2024 SPEAKER SERIES

HOSTED BY NORTHWEST MHTTC & CO-SPONSORED BY UW SMART CENTER

SAMHSA
Substance Abuse and Mental Health Services Administration

Northwest (HHS Region 10)
MHTTC

SMART
School Mental Health Assessment Research & Training Center

UNIVERSITY of WASHINGTON

VIRTUAL | LEARNING

PROMOTING A POSITIVE SCHOOL CLIMATE FOR STUDENT MENTAL HEALTH: EFFECTIVE DATA, SYSTEMS AND PRACTICES

OCTOBER 9 ▸ NOVEMBER 29 ▸ JANUARY 17 ▸ MARCH 20 ▸ APRIL 17

10AM - 11:15AM AKT   11AM - 12:15PM PT   12PM - 1:15PM MT

LAND ACKNOWLEDGEMENT

The UW SMART Center and Northwest MHTTC acknowledge that we learn, live, and work on the ancestral lands of the Coast Salish people who walked here before us, and those who still walk here.

We are grateful to aim to respectfully live and work on these lands with the Coast Salish and Native people who
call this home.

Brought to you by:

Northwest Mental Health Technology Transfer Center Network (NWMHTTC)

University of Washington School Mental Health Assessment Research & Training Center (UW SMART CENTER)

A FEW REMINDERS ABOUT TODAY'S SESSION...

- We have made every attempt to make today's presentation secure. If we need to end the presentation unexpectedly, we will follow-up using your registration information.

- All attendees are muted, and videos are turned off.

- Have a <u>question for the presenter</u>?   *Use the Q&A feature.*

- Need <u>technical help</u>?   *Use the chat to message panelists.*

- We will leave a few minutes at the end to make sure you have all the links and resources you need and to allow time for an evaluation.

- Certificates of attendance and Washington in-service forms will be provided after you complete the evaluation.

A FEW REMINDERS ABOUT TODAY'S SESSION...

PLEASE NOTE:

The recording and slide deck will be posted on our event page as soon as possible.

NATIONAL **MHTTC** NETWORK

GOALS OF MHTTC NETWORK:

- **ACCELERATE**
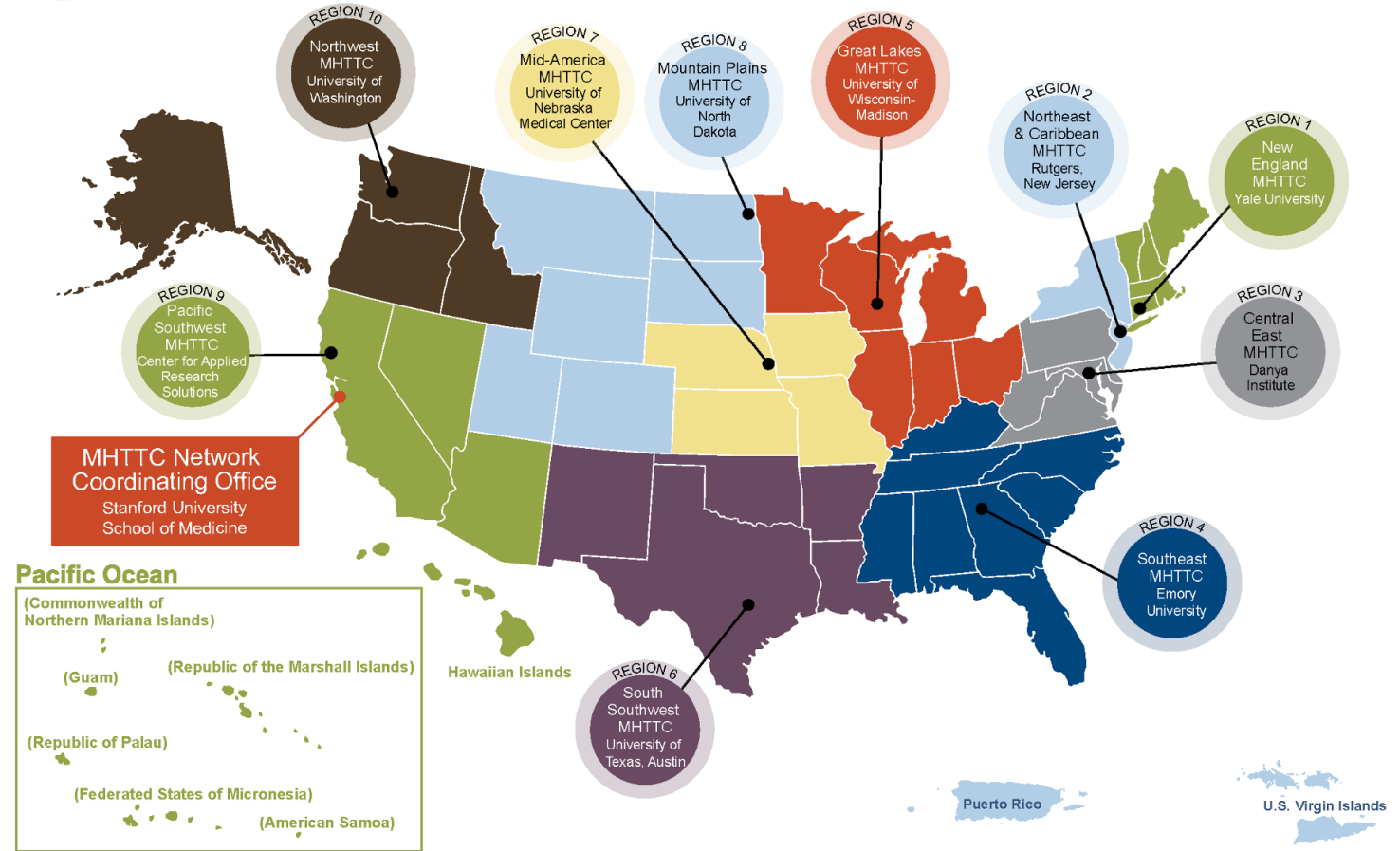 Adoption and implementation of evidence-based practices and use implementation science to inform training and TA strategies

- **HEIGHTEN**
  Awareness, knowledge, and skills of the workforce

- **FOSTER**
  Regional and national alliances

- **ENSURE**
  Availability and delivery of publicly available, free of charge, training and technical assistance

VISIT THE MHTTC WEBSITE
https://mhttcnetwork.org/

ABOUT NORTHWEST MHTTC

The Northwest MHTTC partners with the University of Washington School Mental Health Assessment, Research and Training (SMART) Center, a national leader in developing and supporting implementation of evidence-based practices in schools, including prevention, early intervention and intensive supports.

- Building a Multi-Tiered System of Supports
- Training the Workforce
- Advancing the Research Base

ABOUT THE UW SMART CENTER

A national leader in developing and supporting implementation of evidence-based practices (EBPs) in schools, including prevention, early intervention, and intensive supports.

