

Talk With Your Child

Why Students Might Not Tell

The screenshot shows the PACER Center's website page titled "Advice Gone Wrong". The page features a navigation bar with links: HOME, IDENTIFY, RESPOND, TEENS AGAINST BULLYING, (LISTEN), ACT, and RESOURCES. The main content area includes a photo of three teenagers and a list of common adult reactions to bullying. A mobile phone interface is overlaid on the right side of the page, showing a menu with options: Listen, Listen Up, Been There, High Expectations, Advice Gone Wrong (highlighted), Inside Story, and We Need To Talk. The footer contains links for Contact Us, Your Opinion Counts, Site 4 Kids, PACER's National Center for Bullying Prevention, Accessibility, Privacy Statement, and Site Map. The National Bullying Prevention Center logo and copyright information are also present.

PACER CENTER'S
TEENS AGAINST BULLYING™ (LISTEN) ACT RESOURCES

HOME IDENTIFY RESPOND

Advice Gone Wrong
ADVICE GONE WRONG

Bullying is not cool. If there was a way to end it, teens would be all for it, but they can't do it on their own. Adults need to give good advice, provide options, show solutions that work. Here's how some adults' reactions look to teens.

Just get along	Talk it out
It's part of growing up	Tell them how you feel
Ignore them, they'll stop	Hit 'em back
Wait and see what happens	

Listen
Listen Up
Been There
High Expectations
Advice Gone Wrong
Inside Story
We Need To Talk

DEMI LOVATO IN THE NEWS SIGN THE PETITION DONATE AWARENESS MONTH

Contact Us Your Opinion Counts Site 4 Kids PACER's National Center for Bullying Prevention Accessibility Privacy Statement Site Map

National Bullying Prevention Center™

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Students may:

- Fear an "overreaction"
- Feel judged
- Be embarrassed
- Find it hard to talk about anything
- Feel ashamed
- Feel responsible
- Think it does no good
- Worry they won't be protected
- Think it's not macho
- Decide adults don't care

[Link to ADVICE GONE WRONG](#)

Talk With Your Child

Does Your Child Recognize Bullying?

Questions to ask your child:

- Do you think the other student hurt you on purpose?
- Was it done more than once?
- How did it make you feel? (sad, scared, angry?)
- Did it make you feel unsafe?
- Is the other student stronger or more powerful in some way? (physically, socially, etc.)

(Adapted from "Your Child: Bully or Victim? Understanding and Ending Schoolyard Tyranny." Peter Sheras, Ph.D., 2002)

