

## Summary of Bullying Education Programs & Stories:

### **WordGirl 'The Rise of Miss Power' special to feature Jane Lynch as voice of Miss Power**

Jane Lynch guest stars as super hero turned super bully Miss Power who comes to Earth to teach WordGirl the power of mean words. There's a new super hero in town! Miss Power has come to Earth from outer space along with her sidekick, Captain Giggle Cheeks. WordGirl is excited for Miss Power to teach her everything she knows. But is Miss Power really a super hero? Besides using her super strength and super speed to defeat villains, Miss Power has another secret weapon: using mean words against others. WordGirl would rather not use her words harshly...but after giving it a shot, she feels empowered. Soon, everyone starts wondering "what has gotten into WordGirl?" When WordGirl experiences Miss Power's bullying ways herself, she gets belittled and stripped of her super hero star. Will WordGirl be able to defeat Miss Power without sinking to her level?

<http://www.witf.org/on-air/wordgirl-the-rise-of-miss-power-special-to-feature-jane-lynch-as-voice-of-miss-power>

**Watch the Video:** <http://video.pbs.org/video/2192680145/>

---

### **Area Superintendents Train To Handle Abuse**

In light of the recent sex abuse scandals involving coaches at Penn State and Syracuse University, area school superintendents recently underwent a training session with a local attorney on how to handle such situations if they arise in their districts. Potsdam Central School Superintendent Patrick H. Brady said the training was led by attorney Marc H. Reitz, of the Ferrara, Fiorenza, Larrison, Barrett & Reitz Law Firm in East Syracuse. Among the recommendations made by Mr. Reitz were to never take on such an investigation on your own. "The big thing he said we would need to do is get the police involved. Districts should never handle their own investigations," he said.

<http://www.ogd.com/article/20120129/ADV01/301299997/-1/ogd01>

---

### **Morristown parent upset with district's handling of bullying issue addresses school board**

A parent told the Board of Education on Tuesday that bullying is "an extremely serious issue at this school." Dustin A. Brooks, joined by his visibly upset wife, Crystal M., told the board during the initial round of public comments that the couple had been forced to remove their 4-year-old son from the afternoon prekindergarten bus run because they were "scared" for his safety. Mr. Brooks told the board he had attempted to address the situation with faculty members — including a teacher and Principal O. Michael Wills — on several occasions and was unhappy with the results. He also said Superintendent David J. Glover was difficult to find. "They classify it as horseplay and it gets put on the back burner. I went in three times, and twice the principal and superintendent, mysteriously, could not be found," he said. Reached Wednesday afternoon, Mr. Glover said he and the district take the issue of bullying "fully and very seriously." "We have a bullying policy," he said. "It's in the school policy handbook and available online to everybody. Why that didn't get to the parent until last night, I'm not sure."

<http://www.watertowndailytimes.com/article/20120130/NEWS05/701309973>

---

### **Miss New York takes a stand against bullying**

Since her crowning as Miss New York, Pittsford native Kaitlin Monte, who now lives in New York City, has spoken at schools and other forums promoting her platform, "That's Enough! Coming Together to End Bullying!" During her high school lunch periods, Monte opted to take classes in the school's engineering program, Project Lead the Way, because it was a bully-free environment. She witnessed firsthand the constant bullying of her older sister and younger brother, who have learning disabilities. Monte's work during her lunch periods helped her entry as a 16-year-old into The Clarkson School, a high-school early admission program at Clarkson University in Potsdam. In September 2011, Monte's platform became more urgent when Jamey Rodemeyer, a 14-year-old freshman at Williamsville North High School in Buffalo, committed suicide after years of being bullied about his sexuality. She quickly created an online petition asking New York state legislators for cyber bullying laws in New York state. The petition now has more than 3,000 signatures — some from people who live in Australia and the United Kingdom — and Monte was invited to partner with state Sen. Jeffrey Klein, D-Bronx, in the creation of the first New York Cyberbully Census. Monte visits schools across the state, listening as the students tell stories of bullying that ranges from anti-gay talk to emotional and cyberbullying. Even after her reign has ended, Monte plans to continue her platform. "This year has opened my eyes to how much I love civil advocacy and nonprofit work," she says. "It's about giving young people hope as to what they're capable of achieving and giving older generations hope that there are still young people who fight to make big achievements."

<http://www.democratandchronicle.com/article/20120110/GROUP01/301100006/New-York-bullying-Miss-America>

---

### **New York teens can take the New York Cyberbully Census at**

[www.surveymonkey.com/s/NYStopCyberbullying](http://www.surveymonkey.com/s/NYStopCyberbullying) .

---

### **Clarkson Takes On Bullying**

A Pennsylvania professor brought his anti-bullying message to Clarkson University, putting a Hollywood spin on his presentation. Standing in the university's Student Forum, Brian C. Johnson colored a serious discussion with some humor during his presentation "Reel Big Bullies" Monday as part of the university's Martin Luther King Jr. Day memorial events. Anti-bullying messages like Mr. Johnson's have gained national attention in recent month, after two high school teens, 14-year-old Jamey Rodemeyer of Buffalo and 15-year-old Amanda Cummings of Staten Island, were reportedly pushed to suicide by their classmates' torment and ridicule. But bullying doesn't end when people walk onto a college campus, Mr. Johnson told the small crowd in the dimly lit Student Center. Fifty percent of all college students have said they were the targets of bullies, while nearly one-third of all college students have admitted to witnessing a bully in action and have done nothing to stop the problem, the Bloomberg University professor said. And Hollywood isn't helping. With bully clips from a number of popular films like "The Karate Kid" and "Mean Girls" playing in the background, Mr. Johnson talked about the ways movies have made bully's attacks seem like an acceptable part of childhood. "Film has normalized bullying for us; it has created this belief that it is expected, that bullying is normal and we're better because we're bullied," Mr. Johnson, who also serves as director of the Frederick Douglass Institute for Academic Excellence, said. Instead of looking at

bullying as a natural selection process or a way to prepare teens for the harshness of the real world, people have to recognize it for what it is - a dangerous and ugly power struggle, he said. Bullying in schools means that learning occurs in a culture of fear and intimidation, he said, saying it no longer can be shrugged off as harmless teasing among children. Several state legislators, with Sen. Jeffrey D. Klein, (D-Bronx/ Westchester) leading the charge, have taken notice of online bullying and are working toward updating state harassment laws and cracking down on what they have called "the emerging cyberbullying epidemic." If passed, the legislation would update the crime of third-degree stalking (a Class A misdemeanor) to include cyberbullying. It would also expand the charge of second-degree manslaughter (a Class C felony) to include bullycide - when a person engages in cyberbullying and intentionally causes the victim to commit suicide.

