



xMINDS



# BULLYING!!



What — When — Whom — Why — Prevention



PROMOTING LIFE-LONG STRATEGIES FOR SUCCESS

## What I have Learned about Bullying

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## The Permanency of Bullying - Activity

1. Take a piece of paper,

2. Put the paper on your desk

3. Apologize

The **condition** of the paper...

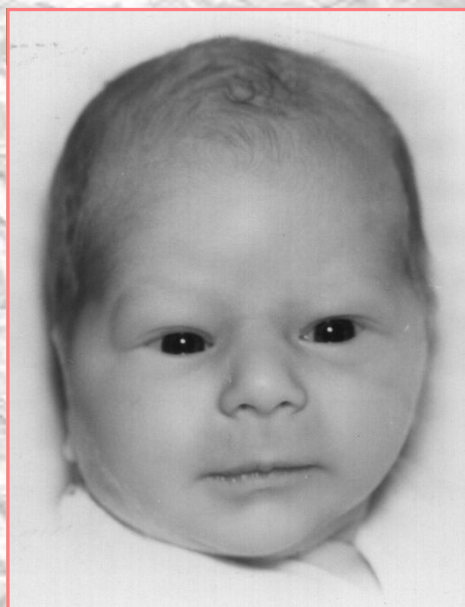
What can we do about **bullying** in terms of...

# A little about me...

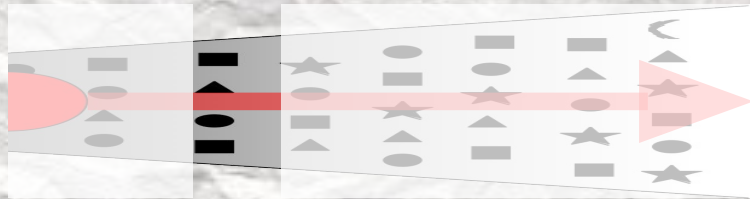
## A LITTLE ABOUT ME

Introduction

### The Autism Bomb — NOT



## A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 4



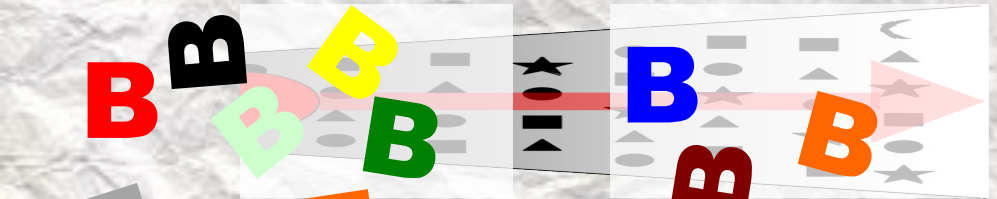
AGE 0 1.5 2.5 4 6 8 10 13 19

<b>E</b>	Typical development	Autism diagnosis	Withdrawal from environment	Admission to residential facility	Placement in special education	Placement in residential facility	Placement in residential facility	Placement in residential facility	Placement in residential facility	Placement in residential facility	Placement in residential facility	Placement in residential facility
<b>V</b>	Turn over at 8 days	Turn over at 8 days	Turn over at 8 days	Turn over at 8 days	Turn over at 8 days	Turn over at 8 days	Turn over at 8 days	Turn over at 8 days	Turn over at 8 days	Turn over at 8 days	Turn over at 8 days	Turn over at 8 days
<b>E</b>	Rapid physical and motor development	Rapid physical and motor development	Rapid physical and motor development	Rapid physical and motor development	Rapid physical and motor development	Rapid physical and motor development	Rapid physical and motor development	Rapid physical and motor development	Rapid physical and motor development	Rapid physical and motor development	Rapid physical and motor development	Rapid physical and motor development
<b>N</b>												
<b>T</b>												
<b>S</b>												

Self Awareness



## A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 6



AGE 0 1.5 2.5 4 6 8 10 13 19

<b>E</b>	Kindergarten	Social & academic difficulties	Discovered making a mess of myself while eating BBQ chicken wings	Loved cats but dogs...	Yikes bikes!
<b>V</b>					
<b>E</b>					
<b>N</b>					
<b>T</b>					
<b>S</b>					

Disclosure & Advocacy

## Bullying — How Much is There and What to Do?



## Bullying — How Much is There and What to Do?

**A lot...** Students w/ASD 46.3% Typical Students 10.6%

**Suggestions:** Address core challenges of adolescents with ASD in...

**Communication:** Reporting

**Social Interaction:** Integration

**Inclusion:** Improves social integration into protective peer groups

Teachers report intervening 71% of the time when bullying occurs, whereas students indicate a rate of 25%. Observation reveals a 14% classroom intervention rate and only 4% on the playground.

