

Bullying & Autism

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**Objectives:**

• The participant will leave with an understanding of how bullying impacts the lives of children with autism.

• The participant will leave with an understanding of how to help children with autism that are being bullied.

• The participant will leave with a list of resources and activities to use with children with autism that are at risk for being bullied or are being bullied

Bullying is a repeated pattern of aggressive

behavior that involves an imbalance of power

that purposefully inflicts harm on the bullying

victim (Olweus, 1993).



<http://education.ky.gov/school/sdfs/Pages/Bullying.aspx>

**Federal Laws Regarding Bullying & Disabilities**

• Section 504, Title II, and the Individuals with Disabilities Education Act (IDEA),: 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

[• http://www.wrightslaw.com/info/harassment.index.htm#sthash.2grE](http://www.wrightslaw.com/info/harassment.index.htm#sthash.2grEqGR9.dpuf)

[qGR9.dpuf](http://www.wrightslaw.com/info/harassment.index.htm#sthash.2grEqGR9.dpuf)

**House Bill 91: The Bullying Bill**

**School Requirements for Compliance with HB 91 (KRS 158.156) Procedures to be Followed**

 School employees report to principal (suspected student victims of felony offenses under KRS

Chapter 508)

 Within 48 hours, principal files written report with local board of education\* (through the Superintendent as the executive agent of the BOE), and *one* of three local law-enforcement agencies (See Section 1)

 Principal notifies parents or guardians of student \*\*

 The agency receiving the principal’s report will conduct an investigation (school and/or board may participate in the investigation if the agency requests)

 If a law or board violation has occurred, school will report incident as part of safe school data reporting

**Kentucky Bullying Statics**

• 2014-2014 school year there were 20,172 reports of bullying/

harassment

• 71% of reported events happened in grades 6 -10.

• 72% of reported events involved males

[http://education.ky.gov/school/sdfs/pages/safe-schools-data-collection-and- reporting.aspx](http://education.ky.gov/school/sdfs/pages/safe-schools-data-collection-and-reporting.aspx)

**National Bullying Statistics**

• Nearly 1 in 3 students (27.8%) report being bullied during the school year (National Center for Educational Statistics,

2013).

• 64 percent of children who were bullied did not report it;

only 36 percent reported the bullying (Petrosina,

Guckenburg, DeVoe, and Hanson, 2010).

