



Mental Health Association in New York State, Inc.

**SAFE  
SPACE**

**CREATING  
A POSITIVE  
SCHOOL  
CULTURE  
TO PREVENT  
BULLYING**

Mental Health Association in New York State, Inc. (MHANYS) improves the lives of individuals, families, and communities by raising mental health awareness, ending stigma and discrimination, and promoting wellness and recovery.

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## Safe Space: Creating a positive school culture to prevent bullying

Developed with funding from the New York State Office of Mental Health

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Across all ages and communities, the prevalence of bullying among students continues to be a major concern for schools and families. In New York State, the problems mirror those in schools throughout the U.S. The harmful interaction—whether in person or through an array of accessible modern technology—creates an educational environment that impairs the mental health of students during critical stages of human development. School administrators and staff, teachers, students, families, and caregivers all have a role in the prevention of bullying, but need the tools and tips to be effective.

**The purpose of this guide** is to help schools and their communities identify strategies and resources to create a safe learning environment for all children, one where bullying is not given the opportunity to flourish. Instead, kindness and respect become the mainstays of the school's culture, replacing the divisiveness that can become all too common at a younger age.

Our approach is guided by the belief that, in order to reduce harmful interactions between children, we need to empower the entire school community with mindful strategies to create a culture unaccommodating to these encounters. This is achieved with a multifaceted approach of mental health and bullying prevention education, social-emotional learning, restorative and nonpunitive policies, and the creation of a caring community.

In New York State, the Dignity for All Students Act (DASA) is the primary law governing bullying prevention efforts in schools. Knowing that such behaviors can have detrimental consequences for students and staff while negatively impacting school climate, this broad-sweeping legislation promotes a safe and caring school environment that is free from discrimination, intimidation, and bullying.

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The law, which took effect on

**July 1,  
2012**

provides public schools with comprehensive **policy requirements** to prevent and respond to bullying behavior.

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## **DASA** requires districts to appoint a staff member

in each school to handle bullying incidents and to collect and report data regarding incidents of discrimination, harassment, and bullying to the superintendent.

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District policies must also include a school bullying **prevention strategy and provide training programs** to school personnel.<sup>4</sup>

Other sections of NYS Education Law that promote student instruction related to the prevention of bullying include civility, citizenship, and character education (section 801-A), mental health (section 804), and internet safety (section 814).<sup>15</sup>

The Mental Health Association in New York State, Inc. (MHANYS) established the School Mental Health Resource and Training Center (Resource Center) on July 1, 2018 to support the implementation of mental health education in all NYS public and private schools. The Resource Center staff provide mental health education, training, and resources to the whole school community—including students, their families, and educators. In addition, the Resource Center actively collaborates with schools and regional partners to build safe and caring communities, and promote access to care.

**To further support the efforts of school communities to address bullying, the Resource Center has compiled information on bullying and cyberbullying, focused on the following elements:**

- Prevalence Of Bullying And Cyberbullying
- Risk And Protective Factors
- Estimated Impact On Student Mental Health
- Effect On Overall Learning And The Culture Of Schools
- Implementation Of Prevention Education
- Strategies To Support A Safe And Positive Learning Environment



Special attention is given to initiatives such as social-emotional learning, a specialized trauma-informed approach, and restorative practices within the framework of a socio-ecological model. A socio-ecological model organizes factors that impact bullying at three levels: the individual, the environment (school and home), and society.

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To ultimately achieve success with this initiative, all stakeholders need to come together in a thoughtful way to implement comprehensive bullying prevention and intervention strategies that are embraced by the entire education community—and that ensure school as a safe space for all children.

# Language Matters:

## Words can promote stigma and negative associations

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### Victim vs. Target:

The word “**victim**” is often used to describe the person who is being bullied. Some may not identify as a “victim”; the term “target” is preferred. Youth who are bullied should be encouraged and empowered to stand up for themselves, and the words we use should reflect that.

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### Perpetrator vs. Those who engage in bullying behavior:

The word “**perpetrator**” is often used in the criminal justice system, and is dehumanizing. We know that those who engage in bullying often carry their own trauma, so we want to use terminology that reflects this is a person with complex needs.

