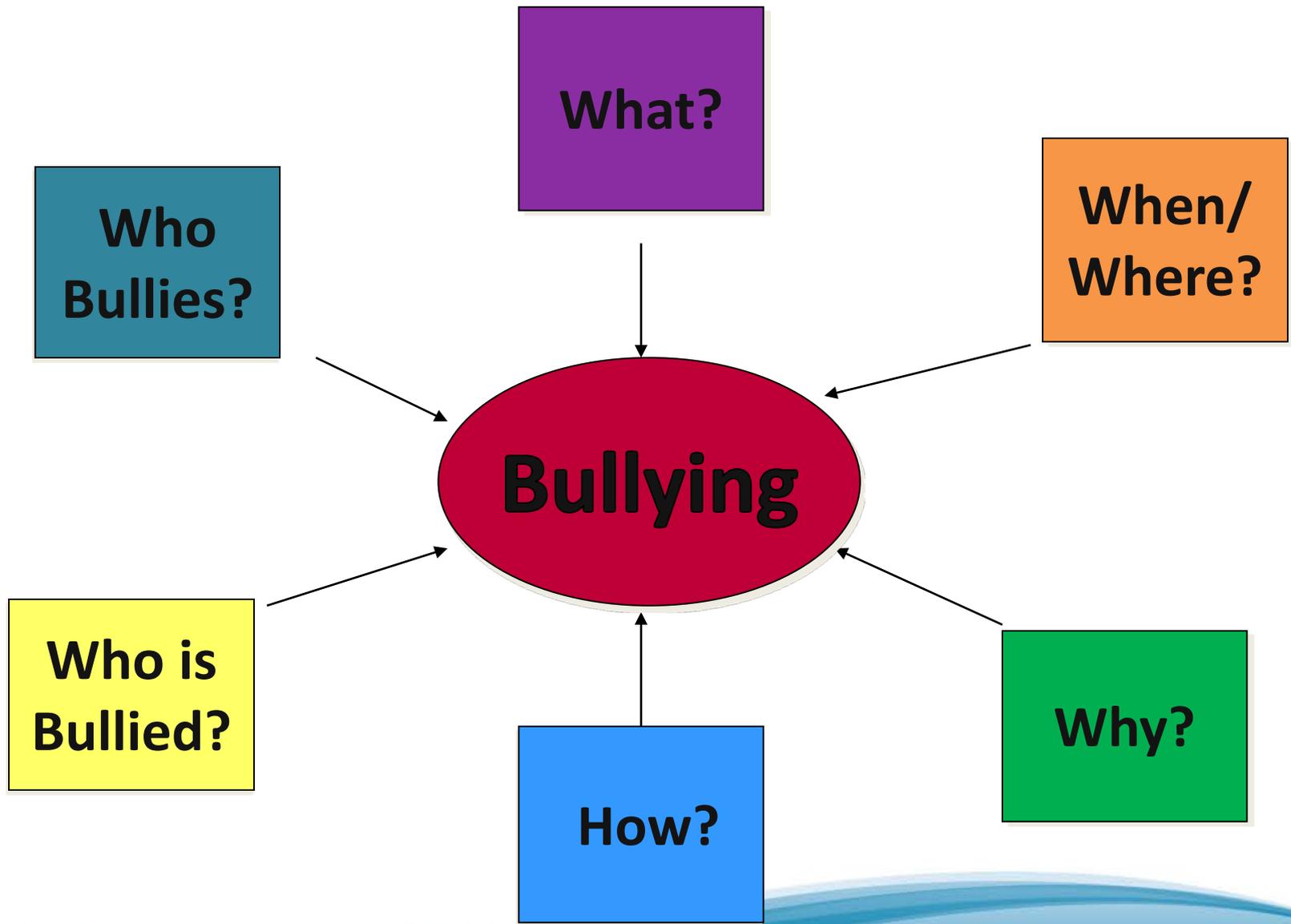


- **Grounding Activity-**

Turn to elbow partner and discuss a bullying situation that happened on your campus...

... What was the response and outcome?





# Problems with Bullying Prevention

- **Bullying Issues**

- Problem #1: Blame the aggressor
- Problem #2: Inadvertent “teaching of bullying”
- Problem #3: Inadvertent reinforcement of bullying
- Problem #4: Ignore role of “bystanders”
- Problem #5: Efforts not sustained

- **What do we need?**

- Bullying prevention that “fits” within a tiered approach
- Bullying PREVENTION that stops unwanted behaviors before they become bullying
- Bullying prevention that equips students to address the problem
- (bystanders are the key!)
- Bullying prevention that is researched based, comprehensive, sustainable.

(Merrell, Gueldner, Ross, and Isava, 2008)



# Definition of Bullying

“Bullying is when someone *repeatedly* and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself.”

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U.S. [www.clemson.edu/olweus](http://www.clemson.edu/olweus)



# Three Key Components of Bullying Behavior

- 1. Involves an aggressive behavior**
- 2. Typically involves a pattern of behavior repeated over time**
- 3. Imbalance of power or strength**



# BULLYING = PEER ABUSE

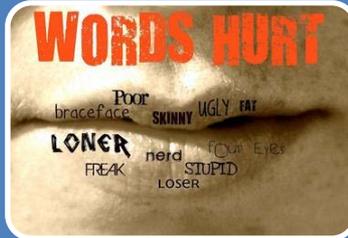


# Types of Bullying



## Physical

- Hitting, kicking, spitting, pushing, etc.
- Indirect: getting someone else to do this for you



## Verbal

- Taunting, threatening
- Name calling, malicious teasing



## Psychological

- Spreading rumors, intimidating, extortion
- Manipulation of relationships, social exclusion and aggression



<b>Rough Play</b>	<b>Real Fighting</b>	<b>Bullying</b>
Usually friends; often repeated (same players)	Usually not friends; typically not repeated	Typically not friends; generally repeated
Balance of power	Power relatively equal	Unequal power
No intent to harm	Intentional harm doing	Intentional harm doing
Affect is friendly; positive, mutual	Affect negative; aggressive, tense, hostile affect	Affect negative; aggressive & differs for victim and aggressor



# Children Involved in Bullying

Risk Factors and Effects For:

1. Children who are bullied
2. Children who bully others
3. Children who are both bullied and bully others
4. Don't forget the bystanders!

**I am an UPSTANDER**



# Children Who Are Bullied

- Cautious, sensitive, quiet, withdrawn
- Anxious, insecure, low self-esteem
- Physically weaker than peers
- Physically mature earlier
- Have few peer friends



# Effects of Being Bullied

- Lower self-esteem
- Depression & anxiety
- Absenteeism & lowered school achievement
- Thoughts of suicide
- Illness



# Children Who Display Bullying Behaviors tend to...

- Have positive attitudes toward violence
- Be impulsive, quick tempers
- Show little empathy
- Be involved in other antisocial or rule-breaking activities
- Be physically stronger than peers
- Myths...



