



STUDENTS WITH DISABILITIES and BULLYING PREVENTION

THE POWER OF STORY TELLING

- Information is Power
 - Creative thinking
 - Engaging Dialogue
 - Resources



David

(2001)

Five-years-old

PACER Center

PACER CENTER

Founded in 1977, PACER Center was created by parents of children and youth with disabilities to help other parents and families facing similar challenges. Today, PACER Center expands opportunities and enhances the quality of life of children and young adults with disabilities and their families. PACER is staffed primarily by parents of children with disabilities.

Bullying Prevention

PACER's National Bullying Prevention Center

Founded in 2006, PACER's National Bullying Prevention Center, **actively leads social change, so that bullying is no longer considered an accepted childhood rite of passage.**

PACER provides innovative resources for students, parents, educators, and others, and recognizes bullying as a serious community issue that impacts education, physical and emotional health, as well as the safety and well-being of students.

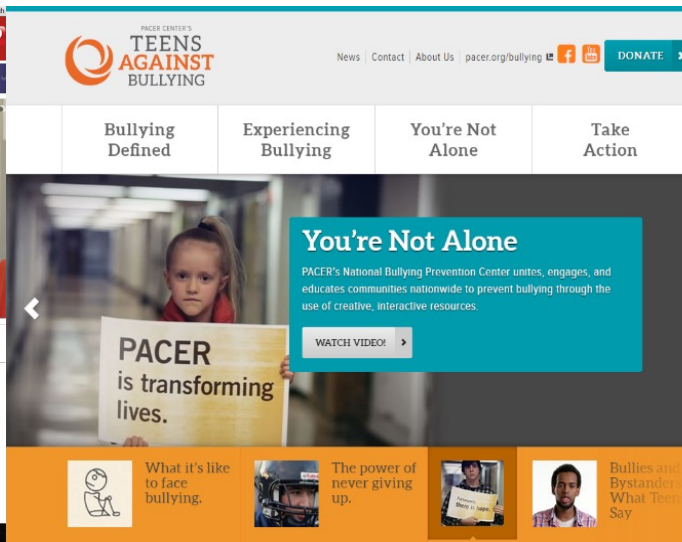
On-Line Resources

PACER.org/Bullying



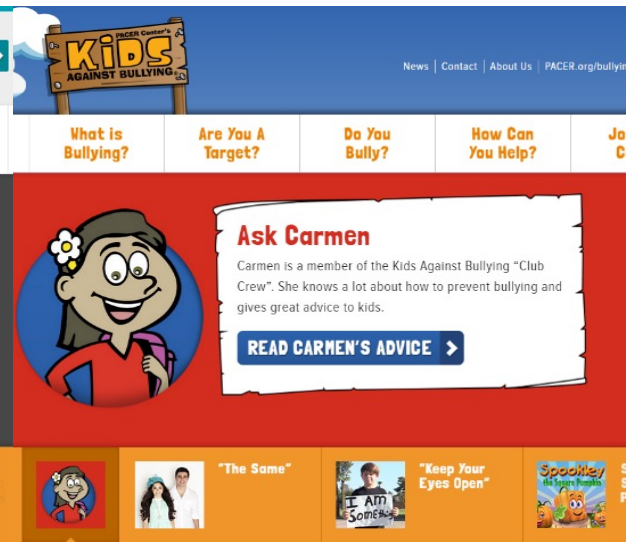
Parents and Professionals

PACERTeensAgainstBullying.org



Middle and High School

PACERKidsAgainstBullying.org



Elementary School

- The power of story telling

INFORMATION IS POWER

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**1. STUDENTS WITH
DISABILITIES ARE BULLIED
TO 2-3 TIMES MORE
OFTEN THAN
NONDISABLED PEERS**

Know the Law

Bullying based on a student's disability may be considered harassment

The Office for Civil Rights (OCR) and the U.S. Department of Justice (DOJ) have stated that bullying may also be considered harassment when it is based on a student's race, color, national origin, sex, or disability.

Parent – Educator Partnership

School staff spend a lot of time with their students and are often in a position to see how they interact with peers, notice patterns in behavior, and recognize classroom dynamics.

Establishing a collaborative relationship between parents and educators is an important step in creating a safe, inclusive environment for the child.

2. THERE ARE MANY UNDER TE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Using the IEP

Individualized Education Program

Equipping students with disabilities with the skills and opportunities to develop friendships and interact with peers, and respond to inappropriate behavior.

