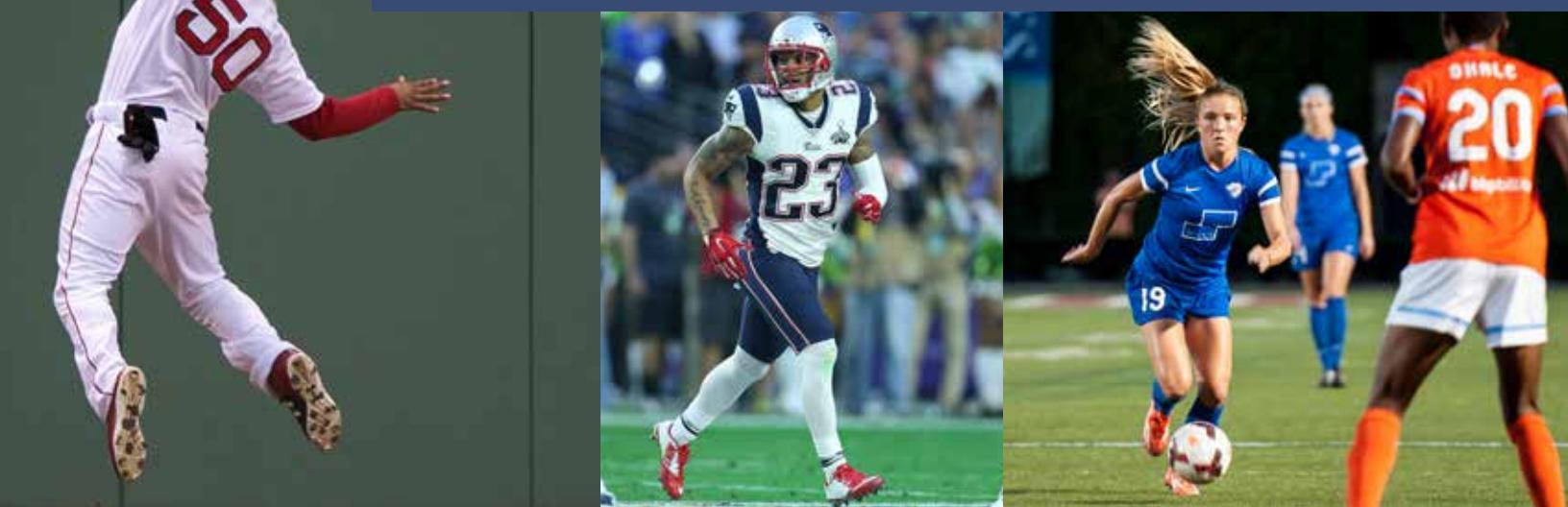




BOSTON VS BULLIES

www.bostonvsbullies.org

**FACILITATOR'S GUIDE
SUPPLEMENT
INCLUDING KIDS WITH
DISABILITIES IN BULLYING
PREVENTION**



FACILITATOR'S GUIDE SUPPLEMENT: INCLUDING KIDS WITH DISABILITIES IN BULLYING PREVENTION

BOSTON vs BULLIES is an award-winning educational program that leverages the power of Boston sports to help stop bullying in our schools and in our community.

The Sports Museum has rallied the entire Boston sports community behind this effort. Nine current Boston athletes are featured in the video-based educational program, which also includes a facilitator's guide, this supplemental guide, a website, and lesson plans. In these resources, teachers, youth leaders, and parents will find tools, discussion questions, and activities to get kids actively involved in practicing the skills they need to effectively stand strong against bullying.

Everyone needs to know how to prevent and stop bullying:

- Kids who are doing the bullying need to know how to stop.
- Kids who are getting bullied need to know how to respond.
- Kids who are watching the bullying take place need to know how to help.

BOSTON vs BULLIES provides practical guidance and strategies that all kids—with and without disabilities—need to know, delivered by our featured athletes in compelling fashion and all grounded in the latest and very best anti-bullying research.