Heinrichs, R. (2003). *Perfect targets: Asperger syndrome and bullying*, p. 76

**Enhances empathy and social skills of typical students towards their peers with ASD**

## Bullying — What is it?

Bullying is unwanted, aggressive behavior among individuals involving a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. People who are bullied and those who bully others may have serious, lasting problems.



Adapted from *Stop bullying.gov*. Accessed on 10/11/12 from <http://www.stopbullying.gov/what-is-bullying/definition/index.html>.

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## Bullying - What it is... NOT... Other Aggressive Behavior

**Peer Conflict**  
No power imbalance fighting, arguments, disagreements

**Hazing**  
Initiation of new group members via embarrassing, dangerous, or illegal activities

**Gang Violence**  
Intra or inter gang violence

**Teen Dating Violence**  
Ex/Intimate partner violence

**Stalking**  
repeated harassing or threatening behavior such as following a person, damaging a person's property, or making harassing phone calls.

**Harassment**  
unwelcome conduct based on a protected class (race, national origin, color, sex, age, disability, religion) that is severe, pervasive, or persistent and creates a hostile environment.

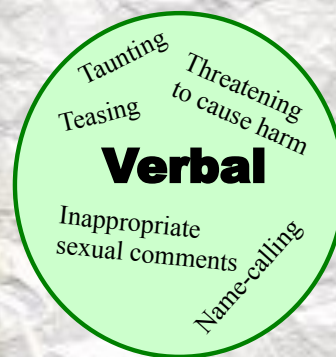
**All are serious behaviors that must be addressed through conflict resolution, peer mediation, and other specialized approaches**

Adapted from *Stop bullying.gov*. Accessed on 09/02/17 from [what-is-bullying/other-types-of-aggressive-behavior/index.html](http://www.stopbullying.gov/what-is-bullying/other-types-of-aggressive-behavior/index.html)

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# WHAT DOES BULLYING LOOK LIKE?

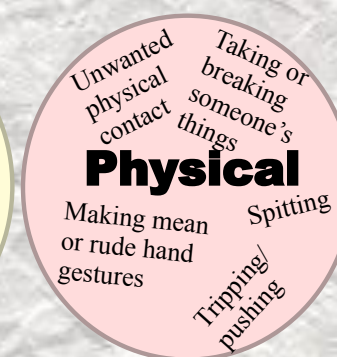
## Bullying — What is it?



Saying or writing mean things



Hurting another's reputation or relationships



Hurting a person's body or possessions

### And... what about cyber bullying?

- Similarities...
- Differences...

Adapted from *Stop bullying.gov*. Accessed on 10/11/12 from <http://www.stopbullying.gov/what-is-bullying/definition/index.html>.

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### And... what about preventing cyber bullying?

#### What are Your Kids are Doing Online?

- Know the sites your kids visit and their online activities.
  - Ask where they're going, what they're doing, and who they're doing it with.
- Tell your kids that as a responsible parent you may review their online communications if you think there is reason for concern.
  - Parental control filtering software or monitoring programs are just one option
- Have a sense of what they do online and in texts.
  - Learn about the sites they like.
  - Try out their devices.

Adapted from *Stop bullying.gov*. Accessed on 09/02/17 from <https://www.stopbullying.gov/cyberbullying/prevention/index.html>

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### And... what about preventing cyber bullying?

#### What are Your Kids are Doing Online?

- Ask for their passwords.
  - That you'll only use in case of emergency.
- Ask to “friend” or “follow” your kids on social media sites.
  - or ask another trusted adult to do so.
- Encourage your kids to tell you immediately if they, or someone they know, is being cyberbullied.
  - You will not take away their computers or cell phones if they confide in you about a problem they are having.

Adapted from *Stop bullying.gov*. Accessed on 09/02/17 from <https://www.stopbullying.gov/cyberbullying/prevention/index.html>

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## Bullying – Why Students Don't Ask for Help?

Less than 40% do...