- Research & Evaluation
- Training and Technical Assistance
- Community Partnering and Outreach

2024
SPEAKER SERIES

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CO-SPONSORED BY UW SMART CENTER

BULLYING PREVENTION IN ELEMENTARY AND MIDDLE SCHOOLS: LEVERAGING EXPERTS IN YOUR BUILDING

VIRTUAL LEARNING | WEDNESDAY APRIL 17, 2024

10AM - 11:15AM AKT ▸ 11AM - 12:15PM PT ▸ 12PM - 1:15PM MT

SARA McDANIEL, Ph.D.
PROFESSOR OF SPECIAL EDUCATION IN THE DEPARTMENT OF SPECIAL EDUCATION AND MULTIPLE ABILITIES AND DIRECTOR OF THE CENTER FOR INTERCONNECTED BEHAVIORAL AND MENTAL HEALTH SYSTEMS
UNIVERSITY OF ALABAMA

Northwest (HHS Region 10)
MHTTC

SMART
School Mental Health Assessment
Research & Training Center

Prevention in Elementary and Middle Schools: Leveraging Experts in Your Building

Sara McDaniel, Ph.D.

A little bit about me

Back to the Basics
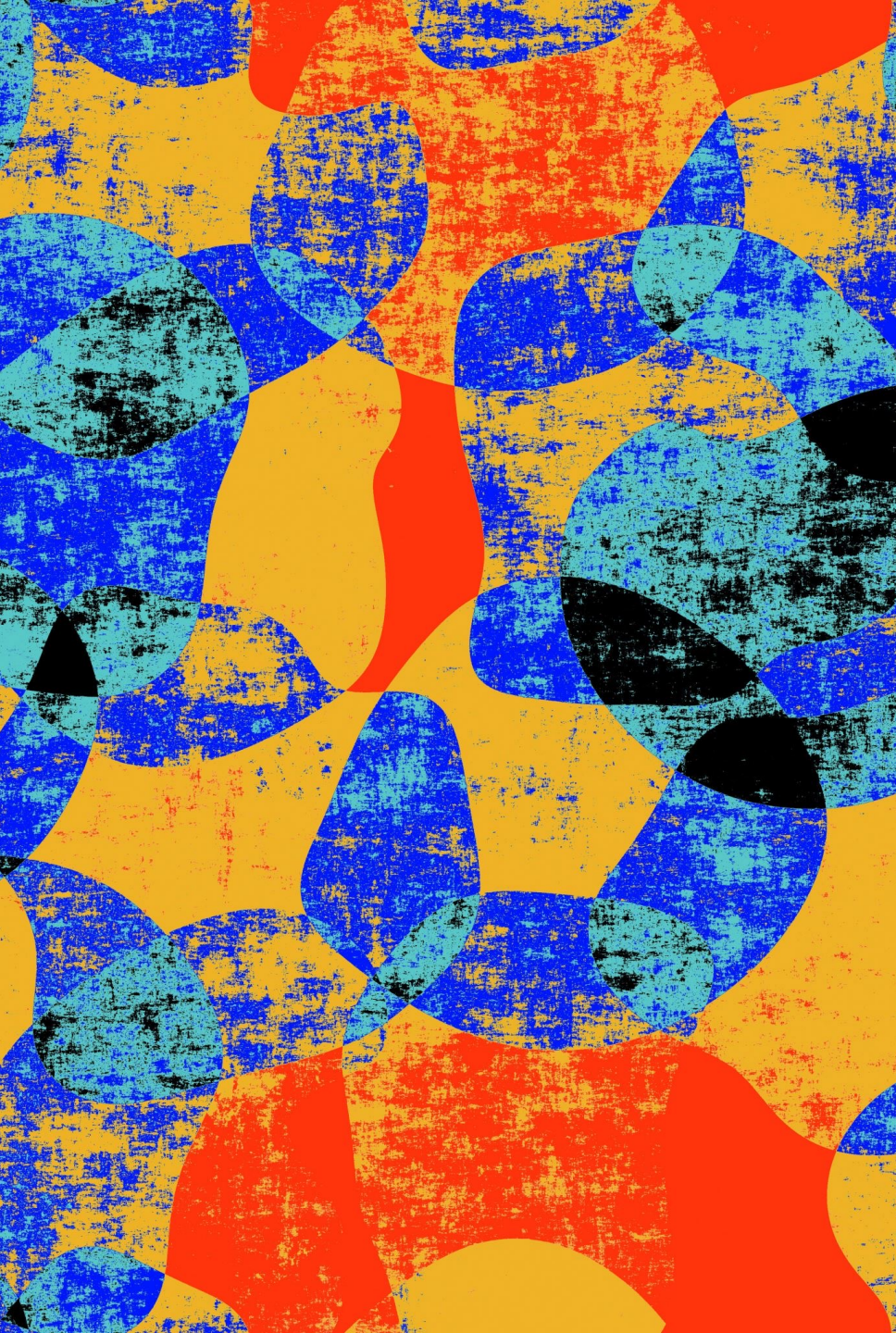
Increases absenteeism
Decreases learning

