Bullying Reporting & Investigation Process
Chad A. Rose, Ph.D.

Agenda
1. Defining Bullying
2. Creating a Bully Prevention Task Force
3. Reporting Procedures
4. Interview Procedures
5. Decision Making
6. Next Steps: Support & Consequences
What is Bullying?

Adapted from Olweus (2005)

Imbalance of Power Defined

Understanding Capital as a Function of Power

- Physical Capital refers to the physical size differential between a student who is victimized and the aggressor.
- Symbolic Capital refers to the items and belongings, typically sought after or favored, that separate a student who is victimized and the aggressor.
- Economic Capital refers to a personal, or family, financial differential between a student who is victimized and the aggressor.
- Informational Capital refers to the social knowledge differential between a student who is victimized and the aggressor.
- Cultural Capital refers to established cultural norms within a given environment that limits a victimized student's entry into preferred social groups, while enabling the entry for the aggressor.
- Social Capital refers to the social network with which a student is embedded, where victimized students tend to have a more limited network, while aggressors may have an expanded network.

Imbalance of Power Examples

Examples include but are not limited to:

- An older student aggresses towards a younger student.
- A student who is more “popular” and has more social and cultural capital aggresses towards a student who is less “popular”.
- A group of students aggress towards an individual student.
- A student or group of students aggress towards a student or group of students who cannot protect themselves due to a disability, lack of resources, or limited social support.
- Electronically – A student posts an embarrassing picture via social media without a person’s knowledge, consent, or awareness.

Determining a Repeated Pattern:

- Repetition refers to the frequency with which an individual is subject to bullying. While there is currently no rule of thumb related to a specific timeframe with which aggression must occur to be considered bullying, a few factors should be considered.
- Repetition does NOT have to be the same topography of bullying.
- Repetition does NOT have to include the same aggressor, group of aggressors, victim, or group of victims (i.e., An aggressor can bully more than one student, A victim can be victimized by more than one aggressor).
- Repetition does NOT have to occur within the same environment.
- In addition to the above points, the fear or likelihood of repetition should be considered, including the stability of environmental, social, academic, and prevention conditions. In other words, if these conditions remain stable following the initial bullying experience, the likelihood of repetition increases.
- Topography of bullying means how the bullying looks or the form, e.g., physical aggression, verbal aggression, cyberbullying, etc.
Repetition Examples

- A group of students target an individual student before school by selecting one member of the group to throw a ball at his head and laugh as he attempts to dodge. Every day a different member of the group takes a turn.
- A student checks a younger student on Monday; on Tuesday, she calls a student with a disability a derogatory name; and on Wednesday pushes another student out of their seat on the bus.
- A student calls a girl in her class a racial slur; on another occasion, she pushes this same girl into a locker. Later that week, she makes sure that all of the girls in the class ignore her.
- Electronically - A student posts hateful comments about a peer on social media. After this same student gets caught, she continues to post anonymously and encourages others to post hateful comments towards this same peer.

Intent Definition & Examples

Bullying is a proactive form of aggression that is grounded in the intent to cause physical, emotional, or social harm. Therefore, bullying, as a form of aggression, is purposeful on the part of the aggressor.

Examples of Intent:
- An older student exclaims to his peer group, "Watch This!", and walks over to a younger student, pushes him to the ground, and laughs.
- A group of students begin calling another student by a derogatory nickname, even though this student expresses his displeasure.
- A group of students act like one of their peers is invisible, and encourage everyone else in the class to do the same.
- Electronically - A student posts a compromising picture of a peer on social media with a caption that is extremely hurtful.

Types of Bullying

Physical Bullying involves the use of physical force (e.g., hitting, kicking, slapping, tripping, spitting) to victimize an individual or group of students.

Verbal Bullying involves oral or written communication that causes harm to the victim including taunting, name-calling, threats, offensive language or notes, and hand derogatory hand gestures.

Relational Bullying (or social bullying) involves behaviors designed to socially exclude or damage the reputation of the victim, including rumor spreading, social isolation, ignoring, and encouraging others to defriend the individual.