<http://www.mpcourier.com/article/20120117/DCO01/301179962/-1/dco01>

---

### **Speaker Fights Bullying With Respect**

Rich A. Johns doesn't like the word bully. In fact, he gave a 45-minute antibullying presentation to Potsdam High School students Thursday and didn't use the word once. The retired teacher turned public speaker prefers to use words like respect, courage and integrity. It is a proactive approach, he said, designed to change the way people go about their daily lives. The word bully "is on everybody's lips right now, everybody's using it all the time," according to Mr. Johns, a 1972 graduate of SUNY Potsdam. "And it's sort of a catch word. My message is about your daily life. How are you going to be every day?" After teaching in a Saratoga Springs middle school and coaching athletics for 38 years, Mr. Johns is now traveling the country, sharing the message of his non-profit organization "Act with Respect Always." He spoke at SUNY Potsdam and Lawrence Avenue Elementary earlier this week. He made his way to the high school Wednesday and Thursday. The message is simple and always the same. Be a better person. It doesn't matter if it's in the classroom, at home, on the athletic field or in the community, he said. By embracing traits like responsibility and civility you won't be that bully, he told the students, and you will be able to step in when you see a bully in action. At the end of the day the bell rang and students began clearing out, rushing to catch their bus or meet friends in the hallway. But as they packed up their bags, Mr. Johns left them with one final thought. "You are developing your life legacy right now," he said. "If your life ended today, what would your legacy be?"

<http://www.mpcourier.com/article/20120120/DCO01/301209993>

---

### **Anti-bullying classes found ineffective**

Generic, cookie-cutter, anti-bullying curriculums are an ineffective substitute for student-focused engagement strategies, U.S. officials say. The Office of Juvenile Justice and Delinquency Prevention, part of the U.S. Department of Justice, has issued a report in which bullying in schools is examined and recommendations are made for the best ways schools can provide support to bullying victims. "Parents and schools across the country worry about the devastating harm bullying can cause, and we share this concern for our nation's children," Jeff Slowikowski, acting administrator of the Office of Juvenile Justice and Delinquency Prevention, said in a statement. "This new study highlights the impact of bullying and recommends effective anti-bullying strategies that schools can implement to keep students safe." The report, "Bullying in Schools: An Overview," recommends schools:

- Offer mentoring programs.
- Provide students with opportunities for community service.
- Address the difficult transition between elementary and middle school.
- Start prevention programs early.

A caring school community where students are challenged academically and adults support them can serve as a powerful antidote to bullying, while victimization often distances students from learning and contributes to a myriad of other problems, including truancy and academic failure, Slowikowski said. The report is available at:

[www.ncjrs.gov/app/publications/abstract.aspx?ID=256074](http://www.ncjrs.gov/app/publications/abstract.aspx?ID=256074).

[http://www.upi.com/Health\\_News/2011/12/18/Anti-bullying-classes-found-ineffective/UPI-87931324265852/](http://www.upi.com/Health_News/2011/12/18/Anti-bullying-classes-found-ineffective/UPI-87931324265852/)

---

### **Classroom Ideas for Fighting Sexual Harassment**

AAUW Legal Advocacy Fund Intern Julie Smolinski writes, Last month, AAUW hosted a [discussion panel](#) at the National Press Club to discuss the findings of our most recent report, [Crossing the Line: Sexual Harassment at School](#). At the event, we had the privilege of having several high school students in attendance, and one of them made an excellent point about presenting sexual harassment information to high school and middle school students. She noted that the presentations she saw at school were usually outdated and campy. Consequently, students failed to take the issue seriously. In fact, sometimes the presentations prompted more harassment as students would attempt to mock the scenarios they had learned about. In light of this important feedback, we've put together some tips for administrators and educators who want to teach about sexual harassment in the classroom while keeping the content engaging and relevant for students.

1. Allot time for discussion. With moderation, discussions can be tremendously effective. By opening up a portion of class time to talk the issue out, you can gauge where students stand on this issue. Are they denying harassment is a problem? Or is this something they identify with? Additionally, talking is a form of thinking. If you have the chance to get students talking, it is a great first step to getting them to consider harassment a real problem.
2. Have students share their stories. One of the event panelists, Ileana Jiménez, suggested teachers have students share their own harassment experiences with one another (either in person or by having students submit written stories anonymously). Students may learn that they have shared experiences, and when this happens, they are more likely to see harassment as a community issue that needs to be addressed. Sharing stories also allows students to be allies for one another and can create a culture of support.
3. If possible, get students involved in the presentation. One of the notable aspects of peer culture is the influence young people can have on one another, and peer education is one of the most effective ways to engage young people on an issue. If your curriculum or lesson plan allows for it, consider having one of your students present a portion of the lesson.
4. Ask questions and challenge assumptions. While it is important to give students straightforward definitions and examples of sexual harassment, it is also important to steer away from preaching. When students ask questions or make statements, you can use some of these opportunities for reflection and critical thinking instead of giving an

outright yes or no answer. Revelations about harassment and inequality can be more powerful when students reach them on their own terms, and leading with questions can be a great way to get them to that place.

5. Meet students at their level. It can be easy to get wrapped up in our own minds about sexual harassment's connection to power imbalances and inequality. But many students don't understand harassment this way, and what is obvious to us is not always to them. If a student disagrees or says something problematic (for example, that girls are only harassed when they wear short skirts), withhold judgment or the urge to correct them. Instead, ask them about their perspective and work with them from there.
6. It never hurts to get help. You don't have to pretend to be an expert on this issue, and there are numerous organizations out there that focus on educating young people about harassment and abuse. If you're lacking ideas or require some extra materials to boost your presentation's content, don't be afraid to seek out the resources you need. AAUW's newest [public service announcement](#) is a great visual aid for kicking off a presentation and getting the conversation going. Or check out [Men Can Stop Rape](#). They specialize in reaching out to young men on the topics of rape and assault and have many [handouts](#) that you can download for free.

This post was written by

<http://blog-aauw.org/2011/12/07/classroom-ideas-for-fighting-sexual-harassment/>

---

## **Not In Our Town**

While hate violence makes headlines, the positive actions of people across the country are creating a different story. They are part of a movement called Not In Our Town.

Not In Our Town highlights communities working together to stop hate. Our videos and broadcasts highlight and celebrate people who have developed creative anti-bias programs and responses. These stories have motivated many others to develop their own innovative initiatives which overpower the hateful actions and voices in their communities. Not In Our Town:

1. Shares innovative initiatives - Not In Our Town can host screenings or help you [host a screening](#) where some of our [45+ films](#) can stimulate a discussion about ways your community can promote acceptance and respect.
2. Documents your positive actions - The Not In Our Town video team goes on location in cities and towns across the country, and documents new ways people are responding to hatred in their communities. Our [blog](#) and [local lessons](#) highlight encouraging news and tactics from people around the world. [Let us know what you are doing](#) so we can share this with others.
3. Connects individuals and groups working to counter hate - Subscribe to the [Not In Our Town e-newsletter](#), follow Not In Our Town on [Twitter](#) or [Facebook](#), or sign up your community organization as a [Not In Our Town group](#). You'll join a community of people constantly exploring ways to embrace the diversity in their towns. Share your creative side with others to teach them about your efforts and learn from their experiences.
4. Fosters inter-group and interfaith dialogue and gatherings - Not In Our Town helps people connect with others and speak out against hatred when it targets people from other backgrounds.
5. Provides guidance to those seeking to take a stand - Not In Our Town can help you strategize and brainstorm possible [responses to hatred](#) and methods to encourage others to be a part of the movement.