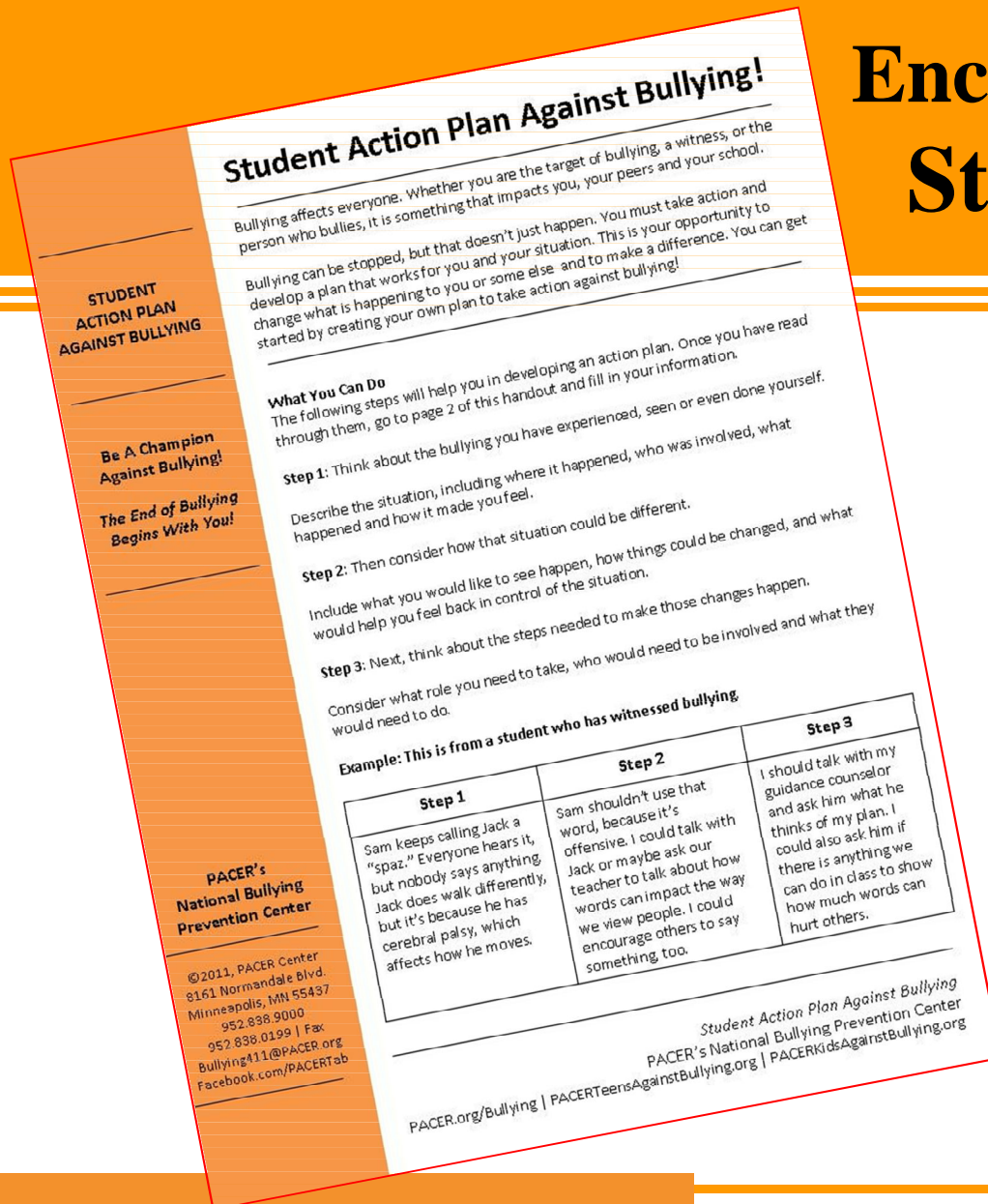
Encourage Self-advocacy

“You Are Not Alone”

Provide your child with affirmations that:

- You Are Not Alone
- You Have the Right to Be Safe
- You Have Options

Encourage Self-Advocacy Student Action Plan



A printed booklet for parents to use with their child, to help them think through potential steps to take in a bullying situation.

Cyberbullying

- Have the cyberbullying conversation.
- Set cyber safety rules.
- Know what your children are doing online.

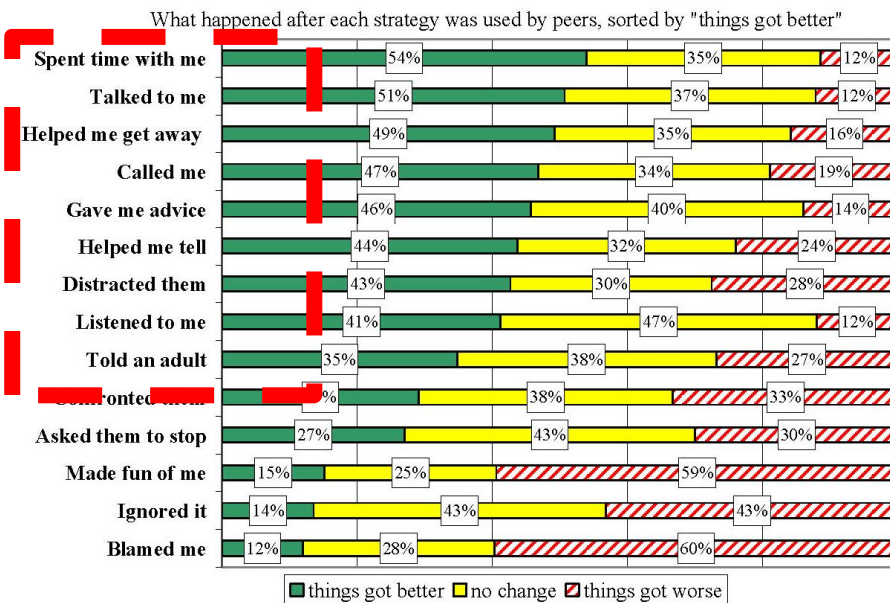
Take Action if Your Child is the Bully

1. Talk with your child.
2. Consider if the behavior is disability-related.
3. Teach empathy, respect, and compassion.
4. Make your expectations clear.
5. Provide clear, consistent consequences for bullying.
6. Teach by example.
7. Role play.
8. Provide positive feedback.
9. Be realistic.
10. Seek help.