Cyberbullying involves behaviors with the intent of harming an individual through electronic means (e.g., social media, text message, gaming, mobile applications), including rumor spreading, posting compromising pictures, name-calling, and encouraging of social exclusion.

Damage to Property involves an aggressor intentionally damaging or stealing an individual’s property with the intent of causing harm.

Outcomes

Psychosomatic outcomes can include physical illness and symptoms, sleep disturbances.

Psychosocial outcomes can include depression, anxiety, low self-esteem, stress, suicidal attempts and ideation.

Behavioral outcomes can include internalizing and externalizing behavioral problems and patterns.

Social outcomes can include peer rejection, trouble resolving peer conflict, social and communication skill deficits, increased levels of delinquent behaviors.

Educational outcomes can include academic deficits, poor academic outcomes, low levels of school engagement, and increased absenteeism.
Traditional Thinking

Contemporary Thinking

Defining Bullying
Creating a Bully Prevention Task Force
Reporting Procedures
Interview Procedures
Decision Making
Next Steps: Support & Consequences
Establish a Bully Prevention Task Force

- Multiple Perspectives
- Decision & Process Driven
- Understanding of Bias and Risk Factors
- Collaborative
- Shared Leadership

Suggested Task Force Members

- Administrator
- Special Education Teacher
- General Education Teacher
- School Counselor
- School Psychologist
- Home-School Coordinator
- Social Worker
- Behavior Specialist
- Mental Health Specialist

Bully Prevention Task Force Responsibilities

- Establish Bully Prevention Action Plan
- Conduct Interviews
- Communicate with Parents
- Respond to Bullying Reports
- Data Collection
- Conduct Investigation
- Establish Bully Prevention Protocol
- Conduct Interventions
- Implement time lines

Establishing Bully Prevention Action Plan – Preliminary Questions for Students and Staff

- Is bullying a problem in this school?
- What types of bullying are occurring?
- Where is bullying occurring?
- Where do students seek help?
- How do students report bullying if they observe or experience it?
- What is currently being done to prevent bullying?

Establishing Bully Prevention Action Plan – Preliminary Questions for Staff and Adult Stakeholders

- Are subgroups of students at higher risk for bullying?
- Where do staff feel students should/could seek help?
- What strategies are most successful in bully prevention?
- Are students aware of reporting procedures?
- Are staff aware of district/school policy and procedures?
- What are the parent perceptions of bully prevention efforts?


Establishing a SW-PBS Bully Prevention Plan – Identification of Behaviors

1. Identify pro-social behaviors for noted types of bullying behavior.

<table>
<thead>
<tr>
<th>Bullying Behavior</th>
<th>Replacement Skill</th>
<th>Link to School-Wide Expectation</th>
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Establishing a SW-PBS Bully Prevention Plan – Teaching Bystander Skills

2. Lesson plans and teaching strategies (with schedule) for each replacement skill

<table>
<thead>
<tr>
<th>Skill</th>
<th>Bystander Role</th>
<th>Non-Participant Role</th>
<th>Who Will Develop</th>
<th>Due Date</th>
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3. Establish a teaching schedule (ALL in school must teach across ALL classrooms)


Establishing a SW-PBS Bully Prevention Plan - Bystander & Non-Participant Role

- Encourage “victim” to walk away with them
- Do not attend to the individual engaging in bullying
- Use Language of School Expectations
- Report the bullying per the reporting protocol

Establishing a SW-PBS Bully Prevention Plan - Establish a Reporting Protocol

1. Teach Students/Parents the Reporting Protocol
2. Practice the Reporting Procedures
3. Reporting accessible in Multiple Formats
4. Monitor Bullying Incident Reports

Establishing a SW-PBS Bully Prevention Plan – Supervision of High Risk Locations

4. Supervision of high risk locations

<table>
<thead>
<tr>
<th>Setting</th>
<th>Current Supervision</th>
<th>Training &amp; Support Need</th>
<th>Additional Supervision Ideas</th>
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Establishing a SW-PBS Bully Prevention Plan – Teaching Prevention & Response Skills