### Child feels

- Helpless
- Weak
- A tattletale
- Threat of backlash
- Humiliated
- Will be judged by adults
- Social Isolation – no one cares
- Rejection by peers

Adapted from *Stop bullying.gov*. Accessed on 09/02/17 from [at-risk/warning-signs/index.html](https://www.stopbullying.gov/at-risk/warning-signs/index.html)

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EFFECTS OF BULLYING

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● **Psychological**

- Depression and anxiety
- Increased feelings of sadness and loneliness
- Changes in sleep and eating patterns
- Loss of interest in previously enjoyed activities



● **Health**

- Increase in the “ubiquitous” stomach ache or other pain
- Greater incidence of colds, flu, etc.

Adapted from *Effects of Bullying*. Accessed on 09/03/17 at <https://www.stopbullying.gov/at-risk/effects/index.html#bullied>

● **Decreased Academic Achievement**

- Lower GPA, standardized test scores, and school participation.
- Higher probability to likelihood to miss, skip, or drop out of school.



**NOTE:** *Highly unlikely... however, individuals who are bullied might retaliate through violent measures. In 12 of 15 school shooting cases in the 1990s, the shooters had a history of being bullied.*

Adapted from *Effects of Bullying*. Accessed on 09/03/17 at <https://www.stopbullying.gov/at-risk/effects/index.html#bullied>

EDUCATING  
OTHERS  
ABOUT  
BULLYING



What Makes you Different?

<https://www.globalcitizen.org/en/content/kids-race-differences-bbc-ad/>

## Bullying — Recognizing it When it Occurs — Students

A kid in your class at school says...

- you can only be in my club if you pick up all these sticks with me, so we can build a fort together. He then joins you picking up the sticks, and builds a fort with you.
- you can only be in my club if you pick up all these sticks alone while the rest of us watch you. When you do it, he and the other club members sit around telling you what to do and laugh at you. They said the sticks were for a fort, but no fort is ever built.
- you can't be in the club because your name is Michael.
- you can't be in the club because it's for teenagers and you're only 9.
- he'll be your friend for a dollar.
- he's your friend, plays with you, and then asks to borrow a dollar, promising to pay it back tomorrow (and he does pay it back).
- take your clothes off so he can see you naked and "if you were a real friend, you'd be willing to do what I ask. It's no big deal."
- "hey, let's be friends," and begins to play with you, but every time his buddies come around, he acts like he doesn't know you and says things to make the other kids laugh at you.

**B** for Bully or  
**F** for Friend?

Adapted from Pacaro, J. (ND). Bullying and autism – a worksheet in About.com Autism Spectrum Disorders. Accessed on 10/11/12 from [http://autism.about.com/od/theautismcommunity/a/bullies\\_2.htm](http://autism.about.com/od/theautismcommunity/a/bullies_2.htm)

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## Bullying — Recognizing it When it Occurs — Students

A kid in your class at school says...

- let me sit next to you at lunch, but then hides your lunch when your back is turned and won't give it back when you tell him the joke is over.
- "that's my seat" at lunch and tells you to get out of it, when no one has assigned seats at lunch.
- "that's my seat" in class when the teacher assigned everyone seats, and you have sat in his seat by mistake.
- he's thirsty and asks you to steal a soda for him from the store to help him out. When you steal it, he says "thanks, you're a real friend." He keeps hanging out with you, but asks you to steal things here and there, from time to time, for him.
- he's thirsty and asks you to buy him a soda from the store. When you buy it, he says "thanks, you're a real friend. Tomorrow I'll buy the sodas." And tomorrow he buys you one.
- you be part of his circle of friends as long as you do his homework for him every day, even when you're tired, because "you're so much better at it than I am," while he sits around chatting with his friends.

**B** for Bully or  
**F** for Friend?

Adapted from Pacaro, J. (ND). Bullying and autism – a worksheet in About.com Autism Spectrum Disorders. Accessed on 10/11/12 from [http://autism.about.com/od/theautismcommunity/a/bullies\\_2.htm](http://autism.about.com/od/theautismcommunity/a/bullies_2.htm)

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## Bullying — More Classroom Strategies — Educators

Employ Class-wide Strategies Such as...

- Lead a class discussion about how to be a good friend.
- Write a story about the effects of bullying or benefits of teamwork.
- **Role-play a scenario** or make a presentation about the importance of respecting others, the negative effects of gossip, or how to cooperate.
- Do a project about civil rights and bullying.
- Read a book about bullying.
- Make posters for the school about cyber bullying and being smart online.