<http://www.niot.org/nios>

---

## **Not In Our Schools**

Across the country, students and teachers are sharing stories, joining together and taking action to create safe schools, free from stereotypes, intolerance, and hate. They're part of a movement called [Not In Our School](http://www.niot.org/nios-video/what-not-our-school) (NIOS).

<http://www.niot.org/nios-video/what-not-our-school>

---

## **National Study By AAUW Finds Widespread Sexual Harassment of Students in Grades 7 to 12**

Nearly half of 7th to 12th graders experienced sexual harassment in the last school year, according to a study scheduled for release on Monday, with 87 percent of those who have been harassed reporting negative effects such as absenteeism, poor sleep and stomachaches. On its survey of a nationally representative group of 1,965 students, the American Association of University Women, a nonprofit research organization, defined harassment as “unwelcome sexual behavior that takes place in person or electronically.” Over all, girls reported being harassed more than boys — 56 percent compared with 40 percent — though it was evenly divided during middle school. Boys were more likely to be the harassers, according to the study, and children from lower-income families reported more severe effects. “It’s pervasive, and almost a normal part of the school day,” said Catherine Hill, the director of research at the association and one of the authors of the report. Over all, 48 percent of students surveyed said they were harassed during the 2010-11 school year. Forty-four percent of students said they were harassed “in person” — being subjected to unwelcome comments or jokes, inappropriate touching or sexual intimidation — and 30 percent reported online harassment, like receiving unwelcome comments, jokes or pictures through texts, e-mail, Facebook and other tools, or having sexual rumors, information or pictures spread about them. Whatever the medium, more girls were victims: 52 percent of girls said they had been harassed in person, and 36 percent online, compared with 35 percent of boys who were harassed in person and 24 percent online. “Bullying is getting a lot of attention,” said Holly Kearl, an author of the report and program manager of the university association’s Advocacy Fund. “We don’t want schools to forget about sexual harassment” and not talk about it, she said. Ms. Kearl said some schools that talk to students about sexual harassment and how to respond to it have been successful in reducing it. “We want to encourage schools to know what Title IX is,” she said, referring to the federal law that prohibits discrimination based on gender in schools, “to have a coordinator and to publicize it.” In the survey, students were asked to identify what had the worst effect on them. For boys, it was being called gay — “Everyone was saying I was gay, and I felt the need to have to run away and hide,” a ninth-grader said. For girls, the leading problem was having someone make “unwelcome sexual comments, jokes or gestures to or about you.” Girls also reported more negative consequences: 37 percent said they did not want to go to school after being harassed, versus 25 percent of boys. Twenty-two percent of girls who were harassed said they had trouble sleeping, compared with 14 percent of boys; 37 percent of girls felt sick to their stomach, versus 21 percent of boys. Those students who experienced both online and in-person harassment experienced the worst effects: 46 percent said they did not want to go to school, 44 percent felt sick to their stomachs and 43 percent found it hard to study. When asked what types of students were most at risk of harassment, students said “good-looking boys” were the safest, with pretty

girls, ugly girls and feminine boys the likely targets. Girls whose bodies are most developed are the most at-risk, students said. "This is an issue that's especially complex for girls, though it affects all students," Ms. Hill said. "Boys are targets, and girls can be harassers."

<http://www.nytimes.com/2011/11/07/education/widespread-sexual-harassment-in-grades-7-to-12-found-in-study.html>

---

### **Music gets tough on bullying**

The overwhelming response to a new club Joanne T. Heaslip created has proven to her the power of music. In this case, it's to battle bullying. The Glee Club began with a dozen singers in September at Sackets Harbor Central. It now has more than 50. "The kids are told it's a non-bullying club," Mrs. Heaslip said. "We are learning to build self-respect and confidence through our music." Mrs. Heaslip manages the Glee Club with the help of Melissa Backus of Rodman, who is a voice instructor. She serves as the Glee Club's music instructor. The spark began for Mrs. Heaslip, president of the district's Parent-Teacher Organization, when she attended, at the invitation of district officials, a talk by anti-bullying expert Barbara Coloroso at Watertown High School in September. The title of the talk: "The Bully, the Bullied and the Bystander." Mrs. Heaslip decided that she was not going to be a bystander. She said every student at some point has experienced bullying, including her daughter, Stephanie, who is a junior at Sackets Harbor High School. Mrs. Heaslip said she took an important lesson away from Ms. Coloroso's talk. "She said arts and music were one of the biggest confidence builders in kids, and when they are confident, they can handle things differently," Mrs. Heaslip said, which is especially helpful if they find they are being bullied. Mrs. Heaslip, who has no musical background, said music is a key part of any teenager's life. The club has weekly rehearsals, which include more than singing. "We have a circle time where we talk about things that have happened in school, at home and on the Internet," she said. "We teach the kids to stand up for themselves, to respect others and to treat everyone with humanity." The group is focused mainly on singing, but has added dancing to its act. Three students at Watertown High School who learned about the group are helping with that aspect. She said it began with only Sackets Harbor district students in mind, but is open to expanding it so students from all districts can join the Glee Club. She said the popularity of the Fox television show "Glee" is helping to make it an attractive activity for students.

<http://www.watertowndailytimes.com/article/20111102/CURR04/711029985/0/curr>

---

### **Lady Gaga starts foundation to fight bullying, empower youth**

Pop star Lady Gaga stepped up her battle against bullying Wednesday, announcing the creation of a new foundation aimed at empowering youth. In a statement, Lady Gaga called the Born This Way Foundation a "passion project" that she will direct with her mother, Cynthia Germanotta. "Together we hope to establish a standard of bravery and kindness, as well as a community worldwide that protects and nurtures others in the face of bullying and abandonment," Lady Gaga said. The non-profit charity -- named for a hit Lady Gaga song -- will support programs and initiatives that empower youth, a statement announcing the foundation said, "by addressing issues like self-confidence, well-being, anti-bullying, mentoring and career development and will utilize digital mobilization as one of the means to create positive change." The John D. & Catherine T. MacArthur Foundation, the California Endowment and the Berkman Center for

Internet & Society at Harvard University are also part of the effort, which will officially launch next year. <http://www.cnn.com/2011/11/02/showbiz/lady-gaga-foundation/index.html>

---

### **Harvard Center Helps Lady Gaga With New Foundation**

Lady Gaga on Wednesday announced that she is creating the [Born This Way Foundation](#) to focus on youth issues such as preventing bullying and promoting self-confidence in young people. While only a few details have been released, one key player in creating the foundation will be the Berkman Center for Internet & Society, at Harvard University. John Palfrey, faculty co-director of the center, released this statement: "It seems Hollywood launches foundations all the time, but I can't recall an artist of Lady Gaga's reach or caliber who has done the months of due-diligence and behind-the-scenes meetings with the experts before they've launched such a foundation."