https://www.dosomething.org/us/facts/11-facts-about-bullying#:~:text=Students%20are%20less%20likely%20to,notified%20an%20adult%20of%20bullying.
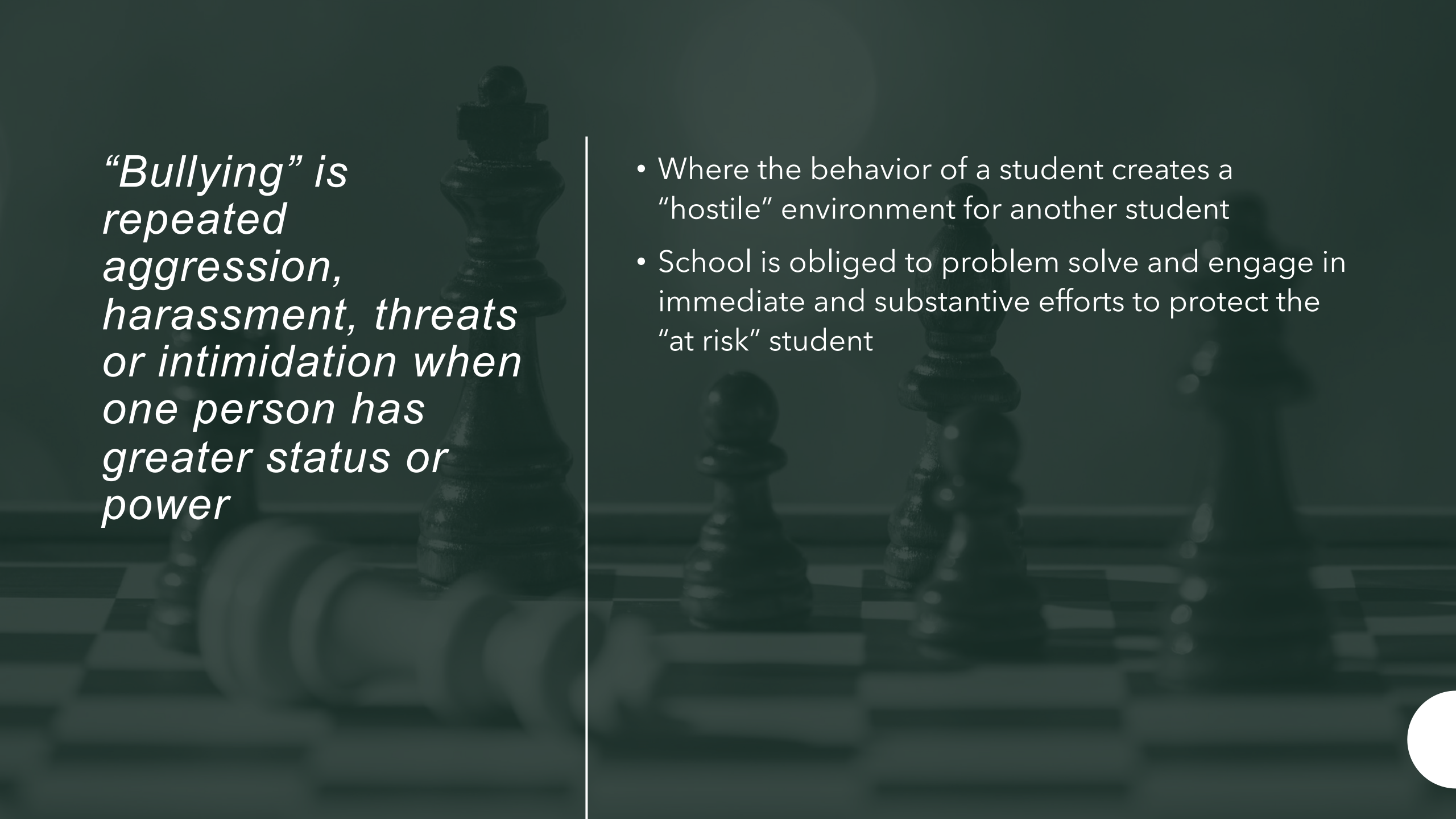
Bullying impacts 1 in 5 students.

What is bullying?

"Bullying" is repeated aggression, harassment, threats or intimidation when one person has greater status or power

- Where the behavior of a student creates a "hostile" environment for another student

- School is obliged to problem solve and engage in immediate and substantive efforts to protect the "at risk" student

What is not bullying

- Teasing
- One unkind remark
- Argument between two peers
- A fight in the hallway

It is important to label it correctly so adults can respond accordingly

Types of Bullying

Physical Bullying

- Physical bullying is the most obvious form of bullying.

- use physical actions to gain power and control over their targets. Physical bullies tend to be bigger, stronger, and more aggressive than their peers.

- Examples of physical bullying include kicking, hitting, punching, slapping, shoving, and other physical attacks.

- easiest to identify

- most likely what people think of when they think of bullying.

- has historically received more attention from schools than other more subtle forms of bullying.

Verbal Bullying

- Use words, statements, and name-calling to gain power and control over a target.
- Use relentless insults to belittle, demean, and hurt another person.
- Choose their targets based on the way they look, act, or behave.
- Common for verbal bullies to target kids with special needs.
- Verbal bullying is often very difficult to identify because attacks almost always occur when adults aren't around.
- Often one person's word against another person's word.
- Adults feel that things kids say don't impact others significantly. As a result, they usually tell the victim of bullying to "ignore it."
- Research has shown that verbal bullying and name-calling has serious consequences and can leave deep emotional scars.

Relational Bullying

- sneaky and insidious type of bullying that often goes unnoticed by parents and teachers.
- emotional bullying, relational aggression is a type of social manipulation where tweens and teens try to hurt their peers or sabotage their social standing.
- often ostracize others from a group, spread rumors, manipulate situations, and break confidences.
- The goal behind a relationally aggressive bully is to increase their own social standing by controlling or bullying another person.
- girls tend to use relational aggression more than boys, especially between fifth and eighth grade.
- girls who engage in relational aggression are often called mean girls or frenemies. A teen or tween on the receiving end of relational aggression is likely to be teased, insulted, ignored, excluded and intimidated.
- not limited to tweens. In fact, some bullying bosses and other workplace bullies also engage in relational aggression.

Cyber/ Online bullying

- When a tween or a teen uses the Internet, a smartphone, or other technology to harass, threaten, embarrass, or target another person, this is called cyberbullying.

- If an adult is involved in the harassment this is called cyber-harassment or cyberstalking.

- posting hurtful images, making online threats, and sending hurtful emails or texts.

- Because teens and tweens are always "plugged in," cyberbullying is a

- widespread because bullies can harass their targets with much less risk of being caught.

- Cyberbullies often say things that they do not have the courage to say face-to-face. Technology makes them feel anonymous, insulated, and detached from the situation.

- online bullying is often mean and cruel.

- feels invasive and never-ending. Bullies can get to them anytime and anywhere, often in the safety of their own home. As a result, the consequences of cyberbullying are significant.

Sexual Bullying

- repeated, harmful, and humiliating actions that target a person sexually. Examples include sexual name-calling, crude comments, vulgar gestures, uninvited touching, sexual propositioning, and pornographic materials.

- might make a crude comment about a girl's appearance, attractiveness, sexual development, or sexual activity. In extreme cases, sexual bullying opens the door to sexual assault.

- Girls are often the targets of sexual bullying both by boys and by other girls.

- Sexting also can lead to sexual bullying.

Prejudicial Bullying

- based on prejudices tweens and teens have toward people of different races, religions, or sexual orientation.

- can encompass all the other types of bullying including cyberbullying, verbal bullying, relational bullying, physical bullying, and sometimes even sexual bullying.

- kids are targeting others who are different from them and singling them out.