## BULLYING:

### AN OVERVIEW

Bullying is when someone who has more power in a relationship intentionally harms another person repeatedly—and over an extended period of time. It can take the form of a direct open attack that is physical or verbal, or it can be indirect aggression, such as social isolation or intentional exclusion.<sup>9</sup> In recent years, bullying involving computers, cell phones, and other electronic devices has emerged as a significant problem. Known as cyberbullying, such behaviors are intentional, repeated, and harmful. Often, those who engage in cyberbullying will use popular apps, messaging tools, and social media.<sup>3</sup>

The National Center for Education Statistics reported that in 2017, about

# 15%

of high school students reported experiencing cyberbullying

# 1 in 5 students

ages twelve to eighteen

reported being bullied at school

# 13%

were made fun of, called names, or insulted

# 12%

were the subject of rumors

Other less common forms of bullying include being physically assaulted, threatened with harm, purposely excluded from activities, forced to do something they did not want to do, and having property destroyed on purpose. The two most common places bullying occurs are in the hallway or stairway (42%) and in the classroom (34%) not necessarily in places that are hidden from view.<sup>8</sup> Overall, women-identified students had a higher percentage of being bullied when compared to men-identified students, and more than

**87% of LGBTQ+** students reported being harassed or assaulted.<sup>6</sup>

## RISK AND

## PROTECTIVE FACTORS<sup>16</sup>

Bullying emanates from a complex array of factors involving the individual and the environment. Understanding both is critical for prevention. The school system and student culture can work together to effectively reduce or eliminate bullying. Mitigating risk factors is not always possible or easy, but boosting protective factors can have the most impact on creating a safe and supportive learning environment.

### RISK FACTORS FOR TARGETS OF BULLYING

- life experiences that make them different, such as those who identify as LGBTQ+, are overweight, are recent immigrants, or living in poverty
- a disability, such as mental or developmental
- not socially compatible with others
- perceived awkwardness, weakness, or low self-esteem
- lack of friends, or fewer friends compared to others

### RISK FACTORS FOR THOSE WHO BULLY OTHERS

- a predilection toward violence
- a difficulty regulating feelings or frustrations
- attachment to a social group involved in bullying
- the need to exert power due to popularity or social status
- family turmoil or lack of parental involvement
- feeling of isolation and/or frequent peer rejection
- lack of engagement in typical school activities
- inability to feel empathy or compassion for others