Since 2013, more than 35,000 upper elementary and middle schools students have experienced BOSTON vs BULLIES. We are committed to bringing the program to many more kids in the years ahead.

Our passionate quest to stop bullying continues. Thanks for being part of our team and helping the kids in our community.

BOSTON vs BULLIES . . .

Let's Win This One Together

LEARN MORE AT WWW.BOSTONVSBULLIES.ORG

BOSTON vs BULLIES Facilitator's Guide Supplement
Copyright © 2016 The Sports Museum. All Rights Reserved.
Note: This is an updated Version 2.0 of the facilitator's guide supplement originally published in 2014



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THE SPORTS MUSEUM



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THIS SUPPLEMENT TO THE BOSTON VS BULLIES FACILITATOR'S GUIDE WILL HELP FACILITATORS INCLUDE KIDS WITH DISABILITIES IN THE BOSTON VS BULLIES BULLYING PREVENTION INITIATIVE.

The BOSTON vs BULLIES educational video, facilitator's guide, and facilitator's guide supplement are designed to be used in schools, youth and community programs, afterschool and sports programs, and at home. They are targeted for students in upper elementary and middle school but can be adapted for younger or older students. While this supplement is specifically designed for use with kids who have disabilities, it can be used with any group of kids.

This supplement will help you learn what you can do to include kids with disabilities in bullying prevention efforts. Here you'll find tips, strategies, and activities specifically designed to engage kids with disabilities in preventing and stopping bullying.

Because kids with disabilities are more likely to be bullied than their peers, this guide is also designed to help prevent and stop bullying that is specifically targeted at kids because of

their disabilities. It includes activities to help kids with disabilities become more aware of what bullying is, recognize when they are getting bullied, and learn and practice what they can do about it. It also includes activities to prevent kids with disabilities from bullying others. In addition, it includes teamwork activities that engage all kids in preventing and stopping bullying.

BOSTON VS BULLIES... LET'S WIN THIS ONE TOGETHER!



- Kids with disabilities can be active participants in helping to prevent and stop bullying.
- It's important to include all kids, with or without a disability, in bullying prevention.

- There are specific things that you should know and be prepared to do to include kids with disabilities in your bullying prevention efforts and activities.

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WHAT IS BULLYING?

WHAT IS BULLYING?

How do the defining characteristics of bullying apply to situations that involve kids with disabilities?

Bullying is a form of emotional or physical abuse that has three defining characteristics:

1 It is deliberate: A bully's intention is to hurt someone.

Kids with disabilities may misperceive the hurtful intentions of someone who bullies, or they may misperceive the hurtful consequences of their own behavior.

2 It is repeated: A bully often targets the same victim again and again.

Kids with disabilities are at greater risk because they may not fully realize that they are being bullied, they may not know how to respond, and they may receive less support from peers.

3 It involves an abuse of power: A bully chooses victims that he or she perceives as vulnerable.

Kids with disabilities are often targeted for bullying because they are perceived as weak or defenseless.

Bullying is different from conflicts, fights, or disagreements. It must meet all three of these criteria.

**BULLYING HURTS
EVERYONE . . .
HELP MAKE IT STOP**

TYPES OF BULLYING

VERBAL BULLYING

Teasing, name calling, threatening

PHYSICAL BULLYING

Pushing, punching, beating up

RELATIONAL BULLYING

Excluding, ignoring, spreading rumors, getting others to turn against someone

CYBERBULLYING

Sending hurtful messages or images by Internet or cell phone



BULLYING AND KIDS WITH DISABILITIES

WHAT IS BULLYING?

Kids with physical, developmental, intellectual, emotional, or sensory disabilities are more likely to be bullied than their peers.

Their disability may make them more likely to be perceived as vulnerable or different from other kids. Those with a high risk of being bullied include kids with physical vulnerabilities, special health needs, epilepsy, learning disabilities, attention deficit disorder or attention deficit hyperactivity disorder, and social skill challenges, including autism spectrum disorder. (See www.stopbullying.gov for more information.)