# What is the Motivation?

3 minute discussion

- **Like to dominate others in a negative way**
- **Gain satisfaction from inflicting injury and suffering**
- **Receive “rewards” by bullying others (prestige, attention, possessions)**



# Concerns About Children Who Display Bullying Behaviors

Children who bully are more likely to:

- Get into frequent fights
- Be injured in a fight
- Steal, vandalize property
- Drink alcohol, smoke
- Be truant, drop out of school
- Report poorer academic achievement
- Perceive a negative climate at school
- Carry a weapon



# Children Who Display Bullying Behaviors

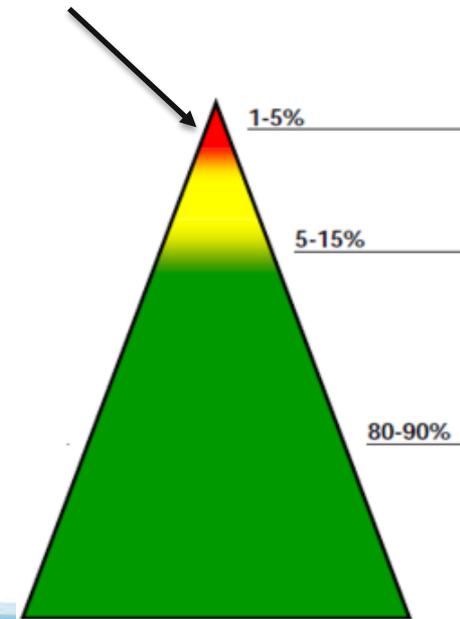
- **Bullying may be part of a conduct-disordered behavior pattern.**
- **This pattern may continue into young adulthood.**
- **Olweus study: Youth who bullied others in middle school were 4 times as likely to have 3 or more convictions by age 24.**



# Children Who are Targeted and Display Bullying Behaviors

May...

- **Attempt to bully others but are less impactful**
- **Behave in ways that cause irritation and attract negative attention**
- **Concern: these students require more comprehensive and intensive interventions**



# Learning Disabilities and challenging behaviors...

- Increase the risk of being bullied and excluded by peers
- Make it more difficult for adults to identify problem behavior and find appropriate interventions



# Characteristics of “Provocative” or Bullying/Victims

- Unable to interpret **Social Cues**
- May try and bully **weaker/younger** peers
- Display the social-emotional problems of bullied children AND behavioral problems of children who bully others



# Effects of Bullying on Bystanders

- **Bystanders may feel:**
  - **Afraid**
  - **Powerless to change the situation**
  - **Guilty for not acting**
  - **Diminished empathy for bullied students over time**



# Cyberbullying

“willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices”

*-Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying*



# Most Common Places

- Social Media, such as Facebook, Instagram, Snapchat, and Twitter
- Text messaging
- Instant messaging apps
- Email



# What Can We Do?

- Discuss Accountability
- Encourage Balance
- “Its not the end of the world”
- Mandatory Reporting, EdCode 48900



# School Investigation vs. Criminal Investigation

- Must consider context and possible violations:  
*child pornography, threats*
- Carefully assess the situation
- What other ways can we educate or rehabilitate students involved?

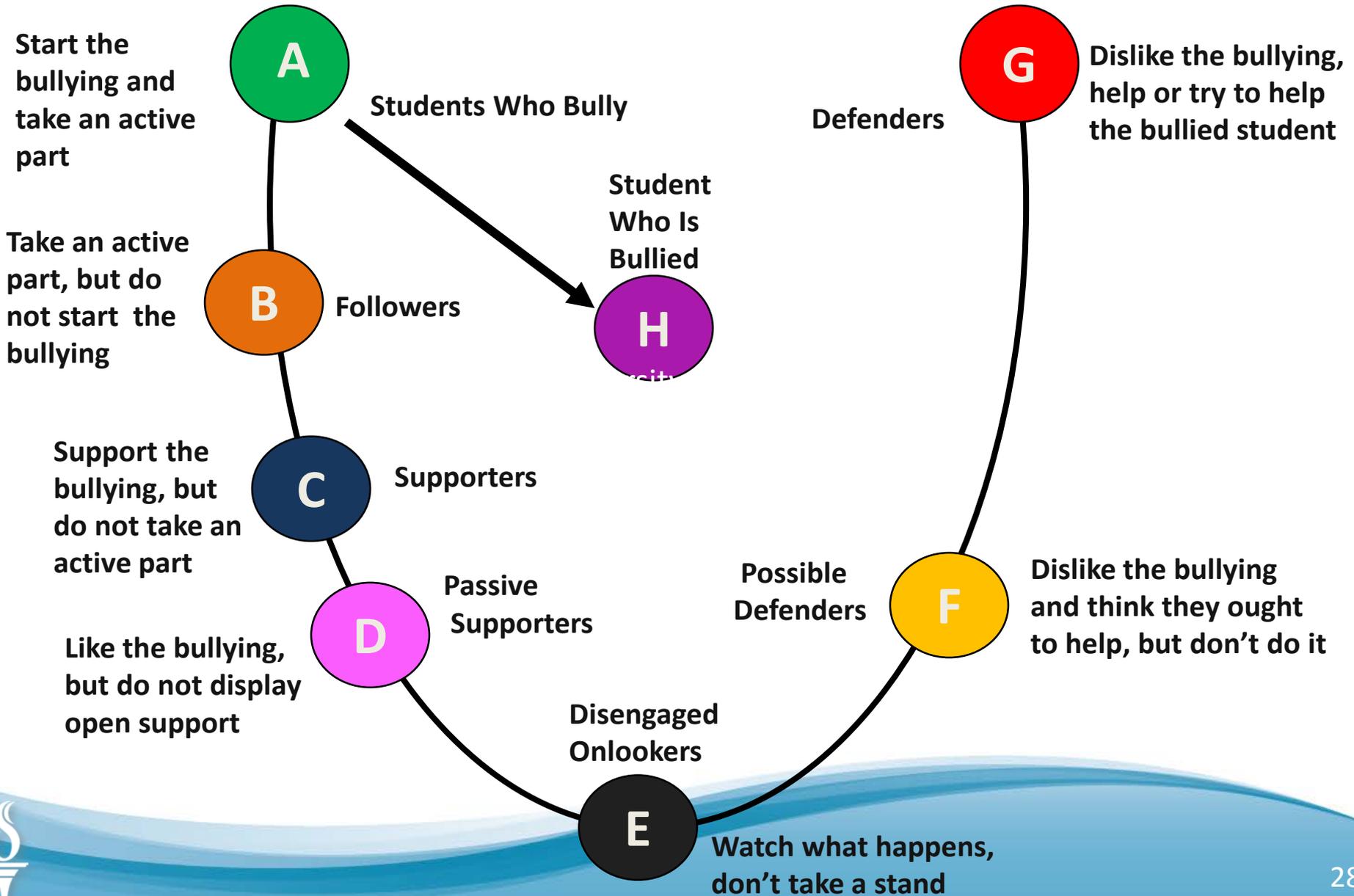


# School Investigation vs. Criminal Investigation

Immediate school response to restore safety and positive campus climate is most effective!