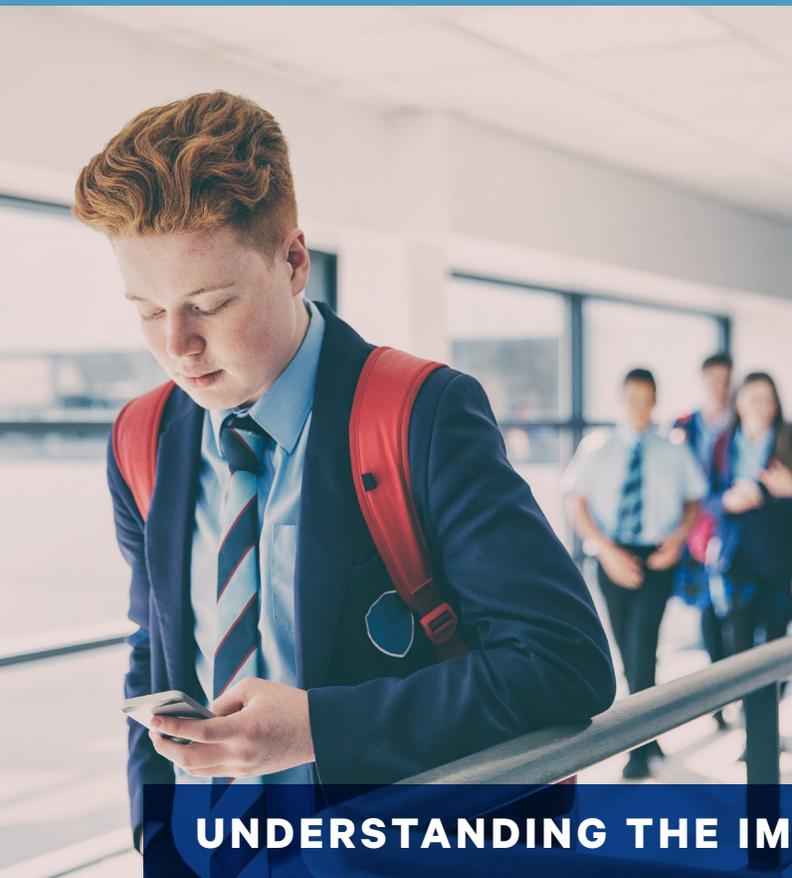
### PROTECTIVE FACTORS FOR TARGETS OF BULLYING

- quality friendships and a supportive network
- communication and problem-solving skills
- positive self-esteem and a confident advocate for self
- ability to manage emotions and behaviors, particularly in response to social interactions
- involvement in school clubs and activities
- engagement in the community

### PROTECTIVE FACTORS FOR THOSE WHO BULLY OTHERS

- good communication skills
- positive social skills
- effective decision-making skills
- ability to effectively regulate emotions
- ability to extend respect, empathy, and a caring attitude
- feels like a valuable member of the school environment

A closer look at the protective factors indicates a strong association with social-emotional learning (SEL) core competencies: self-awareness, self-management, social awareness, responsible decision-making, and relationship skills. Therefore, an effective approach to minimize the opportunity for bullying behaviors in the school setting will require attention to developing the social-emotional skills of students.



## UNDERSTANDING THE IMPACT

## OF BULLYING

**Bullying has a negative impact on the person who is bullying, the target of the bullying, and the school community as a whole. Most children who bully experience a range of negative outcomes, including depression, increased peer rejection, poorer school adjustment, and more externalizing and internalizing behaviors like conduct problems, delinquency, and criminal activity.<sup>9</sup>**

Research by the National Institute of Child Health and Human Development<sup>13</sup> indicates those who are bullied have a higher risk of depression, loneliness, anxiety, low self-esteem, suicidal ideation, and/or suicide attempts. Research revealed that Black and Latinx youth who are bullied are more likely to suffer academically than their white peers.<sup>16</sup>

Even witnessing bullying can produce feelings of anger, guilt, fear, and sadness. Neither targets nor bystanders are usually confident about how to solve the problem and often do not seek adult help. Targets of bullying often blame themselves and are afraid to be assertive about seeking help. This only prolongs the problem.

When students are exposed to bullying—either as a target or a witness—they are more likely to perceive their schools as less safe and hold negative feelings about their own social experiences. Students who bully others, are bullied, or witness bullying are more likely to report high levels of suicide-related behavior than students who report no involvement in bullying.<sup>2</sup> Bullying has been found to have an impact on children's classroom participation, and also causes students to disengage from classroom activities as they progress through school.<sup>12</sup>

Bullying of any kind creates a climate of fear in the school community in which a safe space cannot exist. Addressing all levels of contributing factors, including individual trauma and community trauma, is the most successful way of preventing bullying.



## SCHOOL CLIMATE, SOCIAL-EMOTIONAL LEARNING, AND PREVENTION

Social-emotional learning programs in schools can foster an overall climate of inclusion, warmth, and respect and promote the development of core social and emotional skills among both students and staff. The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as the processes through which children and adults acquire the knowledge, attitudes, and skills they need to recognize and manage their emotions, demonstrate care and concern for others, establish positive relationships, make responsible decisions, and handle challenging social situations constructively. CASEL's five core competencies include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.<sup>9</sup>

To effectively reduce bullying behavior, schools need to provide students with instruction and practice in applying their SEL skills to a variety of bullying situations. An SEL framework provides a supportive foundation for these prevention efforts.