<http://cyber.law.harvard.edu/node/7205>

---

### **'Sesame Street' Launches Anti-Bullying Campaign**

Big Bird's problems getting into "The Good Birds Club" are at the center of an anti-bullying effort being launched by "Sesame Street." The venerable PBS show will air a special episode Monday that aims to teach preschoolers how to recognize and combat bullying. The show said Thursday that studies say bullying behavior is seen in children as young as 3, so it's important to get the message across. In the episode, Big Bird is invited to join the club, but a bully won't let him in and makes fun of him. Desperate to join, Big Bird asks the fairy Abby to make him smaller and change his yellow feathers to blue, but he still doesn't pass muster. Eventually, it dawns on the characters that the club's leader just wants to make Big Bird feel badly. An adult steps in to smooth ruffled feathers and they form a new club. Bullying isn't necessarily more prevalent than it used to be, but it's getting more attention for the harm that it can cause, said Trudy Ludwig, who wrote children's books on the topic after her 7-year-old girl was mistreated. "It's important for kids to understand behaviors that are appropriate and inappropriate," Ludwig said. "They can learn when kids are saying mean things and how to stand up in a safe way." The show emphasizes the importance of bringing a trusted adult in to the situation but also discusses children's fears of being known as tattle-tales. It's tattling if it's done to hurt another person, reporting if it's done to prevent someone else from getting hurt, Ludwig said. It's important to report the information to stop children from getting hurt, said Rosemarie Truglio, vice president of education at Sesame Workshop, which makes the TV show. Truglio is host of a panel discussion on bullying that "Sesame Street" is making available to parents on the show's website, which also offers anti-bullying tips for parents. Subsequent episodes of the show on Oct. 18 and 21 encourage children to be proud of who they are, be accepting of others, and build relationships with kind words.

[http://www.huffingtonpost.com/2011/10/13/sesame-street-anti-bullying-campaign\\_n\\_1009462.html](http://www.huffingtonpost.com/2011/10/13/sesame-street-anti-bullying-campaign_n_1009462.html)

---

### **Sport professionals guard against bullies**

Young athletes under the care of sport and exercise professionals should be protected against abuse, harassment and bullying, a Canadian researcher says. The position paper by The Canadian



Academy of Sport and Exercise Medicine, published in the Clinical Journal of Sport Medicine, provides sport medicine physicians and other professionals with guidance on dealing with reported or suspected abuse, harassment, or bullying of athletes. "It is essential that sport medicine specialists be educated on issues of abuse, harassment, and bullying in sport, and be equipped with strategies to intervene if or when potential cases arise," lead author Ashley E. Stirling of University of Toronto, said in a statement. Abuse includes physical, sexual and emotional abuse, along with neglect. Harassment is defined as "unwanted or coerced behaviors" by a person in a position of authority, while bullying refers to potentially harmful "physical, verbal, or psychological behaviors between peers." The "unbalanced power dynamic" between coaches and athletes is a key risk factor for abuse, Stirling said. Parents often trust coaches uncritically. The culture of sport itself may be a risk factor for abuse, with athletes sometimes describing sexual exploitation as "part of the game," Stirling said.

[http://www.upi.com/Health\\_News/2011/10/13/Sport-professionals-guard-against-bullies/UPI-22011318485414/](http://www.upi.com/Health_News/2011/10/13/Sport-professionals-guard-against-bullies/UPI-22011318485414/)

---

### **CNN STUDY: SCHOOLYARD BULLIES NOT JUST PREYING ON THE WEAK**

A new study commissioned by CNN's "Anderson Cooper 360°" found that the stereotype of the schoolyard bully preying on the weak doesn't reflect reality in schools. Instead, the research shows that many students are involved in "social combat" -- a constant verbal, physical and cyber fight to the top of the school social hierarchy. "Kids are caught up in patterns of cruelty and aggression that have to do with jockeying for status," explains Robert Faris, a sociologist who "Anderson Cooper 360°" partnered with for the pilot study. "It's really not the kids that are psychologically troubled who are on the margins or the fringes of the school's social life. It's the kids right in the middle, at the heart of things ... often, typically highly, well-liked popular kids who are engaging in these behaviors." Faris, along with the co-author of the study, Diane Felmlee, also found that bullies, who they call aggressors, and victims are not defined roles, but in many cases, they can be the same person. The higher a student rises on the social ladder, the more they bully other students and the more other students bully them. [The study](#) was conducted this spring at The Wheatley School, a nationally top-ranked high school on Long Island, New York. More than 700 students at the school were given a survey with 28 questions on aggressive behavior four separate times throughout the semester. They were also given a roster of the entire school in which every student had an identification number and kids were asked to write down specifically who did what.

<http://www.cnn.com/2011/10/10/us/ac-360-bullying-study/index.html>

---

### **Advice offered for bully victims' parents**

If you or someone you know is being bullied there are things you can do to make it stop, officials at the U.S. Department of Health and Human Services say. "Parents can play a key role in preventing and stopping bullying. But first they have to know if their children bully or are bullied by others. Many parents do not discuss bullying with their children," HHS officials said in a statement. "Some parents of children who bully may also support such behavior without knowing it. They may use power and aggression to resolve conflicts, or they may fail to keep track of and stop bullying at home." Federal health officials advise if:

- Someone is at immediate risk of harm because of bullying, call the police at 911.

- Your child is feeling suicidal because of bullying, contact the suicide prevention hotline at 1-800-273-8255.
- Your child's teacher is not keeping your child safe from being bullied, contact local school administrators such as the principal or superintendent.
- Your school is not keeping your child safe from being bullied, contact the state school department.
- Your child is sick, stressed, not sleeping, or is having other problems because of bullying, contact your counselor or other health professionals.
- Your child is bullied because of their race, ethnicity or disability, and local help is not working to solve the problem, contact the U.S. Department of Education's Office on Civil Rights.