- can open the door to hate crimes. Any time a child is bullied for his sexual orientation, race, or religion, it should be reported.
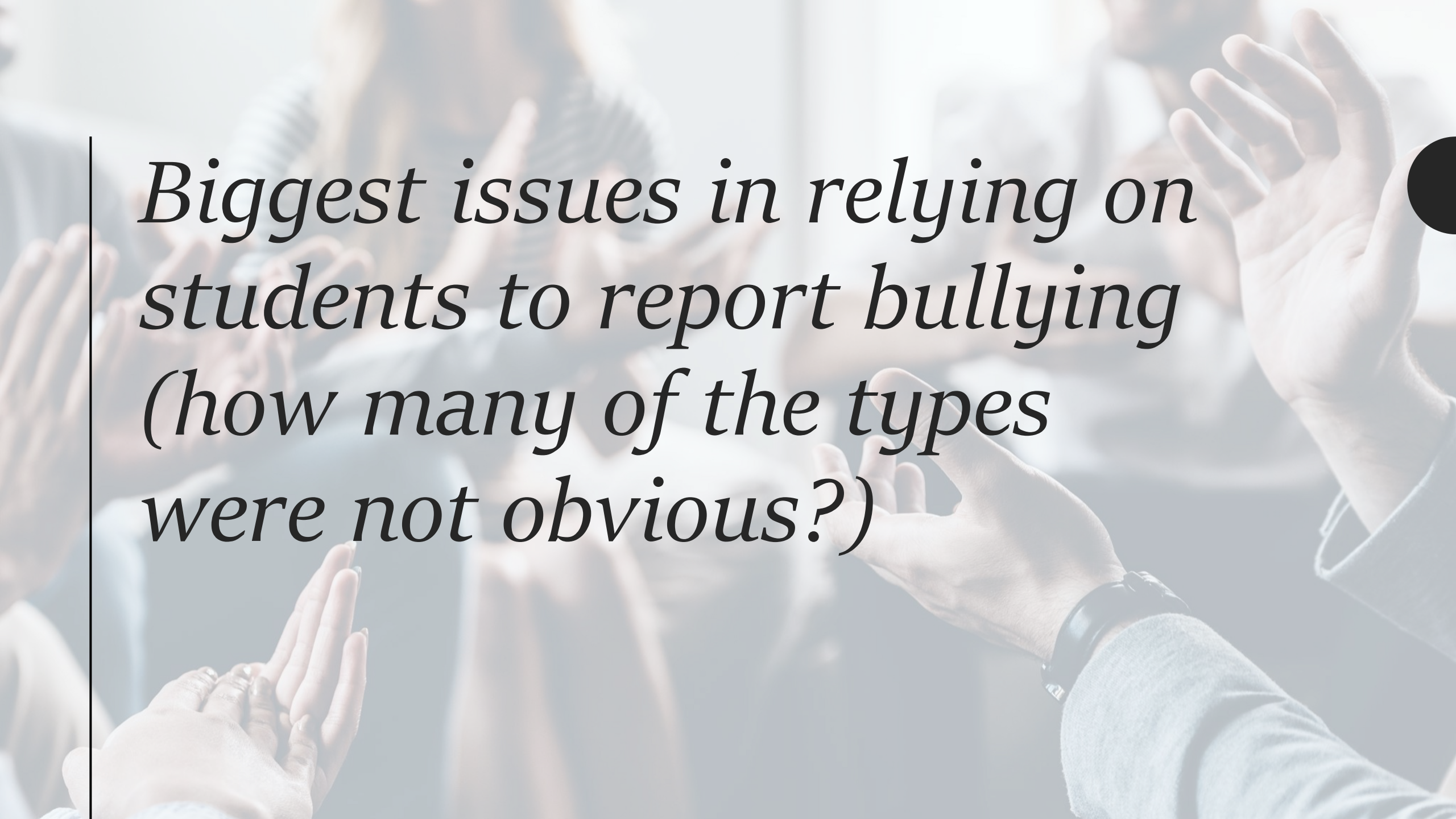
Roles of students in bullying

Bully victim
Bully
Victim-bully
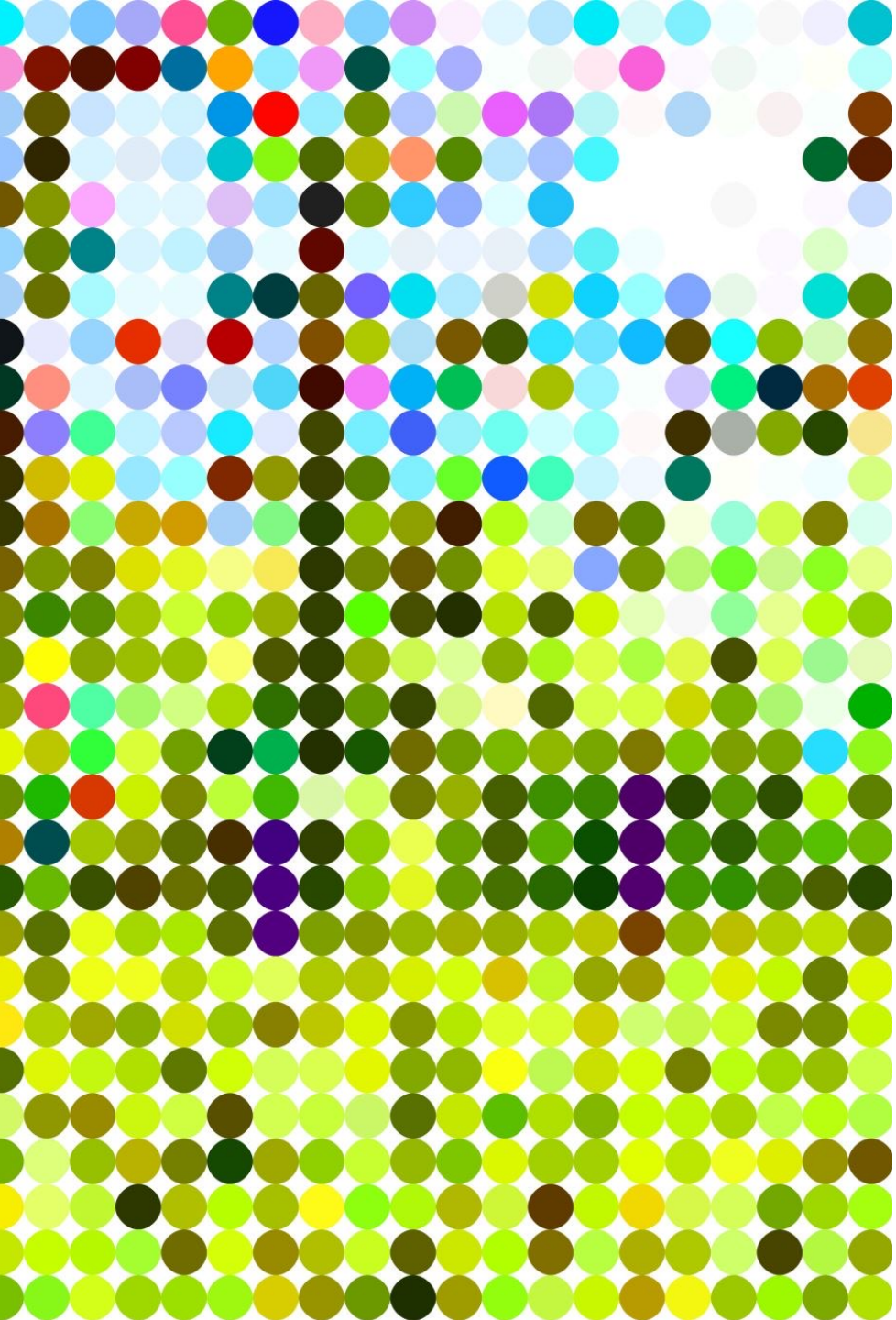*Group bullies*
Witness/bystander

Biggest issues in relying on students to report bullying (how many of the types were not obvious?)