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**By providing students with lessons and practice in applying these skills in a variety of scenarios, bullying behavior can be vastly reduced.**

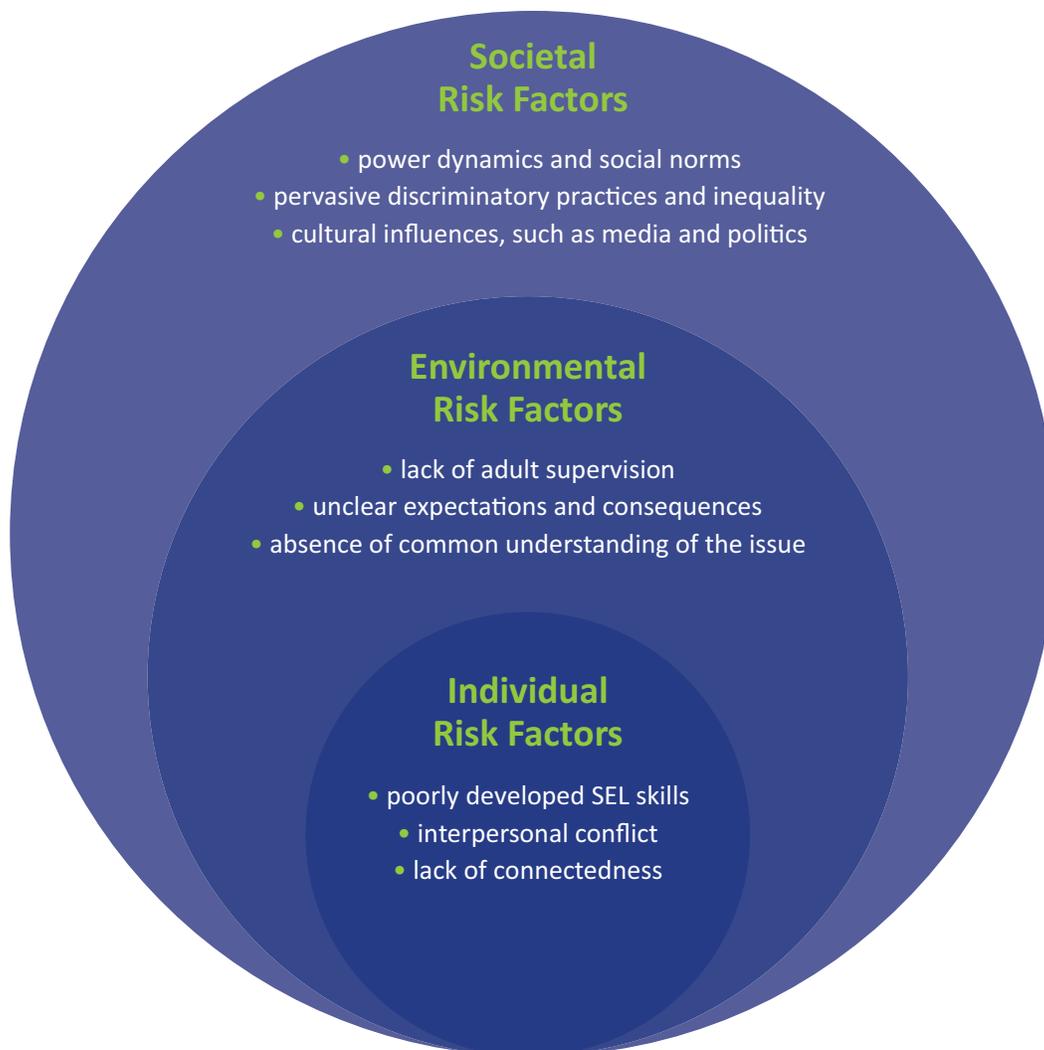
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However, SEL and bullying prevention programs are not enough. When schools focus on prevention education alone, it only reduces incidences of bullying by **17 to 20%**.<sup>5</sup> A multifaceted approach to reducing bullying in schools is more likely to succeed than single-component programs, and interventions designed only for the targets and those who bully are less likely to be effective.

## A SOCIO-ECOLOGICAL

## MODEL OF BULLYING

It is important to define and recognize bullying behaviors and prevalence, and understand the individual risk and protective factors. Along with these efforts, we need to begin looking at bullying as a social phenomenon that is influenced by power dynamics, cultural influences, pervasive discriminatory practices, and social norms—all in tandem with the environmental risk factors in the school setting.



## Using the socio-ecological model on the previous page,

this table offers specific strategies to address the individual, environmental, and societal factors that have the potential to create a school community where bullying is prevalent. The strategies are also consistent with a trauma-informed approach.