Research has found that compared to their peers without disabilities, students with disabilities were:

- **More worried** about school safety and being injured or harassed by peers¹
- **Two to three times** more likely to be victims of bullying and to have experienced bullying that was more chronic in nature (and often directly related to their disability)²

The National Autism Association reports high incidents of bullying of children with disabilities, especially for children on the autism spectrum:

- “Research shows children with disabilities are two to three times more likely be bullied than their non-disabled peers. Children on the spectrum are even more vulnerable due to differences in communication skills, motor skills and social cognition.”³
- “Students with autism spectrum disorders often lack social cognition and ability to take someone else’s perspective making them prime targets for bullies, especially in early adolescence. The impact of bullying can be profound and debilitating.”⁴

A survey of parents of children with Asperger's Syndrome revealed the following:

- 65% reported that their child with Asperger's Syndrome had been victimized by peers in some way within the past year
- 47% reported that their child had been hit by peers or siblings
- 50% reported that their child was scared of their peers
- 12% said that their child had never been invited to a birthday party⁵

Three forms of bullying have been identified that especially involve children with disabilities:

- **Manipulative Bullying:** A child is coerced and controlled by another child
- **Conditional Friendship:** A child thinks that someone is their friend, but that friendship is alternated with bullying behavior
- **Exploitative Bullying:** The features of a child's disability are used to bully that child, either by another child or via technology or social media⁶



¹ Saylor, C., & Leach, J. (2009). Perceived bullying and social support students accessing special inclusion programming. *Journal of Developmental and Physical Disabilities*, 21, 69-80.

² Marshall, C. A., Kendall, E., Banks, M. E., & Gover, R. M. (2009). Disabilities: Insights from across fields and around the world. Westport, CT: Greenwood Publishing Group. Cited in AbilityPath.org. (n.d.). Walk a mile in their shoes: Bullying and the child with special needs (pp. 10-11). Retrieved from <http://www.abilitypath.org/areas-of-development/learning--schools/bullying/articles/walk-a-mile-in-their-shoes.pdf>

³ National Autism Association. (n.d.). Research on bullying (¶ 1). Retrieved from <http://www.autismsafety.org/bullying.php>

⁴ National Autism Association. (n.d.). About bullying (¶ 1). Retrieved from <http://www.autismsafety.org/bullying.php>

⁵ Carter, S. (2009). Bullying of Students with Asperger Syndrome. *Issues in Comprehensive Pediatric Nursing*, 32, 145-154.

⁶ <http://www.abilitypath.org/areas-of-development/learning--schools/bullying/articles/walk-a-mile-in-their-shoes.pdf> (p. 15)

CREATING A BULLYING-FREE ENVIRONMENT

To prevent bullying, it's important to establish an environment where everyone understands that bullying is unacceptable, harmful, and preventable—and where everyone takes responsibility for stopping it. Talking about bullying prevention, and engaging everyone in its prevention, helps to create an environment where all kids feel safe and included.

CREATING AND FOSTERING A BULLYING-FREE ENVIRONMENT

- Encourage respect and cooperation. A team can accomplish great things when individuals with different types of strengths work together.
- Highlight kids' strengths (e.g., academic, social, music, art, sports) rather than their weaknesses.
- Understand how different disabilities might contribute to kids' involvement in bullying (whether by being bullied, doing the bullying, or being a bystander to bullying).
- Establish and apply clear expectations, consistent rules, and appropriate rewards and consequences for all kids. Consequences should be educational, not punitive.
- Promote the equal role and value of all kids in the group.
- Promote feelings of empathy.
- Encourage kids to ask for help when needed; model strategies for asking for help from adults and peers.
- Make sure that all kids feel included in activities.
- Encourage friendships.
- Encourage kids to prevent bullying anywhere it may happen—both in and outside the classroom or group settings.
- Model positive interactions and effective responses. Kids learn by watching and imitating adults.