Adapted from [Stop bullying.gov](http://stopbullying.gov). Accessed on 09/02/17 from /respond/support-kids-involved/index.html

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## Bullying — What to do When it Occurs — Educators

A Friendship Scale

Rating	Ways I have tried to meet other people and make friends	Affirming or rethinking my thoughts
5	I will go to a frat party to find friends. I will drink some beer to be one of the guys.	You are under 21, so drinking is against the law. This is not a good way to meet people. <b>Rethink:</b> Stay away from parties where people are drinking. It isn't worth the risk.
4	I see two people standing together chatting, so I walk up and put my arms around their shoulders so that I am included.	This would be considered strange or even scary behavior. <b>Rethink:</b> Approach two people slowly and wait for them to stop talking. Then say "hi." If they do not seem happy to see you, just walk on.
3	I go to the food court and sit down at a table where other students are eating and say something really funny like, "Nobody expects the Spanish Inquisition."	This will most likely seem very strange to the other students at the table. They likely don't know the context of the quote. <b>Rethink:</b> Maybe just walk up to the table. If there is an empty seat, ask if they mind if you join them.
2	I approach other students in the library or the dorm lounge to see if we have something in common.	This is a pretty good way to meet friends. <b>Affirmed,</b> but be sure not to overdo your welcome. If the person does not seem happy to talk with you, just say, "It was nice meeting you" and walk away.
1	I want to make friends at college, so I look up some activity clubs on campus that interest me. I plan to attend one.	This is a really good idea. <b>Affirmed!</b>

Buron, K., Brown, J., Curtis, M., & King, L. (2012). *Social behavior and self-management: 5-point scales for adolescents and adults*. Shawnee Mission, KS. AAPC Publications. P. 42.

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## Bullying – What to do When it Occurs – Educators

### A Scale for Defining Friendships

Rating	A word for this	Define this level
5	Intimate relationship/ spouse	This is someone you share your life with and trust completely. This person is your life partner; he/she supports you and you support him/her. There is usually physical intimacy involved.
4	Boyfriend/girlfriend	This is someone you want to be with a lot. You are a couple, and you usually make future plans together. There is usually kissing or other intimate touching involved.
3	Friend	This is someone you know and trust. Somebody who enjoys things that you enjoy, who likes you and who you like spending time with. You might go to this person's house.
2	Acquaintance	This is someone you have met informally, like at work or in class. You might see the person every day, but you don't really know very much about him/her. This might also be someone who never really became a friend even though you have known, him/her a long time.
1	Stranger	This is someone you have just met. You do not know this person yet. Get to know this person in a public or social setting.

Buron, K., Brown, J., Curtis, M., & King, L. (2012). *Social behavior and self-management: 5-point scales for adolescents and adults*. Shawnee Mission, KS. AAPC Publications. P. 45.

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## Bullying – More Classroom Strategies – Educators

### Wrinkled Wanda

Part One	Part Two
<ul style="list-style-type: none"> <li>On chart paper or newsprint participants trace and cut out a full body – named Wanda</li> <li>Participants write rude, unkind, and disrespectful comments all over the outline – such as <i>You're a loser, nobody likes you, and you are dumb.</i></li> <li>Crumple, then un-crumple the drawing(s), and post around the room.</li> </ul>	<ul style="list-style-type: none"> <li>On chart paper or newsprint participants trace and cut out a full body – named Wanda</li> <li>Participants write <b>positive</b> comments all over the outline – such as <i>Your did a nice job or I enjoy your friendship.</i></li> <li><b>Do not</b> crumple the drawing(s), and post around the room.</li> </ul>
<p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>“These drawings are examples of what negative comments can do to a person who is bullied.” Note that the person can never be restored to their previous state and that the damage is permanent.”</li> </ul>	<p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>What's the difference between the two drawings?</li> <li>How would you introduce this lesson to your students? What variations on this activity might be helpful to your students?</li> </ul>

Adapted from <http://bullyproofclassroom.com/great-anti-bullying-activities> on 09/02/17

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## Bullying – More Classroom Strategies – Educators

### Toothpaste Activity

- Ask for a volunteer to come to the front of the room.
- Place a strip of masking tape on the length of the table.
- With a tube of toothpaste, have the volunteer run a bead of toothpaste on the length of the masking tape.
- Now ask the participant to put the toothpaste back in the tube.
- Obviously, it can't be done.