# What Roles Do Students Play In Bullying Situations?



In Real Life *#be Strong*  
*PSA*



# A Word About Adult Bullying behaviors...

Activity: "Do You Use Bullying Behaviors" Worksheet

- **Teacher to Student**
- **Teacher to Teacher**
- **Parent to Teacher**
- **Teacher to Parent**
- **Administrator to Teachers/Staff**
- **Teachers/Staff to Administrators**
- **Community Members to Administrators**



# Bullying and Legal Issues

- In 2010, the US Department of Education Office for Civil Rights issued a Dear Colleague letter on harassment and bullying (see [www.StopBullying.gov](http://www.StopBullying.gov))
- School districts may violate students federal civil rights when:
  - Peer harassment is based on race, color, national origin, sex, or disability



# Continued...

- The behavior is serious enough that it creates a hostile environment
- The harassment is encouraged, tolerated, not adequately addressed, or ignored by school employees



# Seth's Law

- Beginning July 1, 2012 school districts are now required to:
- Adopt a strong anti-bullying policy
- Include a process *and* a timeline for receiving and investigating complaints of bullying
- Publicize policy and process
- List support resources for youth involved in bullying issues



# Misdirections in Bullying Prevention & Intervention

- Simple, short-term solutions
- “Program du jour approaches”
- Group treatment for children who bully
- Anger management or self-esteem enhancement for children who bully
- Zero tolerance policies for bullying
- Selecting inappropriate supplemental materials
- Mediation/conflict resolution to resolve bullying issues



# Survey Students and Staff



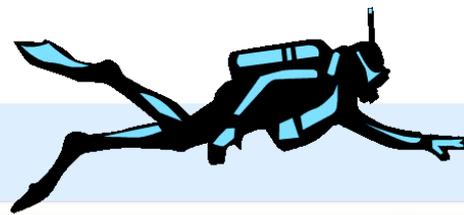
## Why survey students and staff about bullying?

**Provides detailed information on bullying & school climate**

**Provides essential planning information**

**Provides baseline data for gauging progress of efforts**





# Data Dive

- + [Report Description](#)
- + [Report Glossary](#)
- + [Report Options and Filters](#)

Education Code Section	Student Offense Name	Total Count of Offenses Committed	Count of Offenses Resulting in an Expulsion	Count of Offenses Resulting in a Suspension	Count of Offenses Resulting in a Disciplinary Diversion
48900(a)(1)	Caused, Attempted, or Threatened Physical Injury	3,816	37	3,449	330
48900(a)(2)	Used Force or Violence	1,098	18	1,016	64
48900(b)	Possession, Sale, Furnishing a Firearm or Knife	104	9	91	4
48900(c)	Possession, Use, Sale, or Furnishing a Controlled Substance, Alcohol, Intoxicant	864	25	799	40
48900(d)	Offering, Arranging, or Negotiating Sale of Controlled Substances, Alcohol, Intoxicants	54	4	50	0
48900(f)	Property Damage	427	11	341	75
48900(g)	Property Theft	328	12	268	48
48900(h)	Possession or Use of Tobacco Products	216	2	193	21
48900(j)	Obscene Acts, Profanity, and Vulgarity	1,228	7	962	259
48900(k)	Offering, Arranging, or Negotiating Sale of Drug Paraphernalia	201	4	184	13
48900(k)	Disruption, Defiance	7,317	34	3,647	3,636
48900(l)	Received Stolen Property	40	0	33	7
48900(m)	Possession of an Imitation Firearm	25	3	22	0
48900(o)	Harassment, Intimidation of a Witness	67	0	53	14
48900(p)	Offering, Arranging, or Negotiating Sale of Soma	1	0	1	0
48900(q)	Hazing	8	0	7	1
48900(r)	Bullying	582	4	452	126
48900(t)	Aided or Abetted Physical Injury	81	1	75	5
48900.2	Sexual Harassment	301	9	259	33
48900.3	Committed an act of Hate Violence	26	0	26	0
48900.4	Harassment or Intimidation	632	1	486	145
48900.7	Made Terrorist Threats	49	1	42	6
48915(a)(1)	Caused Physical Injury	416	11	380	25
48915(a)(2)	Possession of a Knife or Dangerous Object	473	34	411	28
48915(a)(3)	Possession of Controlled Substance	401	13	376	12
48915(a)(4)	Robbery or Extortion	33	3	27	3
48915(a)(5)	Committed Assault or Battery on a School Employee	47	8	36	3
48915(c)(1)	Possession, Sale, Furnishing a Firearm	4	1	2	1
48915(c)(2)	Brandishing a Knife	24	7	17	0
48915(c)(3)	Sale of Controlled Substance	28	17	11	0
48915(c)(4)	Sexual Assault, as defined by Penal Code sections 261, 266c, 286, 288, 288a, or 289	28	4	21	3
48915(c)(4)	Sexual Battery, as defined by Penal Code Section 243.4	26	8	16	2
48915(c)(5)	Possession of an Explosive	12	0	11	1
<b>Total</b>		<b>18,957</b>	<b>288</b>	<b>13,764</b>	<b>4,905</b>



# DataQuest

CDE



This Site    School Profile    District Profile

enter site search term

Search

Curriculum & Instruction ▾   Testing & Accountability ▾   Finance & Grants ▾   **Data & Statistics ▾**   Specialized Programs ▾   Learning Support ▾   Professional Learning ▾

Tom Torlakson

State Superintendent of Public Instruction



SBE

State Board of Education



Erin Oxborn Gilpin   Gregory Gardner

#CATEach

## Data & Statistics Home

### Data Collections

- California Basic Educational Data System (CBEDS)
- California Longitudinal Achievement Data System (CALPADS)
- California School Information Services (CSIS)
- Longitudinal Education Data Systems

### Financial

- Annual Financial Data
- Certificated Salaries & Benefits
- Current Expense of Education & Per-pupil Spending
- Indirect Cost Rates (ICR)

### Demographics

- DataQuest
- Staff Data Files (Downloadable)
- Staff Data Reports
- Student & School Data Files (Downloadable)
- Student & School Data Reports

### Student Health & Support

- Free and Reduced Price Meal Eligibility Data
- Food Programs

### Downloadable Data Files

### Data Requests

### School Identification

- Charter School Locator
- Private Schools and Schooling at Home
- Regional Occupational Centers & Programs
- Schools & Districts

### School Performance

- Academic Performance Index (API)
- Adequate Yearly Progress (AYP)
- Postsecondary Preparation



# Student Misconduct & Intervention

The screenshot shows the DataQuest website interface. At the top, there is a navigation bar with the California Department of Education logo and the text "DataQuest". Below the navigation bar, there are several links: [CDE Home](#), [Enrollment and Staffing Data Files](#), [API Home](#), [AYP Home](#), [CAHSEE Home](#), [CELDT Home](#), [CAASPP Home](#), [STAR](#), and [Testing Home](#).