THE BOSTON VS BULLIES INITIATIVE WILL BE MOST EFFECTIVE WHEN EVERYONE IS INVOLVED



See the Eyes on Bullying Toolkit for more on creating a bullying-free environment: kimstorey.net/publications



WHAT THE LAW SAYS ABOUT BULLYING OF STUDENTS WITH DISABILITIES

★ If a child's disability and/or social skills development makes that child a target for bullying, the child's school must include strategies to address these needs in an Individualized Education Program (IEP) or 504 Plan.

★ Students with disabilities who are eligible for special education under the Individuals with Disabilities Education Act must have an IEP.

★ Bullying of students with disabilities can be considered "disability harassment," which is prohibited under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990.

See www.stopbullying.gov for more information about the legal rights of children with disabilities.

BULLYING INTERVENTION STRATEGIES

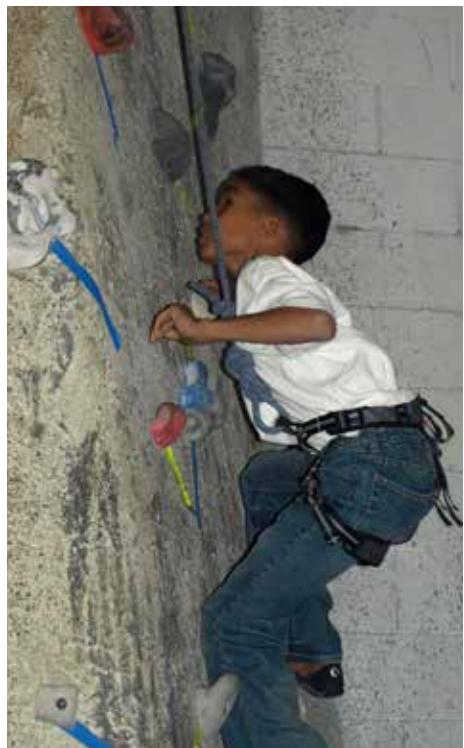
STRATEGIES

It's important that you and the kids you work with are prepared to intervene if and when bullying happens. Here are some ways that you can intervene to support kids with disabilities:

- Look out for any bullying (verbal, physical, relational, cyberbullying) directed at kids because of their disabilities.
- Intervene immediately. This lets everyone involved know that bullying is not acceptable.
- Be clear to all involved that bullying is unacceptable and won't be allowed.
- Teach kids how to recognize when they are getting bullied.
- Teach kids the strategies they need to respond to bullying safely—for example, stay calm, tell the child

who is bullying to stop, go to their designated safe place, or tell a peer or adult they trust.

- Tell kids that no one deserves to be bullied.
- Encourage bystanders—the kids watching the bullying—to help kids who are having trouble with bullying. Peer advocates can help their peers stand up to bullying by assisting in communication, supporting the child who is being bullied, reporting the bullying, and getting help.
- Realize that kids with disabilities can also instigate the bullying. They may need help understanding that their actions can hurt others, and they may need to learn how to stop.
- When possible, make sure that the important adults involved with a child's daily activities are informed about a bullying situation.



**WORK WITH YOUR
KIDS TO DETERMINE
WHICH STRATEGIES
WORK BEST. USE THE
BOSTON VS BULLIES
ACTIVITIES TO HELP
PREPARE KIDS
TO EFFECTIVELY
INTERVENE AND
STOP BULLYING.**

TIPS FOR FACILITATORS

TIPS FOR FACILITATORS

Successfully including kids with disabilities in bullying prevention activities requires clear instructions, repetition, practice, reinforcement, and help applying the concepts to real-life situations. Here are some things you can do:

- 1 Teach one concept at a time.
- 2 Make sure that instructions are clear, concise, and repeated as often as needed.
- 3 Adapt activities to kids' different learning styles and needs (e.g., physical, cognitive, and social strengths and limitations).
- 4 Create an environment free of distractions. Many kids can focus and concentrate better without background noise.
- 5 Provide breaks between activities. It's difficult for some kids to concentrate for long periods of time.
- 6 Model strategies for including all kids in activities.
- 7 Use anger management strategies, such as deep breathing, to help kids who may have trouble with self-control and functioning in a group.
- 8 Help kids identify their own personal space and respect others' personal space.