[http://www.upi.com/Health\\_News/2011/09/22/Advice-offered-for-bully-victims-parents/UPI-81651316740362/](http://www.upi.com/Health_News/2011/09/22/Advice-offered-for-bully-victims-parents/UPI-81651316740362/)

---

### **L.A. OKs Gay-Inclusive Curriculum to Combat Bullying**

Los Angeles Unified teachers will offer lessons that promote positive images of gay individuals and their contributions to the nation as part of an anti-bullying program approved Tuesday by the school board. The resolution directs officials to develop a plan within 90 days to address how schools will achieve these goals. The move comes on the heels of the Legislature approving a law that requires school districts to include the contributions of lesbian, gay, bisexual and transgender Americans in their social studies curriculum. Judy Chiasson, LAUSD's human relations coordinator, said this could mean that middle school students studying history, for example, would learn about San Francisco gay rights leader Harvey Milk during a civil rights lesson or that elementary students with same-sex parents would be allowed to make two Mother's or Father's Day cards without questions or concerns being raised by teachers. "Schools have always been leaders of social justice," Chiasson said. "Every single civil rights issue of our time has been executed first in our schools." The plan also calls for training educators to be sensitive to the needs of gay students and parents.

[http://www.edweek.org/ew/articles/2011/09/15/04mct\\_calgbt.h31.html](http://www.edweek.org/ew/articles/2011/09/15/04mct_calgbt.h31.html)

---

### **Some Kids Seem to Cope Better With Bullying**

Children's social goals help determine how they respond to being bullied and whether their responses are effective, researchers say. The new study included 370 second- and third-graders who were asked how they respond to other students' aggression, how often they were bullied and about their social goals. The researchers created three categories of social goals: wanting to gain social skills and develop strong relationships, such as learning how to be a good friend; wanting to be seen positively by others, such as having "cool" friends; and wanting to minimize a negative image, such as being viewed as a "loser."

- Students in the first category likely used thoughtful and constructive responses to bullying that were meant to help them deal with or learn from the situation and to manage their emotions. These children were less likely to become emotionally upset by bullying.
- Children in the second category tended to deny that bullying had happened or did nothing, rather than trying to solve the problem. These children were more likely to

retaliate against bullies, said the researchers at the University of Illinois at Urbana-Champaign.

- Students in the third category were more likely to ignore bullies and less likely to retaliate, possibly in an effort to pacify bullies and deflect attention from themselves.
- The children in the second and third categories were less effective in their responses to bullying than those in the first group, according to the report published in the current issue of the journal *Child Development*.

<http://consumer.healthday.com/Article.asp?AID=656291>

---

### **Making Sure 'Back to School' Doesn't Mean 'Back to Bullying'**

For some children, the start of school means the beginning of bullying. Despite widespread efforts to deal with the problem, bullying is a persistent issue in schools, says Donna Henderson, a professor of counseling at Wake Forest University in Winston-Salem, N.C. "The goal is to create a no-bullying environment for children. It's hard because we live in a world that accepts violence, intimidation and power as currency in life," Henderson said in a university news release. Henderson offered tips for parents to prevent their children from becoming bullies or victims:

- Ask school officials and teachers about what they do to prevent bullying and hold schools accountable for their anti-bullying policies.
- Watch for warning signs in children at the start of the new school year, such as sudden changes in behavior and not eating.
- When you see bullying behavior, call it bullying and tell your children that it's unacceptable behavior.
- Discuss bullying with your children. Use real situations, news stories, television programs and movies as opportunities to talk about bullying.
- Regularly ask children about bullying and address any problem immediately.
- If your child is being bullied, letting them know you understand and share their distress can help them feel better.
- Discuss and/or role play possible responses to bullying, such as walking away, not showing emotion, staying in groups to avoid being singled out, and confronting a bully.
- Do some self-assessment. If you use intimidation in your dealings with others, you may be setting a bullying example for your child. Or if you're bullied by other adults and don't put a stop to it, your child will believe that's the way to respond to bullies.

More information: The Nemours Foundation has more about [bullying](#).

<http://consumer.healthday.com/Article.asp?AID=656207>

---

### **Anti-bullying speaker gives teachers tips to stop the bullying cycle**

Speaker Barbara Coloroso led hundreds of north country teachers one step closer to the new school year, and one step closer to changing school culture so that bullying isn't part of it. "Bullying isn't about conflict or anger," Ms. Coloroso said in a presentation titled "The Bully, the Bullied and the Bystander," on Thursday at Watertown High School. "It's about having utter contempt for another person. If you're not standing up for the kid, you're part of the problem." Ms. Coloroso started by telling the audience that she is a former Franciscan nun who left the convent, got married and had three children. She is a former special-education teacher and is an

author and public speaker. She is on the bullying advisory board on “Sesame Street” and often is asked by news agencies such as CNN to weigh in on the situation when instances of bullying hit the news. As a public speaker, Ms. Coloroso cautions teachers and parents against confronting a bully alone, because the behavior often runs in the family, and she tells them not to rationalize anything away with the usual excuses: “Boys will be boys, ‘girls are just mean’ or ‘it’s all part of growing up.’” She tells administrators that using language such as “That comment was beneath all of us” can help get the point across, and tells teachers to address an instance of bullying in their midst by saying, “Not here, not now, not ever,” and following up. Here’s the advice Ms. Coloroso gave about dealing with cyberbullying: Stop, copy it, block it and then tell an adult. Ms. Coloroso said that bullying starts about age 5 and that most of the bullying that takes place in the adolescent age group is sexual. She said people must be taught to laugh at someone else’s pain, because people are hard-wired to care. Ms. Coloroso urged the teachers in attendance not to feed into making their own children and their students praise-dependent and reward-dependent, because those are the people who try to please everyone and often become the “henchmen” — not those who initiate the bullying, but those who watch and don’t do anything, or begin taking part. The praise- and reward-dependent children “have been scratch-and-sniff-stickered since kindergarten,” Ms. Coloroso said. “You didn’t raise the bully, but you raised someone who wants to please.” She advised that school policies must include sanctions, and procedures for justice must be tailored to specific problems. She said programs must address what cyberbullying is, how it affects students and what students should do if they are a target or a witness to bullying. She takes issue with anti-bullying programs that tell the targeted child to avoid the bully. “Why is the target expected to eat lunch with a counselor in the office because kids are spitting in their lunch?” she said. “But what are we doing about the kids doing the spitting?”

<http://www.watertowndailytimes.com/article/20110902/NEWS03/709029875/0/news>

---

### **Sexual Harassment Talk At SRCS**

Salmon River Central School will be hosting a national speaker on sexual harassment and the impact of domestic violence this school year. Sexual harassment of students is a form of sex discrimination as outlined in Title IX, which states that to be eligible for federal funding the school cannot discriminate based on sex. “We’re pro-active in providing training to recognize the impediment to students brought about by sexual harassment,” Salmon River Central Title IX Officer Anne Marie Fitzrandolph said. Ms. Fitzrandolph also said teachers will receive mandated reporter training. This means it is mandatory that they report knowledge of any instances of child abuse or neglect. Starting this year, Amy Barnes, a counselor from the Sexual Assault Response Team (SART), will be in the building two days a week, with the possibility of moving up to four. SART is a community initiative started by the St. Regis Mohawk Tribe. The team will be going into the school in the coming days to introduce themselves and explain what they do.

