

UNIVERSITY OF
LOUISVILLE®

KENTUCKY AUTISM
TRAINING CENTER 

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.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>

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>

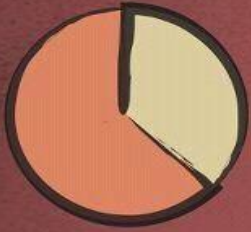
Autism Specific Bullying Statistics

- 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_bullying



BULLYING & Autism



63% of youth with Autism Spectrum Disorder say they have been a victim of bullying

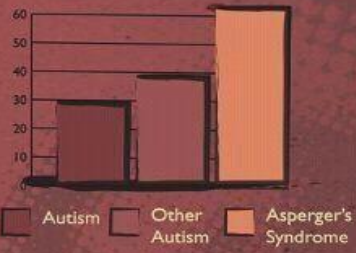
6 out of 10
youth with ASD say they have been bullied in the past month while only

1 out of 10
youth without ASD say they have been bullied in the past month

49%

of ASD youth who were victims of bullying, were bullied between

5th & 8th Grade



The majority of youth with ASD who are bullied have Asperger's Syndrome.

To learn more about what you can do visit, www.autismaction.org or <http://www.autismsafety.org/bullying.php>. And make sure to follow us on facebook to find out more about Autism Awareness and Bullying

Source: http://www.iancommunity.org/cs/ian_research_reports/ian_research_report_bullying

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.

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.



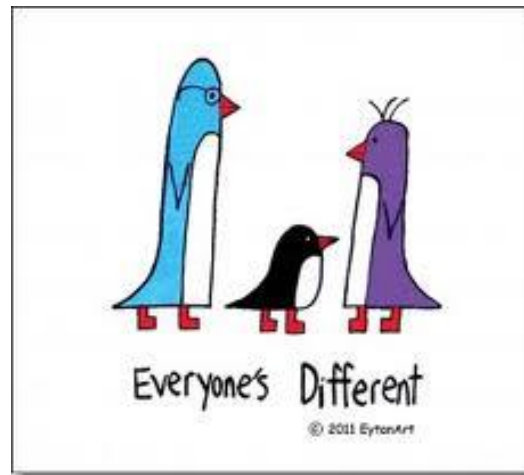
Adult Response is so Important!!

- 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.



What to do when I am teased or bullied

1. Look at the person.
2. Hold up my hand like a stop sign.



3. Say: "Please stop" in a clear, firm voice.
4. Walk away.
5. Tell a trusted adult.

What to do when there is joking or sarcasm:

1. Look at the person.
2. Say:
"I'm the kind of person
who takes things literally.
Are you joking or
serious?"

We must teach peer's how to respond to witnessing others being bullied!

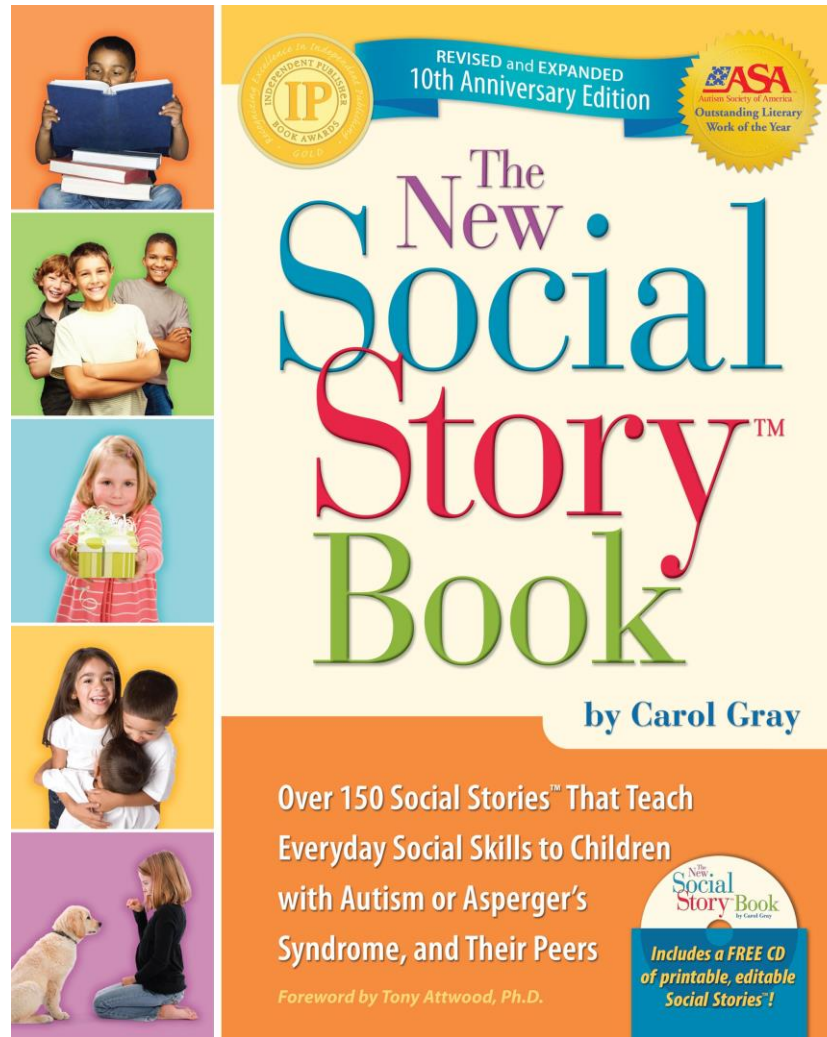


Bystanders have Power!!

- 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.



Children Literature that looks at Bullying

<http://www.chicagonow.com/portrait-of-an-adoption/2012/04/anti-bullying-reading-recommendations-for-children-and-teens/>

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Printable teaching tools

- <http://autismteachingstrategies.com/free-social-skills-downloads-2/>
- <http://autismteachingstrategies.com/autism-strategies/autism-strategies-communication/words-hurt-words-help-3/>
- <http://autismteachingstrategies.com/autisstrategies/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://specialneeds.thebullyproject.com/educators>
- <http://www.bystanderrevolution.org/>

Autism Specific Resources

- <http://specialneeds.thebullyproject.com/>
- <https://www.autismspeaks.org/family-services/bullying>

Resources

- <https://www.kycss.org/bullying.php>
- [http://education.ky.gov/school/sdfs/Pages/Bullyin
g.aspx](http://education.ky.gov/school/sdfs/Pages/Bullyin
g.aspx)
- <http://stopbullyingnow.com/>

Resources

- <http://www.modelmekids.com/bully.html>
- <https://www.pinterest.com/pin/AQ5RclVnISLEKpEb3Aforj-DwbVBvaAFnCFq2JHp3Irf5xcvT0bPgo/>
- <https://www.pinterest.com/pin/77968637275246464/>

Questions?

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