ADAPTING ACTIVITIES FOR KIDS WITH DISABILITIES

- 1 Clearly state the directions and repeat them as needed.
- 2 Use vocabulary appropriate for the child's level.
- 3 Allow extra time to complete an activity.
- 4 Have kids work in pairs or small groups, and remind them to work as a team.
- 5 Encourage kids to ask questions and ask for help when needed.
- 6 Repeat information, and review key concepts.
- 7 Provide one-to-one support and follow-up.
- 8 Allow for breaks as needed.

STAND STRONG AGAINST BULLYING



IS IT BULLYING?

- Understanding the definition of bullying and the different forms it takes can help kids prevent and stop bullying. Kids with disabilities often have a difficult time recognizing bullying when it happens. They need help understanding what bullying is and the different ways that kids with disabilities may be involved in bullying.
- In addition, kids with autism spectrum disorder may have trouble picking up on social cues and reading social situations. Helping kids predict the intentions of someone's behavior may help them avoid becoming a target of bullying.

QUICK TIP

Bullying prevention skills are often learned best through role-playing, visual presentations, games, stories, and teamwork. The activities in this guide use these strategies to engage kids with disabilities in bullying prevention activities. These activities supplement the activities in the BOSTON vs BULLIES Facilitator's Guide.

BOSTON vs BULLIES

ACTIVITIES

ACTIVITY: What Is Bullying? Poster

Use the *What Is Bullying?* poster to talk about the definition and characteristics of bullying.

- Ask kids to define bullying (i.e., it's on purpose, it happens over and over again, and it's an abuse of power).
- Discuss how bullying is different from a conflict or disagreement.
- Explain the difference between something done on purpose and something done accidentally. Ask kids to give examples.
- Help your group list the ways that kids can be powerful in school, in their family, while doing sports, and during other activities. Ask kids, "Can you use power to help someone? Can power be used to hurt someone?"
- Talk about how bullying can take many different forms, and ask kids to give examples from the four types of bullying: verbal, physical, relational, and cyberbullying.
- Consider using visuals (e.g., images from the Internet or pictures from magazines) to illustrate the different forms of bullying.
- Explain that if kids can recognize bullying when it happens, they can help stop it.



VERBAL BULLYING



PHYSICAL BULLYING



RELATIONAL BULLYING



CYBERBULLYING

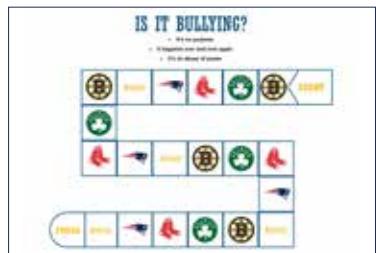


BOSTON vs BULLIES

ACTIVITIES

ACTIVITY: Is It Bullying? Game Board

The *Is it Bullying?* board game is a small-group, adult-facilitated activity designed to help kids work together collaboratively in bullying prevention activities. Use the game to help kids understand when a behavior is bullying, when it's not, and what to do to stop it.



For a copy of this board game contact:
mgormley@sportsmuseum.org

ACTIVITY: Team Player Cards SMALL GROUP ACTIVITY

It's hard to bully someone if you get to know them better.

This activity will help kids develop empathy and foster team-building.

- Before the activity, ask kids to bring in a photo of themselves.
- Discuss with the group, "What makes us who we are?" (e.g., our families, friends, interests, abilities)

- In pairs or small groups, ask kids to interview each other about their strengths. Have them find answers to three key questions: "What are you good at?" "What do you like to do?" and "What is one thing people don't know about me?" (e.g., favorite color, least-favorite food, what they want for their birthday).
- Ask kids to write down the key words their partners use to describe themselves.
- Have kids make a player card for themselves. On the front of the card, tell kids to put their photo or an illustration of themselves; label it with their name. On the back of the card, tell kids to list the key words that describe them. Invite kids to share their cards with the group. Create a team roster of the cards and display for all to see.
- Optional: Have kids share with the group what they've learned about their partner.