4. Identify strategies and lesson plans for students who are victimized – Teaching Prevention Strategies

<table>
<thead>
<tr>
<th>Bully Behavior - Victimization</th>
<th>Desired Student Response</th>
<th>Lesson Plans/Strategies to Teach</th>
<th>Connect Point to School-Wide Expectations</th>
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Establishing a SW-PBS Bully Prevention Plan – Teaching Alternative Skills

5. Identify instructional strategies and consequences for bullying

<table>
<thead>
<tr>
<th>Bully Behavior - Perpetration</th>
<th>Desired Outcome (Get/Avoid)</th>
<th>Replacement with Same Outcome</th>
<th>Connect Point to School-Wide Expectations</th>
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Establishing a SW-PBS Bully Prevention Plan - Training Considerations

Who will train the implementers?

Who will teach/implement strategies/skills?

How will strategies/skills be taught (Small Group; 1:1)?

How will strategies/skills be taught?

Who will develop/teach strategies/skills?

How will strategies and skills be taught?

When will strategies and skills be taught?

How will strategies and skills be taught?

How will continuity and reliability be maintained?

How will an appropriate range of supports and consequences be established?

How will success or nonresponse be determined?

Establishing Bully Prevention Action Plan – Considerations for Strategies and Skill Implementation

- Establish Core Replacement Skill Strategies
- Establish Prompts for Students to Use Problem-Solving Skills
- Establish a Plan for High Rates of Reinforcement for Socially Appropriate Behaviors
- Establish Practice Opportunities
- Establish a Plan for Connecting Skills to General Curriculum
- Establish a Plan for Tier I and Tier II Supports
- Establish a Plan for Responses and Consequences

Establishing a SW-PBS Bully Prevention Plan – Summary of Action Plan

6. Action Plan Summary

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<tr>
<th>Action</th>
<th>Additional Information Needed</th>
<th>Product Outcome</th>
<th>Who Is Responsible</th>
<th>Due Date</th>
<th>Goal and/or Objectives</th>
</tr>
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Establishing Bully Prevention Action Plan – Summary of Action Plan

- Defining Bullying
- Creating a Bully Prevention Task Force
- Reporting Procedures
- Interview Procedures
- Decision Making
- Next Steps: Support & Consequences
Establish a Reporting Protocol

Who Can Make Reports?
Who Can Receive Reports?
What is Included in the Report?
What Method will Be Used to Make the Report?
How will Data be Stored?

Who could make bullying reports:
- Students
- Parent
- Teacher
- Administrator
- Custodian
- Bus Driver
- Nurse
- School Counselor or Psychologist
- School Support Staff

Who should be trained to receive bullying reports:
- Task Force Member
- Designated Administrator
- Designated Teacher
- School Counselor

Note: All adults in the school building should be taught to collect preliminary report data, but designees should be established to formally collect bullying reports.

Report Considerations: Types

Types of Reports
- Electronic Report
- Written Hard Copy
- Identified Report
- Anonymous Report
- Verbal Report
Digital Bully Report Form Example

Bully Report Forms can also be created digitally through google forms or Qualtrics.
Defining Bullying

Creating a Bully Prevention Task Force

Reporting Procedures

Interview Procedures

Decision Making

Next Steps: Support & Consequences

Investigation Process

Upon receiving a report, the Bully Prevention Task Force will investigate promptly all reports of bullying or retaliation.

They will consider all available known information, including the nature of the allegation(s) and the ages of the person who engaged in bullying behavior or persons who were bullied.

Once individuals involved are established, administrators on the Bully Prevention Task Force will work together to:

- Receive the report
- Upon receiving a report, the Bully Prevention Task Force will investigate promptly all reports of bullying or retaliation
- They will consider all available known information, including the nature of the allegation(s) and the ages of the person who engaged in bullying behaviors or person who was bullied.

Review Existing Data

- Once individuals involved are established, administrators on the Bully Prevention Task Force will review existing data.
- Examples include formal and informal teacher reports, nurse visits, mental health records, academic records, staff updates, standardized test scores, date of enrollment, IEP/504, and assessment data.