	Risk Factors	Solution-Focused Approach
 <b>Individual</b>	<b>Poorly developed SEL skills</b>	<b>Comprehensive, district wide SEL program that:</b> <ul style="list-style-type: none"> <li>• promotes skill development for adults in the community (i.e. parents and educators) so they can effectively teach and model to students</li> <li>• uses common language and scaffolding across grade levels and buildings</li> </ul>
	<b>Interpersonal conflict</b>	Restorative practices can support the development of positive relationships and repair harm through shared understanding, open dialogue, and collaboration. They also support SEL development by providing opportunity for perspective-taking, building empathy, and promoting the development of problem-solving skills. Attention should be given to psychological needs of all those impacted.
	<b>Lack of connectedness</b>	District-wide strategies that support relationships between student-student, staff-student, and staff-staff build trust and respect for others and encourage everyone to take an active role in creating a safe space for themselves and others.
 <b>Environmental</b>	<b>Lack of adult supervision</b>	Schools are encouraged to conduct a thorough assessment of staffing practices and reports of where bullying occurs, recognizing that the most common places are usually in open view, such as halls, stairways, and in the classroom.
	<b>Unclear expectations and consequences</b>	Clearly written and communicated school and classroom rules prohibiting bullying and other forms of inappropriate conduct should be shared regularly with students and families, and enforced equally. There should be a process for reporting unfair treatment to administration without repercussions. In addition, adults should model respectful and caring behavior, as well as active bystander behavior by intervening quickly and not minimizing reports of bullying.
	<b>Absence of a common understanding of issue</b>	Common definition of bullying behaviors and a shared understanding of expectations and procedures should be communicated to all members of the school community – students, school personnel, families/caregivers, and community partners.
 <b>Societal</b>	<b>Power dynamics and social norms</b>	Finding opportunities to celebrate all members of the school community regardless of perceived differences, disparities in education or socio-economic status, gender identity, role in society, and levels of engagement sends the message that everyone matters and everyone has a responsibility in creating a safe space in schools.
	<b>Pervasive discriminatory practices and inequality</b>	Educating youth about discrimination in policies and society, and supporting community-based volunteer opportunities, helps youth to understand they are a part of something bigger than themselves. Character education programs promote values such as respect, justice, civic virtue, citizenship, and responsibility for self and others.
	<b>Cultural influences (i.e. media and politics)</b>	Parental involvement is key to creating social norms that promote respect for others, support positive communication, and embrace teachable moments to change perspectives.



## UNDERSTANDING THE CONNECTION

### BETWEEN TRAUMA AND BULLYING

**Trauma is a physical, emotional, or psychological injury caused by unsafe, distressing, or harmful experiences, such as personal loss, acts of sexual abuse, or societal conflict. Bullying or being witness to bullying behaviors are traumatic experiences; therefore, there should be an understanding of the connection between both and the role a trauma-informed approach can have in creating a safe school environment.<sup>14</sup>**

Both instances can elicit a trauma response, which can occur even in the absence of a firsthand experience. Witnessing a traumatic event or feeling threatened by the potential for trauma can also have a negative impact, so protecting these bystanders needs to be considered as part of any comprehensive anti-bullying plan.

Bullying is an example of a traumatic experience both for the target and bystanders. (See the section titled “Successful Creation of a Safe Space” for a summary of the impact of trauma on individuals.) It is also a risk factor for being a target of bullying and/or engaging in bullying behaviors in the future.

There are two phrases commonly used in the field of trauma that can help us understand the connection between trauma and bullying: “trauma begets trauma” and “hurt people hurt people.”

**“Trauma begets trauma”** means individuals who have experienced trauma, whether it is physical abuse at home or bullying in school, are at increased risk for future trauma. Victims of trauma are more likely to have mental health problems, low self-esteem, inhibited cognitive functioning, and social isolation—all are risk factors for trauma, and in the context of this discussion, they are risk factors for bullying.

**“Hurt people hurt people”** suggests that individuals who have experienced trauma may have more difficulty regulating their emotions and may react more impulsively, with greater intensity, and without consideration for the feelings of others. This response is a combination of learned behavior, inhibited brain development, and underdeveloped social-emotional skills.