ACTIVITY: Predictions

Many kids don't realize that their actions can have an effect, whether positive or negative, on another person. They may need help understanding that small acts of kindness can make someone feel good and included. Conversely, they may need help realizing that negative actions can hurt someone. Understanding cause and effect may help kids relate in more positive ways to their peers, and avoid bullying situations.

In sports, people use background knowledge and experience to predict an outcome—what's going to happen.

This activity will help kids predict the outcome of what they say and what they do.

Provide (or ask kids to provide) examples of a positive and a negative statement.

Then, for each pair of statements, ask kids to answer the following questions:

- How will the person you say this to feel?
- How will you feel?
- What will happen next?

Negative Statements

- "You're ugly."
- "You're mean."
- "You're dumb."
- "Give me that."

Positive Statements

- "You're pretty."
- "You're nice."
- "You're smart."
- "Let's share."



For more activities about what kids can do about bullying, see the BOSTON vs BULLIES Facilitator's Guide (pp. 10-11). For another activity about how our actions can affect others, see Positive Power in the BOSTON vs BULLIES Facilitator's Guide (p. 9).



For more activities about defining bullying, see the Is It Bullying? activities in the BOSTON vs BULLIES Facilitator's Guide (p. 7).



ACTIVITY: Here's What You Can Do Poster

When kids think ahead about what they will say and do in a bullying situation, they will be better prepared to do the right thing if and when bullying does happen. Kids with disabilities can especially benefit from practicing effective responses.

The poster is designed to help kids learn and practice how to stop bullying. Use the poster to talk with kids about their feelings about bullying and different options for responding.

For example:

- “What is happening in the picture?” (A girl is being bullied)
- “What is the girl feeling?” (Sad, scared, embarrassed)
- “What do you think she can do about it?” (Stay calm, take a deep breath, remind herself that it’s not her fault, find help)

Tip.

Depending on your group, you may want to focus on just one or two options for responding to bullying.

THE SPORTS MUSEUM PRESENTS
BOSTON VS BULLIES
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Illustrator: Amy Kurzweil Agency

If you're getting bullied...

HERE'S WHAT YOU CAN DO:

Stay calm.

Tell the person to stop.

Go to a safe place.

Tell a friend or an adult.



BOSTON vs BULLIES

TEAM BUILDING ACTIVITIES

ACTIVITY: Helpful Bystanders

1. Discuss with kids how to think ahead about what they would say and do if they see or hear about bullying. Talk about ways to intervene both directly and indirectly (see the BOSTON vs BULLIES Facilitator's Guide, pp. 12-13).
2. Have kids make a three-step game plan for how to respond when they see or hear about bullying.
 - Encourage kids to get help from a friend or adult.
 - Encourage kids to intervene only if they feel safe.
3. Create an All Star Team. Ask kids, "Who are three people you can trust to help you stand strong against bullying?"
4. Ask kids to role play different ways they could be a helpful bystander. Practice a variety of responses, for example, helping a kid getting bullied to walk away, get help, or stand up to the person who is bullying by saying things such as:
 - "Stop teasing."
 - "Don't fight."
 - "Leave him alone."

Make a 3-Step Game Plan

1. What will you do or say?
2. Who can help?
3. Where can you go?



ALL KIDS HAVE THE POWER TO HELP OTHER KIDS STAND UP TO BULLYING—BUT IT TAKES PRACTICE AND A TEAM EFFORT. KIDS WITH DISABILITIES MAY ESPECIALLY BENEFIT FROM PRACTICING WHAT THEY WOULD SAY AND DO IF THEY ENCOUNTER SOMEONE GETTING BULLIED.