<http://www.mpcourier.com/article/20110824/DCO01/308249987/-1/dco01>

---

### **Anti-bullying program changes rewards**

Kansas schools will try making schools inhospitable to bullying by working with entire classes, not just bullies and victims, researchers say. Todd Little, director of the Center for Research Methods and Data Analysis at the University of Kansas, says the effort will employ KiVa, a

program implemented in Finland in 2007 that halved the risk of bullying in one school year. By changing perceptions of peers who are neither bullies nor victims, the program undercuts a social environment that supports bullying. The program works because it recognizes that bullies sometimes may earn higher social status from their behavior, Little says. "People have traditionally framed bullying as social incompetence, thinking that bullies have low self-esteem or impulse problems," Patricia Hawley, an associate professor of developmental psychology, says in a statement. "But recent research shows that bullying perpetrators can be socially competent and can win esteem from their peers." The KiVa program changes the rewards structure, Hawley says. "At the end of the day, the goals of the bully are like yours and mine -- they want friendship and status. They have human goals, not pathological ones," Hawley says. "With KiVa, bystanders are set up to win by intervening, and their status can go up. As a bystander, I can achieve goals of friendship and status by standing up to a bully." A pilot program is scheduled for selected classrooms in Lawrence, Kan., during the 2012-13 school year. If successful, the model could expand nationally, the researchers say.

[http://www.upi.com/Health\\_News/2011/08/17/Anti-bullying-program-changes-rewards/UPI-73291313633937/](http://www.upi.com/Health_News/2011/08/17/Anti-bullying-program-changes-rewards/UPI-73291313633937/)

---

### **Facebook and Time Warner join to stop cyber bullying**

A new partnership between Facebook and Time Warner aims to expand the companies' individual efforts to prevent online bullying. The initiative, called "Stop Bullying: Speak Up," will combine broadcast, print, online, and social media outlets to get parents, teachers, and youth speaking about cyber bullying prevention. "Nothing is more important than the safety of the people [who] use our site," said Andrew Noyes, manager of public policy communications at Facebook. "Online safety is a responsibility shared among parents, teachers, teens, policy makers, and services like Facebook." The campaign will include a town hall meeting with CNN's Anderson Cooper, which will focus on bullying issues and teaching adults how to cope with it. It also will coincide with Facebook's Social Media Pledge App that encourages educators, parents, and kids to make a personal commitment to help stop bullying. Also featured will be Cartoon Network's bystander-focused bullying prevention resources and expansive coverage of bullying from Time Inc. publications. This latest partnership is the next step after a series of initiatives from both companies this year. Facebook has released a "Family Safety Center" and "Social Report Tool" that allows people to report bullies or harassment to parents, teachers, or other authority figures. Time Inc. partnered with CNN and Cartoon Network last year in a multi-platform media campaign which included the Anderson Cooper hosted "Bullying: No Escape; an AC 360 Special Report with PEOPLE and Cartoon Network." Facebook regularly partners with groups that have an interest in the prevention of online bullying. Its Safety Advisory Board consists of the Family Online Safety Institute, Connect Safely, the National Network to End Domestic Violence, Childnet International, and WiredSafety. It also has an LGBT Network of Support and has worked with the National Center for Missing and Exploited Children and National Suicide Prevention Lifeline.

<http://www.eschoolnews.com/2011/07/25/facebook-and-time-warner-join-to-stop-cyber-bullying/>

---

### **Education Department to Study School Bullying Policies**

The Department of Education's Policy and Program Studies Service (PPSS) is conducting case studies in 24 school sites studying the effectiveness and implementation of bullying policy. The goal is to identify how these policies are influenced by state and district legislation, and identify and analyze positive strategies that are being implemented by some schools. In the last 20 years there has been an increase in anti-bullying legislation at the state level. Forty-six states have since enacted either new laws pertaining to bullying or amended their existing laws, according to one document in the study entitled "Analysis of Bullying State Laws and Policies." Some of these laws specifically address the emergence of cyber-bullying as a new avenue to bullying. The department issued a [guidance letter to schools and colleges last October](#), reminding them that failure to address bullying could result in financial penalties from the federal government. The Department of Education is soliciting input from the general public on how to structure this project in this endeavor. Click [here](#) for details on the project and how to submit comments [http://www.youthtoday.org/view\\_article.cfm?article\\_id=4852](http://www.youthtoday.org/view_article.cfm?article_id=4852)

---

### **Human Rights Campaign Bullying PSA**

[http://www.youtube.com/user/hrcmedia#p/u/9/4Xv\\_WwBAsVw](http://www.youtube.com/user/hrcmedia#p/u/9/4Xv_WwBAsVw)

---

### **Bullying Prevention**

Schools in Virginia that used a bullying-prevention program found that students improved their test scores on state English, math, science, and history exams by an average of 6.25 percentage points. The 94 elementary and middle schools involved used the Olweus Bullying Prevention Program at Clemson University in Clemson, S.C. Along with a boost in test scores, the schools reported that there were fewer incidences of children being bullied, more students told teachers about bullying episodes, and more teachers actively tried to counteract bullying in their classes. The schools, enrolling more than 94,400 students, were part of a project funded by the federal Centers for Disease Control and Prevention.

<http://www.olweus.org/public/index.page>

---

### **Potsdam High School students to observe 'Day of Silence' Friday to draw attention to bullying**

Potsdam High School students will be observing a "Day of Silence" Friday, April 8 at the school to draw attention to the bullying and harassment faced by students everywhere. Organized by the high school Gay-Straight Alliance, students wanted to open up the event to all students and all types of bullying. Silence is used as a tactic to provide a space for personal reflections about the consequences of being silent and silenced, organizers say. For the past several weeks, students have written on a mural that reads "What Will You Do To End The Silence" and attached Post-It notes to it, describing the "reason" they were bullied. "Day of Silence" was started in 1996 at the University of Virginia. In 2001, the Gay, Lesbian and Straight Education Network became the official sponsor of the event. GLSEN reports that hundreds of thousands of students nationwide take a vow of silence to bring attention to name-calling, bullying and harassment in their schools.

<http://northcountrynow.com/news/potsdam-high-school-students-observe-day-silence-friday-draw-attention-bullying-025337>

---

### **Illinois schools aim to reduce bullying**

A nearly four-year effort to reduce bullying in the Rochester School District is paying dividends, district officials say. A recent survey of third- through 12th-grade students showed 63 percent reported they had not been bullied at school in recent months; 22.9 percent said they had been bullied "once or twice." The same survey in 2007 found nearly 60 percent of Rochester's elementary students reporting incidents of bullying at least once or twice over a similar time span. Half of middle and junior high school students said they were the victims of at least occasional bullying. School officials credit work by teachers and others to discourage bullying behavior and promote positive character traits. Michael Carpenter, a Georgia-based anti-bullying consultant who compiled the survey for the district, called the drop in victimization "remarkable." "In all the schools I've worked with, I've never had this much of a reduction," he said. Bullying prevention became a central focus for the district during development of its strategic plan in 2007. Fourteen teachers and administrators from each school building were selected to serve on a bullying committee. Carpenter trained the committee, members of which then taught what they had learned to staff members in their own schools. The district used the "Steps to Respect" anti-bullying curriculum, with an emphasis on character education. Across all age groups, the percentage of students reporting they've been bullied or have bullied others dropped, as did the frequency of bullying behaviors, such as calling people mean names and exclusion. The junior high school in particular saw the largest decrease in victimization; 10.8 percent of children reported being bullied in the last two or three months, compared to 26.6 percent in 2007.