## ADDRESSING THE

## CONNECTION

The connection between bullying and trauma is clear and complex. Approaching the serious problem of bullying through a trauma-informed lens will help to mitigate the risk factors for all those involved, including targets, bystanders, and those who engage in bullying behaviors.

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Addressing trauma is effectively addressing bullying.

Following the trauma-sensitive strategy of asking **“what’s happened to you”** rather than **“what’s wrong with you”** will encourage a transition from a punitive approach to a restorative approach. A focus on the student’s social and emotional development rather than the behavior promotes protective factors, such as connectedness and emotion regulation.

Alternatively, labeling students as **“bullies”**—which often inadvertently occurs with a punitive approach—establishes their role in the school community as a negative one and all but eliminates the potential for compassion and understanding for the underlying problems that may be present.

## CONSIDERING THE EFFECTS

## OF TOXIC STRESS

Our bodies and brains were built to process and respond to stressors and traumatic experiences, such as bullying. However, prolonged and repeated exposure can have damaging effects on our body, our memory and our ability to learn, and our behaviors throughout the lifespan.

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Youth are especially susceptible to the effects of toxic stress because their brains are still developing. However, there is hope. Research has indicated the damaging effects of the toxic stress response can be prevented or even reversed through the presence of a supportive and responsive adult who establishes a caring relationship with a child early on in their life.<sup>1</sup>



## FRAMING BULLYING WITHIN

## A CONFLICT CONTINUUM

**Bullying is rarely an isolated incident. When we view conflict as a continuum, it increases opportunities for prevention before it escalates.**

The most common forms of bullying are name-calling, insults, and creating rumors. All of these would likely be viewed in the middle of the continuum, providing ample opportunity for intervention before escalating. Conflict resolution is a skill that requires practice and development in connection with communication skills and emotion regulation. For this reason, a robust social-emotional learning program is an important bullying prevention strategy.



When observing behaviors that could potentially be viewed as bullying, consider the questions below:

- Is there an imbalance of power (i.e. physical strength or popularity)?
- Was the harm inflicted intentional or the result of something unrelated?
- Is the behavior repetitive or is this an isolated incident?
- Does that target perceive the behavior as harmful?

## THE ROLE OF

## RESTORATIVE PRACTICES

To establish a culture of mutual respect, punitive disciplinary policies—such as zero-tolerance—should be avoided. The American Psychological Association, after evaluating school disciplinary policies for ten years, found that zero-tolerance policies fail to make schools safer.<sup>10</sup> Reactive responses to bullying often cause bullying behaviors to increase.<sup>9</sup> Using a trauma-informed approach, the consequences for policy violations around bullying should instead include some form of remediation that helps students understand the incident and practice pro-social behaviors.

In addition, when paired with SEL programs, a commitment to restorative practices can help students understand the harms of bullying and move toward a more holistic and community-centered approach. Restorative practices focus our attention on the quality of relationships between all members of the school community. Harmful behaviors damage relationships, and repairing the relationships helps guide the school community to learn from the detrimental event and to examine the behaviors and attitudes that have contributed to it.<sup>7</sup>

Practitioners can focus on the unacceptable behavior of those who bully rather than their moral character, which can lead to healthier interpersonal relationships among members of the school community and more effective learning.<sup>11</sup>

## What Are Restorative Practices?<sup>11</sup>

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**“Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Examples include Social Emotional Learning programs, community conferences, peer mediation, and circle processes that have been adapted from Indigenous practices.”**

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## PROFESSIONAL

## DEVELOPMENT

**One important factor in creating a safe learning environment is a comprehensive professional development plan for bullying that includes all school staff.**

Everyone working in a school district should have a common understanding that includes shared language and a vision for how the school community will work collaboratively to support empathy, dignity, respect, and connectedness. This includes administrators and support staff; instructors, assistants, and aides; student support services personnel; and all other staff including coaches, attendance clerks, school nurses, library media specialists, bus drivers, food service employees, and school security staff. Whenever possible, community partners should be invited to participate in professional development opportunities as they also have contact with both students and families. Partners may include probation officers, after-school program leaders, and school-based healthcare providers.