For more activities about bystanders, see the BOSTON vs BULLIES Facilitator's Guide (p. 13).

ACTIVITY: Friend Detective

Some kids may try to use friendship as a way to bully. They may say to a classmate, “I’m your friend,” but then take advantage of this so-called “friendship” to bully their supposed friend. For example, someone who says “I’ll be your friend if you give me your lunch money” or “You can be my friend if you don’t play with John” is being a bully, not a friend.

This behavior can be difficult to detect. Kids with disabilities may have an especially difficult time detecting who is a friend and who is not.

This activity is designed to help kids detect when friendship is used in hurtful ways to bully others.

- Discuss with kids, “What makes a good friend? What are some things friends do for each other? When is someone not your friend?”
- Discuss with kids the difference between unconditional and conditional friendship.
- Review the criteria in the chart to help kids detect who is a true friend and who is not.
- Provide examples, or ask kids to provide examples, and then use the criteria in the chart to decide if it’s friendship or not friendship.



FRIEND DETECTIVE

FRIENDS

Friendship is two-way:

- You are willing to share with a friend and your friend shares with you
- You help your friend and your friend helps you

Friendship is unconditional:

- A friend will still be a friend if you are having a bad day
- A friend will still be a friend if you say, “I won’t do that because it makes me feel uncomfortable.”

Friends want the best for you:

- Friends want you to feel safe, included, and comfortable
- Friends help each other

NOT FRIENDS

One-sided friendship:

- If someone asks you to share all the time and doesn’t share back

Conditional friendship:

- “I’ll be your friend if you...”
- “If you don’t give me your cookies, I won’t be your friend.”

Not-Friends:

- Not-friends don’t want the best for you
- Not-friends don’t care if you feel unsafe, uncomfortable, scared, hungry, or sad

If someone asks you to do something that makes you feel bad, it is OK to say, “No.”



FRIEND DETECTIVE WORKSHEET
available on BOSTON vs BULLIES website

Where To Learn More

RESOURCES

RESOURCES

BOSTON vs BULLIES

www.bostonvsbullies.org

On this website, you'll find more information on bullying prevention, as well as visuals and worksheets for the activities in this guide.

For training and support for the BOSTON vs BULLIES Including Kids with Disabilities in Bullying Prevention program, contact The Sports Museum, Education Department 617.624.1233
mgormley@sportsmuseum.org

Boston Public Schools

www.bostonpublicschools.org/antibullying

Check out these anti-bullying resources:

- Bullying Prevention: A Guide for Parents of Students with Disabilities
- Bullying Prevention & Intervention: A Guide for the IEP Team

Eyes on Bullying

www.kimstorey.net/publications

The Eyes on Bullying toolkits offer more information and resources on bullying prevention.

PACER's National Bullying Prevention Center

www.pacer.org

This website offers a number of anti-bullying resources:

- Bullying and Harassment of Students with Disabilities: The Top 10 facts that parents, educators, and students need to know
- The Peer Advocacy Guide: How to address bullying of students with disabilities by engaging, educating, and empowering their peers with advocacy skills
- Use Positive Strategies to Protect Your Child with Disabilities from Bullying

StopBullying.gov

This federal government website includes tips, facts, toolkits, training materials, and more.

- Bullying and Children and Youth with Disabilities and Special Health Needs
- Bullying and Children and Youth with Disabilities and Special Health Needs Tip Sheet
- Keeping Students with Disabilities Safe from Bullying (Stopbullying blog post by Michael Yudin, August 23, 2013).



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THE SPORTS MUSEUM
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The Sports Museum is a non-profit educational institution that has served Boston and New England for the past 39 years. Housed at the TD Garden, The Sports Museum features a half-mile of exhibits celebrating the history and character of Boston sports. Through its educational programs BOSTON vs BULLIES and STAND STRONG, The Sports Museum leads the way in using the power of sports to help kids build character and prevent and stop bullying.