The main content area is divided into three sections:

- 1. Select Level:** A dropdown menu labeled "Level:" with "County" selected.
- 2. Select Subject:** A dropdown menu labeled "Subject:" with "Expulsion and Suspension" selected. The dropdown is open, showing a list of subjects: English Language Dev. Test (CELDT), Physical Fitness Test, High school Scores (SAT, ACT, AP), STAR Test Results, **Student Demographics** (Dropouts, English Learners, Enrollment, Foster, Graduates, Special Education), **Postsecondary Transition** (Graduates Enrolled Nationally, Graduates Enrolled in California), **School Staffing** (Staffing, NCLB Teachers and Paraprofessionals, Projected Teacher Hires), and **Student Misconduct and Intervention** (Expulsion and Suspension).
- 3. Click:** A yellow "SUBMIT" button.

On the left side of the interface, there is a text block: "DataQuest helps you find facts about California schools and districts. To create a report: (1) select a Level, (2) select a Subject, and (3) click on the "Submit" button." Below this text is a list of links: [What's NEW? DataQuest Change Log](#), [What's in DataQuest?](#), [QuickQuest](#) lets you find answers fast!, [Our Parents Page](#) is another way to find data., [Contact information for program related questions](#), [California School Directory](#), [Help on using DataQuest](#), [DataQuest Reporting Levels](#), [DataQuest Reporting Schedule](#), [Data Privacy](#), and [Data Requests](#).

At the bottom left, there is contact information: "California Department of Education, 1430 N Street, Sacramento, CA 95814". A large blue arrow points from this contact information towards the "SUBMIT" button.

At the bottom right, there are links for "Internal Validator" and "Link Checker".



# Report Type



[CDE Home](#) > [DataQuest](#) > [Select Criteria](#) > Select a Report:

## Expulsion and Suspension Data 2016-17

County Selected: **43 SANTA CLARA**

### Select a Report:

- Suspension Rate
- Suspension Rate (with District Data)
- Suspension Count by Most Serious Offense Category
- Suspension Count by Most Serious Offense Category (with District Data)
- Expulsion Rate
- Expulsion Rate (with District Data)
- Expulsion Count by Most Serious Offense Category
- Expulsion Count by Most Serious Offense Category (with District Data)
- Total Offenses Committed

SUBMIT



# California Education Code

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) An act of cyber sexual bullying.

(I) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(II) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

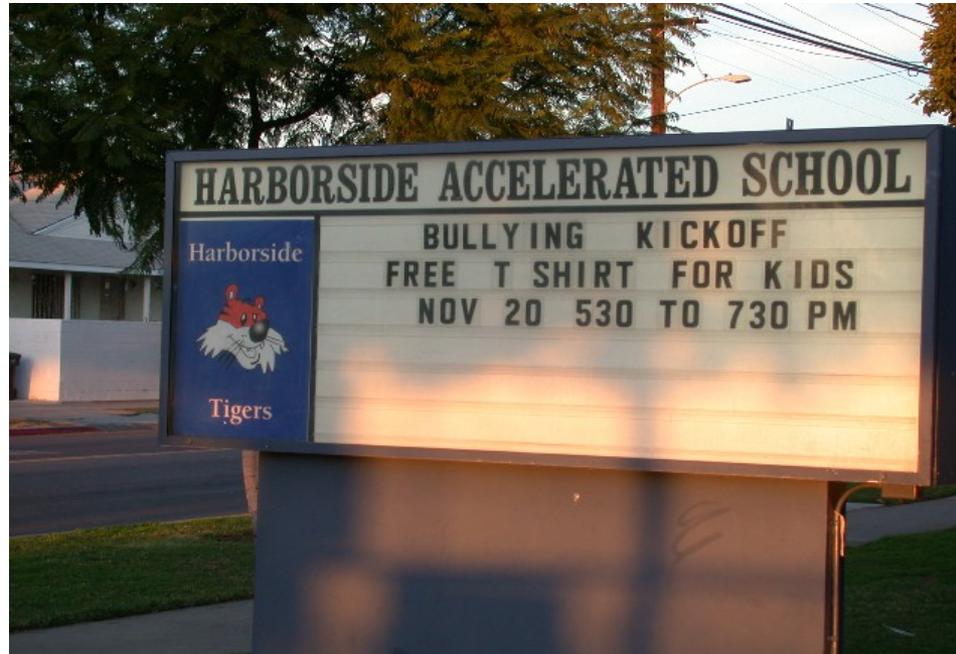


# Activity: What Does your Data Tell You?

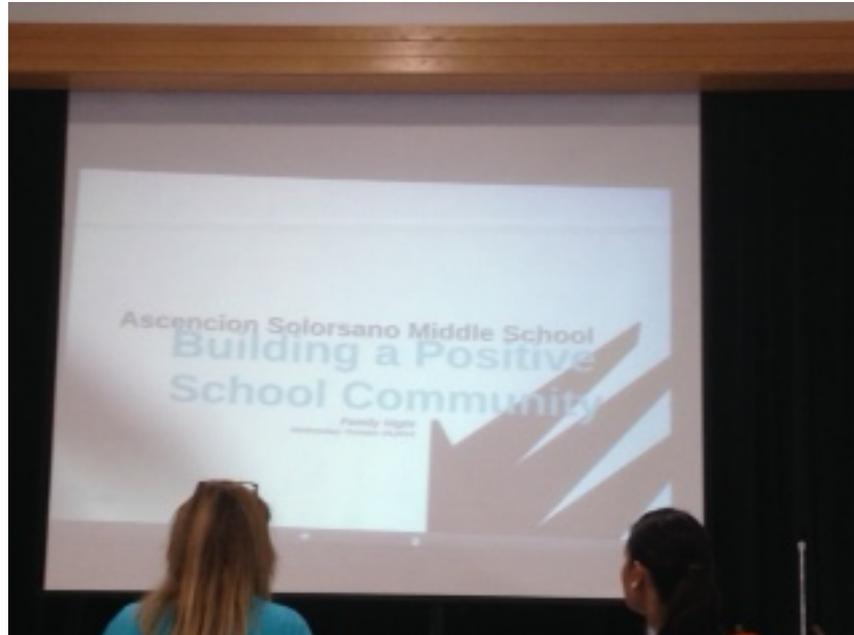
- How many bullying/harassment related offenses did your school/district have for the year?
- Based on this data, how should you prioritize bullying prevention?