Snitch Culture

Students are less likely to report bullying the older they get; while bullying gets less physical the older students get (less obvious to staff).

Age differences in bullying victimisation and perpetration: Evidence from cross-cultural surveys

Leticia López-Castro [a], Peter K. Smith [b], Susanne Robinson [b], Anke Görzig [c]

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Highlights

- Age trends were classified as U (up), S (same), D (down), P (peak), or V (trough).

Boys peak in bullying earlier than girls (13 vs 15) Cyberbullying (15% of all students)changes all of this

What can we do about bullying for tweens and teens through gaming and social media?

Students with power convince other students that reporting/telling makes you a snitch

Quiets reporting

Places fear of bully turning on students who report

Creates an underground knowledge of bully behavior that is kept from adults

Leaves students to deal with bullying alone or parallel with other students

Our Job as Staff Members

70% of school staff have seen bullying; 41% witness bullying once a week or more

Keep your head down and do good work?

1. Create a culture against snitch-blaming (reinforce reporting bystanders)
2. Teach procedures for responding and reporting
3. Keep responses confidential
4. Ask questions
5. Keep your head up and pay attention

Everyone- Educators, bus drivers, School resource officers, nurses, nutrition staff, custodial staff.

Who can be involved in Bullying prevention?
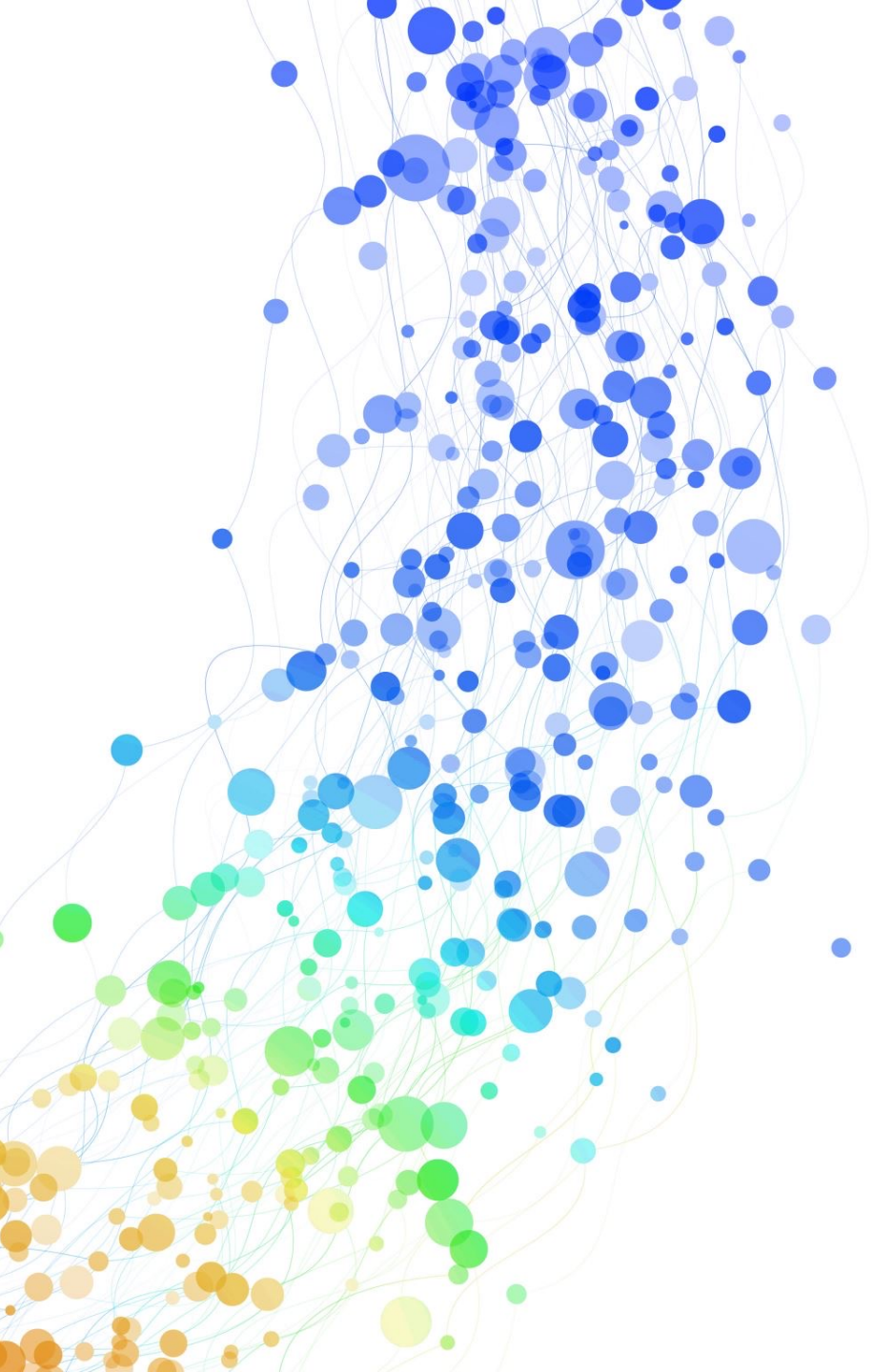
But that's not
my job.

Student well-being is our collective job. As adults who work in schools, it is part of our job to keep kids safe.

Even if our "normal" job is looking out for criminal behavior, building relationships will help more with identifying and responding to bullying (and lots of other issues in school buildings). Physical bullying is the only kind of bullying you would find if you are looking for students "misbehaving" outwardly. But knowing your students and being a safe place to report and discuss issues will clue you in to all the rest.

Let's look at some examples

The 5th grade teacher noticed a scuffle with one student walking away with his head down at recess.

Example: Classroom Teacher

The purple route bus driver noticed one student continually climbed under seats, snuck into an unassigned seat, and trash was left in one area of the bus.

Example: Bus Driver

The SRO noticed a 7th grade student hiding in the assembly gym hallway between 3rd and 4th periods three days in a row.