Dear Colleague Letters

Guidance issued by Office for Civil Rights and the Office of Special Education and Rehabilitative Services (OSERS)

Template Letters to Notify the School About Bullying

Parents should contact school staff each time their child informs them that he or she has been bullied. PACER Center has created template letters that parents may use as a guide for writing a letter to their child's school. These letters contain standard language and "fill in the blank" spaces so the letter can be customized for your child's situation.

3. LANGUAGE CONTINUES TO IMPACT PERCEPTION

“Person First” Language

Say this

person with a disability

people with disabilities

person with cognitive delays

person who is deaf or hard of hearing

person with Down syndrome (not “Down’s”)

person with a physical disability

Instead of this

disabled or handicapped person

the disabled

mentally retarded person or retard

deaf person

“Retard”

crippled person

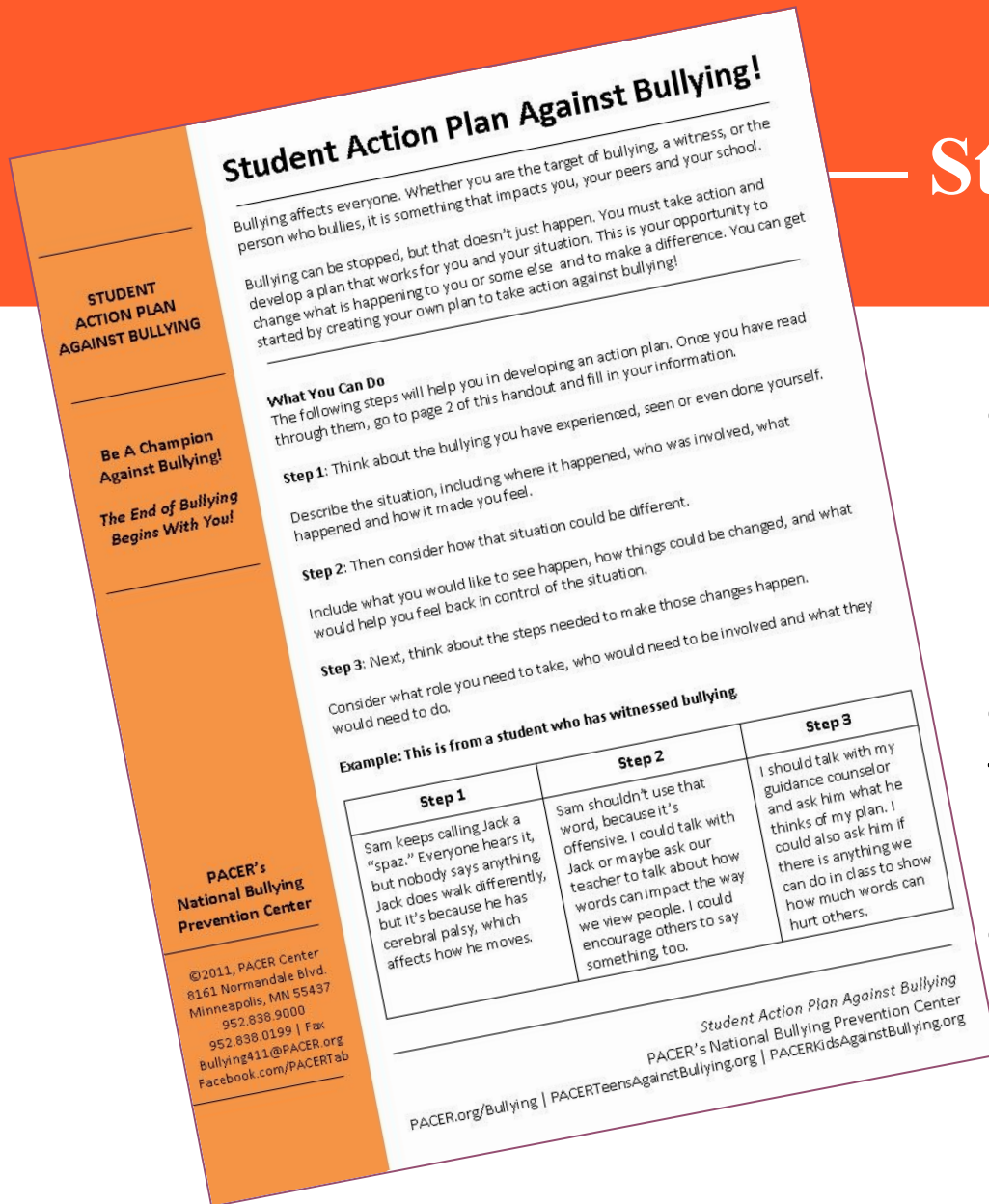
**4. STUDENTS WITH
DISABILITIES OFTEN
HAVE NO VOICE**

Encourage Self Advocacy

“You Are Not Alone”

Provide the child with the affirmations that:

- You are not alone.
- It is not up to you to stop the bullying.
- Bullying happens to a lot of kids. But, that NEVER makes its right.
- No one deserves to be bullied. Everyone deserves respect.
- We all need to work together.