There are many reputable providers of professional development in the area of bullying and cyberbullying prevention. (See Resources) The best trainings will include:

- definitions of bullying and cyberbullying, and its overall prevalence within communities
- impact of bullying behaviors on the entire school community and culture—not just on targets, bystanders, and those who engage in bullying behaviors
- risk and protective factors, and a focus on elevating protective factors through social-emotional learning, connectedness, advocacy, and clear expectations
- common language and a public health approach that supports community engagement and inclusiveness in developing a restorative approach

However, a comprehensive understanding of bullying as a behavior is not enough to have a sustained impact on creating a safe space for students. Additional attention needs to be given to the socio-ecological factors, specifically the societal factors that create risk for bullying behaviors. (Refer to table on page 12: socio-ecological model.)



Exposing children to different cultures and the diversity in life experiences is important to create a climate of acceptance, build empathy, and stimulate the conversation of learning about others and what makes each of us unique. Creating opportunities for exposure and leveraging teachable moments can help students unlearn prejudices, discrimination, and social injustice, and can ultimately support the development of an environment conducive to mutual respect and civility.

## Opportunities to teach tolerance

- Host an event that celebrates some of the unique cultures in your community. Involve families and community organizations to share rituals, customs, food, clothing, music, history, etc.
- Encourage clubs that promote visibility and engagement of diverse groups of students.
- Collaborate with these clubs to provide awareness through events or initiatives, such as partnering with the LGBTQ+ club to host a “Be An Ally” event, or with the African American (AA) club to celebrate AA female pioneers in STEM.
- Create a Best Buddies program to support relationships between general education and special education students.

## Opportunities to engage with the community

- Start the year off with a “Give Back” event that engages all students in supporting a community-based organization, such as a food pantry, adult living facility, or library.
- Bring in local auto repair professionals to teach high school students how to perform minor car care, such as check the oil, change the windshield wipers, and/or put air in the tires.
- Invite members of the media to talk about ethics and challenges in reporting, and the increased use and management of online articles and comment sections.



## SUCCESSFUL CREATION OF A SAFE SPACE

**The prevention of bullying and cyberbullying requires a comprehensive socio-ecological approach administered through the lens of trauma-informed practices. Focusing only on the individual who bullies or the target of bullying will not have a lasting impact on school culture and climate.**

Everyone has a role in bullying prevention. As educators and caregivers, we can support youth in fulfilling their role with a focus on social-emotional development; establishing clear expectations and consequences; repairing harm; and helping them to understand the often subtle influences of society that allow for discrimination, harassment, and hurtful interactions.

School professionals are encouraged to embrace their position as role models, engage in honest and open dialogue about bias and prejudice, be aware of the relationship between trauma and bullying, and commit to practices that create safe spaces. And, finally, families and caregivers are their children's first teachers. They help youth understand what it means to be a good friend through their own relationships with their children and others, instill a sense of self-worth and purpose, support the development of problem-solving and communication skills, model empathy and caring, and promote community involvement.

The creation of a **“Safe Space”** is the natural result of a positive culture and climate. Getting there will require collaboration, commitment, and hope that we can nurture youth to become caring and respectful adults who will do the same for their children.

# RESOURCES

The following pages contain resources for school staff and administration, students, and families. We hope that these tools support you in creating a safe space in your school community.

## SCHOOL RESOURCES ONLY

### Anti-Defamation League

The ADL offers an array of anti-bias and bullying prevention programs to understand and challenge broader societal factors that promote bias and prejudice, empower youth, and teach social-emotional and conflict resolution skills.

<https://www.adl.org/education-and-resources/resources-for-educators-parents-families/educational-programs-training>

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### Dignity for All Students Act - Guidance document for local implementation

This site provides background information on bullying and a local school model for school districts, Boards of Cooperative Educational Services (BOCES), and charter schools in the implementation of the Dignity Act (DASA).

<http://p1232.nysed.gov/dignityact/documents/DASAGuidanceLocalImplementation.pdf>

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### National Center on Safe Supportive Learning Environments

Bullying prevention materials and self-paced learning modules for educators about bullying are available on the site, along with information about school climate and other school safety topics.

<https://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-self-study-module>

There is also a training specifically for bus drivers.