Role of An Active Bystander

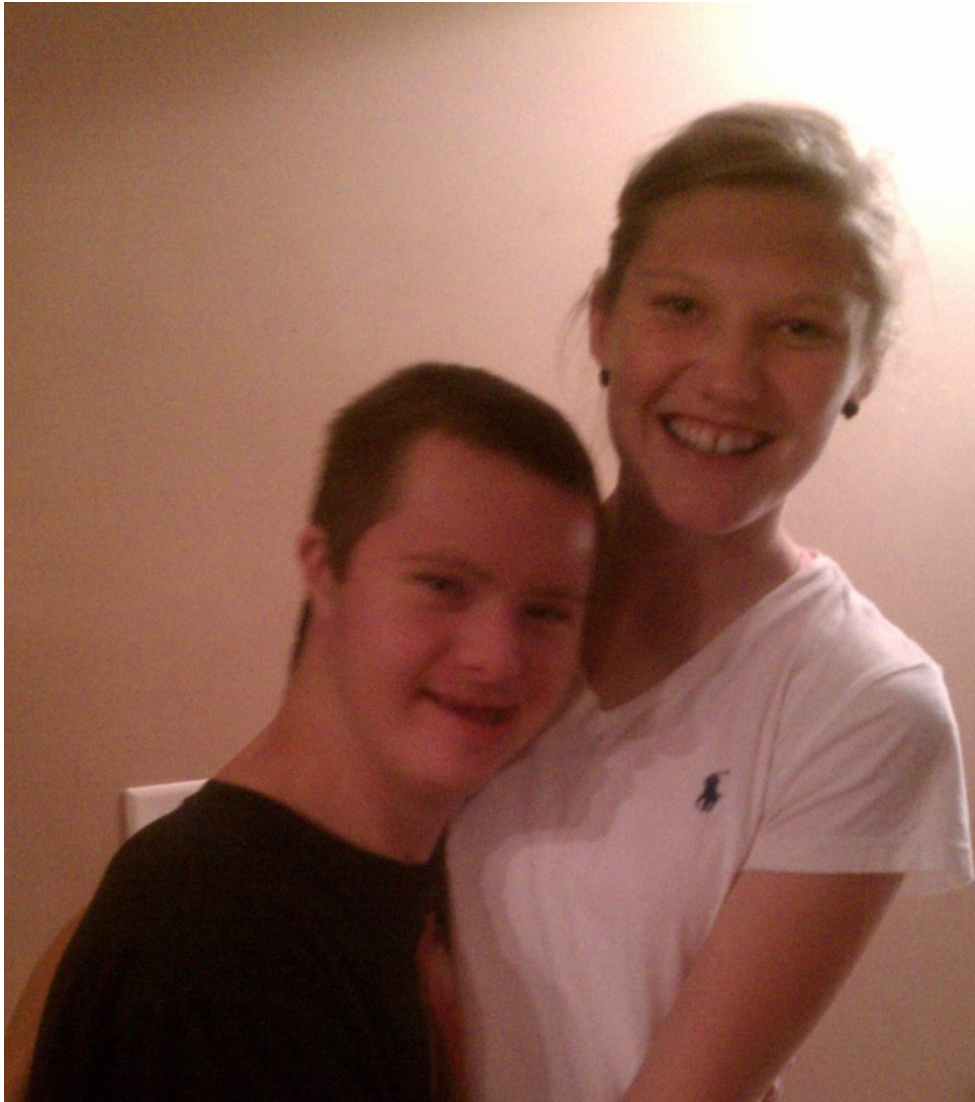
Preliminary results from the Youth Voice Research Project: Victimization & Strategies

What happened after peers did that? – Sorted by “THINGS GOT BETTER.”