— Student Action Plan —

Step 1: Think about the bullying you have experienced, seen, or even done yourself.

Step 2: Then consider how that situation could be different.

Step 3: Next, think about the steps needed to make those changes happen.

**5. STUDENTS WITH
DISABILITIES ARE OFTEN
SOCIALLY ISOLATED**

Peer Advocacy and Social Inclusion for Students with Disabilities



- The Power of Story Telling
- Information is Power

CREATIVE THINKING

- Engaging Dialogue
- Resources

What are ideas to “CONNECT”
students with disabilities
with their nondisabled peers

CONNECT =

include, interact, recognize, value,
involve, accept and respect

- The Power of Story Telling
 - Information is Power
 - Creative Thinking

ENGAGING DIALOGUE

- Resources

The Short Bus Stops at My House

- Why do people use condescending words about disabilities, such as “retarded,” to negatively reference a person or situation?
- What can be done to educate that it’s not acceptable to use words that disparage people with disabilities?
- Do you think that education about the impact bullying has on students with disabilities would change anything?
- What would be helpful for parents and educators to know about how students with disabilities are treated at school and in the community?

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RESOURCES

Bullying and Harassment of Students with Disabilities

The screenshot shows a web browser window displaying the National Bullying Prevention Center website. The page title is "Bullying and Harassment of Students with Disabilities". The main heading is "Bullying and Harassment of Students with Disabilities". Below the heading, it states: "Children with disabilities are two to three times more likely to be bullied than their nondisabled peers." The page includes a navigation bar with links to "National Bullying Prevention Month", "Resources", "Classroom", "Videos", "Stories", "Get Involved / Campaigns", and "What Parents Should Know About Bullying". There is a "Share:" section with social media icons for Facebook, Twitter, and Pinterest, along with a count of 166 shares. Below the main content, there is a section titled "Top 10 Facts" with a sub-section "Top 10 facts that parents, educators and students should know". The first fact is: "1. The statistics – Students with disabilities are much more likely to be bullied than their nondisabled peers." The text continues: "Although only 10 U.S. studies have been conducted on the connection between bullying and developmental disabilities, all of these studies found that children with disabilities were two to three times more likely to be bullied than their nondisabled peers. (Disabilities: Insights from Across Fields and Around the World; Marshall, Kendall, Banks & Gover (Eds.), 2009)" and "One study shows that 60 percent of students with disabilities report being bullied regularly compared with 25 percent of all students. (Source: British Journal of Learning Support, 2008)".

Students with Disabilities - National Bullying Prevention Center - Internet Explorer

http://www.pacer.org/bullying/res... Mail - Julie Hertzog - ... Pandora Radio - List... Students with Dis... The Arc | White Pap...

National Bullying Prevention Center® The End of Bullying Begins with You.

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National Bullying Prevention Month Resources Classroom Videos Stories Get Involved / Campaigns What Parents Should Know About Bullying

Home / Resources /

Share: Facebook 166 Twitter Pinterest Email + 9

Bullying and Harassment of Students with Disabilities

Children with disabilities are two to three times more likely to be bullied than their nondisabled peers.

Top 10 Facts Rights and Policies Self-Advocacy Peer Advocacy Person First Language Resources

Top 10 facts that parents, educators and students should know

1. The statistics – Students with disabilities are much more likely to be bullied than their nondisabled peers.

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10 year Anniversary (2006-2016)

A decade together against bullying—
and united for kindness, acceptance and inclusion.

OCTOBER

National Bullying Prevention Month

- Founded in 2006 by National Bullying Prevention Center.
- Held during the month of October.
- Unites communities nationwide to educate and raise awareness of bullying prevention.
- Initially held as week long event.
- Expanded in 2010 to the entire month.



PACER's

National Bullying Prevention Center®

The End of Bullying Begins With You | PACER.org/Bullying

Unity Day



Wednesday, October 19, 2016

Make it **orange** and make it end!
(wear and share **orange**!)

Together against bullying—
United for kindness, acceptance
and inclusion



***“When we **stand together**
no one stands alone!”***

Anistyn