# Prevention Strategies



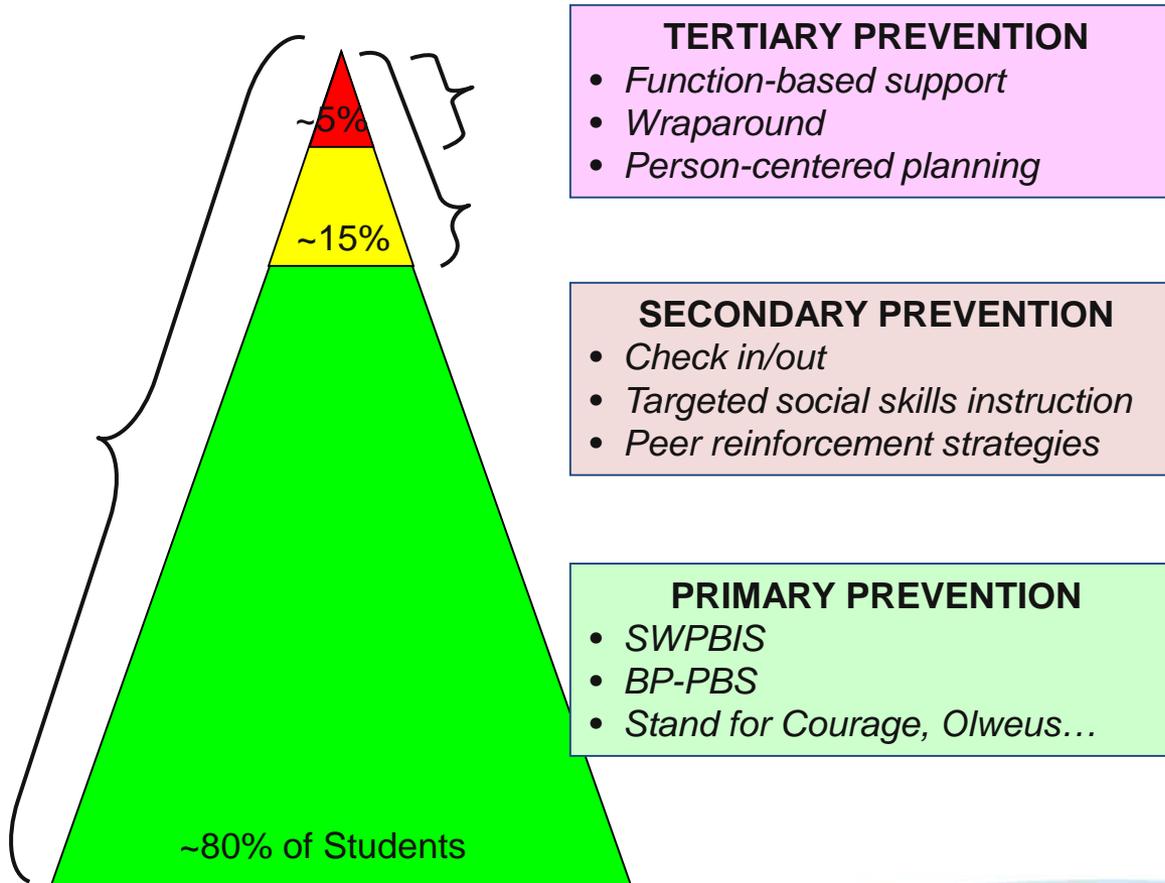
# Solorsano Video:



[ASCENCION SOLORSANO MIDDLE SCHOOL](#)



# A CONTINUUM OF BULLYING PREVENTION



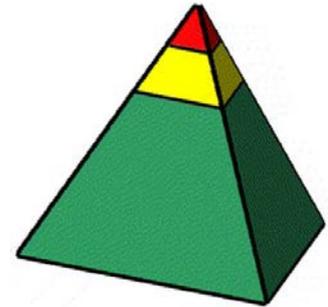
# BULLYING PREVENTION: A 3 PART APPROACH

Establish a **whole-school social culture** where positive behavior is “expected” and rewards for bullying are NOT provided.

Provide training and **support for adults** to (a) train, (b) precorrect, and (c) provide consequences for bullying

Provide direct, **individualized support** for students who engage in “bullying” or “victim” behaviors.

Rob Horner, 2014



# BULLYING PREVENTION WITHIN PBIS

**❑ Fit bullying prevention within a tiered, prevention based-approach**

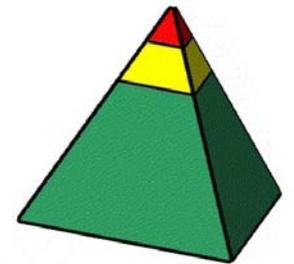
- ❑ Universal support for ALL students**
- ❑ More intensive supports for students that fail to respond.**