<http://www.pacer.org/bullying/about/media-kit/stats.asp>

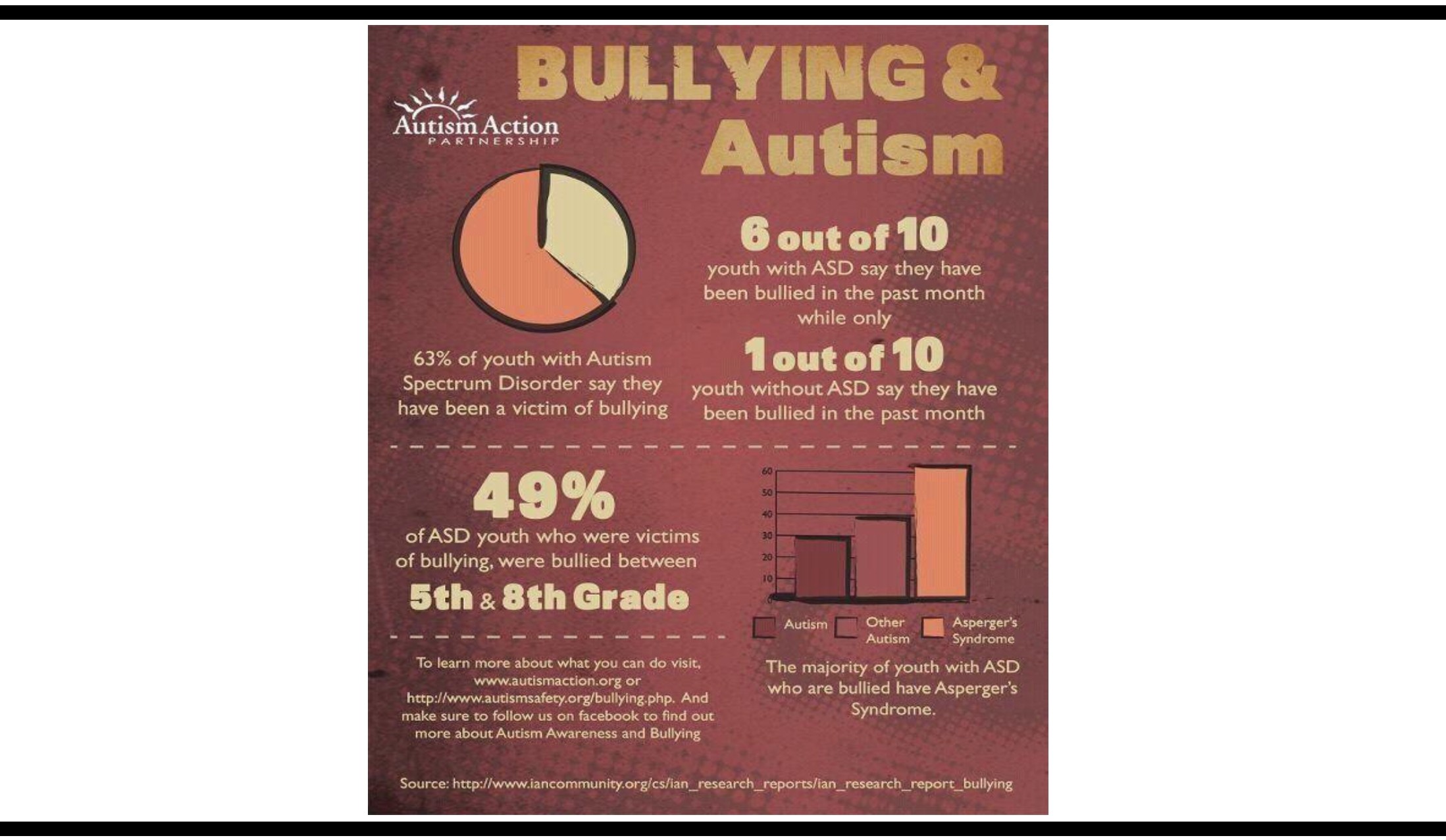
**Autism Specific Bullying Statistics**

• 63% of 1,167 children with ASD, ages 6 to 15, had been bullied at some point in their lives

[http://www.iancommunity.org/cs/ian\_research\_reports/ian\_research\_report\_bu llying](http://www.iancommunity.org/cs/ian_research_reports/ian_research_report_bullying)

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**Why**

 Many of the defining characteristics of autism are the ones

that put them at greatest risk of bullying.” Dr. Catherine

Bradshaw

 Often socially awkward

 Difficulty communicating and recognizing social cues

 Strict adherence to rituals and habits

**Bullying**

 Individuals with ASD may not realize they are being bullied:

 Difficulty understanding sarcasm

 Desire to be liked/have friends

 May equate being bullied to how friendships work

-Brenda Smith-Myles

**Ways to Support a Student who is bullied**

 Assist the student in identifying sarcasm and bullying

 Help the student practice what to say to the bully so he or she will be prepared the next time

 Help the student practice being assertive. The simple act of insisting that the bully leave him alone may have a surprising effect. Explain to the student that the bully's true goal is to get a response.

 Encourage the student to be with friends when traveling back and forth from school, during shopping trips, or on other outings. Bullies are less likely to pick on a child in a group.

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**WHAT WORKS IN PREVENTING, AND RESPONDING TO, ASD BULLYING.**

• School Climate Change

• Safe ways to report (safety net programs)

• Focus on all types of bullying (not just physical aggression)

• Focus on role of bystanders

 Peer support networks

• Adults model supportive relationships

• Active parent involvement

**WHAT Doesn't Work IN PREVENTING, AND**

**RESPONDING TO, ASD BULLYING**

• Individual counseling (for bully or victim)

• Accepting bullying as normal

• Focusing on only physical aggression

• Zero tolerance policies

• Isolated efforts (special auditorium events, lectures)

• Stigmatizing victims

 Adults model intimidation, anger, power

Source: What Works, What Doesn’t Work in Bullying Prevention Strategies. Michael B. Greene, Ph.D.

Director, YCS Center for the Prevention of Violence.