<http://www.chicagotribune.com/news/chi-ap-il-spotlight-anti-bu,0,6089302.story>

---

### **PTA's "Connect for Respect" Works to Prevent Bullying**

National PTA has launched "Connect for Respect," an initiative to prevent bullying in schools and communities across the country. Parents and PTA leaders play a critical role in ensuring that children grow up in safe environments free from bullying. Tip sheets are available that show how PTAs and parents can help prevent bullying. Parents and caring adults can play pivotal roles in creating a healthy school and community climate that is free of bullying. By working together, educators, parents, concerned citizens, business leaders, advocates, and community members can support the implementation of bullying prevention programs, reinforce bullying prevention messages, and advocate for bullying policies to be implemented. Through the Connect for Respect initiative, PTAs encourage parents to talk to their children about bullying and to advocate for policies and practices that create a safe school climate for all children. There are five tip sheets to increase parents' understanding of bullying, explain how to prevent it, and show how to recognize if their child is the bully. The topics include: Basic Information and Statistics on Bullying; Proactive Ways Parents Can Prevent Bullying; Six Tips to Instill Anti-bullying Behavior in Your Child; and Where to Find Anti-bullying Resources and Help. Resources for PTA Leaders include How PTAs Can Host a Conversation on Bullying in Their Community; Three Ways PTA Leaders Can Prevent Bullying; Best Practices in School-Based Bullying Prevention; Best Practices in Community-Based Bullying Prevention; and Highlights of State and Local PTA Bullying Prevention Programs & Activities.

<http://www.pta.org/bullying.asp>

---

### **Obamas take anti-bullying message to Facebook**

President Barack Obama and first lady Michelle Obama have posted a video on Facebook to promote a bullying prevention conference they'll host at the White House. In a taped video message, the president says that bullying should no longer be treated as an unavoidable part of growing up. He says schools and communities must be a safe place where children can thrive. Thursday's conference will bring together parents, students and educators to discuss ways to stop bullying. As the parents of two daughters, the Obamas have said this is a personal issue for them. The president also taped an anti-bullying message last year for the "It Gets Better" campaign following a string of bullying related suicides by young people.

[http://news.yahoo.com/s/ap/20110309/ap\\_on\\_re\\_us/us\\_obama\\_bullying](http://news.yahoo.com/s/ap/20110309/ap_on_re_us/us_obama_bullying)

---

### **North school districts receive grants for bullying prevention**

With a few weeks left to get budgets finalized, the fiscal future just got a little brighter for some north county schools. Three districts in Jefferson County will receive a total of nearly \$3.4 million over five years. The grant, provided by the state Education Department, must be used to encourage school violence prevention and to promote extended day programs and opportunities for students and their families. Belleville Henderson and Lyme central school districts will team up with Cornell Cooperative Extension of Jefferson County to help provide additional after-school activities and initiate anti-bullying programs. Grant money also was awarded to schools in Lewis and St. Lawrence counties.

<http://www.watertowndailytimes.com/article/20110311/NEWS03/303119997>

---

### **CAMERAS REDUCE BUS BULLYING**

An overhaul of cameras on school buses is making it easier for administrators to crack down on bullying on the bus. "Damage to rear seats, smoking, we've caught all sorts of things on these buses," Louis J. Peto, transportation director for Freeman Bus Corp., said at a Watertown City School District Board of Education meeting Tuesday. "On a daily basis, we're looking at footage on buses — whenever we get a phone call about an incident." When a parent, student or driver files a complaint, Mr. Peto reviews the footage. Most of the time, it's shared with a school district transportation official or an administrator for disciplinary reasons. The cameras have helped in catching miscreants and reducing incidents on buses, said Robert C. Freeman III, president of Freeman Bus. Some routes have more incidents than others, so Freeman employees watch them more closely. But because of student confidentiality concerns, the tapes aren't shown to parents if there are other children in the frame, district Superintendent Terry N. Fralick said. "When something happens, we verify it and report it to parents," Mr. Fralick said. "If it's something that were so serious that we had to review, we could ask for parents of other children in a video to sign off." The digital cameras were installed on the buses and paid for by Freeman in 2007. The cost is about \$2,600 for the recording unit and two cameras, which is the equipment in each of the Watertown district's 60 buses. The district's annual contract with Freeman Bus is about \$3.5 million, which includes the basic to and from school costs and additional travel, including field trips. Transportation makes up nearly 6 percent of the district's \$59 million budget. District officials still have some frustrations with the cameras. Seat backs are high for safety purposes because students aren't required to wear seat belts, so they obstruct some things that district



officials would like to see, Mr. Fralick said. But the clear audio that accompanies the video can provide more information when the videos are reviewed. The Watertown district has contracted for transportation services with Freeman since the district began offering transportation to students in the 1960s. Before then, students rode city buses to school, Mr. Freeman said.  
<http://www.watertowndailytimes.com/article/20110206/NEWS03/302069977>

---

### **Shaw Uses His Music In Anti-bullying Effort**

In September of last year, then New York state Gov. David A. Paterson signed an anti-bullying law into effect known as the Dignity for All Students Act. The measure outlaws harassment and discrimination against students for any reason, including sexual orientation, gender, race, physical appearance, religion or disability. The law also requires all New York state school districts to adopt anti-bullying policies. Although the Potsdam Central School District already has an anti-bullying policy in place, the state law put into effect last fall has resulted in renewed interest of the subject. On Friday, parents, school officials and students crowded the elementary school cafeteria at Lawrence Avenue to listen to Adirondack singer and story teller Christopher Shaw perform songs with members of the fourth grade student body. Two of the songs touched on the theme of bullying - one an old Adirondack logging camp song from the 1800s, the other a new creation penned by Mr. Shaw and the students. In the first song, the historic "Ballad of Blue Mountain Lake," Mr. Shaw explained to the children that bullies existed more than 100 years ago - just like they do today. He then sang of an old Adirondack woodsman known as "mean Bill Mitchell," an ornery north country character eventually put in his place by a quick-fisted fellow logger. But, in his second song on the subject, written with the help of students, Mr. Shaw pointed out there is now a more tempered way to deal with mean-spirited people. "If you see a kid get bullied, don't just stand around. Go and get the closest teacher, and help can be found," Mr. Shaw and the students sang in unison. Principal Larry Jenne said Friday's school assembly was a chance to show the community that school officials are serious about reining in violence of all types, whether verbal, physical or emotional. "The bullying issue is an issue in every school throughout the country. However, our issues are minor here compared to other areas," Mr. Jenne said. "With that said, we still need to be vigilant at the elementary level instilling the understanding, language and skills for students to combat the bullying issue." Mr. Jenne said administrators at Potsdam Central are currently reading a book titled "The Bully, the Bullied, and the Bystander" by Barbara Coloroso, which details what bullying really is and all the factors involved with the behavior. <http://www.mpcourier.com/article/20110129/DCO01/301299902/-1/dco01>