#### Discussion

- This is an example of how hurtful words once spoken cannot be taken back.
- Bullies say hurtful words frequently and need to know the impact that their words have on their victims.

Adapted from <http://bullyproofclassroom.com/great-anti-bullying-activities> on 09/02/17

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## Bullying – What to do When it Occurs – Parents

### Can a Child with Autism Down Syndrome be a Bully? How?



Wurzburg, G., & Goodwin, T. (2006). *Educating Peter*. Santa Monica, CA: Direct Cinema Limited. (DVD)

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**Possible Indicators of Being Bullied**

<u>Sign</u>	<u>Explanation</u>
<b>More scratches and bruises than usual</b>	Pushing, punching, or otherwise excessively roughhousing of the child.
<b>School avoidance</b>	Child tries to stay at home, complaining of stomach ache or other illness. The child may actually become sick more often.
<b>Changes in character</b>	Sadness, depression, child acts out events experienced in secondary bullying.
<b>Other</b>	Possessions destroyed or missing, dropping of grades, threats and attempts of suicide.

**Possible Indicators of those Doing the Bullying**

<u>Sign</u>	<u>Explanation</u>
<b>Physical and social hints</b>	<ul style="list-style-type: none"> <li>• Friends who are bullies</li> <li>• Increasingly aggressive</li> <li>• Frequent “flier” of the principal’s office or detention</li> <li>• Blame others for problems</li> <li>• Don’t accept responsibility for actions</li> <li>• Competitive and worry about reputation or popularity</li> </ul>
<b>Possessions</b>	<ul style="list-style-type: none"> <li>• Unexplained extra money or new belongings</li> </ul>

**When Bullying is Suspected Act Immediately —> Consider...**

- Adding up the clues to see if they suggest possible bullying.
- Take good notes!
- Talking to your child...
  - *Is something making you feel sad lately?*
  - *Is something bothering you at school?*
- Learning the school’s bullying policy.
  - Some states mandate submission of a bullying policy
- Talking with your child’s teacher(s), SpEd director, guidance counselor, and principal if needed.
- Bring a friend or other trusted person if you feel overwhelmed.
- Escalating to the state DOE if necessary.
- Finding an educational advocate and/or lawyer.
  - Bullying can be harassment at times is a crime in those cases.



On the spot by...

**DO**

- Intervene immediately. It is ok to get another adult to help.
- Separate the kids involved.
- Make sure everyone is safe.
- Meet any immediate medical or mental health needs.
- Stay calm. Reassure the kids involved, including bystanders.
- Model respectful behavior when you intervene.





On  
the  
spot  
by...

### **DON'T**

- Ignore it or think kids can work it out without adult help.
- Immediately try to sort out the facts.
- Force other kids to say publicly what they saw.
- Question the children involved in front of other kids.
- Talk to the kids involved together, only separately.
- Make the kids involved apologize or patch up relations on the spot.

Adapted from [Stop bullying.gov](http://Stopbullying.gov). Accessed on 09/02/17 from /respond/on-the-spot/index.html

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On  
the  
spot  
by...

### **GET HELP FROM POLICE OR MEDICAL PROFESSIONALS WHEN...**

- A weapon is involved.
- There are threats of serious physical injury.
- There are threats of hate-motivated violence, such as racism or homophobia.
- There is serious bodily harm.
- There is sexual abuse.
- Anyone is accused of an illegal act, such as robbery or extortion—using force to get money, property, or services.

Adapted from [Stop bullying.gov](http://Stopbullying.gov). Accessed on 09/02/17 from /respond/on-the-spot/index.html

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### **When Bullying is Suspected Act Immediately —> By...**

- Leading by example in attitude and action that bullying is not tolerated.
  - Students with ASD lack the social understanding or typical TOM to just “work things out.”
  - Educating what went wrong and what is right via social narratives, role playing, video modeling.
- Using resources such as Gray, C. (2001). *How to respond to a bullying attempt*, to set up teams amongst classmates who watch out for and defend each other from bullying.
  - This resource also teaches child protocols for what to say and do when faced with bullying behavior.
- Implementing “buddy systems”, “circle of friends”, similar initiatives for including students with autism.
  - Make sure to watch out for potential bullying within these programs!

