Report: Expelling Bullies Doesn't Work, but Education Might

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http://www.usatoday.com/story/news/2016/05/10/bully-report-zero-tolerance/84175458/?utm_content=dee8b8329c4c0a89c29c149228278d92&utm_campaign=WSC%20Update%20Issue%2053&utm_source=Robly.com&utm_medium=email

Zero-tolerance policies that kick bullies out of school are not the answer to the persistent bullying problem plaguing the nation's classrooms, playgrounds and social media sites, according to a report (http://www.nap.edu/catalog/23482/preventing-bullying-through-science-policy-and-practice) released May 10, 2016.

Experts from the National Academies of Sciences,Engineering, and Medicine said prevention efforts should instead target entire schools and give extra attention to students at risk or already involved in bullying, including both victims and the perpetrators themselves. Suspending and expelling bullies "doesn't really help the targets necessarily and it certainly doesn't help the young people doing the bullying," said Frederick Rivara, a pediatrician at Seattle Children's Hospital and chairman of the panel that wrote report.

The group examined decades of research on the bullying of children and teens ages 5-18 and found:

- Between 18% and 31% are repeatedly insulted, threatened, pushed around or otherwise bullied in person by their peers. Online bullying affects 7% to 15%. Recent data (http://www.ed.gov/news/press-releases/new-data-show-decline-school-based-bullying) suggesting a decline in bullying have yet to be confirmed.

- Children and teens who are disabled, obese or lesbian, gay, bi-sexual or transgender are more likely to be bullied. Ethnic, racial and religious minorities also may be targeted.

- Bullied children suffer sleep disturbances, headaches and stomach trouble and are more likely to face depression, anxiety and alcohol and drug abuse, extending into adulthood. Bullies themselves are more likely to be depressed and commit theft and vandalism. Suicide attempts are increased in both groups, though it's not clear bullying is a cause.

- Zero-tolerance policies that became popular in the 1990s have never been shown to reduce bullying. They may discourage students from reporting bullying.

- Programs that encourage bystanders to stop bullying when they see it show promise. But asking students to work out bullying on their own — through peer mediation or forced apologies — can backfire.

"You would never put an abuser face to face with a victim and tell them to work it out," said Deborah Temkin, a researcher with Child Trends in Bethesda, Md., who reviewed a draft of the report. Bullying, she said, is "an abusive use of power." Kicking out the abusers doesn't "address the underlying issues," she added. "They come back angrier than they were before, potentially putting the child they were bullying at even higher risk."

Parents of bullied children often want the abusers punished, and bullies should face some consequences, said Ross Ellis, founder and CEO of Stomp Out Bullying (http://www.stompoutbullying.org/), a N.Y.-based non-profit advocacy group. "But somebody called us last week and wanted a 3-year-old arrested for bullying, which is ridiculous," Ellis said. "Parents need to understand that the bully needs help as much as the victim."

The report called for schools to teach social and emotional skills and tactics for dealing with bullying. It said parents and other adults, including coaches and bus drivers, should play crucial roles in preventing and stopping abuse. And it urged social media companies to adopt policies to curb online bullying.

Alex Levy, 18, a senior at St. Luke's School in New Canaan, Conn., said he and a friend were physically and verbally harassed on a regular basis in 5th grade at a different private school. Administrators, he said, urged the students involved to work out their differences and ended up suggesting he and his friend leave the school.

They did leave and the next year that one-time friend starting bullying him, eventually breaking his arm, Levy said. The experiences led him to spearhead anti-bullying efforts at his new school, said Levy, who is a speaker for Stomp Out Bullying. "You can't force people to always get along, but you can create an environment where kindness is promoted," he said.

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Indicators of School Crime and Safety: 2015 Report - A Few Key Findings

To view all key findings from the report released May 2016 visit: https://nces.ed.gov/programs/crimeindicators/key.asp

Spotlights:

- The percentage of students who had ever been suspended or expelled was higher for fall 2009 ninth-graders who did not complete high school by 2013 than for fall 2009 ninth-graders who did complete high school by 2013 (54 vs. 17 percent).

- A higher percentage of Black students (36 percent) than of Hispanic (21 percent), White (14 percent), and Asian students (6 percent) had ever been suspended or expelled from school.