**❑ Prevent social aggression before it ever reaches severity necessary to be called bullying.**

**❑ Provide all students clear, simple, specific skills that can remove peer attention driving bullying behavior**

**❑ Provide all adults clear, simple, specific skills for responding to incidents of disrespect.**

**❑ Implement bully prevention strategies that are sustainable**



# National Responses to Bullying

## Bullying Requirements

Bullying Coordinator

School Climate

Data Systems

Event Reporting

Response Team

School & Community

Staff Professional Dev

Evidence-based Practices

## SWPBIS

Coach/Team Leader

Preventive Tier I

SWIS

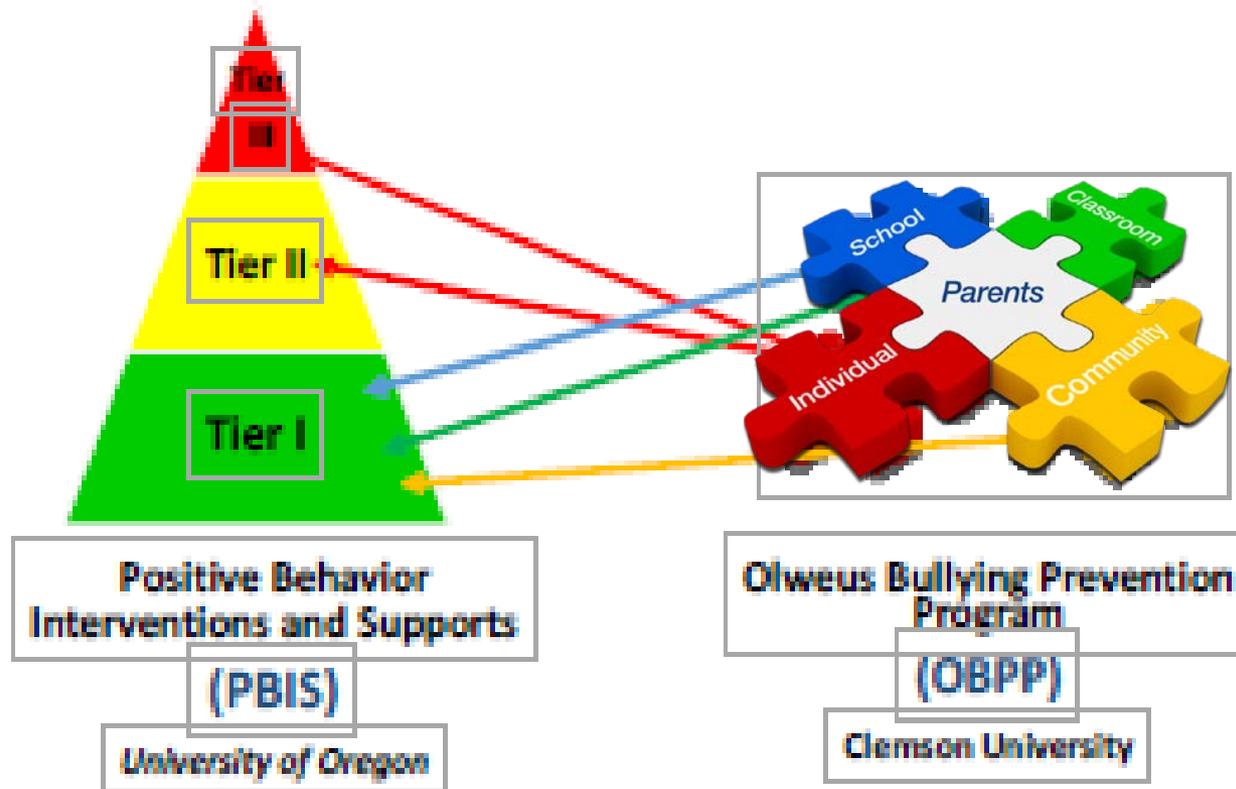
Systematic ODR

Leadership Team

School & Family

Data-based Prof Dev

RCT & SSR Research



# Removing the Reinforcement

## School-wide Behavioral Expectations

Bullying Prevention

Individual Student Supports

Teach  
All  
Students

Practice  
With  
Some  
Students

Support  
Staff  
Imp

Student  
with  
Bullying  
behavior

Targeted  
student

Collect and use data for  
decision-making



# Recognize Stand-Up Behavior

- Getting students to buy-in to an intervention is half the battle (or more than half)
- Students should be involved in every phase of prevention development and implementation



# How Adults Respond

When a student reports problem behavior, all adults should follow a specific response sequence:

**First, let students know that their report is important**

- Reinforce the student for reporting the problem behavior (i.e. "I'm glad you told me.")

**Ensure the student's safety.**

- Is the behavior still happening?
- Is the reporting student at risk?
- What does the student need to feel safe?
- What is the severity of the situation

**Most important: Document everything!**



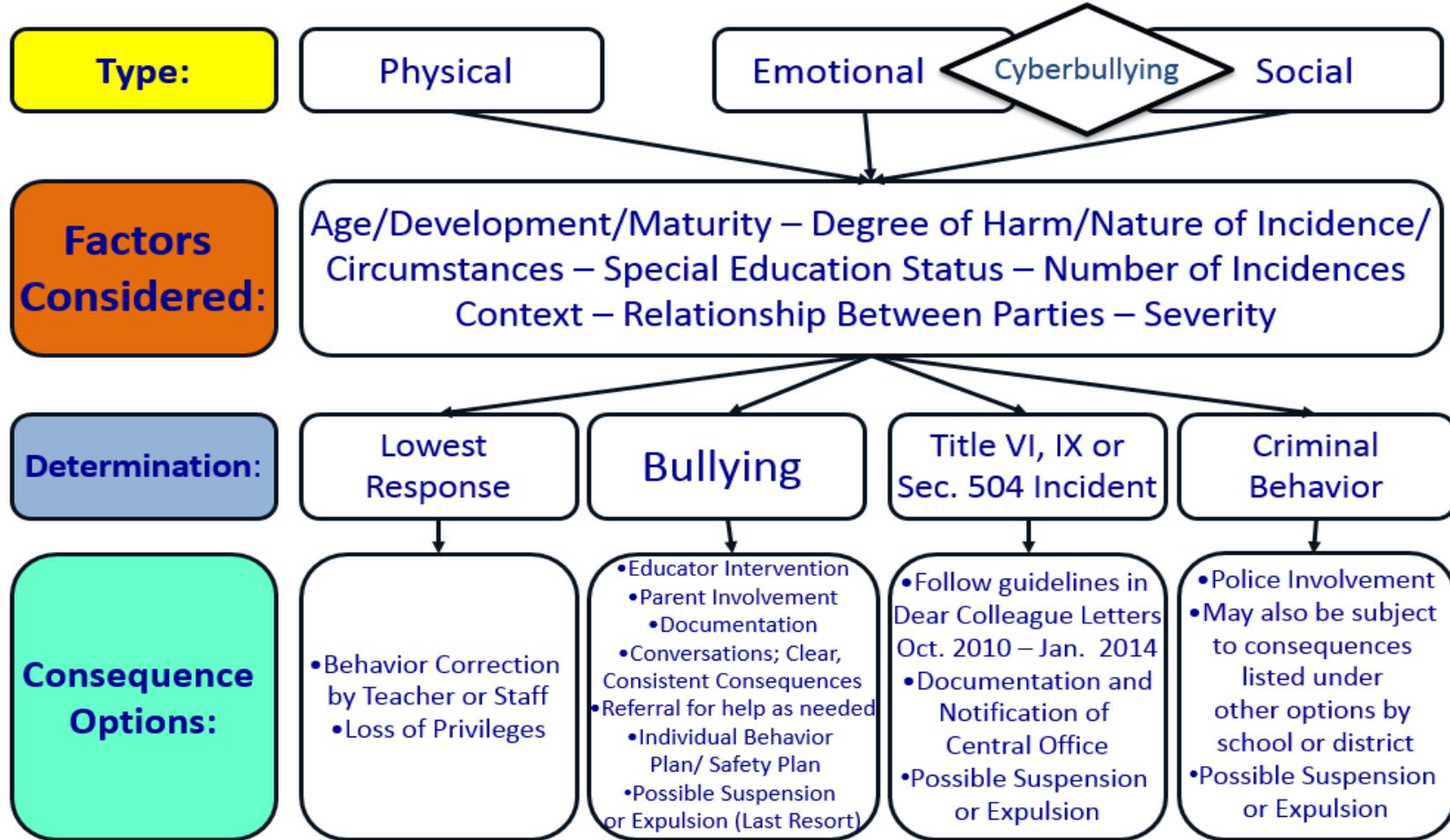
# **On-the-Spot Interventions:** *The “Teachable Moment”*

- 1. Stop the bullying**
- 2. Support student who has been targeted.**
- 3. Name unwanted behavior & refer to your school-wide expectations.**
- 4. Engage the bystanders.**
- 5. Impose immediate & appropriate consequences.**
- 6. Take steps to ensure targeted student will be protected from future bullying.**