**Potential Effects of Bullying:**

• Health issues

• Depression & Anxiety

• Decreased academic achievement

• Increased absences

<http://www.stopbullying.gov/at-risk/effects/>

It is not up to one person to end the bullying

it has to be a community effort. We all have a

role to play.



**Adult Response is so Important!!**

• Adults should listen without judgment

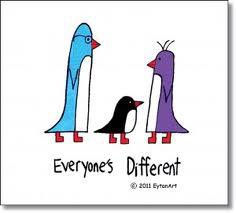
• Adults should make sure that parents are informed

• Adults should provide a safe place to talk about what has happened and help decide what next steps should be taken

<http://www.pacer.org/publications/bullypdf/bp-18.pdf>

**Self Advocacy**

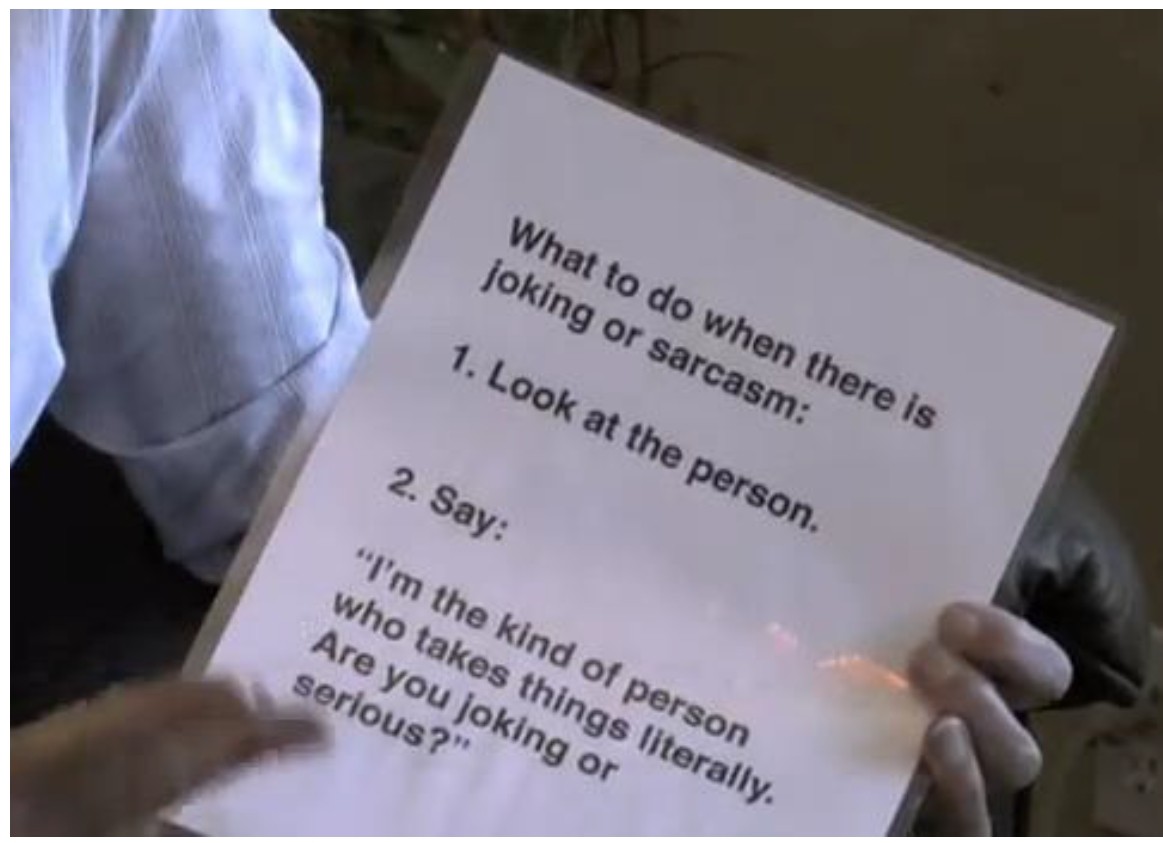
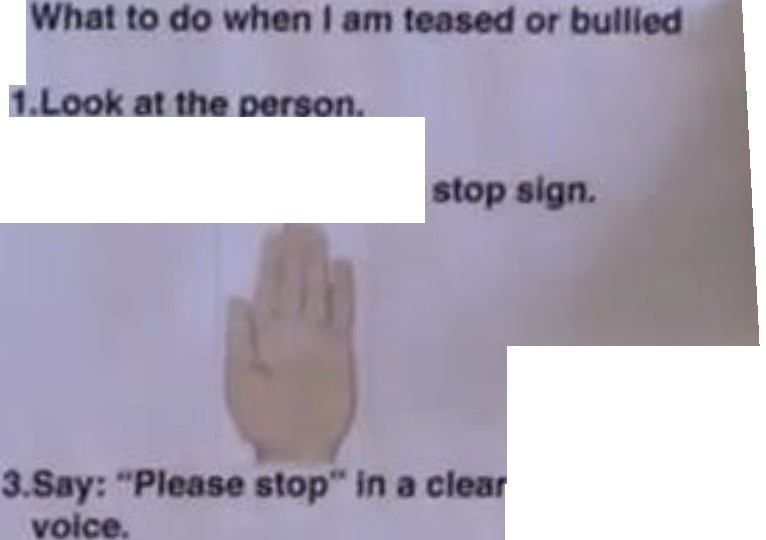
Students with disabilities must be taught to recognize bullying and steps to take if it is happening to them.