- A greater percentage of students of low socioeconomic status (SES) than of students of middle SES had ever been suspended or expelled (29 vs. 17 percent), and both of these percentages were greater than the percentage of high-SES students who had ever been suspended or expelled (9 percent).

- The percentage of students with low school engagement who had ever been suspended or expelled (28 percent) was higher than the percentage of students with middle or high levels of school engagement who had ever been suspended or expelled (21 percent and 9 percent, respectively). Similarly, the percentage of students with a low sense of school belonging who had ever been suspended or expelled (28 percent) was higher than the percentage of students with a middle or high sense of school belonging who had ever been suspended or expelled (16 percent and 15 percent, respectively).

- Between 1997 and 2013, the 1-day count of juvenile offenders in residential placement facilities that house such offenders fell by nearly 50 percent, from approximately 105,000 to 54,000.

- The rate of residential placement for Black male juvenile offenders in 2013 was 1.6 times the rate for American Indian/Alaska Native males, 2.7 times the rate for Hispanic males, 5 times the rate for White males, and over 16 times the rate for Asian males.

- In 2013, 32 percent of juvenile offenders were housed in state-run residential placement facilities, with an additional 32 percent in private facilities and 36 percent in local facilities.

School Environment:

- During the 2013-14 school year, 65 percent of public schools recorded that one or more incidents of violence had taken place, amounting to an estimated 757,000 crimes. This figure translates to a rate of approximately 15 crimes per 1,000 students enrolled in 2013-14.

- In 2013-14, about 58 percent of public schools recorded one or more incidents of a physical attack or fight without a weapon, 47 percent of schools recorded one or more incidents of threat of physical attack without a weapon, and 13 percent of public schools recorded one or more serious violent incidents.

- Primary schools recorded lower percentages of violent incidents in 2013-14 (53 percent) than middle schools (88 percent) and high schools and combined elementary/secondary schools (referred to as high/combined schools) (78 percent).

- The percentage of public schools that reported student bullying occurred at least once a week decreased from 29 percent in 1999-2000 to 16 percent in 2013-14. Similarly, the percentage of schools that reported the occurrence of student verbal abuse of teachers decreased from 13 percent in 1999-2000 to 5 percent in 2013-14.

- The percentage of public schools reporting student harassment of other students based on sexual orientation or gender identity was lower in 2013-14 (1 percent) than in 2009-10 (3 percent).

- During the 2013-14 school year, the percentage of public schools that reported student bullying occurred at least once a week was higher for middle schools (25 percent) than high schools/combined schools (17 percent), and the percentages for both of these school levels was higher than the percentage of primary schools (12 percent).

- The percentage of students ages 12-18 who reported that gangs were present at their school decreased from 18 percent in 2011 to 12 percent in 2013. A higher percentage of students from urban areas (18 percent) reported a gang presence than students from suburban (11 percent) and rural areas (7 percent) in 2013.

- A higher percentage of students attending public schools (13 percent) than of students attending private schools (2 percent) reported that gangs were present at their school in 2013.

- In 2013, higher percentages of Hispanic (20 percent) and Black (19 percent) students reported the presence of gangs at their school than White (7 percent) and Asian (9 percent) students.

- The percentage of students in grades 9-12 who reported that illegal drugs were made available to them on school property increased from 1993 to 1995 (from 24 to 32 percent), but then decreased to 22 percent in 2013.

- In 2013, lower percentages of Black students (19 percent) and White students (20 percent) than of Hispanic students (27 percent) and students of Two or more races (26 percent) reported that illegal drugs were made available to them on school property.

- During the 2013-14 school year, the rate of illicit drug-related discipline incidents was 394 per 100,000 students in the United States. The majority of states had rates between 100 and 1,000 illicit drug-related discipline incidents per 100,000 students during the 2013-14 school year. Five states had rates of illicit drug-related discipline incidents per 100,000 students that were below 100: Wyoming, Texas, Tennessee, Virginia, and Michigan, while two states had rates above 1,000: Kentucky and New Mexico.

Indicators of School Crime and Safety: 2015 Report - A Few Key Findings (Continued)

- The percentage of students ages 12-18 who reported being the target of hate-related words decreased from 12 percent in 2001 (the first year of data collection for this item) to 7 percent in 2013. The percentage of students who reported being the target of hate-related words in 2013 was lower than the percentage in 2011 (9 percent).