Bystanders can help students who are bullied by:

- Spending time with the student being bullied
- Trying to get the student away from the situation
- Listening to the student being bullied
- Telling the student that no one deserves to be bullied



- The Numbers
- Disability Harassment *Dear Colleague* Letter (10/26/10)
- Federal Laws
- Schools' Duties
- Template Letter
- Using the Individualized Education Program (IEP)
- Filing A Complaint
- Peer Advocacy

For Parents Of Children With Disabilities

The Numbers

- Bullying of children with disabilities is significant, although few studies exist to document it.
- The studies that have been published found that children with disabilities were two to three times more likely to be bullied than their nondisabled peers.

Disability Harassment

According to a [July 25, 2000 Dear Colleague](#) letter from the Office for Civil Rights and the Office for Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education, “States and school districts also have a responsibility under Section 504, Title II, and the Individuals with Disabilities Education Act (IDEA), which is enforced by OSERS to ensure that a free appropriate public education (FAPE) is made available to eligible students with disabilities. Disability harassment may result in a denial of FAPE under these statutes.”

Federal Laws that Apply to Disability Harassment

Section 504 of the Rehabilitation Act of 1973 (often referred to as 'Section 504') and Title II of the Americans with Disabilities Act of 1990 (Title II) are the federal laws that apply if the harassment denies a student with a disability an equal opportunity to education.

The Office for Civil Rights (OCR) enforces Section 504 and Title II of the ADA. Students who meet the Section 504/ADA definition of disability would qualify for these protections, including students who have a record of a disability or are regarded as having a disability.

Template Letter 504 and IEP

- "Student with an IEP, Notifying School About Bullying"
- "Student with a 504, Notifying School About Bullying"

are template letters for parents who have a child with an Individualized Education Program (IEP) or Section 504.

(your street address)
(city, state zip code)
_____, 2011 (date)

(name of Principal)
(name of school)
(school address)

RE: _____ (first and last name of child)
_____, (name of Principal) _____ (name of school).

Dear _____, _____ (first name of child) is in the _____ (grade level) at _____ (name of harasser(s)). This has occurred on _____ (s/he) has been bullied and harassed by _____ (date or approximate period of time) when _____ (name of witness(es)) many details of the incident(s) as can be recalled. When this happened _____ (name of witness(es)) We became aware of this incident when heard or saw it and _____ (describe how you were notified).

_____, (first name of child) was hurt by this bullying and harassment. _____ (She/He) had injuries, emotional suffering and any medical or psychological treatment required). As you are likely aware, _____ (first name of child) has a 504 plan. _____ (I/we) became aware of two federal laws (Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Amendment Act (ADAAA) of 2008) that protect the rights of a child with a disability against bullying behavior that is based on the child's disabilities and that interferes with or denies the child the opportunity to participate in or benefit from an educational program.

Please send _____ (me/us) a copy of the District policies on bullying and harassment, investigate this problem and correct it as soon as possible. Please let _____ (us/me) know of the actions you have taken to rectify the situation and to ensure it does not happen again. If this does not resolve this issue, _____ (I/we) will request a 504 meeting to be held as quickly as possible. I expect a response within 5 business days.

Thank you for your prompt attention to this serious problem.

Sincerely,
(sign in this area) _____ (your name)

CC: _____ (name of 504 Coordinator), 504 Coordinator
_____, (name of Superintendent of schools), Superintendent
(Sign and keep a copy for your records)

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Using the Individualized Education Program (IEP)

The Individualized Education Program (IEP) team, which includes the parent, can identify strategies that could be written into the IEP to help stop the bullying.

It may be helpful to involve the child, when appropriate, in the decision-making process, since this can improve the likelihood of the student meeting the IEP goals.

Filing A Complaint

Parents who believe their student's rights have been violated can file a COMPLAINT of DISCRIMINATION with:

- Office for Civil Rights *or*
- Department of Justice

Filing A Complaint - Denial of FAPE

Parents who believe their child has been denied the right to a free, appropriate education (FAPE) can file a complaint with their state educational agency.

Peer Advocacy

A bullying prevention initiative designed to reduce bullying of students with disabilities by engaging, educating, and empowering designated peers to advocate for specific students with disabilities.



**Handouts,
Activities,
Events,
And More**



**Bullying Prevention,
It's Everyone's Responsibility!**

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