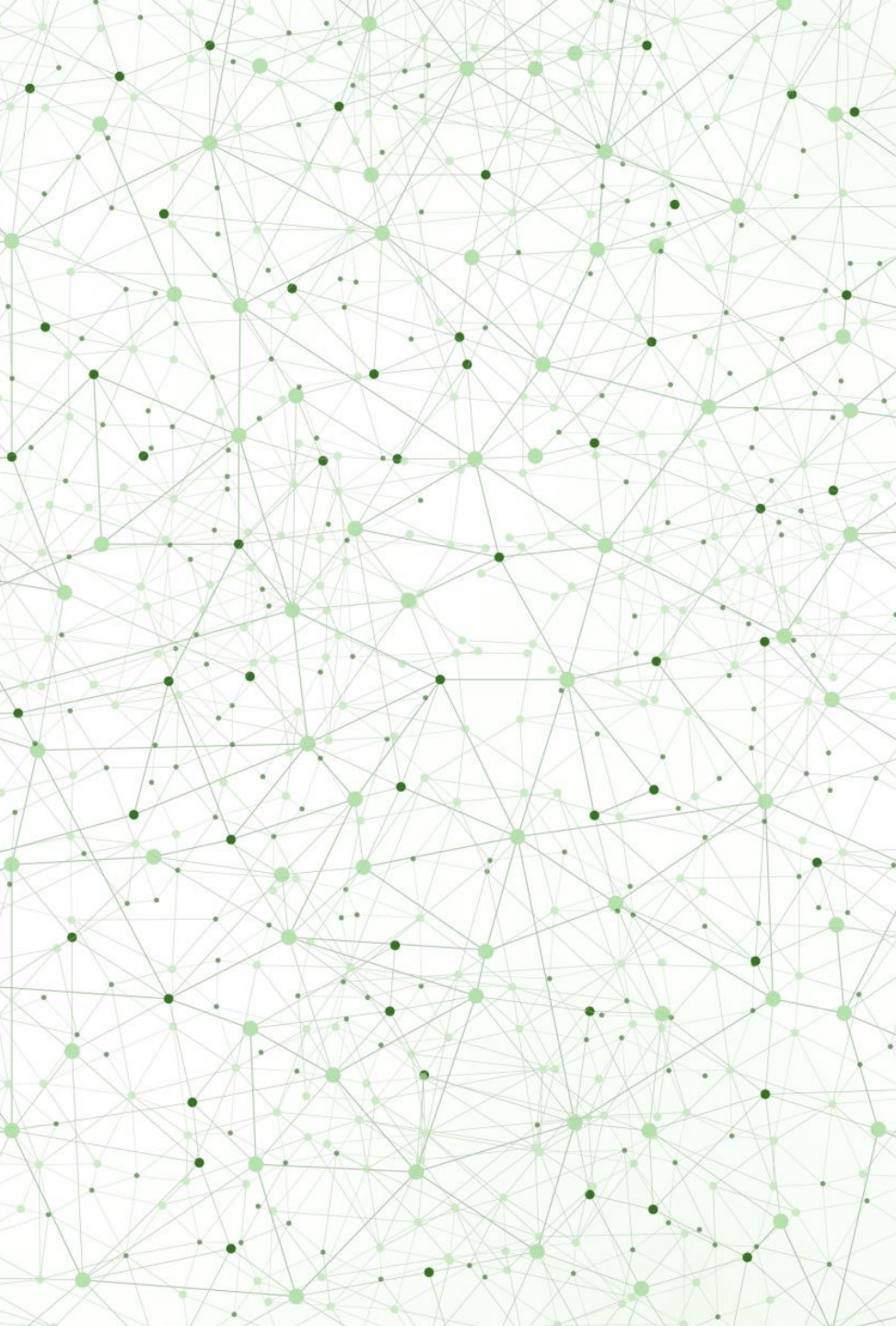
Example: School Resource Officer

A cafeteria worker noticed a student following closely, whispering, and taking food off the tray of a smaller, younger student daily.

Example: Nutrition Staff

Mrs. Watson was cleaning the 6th grade hall and found a note that said "You are gay. Everyone hates you"

Example: Custodial Staff

Nurse Peterson notices that Samantha has been coming to visit his nurse office multiple times a week. Each time she complains of somatic symptoms (headache, stomachache) but never has fever or other symptoms. She seems to just require some time away from class.

Example: Nurse

All 7th and 8th graders dress out for PE at Ms. Stamper's school. She has noticed that Joseph who always has a clean uniform, refuses to go into the locker room and says daily that he didn't bring his uniform.

Example: PE Teacher

The school safety officer who stands at the entry everyday notices that Kareem is the last student off the bus, seemingly worried about going to school.
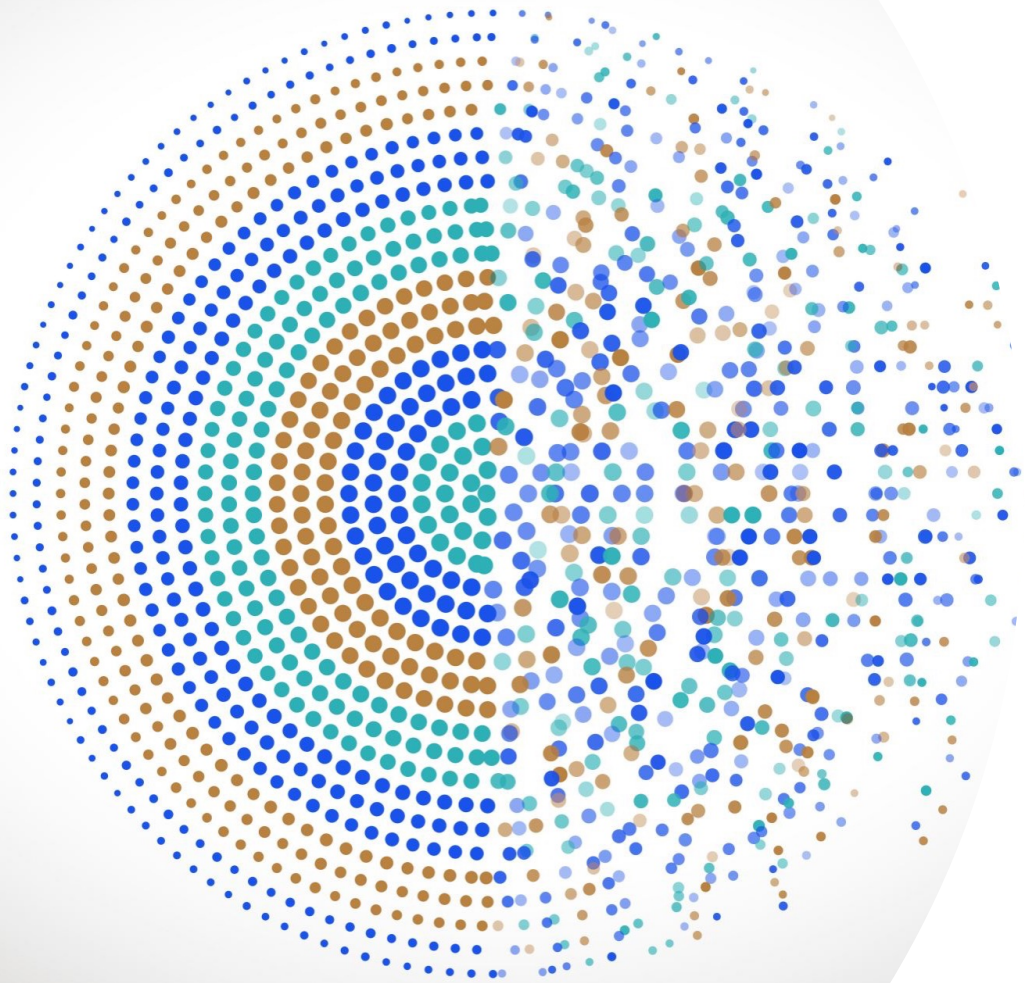
Notice!