Sample

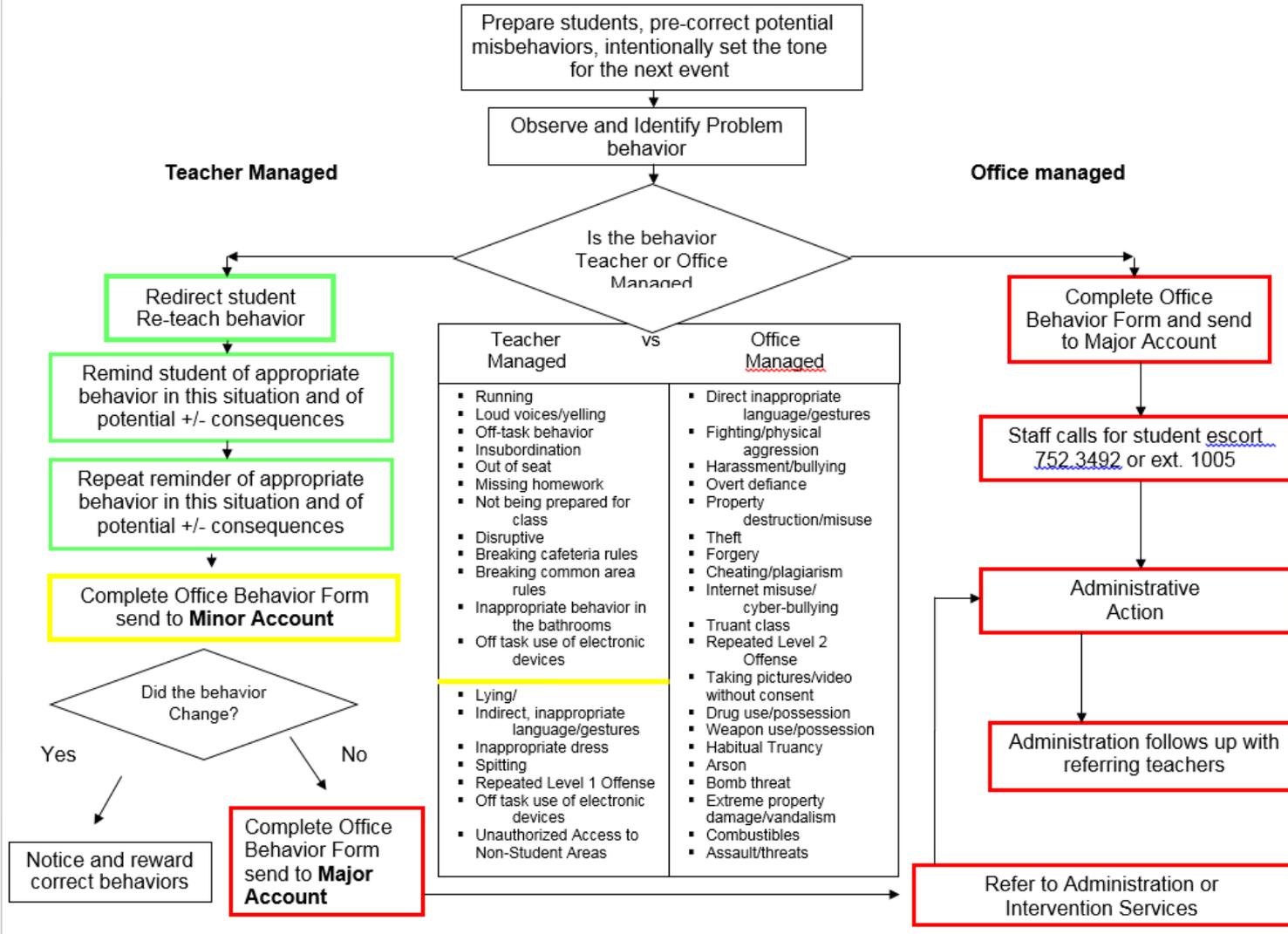
## Disruptive or Violent Behavior Consequences Chart\*



\*Final discipline decision to be determined by Principal of Student Disciplinary Hearing Authority.  
(OBPP - Adapted from Tennessee Department of Education - Policy Revision Task Force)



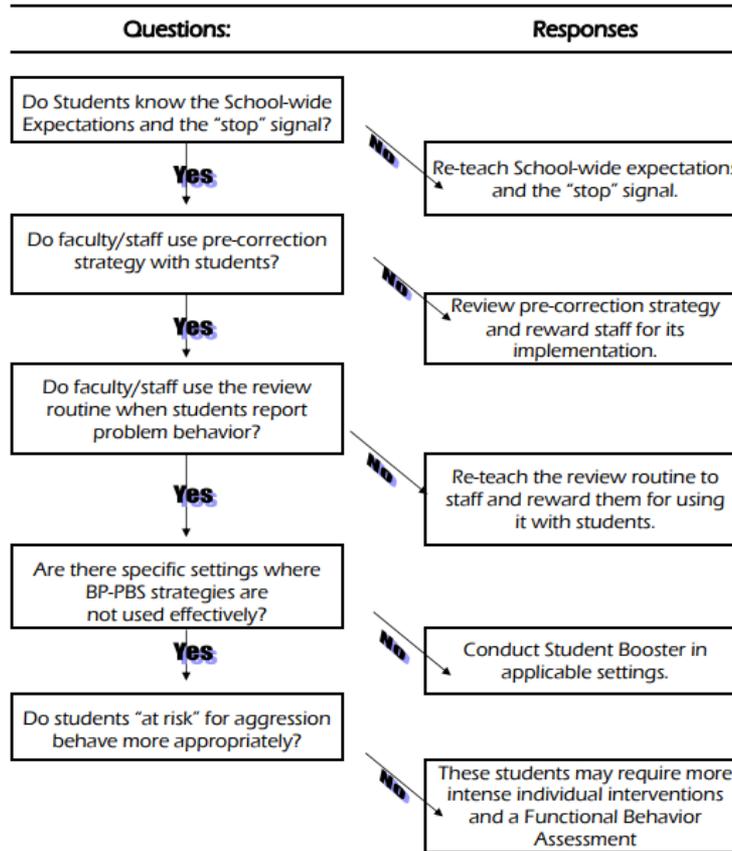
Student Behavior Management Process



# Bully Prevention

In Positive Behavior Support

## Decision Making Flowchart



BP-PBS: Faculty Follow-up 7-3



**INCORPORATE BULLYING PREVENTION / INTERVENTION**

**Teaching Matrix**

All Settings	Halls	Playground	If you see Disrespect	Library/ Computer Lab	Assembly	Bus
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Expectations

Expectations	<b>Respectful</b>	Be on task. Give a plan.				Watch for your stop.
	<b>Active &amp; Organized</b>	Be kind. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Share equipment. Include others. <b>Invite those who are alone to join in.</b>	<b>STOP:</b> Interrupt & model respect, rather than watch or join in  <b>WALK:</b> Invite people who are being disrespected to join you and move away.	Whisper. Return books.  Push in chairs. Treat books carefully.
	<b>Responsible</b>	Recycle. Clean up after.	Pick up litter.	<b>Stop:</b> Interrupt, Say "that's not ok." <b>Walk:</b> Walk away Don't be an audience <b>Talk:</b> REPORT to an adult		Pick up. Treat chairs carefully.  Wipe your feet.