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We must teach peer’s how to respond to

witnessing others being bullied!



**Bystanders have Power!!**

• Peers are much more likely to see what is happening to peers than adults are.

• Peer influence can be powerful

How can Bystanders Help?

• Tell a trusted adult.

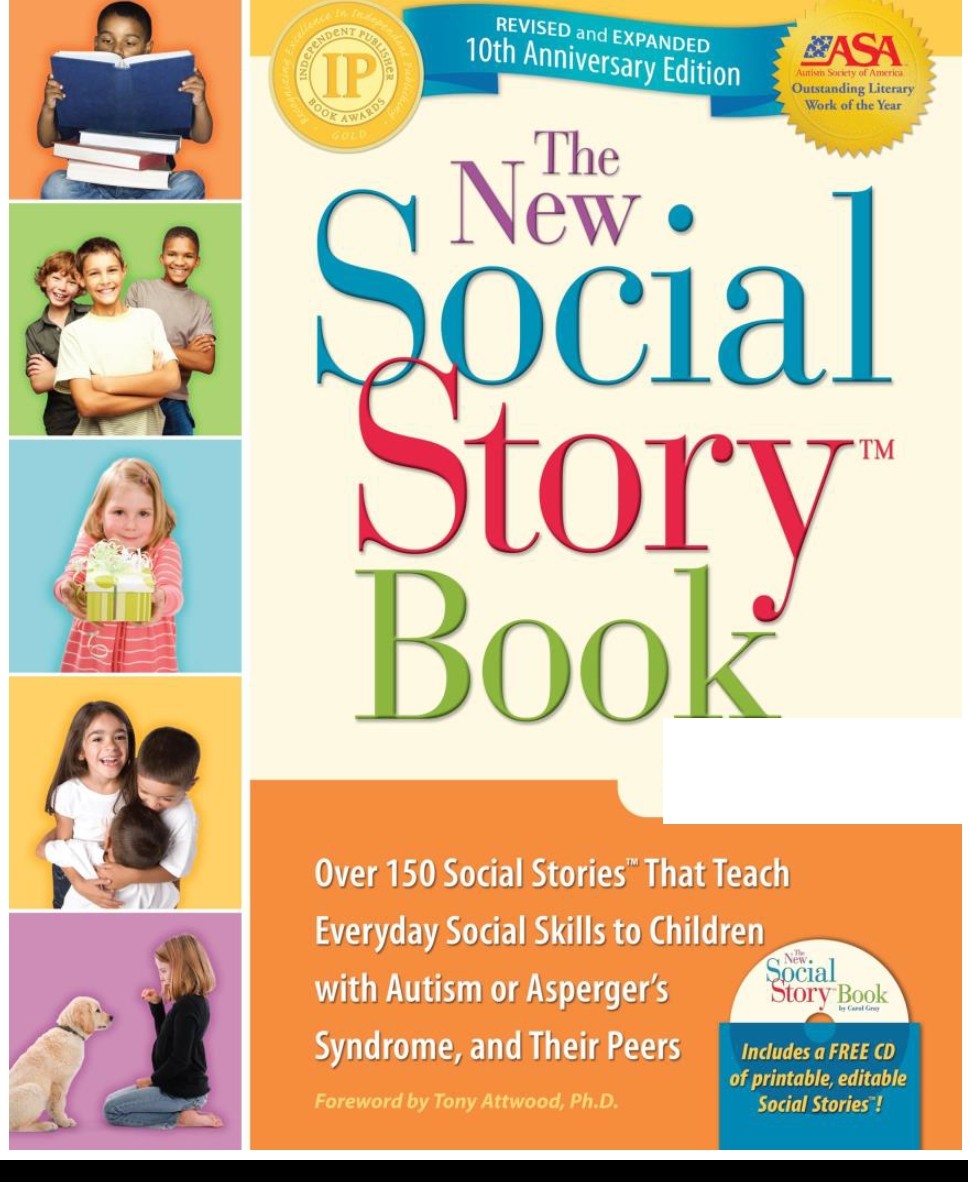
• Be their friend.