All hands (eyes, and ears) on deck

Build a culture of care

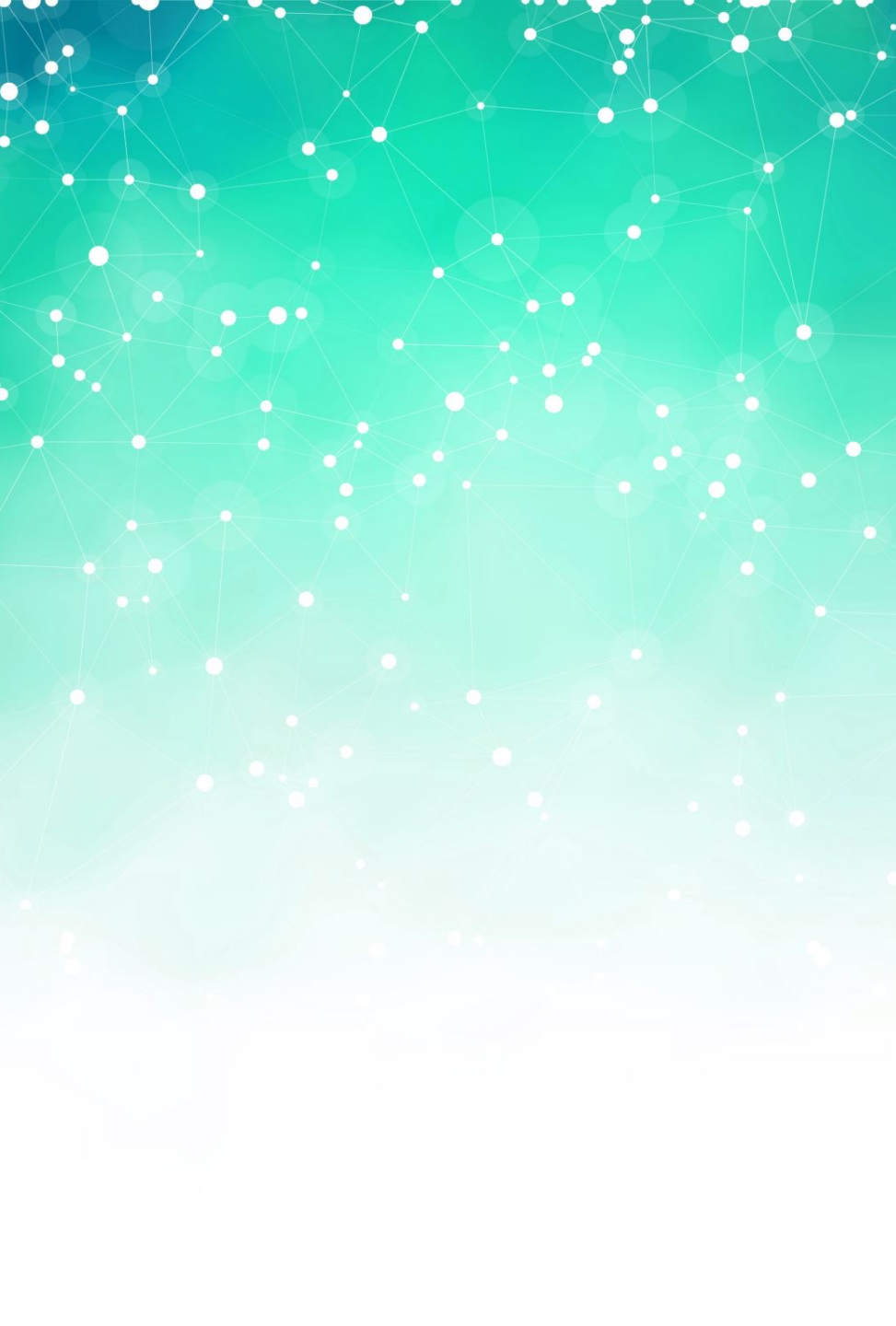*Not one with heads buried in the sand, not one that is punitive and threatening*

1. *Aggression*
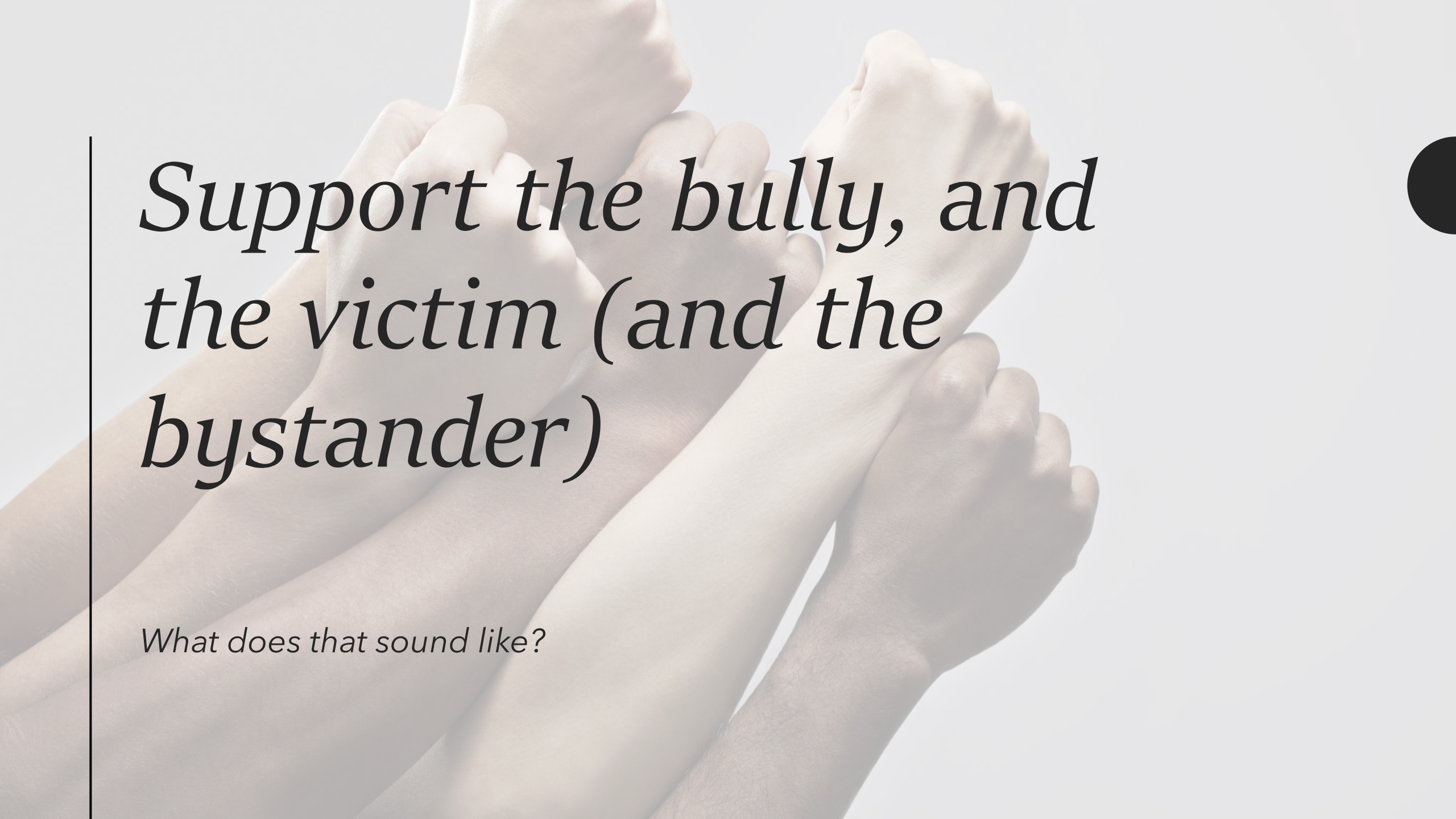2. *Threats*
3. *Intimidation*
4. Harassment