<https://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-our-nations-school-buses-training-toolkit>

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### Olweus Bullying Prevention Program

General information about bullying and a description of the Olweus prevention program is available on this site.

<http://www.violencepreventionworks.org/public/bullying.page>

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### Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools

This guide for educators was developed by the Schott Foundation, Advancement Project, American Federation of Teachers, and National Education Association with the help of a working group of educators and school personnel. It illustrates how restorative practices can be seamlessly integrated into the classroom, curriculum, and culture of schools, and how they can help transform schools to support the growth and health of all students.

<http://www.schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>

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### Social and Emotional Learning and Bullying Prevention

This guidance document from the Education Development Center (EDC), American Institute for Research, and Collaborative for Academic, Social, and Emotional Learning (CASEL) offers strategies about using SEL for bullying prevention and intervention techniques.

[https://www.casel.org/wp-content/uploads/2016/01/3\\_SEL\\_and\\_Bullying\\_Prevention\\_2009.pdf](https://www.casel.org/wp-content/uploads/2016/01/3_SEL_and_Bullying_Prevention_2009.pdf)

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### Teaching Tolerance

This site has several resources for educators on the topic of bullying, including professional development tools, classroom activities, magazine articles, and blogs.

<https://www.tolerance.org/topics/bullying-bias>

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## SCHOOL AND PARENTS ONLY

### CASEL

The Collaborative for Academic, Social, and Emotional Learning catalogs recent articles and research studies on bullying on this site.

<https://casel.org/?s=bullying>

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### Eyes on Bullying Toolkit

A toolkit for educators and parents with general information about bullying and activities to use in the classroom and at home.

<http://www.promoteprevent.org/content/eyes-bullying-toolkit>

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### New York Center for School Safety

The Center offers assistance to help schools comply with DASA and SAVE regulations in collaboration with the state Department of Education. The site includes separate FAQs about DASA for both school personnel and parents and background information on school climate, trauma-informed schools, social-emotional learning, restorative justice, and school safety plans.

<https://www.nyscfss.org/dasa-implementation-faqs>

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## SCHOOL, PARENTS, AND STUDENTS

### Alberti Center for Bullying Abuse Prevention

This center at the University at Buffalo offers an extensive collection of resource links, articles, and videos on bullying prevention for educators, parents, and students.

<http://ed.buffalo.edu/alberti/resources/materials.html>

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### Bullyfree.com

Both free and fee-for-service programs, tips, and training are available to educators, parents, and students. Handouts for nonpunitive and restorative strategy techniques to use in the educational setting are available on this website.

<http://bullyfree.com/files/Non-punitive%20and%20Restorative%20Strategies%20Handout.doc>

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### Connect Safely

This site features a Parents' Guide to Cyberbullying, along with tips for children and other resources.

<https://www.connectsafely.org/cyberbullying/>

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### Cyberbullying.org

This site reviews the latest trends in cyberbullying and breaks down information for schools, parents, and students.

<https://cyberbullying.org/>

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### Pacer's National Bullying Prevention Center

Statistical information, video material, classroom lessons, and information for parents and students about bullying and cyberbullying are provided on this site.

<https://www.pacer.org/bullying>

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### Stomp Out Bullying

This organization's site is devoted to ending bullying with resources for educators, parents, and students. Includes a helpline for students.

<https://www.stompoutbullying.org>

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### StopBullying.gov

Information for schools, parents, and students on bullying and cyberbullying is included on this site.

<https://www.stopbullying.gov/>

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A special site geared toward parents is available at the following site.

[https://www.stopbullying.gov/sites/default/files/2017-09/hrsa\\_guide\\_parents-and-caregivers\\_508v2.pdf](https://www.stopbullying.gov/sites/default/files/2017-09/hrsa_guide_parents-and-caregivers_508v2.pdf)

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## Mental Health Association in New York State, Inc.

Mental Health Association in New York State, Inc. (MHANYS) improves the lives of individuals, families, and communities by raising mental health awareness, ending stigma and discrimination, and promoting wellness and recovery.



**SAFE SPACE:** CREATING A POSITIVE SCHOOL CULTURE TO PREVENT BULLYING