---

### **Teen Turns Texting Into Anti-Bullying Tool for Schools**

Ashley Craig recalls a turning point in her life. She was an 8th grader at Sussex Middle School when a classmate sat her down at a desk. "I'm going to end it," she recalls him saying. "I don't have any friends. People make fun of me. I'm going to end my life." She promised to keep his secret but immediately told a guidance counselor. The boy went into therapy, and later thanked her for saving his life. Craig, a victim of taunting herself, decided to take a stand against bullying. After eight months of research, the now-14-year-old presented an anti-bullying campaign to the High Point Board of Education, and the board unanimously approved her

initiative, "Students Against Being Bullied," as a student group. Craig, with assistance from school officials, is now implementing her three-tiered plan, which relies largely on teen favorite for communication: text messaging. "It was my bullying experience, my friends, and, overall, just seeing the enormity of the issue (that motivated me)," she said. "It's being called an epidemic now." Students Against Being Bullied will incorporate two designated texting systems. One is a report line, where administrative heads will be alerted of inappropriate behavior by victims or bystanders; the students' names will remain confidential unless the situation is life-threatening. The second is a support line, where counselors will be available to provide resources to benefit the students. The two help lines are strictly for text messaging between the hours of 7 a.m. to 5 p.m. An e-mail system will also be in place for non-urgent reports or questions outside the texting hours. Craig said she designed this system based on knowledge of her generation, so she went with texting. She found that 22 percent of children ages 6 to 9 own cell phones, 60 percent of students 10 to 14 have cell phones and 84 percent of teens from age 15 to 18 have them. The systems will require two cell phones and unlimited texting plans. The monthly estimate: \$45 per line. Craig is currently hashing out possible contracts with service providers. The second phase of her plan includes a peer support group that will meet twice a month for one hour to give students the opportunity to speak with other students about bullying issues. The sessions will be facilitated by guidance counselors. The third phase of Craig's plan is to designate a safe room that will be open before classes start, from 7 to 7:30 a.m. The teacher-supervised haven will provide a safe environment to any student. "I've been in education for 20 years and I've never had a student who wanted to make a difference as much as this girl," said freshman guidance counselor Lisa Frisbie, who is working with Craig on the plan. In middle school, Craig was honored with the caring student award and the Prudential Spirit of the Community Award for creating thoughtful fundraisers. In sixth grade, she founded a drive that collected school supplies for students who could not afford them; in response to the budget crisis in her eighth-grade year, she created an event that raised nearly \$1,600 to save various extracurricular activities at Sussex Middle School. Today, she is a member of P.R.I.D.E (Peers Rejoicing In a Drug-Free Environment), S.A.V.E (Students Against Violence Everywhere), and the Gay/Straight Alliance. [http://www.edweek.org/ew/articles/2011/01/27/401070njcombattingbullying\\_ap.html](http://www.edweek.org/ew/articles/2011/01/27/401070njcombattingbullying_ap.html)

---

### **Anti-Bullying Program Reduces Malicious Gossip on School Playgrounds**

Elementary school students who participated in a three-month anti-bullying program in Seattle schools showed a 72 percent decrease in malicious gossip. The study, led by the University of Washington, is the first to show that the widely-used Steps to Respect bullying prevention program can curb children's gossip, an element of playground culture often seen as harmless but capable of causing real harm. "Gossip is an element of bullying, and it can lead to physical bullying," said Karin Frey, a UW research associate professor of educational psychology. "Kids will tell you that gossip is just as painful as physical bullying." But teachers tend to not view gossip as a significant form of bullying, Frey said. Since gossip can lead to physical bullying, she and her collaborators investigated whether the program would help suppress teasing, name-calling, rumor-spreading and other ostracizing chitchat. The study, published in the winter issue of *School Psychology Review*, showed that having supportive friends and not choosing retaliation when victimized by malicious gossip helped participants in the program avoid further victimization. Frey said that bystanders are really important in decreasing gossip and bullying, but many times bystanders feel uncomfortable and don't know what to do. Bystanders' silence

can give a lot of power to bullies, but if bystanders speak up, the bullying stops. "Stand up straight, look the bully in the eye, and say "knock it off," Frey said. Friends who encourage victims to retaliate, on the other hand, may inadvertently set victims up for continued bullying, she said. Information on the Steps to Respect anti-bullying program:

<http://www.cfchildren.org/programs/str/overview/>

<http://www.sciencedaily.com/releases/2011/01/110103121024.htm>

---

### **Nearly all schools file antibullying proposals**

Ninety-nine percent of Massachusetts school districts filed bullying-prevention plans with the state by the Dec. 31 deadline — a marked turnaround from nearly two weeks ago when just 60 percent had complied with the mandate. Only six schools — two public, one charter, and three private special education schools — failed to file plans with the Department of Elementary and Secondary Education as required by the new law that seeks to protect students from bullying in schools and beyond. The law, signed by Governor Deval Patrick last May after the suicide of bullied South Hadley student Phoebe Prince, requires schools to adopt clear procedures for reporting and investigating cases of bullying, as well as methods for preventing retaliation against those who report problems. Representative Marty Walz, chief author of the bullying prevention law, said the high rate of plan submission is evidence that schools are serious about prevention. But she said it was only a first step. The success of the law “will be measured by how well the schools prevent bullying,” she said. “This is just the beginning. . . . The important work of changing school climate is what’s ahead of us.” Among the most effective antibullying programs, research has shown, are those that change school culture — often by involving entire school communities, including teachers, bullies, cafeteria workers, librarians, school bus drivers, and children who witness bullying, and imbuing them with a sense that bullying is not acceptable behavior. Under the law, districts were required to consider input for their plans from school staff, teachers, volunteers, parents, students, residents, and law enforcement. In many cases, local school committees approved plans before submitting them to the Department of Education.

[http://www.boston.com/news/local/massachusetts/articles/2011/01/04/most\\_mass\\_schools\\_make\\_antibully\\_plan\\_deadline/](http://www.boston.com/news/local/massachusetts/articles/2011/01/04/most_mass_schools_make_antibully_plan_deadline/)

---