• Don’t give bullies an audience!

• Don’t spread rumors.



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Children Literature that looks at Bullying

[http://www.chicagonow.com/portrait-of-an-](http://www.chicagonow.com/portrait-of-an-adoption/2012/04/anti-bullying-reading-recommendations-for-children-and-teens/)

[adoption/2012/04/anti-bullying-reading-](http://www.chicagonow.com/portrait-of-an-adoption/2012/04/anti-bullying-reading-recommendations-for-children-and-teens/)

[recommendations-for-children-and-teens/](http://www.chicagonow.com/portrait-of-an-adoption/2012/04/anti-bullying-reading-recommendations-for-children-and-teens/)

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[recommendations-for-children-and-teens/](http://www.chicagonow.com/portrait-of-an-adoption/2012/04/anti-bullying-reading-recommendations-for-children-and-teens/)

Printable teaching tools

[• http://autismteachingstrategies.com/free-social-skills- downloads-2/](http://autismteachingstrategies.com/free-social-skills-downloads-2/)

[• http://autismteachingstrategies.com/autism- strategies/autism-strategies-communication/words-hurt- words-help-3/](http://autismteachingstrategies.com/autism-strategies/autism-strategies-communication/words-hurt-words-help-3/)

[• http://autismteachingstrategies.com/autisstrategies/teasi ng-and-bullying-social-skills-kit-for-kids-with-asd-free- download-cards-and-illustrated-panels/](http://autismteachingstrategies.com/autism-strategies/teasing-and-bullying-social-skills-kit-for-kids-with-asd-free-download-cards-and-illustrated-panels/)

Whole Class Toolkits for Bullying Prevention

[• http://safesupportivelearning.ed.gov/training-technical- assistance/training-products-tools/training-toolkits](http://safesupportivelearning.ed.gov/training-technical-assistance/training-products-tools/training-toolkits)

[• http://specialneeds.thebullyproject.com/educators](http://specialneeds.thebullyproject.com/educators)

[• http://www.bystanderrevolution.org/](http://www.bystanderrevolution.org/)

Autism Specific Resources

[• http://specialneeds.thebullyproject.com/](http://specialneeds.thebullyproject.com/)

[• https://www.autismspeaks.org/family-services/bullying](https://www.autismspeaks.org/family-services/bullying)

Resources

[• https://www.kycss.org/bullying.php](https://www.kycss.org/bullying.php)

[• http://education.ky.gov/school/sdfs/Pages/Bullyin g.aspx](http://education.ky.gov/school/sdfs/Pages/Bullying.aspx)

[• http://stopbullyingnow.com/](http://stopbullyingnow.com/)

Resources

[• http://www.modelmekids.com/bully.html](http://www.modelmekids.com/bully.html)

• [https://www.pinterest.com/pin/AQ5RclVnlSLEKpEb3Aforj- DwbVBvaAFnCFq2JHp3Irfe5xcvT0bPgo/](https://www.pinterest.com/pin/AQ5RclVnlSLEKpEb3Aforj-DwbVBvaAFnCFq2JHp3Irfe5xcvT0bPgo/)

[• https://www.pinterest.com/pin/77968637275246464/](https://www.pinterest.com/pin/77968637275246464/)

Questions?

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