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### **When Bullying is Suspected Act Immediately —> By...**

- Highlighting and rewarding pro-social, inclusive and caring actions by classmates as a model of how to treat others with your overt approval.
- Eradicating “bystander bullying” by providing supports for those who report – and consequences for those who witness but do nothing when bullying occurs.
- Acquiring resources such as the book Heinrichs, R. (2003) *Perfect targets: Asperger syndrome and bullying*, for more information

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**Strategies for Dealing with...**

Targets of Bullying	Students who Bully
<ul style="list-style-type: none"> <li>• Listen, be compassionate and use a calm voice</li> <li>• Provide as much privacy as possible</li> <li>• Take reports seriously and reassure students that they were right to come to you and that you will advocate for them.</li> <li>• Decrease self-blame by identifying the bullying behaviors as wrong and unjustified</li> <li>• Be proactive in manipulating the classroom environment for success (e.g., helpful peers)</li> <li>• Look for cues that students may need help developing social competence</li> <li>• Continue to monitor behaviors and have a follow-up conversation with the student</li> <li>• Take into consideration any exceptionalities and how they may impact bullying situation; individualize strategies accordingly</li> </ul> <p>...stop telling victims of bullying that it's their job to stop it. No. It's the bully's fault they are bullies, no one asks to be bullied. Kassiane Sibley, Autistic, Author, Educator – 10/13/12</p>	<ul style="list-style-type: none"> <li>• Stay calm but use a firm, straightforward style</li> <li>• Provide as much privacy as possible</li> <li>• Give a brief, clear summary of the unacceptable behavior(s) and consequences, if appropriate</li> <li>• Note the behavior so a pattern can be established if behaviors continue</li> <li>• Do not get drawn into arguments or lengthy discussions</li> <li>• Correct the bully's thinking errors (e.g., blaming the target)</li> <li>• Identify the target's emotions to help promote empathy</li> <li>• Consider other ways to help build empathy for the target (e.g., role-play incident with the bully talking the target's role)</li> <li>• Rechannel the bully's need for power into more positive, socially appropriate endeavors</li> <li>• Model respect and look for opportunities to pay attention to positive behaviors</li> <li>• Provide formative/prosocial consequences whenever possible (e.g., making amends)</li> <li>• Take into consideration any exceptionalities and how they may impact bullying situation; individualize strategies and responses accordingly</li> </ul>

Tables 9.1, 2. *Topics for staff Inservice and Training on Bullying* from Heinrichs, R. (2003). *Perfect targets: Asperger syndrome and bullying*. AAPC Publications. Shawnee Mission, KS. P. 106-107.

**Involve the (ex)bully in making amends/restitution by...**

**Show how the bully's actions affect others**

- Write a letter apologizing to the student who was bullied.
- Do a good deed for the person who was bullied or for others in your community.
- Clean up, repair, or pay for any property they damaged.

**Topics for Staff Inservice and Training on Bullying**

- Establish a class *code* (rather than *rules*)
- Employ a *principles* vs. a *systems* approach to class and school wide discipline.
  - **Systems:** Consistent consequences for specific behaviors.
  - **Principles:** Values provide for consistency with flexibility for individual needs and circumstances.
- Promote and reward positive behavior.
- Immediate response to inappropriate behaviors.

...I know (being seriously bullied when I was younger) that teachers need to learn to be understanding, and maybe even have a committee or something of people who have been bullied among a faculty. I think by nature I'm always more sensitive to the victim-but clearly the bully needs some sensitivity as well.  
Aaron Feinstein, Miracle Project Director – 10/12/12

Starts with creating a culture of tolerance for others' differences and intolerance of unkindness towards others. We also have to teach kids conflict resolution skills, how to love themselves more and how to manage unwanted feelings.  
Kim Besse, School Admin. – 10/12/12

Adequate supervision and willingness for school personnel to actually ACT  
Jane Strauss, Parent & Artist – 10/12/12

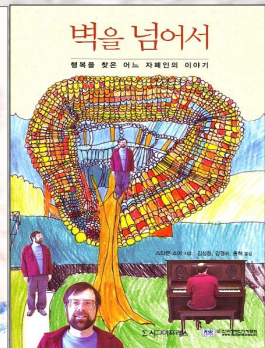
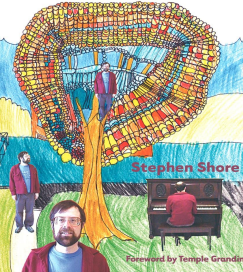
**Thanks for your participation!**



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# Beyond the Wall

Personal Experiences with Autism and Asperger Syndrome  
second edition



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