_____

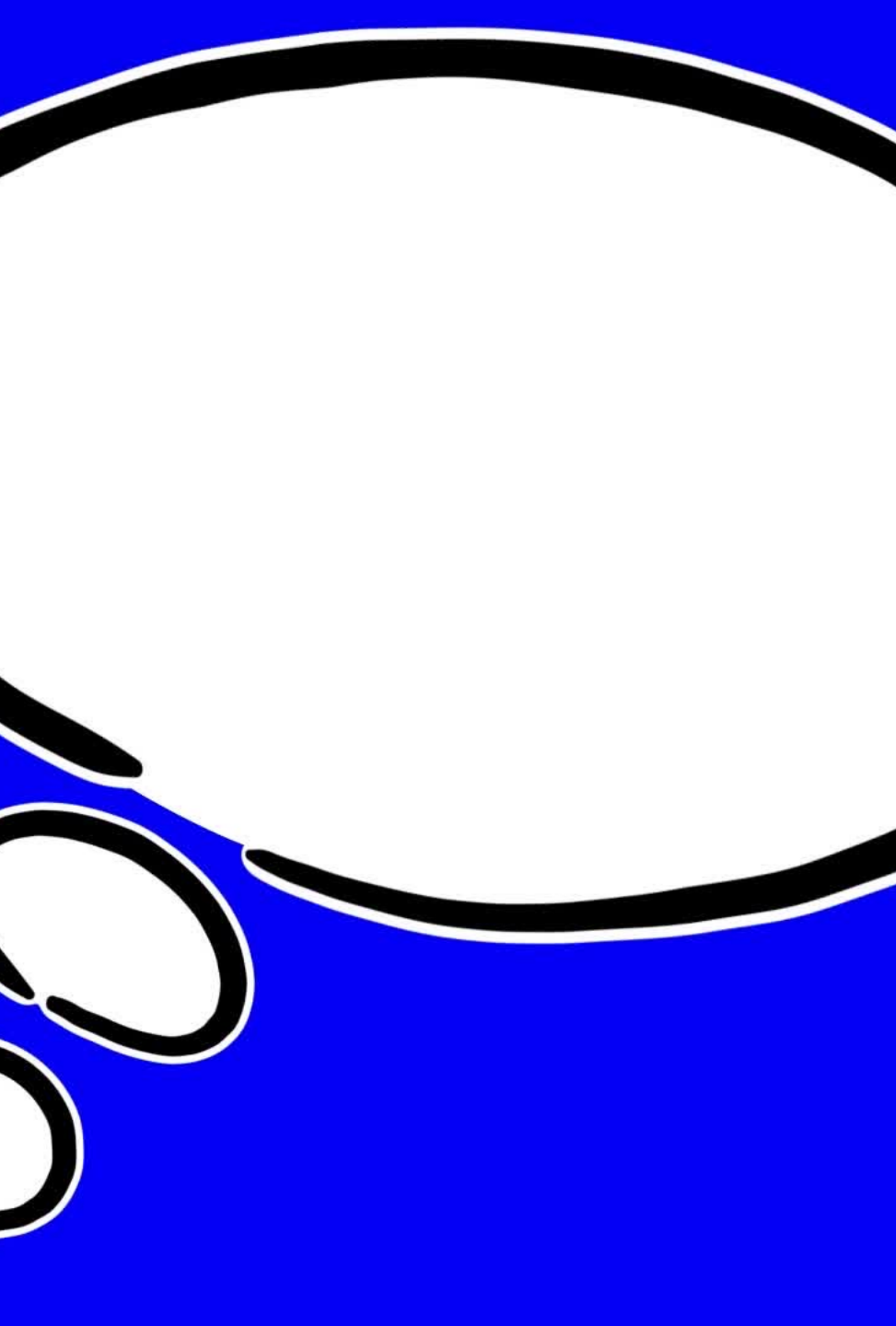*Power imbalances*

Protected classes

Treat those seriously by using restorative, reparative conversations and appropriate consequences which are instructional and therapeutic, not just punitive.

Support the bully, and the victim (and the bystander)

What does that sound like?

"I noticed……", "Can you tell me more about what I saw/heard yesterday…", "I wanted to follow up with you and ask you…"

How does it shift the "snitch" dynamic to have the adult initiate the conversation..

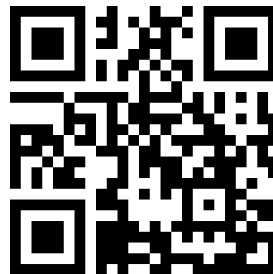# Questions/comments?

scmcdaniel@ua.edu

YOUR FEEDBACK IS IMPORTANT

EVAL* LINK | https://ttc-gpra.org/P?s=161647

Certificates of attendance and Washington in-service forms can be accessed after completing the evaluation.

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- At the time of this presentation, Miriam Delphin-Rittmon served as SAMHSA Assistant Secretary. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

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