- The percentage of students ages 12-18 who reported seeing hate-related graffiti at school decreased from 36 percent in 1999 (the first year of data collection for this item) to 25 percent in 2013. The percentage of students who reported seeing hate-related graffiti in 2013 was lower than the percentage in 2011 (28 percent).

- In 2013, a lower percentage of White students than students of any other race/ethnicity reported being called a hate-related word during the school year. About 5 percent of White students reported being called a hate-related word, compared with 7 percent of Hispanic students, 8 percent of Black students, 10 percent of Asian students, and 11 percent of students of other races/ethnicities. There were no measurable differences by race/ethnicity, however, in the percentages of students who reported seeing hate-related graffiti at school in 2013.

- In 2013, about 22 percent of students ages 12-18 reported being bullied at school during the school year. Higher percentages of females than of males reported that they were made fun of, called names, or insulted (15 vs. 13 percent); were the subject of rumors (17 vs. 10 percent); and were excluded from activities on purpose (5 vs. 4 percent). In contrast, a higher percentage of males (7 percent) than of females (5 percent) reported being pushed, shoved, tripped, or spit on.

- In 2013, approximately 7 percent of students ages 12-18 reported being cyber-bullied anywhere during the school year. A higher percentage of female students than of male students reported being victims of cyber-bullying overall (9 vs. 5 percent).

- In 2013, about 33 percent of students who reported being bullied at school indicated that they were bullied at least once or twice a month during the school year, and about 27 percent of students who reported being cyber-bullied anywhere indicated that they were cyber-bullied at least once or twice a month. A higher percentage of students reported notifying an adult after being bullied at school than after being cyber-bullied anywhere (39 vs. 23 percent).

- The percentage of students who reported being bullied was lower in 2013 (22 percent) than in every prior survey year (28 percent each in 2005, 2009, and 2011 and 32 percent in 2007). The same pattern was observed across many of the student and school characteristics examined.

- In 2011-12, about 38 percent of teachers agreed or strongly agreed that student misbehavior interfered with their teaching, and 35 percent reported that student tardiness and class cutting interfered with their teaching. Sixty-nine percent of teachers agreed or strongly agreed that other teachers at their school enforced the school rules, and 84 percent reported that the principal enforced the school rules (*Indicator 12*).

- The percentage of teachers who reported that student misbehavior interfered with their teaching fluctuated between 1993-94 and 2011-12; however, the percentage of teachers reporting that student tardiness and class cutting interfered with their teaching increased over this time period (from 25 to 35 percent). Between 1993-94 and 2011-12, the percentage of teachers who reported that school rules were enforced by other teachers fluctuated between 64 and 73 percent, and the percentage who reported that rules were enforced by the principal fluctuated between 82 and 89 percent.

- A higher percentage of public school teachers (41 percent) than of private school teachers (22 percent) reported that student misbehavior interfered with their teaching in 2011-12. In addition, 38 percent of public school teachers reported that student tardiness and class cutting interfered with their teaching, compared with 19 percent of private school teachers. During the same year, lower percentages of public school teachers than of private school teachers agreed that school rules were enforced by other teachers (68 vs. 77 percent) and by the principal in their school (84 vs. 89 percent).

Postsecondary Campus Safety and Security:

- In 2013, there were 27,600 criminal incidents on campuses at postsecondary institutions that were reported to police and security agencies, representing an 8 percent decrease from 2012 (29,800 incidents). The number of on-campus crimes per 10,000 full-time-equivalent students also decreased, from 19.8 in 2012 to 18.4 in 2013.

- Between 2001 and 2013, the overall number of crimes reported by postsecondary institutions decreased by 34 percent, from 41,600 to 27,600. However, the number of reported forcible sex crimes on campus increased during this period, from 2,200 in 2001 to 5,000 in 2013 (a 126 percent increase).

- The number of disciplinary referrals for drug law violations reported by postsecondary institutions increased between 2001 and 2013 (from 23,900 to 54,100 for a 127 percent increase). The number of referrals for liquor law violations also increased from 130,000 in 2001 to 190,900 in 2013 (a 47 percent increase). The number of referrals for illegal weapons possession was lower in 2013 (1,400) than in 2006 (1,900), but it was higher than the number of such referrals in 2001 (1,300).