Interviews

- The Bully Prevention Task Force will conduct interviews with those involved or established.
- Interview procedures will be established.
- The Bully Prevention Task Force will conduct interviews with those involved or established.
- They will ensure that the individual(s) are interviewed using an established protocol.
- If the alleged person who engages in bullying behavior is a staff member, he/she/they will have the right to request union representation during the interview phase.
- The Bully Prevention Task Force will conduct brief teacher interviews with the core teachers concerning the person who engaged in bullying behaviors or persons who were bullied.

Decision Making

- The Bully Prevention Task Force will evaluate all information gleaned from investigation and refer to the reporting protocols for next steps.
- The Bully Prevention Task Force will determine a process for intervention and success monitoring.

Possible Sources of Existing Data

Formal and Informal Teacher Reports

Nurse Visits

Mental Health Records

Academic Records

Office Disciplinary Referrals

Attendance Records

Standardized Test Scores

504 Plan or IEP

Date of Enrollment

Assessment Data

Previous Bullying Reports

Note: Attend to Any Patterns or Changes in Data Sources

Interview Process

As Bully Report forms are submitted, members of the Task Force should interview the individuals involved.

This should be done with ALL individuals involved in the incident.

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Incident Interview Considerations

Components of Incident Interview

- Name and Role of Interviewee
- Location of Incident
- Date/Time of Incident
- Individuals involved in Incident
- Witness of Incident
- Antecedents
- Consequences
- Intent
- Repetition
- Harm
- Perception
- At Risk
- Evaluation

Note: Attend to Any Patterns or Changes in Data Sources

Brief Teacher Interview Considerations

- Student Strengths
- Areas for Improvement
- Academic Performance
- Social Functioning
- Functional Skills
- Communication Skills
- Peer Interactions
- Changes in Behavior
- Areas of Concern

Note: This Interview is to Establish Patterns or Changes in Behavior or Performance

Establishing a Pattern – Teacher Interviews

When necessary, Teacher Interviews Can be Conducted

This Interview Protocol is Designed to Establish a Pattern or Discern Changes Over Time

Defining Bullying

Creating a Bully Prevention Task Force

Reporting Procedures

Interview Procedures

Decision Making

Next Steps: Support & Consequences
Decision Making Process

After conducting all interviews and reviewing existing data, the Bully Prevention Task Force should meet to determine if bullying occurred and make a plan for intervention.

- Review Relevant Data
- Determine if Bully Occurred
- Establish a Plan of Action
- Establish a Follow-Up Plan

What is NOT Bullying

- Instrumental Aggression
- Retaliatory Aggression
- Jostling

Decision Making Process

- Determination Process
- Was there Intent?
- Was there an Imbalance of Power?
- Are the Behaviors Likely to be Repeated?
- Are the Behaviors a Form of Aggression NOT Typically Considered Bullying?
- Were the Behaviors Repeated?
- Are the Behaviors Repeated?

There are no data

What is NOT Bullying

- Instrumental Aggression
- Retaliatory Aggression
- Jostling
Complete Investigation

The incident IS determined to be bullying

Determine a plan to address the bullying behavior and notify all individuals of next steps

Implement the plan

Follow-up to ensure the approach is working

The incident is NOT determined to be bullying

Follow your school’s code of conduct

Defining Bullying

Creating a Bully Prevention Task Force

Reporting Procedures

Interview Procedures

Decision Making

Next Steps: Support & Consequences

Establishing the Shift

School Wide Considerations

Common Language & Actions

What to do

Supporting victim

What to say

Responding to bully

Who to tell

Protecting reporter

STUDENTS

ADULTS
Skill Building – Teacher Behaviors

- Pre-correct
- Opportunity to respond
- Positive specific feedback

Embed Social and Communication Skills within the Daily Curriculum

Foster Communication Development
10/27/22

Defining Bullying
Creating a Bully Prevention Task Force
Reporting Procedures
Interview Procedures
Decision Making
• Next Steps: Support & Consequences
Additional Considerations

Federal Civil Rights Legislation

Office of Civil Rights Guidelines

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