**1. Expectations**

**2. NATURAL CONTEXT (Locations)**

**3. Rules or Specific Behaviors**



## A CONTINUUM OF BULLYING PREVENTION

### Intensive Intervention

- Safety plans for targeted students
- Positive Behavior Support Plans for students who display bullying behaviors
- Family/community group conferences

### Early Intervention

Alternatives to suspension:

- Youth/peer court (mediation)
- Individual Intervention plans
- Social Skills targeted teaching
- Restorative Circles

### Prevention & Skill Building

Peace-keeping circles for:

- Morning meetings/class meetings
- Social/emotional instruction
- Olweus, SW-PBIS

## A CONTINUUM OF SWPBS PRACTICES

### Intensive Intervention

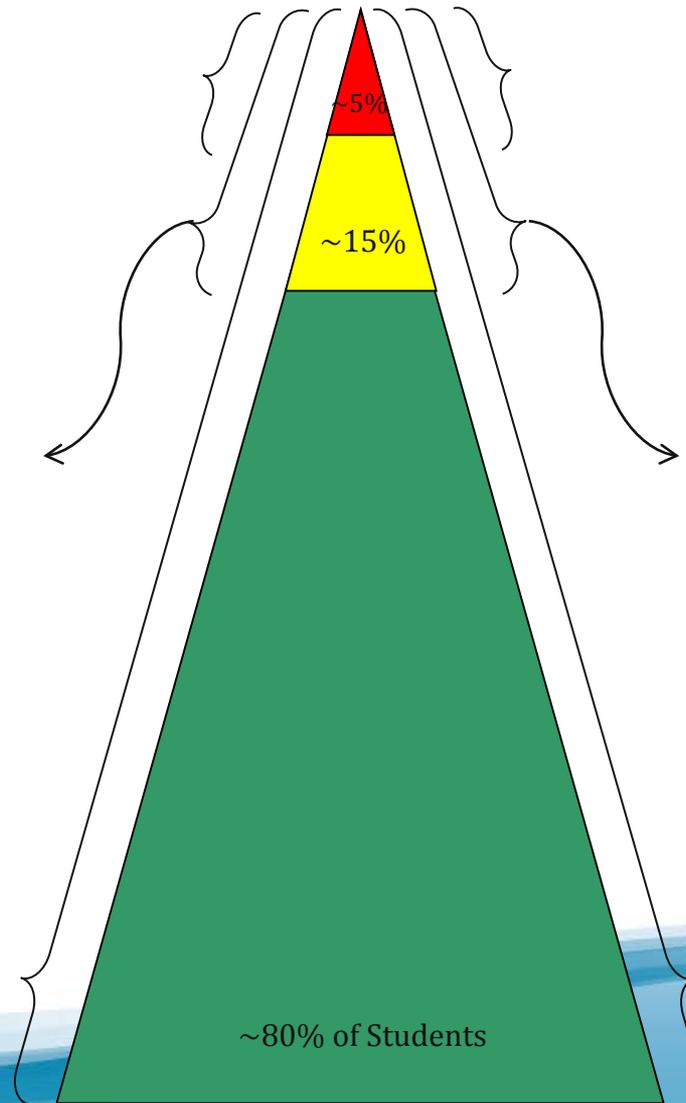
- Function-based support
- Wraparound support
- Individualized behavior support plans

### Early Intervention

- Check-in/ Check-out
- Extra Social Skills Teaching and Support

### Prevention & Skill Building

- Define and teach expectations
- Establish consequence system
- Collection and use of data



# Activity: From Discussion to Action

- Bullying Prevention Self-Assessment
- Bullying Prevention in PB Implementation Checklist

Bullying Prevention in Positive Behavior Implementation Checklist				
Moving from Discussion to Action				
This planning guide is designed for use by teams planning to implement bullying prevention efforts as part of their existing school-wide positive behavior support program. The guide defines steps for the school team and district leadership team that will increase the likelihood that your prevention effort will be implemented well, sustained, and a benefit to students, families and faculty.				
School Building Planning Team				
Action	Criterion	In Place Partially in Place Not in Place	Who?	By When?
1. Faculty/Staff Readiness	Team defined to lead implementation of BP-PBS			
	School Administrator is active member of school wide behavior support			
	Staff understands and implements ODR and behavior consequences			
	All Faculty/Staff have received BP-PBS orientation training			
2. Curriculum Delivery	Schedule developed for student BP training.			
	BP-PBS lessons delivered to all students			
	Plan developed for BP-PBS orientation for students entering during the year.			
3. Follow-up	Follow-up lessons scheduled to occur weekly following initial student training.			
	Follow-up lessons delivered at least three times after initial training, including practice in applicable settings.			



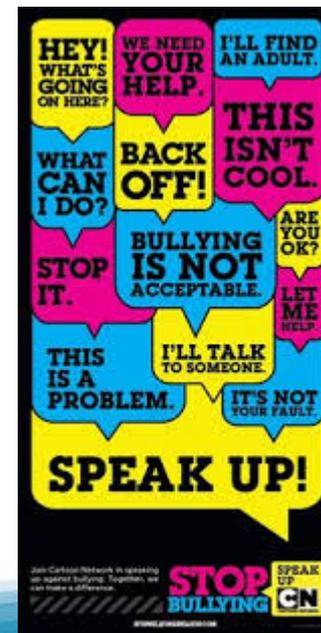
# Effective Implementation

- Use the teaching plans in the BP-PBS handbooks
  - Available free online at [www.pbis.org](http://www.pbis.org)
  - Or Build your own lesson plans
- Develop a schedule for implementation
  - Teach all students in the school within a 2 week period.
  - After the initial lessons, teachers follow up with students **weekly** (2-3 min) to discuss what is working, what isn't, and to practice
  - All adults in the school also “check-in” with students on a daily basis
  - Build a strategy for providing orientation to new students
- PBIS teams ensure that implementation sustains through the collection of fidelity implementation data, and student outcome data



# References and links

- <https://www.stopbullying.gov/laws/california/index.html>
- <https://olweus.sites.clemson.edu/bullyinginfo.html>
- [www.common sense media.org](http://www.common sense media.org)



# Remember...

- **Stopping bullying is about a cultural shift in how we think and act.**
- **Transformation requires risk, healthy struggle, and celebration.**
- **Change happens in small increments but can have positive long-term impact for us all!**



# Thank you!

## CONTACT INFORMATION:

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