- The number of arrests for illegal weapons possession reported by postsecondary institutions was 3 percent lower in 2013 than in 2001 (1,000 vs. 1,100). Arrests for drug law violations increased by 70 percent during this period, from 11,900 in 2001 to 20,100 in 2013. The number of arrests for liquor law violations in 2013 (26,600) was lower than in any year between 2001 and 2012.

- Of the 781 total hate crimes reported on college campuses in 2013, the most common type of hate crime reported by institutions was destruction, damage, and vandalism (364 incidents; also referred to as "vandalism"), followed by intimidation (295 incidents), simple assault (89 incidents), larceny (15 incidents), forcible sex offenses (7 incidents), aggravated assault (6 incidents), burglary (4 incidents), and robbery (1 incident). Similarly, vandalism, intimidation, and simple assault were the three most common types of hate crimes reported by institutions from 2009 to 2012.

- Race-related hate crimes accounted for 41 percent of reported vandalisms classified as hate crimes, 37 percent of reported intimidations, and 38 percent of reported simple assaults in 2013. Additionally, 31 percent of vandalism hate crimes, 23 percent of intimidations, and 29 percent of simple assaults were associated with sexual orientation as the motivating bias.

To view the full May 2016 *Indicators of School Crime and Safety: 2015* report, visit: http://nces.ed.gov/pubs2015/2015072.pdf

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Centers for Disease Control and Prevention (CDC) - Did You Know?

CDC, May 6, 2016

http://www.cdc.gov/stltpublichealth/didyouknow/2016/may.html

- Only about 40%–50% of young children (ages 2–5 years) receive psychological services as part of their treatment for attention-deficit/hyperactivity disorder (ADHD; http://www.cdc.gov/ncbddd/adhd/index.html) according to the latest *Vital Signs* report.

- Behavior therapy (http://www.cdc.gov/ncbddd/adhd/treatment.html) is the recommended first-line treatment for young children with ADHD; it can work as well as medication and without the side effects.

- Healthcare providers should first refer parents (http://pediatrics.aappublications.org/content/pediatrics/early/2011/10/14/peds.2011-2654.full.pdf) of young children with ADHD for training in behavior therapy before prescribing medication.

For more information, visit: http://www.cdc.gov/vitalsigns/adhd/index.html

What is Ransomware and How Do I Stay Protected?

According to Microsoft, Ransomware stops you from using your PC. It holds your PC or files for ransom.

How do I protect myself against Ransomware?

You should:

- Install and use an up-to-date antivirus solution (such as Microsoft Security Essentials - See article below).

- Make sure your software is up-to-date.

- Avoid clicking on links or opening attachments or emails from people you don't know or companies you don't do business with (To learn more visit: https://www.microsoft.com/en-us/safety/online-privacy/phishing-symptoms.aspx).

- Ensure you have smart screen (in Internet Explorer) turned on.

- Have a pop-up blocker running in your web browser.

- Regularly backup your important files.

You can backup your files with a cloud storage service that keeps a history or archive of your files, such as OneDrive (https://onedrive.live.com/about/en-us/) which is now fully integrated into Windows 10 and Windows 8.1, and Microsoft Office.

After you've removed the ransomware infection from your computer, you can restore previous, unencrypted versions of your Office files using "version history".

See the question "How do I get my files back?" above for more help on how to use this feature in OneDrive.

For more tips on preventing malware infections, including ransomware infections, visit Help prevent malware infection on your PC. (https://www.microsoft.com/security/portal/mmpc/shared/prevention.aspx)

For more information, visit: https://www.microsoft.com/security/portal/mmpc/shared/ransomware.aspx

Free Software to Protect You from Viruses, Spyware, and Other Malicious Software

Do you have computers in your building, district, or campus that are not protected? This is free from Microsoft.

Use Microsoft Security Essentials to help guard against viruses, spyware, and other malicious software. It provides real-time protection for your home or small business PCs. It is free and designed to be simple to install and easy to use. It runs quietly and efficiently in the background so you don't have to worry about interruptions or making updates.

To learn more and download, visit: http://windows.microsoft.com/en-us/windows/security-essentials-download